



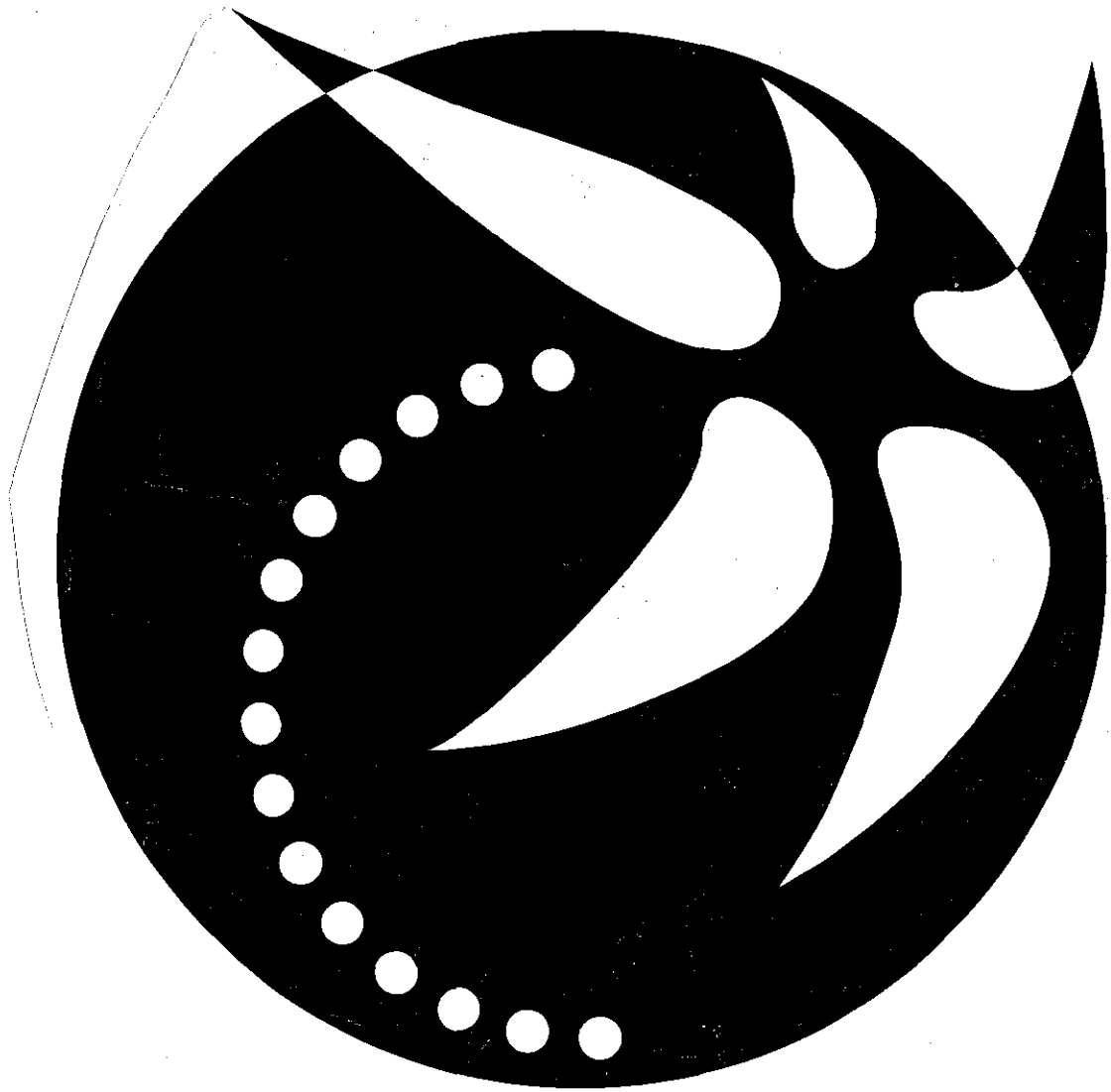
Saskatchewan  
Learning

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# **Life Transitions 20, 30**

## **A Curriculum Guide for the Secondary Level**

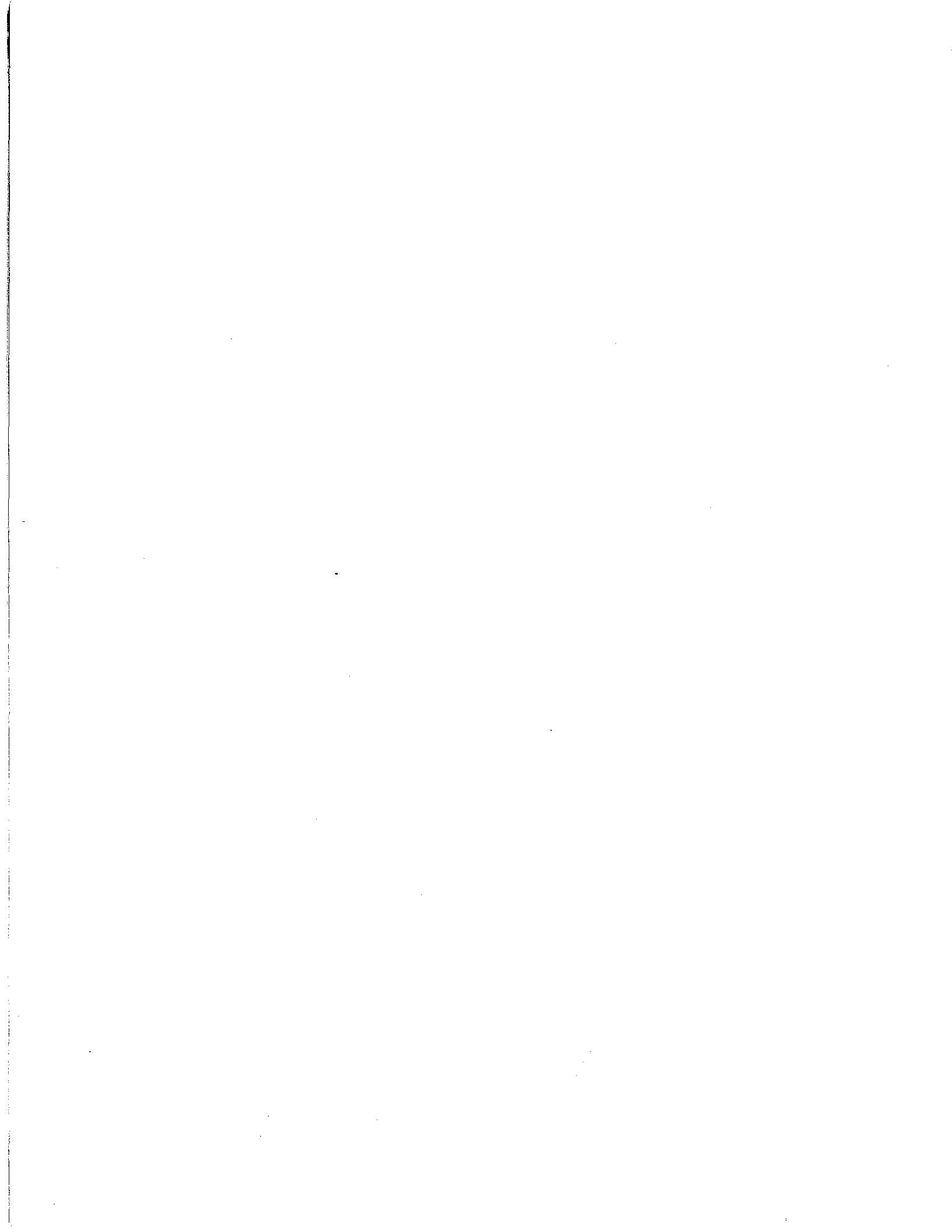
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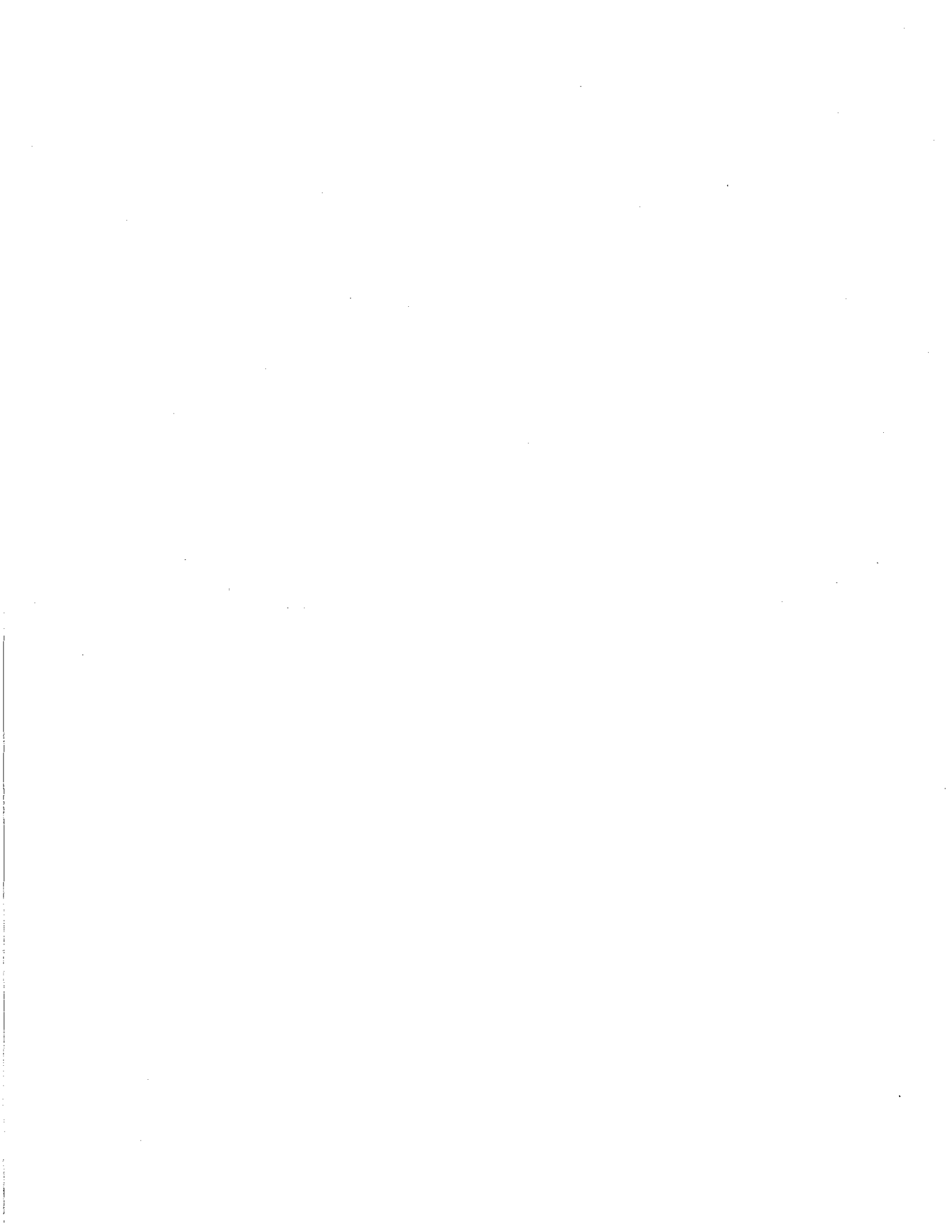


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**Life Transitions 20, 30  
A Curriculum Guide  
For the Secondary Level**

Saskatchewan Education  
September, 1996  
ISBN 0-921291-43-4

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# Acknowledgements

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# Introduction

Achieving a positive lifestyle requires knowledge, self-awareness, motivation and effort. Its benefits last a lifetime. It involves behaviours that promote and support well-being now and throughout a person's life.

Well-being is a broadly defined term used to describe a highly developed level of health resulting from the balancing of all dimensions of health: physical, social, spiritual, emotional and intellectual.

Life Transitions is a term signifying major changes encountered throughout life. A few examples include graduating from high school, entering the world of work, selecting a mate, becoming a parent and changing careers.

Personal health, family, community and career represent aspects of one's life. Throughout this curriculum they are listed in that order to represent a focus on the narrowest aspect of self, progressing toward the broadest aspect of career.

The term career, throughout the Life Transitions course, encompasses the sum total of one's life experiences including the roles in which an individual is involved (worker, learner, family member, community member), the settings where an individual finds him/herself (home, school, workplace, community) and the events that occur over an individual's lifetime (job entry, career change, marriage, retirement). In this sense, career means that the focus is on the total person -- the human career.

## Aim

The aim of Life Transitions is to enable students to acquire and refine the knowledge, skills and abilities to plan and enhance their personal health, family life, community life, and career development in order to effectively manage the change encountered in the transitions they will face throughout life.

## Goals

Life Transitions centres on personal health, family, community and career, while providing students the opportunity to:

- develop a positive self-concept and the skills necessary to maintain it
- develop the attitude and skills to grow with change
- acquire and practise the skills needed to progress from dependence to independence
- apply knowledge and skills to take charge of their lives in achieving and maintaining a positive lifestyle
- examine, reflect and act upon their personal goals and level of well-being in managing their lives as purposeful, contributing members of society.

---

## **Foundational Objectives**

### **Goal 1 Develop a positive self-concept and the skills necessary to maintain it.**

#### **Foundational Objectives**

- Students will access and evaluate information to reinforce the concept that emotional development is a key factor in managing transitions and that emotional development depends largely on knowing yourself and living comfortably with yourself.
- Students will appraise self-knowledge in relation to occupational choice, career requirements and working conditions.
- Students will understand that one of their basic lifestyle choices is the degree to which they balance their personal life, family life, community life and work life.
- Students will recognize that decisions about sexual behaviour affect life plans.
- Students will explore some of the personal, family, community and career transitions they may face in terms of how such transitions may change their life roles.
- Students will develop the ability and the confidence to design, implement and assess realistic action plans to manage their health care.
- Students will become aware of how career planning is influenced by their present situation, which includes their self-concept, friends, family, community, and available resources.
- Students will develop the ability to design and carry out action plans to prepare themselves for independent living.

### **Goal 2 Develop the attitude and skills to grow with change.**

#### **Foundational Objectives**

- Students will develop the lifelong skill of making decisions about managing change in their personal lives.
- Students will recognize that relationships are dynamic and change over time.
- Students will recognize that effective time management skills will help them meet personal goals and manage change.
- Students will recognize that they can resolve a certain degree of conflict, which is natural, as relationships are dynamic and change over time.
- Students will consider career plans that accommodate change and growth in their personal life and their family life, as well as in the world of work.
- Students will become familiar with employee interview skills which they can apply, now and in the future, to get a job and potentially to change jobs.

### **Goal 3 Acquire and practise the skills needed to progress from dependence to independence.**

#### **Foundational Objectives**

- Students will access and evaluate information for purposes of clarifying that emotional growth is a lifelong process.
- Students will appreciate that career self-knowledge is a lifelong process involving continuous decision making.
- Students will develop skills in making decisions about career services and accessing those that can assist them with the transition from high school to life after high school and with future transitions.

- Students will develop an awareness of how their roles of daughter/son, sibling, student, friend, spouse/partner, parent, grandparent and neighbour change as they mature from dependence to independence.
- Students will develop the ability and the confidence to design and carry out action plans to manage conflict in their personal, family, community and career relationships.
- Students will practise solving some of the housing, transportation and monthly expense problems encountered by those living on their own.
- Students will develop and apply successful job search skills.

**Goal 4 Apply knowledge and skills to take charge of their lives in achieving and maintaining a positive lifestyle.**

**Foundational Objectives**

- Students will examine how interpersonal relationships are developed and enhanced through an awareness of self and others, and the use of effective communication skills and decision-making skills.
- Students will acknowledge that people balance the expectations of self, others and work in different ways, depending on their personal standards and goals.
- Students will develop the ability and the confidence to design and carry out action plans that focus on community issues.
- Students will develop the lifelong skill of making decisions about their sexual behaviour that reflect personal goals, lifestyle goals and career goals.
- Students will acknowledge that career planning reflects personal goals and lifestyle goals.
- Students will develop a sense of responsibility for their own sexual and reproductive health.

**Goal 5 Examine, reflect and act upon their personal goals and level of well-being in managing their lives as purposeful, contributing members of society.**

**Foundational Objectives**

- Students will develop the lifelong skills of making time management decisions that reflect personal goals, lifestyle goals and career goals.
- Students will begin to develop the lifelong skill of making decisions that involve community and ethical issues.
- Students will recognize that effective money management skills will help them meet personal goals.
- Students will recognize the responsibilities and commitment involved in parenting.
- Students will consider those skills and attitudes needed to retain a job.

**At the end of Life Transitions 20, 30 the students will be able to apply the Life Transitions planning process of:**

- extending knowledge base
- making an informed decision
- designing and carrying out action plan

**to transitions in the following areas of their lives:**

- personal health
- family
- community
- career.

---

## Philosophy and Rationale

Our social, economic and physical world is changing. Senior high school students need self-management skills to organize and shape their lives. It is apparent that there is a need for topics of career and personal development. In response to many societal issues, health education is needed in the secondary grades.

While the need for courses is of the utmost importance, it is also imperative to remember that there is only room for so many courses of study on a high school student's timetable. If only a small percentage of students were to opt to take these courses, it would be difficult to justify the commitment of resources to their development. Therefore, recognizing current Saskatchewan issues, needs and realities, Life Transitions combines a number of key topics often thought of in connection with career and personal development, family life and health education. This integration is timely and practical.

Two hundred hours of programming are presented in modular fashion -- one hundred hours for the 20 level credit and one hundred hours for the 30 level credit. There are four core modules at each of the 20 and 30 levels. They represent well-being, relationships, resource management and career planning. There are optional modules for each of the 20 and 30 levels. Optional modules include lifebalance, independent living, parenting, sexual and reproductive health, job search and others.

The constant feature in all modules is dealing with change. Change is responsible for the transitions one encounters throughout life. It is no longer sufficient for students merely to understand what we know today because critical information is constantly changing. More important and useful are the skills of accessing information, evaluating both the source and the information itself, and then applying the information in transition decisions.

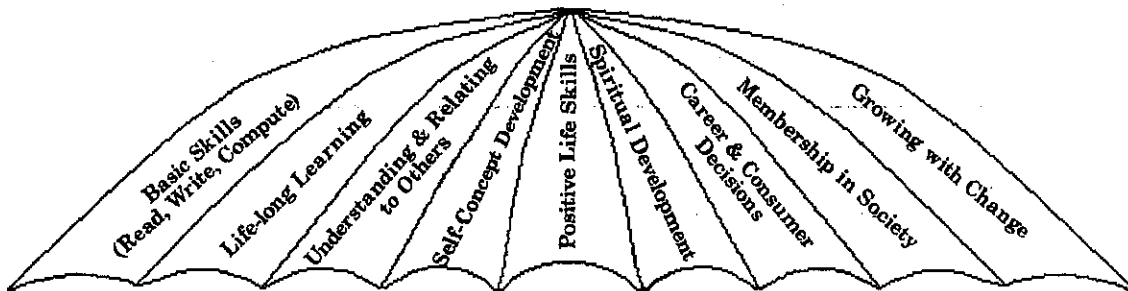
A goal of this course is to enable students to plan and manage their career, family and health throughout life. Managing involves making informed decisions, setting goals and establishing plans to meet those goals. It includes putting plans into action. At times it may mean discovering that some re-designing of the plan is required to achieve established goals.

Today it is essential that young people be able to cope effectively with change. Individuals are better prepared to cope if they have the opportunity to study and predict the likely consequences of change and formulate strategies to adapt to change.

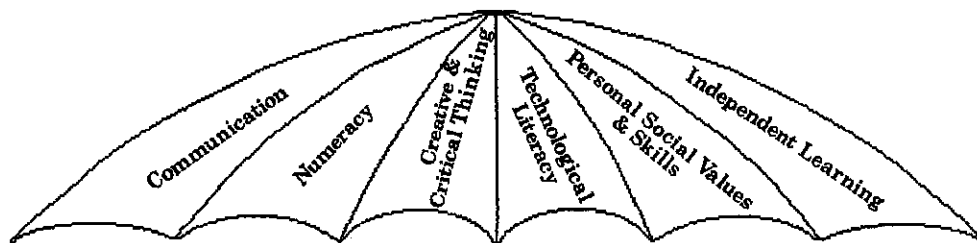
Changes in the nature of the family are clearly evident. The workplace is undergoing change. There is no faster changing facet of life than health care. Students of Life Transitions will be prepared.

Figure 1: Life Transitions "Umbrella Analogy"

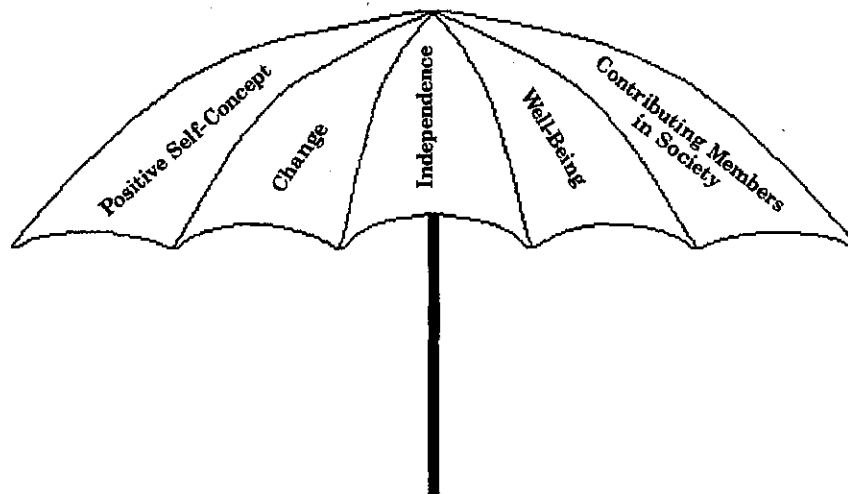
**9 Major Goals of Saskatchewan Education**



**6 Common Essential Learnings (CELs)**



**5 Goals of Life Transitions**



**STUDENTS**

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# Outline and Content of Course

Life Transitions is written in a modular format. There are four required modules at each of the 20 and 30 levels. They represent well-being, relationships, resource management and career planning. There are also optional modules at each of the 20 and 30 levels. See Figure 2 for course content. There are specified levels of achievement within each module. In Level A - Extend Knowledge Base, students evaluate information and sources of information. In Level B - Make an Informed Decision, students explore their options, consider the consequences of all options, and make a decision based upon current and accurate information. In Level C - Carry Out Action-Plan, students design and carry out an action plan to attain the goal they set in Level B. See Figure 3 for the Planning Process.

**Figure 2: Course Content**

<b>LIFE TRANSITIONS 20</b>	<b>LIFE TRANSITIONS 30</b>
<b><u>Required Modules</u></b>	<b><u>Required Modules</u></b>
Orientation to Life Transitions Personal Self-knowledge Relationships Time Management Career Self-knowledge	Life Roles -- an Orientation Health Self-care Conflict in Relationships Money Management Career Planning
<b><u>Optional Modules</u></b>	<b><u>Optional Modules</u></b>
Life Balance Community Issues and Ethics Career Services and Supports Human Sexuality	Independent Living Parenting Job Search Sexual and Reproductive Health

---

## The Planning Process

Life Transitions content is taught, learned and evaluated using three levels of instruction. The three levels are outlined below.

**Figure 3: The Planning Process**

<b>Level A</b>	<b>Extend Knowledge Base</b> <ol style="list-style-type: none"><li>1. Reflect on what you know and feel about the issue.</li><li>2. Research the issue. Find the facts.</li></ol>
<b>Level B</b>	<b>Make an Informed Decision</b> <ol style="list-style-type: none"><li>3. State the challenge. Explore the alternatives and consequences.</li><li>4. Determine your decision.</li></ol>
<b>Level C</b>	<b>Carry Out Action Plan</b> <ol style="list-style-type: none"><li>5. Design and Apply an Action Plan.</li><li>6. Evaluate your progress. Revise as needed.</li></ol>

In Life Transitions 20 and 30, the semester or year begins with the five required modules. The teacher and students then select one or more modules from the optional grouping of modules designed for their grade level. Students in Life Transitions 20 work through Levels A, B and C on three occasions: once in the Personal Self-knowledge module, a second time in the Relationships module and a third time in a module of their choice. Likewise, Life Transitions 30 students design and carry out three action plans. This occurs in the Money Management module, the Career Planning module and one other module of the students' choice. See Figure 4 for course content and process.

**Figure 4: Course Content and Process**

<b>Content</b>	<b>Planning Process</b>	<b>Time</b>
<b>20 Level Course</b>		
Orientation	Level A	3 hours
Personal Self-knowledge	Levels A, B, C	20 hours
Relationships	Levels A, B, C	20 hours
Time Management	Levels A, B (C optional)	10 hours
Career Self-knowledge	Levels A, B (C optional)	10 hours
<b>Optional Modules</b>		
Life Balance	Levels A, B (C optional)	10 hours
Community Issues and Ethics	Levels A, B (C optional)	10 hours
Career Services and Supports	Levels A, B (C optional)	10 hours
Human Sexuality	Levels A, B (C optional)	15 hours
<b>30 level course</b>		
Life Roles	Level A	2 hours
Health Self-care	Levels A, B (C optional)	20 hours
Conflict in Relationships	Levels A, B (C optional)	20 hours
Money Management	Levels A, B, C	10 hours
Career Planning	Levels A, B, C	15 hours
<b>Optional Modules</b>		
Independent Living	Levels A, B (C optional)	10 hours
Parenting	Levels A, B (C optional)	10 hours
Job Search	Levels A, B (C optional)	10 hours
Sexual and Reproductive Health	Levels A, B (C optional)	20 hours

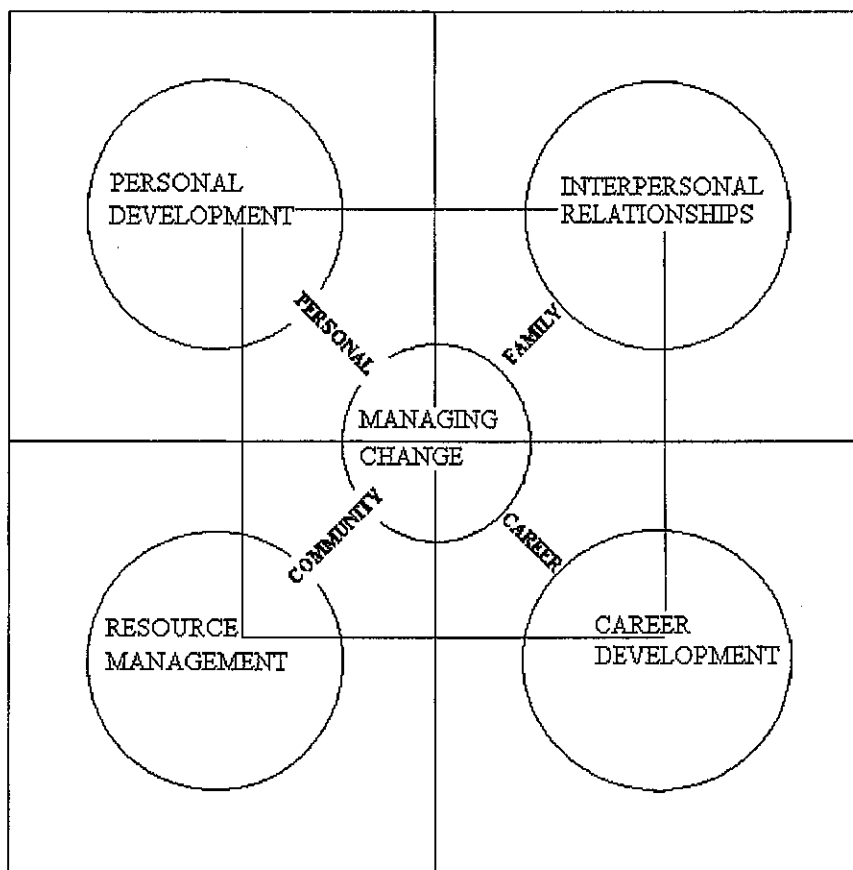


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## Four Areas of Emphasis

The three disciplines of career and student development, family life education and health education are integrated within Life Transitions. They share a common emphasis on personal development, interpersonal relationships, resource management and career development. These four areas are reflected throughout the 20 and 30 level courses. See Figure 5

**Figure 5: Four Areas of Emphasis**



## Modular Design

Each module includes:

- foundational objectives for content and process
- foundational objectives for the Common Essential Learnings (C.E.L.s)
- learning objectives for content and process
- learning objectives for the C.E.L.s
- suggested instructional strategies
- suggested student assessment and evaluation techniques.

Each module is designed to include the six steps of the Planning Process. It is an expectation that each level 20 student will, throughout the year or semester, design and carry out one action plan in the area of personal development and one action plan in the area of interpersonal relationships.

Students taking Life Transitions 20 will also design and carry out one more action plan of their choice throughout the year or semester. Each level 30 student will design and carry out three action plans -- one from career development, one from resource management, and a third of his or her choice.

Students will practise the Planning Process within each module, always completing the Design half of step 5, *Design* and *Apply* action plan. At least three times in a semester or year, they will complete the process through to step 6, *Evaluate* your progress and *Revise* as needed. Life involves continuous challenges that require individuals to make decisions and to be accountable for them.

## Overview of Planning-Process

Overview of Planning Process	Modules				
	1	2	3	4	5
<b>Level A: Extend Knowledge Base</b>					
Step 1: Reflect on what you know and feel about the issue.	*	*	*	*	*
Step 2: Research the issue. Find the facts.	*	*	*	*	*
<b>Level B: Make an Informed Decision</b>					
Step 3: State the challenge. Explore the alternatives and consequences.		*	*	*	*
Step 4: Determine your decision.		*	*	*	*
<b>Level C: Carry Out Action Plan</b>					
Step 5: Design and Apply an action plan.		*	*		
Step 6: Evaluate your progress. Revise as needed.		*	*		

Modules 2 and 3 are shaded as a reminder that students in Life Transitions 20 design and carry out action plans in module 2, Personal Self-knowledge and module 3, Relationships. Throughout the semester/year each student will design and carry out one more action plan in a module of his/her choice.

Modules												
6	7	8	9	10	11	12	13	14	15	16	17	18
*	*	*	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	*	*	*	*
*	*	*	*		*	*	*	*	*	*	*	*
*	*	*	*		*	*	*	*	*	*	*	*
							*	*				
							*	*				

Modules 13 and 14 are shaded as a reminder that students in Life Transitions 30 design and carry out action plans in module 13, Money Management and module 14, Career Planning. Throughout the semester/year each student will design and carry out one additional action plan in a module of her/his choice.

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# Core Curriculum Components and Initiatives

*Core Curriculum: Plans for Implementation* defines Core Curriculum as including seven Required Areas of Study, the Common Essential Learnings, the Adaptive Dimension and Locally Determined Options.

## Common Essential Learnings

Life Transitions offers many opportunities to incorporate the Common Essential Learnings (C.E.L.s) into instruction. Such incorporation helps students better understand the subject matter under study and prepares them for their future learning, both within and outside the kindergarten to grade 12 education system. The decision to focus on one or more C.E.L.s within a lesson is guided by the needs and abilities of individual students and by the particular demands of the subject area. Throughout a module, it is intended that each Common Essential Learning will have been developed to the extent possible.

It is important to incorporate the C.E.L.s in an authentic manner. For example, some subject areas may offer many opportunities to develop the understandings, values, skills and processes related to a number of the Common Essential Learnings. The development of a particular C.E.L., however, may be limited by the nature of the subject matter under study.

The Common Essential Learnings are intended to be developed and evaluated within subject areas. Therefore, foundational objectives for the C.E.L.s are included in the sample modules. Since the Common Essential Learnings are not necessarily separate and discrete categories, it is anticipated that working toward the achievement of one foundational objective may contribute to the development of others. For example, many of the processes, skills, understandings and abilities required for the C.E.L. of Communication are also needed for the development of Independent Learning.

Incorporating the Common Essential Learnings into instruction has implications for the

assessment of student learning. A module that has focused on developing the C.E.L.s of Communication and Critical and Creative Thinking should also reflect this focus when assessing student learning. Assignments or exams should allow students to demonstrate their understanding of important concepts in the module and how these concepts are related to each other or to previous learning. Questions can be structured so that evidence or reasons must accompany student explanations. If students are encouraged to think critically and creatively throughout a module, then teachers need to develop assessment strategies for the module that require students to think critically and creatively. The Common Essential Learnings are to be integrated, accommodated and incorporated into the evaluation of the content area.

The Common Essential Learnings should be planned and developed within the context of effectively planned Life Transitions lessons. As lesson planning is taking place, consideration should be given to incorporating the Common Essential Learnings. The decision-making process approach to instruction (through the three levels of the Planning Process), the foundational objectives for Life Transitions, and the foundational objectives for the Common Essential Learnings outlined at the beginning of each module provide appropriate starting points in planning.

It is anticipated that teachers will build from the suggestions in this guide and from their personal reflections in order to better incorporate the Common Essential Learnings into Life Transitions.

Throughout this Curriculum Guide, the following symbols may be used to refer to the Common Essential Learnings:

C	Communication
CCT	Critical and Creative Thinking
IL	Independent Learning
PSVS	Personal and Social Values and Skills
N	Numeracy
TL	Technological Literacy

---

## The Common Essential Learnings Presented Through the Planning Process

### Level A - Extend Knowledge Base

Step 1: *Reflect* on what you know and feel about the issue.

Step 2: *Research* the issue. Find the facts.

In Level A students are accessing and evaluating multiple sources of information regarding the content topic. The C.E.L.s appropriate to this stage of the Planning Process are:

#### Communication

- listens attentively
- participates in group discussions
- locates information
- organizes material in various ways
- explains relationships between ideas
- follows instructions
- uses own language to clarify ideas and information

#### Critical and Creative Thinking

- classifies information
- recognizes contradictions
- compares and contrasts ideas
- synthesizes ideas from a variety of sources
- distinguishes between fact and opinion
- identifies assumptions and biases

#### Independent Learning

- selects area(s) of study
- collects information from a variety of sources

#### Personal and Social Values and Skills

- discovers more about self
- shares personal opinion about a concept
- compares personal opinion to opinion of others
- respects differences of opinions and values
- examines own beliefs, values and attitudes
- recognizes and accepts strengths and differences of self and others
- works co-operatively as a team member.

### Level B - Make an Informed Decision

Step 3: *State* the challenge. *Explore* alternatives and consequences.

Step 4: *Determine* your decision and *Set* a personal goal.

In Level B, Life Transitions students assimilate all the information that they gathered in Level A and determine what the challenge is for themselves personally. They explore the alternatives available and the consequences of each of those alternatives in forming an individual decision. The C.E.L.s appropriate to this section of the Planning Process are:

#### Communication

- organizes information in various ways
- talks to others

#### Critical and Creative Thinking

- classifies information
- analyzes information or situations
- judges the relevance of ideas to a topic or issue
- identifies problems
- generates alternative solutions to problems
- develops criteria for evaluating solutions or ideas
- considers alternatives
- makes decisions systematically

#### Independent Learning

- sets and meets personal learning goals
- establishes learning priorities and selects tasks to be undertaken
- organizes time and work

#### Personal and Social Values and Skills

- considers and evaluates personal options
- makes and justifies judgments about the options.

### Level C - Carry Out Action Plan

Step 5: *Design* and *Apply* action plan.

Step 6: *Evaluate* your progress. *Revise* as needed.

In Level C, each student designs an action plan to meet a personal challenge and attain the goal stated in Level B. The plan is written and submitted to the teacher, complete with support person(s) and revision date. The action plan is carried out throughout the student's day-by-day life until the stated revision date, at which time the student does a self-evaluation on both the effectiveness of the plan and the efforts in following the plan. The support person(s) as well as the teacher may be a part of the Level C evaluation. The C.E.L.s prevalent during steps five and six of the Planning Process are:

---

### Communication

- participates in discussion

### Critical and Creative Thinking

- supplies evidence for a specific result or conclusion
- evaluates results or conclusions
- explores implications
- evaluates credibility of the plan

### Independent Learning

- works with confidence alone and/or with a selected support structure
- organizes time and work
- develops action plan to meet personal goal(s)
- writes action plan time lines
- completes action plan
- describes outcomes of action plan experience
- relates outcomes to prior and future learning needs
- evaluates personal progress and achievement
- applies independent learning skills to real-life situation

### Personal and Social Values and Skills

- develops a positive self-concept
- remains open to challenges and opportunities
- develops insights into the beliefs, values, attitudes, assumptions and motives of self and others.

## The Adaptive Dimension

The Adaptive Dimension is not just "more" or "less", but "different". It is defined as the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, materials, topics, instruction and the learning environment meaningful and appropriate for each student.

Some general guidelines for adaptation include:

- Alter the pace of the lesson to ensure that students understand the concept being presented or are being challenged by the presentation.
- Monitor the use of vocabulary. It is possible to use advanced and simple vocabulary in the same lesson by incorporating both in a sentence: "He was **proficient** or **good** at talking with people of all age groups." This helps to satisfy the requirements of some

- students, expand the vocabulary of others, and make the lesson meaningful to others.
- Alter the method of instruction to meet the needs of the individual.
- Alter the manner in which the student is required to respond to the teacher and/or to the instructional approach.
- Change the materials so that they enhance rather than impede learning.
- Arrange to have challenging tasks available for students who have become proficient.
- Use interactive techniques that allow close monitoring of the student's progress.
- Encourage as much student participation as is possible in both planning and instruction.
- Use support systems extensively (methods and personnel) -- adaptation is not possible without them.

For more information, see *The Adaptive Dimension in Curriculum and Instruction* (1991).

The adaptive dimension of the curriculum allows the classroom teacher flexibility so that exceptional children are given every opportunity to perform to the full extent of their potential. Teachers should make use of appropriate additional materials as well as school or division-based resource teachers and consultative personnel in planning suitable activities.

The cues that some students' needs may not be adequately met come from a variety of sources. They may come to the perceptive teacher as a result of monitoring for comprehension during a lesson. The cue may come from an individual project or unit test, or from a student need or background deficiency that has been recognized for several years. A student's demonstrated knowledge of, or interest in, a particular topic may indicate that enrichment is appropriate. The adaptation required may vary from presenting the same content through a slightly different instructional method, to providing additional background information, to establishing an individual or small group enrichment activity. The duration of the adaptation may range from five minutes of individual assistance, to ongoing support for a group of students. The identification of the need and program adaptation may be adequately handled by the classroom teacher, or may require the expertise of other support specialists such as the school's resource teacher. It is critical that the teacher be aware of and use whatever

support services are available, both within and beyond the school. Some of the resources that may exist outside of the school system include social workers, health care professionals and career centres. Parents and/or guardians are, of course, a major resource.

Teachers can enhance learning by using special format materials, pre-teaching important concepts and applying a variety of assessment procedures. Co-operative learning groups are frequently used throughout Life Transitions 20, 30. Learning groups, carefully designed by the teacher, will contribute to success for students of all ability levels.

The following is an example from Life Transitions:

Level A- Extend Knowledge Base provides considerable teacher flexibility in adapting the instructional materials, methods or setting to meet the needs of students. The format of materials used and the expectation levels concerning "managing the information" can be adapted to meet the needs of individual learners. Assessment strategies are multi-faceted throughout this curriculum document. While many varied assessment instruments and strategies are provided, it still remains the professional's decision to select the most appropriate assessment procedures for individual students, particularly when measuring cumulative growth or development throughout a year or semester.

Recognition of the need for adaptive instruction is dependent upon the professional judgment of the teacher, as the decision to initiate adaptive practices must be an informed one. The most frequent application of the Adaptive Dimension occurs as teachers in regular classroom settings adjust their use of both content and method of instruction to accommodate diverse student learning needs.

## Gender Equity

Expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Where schools have endeavoured to provide equal opportunity for male and female students,

continuing efforts are required so that equality may be achieved and maintained.

Saskatchewan Education is committed to providing quality education for all students in the kindergarten to grade 12 system. Therefore, it is the responsibility of Saskatchewan schools to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender-balanced materials and strategies. Teachers and students should be encouraged to analyze current practices in the realms of personal life, family life, school and work.

In order to meet the goal of gender equity, Saskatchewan curricula reflect the variety of roles and the wide range of behaviours and attitudes available to all members of society. The new curricula strive to provide gender-balanced content, activities and teaching approaches. This will assist teachers in creating an environment free of stereotyping, enabling both young men and young women to develop their abilities to the fullest.

In order to ensure gender equity in Life Transitions the teacher should:

- provide opportunities for both female and male students to assume leadership roles
- encourage and respect the interests and abilities of all students of both genders
- model equitable interaction with students
- instruct students in the use of gender-fair language and insist that language used in Life Transitions be gender fair.

**Note:** Remember that all students are not extroverts who willingly contribute suggestions, ideas, etc. Some students who merely maintain eye contact with individual speakers, and nod their head attentively are participating in their own way. Cultural groups for whom eye contact is not the norm can show attentiveness in other ways.

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## Indian and Métis Curriculum Perspectives

The integration of Indian and Métis content and perspectives within the kindergarten to grade 12 curricula fulfils a central recommendation of *Directions*, the *Five Year Action Plan for Native Curriculum Development* and the *Indian and Métis Education Policy from Kindergarten to Grade 12*. In general, the policy states:

Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in our society today. Saskatchewan Education recognizes that education programs must meet **the needs of Indian and Métis peoples**, and that changes to existing programs are also necessary for the benefit of **all students**.  
(p. 6)

The inclusion of Indian and Métis perspectives benefits **all students** in a pluralistic society. Cultural representation in all aspects of the school environment empowers students with a positive group identity. Indian and Métis resources foster a meaningful and culturally identifiable experience for Indian and Métis students, and promote the development of positive attitudes in **all students** towards Indian and Métis peoples. This awareness of one's own culture and the cultures of others develops self-concept, enhances learning, promotes an appreciation of Canada's pluralistic society and supports universal human rights.

Saskatchewan Indian and Métis students come from different cultural backgrounds and social environments including northern, rural and urban areas. Teachers must understand the diversity of the social, cultural and linguistic backgrounds of Saskatchewan Indian and Métis students. Educators need cross-cultural education to develop this understanding. Teachers of Indian and Métis students require an increased awareness of applied sociolinguistics, first and second language acquisition theory, and standard and non-standard usage of language.

The *Five Year Action Plan for Native Curriculum Development* (1984) stated the following: "Instructional approaches such as group work, cooperation rather than competitive exercises,

using the child's experience as a learning base and using action-mode materials can be useful to students".

Teachers must utilize a variety of teaching strategies that accommodate and build upon the knowledge, cultures, learning styles and strengths that Indian and Métis students possess. Responsive adaptations are necessary to all curricula for effective implementation.

The following four points summarize the expectations for the appropriate inclusion of Indian and Métis content in curriculum and instruction:

- Curricula and materials will concentrate on positive images of Indian, Métis and Inuit peoples.
- Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis and Inuit peoples.
- Curricula and materials will include historical and contemporary issues.
- Curricula and materials will reflect the legal, political, social, economic and regional diversity of Indian, Métis and Inuit peoples.  
(*Indian and Métis Education Policy from Kindergarten to Grade 12*, p. 12.)

Saskatchewan teachers are responsible for integrating resources that reflect accurate and sufficient Indian and Métis content and perspectives. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.

## Resource-based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, lifelong learning.

Clearly, it is no longer possible to adopt a single textbook approach to teaching. Saskatchewan Education's policy document, *Resource-based Learning: Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centres*, states that in order to meet the needs of individual learners and to develop in students the necessary skills of information processing, resource-based teaching is a recommended method of instruction.



Resource-based instruction is student-centred. The opportunity to make choices, in an environment rich in resources where the thoughts and feelings of students are respected, is vital to the development of autonomous learners.

The following points will be of help to the teacher in using resource-based teaching and learning.

- Use the foundational objectives and learning objectives of a module, plus the Planning Process of the program, as starting points. Correlate needed research skills with the activities in the module, so that skills are always taught in the context of application.
- The annotated bibliography that accompanies this curriculum is a good starting point. Life Transitions research assignments vary, as the focus is to empower students to manage the changes and transitions they encounter throughout life.
- Use a variety of resources in classroom teaching, showing students that you are a researcher who constantly seeks out sources of knowledge. Discuss with them the use of other libraries, government departments, various outside agencies, and electronic information systems in their research.

## Questions Most Often Asked About Implementing Resource-based Learning

**How can I run a classroom or give the same lesson and assignments when the students do not all have the same book?**

- Small group activities would allow several students to work on one activity together, sharing a resource. (See *Together We Learn*. The book is available from the Book Bureau and the video from Media House.)
- Various types of activities on the same topic can be going on in the classroom at once, utilizing various resources. (See *Instructional Approaches: A Framework for Professional Practice* from Saskatchewan Education and *Instructional Strategies Series* from the STF.)

**Note:** It should be emphasized at this point that resource-based learning must go hand in hand with planning for instructional strategies and evaluation techniques for each lesson.

**It is not possible for me to plan for all of the changes needed to incorporate resource-based learning into my already too busy teaching schedule. How can I be expected to do this when there is already too little time in the day?**

- Change usually takes time. To change our teaching styles will take time. Even though a person may not be able to change totally to resource-based learning in a short time, gradual steps can be taken toward the desired goal. A realistic goal might be to do two resource-based units a year. Teachers might attempt to do one unit before Christmas and one after.

**How can I have a variety of resources available to the students when I have little money to buy them?**

Various strategies for acquiring resources could be employed:

- Some bibliographies provide an "other uses" section so that schools can buy resources that will meet the needs of more than one specific grade or subject area.
- Media House provides videos at a nominal cost of one dollar per program and a blank tape (you can provide the tape or purchase it from them).
- People are a resource we can be using for resource-based learning. Often there is someone knowledgeable on a certain subject right in your own community who may be willing to speak to the students. Guest speakers can also be located by using the blue pages of the telephone directory.
- Free or inexpensive items can sometimes be obtained from departments listed in the "blue pages" of the telephone book.

- 
- Some schools ship equipment to other schools where teachers want to do the same module. Reciprocal agreements can be made involving equipment and A/V materials.
  - Networking can be useful in sharing ideas, within a school or between schools. Co-operative planning with a teacher-librarian or fellow teacher helps by giving you ideas for using resources already available.
  - Electronic information systems and databases are available through SchoolNet and Internet. Extensive browsing in distant library collections is possible. Access to many resources is available through World Wide Web sites.

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# Approaches to Instruction

Knowledge of what constitutes effective teaching and learning has increased significantly. Likewise, knowledge of teaching and learning styles has led to an appreciation of what constitutes the best practice in meeting individual student needs. Learning is an interactive process. Students need to be actively involved in tasks that are achievable, useful, relevant and challenging if they are to respond successfully to the curriculum challenges posed for them (*Instructional Approaches: A Framework for Professional Practice*, 1991, p. 2).

In any Life Transitions class there will naturally be a variety of students who bring with them a variety of preferred learning styles. A student's learning style is the unique way in which she/he prefers to learn. Teachers also have unique learning styles. Teachers "tend to teach in harmony with their own learning styles" (*Instructional Approaches: A Framework for Professional Practice*, 1991, p. 8). If a teacher consistently teaches using a preferred learning style there may be numerous students whose learning styles do not match that of the teacher and, therefore, their needs will not be met. **To meet the needs of the variety of students in a Life Transitions class, it is important that teachers utilize a variety of instructional approaches throughout each module.**

Sample modules are included in this document. They are designed in considerable detail and include several instructional strategies and subsequent methods. Sample modules are designed in this way for two reasons:

- teachers have an opportunity to "enhance their repertoires" by practising teaching methods that they might not usually incorporate in their lesson planning
- all Life Transition students will be exposed to learning through a variety of strategies and methods.

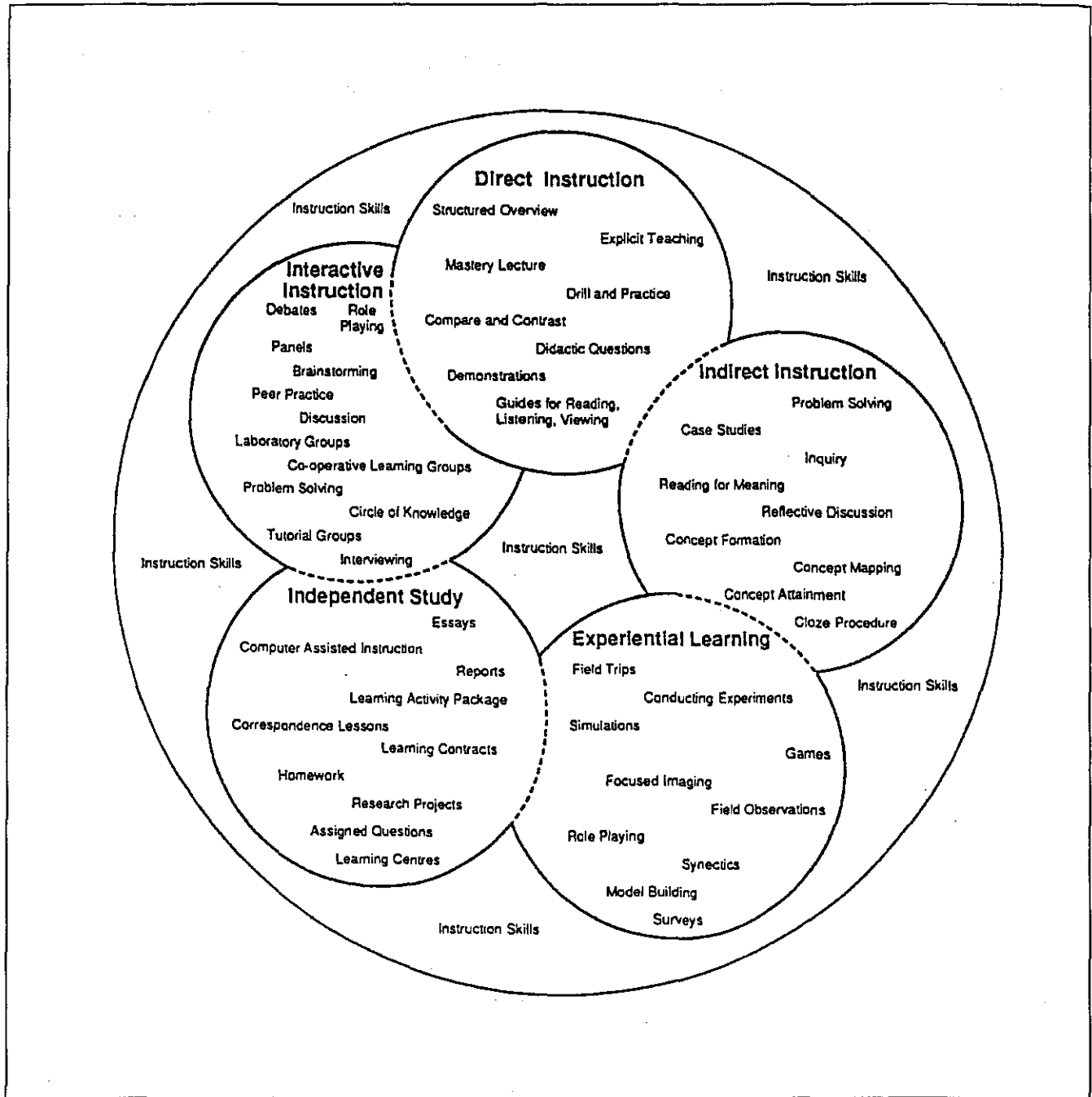
# Instructional Strategies and Methods

Instructional strategies determine the approach a teacher may take to achieve learning objectives. Strategies can be classed as direct, indirect, interactive, experiential or independent.

Instructional methods are used by teachers to create learning environments and to specify the nature of the activity in which the teacher and learner will be involved during the lesson. While particular methods are often associated with certain strategies, some methods may be found within a variety of strategies.

In the following pages, a few of the most commonly used instructional methods from each of five instructional strategies will be described as they pertain to the Life Transitions courses.

# Instructional Methods

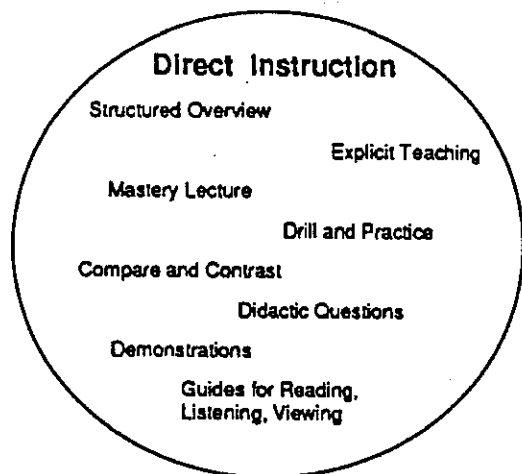


Taken from *Instructional Approaches: A Framework for Professional Practice*, Saskatchewan Education, Regina, 1991.

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## Direct Instruction Strategy

The direct instruction strategy is highly teacher centred. The lecture method is a direct instruction example. Mini-lectures are commonly used in the Life Transitions sample modules.



### Mini-lecture

The mini-lecture is a one-way type of communication. It is an efficient way of providing information in a short period of time.

Life Transitions 20, 30 mini-lectures are effective when they are:

- 10-15 minutes in duration, never longer than 20 minutes
- mixed with group discussion and demonstrations
- accompanied with such aids as overheads and flipcharts.

Mini-lectures are primarily used within the Level A - Extend Knowledge Base portion of the Life Transitions curriculum design.

### Assessment and Evaluation

The purpose of a mini-lecture is to impart knowledge. Appropriate ways of assessing understanding include a combination of test items such as essay, short answer, multiple choice, true and false; a cloze procedure; or designing a diorama.

### Structured Overview

A Structured Overview refers to organizing and arranging topics or concepts to make them meaningful to students. It is often used as an advanced organizer at the beginning of a module.

### Assessment and Evaluation

As this is usually used as an organizer, teachers are not likely to assess it.

### Compare and Contrast

Compare and contrast involves looking for similarities and differences:

- observe details and develop criteria
- identify similarities
- search/sort out differences based on criteria
- summarize.

### Assessment and Evaluation

The four components of compare and contrast as listed above can be used as criteria in the templates for anecdotal records, checklists and rating scales located in the **Templates for Assessment and Evaluation** section of this curriculum guide.

### Didactic Questions

These are questions that tend to be convergent and factual. They often begin with "what", "where", "when" or "how".

### Assessment and Evaluation

Didactic questioning is a strong component of Level C, Step 6, Evaluate your progress and Revise as needed. The Planning Process is used in conjunction with content. The teacher is able to assess the acquisition of content and observe the student's process of evaluating her/his progress by using didactic questions. As a written assignment or an oral presentation/interview (live or taped) may be the ongoing student activity used for assessment, the teacher will record student progress using a rating scale, checklist or anecdotal records. The criteria will

be based on the content elements as well as the student application of the Planning Process.

Content criteria may include:

- the match between the student's goal and the plan of action to achieve that goal
- inclusion of time frame
- inclusion of the support system
- inclusion of regular checkpoints

Process criteria may include:

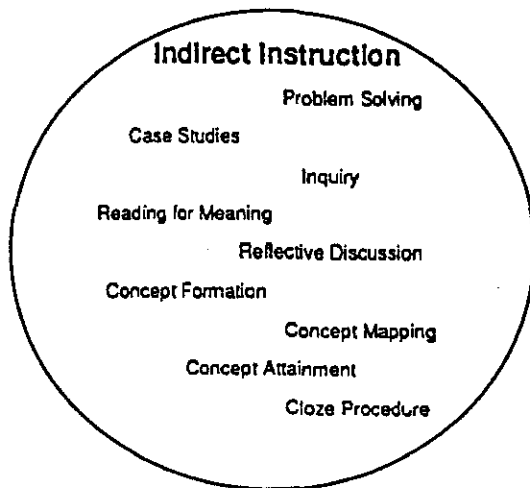
- evidence of planning
- gathering of information
- organization of information
- analysis of information for applicability
- making a judgment
- creating whole from series of parts
- revising.

## Indirect Instruction Strategy

The indirect instruction strategy is student centred. Indirect instruction methods are very effective when:

- thinking outcomes are desired
- attitudes, values or interpersonal outcomes are desired
- process is as important as product
- the focus is personalized understanding and long-term retention of concepts or generalizations
- lifelong learning capability is desired

(*Instructional Approaches: A Framework for Professional Practice*, 1991, p. 19.)



Some examples of indirect instructional methods follow.

## Concept Mapping

This instructional method can promote creative, meaningful, long-term learning. In the Life Transitions 20, 30 curriculum, concept mapping is frequently used to encourage students to see the relationships between new information and what they already know.

Concept mapping:

- is a technique used to identify key concepts and to show the hierarchical relationships between concepts
  - can facilitate learning and recall
  - can make clear to students the key ideas
  - can be used as a pre-instructional tool to enhance the meaning of text material, field trips, class activities
  - can be used to review subject matter
  - can be used to self-evaluate growth in knowledge and understanding
  - can provide a summary of a unit or lesson.
- (From *C.E.L. Staff Development Program*, 1988.)

## Assessment and Evaluation

As concept mapping is used as an engaging activity, synthesis activity or one that supplies diagnostic information, teachers may consider the type of information they wish to collect in assessing students' concept maps. Anecdotal records may be the most appropriate data recording method. Possible criteria to direct anecdotal comments may be:

- inclusion of required concepts
- depth of relationships between concepts
- student background information
- rationale or logic involved in the concept map structure.

These criteria may be inserted into the *Anecdotal Record Template* found in the next section of this document.

Novak and Gowin (1984), in *Learning How to Learn*, suggest assessing student concept maps by scoring the levels of hierarchy identified in the map, the relationships drawn among concepts, and the examples provided.

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## Problem Solving

Problem solving refers to a process of decision making or a series of steps used by individuals or groups to arrive at answers to questions or the solution to a problem. Steps may include:

- *Reflect* on what you know and feel about the issue.
- *Research* the issue. Find the facts.
- *State* the challenge and *Explore* alternatives and consequences.
- *Determine* your decision and *Set* personal goal.
- *Design* and *Apply* your action plan.
- *Evaluate* your progress and *Revise* as needed.

### Assessment and Evaluation

Teachers may insert these steps into a checklist, rating scale or anecdotal record template in order to record student information. These steps become the criteria.

## Case Studies

Case studies refer to assigned scenarios based on real-life situations in which students observe, analyze, record, implement, conclude, summarize and/or recommend.

### Assessment and Evaluation

Case studies in Life Transitions are ideal as ways of assessing student application of Level C, Step 5, Design an action plan. These may be used as a performance test item. The six steps of the Planning Process can be used as criteria on a checklist, anecdotal record form or rating scale. See also, **Suggested Checklist to Grade Case Studies using a Decision-Making Process** in the **Templates for Assessment and Evaluation** section.

## Reading for Meaning

Reading for Meaning refers to determining information from written text. Meaning is based on the literal and implied meaning of the passage and the student's experiential and conceptual background.

### Assessment and Evaluation

This implies application. Appropriate assessment of application includes performance assessments or performance tests. A sample assessment tool, **Checklist to Assess Student's Ability to use Information in Reading for Meaning**, is provided in the next section of this guide.

## Reflective Discussion

Reflective discussion encourages students, individually or as a group, to think more deeply about a topic through discussion.

### Assessment and Evaluation

Effective communication skills and contributions are criteria to be evaluated here. A sample assessment tool, **Anecdotal Records in Reflective Discussion**, is provided in the **Templates** section of this guide.

## Cloze Procedure

Cloze procedure refers to a strategy in which key words are omitted from a textual passage, requiring students to supply words that construct meaning.

### Assessment and Evaluation

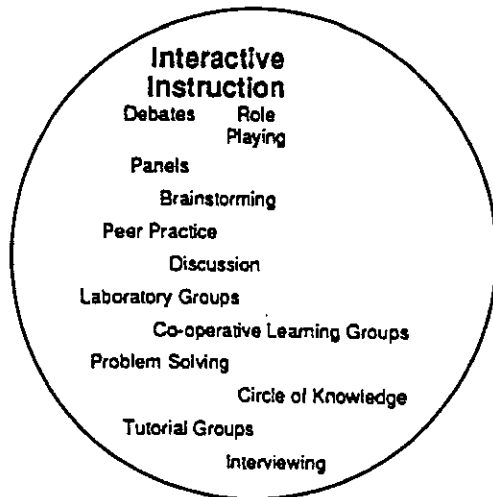
The cloze forms the assessment instrument; therefore, the teacher may assess students' responses according to meaning. An anecdotal record may be appropriate to record students' understanding of:

- terminology appropriate to area of study
- flow of meaning.

## Interactive Instruction Strategy

Interactive instructional strategies employ groups of learners. Before the group members "set to work", it is important that they are aware of what they are to accomplish, how much time they have, and what the recording and/or reporting procedures are.

Successful use of interactive instructional methods in Life Transitions 20, 30 requires that the students be aware of particular group process skills. A few basics include respect for the opinions of others, attentive listening skills, and recording and reporting skills. The sample modules are designed to introduce the students and the teacher to these group process skills and to monitor the students' progress as they practice.



### Debates

Preparing for and presenting in a debate involves students in a formal contest of skill in reasoned argument.

#### Assessment and Evaluation

Appropriate assessment techniques may include any of the data recording methods of anecdotal records, observation checklists or rating scales. A sample rating scale appropriate to debates is found on page 84 of *Student Evaluation: A Teacher Handbook* (1991).

### Role Playing

Role playing refers to an activity in which students in a group have been individually assigned a part or a role to play. This method is often used to learn about group processes or to understand the feelings of others.

### Assessment and Evaluation

Teachers may decide on the criteria they will use and insert them in any of the templates for anecdotal records, checklists or rating scales.

### Panels

A panel refers to a small group of students that individually discuss an issue in front of the rest of the class under the direction of a moderator.

#### Assessment and Evaluation

Rating scales, checklists and anecdotal records are appropriate techniques for assessing students' performance on panels. **A Holistic Rating Scale for an Oral Presentation** is an example that may be adapted by the teacher. It is found on page 92 of *Student Evaluation: A Teacher Handbook* (1991).

### Peer Practice

Peer practice involves students in rehearsing skills or conceptual information with a peer.

#### Assessment and Evaluation

In this curriculum, peer practice is used within Level B, Step 3, State the challenge and Explore alternatives and consequences. Teachers may use an anecdotal recording instrument that highlights student participation and contributions.

### Co-operative Learning Groups

Co-operative learning groups are heterogeneous with respect to student characteristics and have two to six members sharing the various roles. The jigsaw, explained next in this section, is an example of a co-operative learning group.

#### Assessment and Evaluation

The self-evaluation instrument, **My Group Skills/Performance**, is provided in the next section of this document.



## Jigsaw

Aronson (1978) developed the following method whereby students become "experts" on a topic and then meet with other "experts" to study their assigned topic.

To conduct a jigsaw:

- each student receives a portion of the materials to be introduced
- students leave their "home" or "mixed" groups and meet in "expert" groups
- expert groups discuss the material and brainstorm ways in which to best present their understanding to the other members of their mixed group
- the experts return to their mixed groups to teach their portion of the materials and to learn from the other members of their mixed group.

For more information see the Resource Package which is included with the Staff Development Program that accompanies the *Instructional Approaches* document.

## Assessment and Evaluation

The rating scale, **Co-operative Group Skills**, can be inserted into each student's portfolio and used over time. It is located in the **Templates for Assessment and Evaluation** section of this document.

## Brainstorming

Brainstorming is used to generate ideas and imaginative solutions. The teacher acts as facilitator and records learner comments.

Brainstorming is most effective when:

- all statements are accepted
- quantity rather than quality is emphasized
- no criticism is allowed, anything goes (no matter how outrageous or farfetched)
- no discussion or judgments take place except for clarification purposes
- people can build on other ideas (piggybacking/cross stimulation is encouraged)
- a fixed time is allocated.

When all ideas have been generated they can be combined or ordered.

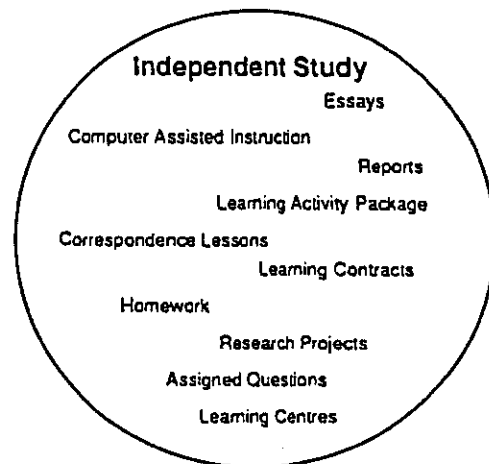
In the Life Transitions 20, 30 courses brainstorms are used within Level A as a means of **Reflecting** on what students already know and feel about a particular issue. Brainstorming is also used as a means of **Research**, within Level A. Level B makes use of brainstorming as well when **Exploring** alternatives in decision-making.

## Assessment and Evaluation

Teachers may decide to assess brainstorming when it is used in the context of co-operative learning groups. Anecdotal records may be the preferred method of recording data. A template is provided in the next section.

## Independent Study Instruction Strategy

Learning contracts and research projects are two independent learning instructional methods used in the Life Transitions curriculum design.



## Learning Contracts

Learning contracts are used continuously, in each module, at Level C of the Life Transitions 20, 30 curriculum design. **Designing** and **Applying** an action plan requires students to state their personal goal(s) and design an accompanying action plan to meet that goal. Learning contracts in Life Transitions 20, 30 are complete with

support structure(s) and date(s) for evaluation and revision, if necessary.

### Assessment and Evaluation

Learning contracts appear in the program as action plans in Level C - Carry Out Action Plan. To assess these action plans you may wish to refer to the **Rating Scale for Didactic Questions/Action Plans** found in the **Templates for Assessment and Evaluation** section of this guide.

## Research Projects

Research projects are an integral part of Life Transitions 20, 30. The Teaching-Learning Process consists of three levels: Level A - Extend Knowledge Base, Level B - Make an Informed Decision, and Level C - Carry Out Action Plan. **Research** is the second step of Level A. Students are involved in research projects individually, as partners and as members of small groups.

### Assessment and Evaluation

Consult the next section of the document to locate the sample checklist, **A Framework for Marking a Project or a Written Assignment**.

## Reports

Reports may be written, graphic, or oral in nature and involve the students in expressing their learning about a chosen topic. Reports are used at Level A of the Planning Process.

### Assessment and Evaluation

A written report can be assessed by using the **Holistic Rating Scale to Mark an Essay, A Framework for Marking a Project or Written Assignment** or **Report Assessment**. All three examples are located in the **Templates for Assessment and Evaluation** section of this guide.

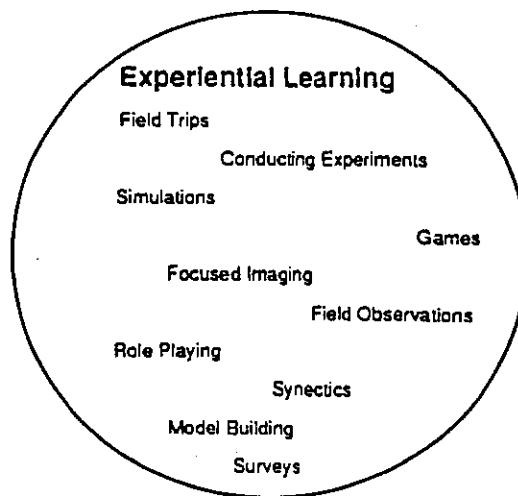
## Homework

Homework refers to assignments students are given that are to be completed during their time away from the classroom. Homework assignments can be used as an assessment technique and an instructional method.

### Assessment and Evaluation

If homework is assigned for the purpose of assessment, it is important that students are informed of that intent from the outset. Examples of homework include assigned questions, creating a model and writing a summary. The assessment technique needs to match the homework format. Check the templates section for instruments that are useful. These can be modified to suit the homework assignment.

## Experiential Instruction Strategy



The experiential instruction strategy can be described in the following ways. It:

- is student centred
- emphasizes process, not product
- greatly increases understanding and retention
- motivates students to participate actively and teach one another by describing what they are doing
- is inductive (illustrations or examples are given and a rule, concept or generalization is then formulated)
- is activity oriented

- requires students to reflect about an experience and apply what they have concluded to other contexts
- includes five phases:
  - experiencing (an activity occurs)
  - sharing (reactions and observations are shared)
  - analyzing (patterns are determined)
  - inferring (concepts are developed)
  - applying (plans are made to use learnings in new situations).

## Field Trips

Field trips refer to student activities that are conducted for an educational purpose outside the classroom.

### Assessment and Evaluation

There are many ways to assess field trips. The choice of assessment is determined by the purpose of the field trip and the expected student outcomes. Teachers need to ensure that assessment techniques match the planned learning objectives.

Questions teachers might ask themselves while planning for assessment and evaluation are: "What learning objectives does the field trip address?" "What student groupings will be used?" "Are students working alone or in groups?"

## Simulations

When using simulations, an artificial problem, situation or event that represents some aspect of reality is presented and students become active participants in the learning process. Simulations may involve the use of models, game formats and structured role plays.

### Assessment and Evaluation

Students may choose to use role plays as a way of presenting the research they have conducted on a particular topic. Role plays may also be used in Level B while exploring alternatives and the subsequent consequences. A sample checklist to assess a role play, **A Framework for**

**Marking a Project/Role Play**, is included in the next section.

## Role Playing

Role playing refers to an activity in which individual students in a group have been assigned a part or a role to play. Role plays are often used to encourage students to learn about group processes or understand the feelings of others.

### Assessment and Evaluation

Refer to role playing in *Interactive Instructional Strategies*.

## Surveys

Conducting surveys involves the collection of information from a sample to determine the frequency of particular responses. Students have studied survey methods in mathematics throughout the middle and secondary level program.

### Assessment and Evaluation

To assess students' abilities to construct a survey instrument, criteria may be chosen from the checklist, **Assessing Application (Process) Skills**.

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# Assessment and Evaluation

Evaluations may focus on the effectiveness of school programs (i.e., program evaluation), the effectiveness of the curriculum (i.e., curriculum evaluation), the effectiveness of instruction (i.e., teacher self-evaluation) and progress in student learning (i.e., student evaluation).

## Program Evaluation

Program evaluation is a systematic process of gathering and analyzing information about some aspect of a school program in order to make a decision or to communicate to others involved in the decision-making process.

Program evaluation can be conducted at two levels: relatively informally at the classroom level or more formally at the classroom, school or school division levels.

At the classroom level, program evaluation is used to determine whether the program being presented to the students is meeting both their needs and the objectives prescribed by the province. **Program evaluation is not necessarily conducted at the end of the program, but is an ongoing process.** For example, if particular lessons appear to be poorly received by students or if they do not seem to demonstrate the intended learnings from a unit of study, the problem should be investigated and changes made.

**By evaluating their programs at the classroom level, teachers become reflective practitioners.** The information gathered through program evaluation assists teachers in program planning and in making decisions for improvement.

Most program evaluations at the classroom level are relatively informal but they should be done systematically. Such evaluations should include identification of the area of concern, collection and analysis of information, and judgment or decision making.

To support formal school-based program evaluation activities, Saskatchewan Education

has developed the *Saskatchewan School-Based Program Evaluation Resource Book* (1989) to be used in conjunction with an inservice package. Further information on these support services is available from the Assessment and Evaluation Unit, Saskatchewan Education.

## Curriculum Evaluation

There is a need to know whether new curricula are being effectively implemented and whether they are meeting the needs of students. At the provincial level, curriculum evaluation involves making judgments about the effectiveness of provincially authorized curricula.

Curriculum evaluation involves the gathering of information (i.e., the assessment phase) and the making of judgments or decisions based on the information collected (i.e., the evaluation phase) in order to determine how well the curriculum is performing. The principal reason for curriculum evaluation is to plan improvements to the curriculum. Such improvements might involve changes to the curriculum document and/or the provision of resources or inservice to teachers.

It is intended that curriculum evaluation be a shared, collaborative effort involving all of the major education partners in the province. Teachers will be involved in instrument development, validation, field testing, scoring and data interpretation.

In the assessment phase, information is gathered from students, teachers and administrators. The information obtained from educators indicates the degree to which the curriculum is being implemented, as well as the strengths and weaknesses of the curriculum. The information from students indicates how well they are achieving the intended learning outcomes and provides indications about their attitudes toward the curriculum.

All provincial curricula are included within the scope of curriculum evaluation. Evaluations are conducted during the implementation phase for new curricula and regularly on a rotating basis thereafter. Curriculum evaluation is described in greater detail in the document *Curriculum Evaluation in Saskatchewan* (Saskatchewan Education, 1990).

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## Teacher Self-Evaluation

There are two levels of teacher self-evaluation: **reflection on day-to-day classroom instruction** and **professional self-evaluation**.

Teachers refine their skills through reflecting upon elements of their instruction including student evaluation. The following questions may assist teachers in reflecting on their evaluations of student progress:

- Was there sufficient probing of student knowledge, decision-making skills, and abilities to design and carry out action plans?
- Were the assessment strategies appropriate for each of Levels A, B and C?
- Were the assessment strategies fair/appropriate for the various levels of student abilities?
- Was the range of information collected from students sufficient to make interpretations and evaluate progress?
- Were the results of the evaluation meaningfully reported to students, parents, and other educators?

Through reflection on questions like those above, teachers are able to improve their strategies for student evaluation.

## Student Evaluation

The main purposes of evaluation are to assist students in their learning and to improve instruction. Teachers make judgments about student progress based on information gathered through a variety of assessment techniques. This information assists teachers in planning or adapting instructional programs which, in turn, helps students learn more effectively. Evaluations are also used for reporting progress to students and their parents, and for making decisions related to such things as student promotion.

Saskatchewan's new **Core curriculum requires that changes be made in the ways young adults are taught and evaluated**. Formerly, evaluation of student learning focused on factual content only and student progress was assessed

with traditional techniques such as paper and pencil tests.

However, to evaluate learning in areas such as critical and creative thinking, independent learning, and personal and social values and skills, non-traditional strategies are required. More often than before, teachers will rely on techniques such as observation, conferencing, oral assignments and process assessment in order to gather information about student performance or progress.

Although the responsibility to establish student evaluation and reporting procedures resides with the school principal and the teaching staff, the classroom teacher has the daily responsibility for student evaluation. The teacher is at the forefront in determining student progress by using sound evaluative practices that include careful planning, appropriate assessment techniques and, most importantly, sound professional judgment.

## Clarification of Terms

To enhance understanding of the evaluation process, it is useful to distinguish between the terms **assessment** and **evaluation**. These terms are often used interchangeably, thereby causing some confusion over their meanings.

**Assessment** is a preliminary phase in the evaluation process. In this phase, various techniques are used to **gather information** about student progress.

**Evaluation** is the weighing of assessment information against some standard, such as a curriculum learning objective, in order to make a **judgment or decision** (i.e., an evaluation). This may then lead to other decisions and action by the teacher, student or parent.

There are three main types of student evaluation: **formative**, **summative** and **diagnostic**. Assessment techniques are used to gather information for each type of evaluation.

**Formative evaluation** is an ongoing classroom process that keeps students and educators informed of students' progress towards program learning objectives.

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The main purpose of formative evaluation is to improve instruction and student learning. It provides teachers with valuable information upon which instructional modifications can be made. This type of evaluation helps teachers understand the degree to which students are learning the course material and the extent to which their knowledge, understanding, skills and attitudes are developing. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.

**Summative evaluation** occurs most often at the end of a module. The teacher uses summative evaluation to determine what has been learned over a period of time, to summarize student progress and report to students, parents and educators on progress relative to curriculum objectives.

Seldom are evaluations strictly formative or strictly summative. For example, summative evaluation can be used formatively to assist teachers in making decisions about changes to instructional strategies or other aspects of students' learning programs. Similarly, formative evaluation may be used to assist teachers in making summative judgments about student progress. **It is important that teachers make clear to students the purpose of assessments and whether they will later be used summatively.**

**Diagnostic evaluation** usually occurs at the beginning of the school year or before a module. It identifies students who lack prerequisite knowledge, understanding or skills, so that remedial help can be arranged. It also serves to identify gifted learners to ensure they are being sufficiently challenged. Diagnostic testing also identifies student interests. Diagnostic evaluation provides information essential to teachers in designing appropriate programs for all students.

Teachers conduct all three types of evaluation during the course of the school year/semester.

### **Phases of the Evaluation Process**

Although evaluation is not strictly sequential, it can be viewed as a cyclical process made up of four phases: **preparation, assessment, evaluation** and **reflection**. This process

involves the teacher as a decision maker throughout all four phases.

During the **preparation phase**, decisions are made that identify what is to be evaluated, the type of evaluation to be used (ie., formative, summative or diagnostic), the criteria against which student learning outcomes will be judged, and the most appropriate assessment techniques with which to gather information on student progress. The teacher's decisions in this phase form the basis for the remaining phases. In Life Transitions 20 and 30 the teacher determines how and what to evaluate within each of Level A, Level B and Level C.

During the **assessment phase**, the teacher identifies information gathering strategies, constructs or selects instruments, administers them to the students, and collects the information on student learning progress. The teacher continues to make decisions in this phase. Important considerations include the identification and elimination of bias (e.g., gender and culture bias) from the assessment techniques and instruments, and determining where, when and how assessments will be conducted.

During the **evaluation phase**, the teacher interprets the assessment information and makes judgments about student progress. Based on the judgments or evaluation, teachers make decisions about student learning programs and report on progress to students, parents and appropriate school personnel.

**The reflection phase** allows the teacher to consider the extent to which the previous phases in the evaluation process have been successful. Specifically, the teacher evaluates the utility and appropriateness of the assessment techniques used. Such reflection assists the teacher in making decisions concerning improvements or modifications to subsequent teaching and evaluation.

### **Guiding Principles**

Recognizing the importance of evaluation as an integral part of the curriculum, Saskatchewan Education has developed five general guiding principles to provide a framework to assist teachers in planning for student evaluation:

- Evaluation is an essential part of the Planning Process. It should be a planned, continuous activity that is closely linked to both curriculum and instruction. The Life Transitions 20, 30 curriculum is a process-oriented program based on a decision-making model that empowers students to achieve and maintain their personal, family and career goals throughout their lifetime. **Evaluation then must occur at Level A - Extend Knowledge Base, Level B - Make an Informed Decision and Level C - Carry Out Action Plan.** In this way evaluation is directly linked to both curriculum and instruction.
- Evaluation is guided by the intended learning outcomes of the curriculum. A variety of assessment strategies need to be used. Examples include anecdotal records, observation checklists, rating scales, contracts, self-assessment, peer assessment, oral presentation and written reports.
- Evaluation plans should be communicated in advance. **Students should have opportunities for input regarding the evaluation process.** The weighting of criteria and, in some instances the criteria itself, can be negotiated between teacher and students.
- Evaluation must be fair and equitable. It should be sensitive to family, classroom, school and community situations. It should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understanding, skills and attitudes.

Evaluation should help students. It should provide positive feedback and encourage students to participate actively in their own learning.

## Assessment Techniques

Specific assessment techniques are selected or devised to gather information related to how well students are achieving the learning objectives of the curriculum. The assessment techniques used at any given time will depend on several factors, including the type of learning outcomes (i.e., knowledge, understanding, skills, attitudes, values or process), the subject area content, the instructional strategies used, the student's level

of development and the specific purpose of the evaluation.

Various assessment techniques are listed in Figure 6 as a reference for teachers. Selected techniques are also listed throughout the Planning Process (Levels A, B and C) of this curriculum guide.

The assessment techniques are not prescribed. Rather, they are intended to serve as suggestions, because the teacher must exercise professional judgment in determining which techniques suit the specific purpose of the evaluation.

It would be inappropriate for curriculum guides to give teachers specific formulas for assessing students. Planning for assessment and evaluation must take into account unique circumstances and purposes which will vary from class to class.

Student assessment boxes appear throughout modules 1-18 in this curriculum guide. They are designed to offer suggestions. For further information on the various assessment techniques and types of instruments that can be used to collect and record information about student learning, refer to *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991).

**Figure 6: Assessment Techniques**

**Methods of Organization**

- Assessment Stations
- Individual Evaluations
- Group Evaluations
- Peer and Self-Assessments
- Portfolios

**Methods of Data Recording**

- Anecdotal Records
- Observation Checklists
- Rating Scales
- Homework

**Ongoing Student Activities**

- Written Reports
- Presentations
- Performance
- Homework

**Quizzes and Tests**

- Oral Assessments
- Performance Assessments
- Extended Open Response Items
- Short-Answer Items
- Matching Items
- Multiple-Choice Items
- True/False Items

**Process: Level B - Make an Informed Decision**

- Matrices
- Written assignments
- Audio tapes
- Case studies

**Application: Level C - Carry Out Action Plan**

- Design of action plan
- Monitoring of action plan
- Revision of action plan
- Evaluation of action plan
- Re-evaluation of action plan

**Attitude: Attitude toward Class Participation**

- Contribution to whole class
  - prompt
  - prepared
  - attentive
  - positive attitude toward independent work
  - positive attitude toward co-operative work
- Co-operative group skills
  - as recorded by checklist, rating scales, anecdotal records

One suggested framework for the evaluation of student progress based on the four identified areas is presented in the following table.

**Proportioning Emphasis Within a Module**

There are four areas of importance in this curriculum on which teachers will collect data regarding student progress. The four areas are knowledge (Level A - Extend Knowledge Base), process (Level B - Make an Informed Decision), application (Level C - Carry Out Action Plan), and attitude (attitude toward class participation). The following identifies criteria for evaluation for each area:

**Knowledge: Level A - Extend Knowledge Base**

- Quizzes and tests
- Written assignments
- Presentations
- Homework







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# Templates for Assessment and Evaluation

In this section of the curriculum guide, templates are included for teachers to use in gathering assessment data. Some can be used in Level A to assess a student's ability to gather information and then to evaluate both the information and the sources of information. Other templates can be used in Level B to gather data regarding a student's ability to make an informed decision. Templates are included for use in Level C, to assist in assessing a student's ability to design and carry out an action plan.

The templates for assessment and evaluation are offered as suggestions. Teachers should feel free to copy them and use them as designed, or adapt them for improvement.

## Anecdotal Records Template

Student Name: \_\_\_\_\_

Date or Time Period of Assessment: \_\_\_\_\_

Activity: \_\_\_\_\_

1. (criteria)

(elements to be observed)

Comments:

2. (criteria)

(elements to be observed)

Comments:

3. (e.g., process)

(elements to be observed)

Comments:

4. (e.g., process)

(elements to be observed)

Comments:

# Rating Scale Template

	_____				
	_____				
	_____				
1)	(criteria) _____	1	2	3	4
2)	_____	1	2	3	4
3)	_____	1	2	3	4
4)	_____	1	2	3	4
5)	_____	1	2	3	4
6)	_____	1	2	3	4
7)	_____	1	2	3	4
8)	_____	1	2	3	4
9)	_____	1	2	3	4
10)	_____	1	2	3	4
11)	_____	1	2	3	4
12)	_____	1	2	3	4
13)	_____	1	2	3	4
14)	_____	1	2	3	4
15)	_____	1	2	3	4

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## Checklist to Assess Student's Ability to Use Information in Reading for Meaning

Student Name: \_\_\_\_\_

Date or Time Period of Assessment: \_\_\_\_\_

Check (✓) applicable criteria.

1. Student is able to state the purpose for the collection of the information. \_\_\_\_\_
2. Student is able to gather information from recall of past learning. \_\_\_\_\_
3. Student is able to identify main elements needed in information. \_\_\_\_\_
4. Student is able to organize information into a usable unit. \_\_\_\_\_
5. Student is able to identify related details. \_\_\_\_\_
6. Student is able to recognize relationship of information gathered to information remembered. \_\_\_\_\_
7. Student is able to clearly state ideas that fit with the topic being addressed. \_\_\_\_\_
8. Student is able to give evidence of checking for accuracy and completeness. \_\_\_\_\_

This instrument may be adapted for use as a rating scale.

Adapted from *Student Evaluation: A Teacher Handbook*, page 79.

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## Anecdotal Records in Reflective Discussion/ Discussion/Circle of Knowledge

Student Name: \_\_\_\_\_

Date or Time Period of Assessment: \_\_\_\_\_

Activity: \_\_\_\_\_

### 1. Effective Communication Skills

Comments:

Keys: eye contact  
listens attentively  
summarizes  
clarifies  
does not interrupt

### 2. Contribution

Comments:

Keys: stays on topic \*  
positive contribution \*\*  
information gathered from others is  
contributed  
own information is contributed

### 3. Attitude

Comments:

Keys: all opinions respected  
disagrees in an agreeable way

\* The criterion of relevance is intended to record quality not quantity of response.

\*\* The intent is to record evidence of positive student comments as opposed to negative "put downs" and "one-liners".

---

# Anecdotal Records in Brainstorming

Student Name: \_\_\_\_\_

Date or Time Period of Assessment: \_\_\_\_\_

Activity: \_\_\_\_\_

## 1. Effective Communication Skills

- eye contact
- listens attentively
- summarizes
- clarifies
- does not interrupt

Comments:

## 2. Roles

- recorder
- reporter
- time keeper

Comments:

## 3. Contribution

- stays on topic \*
- positive contributions  
("add ons", "piggy-backing") \*\*

Comments:

## 4. Attitude

- all opinions respected
- disagrees in an agreeable way

Comments:

\* The criterion is intended to record quality not quantity of response.

\*\* The intent is to record evidence of positive student comments as opposed to negative "put downs" and "one-liners".

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## My Group Skills/Performance

Please circle the number that best represents your skills/performance in group activities.

Rating Scale	
4 = All the time	2 = Some of the time
3 = Most of the time	1 = Hardly ever

1. I have made it a point to listen as much as I talk. 1 2 3 4
2. I look others in the eye when speaking to them. 1 2 3 4
3. I do not interrupt when others are speaking. 1 2 3 4
4. I encourage others to participate in the discussion. 1 2 3 4
5. I do my share when working on a group activity. 1 2 3 4
6. I use "I messages" instead of "you messages", especially when expressing my feelings. 1 2 3 4
7. I tell the group when something is bothering me. 1 2 3 4
8. I respect others' feelings even when I disagree with them. 1 2 3 4
9. I try not to be aggressive to get my way. 1 2 3 4
10. I praise others when appropriate. 1 2 3 4
11. I share my ideas and feelings. 1 2 3 4
12. I co-operate more than compete with others. 1 2 3 4

Complete the following unfinished sentences:

a) My two greatest strengths from the above list are: 1.  2.
b) The two skills I have to work on from the above list are: 1.  2.



# Co-operative Group Skills

Name: \_\_\_\_\_

		All of the time	Most of the time	Some of the time	Hardly ever
<b>Encourages Others</b>					
<b>Looks Like ...</b>	<b>Sounds like ...</b>				
<ul style="list-style-type: none"> <li>• smiling</li> <li>• maintaining eye contact</li> <li>• signalling thumbs up</li> <li>• giving a pat on the back</li> <li>• nodding approval</li> <li>• giving a "high five"</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Awesome!</i></li> <li>• <i>Good job.</i></li> <li>• <i>That's excellent!</i></li> <li>• <i>Super!</i></li> <li>• <i>I like your idea.</i></li> <li>• <i>What you've said is great.</i></li> </ul>				
<b>Listens Attentively</b>					
<b>Looks like ...</b>	<b>Sounds like ...</b>				
<ul style="list-style-type: none"> <li>• looking at the speaker</li> <li>• leaning forward</li> <li>• concentrating on what is being said</li> <li>• smiling, nodding appropriately</li> <li>• using open body language</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Could I hear more about that? or (asking for more information)</i></li> <li>• <i>Only talking when necessary</i></li> <li>• <i>Avoiding interrupting</i></li> <li>• <i>Staying on topic</i></li> </ul>				
<b>Disagrees in an Agreeable Way</b>					
<b>Looks like ...</b>	<b>Sounds like ...</b>				
<ul style="list-style-type: none"> <li>• minimizing gestures</li> <li>• maintaining eye contact</li> </ul>	<p><i>With a calm, controlled voice:</i></p> <ul style="list-style-type: none"> <li>• <i>That's a possibility. Would you consider ...?</i></li> <li>• <i>I understand your position; however, would you ...?</i></li> <li>• <i>Yes, I see that. What about looking at it from the point of view that ...?</i></li> <li>• <i>I guess we agree to disagree.</i></li> </ul>				
<b>Summarizes for Understanding</b>					
<b>Looks like ...</b>	<b>Sounds like ...</b>				
<ul style="list-style-type: none"> <li>• having eye contact with all group members</li> <li>• assuming open body posture</li> </ul>	<ul style="list-style-type: none"> <li>• <i>These are the main points of our discussion as I see them.</i></li> <li>• <i>Our major ideas seem to be ...</i></li> <li>• <i>Is what I've said clear? I can repeat it for you.</i></li> <li>• <i>Here are my thoughts about what our main points of discussion are. Are there any you wish to add?</i></li> </ul>				
<b>Criticizes Ideas, not the Person</b>					
<b>Looks like ...</b>	<b>Sounds like ...</b>				
<ul style="list-style-type: none"> <li>• smiling, nodding appropriately as you listen</li> <li>• concentrating on statements by the other person</li> <li>• using open body language</li> <li>• looking at the speaker but also at others</li> </ul>	<ul style="list-style-type: none"> <li>• <i>I don't agree with that idea; would you listen to mine?</i></li> <li>• <i>Fine, that is one viewpoint but what about this idea?</i></li> <li>• <i>That idea may have merit because of ... but it may not be the best because ...</i></li> <li>• <i>Yes I see that, but would you consider this</i></li> </ul>				

Note: This rating scale can be placed in a student's portfolio and used repeatedly throughout the semester/year. One suggestion is to use a different colour of ink or symbol to represent assessment data gathered on specific dates.

• month \_\_\_\_\_ date \_\_\_\_\_      ▼ month \_\_\_\_\_ date \_\_\_\_\_  
 x month \_\_\_\_\_ date \_\_\_\_\_      ▲ month \_\_\_\_\_ date \_\_\_\_\_

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## Rating Scale for Co-operative Group Learning

Student Name: \_\_\_\_\_

Date or Time Period of Assessment: \_\_\_\_\_

	never	seldom	often	always
1. The student works with a wide range of peers, not just with close friends.	1	2	3	4
2. The student willingly shares materials and ideas with others.	1	2	3	4
3. In group work the student shows respect for others by listening and considering other points of view.	1	2	3	4
4. The student follows group work rules as established for the activity.	1	2	3	4
5. The student fulfils her/his work responsibilities in the group.	1	2	3	4
6. The student exhibits appropriate work behaviours during time set aside for groups.	1	2	3	4
7. The student participates in discussions during the time set aside for group work.	1	2	3	4
8. The student contributes ideas to the group efforts during the discussions in the time set aside for group work.	1	2	3	4

This instrument may be adapted for use as a checklist.

Source: *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, page 85.



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# Holistic Rating Scale to Mark an Essay

Student Name: \_\_\_\_\_

Date or Time Period of Assessment: \_\_\_\_\_

Assignment to be Graded: \_\_\_\_\_

The essay being awarded a rating at a specific scale point will show **some** or **all** of the following qualities.

---

**A. Papers at the top two scale points exhibit the following general qualities.**

- well-developed
  - a feeling of active involvement with the subject
  - focused and intentional writing
  - originality
  - reader can detect a feeling of "voice" in the writing
  - command of sentence structure and vocabulary
  - technical errors do not intrude on the reader's appreciation and pleasure
- 

- 6**
- likeable paper written with creativity, animation and style
  - has strong sense of personal "voice"
  - is intentional and direct
  - moves smoothly from a convincing beginning through a progression of occurrences or concepts to a convincing end
  - particulars and illustrations used effectively to set mood, form character, or explain a controversy
  - writer takes chances; outcomes convincing
  - effortless skill in sentence structure evident; may involve suitable and accurate subordination, and effective use of parallel structures and fragments
  - vocabulary proper and well-suited; it may be refined
  - infrequent mechanical errors

- 5**
- proficient paper, well-developed
  - less skillful sense of personal "voice", strength and creativity
  - is deliberate and centred
  - moves rationally from constructive opening through a sequence of circumstances or concepts to a finish
  - particulars and instances used effectively to set mood, unfold character traits, or detail an argument
  - writer takes some risks but effects are irregular
  - sentences regulated and diverse
  - subordination for the most part appropriate and accurate
  - vocabulary suitable and correct
  - few technical mistakes
- 

**B. Papers at the two mid-points of the scale exhibit the following general qualities.**

- proficiently written
- show concern for formalities of standard English
- contain few cases of innovation or distinctiveness
- give little evidence of polish in ideas or vocabulary

continued

- 
- **have a core of ideas that is for the most part clear but development often unsophisticated or fragmentary**
  - **indicate the writer shows some command of elemental sentence structures and vocabulary**
  - **have technical mistakes that reduce the effectiveness**
- 

- 4
    - centred and ordered
    - few examples of creativity
    - substance of the paper exhibits lack of depth or insight
    - logical arrangement of ideas
    - introduction and conclusion but ideas not mature in nature
    - writer takes small risks but outcome weak
    - paragraphing, sentence structure, vocabulary elementary and accurate
    - technical mistakes present
  - 3
    - paper considers topic but development unsubstantial and many times immature -- little creativity or distinctiveness or chance-taking
    - introduction and conclusion included
    - order and connection between ideas/events indistinct or unreasonable
    - sentences predictable
    - difficulties found with pronouns, verb tense and punctuation
    - vocabulary restricted, tedious and often idiomatic
    - technical mistakes inhibit comprehension
- 

**C. Papers at the bottom two scale points have numerous deficiencies.**

- **unsubstantial sense of intention, organization, and development**
  - **numerous difficulties with conventions of standard English**
  - **substance of theme or ideas insufficient and frequently hard to follow**
  - **no sense of "voice"**
  - **sentences elementary and tedious**
  - **numerous mistakes evident in usage**
  - **vocabulary restricted**
  - **paper laborious to read and understand**
- 

- 2
    - some effort to centre on topic or relate a story shown but little, if any, development of ideas
    - may have an introduction and conclusion but not strong
    - some efforts at logical structuring of events evident
    - some efforts at paragraph development seen
    - the subject matter and the amount of material weak -- may be restricted to a solitary example or happening
    - vocabulary narrow in range and at times inappropriately idiomatic
    - may have repetitive sentences in structure or content
    - mistakes in usage and sentence structure frustrate reader's flow of thought; however, writing is understandable
  - 1
    - little or no impression given of purpose, directedness or organization
    - if development exists, it is unreasonable and baffling
    - logical progression of ideas not observable
    - few linkages between concepts or ideas
    - no mastery or skill observed in structuring sentences
    - word choice inappropriate and random
    - vocabulary elemental and often used out of context
    - mistakes in verb tense, point of view and idiom
    - technical errors extreme and large in number so that understanding of the meaning lost
-

# A Framework for Marking a Project/Role Play/Written Assignment

Student Name: \_\_\_\_\_

Date or Time Period of Assessment: \_\_\_\_\_

Topic of Project Description: \_\_\_\_\_

A. Organizational Features	Yes	No	Comments
1. Student understood the objectives of the assignment.			
2. Student understood the specific terms/requirements of the assignment.			
3. Student understood the timeline and due date for the assignment.			
4. Student understood the method/procedure/criteria by which the assignment would be marked.			
5. Student had an opportunity to discuss the assignment topic and have input into the assignment direction.			
6. The student's project or written assignment matched the objectives as stated in #1 above.			
7. Consultation has occurred with the student throughout the stages of development of the assignment.			

continued ...

B. Student Learning	Yes	No	Comments
1. Student formulated her/his own questions and found answers to them.			
2. Student showed evidence of individual initiative.			
3. Student exchanged ideas with other students in developing the assignments.			
4. Student brought in references to learning prior to this experience or from other areas that relate to this experience.			
5. Student worked in a methodical manner to produce the assignment.			
6. Evidence exists in the assignment of the following: <ul style="list-style-type: none"> <li>• planning</li> <li>• organization</li> <li>• interpretation</li> <li>• inference</li> <li>• analysis</li> <li>• application</li> <li>• prediction</li> <li>• evaluation</li> </ul>			
7. Technical aspects of the assignment reflect accuracy and suitability of the following: <ul style="list-style-type: none"> <li>• sentence structure</li> <li>• vocabulary</li> <li>• grammar and punctuation</li> <li>• spelling</li> <li>• handwriting/keyboarding</li> <li>• information included in assignment</li> </ul>			

Adaptations may have to be made depending on the intent of the assignment.

Adapted from *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, page 95.

# Report Assessment

Student: \_\_\_\_\_

Type of Report: \_\_\_\_\_

Title: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

	Yes	No	Comments
<b>1. Completeness (Content)</b> <ul style="list-style-type: none"> <li>• Did the student answer all questions as they appeared in the assignment?</li> <li>• Did the student alter or substitute questions? If so, indicate which ones by number.</li> <li>• Did the student include an introduction and a conclusion?</li> <li>• Did the student include a title page or cover sheet?</li> </ul>			
<b>2. Writing Style (Technical Skills)</b> <ul style="list-style-type: none"> <li>• Did the student use:               <ul style="list-style-type: none"> <li>◦ correct grammar?</li> <li>◦ correct punctuation?</li> <li>◦ correct capitalization?</li> </ul> </li> </ul>			
<b>3. Format (Technical Skills)</b> <ul style="list-style-type: none"> <li>• Did the student format the report correctly?</li> <li>• Did the student include:               <ul style="list-style-type: none"> <li>◦ appropriate top and bottom margins?</li> <li>◦ multiple page headings?</li> <li>◦ internal spacing?</li> </ul> </li> </ul>			
<b>4. Proofreading (Technical Skills)</b> <ul style="list-style-type: none"> <li>• Is the report free of:               <ul style="list-style-type: none"> <li>◦ spelling errors?</li> <li>◦ typographical errors?</li> </ul> </li> </ul>			
<b>5. Extra Work (Attitude)</b> <ul style="list-style-type: none"> <li>• Did the student give an extraordinary amount of detail in the answers?</li> <li>• Did the student ask and answer additional questions?</li> <li>• Did the student add pictures to the report?</li> <li>• Did the student include graphics?</li> </ul>			



# Assessing Group Presentations

**Group Members:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Date of Assessment:** \_\_\_\_\_

**Title of Presentation:** \_\_\_\_\_

	Poorly				Thoroughly	
• The group members were prepared and organized.	1	2	3	4	5	6
• Each member was knowledgeable about her/his particular section.	1	2	3	4	5	6
• The group members worked together as a cohesive unit.	1	2	3	4	5	6
• The group facilitated active participation from the remainder of the class.	1	2	3	4	5	6
• Each group member demonstrated patience and helpfulness with each other.	1	2	3	4	5	6
• The group used a variety of techniques to present the topic/information/concept.	1	2	3	4	5	6

**Positive components of the presentation:**

**Suggestions for improvement (i.e., content, style):**

Adapted from *Accounting 16, 26, 36*, Saskatchewan Education, 1992.

# Student Self-Assessment for Preparing and Conducting an Interview

Student Name: \_\_\_\_\_

Client Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Yes	No	Date of Completion	Reminders
Did you prepare a list of questions in advance?				
Were your questions approved by your teacher?				
Did you make the necessary revisions to your questions?				
Did you phone the client ahead of time?				
Did you describe the purpose of the interview to the client?				
Did you explain to your client how/when the information is to be used?				
Did you set your appointment?				
Did you review proper interview techniques?				
Did you prepare a summation?				
Did you prepare a written report?				
Did you prepare an oral presentation?				
Did you prepare a display?				

# Feedback to Student Volunteer

Where you have made observations, provide feedback to the student volunteer on the following items. Use the rating scale below.

Rating Scale			
4 = Always	2 = Seldom		
3 = Usually	1 = Never		

	1	2	3	4	Comments
1. Arrived on time on agreed to dates.					
2. Was prepared and informed.					
3. Appropriately dressed.					
4. Spoke distinctly and audibly.					
5. Was respectful and tactful with others.					
6. Followed directions.					
7. Was a willing and energetic volunteer.					
8. Cheerful.					
9. Provided support to staff and peer partner.					

Name of student: \_\_\_\_\_

Name of staff advisor: \_\_\_\_\_

Organization, agency: \_\_\_\_\_

Date: \_\_\_\_\_

Signatures: \_\_\_\_\_

(student)

\_\_\_\_\_

(advisor)

## Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies

Name:		Case:		Date:	
	Yes	No	Comments	Marks	
<b>Identify the challenge</b> <ul style="list-style-type: none"> <li>• Is the challenge clearly defined?</li> </ul>					
<b>List possible alternatives/solutions</b> <ul style="list-style-type: none"> <li>• Are there a reasonable number of proposed alternatives?</li> <li>• Are solutions comprehensive?</li> </ul>					
<b>List consequences of each solution/alternative</b> <ul style="list-style-type: none"> <li>• Are consequences for each alternative addressed?</li> <li>• Are consequences reasonable?</li> </ul>					
<b>Select best solutions. Make an informed decision.</b> <ul style="list-style-type: none"> <li>• Are reasons to support decisions listed?</li> <li>• Is the decision logical/reasonable/possible?</li> </ul>					

Adapted from *Accounting 16, 26, 36*, Saskatchewan Education, 1992.

# Student Self-assessment for Using A Decision-making Process/Case Studies

Student: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Challenge/Issue/Case Study:

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	Yes	No	Reminders
Did I clearly identify the challenge?			
Did I list a reasonable number of alternatives?			
Are my alternatives comprehensive?			
Did I list consequences for each solution/alternative addressed?			
Are my consequences reasonable?			
Did I select the best solution/alternative?			
Did I list reasons to support that decision?			
Is my decision logical/reasonable/possible?			

Comments:

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Adapted from *Accounting 16, 26, 36*, Saskatchewan Education, 1992.

# Checklist for Assessing Level B - Make an Informed Decision

Date: \_\_\_\_\_

Name	Specifies a challenge	Eager to try - lists alternatives	Sticks with it - lists consequences	Generates criteria to use in evaluating alternatives	Makes a decision based on steps 1, 2, and 3 of Planning Process	Co-operative group work (if applicable)	Comments

## Rating Scale for Assessment and Evaluation of Action Plans

1 = lowest

4 = highest

### A. Content

- |   |  |                           |
|---|--|---------------------------|
| 1) Statement of goal  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of clarity         |
| 2) Match of action plan to achieve goal   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of appropriateness |
| 3) Time frame appropriate in duration and frequency                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of appropriateness |
| 4) Checkpoints appropriate in frequency, in involvement of other person(s), and purpose | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of appropriateness |
| 5) Support system identified  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of appropriateness |
| 6) Justification reasonable for choice of support system and/or person(s) identified    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of appropriateness |
| 7) Written record/journal   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of detail          |

### B. Process

- |  |  |  |
|--|--|--|
| 1) Evidence of multiple sources of information accessed  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of variety<br>(print, non-print, human) |
| 2) Evidence of multiple sources of information being evaluated for accuracy, representation of a variety of views/perspectives, up-to-dateness | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of effort                               |
| 3) Information has been analyzed for applicability   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of appropriateness                      |
| 4) Plan has been formulated in written form in triplicate (teacher/support person/student)   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of completeness                         |
| 5) Evidence of observation that the plan has been carried out  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of involvement                          |
| 6) Realistic judgment made   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of appropriateness                      |
| 7) Evidence of collaborative effort between student, support person, and teacher   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of effort                               |
| 8) Evidence that goal has been or is being achieved  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1   2   3   4 | degree of application                          |

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# Holistic Rating Scale for Assessment and Evaluation of Action Plans

Note: The topic will determine to a great extent whether the source of information is an expert, specific or general source. (e.g., clergy may be an expert source in a topic on death and dying, but a general source in a topic on fitness; parent/guardians, nutritionists, elders and police are other examples in this category)

5

**The student's answer provides an overall impression of a well-organized, successful plan.** The student identifies a specific topic to investigate. (e.g., learn about harassment in the workplace) The student researches the topic using a variety of sources, including at least **one** expert source and several other reliable and valid sources. The student develops and applies appropriate criteria for sorting the research information and determining what information will be pertinent to the topic. After gathering and evaluating the information, the student targets a focused challenge, chosen through personal commitment. He or she postulates a number of alternatives and consequences related to possible student actions. The student weighs and reflects on each set and chooses the most appropriate one for the situation. The student describes a well-developed plan with at least **four** of the following elements: who, what, when, where, why, how. After following the plan, the student is able to reflect on its success and determine definite reasons for its success or lack of success, the changes that should be made to the plan and why those changes should be made.

4

**The student's answer provides an overall impression of a plan with success potential, but which may lack one to two elements that ensure success.** The student implies a specific topic to investigate. (e.g., find out about entrepreneurship) The student researches the topic using a variety of reliable and valid sources, but no expert source is used. The student retains information from a variety of these sources, but has no set criteria for doing so. After gathering the information, the student is able to describe a focused challenge that was chosen without personal commitment, but as a result of support and pressure from a number of sources. Based on the challenge, the student postulates a number of alternatives and consequences related to possible student actions. Although an alternative is identified, the student does not appear to have a process for selecting the best alternative. The student develops a plan that describes at least **three** of the following elements: who, what, when, where, why, how. After following the plan, the student is able to reflect on its success and determine possible reasons for its success or lack of success. These reasons may or may not affect the plan's success. The student is able to suggest changes that make the plan more detailed and give reasons why those changes should be made.

3

**The student's answer provides an overall impression of a plan but that plan may or may not work. Although containing some details, it may be very sketchy in some areas.** The student identifies a broad topic to investigate. (e.g., learn how to look after my health care) She or he indicates that information was gathered from reliable and valid sources and that the sources were often easily accessible. The student retains information from some of these sources, but has no set criteria for doing so. He or she describes a broad, general challenge chosen without personal commitment but as a result of convenience and some pressure from a number of sources. The student implies a number of alternatives related to possible student actions. Although one alternative is chosen, the student does not appear to have a process for selecting it. The plan describes only **two** of the following elements: who, what, when, where, why, how. After following the plan, the student is able to reflect on its success and determine possible reasons for its success or lack of success but these reasons will have no effect on the actual success of the plan. Some changes are suggested that could be made to the plan, but these changes will not affect its outcome.



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**2**  
**The student's answer provides an overall impression that the student does not fully understand what he or she is doing. There are some major flaws in the plan's specific elements.** The student implies a broad topic to investigate. (e.g., be safe) The student has made little effort to find information, possibly finding one source or using information already known. Because research is minimal, all information is retained and therefore no set criteria for selecting information was developed. The student implies a broad, general challenge that was chosen without personal commitment but as a result of convenience. She or he considers only one alternative related to possible student actions. The student develops a plan that describes only **one** of the following elements: who, what, when, where, why, how. After following the plan, the student is able to reflect on its success and determine **one** reason for its success or lack of success. The student indicates that changes should be made, but provides no suggested changes.

**1**  
**The student's answer indicates a total lack of understanding of the task.** It has no focus and does not identify or imply a topic or issue. There is no indication of using an information base or considering any information in selecting a challenge. No alternatives were considered and no plan was developed.

**0**  
No answer is given.

# Teacher Planning Guide

One purpose of this section is to assist teachers with yearly or semester planning. Consideration is given to the sequencing of required and optional modules. The second purpose of this section is to help in planning each module once it is decided which modules are to be included in the year or semester.

## Planning for the Year or Semester

An outline of Life Transitions 20 and Life Transitions 30 is included in the Introduction section of this curriculum guide. The optional modules and required modules are listed in that portion of the document.

The five required modules represent an orientation to the course (Orientation at the 20 level and Life Roles at the 30 level) followed by a personal focus (Personal Self-knowledge at the 20 level and Health Self-care at the 30 level), an interpersonal focus (Relationships at the 20 level and Conflict in Relationships at the 30 level), a resource management focus (Time Management at the 20 level and Money Management at the 30 level) and a career focus (Career Self-knowledge at the 20 level and Career Planning at the 30 level).

The time allocations for each module are approximate. In one semester or year, you might teach the orientation module, the required modules, and one optional module. In another semester or year, with another group of students, you might include two optional modules.

The optional modules that might be sequenced to follow particular required modules are indicated in the following chart.

Figure 7

	Life Transitions 20	Focus	Life Transitions 30
	Orientation		Life Roles
<b>Required</b> <b>Optional</b>	Personal Self-knowledge Life Balance	<b>Personal</b>	Health Self-care Sexual and Reproductive Health
<b>Required</b> <b>Optional</b>	Relationships Human Sexuality	<b>Inter-personal</b>	Conflict in Relationships Parenting
<b>Required</b> <b>Optional</b>	Time Management Community Issues and Ethics	<b>Community</b>	Money Management Independent Living
<b>Required</b> <b>Optional</b>	Career Self-knowledge Career Services and Supports	<b>Career</b>	Career Planning Job Search

Different teachers plan their course in different ways. The selection of optional modules will depend on student interests and needs, the availability of resources and teacher expertise. Some sequence examples for a Life Transitions 20 semester or year include:

**Example 1**

Personal Self-knowledge  
Life Balance  
Relationships  
Time Management  
Career Self-knowledge  
Career Services and Supports

**Example 2**

Personal Self-knowledge  
Relationships  
Human Sexuality  
Time Management  
Community Issues and Ethics  
Career Self-knowledge

**Example 3**

Personal Self-knowledge  
Relationships  
Human Sexuality  
Time Management  
Career Self-knowledge  
Career Services and Supports

---

## Planning each Module

Eighteen modules make up Life Transitions 20, 30. The foundational objectives and learning objectives for each module are provided in this document. Suggested instructional strategies and methods are included in each module. Some suggestions about student assessment and evaluation are also included in each module.

The Planning Process is the organizational framework for each module. The content of the module is taught through the Planning Process. Students learn the content through the Planning Process. Student evaluation is based upon the three levels of the Planning Process.

The following guided questions are provided to assist in planning each module throughout the semester or year.

### Have I:

- examined the foundational objectives of the module?
- identified evaluation strategies to match the foundational objectives?

### Have I:

- examined the learning objectives for each of Levels A, B, and C, within the Planning Process?
- identified assessment and evaluation strategies to match the learning objectives of Level A, Level B, and Level C?

### Have I:

- included a variety of instructional strategies that are best suited to achieving the learning objectives for each of Levels A, B and C?
- selected a variety of instructional strategies and methods to meet the learning styles and needs of my students?

### Have I:

- planned a sequence of Level A, Extend Your Knowledge Base, lessons relating to learning objectives?
- planned a sequence of Level B lessons relating to learning objectives? Level B, Make an Informed Decision, includes decision making based on the information gathered in level A.
- planned a sequence of Level C lessons relating to learning objectives? Level C, Carry Out Action Plan, means students designing an action plan in two required modules (Personal

Self-knowledge and Relationships at the 20 level, Money Management and Career Planning at the 30 level) and carrying out those action plans in day to day life during the semester or year. Students will select one additional action plan in the semester or year.

### Have I:

- included material or activities that work toward development of the learning objectives for the Common Essential Learnings emphasized in this module?

### Have I:

- considered students' needs and interests?
- considered Indian and Métis and gender equity content?  
(You may wish to consult the Saskatchewan Education publication, *Selecting Fair and Equitable Learning Materials*).

### Have I:

- selected appropriate and varied resources?

### Have I:

- connected the sequence of lessons, and the module itself, to students and to community?

## The Modules

Each module is made up of foundational objectives for the content addressed in that module and foundational objectives for the Common Essential Learnings emphasized in that module. Each module also includes the specific learning objectives for the content addressed in that module and the learning objectives for the C.E.L.s emphasized in that module. Through mastery of the learning objectives in each module, students achieve mastery of the foundational objectives.

From broadest to most specific, the pieces of curriculum design include: aim of the course, goals of the course, foundational objectives of the modules that collectively make up the foundational objectives of the course, learning objectives of each module. The modules that follow are designed in this fashion.



---

# Module 1: Orientation to Life Transitions

## F.Y.I.

The purpose of this module is to act as an orientation to Life Transitions 20. Students learn about the course content and how they will be evaluated. Students are told that the course is designed on a decision-making model that is referred to as the Planning Process. They are informed that the Planning Process is the organizational framework for each module. By the end of the Orientation module students understand that the course is taught, learned and evaluated through the three level process of Extend Knowledge Base, Make an Informed Decision and Carry Out Action Plan.



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# Module 1: Orientation

## Time Frame

This module will take two or three hours to complete. The exact time will vary depending on whether you are working with 45, 50 or 55 minute periods.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

### Foundational Objectives

Students will develop an awareness of course expectations.

Students will develop an awareness of course content.

### Learning Objectives

Students will:

- name some of the transitions encountered throughout life
- predict some of the personal, family, community and career transitions they may face as they move from dependence to independence
- distinguish between various decision-making models
- develop an awareness of the Planning Process and its application in managing change
- demonstrate the skill of setting personal goals
- assess how their personal standards influence their decisions about their future
- outline the process of designing action plans to attain personal goals
- become aware of ways in which evaluation will occur at each of levels A, B and C.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### Common Essential Learnings Objectives

Students will:

- discuss or write about the ideas presented using their own language (C)
- demonstrate a working knowledge of partner and small group activities (PSVS)
- understand that real-life problems often have more than one solution (CCT).

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# Module 1 At a Glance

**Time Frame 3 hours**

## Content

## Planning Process

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### Introductions

- teacher
- students

### Overview of Life Transitions 20

- compulsory modules
- optional modules

### Overview of Life Transitions 30

- compulsory modules
- optional modules

Identification of transitions encountered as one moves from dependence to independence

Personal life transitions

Family life transitions

Community life transitions

Career transitions

Planning Process of Life Transitions

Student assessment and evaluation

Decision-making models

Goal setting

Personal standards and goals

Action planning

### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.
2. *Research* the issue. Find the facts.



---

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.
2. Research the issue. Find the facts.

**Learning Objectives**

Students will gain a general understanding of what will be included in Life Transitions 20, 30.

**Instructional  
Strategies/Methods**

**Teaching Notes**

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Direct Instruction:  
structured overview

Beginning the year/semester with pertinent information about Life Transitions 20, 30 gives you and your students a firm foundation on which to build.

It is important that everyone understands that this course is an integrated course and that it is highly participatory.

This is your opportunity to provide your students with an overview of the course:

- presentation of compulsory modules at the 20 level
- presentation of compulsory modules at the 30 level
- listing of optional modules at the 20 level
- listing of optional modules at the 30 level

You may wish to inform your students of the optional modules selected for your school this year or semester.

OR

You may wish to facilitate a consensus-reaching activity whereby the students determine which optional modules will be included in Life Transitions this year or semester.

Ensure that they understand the **practical** lifelong implications of this course.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.
2. Research the issue. Find the facts.

**Learning Objectives**

Students will name some of the transitions encountered throughout life.

Students will predict some of the personal, family, community and career transitions they may face as they move from dependence to independence.

Students will discuss the ideas presented using their own words, drawing upon prior knowledge and experiences, making connections to real life. (C)

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

Review the concept of a life cycle from birth to death.  
Present a few examples of transitions encountered throughout the life cycle:

- entering elementary school
- entering high school
- obtaining driver's license
- high school graduation
- moving away from home
- marriage
- becoming a parent
- 
- 

Interactive Instruction:  
brainstorm

As a large group, brainstorm a more extensive list of transitions.  
Group them under the following headings:

- personal life
- family life
- community life
- work life

Before beginning this first brainstorm, review the "rules of brainstorming":

- emphasis on quantity of ideas generated
- no comments, judgments during the timed brainstorm
- piggybacking on ideas is encouraged
- establish a time limit (try four minutes in this instance)
- designate recorder (four recorders in this case, one for each of personal, family, community and career)
- 
-

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.
2. Research the issue. Find the facts.

**Learning Objectives**

Students will become aware of ways in which evaluation will occur at Level A - Extend Knowledge Base.

Students will develop an awareness of the Planning Process and its application in managing change.

Students will demonstrate a working knowledge of partner and small group activities (PSVS).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

Present a wall sized poster and accompanying student handouts of the six-step Planning Process.

- Compare it to the six-step process used in Wellness 10.
- Point out that the Planning Process in Wellness 10 was used to make decisions in achieving balance for personal wellness.
- Indicate that in Life Transitions, the Planning Process will be used to manage change in their personal lives, their family lives, their lives as community members, and their world of work.

Emphasize that the Planning Process is made up of three levels:

- *Level A - Extend Knowledge Base*
- *Level B - Make Informed Decision*
- *Level C - Carry Out Action Plan.*

At this point it is sufficient to assure students that their evaluation will consist of four factors throughout the year/semester:

- how they gather and evaluate information in the process of extending their knowledge (Level A)
- how they make decisions, working from a challenge through alternatives and consequences to establishing a personal goal (Level B)
- how they design, carry out and evaluate action plans to attain their goal (Level C)
- their demonstration of co-operative group skills.

Summary:

In the above mini-lecture students learned facts about course evaluation. It was an example of Level A, step 2. Conclude by saying that the orientation module consists only of *Level A - Extend Knowledge Base*.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.
2. Research the issue. Find the facts.

**Learning Objectives**

Students will become aware of ways in which evaluation will occur at Level A - Extend Knowledge Base.

Students will distinguish between various decision-making models.

Students will develop an awareness of the Planning Process and its application in managing change.

Students will demonstrate a working knowledge of partner and small group activities (PSVS).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
compare and contrast

Present students with one-page handouts of several different decision-making models. You may want to spend a few minutes talking about "impulsive" decision making, "intuitive" decision making and other types (see Appendix).

Note: Be careful not to criticize these means of decision making as students may use them regularly, with varying degrees of success.

Conduct a large-group session of comparing and contrasting these decision-making styles. Using a large-group format will allow the teacher to facilitate a model of how to compare and contrast a number of items.

Note: Consider your class when deciding how many styles you wish to include in this compare and contrast process.

Key points: These styles are commonly used. Some are better than others.

Different styles of decision making are correct or efficient at different times.

Conclude by stating that the six-step Planning Process will be used throughout Life Transitions. It will be used as a decision-making tool in managing change.

Interactive Instruction:  
co-operative learning groups

Divide the class into pairs.

Distribute one index card to each pair. On the index card is written one sample transition or change encountered throughout life. Be sure to include transitions from each aspect of life: personal, family, community and career.

Sample transitions include:

- selecting a high school (personal transition)
- deciding where to live when first moving away from home (family transition)
- selecting a doctor, dentist, church or recreation facility in a new town or city (community transition)
- switching from one part-time job to a different part-time job (career transition).

Allow approximately 10 minutes for each pair of students to work through the six-step Planning Process to determine how it would apply in managing the change or transition assigned to them.

Before the student pairs begin their 10 minute task, provide them with a copy of **My Group Skills/Performance**, a rating scale located in the **Templates for Assessment and Evaluation** section of this curriculum guide. As they apply the Planning Process to one of life's transitions, ask them to concentrate on the first three items on the form: listening as well as talking, eye contact and interruptions.

Bring closure to this co-operative group skill session by asking each pair to state, aloud to the entire group, the transition they were assigned and whether they found the Planning Process applicable in managing it.

Lastly, ask students to rate themselves on the first three items of the assessment instrument, date it and submit it.

**Student Assessment Techniques**

In this Orientation module, it is most appropriate to have students do a self-assessment concerning their skills/performance in group settings. **My Group Skills/Performance**, an example, can be found in the **Templates for Assessment and Evaluation** section of this document. Assure your students that this assessment instrument (using the first few criteria only) is the first to be inserted into their portfolio.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.
2. Research the issue. Find the facts.

**Learning Objectives**

Students will demonstrate the skill of setting personal goals.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

The key points to be made here are basically the "Dos and Don'ts" of writing goal statements. For the visual learners in your class, and those who benefit from an advanced organizer, you may wish to accompany your brief mini-lecture with a handout.

Key points are as follows:

- goals are significant because they provide direction for our lives
- thoughtful goal setting can help us determine those things that are important so we can focus on them
- personal goals should include the long term (life goals) and the short term (next week)
- well defined goals are conceivable (they can visualize themselves doing this), achievable (I can accomplish this goal) and measurable (I will know if and when I accomplish this goal).

Indirect Instruction:  
personal reflection

Allow students class time or ask that this portion of the module be completed as homework. Provide each student with a worksheet that is divided into the following sections:

- personal goals
- relationship goals
- community and civic goals
- career goals.

Ask each student to write a **next week/month** objective, a **next year** objective, and an **in five years** objective for each of their four goals.

Note: This personal reflection activity may serve as a mini needs assessment to help you determine the level of skill for each of your students.

You may want to consider having your students share this goal writing session with their parent(s).

Once your students have submitted their short term and long term, goals and supporting objectives, and you have taken a "reading" on this mini needs assessment, return the worksheets to the students and ask them to rate themselves on a scale of 1 to 4 based on the criteria of conceivable, achievable and measurable. Ask the students to date this work item as it will be consulted again several times throughout the semester/year.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.
2. Research the issue. Find the facts.

**Learning Objectives**

Students will assess how their personal standards influence their decisions about their future.

Students will understand that real-life problems often have more than one solution (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

Key points of the mini-lecture include:

- before you can achieve goals you have to set them
- before you can set goals you need to decide what is most important to you
- until you have a clear sense of what is important to you, it will be difficult to make informed decisions about your future.

Indirect Instruction:  
personal reflection

Follow the mini-lecture with an assessment technique that encourages students to reflect on the connections between what they value and what they might like to do in terms of work and career. See the appendix titled **Reflection: Applying Personal Standards to Career Tracking**.

Bring closure to this brief glimpse at personal standards and connect it to the next topic of the orientation module, action plans. A brief summary at this point might be helpful:

- Life Transitions is a course about the transitions that occur as we move from dependence to independence.
- Life Transitions is a course about managing change in our personal life, family life and career.
- Managing change involves making decisions.
- There are different ways to make decisions.
- The Planning Process is one tool that can be useful in making decisions to manage change.
- Part of being successful throughout life's transitions is knowing what we want (goals) and what is important to us (values).
- When our goals are in line with our values we are usually happy and content.
- To work toward a goal it is necessary to consciously choose actions that will lead toward it.

Note: This summary could be presented in the form of a concept map or web.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.
2. Research the issue. Find the facts.

**Learning Objectives**

Students will outline the process of designing action plans to attain personal goals (IL).

Students will understand that real-life problems often have more than one solution (CCT).

Students will demonstrate a working knowledge of partner and small group activities (PSVS).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
circle of knowledge

Using the circle of knowledge method, ask the students to reflect on what they already know about designing action plans that will assist them in reaching a previously stated goal.

Interactive Instruction:  
co-operative learning groups

Distribute a piece of paper to each student. On the paper is written the following information:

*Brittany and Reed, over the summer, became entrepreneurs. They provided lawn care services in their neighbourhood. It was perfect. Neither of them had their driver's license but they didn't need to drive when all their clients were close by. They each made quite a bit of money and the scheduling was flexible, which meant they could still spend lots of time with their friends.*

*Their goal is to "sign up" half of their clients for similar services during the winter months. Brittany and Reed plan to shovel snow from walks, clear driveways and "house sit".*

*Design an action plan that would assist these young business people in reaching their goal.*

Note: This scenario is provided as an example. Feel free to create another that may be more appropriate for your school and community.

Conduct a 1-2-4 session (Think-Pair-Share).

- Individual students design an action plan. Allow 4-5 minutes.
- In pairs, students compare their plans. They may come up with a combined and improved plan although this is not an expectation.
- Two pairs join together to become a small group of four. They compare their four individual action plans or perhaps their jointly designed plans.



Debrief by emphasizing that there are many and varied ways of achieving the same goal. There are no right plans or wrong plans. An action plan is a good or effective plan if it helps you get where you want to go and helps you to reach your goal.

**Student Assessment Techniques**

It is suggested here that students participate in a second circle of knowledge. If the same assessment template is used, **Anecdotal Records in Reflective Discussion/Discussion/Circle of Knowledge**, students have an opportunity to improve their performance.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.
2. Research the issue. Find the facts.

**Learning Objectives**

Students will discuss or write about the ideas presented using their own language (C).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorm

Explain the term "ground rules". Indicate that these ground rules will be determined by the class membership and then posted for the remainder of the semester or year. These become the guidelines or permission points for the class and how it will function.

Remind the students that Life Transitions is a process-oriented, highly interactive course of study. Also, remind them that their demonstration of co-operative learning skills is a part of their course evaluation.

Conduct the brainstorm and post the flipchart paper. Commonly used ground rules include:

- all opinions honoured
- start and stop on time
- everyone participates
- mutual respect
- right to pass
- 
- 

Direct Instruction:  
structured overview

To bring closure to the orientation module you may wish to review the contents of this module and how it orients the students to the remainder of the course.

It might be a good idea to revisit the required modules of the 20 level course and the optional modules. Ensure that optional modules selected earlier are still the optional modules of choice for this particular class.

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# Module 1: Appendix



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# Decision-making Styles

There are a variety of decision-making strategies. These are some of the most commonly used.

## **Agonizing**

People using this style search for so much information that the decision gets very complex. They are in danger of becoming "lost" in the confusion.

## **Compliant**

People using this style prefer to let someone else decide. "Whatever you say, sir."

## **Delaying**

People using this style cannot make up their minds. "I'll do it later."

## **Fatalistic**

People using this style believe that it does not matter what their decision is because the outcome is pre-determined by fate.

## **Impulsive**

People using this style decide and then think about the decision later. This is perfectly acceptable in many situations, such as where to park on a busy street.

## **Intuitive**

People using this style use more feeling than thinking. "It feels right inside so I think I'll do it." We are encouraged to "trust our feelings". Some argue that intuitive decision making is a higher order of decision making than the logical or rational style.

## **Paralysis**

People using this style know they must decide but are so overwhelmed by the choices that they are unable to make any decision at all.

## **Planning**

People who use this style are organized decision makers who consider alternatives before deciding. They follow a definite strategy.

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## Reflection: Applying Personal Standards To Career Tracking

1. A person who enjoys adventure and excitement might consider a career as
  - a cashier
  - a foreign ambassador
  - a florist
2. Knowledge and continued learning might be most important to a
  - university professor
  - an autobody shop employee
  - a receptionist
  - all of the above
3. A person who values power and authority might want a degree in
  - philosophy
  - business administration
  - French
4. A person who values and enjoys companionship might be suited to
  - small appliance repairs
  - a tour guide
  - cosmetology
5. A person with a need for some creativity might be happiest as
  - a waitress
  - a chef
  - a pharmacist
6. A person who likes helping others might get the most satisfaction from being a
  - a car sales person
  - editing videos
  - driving an ambulance
7. A person who values independence might consider a career as
  - a loan officer
  - a freelance writer
  - a pilot
8. Because I value \_\_\_\_\_, I might consider a career as
  - 
  - 
  -

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# Module 2: Personal Self-knowledge

## F.Y.I

### Action Plan Hints from a Life Transitions Pilot Teacher

"Because this was the first action plan of the course, I guided the students through it. I gave them a due date and a calendar to record activities, progress, observations, feelings, comments and so on. I personally found this much more effective than past 'first attempts'. It gave the students a bit more focus. It also helped to do weekly progress checks as part of the class.

"It was interesting to observe the students' growing interest towards each other's goals. By the due date students were checking with each other on their own to check progress. I think that this may have helped to build classroom unity.

"I also set a goal and the students often inquired about my progress.

"At the end, students were expected to summarize and evaluate. They assessed what worked, what did not work, and why. They were asked to state what they would change for next time."





# Module 2: Personal Self-knowledge

## Time Frame

This module will take approximately 20 hours to complete. The number of lessons will vary depending on the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will access and evaluate information to reinforce the concepts that emotional development is a key factor in managing transitions, and that emotional development depends largely on knowing yourself and living comfortably with yourself.

Students will access and evaluate information for purposes of clarifying that emotional growth is a lifelong process.

#### Learning Objectives

Students will:

- review and appraise their abilities, interests, personality, personal standards and cultural background
- identify both internal and external influences, including stereotyping, on self-concept
- develop an appreciation for the effects of self-concept on feelings, thoughts, behaviours and future achievements
- practise communicating feelings effectively
- explore the relationship between feelings, defense mechanisms, behaviours and mental health
- examine the continuum of mental health and how their feelings and actions affect their placement on that continuum
- identify sources of support to assist people in coping with pressure and frustration
- recognize that as transitions occur throughout life individuals will be affected differently and will respond differently
- identify the value of providing support to others as they cope with change
- determine the benefits of proactive decision

- making in managing transitions
- identify their preferred decision-making style
- identify the benefits of a rational decision-making model when dealing with the complexities of change.

### Level B - Make An Informed Decision

#### Foundational Objective

Students will develop the lifelong skill of making decisions about managing change in their personal lives.

Students will acknowledge their personal responsibilities for change.

#### Learning Objectives

Students will:

- state their individual challenges concerning transitions in their personal lives
- identify strategies (alternatives) to meet their personal challenges in managing transitions that are predictable throughout the life cycle, as well as those that are unexpected and occur as a result of economic, social or political changes
- project potential consequences of each alternative
- decide upon preferred strategies to meet their challenges in managing transitions in their personal lives
- investigate the support systems that are needed.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and the confidence to design, implement and assess realistic action plans to manage change in their personal lives.

#### Learning Objectives

Students will:

- design action plans to manage some of the transitions in their personal lives and will carry out the short term portion of the plan;
- evaluate their personal action plans and re-design as necessary.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will use language (listening, speaking, reading, writing) for differing audiences and purposes, related to transitions encountered throughout life.

#### **Learning Objectives**

Students will:

- demonstrate a cultural sensitivity to the language of others
- distinguish between primary and secondary sources of information.

### **Foundational Objective (CCT)**

Students will develop abilities to become "strong sense" critical and creative thinkers.

#### **Learning Objective**

Students will:

- explore the implications or consequences of actions.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.

#### **Learning Objectives**

Students will:

- relate, compare, and evaluate what is being read, heard, or viewed
- identify sources of information used and consider authority of sources employed.

### **Foundational Objective (CCT)**

Students will be able to think for themselves, recognize the limits of individual reflection and see the need to contribute to and build upon mutual understandings.

### **Learning Objectives**

Students will:

- examine knowledge in terms of what they already know and what they want to know
- consciously evaluate what they read, hear or view.

### **Foundational Objective (PSVS)**

Students will treat themselves, others and the environment with respect.

#### **Learning Objective**

Students will:

- embrace those lifestyles that support the principle of respect for persons.

### **Foundational Objective (PSVS)**

Students will develop their abilities to become compassionate, empathetic, and fair minded individuals who can make positive contributions to society as individuals and as members of groups.

#### **Learning Objective**

Students will:

- demonstrate a working knowledge of partner and small group activities.

### **Foundational Objective (IL)**

Students will develop a positive disposition toward lifelong learning.

#### **Learning Objective**

Students will:

- recognize the inevitability of profound change due to advancements in technology, changes in society's values and norms, and be prepared to influence change by continuing to learn on an ongoing basis.

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## Module 2 At a Glance

**Time Frame 20 hours**

### Content

### Planning Process

Overview of module

Connection between mental health and managing change

Abilities and interests inventories

Personality inventories

Personal standards inventories

Congruency of personal standards to behaviour

Effects of such influences as stereotyping on self-concept

How self-concept affects future achievements

Effective communication skills

Defense mechanisms and mental health

Continuum of mental health

Support systems for managing change

Decision making in managing change

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Individual challenges

Strategies to meet challenges

Consequences of strategies

Decisions and goal setting

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Design and carry out action plans

Evaluate and revise action plans  
(later in the semester/year)

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts

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#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goal.

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#### Level C - Carry Out Action Plan

5. *Design* and *Apply* action plan.

6. *Evaluate* progress and *Revise* as needed.

Note: Students registered in Life Transitions 20 are required to design and carry out an action plan for Module 2.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will review and appraise their abilities, interests, personality, personal standards and cultural background.

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

Provide an overview of the entire module. Accompany the overview with a chart or poster of the Planning Process. Inform students that they will be proceeding through each of levels A, B and C throughout this module.

The purpose of the mini-lecture is to present the connection between mental health and managing change. The mini-lecture features the characteristics of mentally healthy people:

- feel comfortable about themselves
  - experience all the human emotions of anger, fear, guilt, jealousy, joy, love
- feel comfortable with other people
  - able to give and receive love
  - establish relationships that are satisfying and lasting
- can meet the demands of life
  - accept responsibility
  - solve problems
  - plan ahead for the future without fearing the future
  - set realistic goals.

Close the mini-lecture by highlighting that mentally healthy people certainly experience stress, frustrations and failure. What sets them apart is their ability to reclaim their sense of mental well being within a reasonable period of time. This notion of resilience is similar to the definition of physical fitness. Everyone's heart rate increases during physical exertion. However, the heart rate of the physically fit person returns to normal quite quickly.

Independent Study:  
computer assisted instruction  
OR  
learning centres

The first point of the mini-lecture was, "feel comfortable about themselves". Build on that key point by providing the appropriate software or print resources/personal assessment inventories in order that students might review and appraise their abilities and interests.

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**Instructional  
Strategies/Methods****Teaching Notes**

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Indirect Instruction:  
reading for meaning

Gather resources that will aid students in understanding the complexities of personality. Theories and models of human development and personality are found in the work of:

- Freud
- Erikson
- Maslow
- Piaget
- Kohlberg
- Myers-Briggs.

Independent Study:  
personal inventory(ies)

Provide students with one or more inventories of personal standards. Ask them to review their personal standards. Encourage them to share this information concerning personal standards with their families. Some personal standards are of an individual's choice. Other personal standards are influenced by family, friends and culture.

Indirect Instruction:  
concept attainment

An effective way for people to cope with day-to-day life is to align their personal standards and beliefs with their behaviours. Beliefs and personal standards reflect what people feel is right, wrong, ethical or unethical. Personal standards and beliefs are an important part of mental health. They are also an important part of managing transitions.

Establish a concept attainment activity that helps students understand the concept of personal standards/behaviour congruence.

Indirect Instruction:  
journal writing

Journal writing may be an effective way to bring closure to this review and appraisal process. Writing provides students the opportunity to review what they've learned about their abilities, interests, personality, personal standards and cultural background and appraise their current status or situation.

**Student Assessment Techniques**

The concept attainment strategy, used in conjunction with personal standards being congruent with behaviours, can be assessed using anecdotal records. For further information see the **Approaches to Instruction** section of this document. Journal writings are not usually assessed. They are private reflections.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will identify both internal and external influences, including stereotyping, on self-concept.

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorming

The intent is to have students reflect on what they already know about internal and external influences on self-concept. Be certain to emphasize that influences can be both positive and negative.

Direct Instruction:  
mini-lecture OR  
Indirect Instruction:  
case studies

Student knowledge about stereotyping may vary. A mini-lecture or a presentation by the teacher, an informed student or a guest speaker may ensure that all students comprehend the impact that stereotyping has on self-concept.

Indirect Instruction:  
concept mapping

Concept mapping is an excellent way to introduce or summarize a concept. Here it is suggested as a useful strategy to sum up or bring closure to the featured learning objectives.

**Student Assessment Techniques**

Sometimes teachers use brainstorming in assessment and sometimes they do not. **Anecdotal Records in Brainstorming** is available in the **Templates for Assessment and Evaluation** section of this document.

You may choose to use the concept mapping activity as a mini needs assessment to determine whether your students are ready to proceed. If that is the case you will not want to use it as part of Level A assessment. Should you wish to assess students' concept maps please consult the **Approaches to Instruction** section of this curriculum guide.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will develop an appreciation for the effects of self-concept on feelings, thoughts, behaviours and future achievements.

Students will relate, compare and evaluate what is being read, heard, or viewed (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

Key points may include:

- Self-esteem is the feeling of respect or worth you have about yourself.
- Self-concept is the overall picture you have of yourself and the way you believe you are seen by others. It includes your perception of your abilities, strengths and weaknesses.
- When we **think** well of ourselves we **behave** in ways that demonstrate self confidence.
- When we are confident we are highly self-motivated.
- When we are easily motivated, we usually meet with success in whatever task we undertake.
- When we succeed we often receive positive feedback, which causes us to think well of ourselves, thereby increasing our self-esteem and self-concept.
- Conversely, when we have low self-esteem or **think** less highly of ourselves, we **behave** in ways that demonstrate a lack of confidence.
- When we lack confidence, we are less easily motivated.
- Because we demonstrate low motivation, we often encounter failure.
- When we fail we often receive negative feedback, which reinforces our low self-esteem and poor self-concept.

Interactive Instruction:  
circle of knowledge  
OR

Recap the principles of operation for conducting a circle of knowledge.

Indirect Instruction:  
case studies

Whereas the mini-lecture (above) set the stage for the effects of self-concept on feelings, thoughts and behaviours, ask students in the circle of knowledge to concentrate on the effects of self-concept on future achievements. Debrief.

**Student Assessment Techniques**

If you use the circle of knowledge you may wish to use the **Anecdotal Record Form for Reflective Discussion/Discussion/Circle of Knowledge** provided in the **Templates for Assessment and Evaluation** section of this guide. You might have each student write a paragraph, create a role play, produce an audio tape, or otherwise demonstrate that they understand the effect of self-concept on feelings, thoughts, behaviours and future achievements.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will practise communicating feelings effectively.

Students will demonstrate a working knowledge of partner and small group activities (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
role playing

Planning role plays for students achieves two purposes:

- For students, it acts as a review of effective communication skills.
- For teachers, it acts as a mini needs assessment. Through careful observation you quickly learn what your students know and what they do not know about effective communication skills.

It is suggested that the role plays include such features as:

- appropriate eye contact
- appropriate distance between speakers
- active listening
- reflective listening
- appropriate body language
- 

Do not try to include feelings in the role plays at this review stage. To ensure success, include topics of interest to your particular class.

Interactive Instruction:  
brainstorming  
OR  
Direct Instruction:  
mini-lecture

Generate a list of feelings or provide such a list. Suggest that the next step is to examine good/healthy/effective ways of communicating feelings.

Indirect Instruction:  
concept attainment

The purposes of the concept attainment activity are:

- to review "I messages" for those students who are familiar with them
- to introduce "I messages" to students who are not familiar with them
- to clarify the attributes that make "I messages" effective
- to indicate that "I messages" are an effective way to express feelings.

**Student Assessment Techniques**

The students perform teacher-designed role plays; therefore, it is not appropriate to use **A Framework for Marking a Project/Role Play/Written Assignment**.



**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will explore the relationship between feelings, defense mechanisms, behaviours and mental health.

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

OR

Indirect Instruction:  
cloze procedure

Key points of the mini-lecture or cloze activity include:

- Emotions or feelings are factors that influence mental health.
- There are no such things as right feelings and wrong feelings.
- In themselves, emotions are not healthy or unhealthy.
- There are, however, good and bad ways of meeting emotional needs.
- Examples of poor strategies to meet emotional needs are teasing, bullying, showing off or ignoring/suppressing your feelings.
- Examples of positive strategies to meet emotional needs are helping others, volunteering, joining a group or organization, identifying the source of feelings and expressing them effectively.

Define defense mechanisms as behaviours that are used to cope with uncomfortable emotions. Defense mechanisms may be used quite purposely or quite unconsciously.

Direct Instruction:  
mini-lecture

Use a flipchart or overhead transparency to list such defense mechanisms as:

- compensation
- daydreaming
- displacement
- idealization
- projection
- rationalization
- regression
- repression
- sublimation
- substitution.

Interactive Instruction:  
role playing

OR

Indirect Instruction:  
case studies

Divide the class into small groups assigning one defense mechanism to each group. Inform the small groups of how much time they have and what resources they are to access. Students are to:

- develop a role play that demonstrates the defense mechanism
- perform the role play for the class.

The rest of the class guesses what defense mechanism is being demonstrated.

Indirect Instruction:  
reflective discussion

At the conclusion of each role play discuss, as a class, what positive behaviours might be used in place of the portrayed defense mechanism.

Summary:

Defense mechanisms sometimes help people solve a problem.

Sometimes defense mechanisms are used to avoid solving a problem.

That is when they may lead to unhealthy or harmful habits that jeopardize sound mental health.

Direct Instruction:  
mini-lecture

Create a grid or matrix on the chalkboard or on a flipchart that includes the name of a defense mechanism in one column, the possible risks-to mental health in a second column, and positive behaviours to enhance mental health in a third column. This matrix provides a summary and it demonstrates, in print, the options available to people in managing the range of emotions we all encounter.

**Student Assessment Techniques**

If you wish to assess the role play, how it was designed and carried out, inform the students ahead of time. Ensure that they know the criteria being used in the assessment. An example, **A Framework for Marking a Project/Role Play/Written Assignment**, is provided in the **Templates for Assessment and Evaluation** section of this curriculum guide.

Because it is the defense mechanisms and their implications that are being stressed, you could assess student understandings by asking students to summarize or synthesize the discussions generated in the creation of the matrix.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will examine the continuum of mental health and how their feelings and actions affect their placement on that continuum.

Students will explore the implications or consequences of actions (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mastery lecture OR guides for reading, listening, viewing  
OR  
Independent Study:  
research projects OR learning activity package

The purpose of this section of the module is to provide an opportunity for students to see how the information studied to this point all fits together in terms of knowing themselves better.

Review the continuum of Wellness (sickness to wellness). Present a similar continuum for mental health (sickness to wellness).

Maslow referred to mental wellness as self-actualization. Self-actualized people have fulfilled much of their human potential. They:

- have a realistic, positive sense of self
- are able to relate well to others (communicate honestly and openly)
- trust their own feelings
- are creative
- are democratic in their attitudes.

The opposite end of the mental health continuum includes mental disorders that can be classified as follows:

- developmental disorders
- disruptive behaviour disorders
- eating disorders
- organic mental disorders like Alzheimers
- psychoactive substance use disorders
- schizophrenia
- mood disorders (depression)
- anxiety disorders (phobias)
- dissociative disorders (multiple personality)
- sexual disorders (paraphilias)
- sleep disorders
- personality disorders.

Summary:  
Remind students that the module began with each student appraising and reviewing their abilities, interests, personality, values and cultural background. Accepting yourself is a good start toward mental wellness.

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**Instructional  
Strategies/Methods****Teaching Notes**

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Later in the module, each student practised communicating feelings effectively. Communicating openly and honestly is a step toward mental wellness.

Remind your students that defense mechanisms can preserve a good self-concept temporarily, but in the long run they can keep you from achieving mental wellness.

Whether the students carried out research combined with oral presentations, or the information was presented by the teacher, students by this point have a basic understanding of mental disorders. The next section deals with support systems.

**Student Assessment Techniques**

The assessment technique(s) will depend on the instructional strategy and subsequent method selected by the teacher. The learning objective, however, remains the same. If you choose the direct instruction strategy you may use a combination of test items to assess student learning. If you use the independent study strategy, the student product could be used in assessment.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify sources of support to assist people in coping with pressure and frustration.

Students will recognize that as transitions occur throughout life, individuals will be affected differently and will respond differently.

Students will identify the value of providing support to others as they cope with change.

Students will explore the implications or consequences of actions (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

Review the continuum of mental health as a line that represents mental wellness on one end of the continuum and sickness on the opposite end. Ensure that students recognize that human beings move along this continuum on a daily basis. We are never static in one position.

Review the positive mental health enhancing behaviours presented earlier. Emphasize that these are actions that individuals can employ to enhance their mental wellness.

Interactive Instruction:  
brainstorming

Lead into the brainstorm by suggesting that sometimes people need support to help keep them on track toward mental wellness. Ask students to brainstorm a list of supports available in the community.

The list generated by your class will likely include such ideas as:

- books in the psychology or self-help sections of the library or book store
- friends and parents, talking to someone who is empathetic and accepting
- support groups like Al-Anon, Weight Watchers
- peer support programs
- guidance counsellor
- telephone help lines or hot lines for general problems and specific issues such as problems with parents, rape, suicide
- professional mental health workers such as psychiatrists, psychologists
- professional help such as social workers, counsellors
- pastoral counsellors at some churches.

Debrief the brainstorming session by categorizing the students' ideas into self-help and professional supports.

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**Instructional  
Strategies/Methods****Teaching Notes**

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Direct Instruction:  
mini-lecture

Connect the learning objective related to **support** to the listing of **changes** in our personal, family, career and community lives, as generated in Module 1.

Indicate that some people manage such changes with relative ease. How? They have set personal goals, they have a sense of what they need to do to achieve those goals, they are fairly solid in who they are (self-esteem) and what they stand for (personal standards), and they enjoy a variety of relationships partly because they communicate effectively.

Suggest that other people find such changes to be frustrating and/or frightening. They benefit from self-help and the support of friends and community.

Independent Study:  
research project OR essay OR  
presentation

How do we know when professional help is necessary? Professional help is required if problems interfere with performance or interpersonal relationships; if suicide is considered or attempted; if hallucinations, memory loss, or other severe symptoms occur; or if alcohol or drug abuse occurs.

You may wish to assign an independent research project to all or some of your students concentrating on the signs or symptoms indicating that something may be seriously wrong.

Note: Not all students may choose the standard written report format. One student may choose to create a brochure. Another may create a bulletin board or a hanging mobile.

**Student Assessment Techniques**

If you wish to assess each student's abilities to **reflect** on current knowledge you might wish to use the **Anecdotal Records in Brainstorming** template, using explicit criteria within the contribution category. If you want to assess whether each student knows how to locate and access support systems in the community, you might design an assignment that asks them to investigate the mental health services of your community. The elements of the investigation become the criteria for assessment. In this instance assessment might be based on such processes and products as student-conducted interviews or student-designed case studies.

When assigning the research project, be certain that students know the criteria for assessment at the time the assignment is given.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will determine the benefits of pro-active decision making in managing transitions..

Students will identify their preferred decision-making style.

Students will identify the benefits of a rational decision-making model when dealing with the complexities of change.

Students will relate, compare and evaluate what is being read, heard or viewed (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
circle of knowledge

Divide the class into groups of four or five students. Assign each circle or group one transition they are likely to encounter in their personal life as they move from dependence to independence.

Using the circle of knowledge format, ask students to share their thoughts concerning the benefits of proactive decision making in managing the transition they have been assigned.

Debrief by asking each circle or group to state, to the larger group, the transition they were assigned and one benefit of proactive decision making in managing this particular transition. Record benefits on a flipchart as they are orally presented. Continue the debriefing session until you have recorded all "new" or "different" benefits.

Independent Study:  
assigned questions

Ensure that each student has a copy of the Decision-making Styles handout distributed in the Orientation Module. Provide each student with a list of the personal transitions used in the previous circle of knowledge activity. Ask each student to reflect on each personal transition and indicate which of the decision-making styles they would prefer in each instance.

In the concluding stages of the assignment ask each student to write or voice what appears to be their preferred decision-making style in managing personal transitions. It is perfectly acceptable if students conclude that no pattern seems to emerge when working with a limited number of personal transitions.

Direct Instruction:  
compare and contrast

Present the six step Planning Process used in Life Transitions as one example of a decision-making process. Discuss other decision-making processes that students may have been introduced to in Social Studies, Guidance, Accounting, Entrepreneurship, and other

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**Instructional  
Strategies/Methods****Teaching Notes**

---

areas. Present the twelve-step Teaching-Learning Process used in Health Education grades 7-9. Include the inquiry process used in Science. Include the handout, Decision-making Styles.

Work through a compare and contrast procedure to determine the benefits of a rational and planned decision-making strategy in managing transitions encountered in our personal lives.

**Student Assessment Techniques**

**Anecdotal Records in Reflective Discussion/Discussion/Circle of Knowledge** is provided as a sample means of assessing each student's ability to reflect on existing knowledge in a small group setting. If you wish to assess the student responses to the assigned questions, be sure to notify the students of your intentions when the assignment is given.

**Student Evaluation Techniques**

In each student's folder the following Level A assessment data is located: concept attainment of personal standards; co-operative group skills in brainstorming and/or circles of knowledge; designing and carrying out a role play; a matrix as a synthesis or summary of defense mechanisms; mental health continuum quiz/test or student product; and interview or case study data. All this assessment data, at the end of Level A, must be judged and awarded a mark that represents a percentage of the student's mark for the Personal Self-knowledge Module.



**Planning Process** Level B - Make Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state their individual challenges concerning transitions in their personal lives.

Students will identify strategies (alternatives) to meet their personal challenges in managing transitions that are predictable throughout the life cycle, as well as those that are unexpected and occur as a result of economic, social or political changes.

Students will project potential consequences of each alternative (CCT).

Students will explore the implications or consequences of actions (CCT).

Students will identify sources of information used and consider authority of the sources employed (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured review

Clarify that each student is expected to formally declare, in writing, one challenge, to him or her, in managing transitions in their personal life.

Use your wall chart of the Planning Process to indicate to students that they are now ready to proceed to Level B. Having gathered and evaluated considerable information throughout Level A, they are better prepared to state a challenge that has meaning and purpose for them.

Note: You may wish to point out that this is where most problem solving/decision-making models begin...."State the challenge/problem/issue". Often, the most difficult part of decision making is articulating the challenge or issue.

Each student may state a challenge connected to any of the areas addressed in Level A - Extend Knowledge Base:

- personal abilities, interests
- personality
- personal standards
- congruency of personal standards to behaviour
- influences on self-concept, such as stereotyping
- self-concept and managing change
- effective communication skills
- defense mechanisms and mental health
- continuum of mental health
- support systems for managing change
- decision making in managing change
- 

Review the personal transitions identified earlier in the module. Categorize them as predictable and unpredictable.

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**Instructional  
Strategies/Methods****Teaching Notes**

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Indirect Instruction:  
personal reflection

Assign each student the task of stating a personal challenge. Encourage students to elicit the assistance of their parent(s) or guardian(s). The following are examples of personal challenges.

My personal challenge is to:

- develop one of my strengths, namely....
- focus on value/behavioural congruence
- determine if and when I am using defense mechanisms and try to identify what I am trying to avoid
- communicate anger, hurt, anxiety and guilt effectively in order to avoid depression
- recognize the warning signs of mental health problems so I can assist others
- stop procrastinating
- 
- 

Have students prepare two written copies of their challenge statements. One copy is for them and the second copy is for you to use in assessing their Level B abilities. On the same copies, ask students to list the personal transitions, predictable or unpredictable, they would be able to manage more effectively, if they were to meet their challenge.

Independent Study:  
homework

Ask students to generate a list of strategies (alternatives) they could try in order to meet their challenge (See Appendix, **Sample Decision Making in the Personal Self-knowledge Module**).

Also, have them generate a list of possible consequences for each alternative (See Appendix, **Sample Decision Making in the Personal Self-knowledge Module**).

**Planning Process**    Level B - Make an Informed Decision  
 4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will decide upon preferred strategies (alternatives) to meet their personal challenges in managing transitions effectively in their personal lives.

Students will investigate the support systems that are needed (PSVS).

Students will consciously evaluate what they read, hear or view (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
 homework (cont'd)

Step 4 involves making a choice. Have students rate each alternative as potentially non-effective, mildly effective or effective in meeting their challenges. This rating needs to be based upon specific criteria, however. Ensure that students include the criteria they are using.

It is recommended that you walk your students through an example before assigning this process of alternatives and consequences. The matrix below may be useful in listing strategies (alternatives) along one axis and appropriate criteria along the other axis.

Direct Instruction:  
 mini-lecture

	Criterion A	Criterion B	Criterion C	
Strategy #1				
Strategy #2				
Strategy #3				

Step 4 also involves goal setting. Review goal setting (see Orientation Module).

Instruct each student to formulate a short-term goal that is directly linked to their challenge and their decision.

**Example:** The student who used the challenge, "My challenge is to focus on value/behavioural congruence", might write a goal statement such as, "My goal is to get my behaviours in harmony with my values more frequently than they are now".

Another student may select the challenge statement, "My challenge is to work toward more effective communication skills." The corresponding goal statement might be, "My goal is to increase the frequency of positive interactions with my Mom."

Encourage students to list the supports available to them as they work toward their goals. It is a good idea to rate those supports using such criteria as time, money, distance, availability, and so on. Once each student has decided upon the best support system, suggest that they contact that individual, organization, or agency to ensure that they are willing to serve in such a capacity. The students need this confirmation before designing their action plan.

**Student Assessment Techniques**

The following sample templates are provided in the **Assessment and Evaluation** section of this guide: **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies, Student Self-assessment for Using a Decision-making Process/Case Studies** and **Checklist for Assessing Level B - Make an Informed Decision**. Provide students with a copy of the assessment criteria before they set out to complete the assignment.

**Student Evaluation Techniques**

Gather the Level B assessment data located in each student's portfolio and use it in making an evaluation of his/her Level B progress. Assessment is the process of gathering data. Evaluation is the process of making a judgment or assigning a mark based upon the data.

**Planning Process**    Level C - Carry Out Action Plan  
5. Design and Apply action plan.

**Learning Objectives**

Students will design action plans to manage some of the transitions in their personal lives and will carry out the short-term portion of the plan.

Students will embrace those lifestyles that support the principle of respect for persons (PSVS).

Students will recognize the inevitability of profound change due to advancements in technology, changes in society's values and norms and be prepared to influence change by continuing to learn on an ongoing basis (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contract

Each student designs a plan of action in response to her/his stated challenge (Level B, step 3) and for the purpose of achieving his/her goal (Level B, step 4).

The plan states specifically what the student intends to do. It also declares a support system.

Distribute action plan outlines (See Appendix, **Sample Personal Self-knowledge Action Plan**). Allow class time for these to be completed or establish an exact submission date.

Note: Action plans require signatures and timelines.

**Student Assessment Techniques**

In the **Templates for Assessment and Evaluation** section, a **Rating Scale for Assessment and Evaluation of Action Plans** is provided for your use. It is recommended that the students be made aware of these criteria before they design their action plans. In this way, they are informed of the criteria that will be used in assessing their action plans.

**Planning Process:** Level C - Carry Out Action Plan  
6. Evaluate progress and Revise as needed.

**Learning Objectives**

Students will evaluate their personal action plans and re-design as necessary (IL).

Students will embrace those lifestyles which support the principle of respect for persons (PSVS).

Students will recognize the inevitability of profound change due to advancements in technology, changes in society's values and norms and be prepared to influence change by continuing to learn on an ongoing basis (IL).

Students will manage and evaluate personal learning experiences (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

Use the poster of the Planning Process to review that each student has completed steps 1-5 concerning personal self-knowledge, mental health and emotional development. Bring to students' attention the connection to managing transitions in their personal lives.

Step 6, evaluation and revision occurs later in the semester or year at the agreed upon completion date when students have carried out the short-term portion of their action plan.

Note: Some students will design a week-long action plan and others will create a two-month plan. Remind students that they are expected to design and carry out three action plans this semester/year. Plans need to be meaningful and yet manageable.

The evaluation includes the student, the support person or agency, and possibly the teacher.

**Student Assessment Techniques**

The **Rating Scale for Assessment and Evaluation of Action Plans** can be modified or used as provided. It can be used by the teacher, the student and/or the support person in assessing and revising a student's action plan.

**Student Evaluation Techniques**

The same rating scale can be used to evaluate the action plan once it has been completed. Use the data gathered throughout Level C in formulating a Level C evaluation. A student's mark for an entire module is based upon Level A evaluation, Level B evaluation, Level C evaluation and demonstrated co-operative group skills.

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## Module 2: Appendix





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# Sample Letter to Parents

(Beginning of semester/year date)

Dear Parents/Guardians,

As this new semester/year begins, I would like to provide you with some information about the Life Transitions course that your son or daughter is enrolled in. As a teacher, I try to share information with parents in order that you might know more about what is expected of your teens in school. This letter is an attempt to ensure that parents are better informed about the material included in Life Transitions and about my expectations for your son or daughter.

Life Transitions is a course designed to enable students to manage the changes or transitions that they will encounter throughout their lives. Your grade (eleven or twelve) daughter or son will practise managing change in her/his personal life, family life, community life and career.

Each student has been given an outline that includes course content and methods of evaluation. I would ask you to read and discuss this material with your son or daughter. To indicate that this information has been shared with you, please sign in the space provided below and return this letter to me.

I hope that you find this approach to sharing class information useful. If you wish to send along any comments or questions, use the space below or phone me at the school (\_\_\_\_-\_\_\_\_).

Sincerely,

(Teacher's name)

cc (Principal's name)

**Parent's Signature:** \_\_\_\_\_

**Comments:**

# Sample Decision Making in the Personal Self-knowledge Module

## Challenge

As I consider all the information I acquired throughout the Personal Self-knowledge module, the challenge for me is:

## Alternatives

When I list all the alternatives available to me in meeting that challenge

Alternative #1      Alternative #2      Alternative #3      Alternative #4      Alternative #5

## Consequences

and I consider all the consequences of those alternatives

Alternative #1      Alternative #2      Alternative #3      Alternative #4      Alternative #5  
Pros   Cons      Pros   Cons      Pros   Cons      Pros   Cons      Pros   Cons

## Decision

the information indicates that the best choice for me is

---

## Goal

In order to meet my challenge, my personal goal is

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## Sample Personal Self-knowledge Action Plan

Name \_\_\_\_\_

Date \_\_\_\_\_

**What** My personal goal is \_\_\_\_\_

**How** To meet my goal, I am going to \_\_\_\_\_ (state action)

**When** I will practise this action (times per week) \_\_\_\_\_

I will beginning this action on (date) \_\_\_\_\_

I will evaluate this action on (date) \_\_\_\_\_

Between the starting date and the evaluation date I will check in with my support person(s) on (check in dates) •

•

•

**Where** I will carry out my action plan in such locations as (i.e., home, school, community agency, work)

**Who** I have asked for the support of (name of one or two people who are willing to fulfil the role of support person)

### Signatures

Student signature \_\_\_\_\_

Teacher signature \_\_\_\_\_

Support person(s) signature(s) \_\_\_\_\_

### Check In Dates and Comments

\_\_\_\_\_

### Evaluation Date And Comments

\_\_\_\_\_

\_\_\_\_\_



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# Module 3: Relationships

## F.Y.I.

This module was a favourite of students during the pilot phase of Life Transitions 20, 30. Three of the questions answered in this module are:

- 1) How do I "pan the crowd" and decide who to initiate a friendship with?
- 2) How do I maintain those relationships that are based upon mutual respect?
- 3) How do I get out of relationships that are not based upon mutual respect...those relationships that are manipulative, destructive and so on?

Techniques to manage conflict are introduced in this module but an entire module, Conflict in Relationships, is dedicated to that topic in Life Transitions 30.



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# Module 3: Relationships

## Time Frame

This module will require 20 hours of instructional time. The actual number of lessons will depend on the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will become aware of how interpersonal relationships influence all aspects of a person's life, including personal, family, community and career.

Students will recognize that relationships are dynamic and change over time.

Students will examine how interpersonal relationships are developed and enhanced through an awareness of self and others, plus effective communication skills and decision-making skills.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- identify and compare various types of relationships
- explore how personal, family, community and career needs can be met within satisfying relationships
- recognize that all relationships continually change
- identify ways in which relationships are initiated, maintained and terminated
- identify common problems in relationships
- become familiar with techniques to manage conflict.

### Level B - Make An Informed Decision

#### Foundational Objective

Students will develop the lifelong skill of making decisions that enhance their relationships.

#### Learning Objectives

Students will:

- define a challenge that relates to them, concerning relationships in their personal, family, community and career lives
- explore the alternatives that are available and the consequences of those alternatives, in dealing with changes encountered in relationships over time
- establish personal goals related to managing change in relationships.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and the confidence to design and carry out action plans to manage relationship changes in their personal, family, community and career lives.

#### Learning Objectives

Students will:

- design an action plan to meet their own articulated relationship challenge
- implement their action plan
- evaluate their action plan to determine its effectiveness
- revise their action plan, if necessary, in order to meet their relationship goal.

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The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (CCT)**

Students will be able to think for themselves, recognize the limits of individual reflection and the need to contribute to and build upon mutual understandings.

### **Learning Objective**

Students will:

- examine knowledge in terms of what they already know and what they want to know.

### **Foundational Objective (PSVS)**

Students will develop the skills to treat themselves and others with respect.

### **Learning Objectives**

Students will:

- act upon an understanding of the importance of knowledge, collaboration, co-operation, problem solving and meaningful dialogue in understanding the rights, feelings and viewpoints of others
- embrace those lifestyles which support the principle of respect for persons.

### **Foundational Objective (IL)**

Students will develop skills and abilities necessary to meet their own learning needs.

### **Learning Objective**

Students will:

- plan, manage and evaluate personal learning experiences.



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## Module 3 At a Glance

Time Frame 20 hours

### Content

Compare various types of relationships in all aspects of life

Different relationships (personal, family, community, career) meet different needs

Commitments and expectations

Relationships continually change

Ways to initiate acquaintances and closer relationships

Ways to maintain relationships

Effective communication skills in maintaining relationships

Ways to terminate relationships

Common problems in relationships

Managing conflict in relationships

---

Students take Level A content and define a particular challenge in a relationship (personal, family, community or career).

Students take Level A content and determine strategies available to meet their challenge. They consider the consequences of each alternative, and how it might affect them and the designated relationship.

Students take knowledge, apply it to a personal decision, and set a real-life goal.

---

Students design a personalized action plan complete with details and support person.

Peer, teacher and self-evaluation.

### Planning Process

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts.

---

#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goals.

---

#### Level C - Carry Out Action Plan

5. *Design* and *Apply* action plan.

6. *Evaluate* your progress and *Revise* as needed.

Note: Students registered in Life Transitions 20 are expected to design and carry out action plans in each of the Personal Self-knowledge Module and the Relationships Module, and one more action plan from a module of their choice.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will identify and compare various types of relationships.

Students will explore how personal, family, community and career needs can be met within satisfying relationships (PSVS).

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

Provide an overview of the entire module.

- Advise the students that they will proceed through the Planning Process in their study of personal, family, community and career relationships.
- Accompany the overview with a chart of the Planning Process.

Interactive Instruction:  
co-operative learning groups  
(1-2-4)

A Think-Pair-Share starts with an individual student, moves to a pair of students, and ends with two pairs of students.

- Individually, students generate a list of various types of relationships (e.g., friend/friend, parent/child, employer/employee).
- In pairs, students add to their listing of types of relationships by considering each aspect of life -- personal, family, community, career.
- Two pairs join to become a group of four. They rank the types of relationships from degrees of dependence to degrees of independence.

Indirect Instruction:  
reflective discussion

Provide a handout of Maslow's hierarchy of needs.

- Ask students to select three or four of their current relationships and reflect on what needs are being met in each of them.
- Encourage pupils to include a variety of relationships from their personal, family, community, and possibly work life.

Interactive Instruction:  
co-operative learning groups

Distribute one copy per person of the handout, **Commitments and Expectations** (see Appendix).

- Individuals complete the handout and then work in pairs.
- Debrief using a large-group discussion based on such discussion items as the following: In what relationships do you give the most, receive the most? Compare acquaintances to close friendships within personal, family and career.

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**Student Assessment Techniques**

Use a checklist to assess how effectively students record, report, listen attentively and respect the opinions of others.

A rating scale will aid in collecting data on how well students perform group process skills during the brainstorm and the small group activity.

See **Anecdotal Records In Reflective Discussion/Discussion/Circle of Knowledge** provided in the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process** Level A - Extend Your Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will recognize that all relationships continually change.

Students will identify ways in which relationships are initiated, maintained and terminated (C).

Students will identify common problems in relationships.

Students will become familiar with ways to manage conflict in personal, family and career relationships.

Students will act upon an understanding of the importance of knowledge, collaboration, co-operation, problem solving, and meaningful dialogue in understanding the rights, feelings and viewpoints of others (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
interviewing

Individual students or pairs of students interview employers, neighbours, coaches, relatives, parents and/or community members to collect answers to such questions as:

- Why do relationships change?
- When do relationships change?
- How do relationships change?
- What factors determine to what degree relationships might change?

Direct Instruction:  
mini-lecture

The purpose of this mini-lecture is to provide information about how relationships are initiated.

A starting point might be with friendships at school, at work or in the community. Below are six ways to make a good impression:

- Show genuine concern for the other person.
- Smile and show your interest in making eye contact.
- Use the other person's name in conversation.
- Show that you believe the other person is important.
- Be a good listener.
- Talk about things that are of interest to the other person.

The next main point to be made in the mini-lecture is how to initiate a stronger, closer relationship than the acquaintances of school, career and community. This could be a same sex or opposite sex best-friend relationship, or it could be a dating relationship. A few of the key ideas to include are:

- Most people make this selection carefully.
- Personality traits and behaviours become key factors.
- Emphasis shifts to basic values of religious beliefs, political opinion, sexual attitudes and future aspirations.

- Individuals examine how much they have in common with the other person.

Lastly, provide ideas about selecting a marital partner:

- The same concerns are considered as when selecting a best friend or a dating partner.
- In addition, individuals select marriage partners based on whether they can provide for one another such things as affection, companionship, sexual fulfillment and emotional growth.
- Values concerning career aspirations, marital role expectations and family become increasingly important in this decision.

Provide a closure to the mini-lecture assuring students that people initiate many relationships in a lifetime within all aspects of their life -- personal, family, community and career.

Direct Instruction:  
mini lecture

The purpose of this mini-lecture is to provide information about maintaining relationships with peers, in a family, at school or work.

A person who is able to maintain lasting and meaningful relationships, both at the acquaintance level and the close friend/date/family level, demonstrates the following skills:

- listens carefully
- is trustworthy and loyal
- offers suggestions on how to reach goals
- offers expressions of affection
- shares new activities and shares new friends
- accepts others as they are without trying to change them
- shares the good times and the not-so-good times (joys and sorrows).

Conclude the mini-lecture by emphasizing the importance of effective communication skills in maintaining relationships.

**If necessary**  
Direct Instruction:  
drill and practice  
**otherwise**  
Interactive Instruction:  
role playing

Depending on the class, their experiences and repertoire of skills, you may structure either practice or review of such effective communication skills as:

- expressing feelings
- assertiveness
- appropriate eye contact and body language
- active listening
- feedback.

Direct Instruction:  
drill and practice

Provide time for students, in pairs, to practise "I messages". For the visual learners, post the following guide where it can be easily seen.

- When you ...(state the behaviour),
- I feel ...(state the feeling),
- because ...(state the reason).

Offer an example such as, "When you don't show up on time, I start to worry, because I imagine that something has happened to you." Provide a list of scenarios for pairs to practise and portray.

- Your employer calls to re-arrange your work schedule. You've made plans based on the original schedule.
- A friend's brother/sister/parent has been in a serious car accident.
- You and a friend stand in a long line-up for football/concert tickets. The day of the game/performance she calls to say that she can't come but suggests that you ask someone else in her place. You offer the ticket to a second friend. Moments after you've made these alternate arrangements, the owner of the ticket calls back to say she can come after all.
- Your parents criticize your haircut/clothes.

Debrief the practice session by connecting practised communication skills to the list of skills demonstrated by people who effectively maintain relationships (offer suggestions, share new activities and friends, share joys and sorrows, are loyal, accept people as they are).

**Interactive Instruction:**  
discussion

Provide a handout for each student or use an overhead to project the list of **Conditions for Beginning and Maintaining a Friendship** (see Appendix). Discuss and/or define each of the conditions.

**Direct Instruction:**  
mini-lecture

The purpose of this mini-lecture is to provide information about ending relationships. It is important to address the fact that some friendships end, some dating relationships end, and separation/divorce occurs in some marriages. First, mention guidelines to be considered by the person initiating the "break up":

- Give the relationship the best chance you can before breaking up. That way you'll feel less guilt and/or regret.
- Be fair and honest. Explain clearly why you wish to end the relationship.
- If it will help, rehearse what you want to say ahead of time.
- Be tactful and compassionate. No put downs. No blaming.
- Be prepared for the other person's hurt feelings.
- Give yourself time to adjust to your own spectrum of feelings.
- Find other activities to replace the relationship that has just ended.

**Note of caution:**

Students in families that are currently experiencing emotional difficulties, or who have done so quite recently, may need someone to talk to.

Some students may need or want counselling but are too fearful or embarrassed to ask for such help. You might want to consider posting a list of local support groups such as Al-Anon, Alateen and Compassionate Friends.

Secondly, refer to guidelines for the rejected person:

- Give yourself time to resolve the bitterness you may feel. Then, be forgiving.
- Learn from the experience. Coming to terms with the end of a close relationship can teach you a lot about your strengths, weaknesses and personal needs.

Use "feelings" as a connector between this mini-lecture and the brainstorm that follows.

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**Instructional  
Strategies/Methods****Teaching Notes**

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Interactive Instruction:  
brainstorming

Divide the class into small groups. Each group will need a recorder and a reporter. Provide flipchart paper that is divided into three vertical columns.

- Each group brainstorms a list of feelings that people have when a relationship ends. The list is recorded in the first column of the flipchart paper.

Note: The list is likely to include anger, depression, freedom, loss or loneliness, rejection.....

Next, each group lists, in the second column, ways that people might cope with such feelings.

Note: The list may include such coping strategies as taking the anger out on others, eating or smoking too much, joining new clubs or organizations, seeking out new friends, talking to a trusted friend of any age group.....

Independent Instruction:  
homework

As homework, have students scan the newspaper and magazines and cut out examples of conflict situations between people in families, work situations and/or community groups.

Direct Instruction:  
compare and contrast

In class, compare and contrast common problems that cause conflict.

Note: Conflict usually falls into one of the following categories:

- resources - time, money, facilities
- psychological needs - belonging, power, friendship
- values - beliefs, attitudes

Direct Instruction:  
explicit teaching

Use the first four steps of explicit teaching to introduce and practise ways to manage conflict in relationships. Some items to include are:

- identify the problem, discuss the problem, suggest possible solutions, compromise
- communicate, co-operate, compromise.

Steps 5 and 6 of explicit teaching (conduct independent practice in addition to weekly and monthly review) will be utilized by students who choose "managing conflict to explore further" in Level B - Make an Informed Decision.

Bring closure to this section by emphasizing the connection between effective communication skills and conflict resolution.

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**Student Assessment Techniques**

The person interviewed might be provided with a rating scale to assess how the student prepared for and carried out the interview about change in relationships.

Ask students to submit their interview process and results, accompanied by a self-assessment using the same criteria as was used by the interviewee.

A paper and pencil test could be used to assess students' understanding of ways to initiate, maintain and terminate relationships. The test format might be a collection of case studies where the students are asked to suggest an appropriate way to initiate, maintain or terminate a relationship.

**Student Evaluation Techniques**

Meet with the student to compare the two assessments and evaluate the interview.

Before moving into Level B - Make an Informed Decision, examine the Level A data collected in each student's folder. Use it in assigning a mark that reflects the degree to which each student met the learning objectives of Level A - Extend Knowledge Base.



- Planning Process**    Level B - Make an Informed Decision
3. State the challenge and Explore alternatives and consequences.
  4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will define a challenge that relates to them, concerning relationships in their personal life, family life and career (IL).

Students will explore the alternatives that are available and the consequences of those alternatives, in dealing with changes encountered in relationships over time.

Students will establish a personal goal related to managing change in relationships.

Students will embrace those lifestyles which support the principle of respect for persons (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion

- It is timely to review what has been accomplished in Level A:
- types of relationships in personal, family, community and career life
  - the personal needs that are met in relationships
  - commitments and expectations within relationships
  - why, how, when relationships change
  - starting, continuing and ending acquaintances, close relationships, dating relationships, marriages
  - effective communication as a way of maintaining relationships
  - common problems in relationships
  - managing conflict in relationships.

In point form, post a summary of Level A. Accompany the summary with potential relationship challenges. A few examples are:

- to increase my commitment in a current relationship
- to initiate a relationship (perhaps with the aim of having a particular need met)
- to practise one communication skill to maintain a current relationship
- to terminate a relationship
- to manage one conflict issue in a current relationship.

Ask students to decide upon and write out their personal challenge. This could be done in the form of a journal entry.

Interactive Instruction:  
discussion

Select one potential challenge. As the class suggests strategies to meet the challenge, list them across the chalkboard or flipchart as alternatives.

Once the list of strategies is compiled, discuss and list the consequences of each alternative. Throughout this discussion of consequences, encourage students to think of short-term and long-term consequences. Next, discuss what the best decision might be, based on the listing of alternatives and consequences.

Note: Expect a variety of "best" decisions. A classroom of students is made up of several unique individuals!

Complete this "sample" decision-making experience by discussing and recording the group's suggestions on setting a personal goal that, if achieved, would meet the challenge stated earlier.

Independent Study:  
journal entry

As an in-class assignment, or as homework, have each student complete level B, steps 3 and 4, based on their personal relationship challenge.

Note: Remind students that the relationship may be one within their personal life, their family life or their work life.

#### **Student Assessment Techniques**

The journal entry can be used as an assessment tool for Level B. Advise the students that you will be looking for answers to the following questions:

- Is the challenge clear?
- Have all or most of the alternatives been listed?
- Are there positive and negative consequences for each alternative?
- Have short-term and long-term consequences been considered?
- Is the stated decision a logical resultant of step 3?
- Is the personal goal achievable?
- If the goal is achieved, will it meet the challenge stated in step 3?

#### **Student Evaluation Techniques**

When the journal entry is judged or assigned a mark, it becomes an evaluation technique. One suggestion is to ask the student to assess his or her own journal entry using a rating scale based on the criteria (questions) listed above. You may assess the journal entry using the same rating scale. Compare the results and negotiate a mark. Remember that some journals entries are private, personal writing and inappropriate for evaluation purposes.

**Planning Process**    Level C - Carry Out Your Action Plan  
5. Design and Apply action plan.

**Learning Objectives**

Students will design an action plan to meet their relationship challenge (IL).

Students will implement their action plan.

Students will plan and manage personal learning experiences (IL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contract

Each student designs a plan of action in response to his or her stated challenge (level B, step 3), for the purpose of achieving his or her goal (level B, step 4).

The plan states specifically what is to be done and under what circumstances.

The students keep a progress record. They record what they did, under what circumstances, and what the results were. Students will encounter further success if they also record how the other person(s) reacted and note how they themselves felt when acting different from usual.

Distribute action plan outlines (see Appendix). Allow students class time to complete, or set an exact submission date.

To enhance Technological Literacy, students could use a "Time Management" software program to chart the decision-making points and action timelines in their plan.

**Student Assessment Techniques**

At this time, the action plan is an assessment technique. The elements of the action plan are the focal point of assessment. A **Rating Scale for Assessment and Evaluation of Action Plans** is available in the **Templates for Assessment and Evaluation** section of this guide. The rating scale may assist you in assessing the degree to which a student's action plan is likely to be successful. At the time of revision, the action plan and the same rating scale can be used again, this time as an evaluation technique.

**Student Evaluation Techniques**

Once the action plans are established, it is important to determine what the evaluation criteria will be. It is best to involve students from the outset, as you determine these criteria. Post the evaluation criteria where students can refer to them throughout the course of their action plan. For example:

The important things that the evaluator(s) will be looking for are

- .....
- .....
- .....

**Planning Process**    Level C - Carry Out Your Action Plan  
6. Evaluate progress and Revise as needed.

**Learning Objectives**

Students will evaluate their action plan to determine its effectiveness.

Students will revise their action plan, if necessary, in order to meet their personal relationship goal.

Students will manage, and evaluate personal learning experiences (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study Instruction:  
learning contracts

Use a poster of the Planning Process to show students that they have completed steps 1-5 concerning relationships in one aspect of their life, either personal, family, community or career.

Indicate that they will now complete step 6, *Evaluate* progress and *Revise* as needed.

Depending on your situation, you may want students to do this alone, with their support person or with you. The three of you could work together.

**Student Assessment Techniques**

The action plan was an assessment technique in step 5, Design and Apply Action Plan. In step 6, Evaluate progress and Revise as needed, it is an evaluation technique.

**Student Evaluation Techniques**

As some students may not have a lot of experience with self-evaluation, it may be helpful to have students record answers to such questions as:

- Did I do what I said I would do?
- Did I do it as regularly as I said I would?
- Did the other person(s) react the way I intended?
- Did the practice of my plan achieve what I set out to achieve?
- If not, why?
- Do I need to change/revise my plan?
- If so, in what way?

---

## Module 3: Appendix



## Life Transitions Relationship Action Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

My plan is designed to meet the following challenge: \_\_\_\_\_

This challenge exists in my (personal, family, community, career) life.  
(select one)

My goal is to \_\_\_\_\_

In order to meet my goal, I plan to \_\_\_\_\_

(state intended action)

I will practise this action \_\_\_\_\_ times per week.

I will start this plan on \_\_\_\_\_  
(date)

and evaluate it on \_\_\_\_\_  
(date)

I have asked for the support of \_\_\_\_\_  
(signature of support person)

At the half way point of my action plan I intend to reward myself for my efforts by:

Student signature \_\_\_\_\_

Teacher signature \_\_\_\_\_

Teacher comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

## Commitments and Expectations in Relationships

Effective relationships are a "two-way street". Both individuals in a relationship are givers and receivers. We give and receive commitments to one another. A commitment is a promise, a pledge or an obligation.

Instructions: The first column lists the types of relationships in which you may be involved. Space is provided to name each individual. Add others in the blanks provided. In the second column, list what you might have to give to make this relationship work (commitment). In the third column, make note of what you might expect to receive in this particular relationship.

<u>Type of Relationship and Name</u>	<u>What you might have to give (commitment)</u>	<u>What you might expect to receive (expectation)</u>
1. Parent(s) Name:		
2. Best friend Name:		
3. Classmate Name:		
4. Younger sibling Name:		
5. Coach Name:		
6. Neighbour Name:		
7. Part time employer Name:		
8.		
9.		
10.		



---

## Conditions for Beginning and Maintaining a Friendship

### Conditions

### Definition

Opportunity

You have the chance to make contact and continue contact on a fairly regular basis.

Mutual attraction

You like each other. You share the same kinds of interests and live a similar lifestyle.

Complementary differences

The other person fills, for you, a basic need which you cannot fill for yourself. You do the same for him or her.

Trust

Increasing self-disclosure

Empathy

Mutual acceptance

Support

Loyalty

Commitment



---

# Module 4: Time Management

## F.Y.I.

### Action Plan Hints from Pilot Teachers

"Student action plans need to be done over a long period of time to be effective. Don't plan this module at the end of the semester or over the Christmas break."

Another teacher recommends that students track their time management for seven days followed by an in-class check-in. Action plans can be revised at that time if necessary. All students, those with revised plans and those with original plans, then carry out their action plans for another seven days, concluding with a final support person check-in.



---

# Module 4: Time Management

- select the best strategy (alternative) based upon appropriate criteria
- compile a time management goal statement.

## Time Frame

Approximately 10 hours of instruction will be required for this module. The number of lessons will vary according to the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will acknowledge the value of time management in their personal life, family life and world of work.

Students will recognize that effective time management skills will help them meet personal goals and manage change.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- assess their current level of time management
- outline effective time management techniques
- identify common time wasters.

### Level B - Make An Informed Decision

#### Foundational Objective

Students will develop the lifelong skill of making time management decisions that reflect personal goals and lifestyle goals, as well as career goals.

#### Learning Objectives

Students will:

- state a personal time management challenge
- list strategies (alternatives) to meet their time management challenge
- predict the potential consequences of each alternative

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and the confidence to design and carry out time management action plans.

#### Learning Objective

Students will be able to:

- design and carry out action plans to improve their time management skills.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will develop the ability to use language (listening, speaking, reading, writing) for differing audiences and purposes which are relevant to the students and to the subject area.

### **Learning Objective**

Students will:

- outline information for reporting, discussing or sharing.

### **Foundational Objective (CCT)**

Students will develop their abilities to become "strong sense" critical and creative thinkers.

### **Learning Objective**

Students will:

- explore the implications or consequences of actions.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to their time management planning.

### **Learning Objectives**

Students will:

- understand that real-life problems often have more than one solution
- examine knowledge in terms of what they already know and what they want to know
- render a judgment and support that judgment by referring to clearly defined criteria.

### **Foundational Objective (TL)**

Students will appreciate the value and the limitations of technology within society.

### **Learning Objective**

Students will:

- understand the benefits and limitations of technological tools in managing time.

### **Foundational Objective (IL)**

Students will develop a positive disposition toward lifelong learning.

### **Learning Objectives**

Students will:

- make choices in learning that reflect their needs and interests
- move from choosing among teacher-directed activities toward self-directed activities that require more planning and responsibility.

### **Foundational Objective (IL)**

Students will develop the ability to meet their own learning needs.

### **Learning Objectives**

Students will:

- plan self-directed projects and develop criteria for evaluation (with guidance of teachers, as required)
- construct clear, achievable goals and plan to meet them
- transform their reflections into strategies for action.

---

## Module 4 At a Glance

**Time Frame 10 hours**

### Content

Overview of module

Time management as a part of stress management

Time and how it is managed by different personality types

Assessment of current time management practices

Effective time management techniques

Common time wasters

---

Statement of personal time management challenge

Suitable strategies to meet challenge

Consider consequences

Select best strategy to meet challenge

Set time management goal

---

Design and carry out time management action plan.

Teacher evaluation, self-evaluation, and evaluation by designated support person may lead to some revision in the original action plan.

### Planning Process

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts.

---

#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goal.

---

#### Level C - Carry Out Action Plan

5. *Design* and *Apply* Action Plan.

6. *Evaluate* your progress and *Revise* as needed.

**Note:** Students registered in Life Transitions 20 are expected to design and carry out action plans for each of the Personal Self-knowledge module and the Relationships module. Each student is required to design and carry out one additional action plan over the course of the semester or year. **Some of your students will elect to use time management as their third action plan.**

**Planning Process**    Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will assess their current level of time management (IL).

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
didactic questions

OR

guides for reading, listening,  
viewing

OR

Indirect Instruction:  
reflective discussion

Connect time management to what students already know about stress management.

Connect time management to what students learned about Type A and Type B personalities in the module Personal Self-knowledge.

Students might complete a time assessment instrument or questionnaire.

**Student Assessment Techniques**

In this step of the Planning Process students are reflecting on what they know about time management. There is no need for student assessment.



**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will outline effective time management techniques.

Students will identify common time wasters.

Students will outline information for reporting, discussing or sharing (C).

Students will understand the benefits and limitations of technological tools in managing time (TL).

Students will move from choosing among teacher-directed activities toward self-directed activities that require more planning and responsibility (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:

mastery lecture

OR

Indirect Instruction:

case studies

OR

Interactive Instruction:

interviewing

OR

Independent Instruction:

research projects

Key Points of understanding will include:

- setting priorities (essential, important, trivial)
- finding out your peak performance hours of the day and scheduling tasks during time slots when you are the most productive
- setting realistic goals
- writing out goals and committing yourself to achieving them
- allowing yourself adequate time (estimate amount of time needed and then add an extra 10-20% as a cushion)
- visualizing the achievement of your goal
- charting out your tomorrow before going to bed
- delegating where possible and asking for help as appropriate
- saying no when necessary and not feeling guilty
- allowing for free time to enjoy your friends and other activities.

**Student Assessment Techniques**

How you assess students' understanding of the concepts presented will depend on the instructional strategies used. If lecture is the instructional method, a combination of test items can be used in assessment. The template **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** can be used if case studies are the instructional method. **Student Self-assessment for Preparing and Conducting an Interview** is provided as an example for those who choose interviewing as an instructional method.

**Student Evaluation Techniques**

When a student has completed these five learning objectives, you may have quite a collection in his/her portfolio. Use the teacher assessment, student self-assessment and peer assessment data and assign a mark that reflects the degree to which the student met the learning objectives.

**Planning Process**    Level B - Make an Informed Decision  
3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state a personal time management challenge.

Students will make choices in learning that reflect their needs and interests (IL).

Students will list strategies (alternatives) to meet their time management challenge.

Students will understand that real-life problems often have more than one solution (CCT).

Students will transform their reflections into strategies for action (IL).

Students will predict potential consequences of each alternative.

Students will explore the implications or consequences of actions (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion

Students may state such challenges as:

- My challenge is that I have so much to do I just feel overwhelmed with it all.
- I am always in a rush.
- I miss a lot of deadlines and due dates.
- I don't have enough time for friends and fun.
- My challenge is to just get started, I procrastinate.
- My challenge is to waste less time.
- 

Direct Instruction:  
demonstration  
OR  
Interactive Instruction:  
brainstorming OR co-operative  
learning groups

Students will likely consider such strategies (alternatives) as the following:

- To meet my challenge I could practise setting priorities.
- To meet my challenge I could start by listing everything I am responsible for in a week.
- To meet my challenge I could set a goal for this week and then figure out the steps I need to do every day to get there.
- I already number things in the order I should do them but maybe I should estimate how much time each item will take.
- 

Indirect Instruction:  
reflective discussion  
OR  
Interactive Instruction:  
circle of knowledge

Some students will feel best about doing this on their own. They are capable of considering consequences for each of the three, four or five strategies they identified. Other students will want and/or need to check with a peer or the teacher to ensure that they have not neglected any consequences. Encourage your students to discuss this stage with their parent(s). Time management is a family issue as well as a personal issue.

---

**Student Assessment Techniques**

The first three sections of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** can be used to assess students' abilities regarding these learning objectives. The first five sections of **Students Self-Assessment for Using a Decision-making Process/Case Studies** could be used alone or in conjunction with the first checklist. The first three columns in the **Checklist for Assessing Level B - Make an Informed Decision** are also designed to assess the degree to which students have attained these skills.

**Planning Process** Level B - Make an Informed Decision  
4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy (alternative) based upon appropriate criteria (CCT).

Students will compile a time management goal statement.

Students will construct clear, achievable goals and plan to meet them (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion  
OR

Interactive Instruction:  
discussion  
OR

Independent Study:  
homework

Some of the criteria will likely be:

- personal energy cycle (Is this the best strategy to capitalize on my most productive time of the day?)
- short term (Is this the best strategy to meet my challenge in the short term of this week/month?)
- long term goals (Of the alternatives I listed, is this the best strategy to meet my challenge in the long term of this month/school term?)
- 
- 

Direct Instruction:  
mini-lecture

Review the elements of effective goal setting. (See Orientation Module and Personal Self-knowledge Module.)

**Student Assessment Techniques**

The last section of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**, the last three sections of **Student's Self-assessment for Using a Decision-making Process/Case Studies**, and the fourth and fifth columns of **Checklist for Assessing Level B - Make an Informed Decision** appropriate for use here.

**Student Evaluation Techniques**

Before leaving Level B - Make an Informed Decision, and entering into Level C - Carry Out Action Plan, make a judgment or assign a Level B mark for each student. For some students, their mark for the Time Management Module will be based upon Level A, Level B, and co-operative group skills. For those students who design and carry out an action plan within this module, the module mark will be based upon Level A, Level B, Level C and co-operative group skills. See the Assessment and Evaluation chapter of this guide.

**Planning Process**    Level C - Carry Out Action Plan  
5. Design and Apply action plan.  
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to improve their time management skills.

Students will plan self-directed projects and develop criteria for evaluation (with guidance of teachers as required) (IL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

One student might chart out his/her daily plans for a week.

Another student might design a one-week time management plan to balance school and extra curricular activities.

Some students might design a two-week time management plan to balance school with their part-time work schedule.

A student who is also a parent might develop a plan to manage school expectations with parenting obligations.

Independent Study:  
learning contracts

The evaluation and revision stage of the action plan occurs later in the semester or year on the designated date, when the short-term portion of the student's action plan has been completed. The evaluation team includes the student, the teacher and the support person.

**Student Assessment Techniques**

A sample rating scale is provided in this guide to assist you in assessing and evaluating student action plans. It is referred to as a **Rating Scale for Assessment and Evaluation of Action Plans**. You can use Part A, numbers 1-6, to assess the student's likelihood of success based upon the degree to which the student included the components and detail of a good action plan. Part B, numbers 1-4, is also designed for assessment purposes.

The same rating scale can be used later in the semester or year to assess the action plan and the degree to which it has been completed. Part A, number 7, and Part B, numbers 5-8, are designed for this purpose.

**Student Evaluation Techniques**

Once the action plan has been completed a judgment or evaluation needs to be made. Use the assessment data gathered for each student throughout Level C and assign a Level C mark.



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## Module 4: Appendix





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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							



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# Module 5: Career Self-knowledge

## F.Y.I.

In the Personal Self-knowledge module, students explored their abilities, interests, personality and personal standards. In Career Self-knowledge, students take the self-knowledge information learned earlier and apply it to career choice, career requirements and working conditions.

If you intend to offer the Career Services and Supports module as part of your Life Transitions 20 course this semester or year, it follows nicely after the Career Self-knowledge module.



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# Module 5: Career Self-knowledge

## Time Frame

This module will take approximately 10 hours to complete. The number of lessons will vary according to the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will appraise self-knowledge in relation to occupational choice, career requirements and working conditions.

Students will acknowledge the importance of accessing and evaluating the necessary personal and occupational information essential for career planning.

Students will recognize the interrelationship between career self-knowledge and career planning.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- define the terms career, occupation and job
- reassess their abilities, interests, personality and personal standards and identify related careers
- explore the importance of lifestyle and leisure as part of career self-knowledge
- describe the lifestyle and characteristics of an entrepreneur
- identify factors that have influenced the changing career patterns of women and men
- identify the types of stereotypes and the factors that influence them
- explore traditional and non-traditional roles and their relationship to stereotyping in the workplace

- explore entrepreneurial opportunities at the local, provincial, national and international level, in private and co-op settings
- describe the advantages and disadvantages of self-employment as a career option
- identify two or more career clusters that reflect their personal profile
- identify individuals in one career cluster as possible information sources, role models or mentors.

### Level B - Make An Informed Decision

#### Foundational Objectives

Students will develop the lifelong skill of making career decisions that reflect personal goals, lifestyle goals and self-knowledge.

Students will appreciate that career self-knowledge is a lifelong process involving continuous decision making.

#### Learning Objectives

Students will:

- state a career self-knowledge challenge
- identify strategies (alternatives) to meet their challenge
- predict the potential consequences of each alternative
- select the best strategy (alternative) based upon appropriate criteria
- compile a career self-knowledge goal statement.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and the confidence to design and carry out career self-knowledge action plans.

#### Learning Objective

Students will be able to:

- design and carry out action plans to meet their career self-knowledge goals.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will understand and use the vocabulary, structures and forms of expression which characterize career options.

### **Learning Objective**

Students will:

- demonstrate use of a range of resources (handbooks, career materials, labour market information and computerized career information delivery systems).

### **Foundational Objective (CCT)**

Students will develop their abilities to become "strong sense" critical and creative thinkers.

### **Learning Objective**

Students will:

- explore the implications or consequences of actions.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to career self-knowledge.

### **Learning Objectives**

Students will:

- understand that real-life problems often have more than one solution
- examine knowledge in terms of what they already know and what they want to know
- render a judgment and support that judgment by referring to clearly defined criteria
- relate, compare and evaluate what is being read, heard or viewed.

### **Foundational Objective (TL)**

Students will understand that technology both shapes and is shaped by society.

### **Learning Objective**

Students will:

- understand how technology influences occupational roles within society and affects the workplace.

### **Foundational Objective (PSVS)**

Students will develop an understanding of prejudice, discrimination, racism, sexism and all forms of inequality and exploitation and will develop a desire to contribute to their elimination.

### **Learning Objectives**

Students will:

- explore the implications of gender stereotyping
- recognize how stereotypical views can lead to prejudicial attitudes and discriminatory practices.

### **Foundational Objective (IL)**

Students will develop a positive disposition toward lifelong learning.

### **Learning Objective**

Students will be able to:

- make choices in learning that reflect their needs and interests.

### **Foundational Objective (IL)**

Students will develop the ability to meet their own learning needs.

### **Learning Objectives**

Students will:

- plan self-directed projects and develop criteria for evaluation (with the guidance of teachers as required )
- construct clear, achievable goals and plan to meet them
- transform their reflections into strategies for action.

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## Module 5 At a Glance

Time Frame 10 hours

### Content

### Planning Process

Overview of module

Definitions

Relate self to careers

Lifestyle, leisure and career self-knowledge

Lifestyle and characteristics of entrepreneur

Changing career patterns of men and women

Stereotypes and roles in the workplace

Entrepreneurial opportunities

Relate personal profile to career clusters

Supports

---

Career self-knowledge challenge

Alternatives to meet challenge

Consider consequences

Goal statement

---

Design and carry out time management action plan.

Evaluation of action plan by student, supporting adult and teacher. Potential revisions.

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.
2. *Research* the issue. Find the facts.

---

#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.
4. *Determine* your decision and *Set* personal goal.

---

#### Level C - Carry Out Action Plan

5. *Design* and *Apply* Action Plan.
6. *Evaluate* your progress and *Revise* as needed.

Note: Students registered in Life Transitions 20 are expected to design and carry out action plans for each of the Personal Self-knowledge module and the Relationships module. Each student is required to design and carry out one additional action plan over the course of the semester or year. **Some of your students will elect to use Career Self-knowledge as their third action plan.**

**Planning Process**

Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will define the terms career, occupation and job.

Students will relate, compare and evaluate what is being read, heard or viewed (CCT).

Students will reassess their abilities, interests, personality and personal standards, and identify related careers (PSVS).

Students will demonstrate use of a range of resources (handbooks, career materials, labour market information and computerized career information delivery systems) (C).

**Instructional Strategies/Methods****Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
(jigsaw)

OR

Direct Instruction:  
guides for reading, listening,  
viewing

OR

Indirect Instruction:  
cloze procedure

Depending on who they talk to or what source they use, students may come up with conflicting viewpoints concerning the terms career, occupation and job. Help them figure out what criteria to use in evaluating the information they gather as well as the sources of the information.

Ensure that students can define the terms and apply them.

Direct Instruction:  
guides for reading, listening,  
viewing

OR

Direct Instruction:  
guest speaker

OR

Independent Study:  
research

You may have students review the assessments conducted in the Personal Self-knowledge module, or you may wish to use different student interest inventories designed from a career perspective. In the Personal Self-knowledge module students were asked to assess. In this module they are being taught to reassess using additional information gained from multiple sources of information. The skills of assessing and reassessing are skills students will use throughout their life time.

When students are identifying careers that seem to match their personal characteristics, encourage them to consider additional information such as:

- hobbies
- volunteer activities that they particularly enjoy
- environments where they feel comfortable and productive.



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### **Student Assessment Techniques**

If the jigsaw is selected as the method of instruction the templates **Co-operative Group Skills and Rating Scale for Co-operative Group Learning** can be used to assess students' skills. The **Checklist to Assess Student's Ability to Use Information in Reading for Meaning** is provided as an example if the indirect strategy of instruction was used.

Ensure that assessment techniques correspond to the learning objectives and to the instructional strategies and methods. Select techniques that will indicate a student's ability to "reassess" and the degree to which a student "demonstrates use of...."

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objective**

Students will explore the importance of lifestyle and leisure as part of career self-knowledge.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
discussion  
OR  
Independent Study:  
essay

Suggested content includes:

- factors that determine lifestyle (i.e., socioeconomic status, culture, personal standards, occupational choices, work habits)
- situations that may bring about a change in lifestyle (i.e., transfer or relocation, divorce, becoming the parents of triplets, loss of job, promotion, an accident resulting in massive medical bills, crop failure, second marriage to a non-employed spouse, and many others)
- asking students to examine their lifestyle expectations by completing a lifestyle questionnaire or planning form
- providing students with typical and not-so-typical (but realistic) lifestyle patterns and having them identify the rewards and difficulties of such lifestyles as they relate to possible career choices.

Suggested content also includes students' consideration of such options as part-time work, job sharing, working at home, employer versus employee roles, entrepreneurship, co-operatives, traditional and non-traditional jobs and others.

Earlier in the module students considered careers that seem to match their interests, personality, abilities and personal standards. At this point they can go back to those careers and determine which of the above work options are available and/or prominent in their selected careers.

**Student Assessment Techniques**

The techniques used to assess student learning must be compatible with the instructional strategies and methods used. Assessment techniques also need to correspond to the student products assigned or selected. If the essay is assigned, a **Holistic Rating Scale to Mark an Essay** is provided in the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process**

Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will describe the lifestyle and characteristics of an entrepreneur.

Students will relate, compare and evaluate what is being read, heard or viewed (CCT).

Students will identify factors that have influenced the changing career patterns of women and men.

Students will understand how technology influences occupational roles within society and affects the workplace (TL).

**Instructional Strategies/Methods****Teaching Notes**Interactive Instruction:  
interviewing

OR

Independent Study:  
essay OR research project

OR

Experiential Learning:  
survey of entrepreneurs

Consult a staff member, in your school or elsewhere in your school division, who is teaching Entrepreneurship 36.

The intent here is to have students consider whether they are suited to becoming an entrepreneur in a self-employment, co-operative or corporate environment. Students can conduct a congruency check based on their abilities, interests, personal standards and personality. They can also compare their own lifestyle plans to the lifestyle of an entrepreneur.

Interactive Instruction:  
debate

OR

Experiential Learning:  
survey

OR

Independent Study:  
project reporting the findings of  
recently conducted research

In the event that the debate is chosen as the instructional method, students, as they prepare, may need reminding that they are not debating whether career patterns of men and women have changed. They are to debate the factors that have influenced the change.

For students who do not have the willingness, the skills, or the interest to enter a debate, designing and conducting a community survey may be more suitable.

Regardless of which instructional strategy is used, please note that the fourth learning objective is not focusing on whether technology has affected the workplace but rather how it affects the workplace.

**Student Assessment Techniques**Potential assessment instruments include **Holistic Rating Scale to mark an Essay** and **Student Self-assessment for Preparing and Conducting an Interview**. These and other examples can be found in the **Templates for Assessment and Evaluation** section of this curriculum guide.**A Framework for Marking a Project/Role Play/Written Assignment and Report Assessment**, are provided as examples if a written product is assigned.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify the types of stereotypes and the factors that influence them.

Students will recognize how stereotypical views can lead to prejudicial attitudes and discriminatory practices (PSVS).

Students will explore traditional and non-traditional roles and their relationship in stereotyping in the workplace.

Students will explore the implications of gender stereotyping (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
OR discussion  
OR  
Direct Instruction:  
guest speaker(s)

Types of stereotyping include gender, racial, ethnic, religious, age, occupation, etc.

Factors that influence stereotyping include culture, family, media, peers, personal experience, school and so on.

Interactive Instruction:  
role plays  
AND/OR  
Interactive Instruction:  
co-operative learning groups  
OR  
Experiential Instruction:  
interviews  
OR  
Independent Study:  
report

The work of students in this portion of the module is to "explore". A variety of instructional strategies and methods are suggested as means to achieving the content learning objective and the PSVS learning objective.

Some students might prefer to present their findings in a role play rather than in a written form. See **Student Assessment Techniques** below.

**Student Assessment Techniques**

If co-operative learning groups are the instructional method they may include group presentations of student findings. **Assessing Group Presentations** is provided as a sample assessment instrument. **Anecdotal Records in Reflective Discussion/Discussion/Circle of Knowledge** can be used to assess the degree to which students achieved the learning objectives if discussion is the instructional method. A cloze procedure might be used if a guest speaker presented the content.

If co-operative learning groups are the instructional method, the templates **My Group Skills/Performance, Co-operative Group Skills, Rating Scale for Co-operative Group Learning and Co-operative Group Skills Checklist** are available. **A Framework for Marking a Project/Role Play/Written Assignment** is provided for teachers and students who plan role plays.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify entrepreneurial opportunities (local, national, international, self-employment, co-operatives, corporations etc.) (IL).

Students will identify two or more career clusters that reflect their personal profile.

Students will identify individuals in one career cluster as possible information sources, role models or mentors (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorm

Educators often meet with success when we first help our students apply a new idea to a local or familiar setting. In this case, your students can begin by brainstorming local potential entrepreneurial opportunities. They may not, however, have sufficient background knowledge to brainstorm national and international entrepreneurial opportunities. Addressing that portion of the learning objective may require pairing your students with Entrepreneurship 36 students. If that is not an option, accessing current journals such as *The Futurist* is an alternative.

Independent Study:  
homework

To meet the second learning objective, as stated above, students begin matching what they have learned about themselves to different career clusters.

Indirect Instruction:  
personal reflection  
AND

To achieve the third learning objective, students will contact community resource people.

Experiential Instruction:  
field experience

**Student Assessment Techniques**

An appropriate way to assess student achievement of the first learning objective is to have them submit the criteria they used in selecting the support individuals. It is also appropriate to assess student preparation processes in readiness for the contact telephone call, interview or letter.

**Student Evaluation Techniques**

Level A Assessment data contained in each student's portfolio includes a co-operative group skills rating scale or a definitions checklist, career reassessment information, a lifestyle and leisure essay or rating scale, their entrepreneur interview or survey, the career pattern debate or project, and stereotyping anecdotal records or checklists. Assessment is gathering data. Evaluation is assigning a mark to all Level A data.

**Planning Process** Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state a career self-knowledge challenge.

Students will make choices in learning that reflect their needs and interests (IL).

Students will identify strategies (alternatives) to meet their challenge.

Students will understand that real-life problems often have more than one solution (CCT).

Students will transform their reflections into strategies for action (IL).

Students will predict potential consequences of each alternative.

Students will explore the implications or consequences of actions (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion

Students may state such challenges as:

- I know about career clusters but my challenge is to determine which occupation in that cluster is the best match for me.
- I know about personality and work environment but my challenge is to figure out which occupation will let me get paid for what I love doing.
- My challenge is to thoroughly check whether my selected occupations will actually support my lifestyle goals.

Interactive Instruction:  
circle of knowledge OR  
brainstorming

Depending on their challenge, students may consider such strategies (alternatives) as:

- To meet my challenge I could take a volunteer job for a week in each of two or three occupations.
- To meet my challenge I could get a part-time job.
- To meet my challenge I could participate in job shadowing or in our community's mentorship program.
- To meet my challenge I could try out entrepreneurship by setting up a service to mow lawns, remove snow, shop for seniors or house sit, or I could set up a co-op to do some self-help things with my friends.

Indirect Instruction:  
reflective discussion  
OR

Interactive Instruction:  
circle of knowledge  
OR

Independent Study:  
homework

The independent study is best for students who are capable of sorting through the consequences for each of the three, four or five strategies they listed. The reflective discussion is beneficial for students who need to "bounce their ideas off someone else". The circle of knowledge can be useful for students who may need assistance in thinking about implications or consequences.

Encourage your students to share ideas at this stage of the decision-making process with their parent(s). Parents may add another dimension to alternatives and consequences.

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**Student Assessment Techniques**

Assessing a student's ability to make decisions can be accomplished in several different ways. The following templates are provided as examples: **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies, Students Self-assessment for using a Decision-making Process/Case Studies, and Checklist for Assessing Level B - Make an Informed Decision.**

**Planning Process** Level B - Make an Informed Decision  
4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy (alternative) based upon appropriate criteria.

Students will render a judgment and support that judgment by referring to clearly defined criteria (CCT).

Students will construct clear, achievable goals and plan to meet them (IL).

Students will compile a career self-knowledge goal statement (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
homework  
OR  
Interactive Instruction:  
discussion OR co-operative  
learning groups

Potential criteria include:

- abilities, interests, personality and personal standards
- lifestyle goals
- work environment
- my financial situation
- my current commitments such as school, family, work
- available time
- accessibility
- distances involved
- 
- 

Independent Study:  
homework  
OR  
Indirect Instruction:  
personal reflection

Some students may benefit from a review of the elements of effective goal setting before they set out to write a goal statement.

**Student Assessment Techniques**

The first two learning objectives listed above can be assessed using the fourth section of the assessment instrument, **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**. Students might be asked to use the last three questions of **Student Self-assessment for Using A Decision-making Process/Case Studies**. Two columns of the **Checklist for Assessing Level B - Make an Informed Decision** are provided to record student assessment data about decision making.

**Student Evaluation Techniques**

Before leaving Level B - Make an Informed Decision, and entering into Level C - Carry Out Action Plan, make a judgment or assign a Level B mark for each student. For some students, their mark for the Career Self-knowledge module will be based upon Level A, Level B and co-operative group skills. For those students who design and carry out an action plan within this module, the module mark will be based upon Level A, Level B, Level C and co-operative group skills. See the **Assessment and Evaluation** section of this guide.



- Planning Process**    Level C - Carry Out Action Plan
5. Design and Apply action plan.
  6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to meet their career self-knowledge goals.

Students will plan self-directed projects and develop criteria for evaluation (with guidance of teachers as required) (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contract

At this time in the semester, Life Transitions 20 students have carried out, or perhaps are currently carrying out, action plans around Personal Self-knowledge and Relationships. Some of your students may have opted to use Time Management as their third action plan. Others may choose this module as their third action plan. Advise your students to be realistic when deciding how many weeks they will run this action plan. Also, remind them of the end of the semester date or end of the year date. Action plans need to be complete, evaluated and re-designed if needed, before final exams.

Independent Study:  
learning contract

The action plan is assessed when the student designs and proposes his/her plan for action. Once the action plan has been carried out it is evaluated by student, support person(s) and teacher.

**Student Assessment Techniques**

The **Rating Scale for Assessment and Evaluation of Action Plans** is provided as an example of how to assess and evaluate student action plans. Part A (1-6) and Part B (1-4) are designed for assessment purposes.

Part A (7) and Part B (5-8) are designed for use later in the semester or year to assess the action plan and the degree to which it has been completed.

**Student Evaluation Techniques**

Once the action plan has been completed, a judgment or evaluation needs to be made. Use the assessment data gathered for each student throughout Level C and assign a Level C mark.



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# Module 6: Life Balance

## **F.Y.I.**

In the words of a student, "This module helped me do a better job of balancing school, work and my friends".

Another student wrote, "This class taught me a lot about myself, my outlook, my lifestyle choices and my goals".

Throughout the module, students consider the effects their choice of work will have on their lifestyle. They also consider the effects their choice of work might have on their family.



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# Module 6: Life Balance

## Time Frame

This module will take approximately 10 hours to complete. The number of lessons will vary according to the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will understand that one of their basic lifestyle choices is the degree to which they balance their personal life, family life, community life and work life.

Students will acknowledge that people balance the expectations of self, others and work in different ways, depending on their personal standards and goals.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- assess the current level of balance in their personal life, family life, community life and part-time work (if applicable)
- describe the effect of work on lifestyles, and vice versa
- describe the effect of work on families, and vice versa
- describe the effect of family on lifestyle, and vice versa
- explore the influence of culture and gender on life balance
- explore healthy behaviour patterns in balancing personal life, family life, community life and work life
- recognize unhealthy patterns of life balance and their potential outcomes (e.g., burn out, depression, stress).

### Level B - Make an Informed Decision

#### Foundational Objective

Students will begin to develop skills to make ongoing life balance decisions that will reflect personal goals, lifestyle goals and career goals.

#### Learning Objectives

Students will be able to:

- state a life balance challenge
- list strategies (alternatives) to meet their life balance challenge
- select the best strategy (alternative) based upon appropriate criteria
- compile a life balance goal statement.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will begin to develop the ability to design and carry out action plans to achieve balance in their personal life, family life, community life and work life.

#### Learning Objectives

Students will be able to:

- design and carry out action plans to improve the degree of balance in their personal life, family life, community life and part-time work (if applicable).

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will use the vocabulary and forms of expressions which characterize change and balance throughout life.

#### **Learning Objectives**

Students will:

- use the procedure of journal writing to record and track their efforts toward achieving balance in their personal life, family life, community life, and part time work (if applicable).

### **Foundational Objective (CCT)**

Students will develop their abilities to become "strong sense" critical and creative thinkers.

#### **Learning Objective**

Students will be able to:

- explore the implications or consequences of actions.

### **Foundational Objective (CCT)**

Students will develop an understanding of how knowledge is created, evaluated, refined and changed over a lifetime.

#### **Learning Objectives**

Students will be able to:

- make careful observations in carrying out their action plan and will discuss their observations with others
- focus their attention on their knowledge and gaps in their knowledge related to life balance (What do I know? What don't I know?).

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to their planning for life balance.

### **Learning Objectives**

Students will:

- understand that real life problems often have more than one solution
- examine knowledge in terms of what they already know and what they want to know
- render a judgment and support that judgment by referring to clearly defined criteria.

### **Foundational Objective (IL)**

Students will develop a positive disposition toward lifelong-learning.

#### **Learning Objective**

Students will:

- make choices in learning which reflect their needs and interests
- move from choosing among teacher-directed activities toward self-directed activities that require more student planning and responsibility.

### **Foundational Objective (IL)**

Students will develop the ability to meet their own learning needs.

#### **Learning Objectives**

Students will:

- plan self-directed projects and develop criteria for evaluation (with guidance of teachers as required)
- construct clear, achievable goals and plan to meet them.

### **Foundational Objective (PSVS)**

Students will develop a better understanding of the personal, moral, social, and cultural aspects of transitions encountered throughout life.

#### **Learning Objective**

Students will be able to:

- recognize how internalized values can be exemplified in human lives.

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## Module 6 At a Glance

**Time Frame 10 hours**

### Content

Current situation of balance or non-balance in personal life, family life, community life and part-time work (if applicable)

Implications of lifestyle choices on selecting career

Implications of family life choices on selecting work

Implications of lifestyle choices on family life

Influence of culture and gender

Healthy behaviour patterns in balancing personal life, family life, community life and work

Unhealthy patterns that are contrary to life balance

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Statement of life balance challenge

Listing strategies to meet challenges

Considering consequences

Selection of best alternatives

Setting life balance goal

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Designing and carrying out action plan to practise life balance

Teacher evaluation, self-evaluation, and evaluation by designated support person, and revision of the original action plan, if necessary

### Planning Process

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.
2. *Research* the issue. Find the facts.

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#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goal.

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#### Level C - Carry Out Action Plan

5. *Design* and *Apply* action plan.
6. *Evaluate* your progress and *Revise* as needed.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will assess the current level of balance in their personal life, family life, community life and part-time work (if applicable).

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview  
AND  
Indirect Instruction:  
case studies and reflective  
discussion

The structured overview might include:

- Messages of the 90s suggest that to be really healthy we need to take care of our body, mind and spirit.
- Common expectations suggest that young adults are to work hard in school, be contributing members of families and communities, and, in some instances, work part-time.
- In short, we are expected to do it all and do it well!

This module may help Life Transitions students answer such day to day questions as:

- When do you decide to go to the gym and work out rather than help your parent(s) with the housework?
- How do you get your homework done when your friends are phoning and wanting to talk?
- How do you tell your boss that you cannot work because you have an exam the next day?
- How do you go to school all day then come home to homework plus a baby (if applicable)?

Working through this module may also help students answer such lifelong questions as: "I know I will have to work hard in order to support my lifestyle choices, but when will I have time for family and fun?"

One suggestion is to provide case studies that include "non-examples" of life balance. One might describe a teen who agrees to more and more hours of work (paid or volunteer), and ends up with very little time for school, friends, family or fun. A second case study might describe a young adult who spends a lot of time having fun with friends, but has little time for family or school. A third example might portray a high school student who works very hard on school work and has little or no time to spend with friends.



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**Instructional  
Strategies/Methods****Teaching Notes**

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Note: Include part-time work in some case studies. Many high school students in Saskatchewan work to earn their own spending money; others work to help support the family.

The overall purpose at this stage of the module is to have students reflect on the current state of balance in their own lives. The case studies act as a launch in achieving this learning objective.

**Student Assessment Techniques**

In this step of the Planning Process students are reflecting on what they already know and do about life balance. There is no need for student assessment.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will describe the effects of work on lifestyle, and vice versa.

Students will describe the effects of work on family, and vice versa.

Students will describe the effect of family on lifestyle, and vice versa.

Students will explore the influences of culture and gender on life balance.

Students will explore healthy behaviour patterns in balancing personal life, family life, community life and career (PSVS).

Students will recognize unhealthy patterns of life balance.

Students will move from choosing among teacher-directed activities toward self-directed activities that require more planning and responsibility (IL).

Students will focus their attention on their knowledge and gaps in their knowledge related to life balance (What do I know? What don't I know?) (CCT)

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
research project

Students may work individually or in small groups. Each student will have the opportunity to work on one of the first five learning objectives described above. Find the facts. Each individual or group research project is presented to the class thereby ensuring that each student has an opportunity to achieve each of the five learning objectives.

Small groups of students or individual students conduct a research project of their own design to meet the learning objective of their choice. The presentation to the class may support such written products as:

- a brochure
- a commercial
- an editorial
- an essay
- a handbook
- a newspaper article
- a report
- a script
- a story
- a concept map.

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**Instructional  
Strategies/Methods****Teaching Notes**

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Independent Study:  
research project continued

Presentations to the class might accompany such oral products as:

- a book review
- a debate
- an interview
- an opinion poll
- a radio news story or TV documentary
- a panel.

Presentations to the class might enhance such visual products as:

- a board game
- a bulletin board
- a mural
- a picture book
- a student made video.

**Student Assessment Techniques**

Each student decides whether he or she is going to work as an individual or as part of a group. Then, each student or group of students agrees on the learning objective they wish to pursue in detail. The students decide what form their research project might take and what the final product might be. At this point they are ready to develop and then declare the criteria on which they wish their project to be assessed. Students, peers and teachers can use checklists, rating scales and other instruments to assess the project, based on agreed to criteria.

**Student Evaluation Techniques**

When the student(s) and teacher (and possibly a peer) compare assessments and make a judgment they are evaluating the project. Up to this point in Module 6, the only student assessment data contained in each student's portfolio is the data collected in connection with the research project. Each student's research project concentrated on only one of the first five learning objectives. You may ask students to prepare a summary, create a concept map, or develop an outline in order to assess the degree to which each student met each of the learning objectives within step 2 of Level A (researching the issue and finding the facts).

**Planning Process** Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state a life balance challenge.

Students will make choices in learning that reflect their needs and interests (IL).

Students will list strategies (alternatives) to meet their life balance challenge.

Students will understand that real-life problems often have more than one solution (CCT).

Students will explore the implications or consequences of actions (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
personal reflection

Until now students have worked extensively on one of the learning objectives from Level A, step 2. They have heard class presentations concerning the other four learning objectives. In the first part of step 3, *State the challenge*, students ask themselves, "What is the challenge for me in all of this?"

To help the students focus their challenge, you could invite them to write a challenge statement and then exchange their statement with another student. It is often helpful to have someone else read a challenge statement to determine if it is too broad and/or if it is attainable.

Interactive Instruction:  
tutorial groups OR circle of  
knowledge

Students may list the following kinds of strategies to use in meeting their challenge:

- To balance my community life with my personal life and my work life, which for me means school, I could list all my extra curricular activities and then prioritize them.
- My challenge is that I need more time for school now that I am in a senior grade. To balance my community life with my work life (school) I could play recreational hockey/ringette instead of my current more competitive and time-demanding level of sport.
- To balance my part-time work life with my personal life I could approach my employer and agree to work weekends but not Monday to Thursday.

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**Instructional  
Strategies/Methods****Teaching Notes**

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Indirect Instruction:  
reflective discussion

OR

Independent Study:

homework

OR

Interactive Instruction:

circle of knowledge

The choice of instructional strategy will depend on the skill level of students. Some will be very capable of generating a list of consequences, while others may need more guidance and/or practise.

**Student Assessment Techniques**

The following templates are provided to assist you in assessing students' decision-making skills:

**Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies, Student Self-assessment for using a Decision-making Process/Case Studies and Checklist for**

**Assessing Level B - Make an Informed Decision.** Portions of each assessment instrument can be used in assessing step 3 (challenges and consequences) of Level B. The remaining portions can be used in connection with step 4 (decisions and goal setting).

**Planning Process** Level B - Make an Informed Decision

4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy (alternative) based upon appropriate criteria.

Students will render a judgment and support that judgment by referring to clearly defined criteria (CCT).

Students will compile a life balance goal statement.

Students will construct clear, achievable goals and plan to meet them (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
homework

OR

Interactive Instruction:  
co-operative learning groups

Potential criteria include:

- likes, dislikes, interests
- time
- money
- skill level, ability
- goals concerning self, family, community and career
- what is negotiable and what is not negotiable.

Independent Study:  
homework

Review the elements of effective goal setting as presented in earlier modules.

**Student Assessment Techniques**

The last section of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**, the last three sections of **Students Self-Assessment for Using a Decision-making Process/Case Studies**, and the fourth and fifth columns of **Checklist for Assessing Level B - Make an Informed Decision** are provided for your use.

**Student Evaluation Techniques**

Before leaving Level B - Make an Informed Decision, and entering into Level C - Carry Out Action. Plan, make a judgment or assign a Level B mark for each student. For some students, their mark for the Life Balance Module will be based upon Level A, Level B and co-operative group skills. For those students who design and carry out an action plan within this module, the module mark will be based upon Level A, Level B, Level C and co-operative group skills. See the **Assessment and Evaluation** section of this guide.

- Planning Process** Level C - Carry Out Action Plan
5. Design and Apply action plan.
  6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to improve the degree of balance in their personal life, family life, community life and part-time work (if applicable).

Students will use the procedure of journal writing to record and track their efforts toward achieving balance in their personal life, family life, community life and part-time work (if applicable) (C).

Students will make careful observations in carrying out their action plan and will discuss their observations with others (CCT).

Students will recognize how internalized values can be exemplified in human lives (PSVS).

Students will plan self-directed projects and develop criteria for evaluation (with guidance of teachers as required) (IL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

All students have designed and are carrying out action plans from the Personal Self-knowledge module and the Relationships module. Some students will elect to use this life balance action plan as their third required action plan for the year or semester.

The students' action plans are used as part of their Level C evaluation. At the outset, the students and teacher need to negotiate the criteria on which the plan will be evaluated. It is important to agree upon expectations concerning the journal writing and record keeping.

**Student Assessment Techniques**

The action plan is assessed when the student designs and proposes it as her/his plan of action. Look in the **Templates for Assessment and Evaluation** section of this guide where the **Rating Scale for Assessment and Evaluation of Action Plans** is provided as a sample.

**Student Evaluation Techniques**

Once the action plan has been carried out, it is evaluated by the student, support person(s) and teacher. Use the assessment data gathered for each student throughout Level C and assign a Level C mark.





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# Module 7: Community Issues and Ethics

## F.Y.I.

### Variety of Topics

The purpose of this module is to allow students the opportunity to explore issues that are of interest to youth in various communities.

At the time of publication, these are some of the issues identified by Saskatchewan youth as being of interest or concern to them:

- casinos, gambling
- crime and the law (i.e., alcohol, tobacco, youth, vendors and the law)
- drinking and driving
- eating disorders
- employment/unemployment
- environment (i.e., environmental tobacco smoke ETS)
- family (i.e., dysfunctional families and changes in family structure)
- future, fast changing world, future of rural Saskatchewan
- harassment
- lack of direction and guidance among youth
- parenting (i.e., teen parenting, older siblings parenting younger siblings because the actual parents are not doing the job)
- relationships
- school
- sexuality
- smoking as the leading cause of premature death
- suicide
- teen pregnancy
- violence (i.e., dating, school, spousal).

If you and your students studied Module 9, Human Sexuality, prior to this module, sexuality is not likely to be chosen by many of your students. Parenting is an optional module in Life Transitions 30, but certainly may be a topic selected by students in your 20 level class.

Resources such as the *Issues Collection* and the *Opposing Viewpoints* series are very useful in this module.



# Module 7: Community Issues and Ethics

## Time Frame

This module will take approximately 10 hours to complete. The number of lessons will vary depending on the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objective

Students will practise assessing current community and ethical issues in order to become better consumers of information concerning such issues that may develop and change in the future.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- reflect on community issues or ethical issues from the past, present or future
- outline the varying points of view concerning community or ethical issues
- critically analyze the varying points of view concerning community or ethical issues.

### Level B - Make an Informed Decision

#### Foundational Objective

Students will begin to develop the lifelong skill of making decisions about community and ethical issues.

#### Learning Objectives

Students will:

- state a personal challenge concerning community and ethical issues, recognizing the complexities of such issues
- list strategies (alternatives) to meet their challenge
- predict the potential consequences of each alternative
- select the best strategy (alternative) based upon appropriate criteria
- compile a community issue or ethics goal statement.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and the confidence to design and carry out action plans that focus on community issues.

#### Learning Objective

Students will:

- design and carry out action plans to resolve/predict/illustrate/analyze/  
draw conclusions about a community or ethical issue.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (IL)**

Students will develop the ability to access knowledge.

#### **Learning Objective**

Students will be able to:

- seek information through a steadily expanding network of options including other libraries, electronic information systems, databases, individuals and agencies.

### **Foundational Objective (IL)**

Students will develop the ability to meet their own learning needs.

#### **Learning Objectives**

Students will:

- develop questions with a respect for facts, knowledge, and social and cultural understanding in order to advance a search for information
- take more responsibility regarding planning, monitoring and evaluating learning experiences (e.g., using contracts; initiating conferences with teacher, peers or others outside of school)
- construct clear, achievable goals and plan to meet them
- write a "proposal" for an individual project (IL)
- plan self-directed projects and develop criteria for evaluation (with guidance of teachers, as required)
- understand that knowledge alone cannot produce wisdom, and that wisdom depends upon the interplay of knowledge, experience and reflection.

### **Foundational Objective (PSVS)**

Students will develop a better understanding of the personal, moral, social, and cultural aspects of community issues and ethics.

#### **Learning Objectives**

Students will:

- establish arguments based upon human rights,

human needs or needs of the environment when examining community issues or ethical issue

- ground arguments on moral principles, such as truth or justice, rather than adopting moral relativism as a stance when exploring moral issues or dilemmas in community or ethical issues.

### **Foundational Objective (TL)**

Students will develop a contemporary view of technology.

#### **Learning Objectives**

Students will:

- understand the influence of underlying values or assumptions that support or supported a technological development
- explore the evolution of technological innovations within community issues and ethical issues, with a focus on the political and social forces that spawned the innovation and the steps involved in the development.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences in meaningful contexts.

#### **Learning Objectives**

Students will:

- understand that real-life problems often have more than one solution
- generate and evaluate alternative solutions to problems
- critique texts and other sources of information and evaluate arguments through:
  - distinguishing facts from non-facts
  - distinguishing relevant from irrelevant material
  - recognizing supported and unsupported inferences, warranted and unwarranted assumptions, verifiable and unverifiable data
  - recognizing contradictions
- render a judgment and support that judgment by referring to clearly defined criteria.

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## Module 7 At a Glance

Time Frame 10 hours

### Content

Overview of module

Use of past or current community or ethical issue as stimulus

OR

Practising communication skills and making decisions within a moral framework by using the *Opposing Viewpoints* series before tackling an actual community issue

Selection of a community or ethical issue

Preparation of proposals

Outlining and analyzing issues

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Individual challenges

Strategies to meet challenges

Consequences (short-term and long-term) of strategies

Decisions and goal setting

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Designing and carrying out action plans

Evaluation and revision of action plans (later in the semester/year)

### Planning Process

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts.

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#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goal.

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#### Level C - Carry Out Action Plan

5. *Design* and *Apply* action plan.

6. *Evaluate* progress and *Revise* as needed.

Note: Students registered in Life Transitions 20 are expected to design and carry out action plans for each of Personal Self-knowledge and Relationships. Each student is required to design and carry out a third action plan in the semester/year. **Some of your students will elect to use this module as their third action plan.**

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will reflect on community issues or ethical issues from the past, present or future (PSVS).

Students will develop questions with a respect for facts, knowledge, and social and cultural understanding, in order to advance a search for information (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:

concept webbing

OR

Experiential Learning:

focused imaging

OR

Direct Instruction:

guest speaker

The purpose is to spark student interest in community issues and ethical issues. You could use past issues such as women being granted the right to vote or the civil rights movement. You could use current issues such as dying with dignity, organ transplants, shoplifting, vandalism, gambling, surrogate parenting, white supremacy, or teens and harassment.

Once the highlights of a past issue have been recalled, encourage students to reflect on how the issue was resolved. In the case of current issues, ask students to reflect on varying points of view related to the issue and how the matter might be resolved.

**Student Assessment Techniques**

In this instance the concept web is not likely to be assessed as it is being used as a reflective tool and/or a motivational tool.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will outline the varying points of view concerning community or ethical issues.

Students will seek information through a steadily expanding network of options including other libraries, electronic information systems, databases, individuals and agencies (IL).

Students will write a "proposal" for an individual project (IL).

Students will establish arguments based upon human rights, human needs or needs of the environment when examining community or ethical issues (PSVS).

Students will ground arguments on moral principles, such as truth or justice, rather than adopting moral relativism as a stance when exploring moral issues or dilemmas in community or ethical issues (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
concept webbing  
AND  
Independent Study:  
research

One way to encourage success is to begin by asking students to web one "pro" article, web one "con" article, and then web a synthesis using the *Opposing Viewpoint* series. This will get students started in the right direction using a non-writing format.

Inform the students of the expectations for the research project.

Advise students of the timelines.

If proposal writing is new to your class it will be necessary to take the time to teach them how to write clear and accurate proposals. It is often helpful to provide examples of high quality proposals, if you have them.

Apply the Personal and Social Values and Skills learning objectives above to all student-selected community issues.

**Student Assessment Techniques**

Provide students with assessment criteria that will apply to all their projects.

The elements of an individual student's project proposal become additional and specific criteria for assessing his/her project.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will understand the influence of underlying values or assumptions that support or supported a technological development (TL).

Students will explore the evolution of technological innovations within community and ethical issues, with a focus on the political and social forces that spawned the innovation and the steps involved in the development (TL).

Students will critically analyze the varying points of view concerning community or ethical issues.

Students will critique texts and other sources of information and evaluate arguments through:

- distinguishing relevant from irrelevant material
- distinguishing facts from non facts
- recognizing supported and unsupported inferences, warranted and unwarranted assumptions, verifiable and unverifiable data
- recognizing contradictions (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
research projects continued.

The learning objectives that are associated with Technological Literacy will apply to students who select an issue that involves technology (e.g., genetic engineering).

The learning objective for Critical and Creative Thinking will apply to all students, no matter what their choice of issue. Key issues facing teens include:

- date rape
- dropouts
- economy (both parents working, parent holding down two jobs, parent unemployed or seeking work, students working)
- family problems
- gangs
- nothing to do (in some communities, in other centres there are more options but often there is a cost involved)
- racism
- sexual harassment
- suicide.

This is a partial list taken from the *Peers Helping Peers Review*, Saskatchewan Health, 1993.



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**Student Assessment Techniques**

Student assessment data for Level A of this module consists of each student's concept web, project proposal and the research project itself. Assessment of each student's research project is based upon the teacher-designed and shared criteria that is common to all projects. Assessment is also based upon the criteria outlined in the student's proposal.

**Student Evaluation Techniques**

Before proceeding to Level B, evaluate, make a judgment and assign a mark to each student's Level A work.

**Planning Process** Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state a personal challenge concerning community and ethical issues, recognizing the complexities of such issues.

Students will make choices in learning that reflect their needs and interests (IL).

Students will list strategies (alternatives) to meet their challenge.

Students will understand that real-life problems often have more than one solution (CCT).

Students will predict the potential consequences of each alternative (CCT).

Students will generate and evaluate alternative solutions to problems (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
personal reflection

Defining the challenge is a first step toward achieving goals and/or managing change. Some students might ask the question, "Considering all that I learned about this issue, what is the challenge for me?" Other students might consider all the information they have gathered and evaluated and then complete the sentence stem, "The information tells me I should...."

Independent Study:  
homework

Some students will be able to generate a list of alternatives or strategies on their own. Others might want to confer with a friend, a parent, or a community member with whom they consulted in gathering and evaluating information for the research (step 2) part of the project.

Independent Study:  
homework

OR

Interactive Instruction:  
tutorial groups

Remind your students to consider both long-term and short-term consequences. They should consider the consequences for others as well as themselves. Organize tutorial groups within your class if some students need assistance in analyzing the potential consequences of each alternative.

**Student Assessment Techniques**

Sample assessment instruments are provided in the **Templates for Assessment and Evaluation** section of this guide. There you will find checklists for both teachers and students to use in assessing students' abilities to use a decision-making process.

**Planning Process** Level B - Make an Informed Decision

4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will be able to select the best strategy (alternative) based upon appropriate criteria.

Students will render a judgment and support that judgment by referring to clearly defined criteria (CCT).

Students will compile a community issue or ethics goal statement.

Students will construct clear, achievable goals and plan to meet them (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
personal reflection

The criteria will depend on the community issues and ethical issues selected by the students. They may include:

- Is this alternative morally right or wrong?
- Is this alternative for the good of individuals or for the good of the community, and according to whom?
- Is this alternative acceptable in the long-term or only the short term?
- 
- 

Establishing criteria and using it requires practice. Encourage your students to consider the values of their own home and society, as well as other criteria.

Direct Instruction:  
mini-lecture

Review the elements of effective goal setting.

**Student Assessment Techniques**

The last section of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**, the last three sections of **Students Self-assessment for Using a Decision-making Process/Case Studies**, and the fourth and fifth columns of **Checklist for Assessing Level B - Make an Informed Decision** are provided for your use.

**Student Evaluation Techniques**

Before leaving Level B, make a judgment or assign a Level B mark for each student. For some students, their mark for the Community Issues and Ethics Module will be based upon Level A, Level B and co-operative group skills. For those students who design and carry out an action plan within this module, the module mark will be based upon Level A, Level B, Level C and co-operative group skills.

- Planning Process** Level C - Carry Out Action Plan
5. Design and Apply action plan.
  6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to resolve/predict /illustrate/ analyze/draw conclusions about community or ethical issues.

Students will develop independence (take more responsibility) regarding the planning, monitoring and evaluating of their own learning experiences (e.g., using contracts, initiating conferences with teacher, peers, or others outside of school ) (IL).

Students will plan self-directed projects and develop criteria for evaluation (with guidance of teachers as required) (IL).

Students will understand that knowledge alone cannot produce wisdom, and that wisdom depends upon the interplay of knowledge, experience and reflection (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

Some students may have included an action plan in their proposal and others may not. Students in Life Transitions 20 design and carry out action plans in modules two and three (Personal Self-knowledge and Relationships). They also design and carry out one additional action plan at the 20 level. Some students will carry out an action plan within this module while others may opt to do a third action plan in the Time Management, Career Self-knowledge, Life Balance, Career Services and Supports, or Human Sexuality modules.

Independent Study:  
learning contracts

The action plan is assessed near the end of the Community Issues and Ethics Module. The evaluation of the action plan occurs later on in the semester/year on an agreed to date when the short-term portion of the student's action plan is complete. Revisions may be agreed to at that time and a second evaluation date set for some days or weeks later.

**Student Assessment Techniques**

Assessment of the action plan is based on the criteria established in the proposal. It is perfectly acceptable to assess a student's plan with comments and suggestions, allowing her/him the opportunity to "fine tune" the plan before carrying it out.

**Student Evaluation Techniques**

A combination of teacher assessment and self-assessment is appropriate at this stage in making a judgment/evaluation of Level C.

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# **Module 8: Career Services and Supports**

## **F.Y.I.**

The purpose of this module is to allow students the opportunity to investigate some of the career services and supports available to them in the school, community, province and beyond.



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# Module 8: Career Services and Supports

## Time Frame

This module will require 10 hours or less of instructional time. The actual number of lessons will depend on the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objective

Students will begin to investigate some of the career services and supports available to them in the school, community, province and beyond.

#### Learning Objectives

The students will acquire and evaluate information in order to:

- define formal and informal career services and supports
- describe services available to make the transitions from high school to employment, the armed services, postsecondary education/training or other postsecondary learning experiences
- identify sources of, and steps necessary to apply for and secure, financial assistance for postsecondary education and training
- identify the network of support that is available to entrepreneurs
- compile a list of some of the career services and supports available within the school, community, province and beyond.

### Level B - Make an Informed Decision

#### Foundational Objective

Students will develop skills in making decisions about career services and accessing those that

can assist them with the transition from high school to life after high school and with future transitions.

#### Learning Objectives

The students will be able to:

- state a personal challenge concerning career services and supports
- list strategies (alternatives) to meet their challenge
- predict the potential consequences of each alternative
- select the best strategy (alternative) based upon appropriate criteria
- formulate a goal statement that involves accessing at least one source of career service and/or support.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and the confidence to design and carry out action plans to access the career service or support that will best assist them with career concerns or change.

#### Learning Objective

The student will:

- design and carry out an action plan to access the career service(s) and support(s) identified as the most appropriate for him/her at this time.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (CCT)**

Students will develop their abilities to become "strong sense" critical and creative thinkers.

#### **Learning Objective**

Students will:

- explore the implications or consequences of actions.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to their needs for career services and supports.

#### **Learning Objectives**

Students will:

- understand that real-life problems often have more than one solution
- examine knowledge in terms of what they already know and what they want to know
- render a judgment and support that judgment by referring to clearly defined criteria.

### **Foundational Objective (IL)**

Students will develop a positive disposition toward lifelong learning.

#### **Learning Objective**

Students will:

- make choices in learning that reflect their needs and interests.

### **Foundational Objective (IL)**

Students will develop the ability to meet their own learning needs.

#### **Learning Objectives**

Students will:

- plan self-directed projects and develop criteria for evaluation (with guidance of teachers, as required)
- construct clear, achievable goals and plan to meet them
- transform their reflections into strategies for action.

### **Foundational Objective (IL)**

Students will develop the abilities to access knowledge.

#### **Learning Objectives**

Students will:

- develop a personal catalogue of available resources (e.g., people, services, locations, supports)
- seek information through a steadily expanding network of options, including other libraries, electronic information systems, databases, individuals and agencies.

### **Foundational Objective (TL)**

Students will develop an appreciation of the value and limitations of technology related to career services and supports.

#### **Learning Objective**

Students will:

- use technological innovations as helpful learning tools (e.g., computer, CD-ROM, micro-fiche).



## Module 8 At a Glance

**Time Frame** 10 hours

### Content

Overview of the module

Definitions of career services and supports

Placement services and transition from high school to employment or postsecondary education/training

Financial services and supports for postsecondary education/training

Support network for entrepreneurs

Listing of career services and supports

Development of personal catalogue of available resources

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Statement of personal challenge

Listing of strategies to meet challenge

Selection of best alternative for student's situation and needs

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Designing and implementation of action plan to access at least one source of career services or supports

Evaluation of action plan at its conclusion and revision if necessary in order for student to meet goal

### Planning Process

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.
2. *Research* the issue. Find the facts.

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#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* the alternatives and consequences.
4. *Determine* your decision and *Set* personal goal.

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#### Level C - Carry Out Action Plan

5. *Design* and *Apply* action plan.
6. *Evaluate* your progress and *Revise* as needed.

Note: Some of your students may elect to use Career Services and Supports as their third action plan.

**Planning Process**

Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will define formal and informal career services and supports.

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional Strategies/Methods****Teaching Notes**

Direct Instruction:  
structured overview

AND

Interactive Instruction:  
brainstorming

OR

Indirect Instruction:  
concept mapping

A guest speaker might be an effective way to launch this module.

The key issue is to have students identify their information needs (e.g., getting a summer job, selecting a postsecondary education program, finding out about cultural exchange programs, entering a trade, starting a business or a co-op).

**Student Assessment Techniques**

This introductory section of the module can act as a needs assessment. The concept mapping activity provides excellent information on the current level of student understanding.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will describe services available to make the transitions from high school to employment, the armed services, postsecondary education/training or other postsecondary learning experiences.

Students will use technological innovations as helpful learning tools (e.g., computer, CD-Rom, microfiche, internet) (TL).

Students will identify sources of, and steps necessary to apply for and secure, financial assistance for postsecondary education and training.

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
research project

OR

Experiential Learning:  
field trip

In order to determine services, students will conduct a computer search or perhaps conduct interviews with knowledgeable people (if they are available within a reasonable distance).

Another alternative is to plan a site visit to one or more locations that provide career counselling or placement services.

Interactive Instruction:  
interviewing

OR

Direct Instruction:  
guides for reading, listening,  
viewing

A guest speaker could provide the information about sources of financial assistance and the procedures to be followed.

**Student Assessment Techniques**

If the research project on available services is to be used in assessment, the criteria for assessment need to be established from the outset.

A paper and pencil quiz is appropriate if direct instruction is the strategy selected as a means of achieving the learning objective on financial assistance. The **Student Self-assessment for Preparing and Conducting an Interview** instrument (in the **Templates for Assessment and Evaluation** section) is appropriate if the interactive strategy is selected.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify the network of support that is available to entrepreneurs.

Students will seek information through a steadily expanding network of options including other libraries, electronic information systems, databases, individuals and agencies (IL).

Students will compile a list of some of the career services and supports available to them within their school, community, province and beyond (IL).

Students will develop a personal catalogue of available resources (e.g., people, services, locations, supports, electronic networks.) (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
interviewing  
OR  
Experiential Learning:  
surveys

Examples of supports for entrepreneurs include provincial government departments such as small business division, economic development and trade, career development and employment. Band councils and/or tribal councils provide support for First Nations entrepreneurs. Canadian Co-operatives Association could demonstrate support for students interested in co-operative entrepreneurship.

Check with the staff member in your school who teaches Entrepreneurship 36. Supports and networks for entrepreneurs are provided in Appendix A and Appendix C of the Entrepreneurship 36 curriculum guide.

Independent Study:  
computer assisted instruction OR  
learning centres

The list mentioned in the third learning objective above is likely to include such **formal and informal** entries as:

- guidance counselling office
- school library, regional library, provincial library
- local businesses, Chamber of Commerce
- family members, friends, neighbours, self-help groups
- job shadowing, mentorship
- band or tribal council.

Encourage students to maintain this catalogue of information. If it is updated and kept current, it will be a valuable tool in managing transitions throughout life.

**Student Assessment Techniques**

If a student(s) designs and carries out a survey of self-employed, co-operative and corporate entrepreneurs, the survey ought to be part of her/his assessment for Level A. The student is clearly researching the current facts. In addition, a student's personal catalogue is a part of her/his Level A assessment data. Through it, the teacher can assess the degree to which the learning objective was attained.

**Student Evaluation Techniques**

Gather the Level A assessment data for each student and assign a mark or grade for Level A.

**Planning Process** Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state a personal challenge concerning career services and supports.

Students will list strategies (alternatives) to meet their challenge.

Students will understand that real-life problems often have more than one solution (CCT).

Students will transform their reflections into strategies for action (IL).

Students will predict the potential consequences of each alternative (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion  
OR concept attainment

Students may state such challenges as:

- My challenge is to figure out how to access career services and supports as I live in a remote Saskatchewan village.
- My challenge is to find someone knowledgeable who can tell me how much my "hoped for" postsecondary training will really cost.
- My challenge is to find out more about the armed services. I had not considered that as an option in my transition from high school to independence.
- My challenge is to get acquainted with one or more entrepreneurs, co-operative or corporate employees as I think I may be suited to such a career choice.
- My challenge is to find out about cultural exchange programs with other countries.
- My challenge is to get a loan.
- My challenge is to find a place to live.
- 
- 

Independent Study:  
homework  
OR  
Interactive Instruction:  
circle of knowledge

The strategies identified by a student depend on his/her challenge. Potential alternatives include:

- I could work with others in our community to organize a career day. That way I could access multiple sources of career services and supports without having to travel long distances.
- I could work with the guidance counsellor and/or Chamber of Commerce in approaching a suitable person to act as my mentor.
- I could work with others in our community to create/access a job shadowing program.
- I could complete loan applications and meet with loan officers.
- I could meet with the housing authority to find out about subsidized housing.
- I could visit a co-op to see how it is organized for action and mutual benefit.

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**Instructional  
Strategies/Methods**

**Teaching Notes**

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Indirect instruction:  
reflective discussion

OR

Interactive Instruction:  
circle of knowledge

OR

Independent Study:  
homework

At this stage of Life Transitions 20 most students will be able to predict consequences for each of their alternatives. A few students may need the support of others and, therefore, function best in the circle of knowledge.

**Student Assessment Techniques**

In the **Templates for Assessment and Evaluation** section of this guide, the following instruments are provided to assist in assessing a student's ability to make decisions: **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies, Student Self-assessment for Using a Decision-making Process/Case Studies** and **Checklist for Assessing Level B - Make an Informed Decision**. Portions of each assessment instrument can be used in assessing step 3 (challenges, alternatives, and consequences) of Level B. The remaining portions can be used in assessing step 4 (decisions and goal setting).

**Planning Process**    Level B - Make an Informed Decision  
4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will be able to select the best strategy (alternative) based upon appropriate criteria.

Students will render a judgment and support that judgment by referring to clearly defined criteria (CCT).

Students will formulate a community issue or ethics goal statement.

Students will construct clear, achievable goals and plan to meet them (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
homework  
OR

Interactive Instruction:  
discussion OR tutorial groups

Potential criteria for assessing alternatives include:

- cost
- distance
- availability
- need for co-operation and/or assistance from others
- 
- 

Review the elements of effective goal setting as found in the Orientation Module and the Personal Self-knowledge Module. Additions to these basic elements may have been made throughout the required 20 level modules.

**Student Assessment Techniques**

The last section of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**, the last three sections of **Student Self-assessment for Using a Decision-making Process/Case Studies**, and the fourth and fifth columns of **Checklist for Assessing Level B - Make an Informed Decision** are appropriate for assessing these learning objectives.

**Student Evaluation Techniques**

Before leaving Level B and entering into Level C, make a judgment or assign a Level B mark for each student. For some students, their mark for the Career Services and Supports Module will be based upon Level A, Level B and co-operative group skills. For those students who design and carry out an action plan within this module, the module mark will be based upon Level A, Level B, Level C and co-operative group skills. See the **Assessment and Evaluation** section of this guide.

**Planning Process**    Level C - Carry Out Action Plan  
5. Design and Apply action plan.  
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to access the career services and supports identified as the most appropriate for them at this time.

Students will make choices in learning that reflect their needs and interests (IL).

Students will plan self-directed projects and develop criteria for evaluation (with guidance of teachers, as required) (IL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contract

Each student's action plan should describe a means of accessing at least one source of career service and/or support. The action plan is the vehicle by which the student meets her/his goal. Some students may need assistance in working backward to determine if their action plan (step 5) will lead them to their goal (step 4) and if their goal will meet their challenge (step 3).

Independent Study:  
learning contract

The action plan is assessed when the student designs and proposes the plan for action. Once the action plan has been carried out it is evaluated by student, support person(s) and teacher.

**Student Assessment Techniques**

The action plan is assessed when the student designs and proposes it. Look in the **Templates for Assessment and Evaluation** section of this guide where the **Rating Scale for Assessment and Evaluation of Action Plans** is provided as a sample.

**Student Evaluation Techniques**

Once the action plan has been carried out it is evaluated by the student, support person(s) and teacher. Use the assessment data gathered for each student throughout Level C and assign a Level C mark.



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# Module 9: Human Sexuality

## F.Y.I.

This module presents information about the many aspects of human sexuality, with respect for personal standards and family beliefs. The information is presented in a manner that will enhance student self-esteem and encourage students to practise effective decision-making skills.

As in the other modules of Life Transitions 20 and 30, students evaluate sources of information in order to gather current and accurate information upon which to base informed decisions. In addition to practising their decision-making skills, students design step-by-step action plans aimed at meeting goals related to healthy sexuality. By carrying out their action plans on a day-to-day basis, students acquire and practise the skills of taking responsibility for their sexual behaviour.

This module, like all the others in Life Transitions, is designed to assist students as they progress from adolescence to adulthood and from dependence to independence. Therefore, students have an opportunity to move beyond information and choices to actually making decisions and acquiring the skills to carry them out in ways that reflect sexual responsibility for self, partner and society.

Abstinence is the healthiest choice for teens. Making responsible decisions and maintaining an abstinent lifestyle are compatible concepts for high school teens.

You may want to present the Human Sexuality Module prior to the Community Issues and Ethics Module. The reason for this is that students, during the Human Sexuality Module, might express interest in learning more about such issues as reproductive technology, genetic engineering and midwifery. They can delve further into such topics in the Community Issues and Ethics Module.



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# Teacher Background Information

## Classroom Climate

Throughout this module students are encouraged to reflect on their personal standards and to clarify where they stand on sexuality issues. To do this, they need a trusting and supportive environment.

A safe and supportive classroom climate is based on mutual respect. It is a climate that:

- encourages students to express their opinions and concerns
- assures students that all opinions are honoured
- encourages all students to participate in their own way
- builds trusting student-student relationships and a trusting student-teacher relationship
- assures each student of teacher support
- allows individual students the right to "pass" on offering an opinion or comment in a setting such as a discussion or circle of knowledge where they feel the topic is sensitive.

## Family Life Education Policies

**Before teaching this module, approval of the school division board must be obtained.** Parents may withdraw their son or daughter by informing the school in writing of their intention to do so.

It is wise for a teacher to check the school division's policy regarding family life education. If the school division has a policy in place stating that family life education will be, or can be, a part of grades 1-9 Health Education, Wellness 10, and Life Transitions 20 and 30, then it is acceptable to include the Human Sexuality module as part of the Life Transitions 20 course.

## Dealing with Sensitive Issues

It is recommended that the principal and teacher(s) invite parents of Life Transitions students to an open house early in the school

semester or year. It is important that the parents are informed of the objectives, context, and resources that will be incorporated in this module. The agenda for the information evening could be similar to the sample below.

### Agenda

An overview of the provincial Life Transitions 20, 30 curriculum:

- rationale, philosophy
- content (required modules, optional modules)
- process (in each module students learn through the process of accessing and evaluating multiple sources of information, considering the alternatives and consequences when making a decision, designing and carrying out an action plan to meet a personal goal)

A presentation of Life Transitions 20 and/or 30 at your school:

- content (outline of the required modules and the selected optional modules)
- process (outline of the Planning Process used in teaching, learning and evaluating)
- instructional strategies as related to process
- student assessment and evaluation as related to process

A presentation of the Human Sexuality Module

- content
- parents' right to "opt out" or withdraw their daughter/son

Resources

Question and Answer period



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# Module 9: Human Sexuality

## Time Frame

Approximately 20 hours of instruction will be required for this module. The number of lessons will vary according to the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will develop an information base enabling responsible decision making about sexual behaviour.

Students will recognize that decisions about sexual behaviour affect life plans.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- become aware of the developmental tasks of adolescence
- distinguish between sex and sexuality
- describe the social, psychological, moral and biological dimensions of sexuality throughout the life cycle
- clarify that reproduction is an instinctual behaviour that can be controlled in humans
- understand that knowledge of the reproductive systems enables both genders to take responsibility for their sexuality
- develop an awareness of how sexual messages are communicated
- identify the range of behaviours that are encompassed by the term "sexual activity"
- explore the advantages and disadvantages of various methods of contraception
- describe the processes of fertilization and implantation
- define the purposes of the placenta, amniotic sac and umbilical cord throughout the trimesters of pregnancy

- identify the three stages in the birth process
- outline the options available to unplanned pregnancy.

### Level B - Make an Informed Decision

#### Foundational Objective

Students will develop the lifelong skill of making decisions about their sexual behaviour that reflect personal goals, lifestyle goals and career goals.

#### Learning Objectives

Students will:

- develop techniques for communicating effectively and managing stress related to social or sexual relationships
- list factors that enter into decisions about sexual behaviour
- understand that sexual decisions can define lifestyle
- state a challenge concerning some aspect of sexuality, sexual activity, contraception, pregnancy, marriage or alternates
- list strategies (alternatives) to meet their challenge about human sexuality
- explore the consequences of each alternative
- select the best strategy to meet their challenge
- compile a goal statement.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and confidence to design and carry out a healthy sexuality action plan that is congruent with their personal values and future goals.

#### Learning Objectives

Students will:

- design and carry out action plans for healthy sexual behaviours that will enhance the achievement of life plan goals
- evaluate their action plans and revise them as necessary.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will develop their abilities to use language for differing purposes relevant to the topic of human sexuality.

#### **Learning Objectives**

Students will:

- interview persons with prearranged questions to acquire information
- identify and understand persuasion and propaganda techniques (e.g., loaded words, unsubstantiated claims, etc.)
- distinguish between primary and secondary sources of information.

### **Foundational Objective (IL)**

Students will develop the ability to access knowledge.

#### **Learning Objective**

Students will:

- seek out information from people who may be knowledgeable (e.g., parents, teachers, guidance counsellors, community agencies, and health care workers).

### **Foundational Objective (CCT)**

Students will think for themselves, to recognize the limits of individual reflection and the need to contribute to and build upon mutual understandings.

#### **Learning Objectives**

Students will:

- consciously evaluate what is being read, heard, or viewed
- examine knowledge in terms of what they already know and what they want to know.

### **Foundational Objective (CCT)**

Students will develop the ability to evaluate ideas, processes, and experiences relevant to their sexuality.

#### **Learning Objectives**

Students will:

- understand that real life problems often have more than one solution
- render a judgment and support that judgment by referring to clearly defined criteria.

### **Foundational Objective (PSVS)**

Students will treat themselves and others with respect.

#### **Learning Objective**

Students will:

- embrace those lifestyles which support the principle of respect for persons.

### **Foundational Objective (N)**

Students will develop their abilities to understand the uses and abuses of mathematical concepts in topics related to human sexuality.

#### **Learning Objective**

Students will:

- develop an awareness of the reporting techniques commonly used by special interest groups to shape the impact of quantitative data and influence the uncritical reader, listener, viewer, or consumer.

### **Foundational Objective (TL)**

Students will develop an understanding that technology both shapes and is shaped by society.

#### **Learning Objective**

Students will:

- investigate how technology has affected conception, contraception, pregnancy, labour and birth.

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## Module 9 At a Glance

**Time Frame 20 hours**

### Content

### Planning Process

Overview of module

Sex and sexuality

Controlling instinctual behaviours

Responsibility for sexuality

Sexual messages

Range of behaviours in the term "sexual activity"

Human sexual response cycle

Contraception: categories, advantages, disadvantages

Pregnancy, labour, birth

Unplanned pregnancy options

Factors that affect sexual behaviour decisions

Sexual decisions and life goals

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Statement of challenge

Listing of suitable strategies to meet challenge

Consider consequences

Select best strategy to meet challenge

Set healthy sexuality goal

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Designing and carrying out healthy sexual behaviours action plan

Evaluation, self-evaluation and evaluation by designated support person(s), perhaps leading to some revision in the original action plan

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts.

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#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goal.

---

#### Level C - Carry out Action Plan

5. *Design* and *Apply* Action Plan.

6. *Evaluate* your progress and *Revise* as needed.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will become aware of the developmental tasks of adolescence.

Students will distinguish between sex and sexuality.

Students will describe the social, psychological, moral and biological dimensions of sexuality throughout the life cycle (PSVS).

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

A developmental task is something that needs to occur during a particular age period for a person to continue his or her growth toward becoming a healthy, mature adult. Robert Havighurst suggests that there are eight such tasks worked on throughout the teen years and into the early twenties. Use the developmental tasks of adolescence (see Appendix) to provide an overview of this module.

Interactive Instruction:  
discussion

One way to debrief the discussion about sex and sexuality is to compare the ideas generated by your class to the current definitions found in some of the teacher and/or student resources listed in the bibliography.

Indirect Instruction:  
concept mapping

OR

Interactive Instruction:  
discussion

The relationships among the biological, moral, psychological and social dimensions make up a person's total sexuality.

- Biological dimension of human sexuality is the one people think of first.
- Moral dimension of human sexuality is the question of right or wrong.
- Psychological dimension of human sexuality comprises attitudes and feelings toward ourselves and others.
- Social dimension of human sexuality is the sum of cultural factors that influence thoughts and actions.

**Student Assessment Techniques**

In this first step of the Planning Process, teachers are setting the stage for what is to come within the module. Students are reflecting on what they already know about the topics to be included in the module. There is no need to assess student involvement in the discussion and concept mapping. The purpose of these particular instructional methods is twofold: to find out what the students know and to spark the students' interest. The instruction is orchestrated to achieve the CCT learning objective.



**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will clarify that reproduction is an instinctual behaviour that can be controlled in humans.

Students will understand that knowledge of the reproductive systems enables both genders to take responsibility for their sexuality.

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

Key points of the mini-lecture:

- begin by identifying the sex hormones that activate instinctual behaviours
- sex drive as a positive force: reproduction of human species
- sex drive as a negative force: when it overrides personal attitudes, beliefs and expectations
- control over hormonal and instinctual sexual urges is a uniquely human trait.

Direct Instruction:  
mini-lecture  
AND  
Interactive Instruction:  
discussion

A thorough understanding of the reproductive systems of both genders is valuable to both males and females. Students need this basic knowledge before they can begin to comprehend how the reproductive systems enable females and males to express themselves sexually.

Discuss how knowledge of the reproductive systems helps both genders to assume responsibility for themselves. Discuss the problems that might arise for people who do not understand the workings of the reproductive systems.

**Student Assessment Techniques**

An appropriate technique for assessing students' achievement of these learning objectives is asking them to write/present/record an "opposing viewpoints" essay (e.g., sexual urges can be controlled versus sexual urges cannot be controlled; understanding the reproductive system is foundational to sexual responsibility versus understanding the reproductive system is not foundational to sexual responsibility). Encourage students to include an introduction, a few paragraphs to justify one view, a few paragraphs to justify an opposing view, and a conclusion.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will develop an awareness of how sexual messages are communicated.

Students will identify and understand persuasion techniques (e.g., loaded words, unsubstantiated claims, etc.) (C).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
1-2-4 (Think-Pair-Share)

Initiate the interaction by explaining that young adults who become pregnant or contract a sexually transmitted disease often say afterward, "I just didn't know how to say no."

Review, or present as a practice session, the Pressure Lines Activity (see Appendix of this module).

Interactive Instruction:  
discussion

Build upon concepts presented at the middle years level by discussing the concept of seeking consent.

- What is consent?
- What might consent sound like?
- What might consent look like?

Ask students to generate a list of responses to the following questions:

- What does refusal sound like? (e.g., "No", "I don't think so", "I'm not ready for this", "Uh-uh", "I said, no")
- What does refusal look like?

**Student Assessment Techniques**

A **Rating Scale for Co-operative Learning** appears in the **Templates for Assessment and Evaluation** section of this guide. Rating scale items 3, 4, and 5 could be used during the Pressure Lines practice session to assess students' co-operative group skills.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify the range of behaviours that are encompassed by the term "sexual activity".

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorming  
AND  
Indirect Instruction:  
personal reflection

Ask students to brainstorm the behaviours they feel are encompassed in the term "sexual activity". Likely responses include:

- kissing
- petting
- sexual intercourse.

Extend the brainstorm by generating a list of different situations in which those behaviours might occur. Possible responses include:

- dating
- going steady
- getting engaged
- being married.

Visual learners may appreciate receiving this information as a dating continuum. A dating continuum illustrates the progression from talking to each other in the hall or at the mall, to talking on the phone, to spending time together within a group, to dating, to courtship, to engagement, to marriage.

Move to an individual response session where each student matches the list of sexual activities with the list of situations. Remind the students that this is not a one-to-one matching exercise. Rather, this is an opportunity for them to reflect, as individuals, on what behaviours they might be comfortable with and in which situations.

Note: If you and your students are accustomed to the benefits/use of journal writing, this may be an opportunity for students to write journal entries responding to such questions as:

- What does this tell you about yourself?
- What does this tell you about your expectations for relationships?
- What commitment do you expect from the other person in connection to these sexual behaviours?
- What expectations might the other person have of you in connection to each of these sexual activities?

**Student Assessment Techniques**

The journal writing may be submitted but in most cases journal entries are not evaluated.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will explore the advantages and disadvantages of various methods of contraception.

Students will distinguish between primary and secondary sources of information (C).

Students will consciously evaluate what is being read, heard or viewed (CCT).

Students will develop an awareness of the reporting techniques commonly used by special interest groups to shape the impact of quantitative data and influence the uncritical reader, listener, viewer or consumer (N).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
research project  
AND/OR

Interactive Instruction:  
interviewing  
AND/OR

Direct Instruction:  
guides for reading, listening,  
viewing

When exploring the advantages and disadvantages of birth control methods, consider the effectiveness as protection against HIV/AIDS, as well as the effectiveness in preventing pregnancy.

Note the three Common Essential Learnings specified. Consider your students when deciding which instructional methods best suit them in teaching them to access multiple sources of information and then evaluate those sources, to determine which are primary and which are secondary sources.

As stated in the learning objectives for critical and creative thinking and numeracy, the students are learning here to evaluate critically the reporting techniques used in some resources by some special interest groups. The combination of instructional methods selected to attain these objectives will depend on your students.

**Student Assessment Techniques**

It is important to ensure that assessment techniques are well matched to how students spend their time on this information. If a student writes a report, the templates **Report Assessment** and **A Framework for Marking a Project/Role Play/Written Assignment** can be used. If a student conducts an interview, **Student Self-assessment for Preparing and Conducting an Interview** can be used in assessment.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will describe the process of fertilization and implantation.

Students will define the purposes of the placenta, amniotic sac and umbilical cord throughout the trimesters of pregnancy.

Students will identify the stages of the birth process.

Students will outline the options available to unplanned pregnancy.

Students will interview persons with prearranged questions to acquire information (C).

Students will seek out information from people who may be knowledgeable (e.g., parents, teachers, counsellors, community agencies and health care workers) (IL).

Students will investigate how technology affects conception, contraception, pregnancy, labour and birth (TL).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
(the Jigsaw)

To conduct a jigsaw the teacher should set out multiple resources that deal with the concepts of fertilization and implantation. The jigsaw uses home groups and expert groups. It is an excellent instructional method to use in instances where there is a considerable amount of specific information to be learned.

Independent Study:  
research project  
AND/OR  
Interactive Instruction:  
interviewing  
AND/OR  
Direct Instruction:  
guest speaker  
AND/OR  
Experiential Learning:  
field trips

A field trip or tour to the labour and delivery unit and/or neo-natal unit of a hospital would be an appropriate experience at this point in the module.

Speakers such as a public health nurse or a childbirth educator may assist students in achieving the learning objectives involving pregnancy, labour and childbirth.

Interactive Instruction:  
interviewing  
OR  
Direct Instruction:  
guest speakers

The options to unplanned pregnancy include public or private adoption, abortion, marriage, single parenting, shared parenting, and cohabitation.

Students may seek out information about unplanned pregnancy options from:

- social workers
- parents who have adopted children through social services or through private arrangements

- teen parents who are single parenting, cohabitating, married
- 

Arrangements can be made to bring guest speakers into the classroom. Also, arrangements can be made to have Life Transitions students accessing community resources. Both are means to achieving the communication, independent learning and technological literacy objectives.

**Student Assessment Techniques**

In the jigsaw, students are allocated a specified amount of time to work within the expert groups and home groups. Their skill level within this co-operative learning group can be assessed by using the "Summarizes for Understanding" section of the template **Co-operative Group Skills**, found in the **Templates for Assessment and Evaluation** section of this guide.

This portion of the module may be judged by some to be technical. Others may judge it to be controversial. In both instances, it is important to assess students' learnings in ways that match the instructional methods used in working with the content. If information is presented by a guest speaker, the students can be asked to prepare an outline or a summary. Ensure that students know the criteria that will be used in assessing such products. For example, if students prepare and conduct interviews or surveys, let them know that the preparation of and carrying out of those processes will be assessed in addition to their findings. If a site visit is the instructional method of choice, work as a class to prepare, in advance, the questions to be answered and/or what is to be observed.

**Student Evaluation Techniques**

Gather the Level A assessment data for each student and assign a mark or grade for Level A.

**Planning Process**    Level B - Make an Informed Decision  
3.    State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will develop techniques for communicating effectively and managing stress related to social or sexual relationships.

Students will list factors that enter into decisions about sexual behaviour.

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
circle of knowledge  
AND

Experiential Learning:  
role playing

Review effective communication skills and ways to end relationships.

Divide the class into small groups for purposes of role playing. Advise the groups of the criteria to be used in assessing their role plays. (See Appendix.)

Interactive Instruction:  
brainstorming OR discussion

Factors affecting decisions about sexual behaviour include:

- peer pressure
- self-esteem
- expectations
- life goals
- personal standards
- emotions
- family
- alcohol and other drugs
- 
- 

**Student Assessment Techniques**

**A Framework for Marking a Project/Role Play/Written Assignment** can be used in assessment if role playing is selected as the instructional method. You and your students may prefer to use the **Anecdotal Records Template** or the **Rating Scale Template**. These allow you to include the exact criteria to be used in assessing role plays.

To assess each student's co-operative group skills as demonstrated in the brainstorming or discussion session, you may wish to use the "contribution" and/or "attitude" sections of one of the following templates: **Anecdotal Records in Reflective Discussion/Discussion/Circle of Knowledge** or **Anecdotal Records in Brainstorming**.

**Planning Process** Level B - Make an Informed Decision  
3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**  
Students will understand that sexual decisions can define lifestyle.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
circle of knowledge  
AND  
Indirect Instruction:  
personal reflection

Lifeline Activity in a circle of knowledge:

- Ask students to draw a lifeline beginning with their birth date and ending with the age at which they think they will die. (Life expectancy for Canadian males is 73 years and for females is 80 years)
- Next, ask them to block in the span of years referred to as adolescence (teen years and early twenties) and to list the nine developmental tasks of adolescence within that block of time on their lifeline.
- Mark the age at which they plan to complete their education.
- Indicate the age at which they might begin the job they hope to have.
- Mark the age at which they might choose to marry, if they choose marriage as part of their lifestyle.
- Indicate the age at which they would like to have children if a family is part of their future plans.
- Give students a few minutes to reflect on one life goal or major thing they'd like to do or achieve in their lifetime (e.g., take a major trip, be the first Saskatchewan resident in space, write a book, invent something, own a business, buy a brand new car). Identify the age at which they'd prefer to do this.
- Lastly, have students insert, in a different colour ink, the phrase, "I'm a parent". Mark this insertion at the 17 or 18 year mark on their lifeline.

Note: If there are students in your class who are parents, they can insert their own information.

Lifeline Activity as a personal reflection:

Ask students to answer these questions individually:

- What effect would parenting at age 17 have on your potential lifeline?
- What changes would happen immediately if you became a parent at age 17?
- What effect would parenting at age 17 have on your intended lifestyle (e.g., things that might have to be delayed, things that might never happen)?

**Student Assessment Techniques**

The Lifeline Activity does not need to be assessed. The purpose of this activity is to help students "see" that the decisions they make about their sexual behaviour have a profound affect on their personal life, their family life and their career. This activity sets the stage for the challenges, alternatives and consequences of Level B.



**Planning Process** Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state their individual challenges concerning some aspect of sexuality, sexual activity, contraception, pregnancy, marriage or alternates.

Students will relate learning outcomes to prior and future needs (IL).

Students will list strategies (alternatives) to meet their challenges about human sexuality.

Students will understand that real-life problems often have more than one solution (CCT).

Students will transform their reflections into strategies for action (IL).

Students will explore the consequences of each alternative.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
personal reflection OR reflective  
discussion

Students may state such challenges as:

- My challenge is to find strategies that I can use to support my position of abstinence as I date throughout high school.
- My challenge is to sit down and clarify exactly what my personal standards and beliefs are now, because they play a key role in my sexual choices and decisions.
- My challenge is to figure out the degree of physical intimacy and emotional intimacy I am comfortable with now, so I'm clear on that ahead of time in case I am pressured toward increased sexual involvement while I'm dating throughout high school.
- My challenge is to seek out my natural birth parents.
- My challenge is to find out more about single parenting. I am pregnant and I don't know if I can do this. I need to find out more about adoption too.
- 

Interactive Instruction:  
co-operative learning groups  
(1-2-4 Think-Pair-Share)  
OR  
Independent Study:  
homework

Some students will be quite capable of generating a list of strategies to use in meeting their challenge. Others may want to add to their list of strategies or alternatives by checking with a partner and then again with another pair of students.

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**Instructional  
Strategies/Methods**

**Teaching Notes**

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Indirect Instruction:  
reflective discussion  
OR  
Interactive Instruction:  
circle of knowledge

Many decisions of a sexual nature are made throughout the life cycle. Skills used in the decision-making process can be developed and improved. Sexual attitudes and values, rooted in the family, influence such decisions. Encourage students to consult with family members as they work through the alternatives and consequences stage of the decision-making process. Trusted adults and family members may act as a positive and reassuring influence as students make a decision and set a goal that reflects family values concerning sexuality.

**Student Assessment Techniques**

The first three sections of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** can be used to assess students' abilities regarding these objectives. The first five sections of **Students Self-assessment for Using a Decision-making Process/Case Studies** could be used alone or in conjunction with the first checklist. The first three columns in the **Checklist for Assessing Level B - Make an Informed Decision** are also designed to assess the degree to which students have attained these skills; These sample instruments are provided for your use in the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process** Level B - Make an Informed Decision

4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy to meet their challenge.

Students will render a judgment and support that judgment by referring to clearly defined criteria (CCT).

Students will compile a goal statement.

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion  
OR  
Independent Study:  
homework

The expectation is that students will identify criteria to use in weighting or comparing alternatives. Relevant criteria to consider when making decisions about human sexuality are the factors listed in Level A, step 2 (e.g., self-esteem, personal standards, life goals and so on).

One of the sample challenges provided in step 3 was, "My challenge is to find strategies that I can use to support my position of abstinence as I date throughout high school". Students might generate such strategies as the following:

- I could decide not to date at all.
- I could date but always in group situations.
- I could set limits of intimacy that make me comfortable.
- I could set limits of intimacy and make those limits known to those I date early in our relationship.
- 

Invite students to use a matrix technique they have been introduced to in previous modules. The strategies are placed along one axis of the matrix and the criteria are placed along the other axis. For example:

choices → criteria ↓	no date	group date	limits	communicate limits
self-esteem				
personal standards				
life goals				

Independent Study:  
personal reflection

Ask students to use their best strategy and phrase it as a goal statement (i.e., My goal is to explain my limits of intimacy to my boyfriend/girlfriend either this weekend or next weekend).

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### **Student Assessment Techniques**

The last section of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**, the last three sections of **Students Self-assessment for Using a Decision-making Process/Case Studies**, and the fourth and fifth columns of **Checklist for Assessing Level B - Make an Informed Decision** are useful for assessment purposes here.

### **Student Evaluation Techniques**

Before leaving Level B and entering Level C, make a judgment or assign a Level B mark for each student. For some students, their mark for the Human-Sexuality-Module will be based upon Level A, Level B and co-operative group skills. For those students who design and carry out an action plan within this module, the module mark will be based upon Level A, Level B, Level C and co-operative group skills. See the **Assessment and Evaluation** section of this guide.

- Planning Process** Level C - Carry Out Action Plan
5. Design and Apply action plan.
  6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will construct clear, achievable goals and plan to meet them (IL).

Students will design and carry out action plans for healthy sexual behaviour that will enhance the achievement of life plan goals (PSVS).

Students will evaluate their action plans and re-design as necessary.

Students will plan, manage, and evaluate personal learning experiences (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

Being responsible for our sexual behaviours is a lifelong endeavour. Assist students in designing a short-term action plan that can be carried out in a semester or school year. Their goal may be long-term in nature, but the action plan needs to be measurable (something they can start and finish this semester/year).

Independent Study:  
learning contracts

The evaluation and revision stage of the action plan occurs later in the semester or year on the designated date when the short-term portion of the student's action plan has been completed. The evaluation includes the student, the teacher and the support person(s).

**Student Assessment Techniques**

A sample rating scale is provided in the **Templates for Assessment and Evaluation** section to assist you in assessing student action plans (**Rating Scale for Assessment and Evaluation of Action Plans**). In the design stage of step 5, the action plan itself is an assessment technique. Part A, numbers 1-6 can be used to assess the likelihood of success based upon the degree to which the student includes the components and detail of a good action plan. Part B, numbers 1-4 are also designed for assessment purposes.

At the time of revision, later in the semester/year, the same rating scale can be used to assess the action plan and the degree to which it has been completed. Part A, number 7 and Part B, numbers 5-8 are designed for this purpose.

**Student Evaluation Techniques**

Once the action plan has been completed a judgment or evaluation needs to be made. Use the assessment data gathered for each student throughout Level C and assign a Level C mark.



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## Module 9: Appendix





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## Sample Letter To Parents or Guardians

Dear Parent or Guardian,

During this (semester/year) your (daughter/son) is registered in Life Transitions (20,30). The required modules in this course are (list the 20 or 30 level required modules). We are planning to work with the optional modules (list the selected 20 or 30 level optional modules).

The topics to be discussed within the (Human Sexuality/Sexual and Reproductive Health) module will include (list the topics). The information presented at school is designed to complement the information provided at home. Therefore, we would like to meet with you at an Information Evening on (date, time, place). At this meeting you will have an opportunity to meet the teachers, learn about the objectives and content of the module, and preview some instructional resources.

We look forward to meeting you on (restate the date).

Sincerely,

\_\_\_\_\_  
principal

\_\_\_\_\_  
teacher (s)

---

## The Developmental Tasks of Adolescence

Robert Havighurst, like Erikson, believes that personality develops through a series of stages with appropriate developmental tasks to be learned at each stage. The readiness for growth is set by biological maturation. The developmental tasks consist of certain skills, functions or attitudes essential for adult competency.

The developmental tasks for adolescence are:

- accepting one's body and using it effectively
- achieving new and more mature relationship with age mates of both sexes
- achieving emotional independence from parents and other adults
- preparing for an occupation and economic career
- preparing for marriage and family life
- desiring and achieving socially responsible behaviour
- acquiring a set of values as a guide to behaviour

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## Pressure Lines Activity

### Sample Pressure Lines

1. Everybody's doing it.
2. If you love me, you'll have sex with me.
3. If you won't have sex with me, I won't see you anymore.
4. I know you want to do it, you're just afraid of what people will say.
5. Come on and grow up. You can't be a kid forever.
6. Let's do it. You know I want to marry you someday.
7. We had sex once before, so what's the problem now?
8. You don't want people to think you're not a real man (woman).
9. Don't you want to try it to see what it's like?
10. But I have to have it!
11. If you want to be popular with the kids at school... you'll do it.
12. If you get pregnant, I'll marry you.
13. You want it as much as I do.
14. You've gotten me all excited. If you love me, prove it.

### Sample Responses

1. *"Well I'm not everybody, I'm me. Besides, I don't really believe everybody is doing it. I think it's just a lot of talk."*
2. *"If you love me, you'll respect my feelings and not push me into doing something I'm not ready for."*
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

- 
15. Come on. Try me. I'll be the best you've ever had. 15.
16. Come on. Take a drink. It will get you in the mood. 16.
17. If you don't, someone else will. 17.
18. A lot of our friends are doing it. You're just not with it. 18.

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## **Role Playing to Develop Communication Skills and Stress Management Skills as they Relate to Social and Sexual Relationships**

1. You've met someone who lives in a different community than you. He or she is interested in you. You are receiving phone calls and letters. You like this person but you are not interested in dating him/her. How do you convey this?
2. You've known of this other person since you were in grade nine. S/he is very popular. This year you are in the same (physics, chemistry, biology) class and s/he asks if you are interested in being lab partners. You would like to get to know this person socially. How do you proceed?
3. You started out being friends with a boy/girl. Your friendship became a dating relationship. In time you found this person to be more possessive and demanding than you were comfortable with. You initiated a conversation to end the relationship. Now this girl/guy is trying to turn your mutual friends against you. These are your friends. You don't want to lose them and you know they are feeling confused. What can you do?
4. A person you like very much is hinting that the two of you should become sexually involved. This is not what you want. This is not what your parents want.
5. You have been going to high school events, movies and parties with this girl/boy for most of this semester/year. Your best (same sex) friend asks you quite regularly whether you've had sex yet with your date. How do you handle this?
- 6.
- 7.
- 8.



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# **Module 10: Life Roles as an Orientation to Life Transitions 30**

## **F.Y.I.**

The purpose of this module is to act as an orientation to Life Transitions 30. Students learn about the course content and how they will be evaluated. Students are told that the course is designed on a decision-making model that is referred to as the Planning Process. They are informed that the Planning Process provides the organizational framework for each module. By the end of the Life Roles module students understand that the course is taught, learned and evaluated through the three-level process of Extend Knowledge Base, Make an Informed Decision and Carry Out Action Plan.





# Module 10: Life Roles as an Orientation to Life Transitions 30

- become aware of ways in which evaluation will occur at each of Levels A, B and C of the Planning Process.

## Time Frame

This module will require approximately two hours. The exact amount of time will depend on the students' previous experience with Life Transitions 20, Wellness 10 or other process-oriented courses of study.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

### Foundational Objectives

Students will develop an awareness of how their roles of daughter/son, sibling, student, friend, spouse/partner, parent, grandparent and neighbour change as they mature from dependence to independence.

Students will explore some of the personal, family, community and career transitions they may face in terms of how such transitions may change their life roles.

Students will become aware of the course content and course expectations.

### Learning Objectives

Students will:

- list a variety of roles they may play throughout life
- describe some of the changes that may occur within those roles as students mature from dependence to independence
- identify some of the personal, family, community and career transitions they may encounter
- explain the impact that some of the transitions may have on some of the life roles
- increase their awareness of the Planning Process as a tool in managing change

### Learning Objectives

Students will:

- discuss or write about the ideas presented using their own language (C).

Students will:

- examine their knowledge of life roles in terms of its relationship to other knowledge about life transitions and to their own experiences and understanding (CCT).

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## Module 10 At a Glance

**Time Frame**      **2 hours**

**Content**

**Planning Process**

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Introductions

- teacher
- students

Overview of Life Transitions 20

- compulsory modules
- optional modules

Overview of Life Transitions 30

- compulsory modules
- optional modules
- course expectations

Planning Process for teaching and learning

Planning Process to manage change

Student assessment and evaluation

Life roles from early childhood to late adulthood

Changes in life roles throughout the life cycle

Personal, family, community and career transitions encountered throughout the life cycle

The impact of transitions on roles

---

**Level A Extend Knowledge Base**

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts.

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Note: Level B and Level C of the Planning Process are not included as part of this module as it is intended to serve only as an orientation.

**Planning Process Level A - Extend Knowledge Base**

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will increase their awareness of the Planning Process as a tool in managing change (CCT).

Students will become aware of ways in which evaluation will occur at each of levels A, B and C of the Planning Process.

Students will list a variety of roles they may play throughout life.

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

This module is designed as an overview of Life Transitions 30. How much detail teachers include in the orientation is determined by the make-up of the class.

A few Life Transitions 30 students will have taken both Wellness 10 and Life Transitions 20. Some may have taken only Wellness 10. Others may have taken only Life Transitions 20. A few may come to Life Transitions 30 directly from middle years health education and middle years guidance. All of them need to know about the course content, the Planning Process, and the assessment and evaluation techniques of Life Transitions 30.

Inform students about the 30 level required modules and the optional modules. Students new to Life Transitions will need an explanation about how the content of each module is taught and learned through Level A of the Planning Process. They need to know that in each module they are expected to focus on one area of interest from Level A. That narrower topic of interest is taught and learned through Level B of the Planning Process, in which they practise their decision-making skills. Inform your students that they will be designing and carrying out an action plan in the Money Management Module, the Career Planning Module and one other module of their choice. Advise students that their third action plan may have a personal focus (Health Self-care) or an interpersonal focus (Conflict in Relationships). It may also be selected from one of the optional modules offered as part of the Life Transitions 30 program.

Students need to know that evaluation in Life Transitions is based upon continual assessment. Their "mark" for each module is made up of three parts: Level A, Level B and their co-operative group skills. For the Money Management Module, the Career Planning Module and a third module of their choice, their evaluation includes four parts: Level A, Level B, Level C and their co-operative group skills.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will describe some of the changes that may occur in the various life roles they play as they mature from dependence to independence.

Students will identify some of the personal, family, community and career transitions they may encounter (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorming

Generating this list of roles should be a review of concepts introduced in middle years guidance and middle years health education.

Interactive Instruction:  
discussion

The following terms will likely be part of the discussion:

- rights
- responsibilities
- expectations
- privileges
- 
- 

Interactive Instruction:  
circle of knowledge

Identifying transitions will be review for students who have taken Life Transitions 20. When dividing the class for the circle of knowledge, ensure that students with this background of experience are distributed throughout the small groups.

**Student Assessment Techniques**

Because this module acts as a brief orientation, there is no evaluation within the 2 hours. You may wish to refer to the Orientation Module of Life Transitions 20 for ideas about informing students of techniques that will be used to evaluate their performance in brainstorming, discussions and circles of knowledge later in the module.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will explain the impact that some of the transitions may have on some of the life roles.

Students will examine their knowledge of life roles in terms of its relationship to other knowledge about life transitions and to their experiences and understanding (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
panels  
OR  
Independent Study:  
learning centres OR assigned  
questions

If a panel(s) is/are selected as the instructional method, one panel member might be instructed to act as the summative panelist. He or she should emphasize that the Planning Process, as an example of a decision-making process, can be an effective tool in managing change.

If assigned questions is the instructional method of choice, the following question could make a good summary of this orientation module:

Discuss the effectiveness of the Planning Process, an example of a decision-making process, in managing change.

Direct Instruction:  
mini-lecture

Before moving on to the first compulsory module, Health Self-care, remind students that in Life Transitions 20 they carried out action plans in the Personal Self-knowledge Module and in the Relationships Module. Inform students that in the 30 level course they will be expected to design and carry out action plans for the Money Management Module and the Career Planning Module. As in the 20 level course, they will be expected to design and carry out one additional action plan from within any of the 30 level modules, either compulsory or optional.

For the visual learners in your class, a flipchart or overhead transparency would be helpful. An example is provided below.

Design and Carry out  
3 action plans

1. Money Management
2. Career Planning
3. One additional from the  
30 level compulsory or  
optional modules



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# Module 11: Health Self-care

## **F.Y.I.**

In this module students learn to access health related information and to analyze it in terms of source and accuracy. Students learn of the variety of services within our health care system and determine when and where to enter the system. The purpose of the module is to assist high school students in taking charge of their health as they move from dependence to independence.





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# Module 11: Health Self-care

## Time Frame

This module will take approximately 20 hours to complete. The exact number of lessons will vary according to the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will access health related information and analyze it in terms of its source and accuracy.

Students will increase their knowledge of health services offered by many health care providers.

Students will acknowledge that the growing popularity of self-care places more responsibility for health care in the hands of the consumer.

Students will consider rising health care costs as they examine health insurance needs and coverage, now and in the future.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- list sources of health related information and compare them for accuracy
- list sudden and long-term symptoms for which they should seek medical help
- identify and categorize health care providers
- give examples of different health care facilities and types of treatment
- determine how to select good medical care
- explore the emergence of self-care
- describe new trends in the delivery of health care
- compare types of health insurance
- identify and categorize some health-related products
- describe the factors that influence their choice for products and services

- define health care quackery and consumer fraud
- examine three types of health care consumers
- practise some of the skills required to become a wise consumer
- name agencies that protect consumers and promote public health.

### Level B - Make An Informed Decision

#### Foundational Objectives

Students will begin making decisions about health related information, services and products, recognizing that these decisions have a direct influence on their health now and throughout the future.

#### Learning Objectives

Students will:

- state their individual challenges concerning health self-care
- identify strategies (alternatives) to meet their personal challenges in managing their health care
- project potential consequences of each alternative
- select the best strategy to meet their challenges in managing their health care.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and the confidence to design, implement and assess realistic action plans to manage their health care.

#### Learning Objectives

Students will:

- design action plans to manage some of the health care in their personal lives, and carry out the short-term portion of the plan
- evaluate their health self-care action plans and revise as necessary.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will develop their abilities to use language (listening, speaking, reading, writing) for differing audiences and purposes which are relevant to the students and to the health care system.

#### **Learning Objectives**

Students will:

- identify and understand persuasion and propaganda techniques in all media (e.g., music, loaded words, unsubstantiated claims, etc.)
- distinguish between primary and secondary sources of information.

### **Foundational Objective (N)**

Students will develop their abilities to understand the uses and abuses of mathematical concepts in everyday life.

#### **Learning Objective**

Students will:

- develop an awareness of the reporting techniques commonly used by special interest groups to shape the impact of quantitative data and influence the uncritical reader, listener, viewer, or consumer.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.

#### **Learning Objectives**

Students will:

- compare similarities and differences in claims, ideas, opinions or events
- identify sources of information used to solve problems and consider authority of sources employed.

### **Foundational Objective (TL)**

Students will develop a contemporary view of technology.

#### **Learning Objective**

Students will:

- explore the technical, social and cultural implications of present technology and of impending technological developments as they arise within the health care system.

### **Foundational Objective (PSVS)**

Students will develop a better understanding of the personal, moral, social and cultural aspects of the health care system.

#### **Learning Objective**

Students will:

- explore social and economic inequities and their effects as encountered in the health care system.

### **Foundational Objective (IL)**

Students will develop a positive disposition toward lifelong learning.

#### **Learning Objective**

Students will:

- work on in-depth studies of their choice.

### **Foundational Objective (IL)**

Students will develop their abilities to meet their own learning needs.

#### **Learning Objective**

Students will:

- work and communicate with others as a means to meeting learning goals.

### **Foundational Objective (IL)**

Students will develop their abilities to access knowledge.

#### **Learning Objective**

Students will:

- seek out information from people who may be knowledgeable (e.g., teacher-librarian, parents, teachers, elders, health care agencies and health care individuals in their community).

# Module 11 At a Glance

Time Frame 20 hours

## Content

Overview of the module  
Sources of health related information  
Why and when to seek medical attention  
Health care providers  
Health care facilities and treatments  
How to select good medical care  
The emergence of self-care  
Trends in the delivery of health care  
Types of health insurance  
Health related products  
Factors that influence choice of products and services  
Health care quackery and consumer fraud  
Types of health care consumers  
Skilled consumers  
Agencies for consumer protection and public health

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Statement of health self-care challenge

Suitable strategies to meet challenge of health self-care

Consideration of consequences

Selecting best strategy to meet challenge

Setting health self-care goal

---

Designing and carrying out action plan to practise health self-care

Teacher evaluation, self-evaluation and evaluation by designated support person(s)

## Planning Process

### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.
2. *Research* the issue. Find the facts.

---

### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.
4. *Determine* your decision and *Set* personal goal.

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### Level C - Carry Out Action Plan

5. *Design* and *Apply* action plan.
6. *Evaluate* your progress and *Revise* as needed.

Note: Students registered in Life Transitions 30 are expected to design and carry out action plans for each of the modules Money Management and Career Planning. In addition, each student is required to design and carry out a third action plan in the semester/year. Some of your students will elect to use this module as the basis for their third action plan.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will list sources of health related information and compare them for accuracy.

Students will distinguish between primary and secondary sources of information (C).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

Provide students with an overview of content, process and evaluation for this module.

Interactive Instruction:  
brainstorming

When listing sources of health related information, the students will likely include:

- family and friends
- advertisements and commercials
- labels and directions
- folklore
- testimonials
- media
- practitioners
- medical reference books
- reference libraries
- consumer advocacy groups
- volunteer health agencies
- government agencies
- qualified health educators.

Debrief the brainstorming activity by stating that the sources of health information available to students depends on such factors as the people they know, the publications they read and the experts they see or hear.

Create two columns using the headings of primary sources and secondary sources. Ask students to categorize the sources of health related information by placing them in either the primary or secondary column.

Elicit responses to the question, "How should consumers evaluate health related information?" You may get such responses as:

- check to see if the information is current
- check to see if the source is reliable
- check claims and statistics for bias
-

**Planning Process**

Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will list sudden and long-term symptoms for which they should seek medical help.

**Instructional  
Strategies/Methods****Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
(1-2-4, also known as Think-Pair-Share)

Medical care should be sought when:

- there is a life-threatening situation
  - severe bleeding
  - ingestion of a poison
  - breathing that is difficult or has stopped
  - a serious accident
- when any bodily symptom lasts for an unusually long time
  - frequent or painful urination
  - long-lasting fatigue
  - long-lasting headaches
  - severe pain
  - high fever
  - continued vomiting or diarrhea
- there is uncertainty
  - a mysterious rash
  - unusual weight gain or loss
  - continued depression
  - slow healing cuts
  - a mole that bleeds

Debriefing of this co-operative learning activity can be used to lead into a discussion about the students moving toward independence and leaving home, when they must try to figure out when to go to a doctor, when to go to the emergency ward, when to go to a community clinic and so on. Assure students that this module can provide them with the information and skills needed to become informed health care consumers.

**Student Assessment Techniques**

The rating scale **Co-operative Group Skills** and the checklist **Co-operative Group Skills Checklist** could be used to assess students' skills during the 1-2-4 co-operative group activity. Both instruments are located in the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process**    Level A - Extend Knowledge Base  
 2.        Research the issue. Find the facts.

**Learning Objectives**

Students will identify and categorize health care providers.

Students will give examples of different health care facilities and types of treatment.

Students will work on in-depth studies of their choice (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
 guides for reading, listening,  
 viewing  
 OR  
 Independent Study:  
 homework  
 OR  
 Interactive Instruction:  
 interviewing

Vocabulary terms that may arise in categorizing health care providers are as follows:

- allopathy: health professionals who earn the degree, MD
- osteopathy: educational preparation used to be much less rigorous than it was for a medical doctor but that has changed considerably

Nonallopathic practitioners include chiropractors, naturopaths and acupuncturists.

Limited health care providers include dentists, psychologists, psychiatrists, podiatrists, ophthalmologists, optometrists and opticians.

Allied health care professionals include physical therapists, dental hygienists and respiratory therapists.

Experiential Learning:  
 site visits, surveys  
 OR  
 Interactive Instruction:  
 interviewing  
 OR  
 Independent Study:  
 research project

Facilities include:

- hospitals (private, public, teaching)
- wellness centres or medical centres
- outpatient clinics
- nursing homes
- rehabilitation centres
- 
- 

Treatments include:

- diagnosis
- emergency care
- consultation
- primary care
- secondary health care
- tertiary health care
- 
- 

When designing student assignments to meet these learning objectives it is important to emphasize the student's responsibility for knowing and accessing, when appropriate, the health care system as it exists in their community and province.

Suggested activities include the following:

**Suggestion One** Students research the various inpatient and outpatient facilities in their community and surrounding area. The findings are to include the treatment(s) offered in facilities. Students draw some conclusions about the health care services and needs in their community.

**Suggestion Two** Students find out where in their community and surrounding area they could go for medical assistance in the following scenarios:

- severe chest pains at any time of day or night
- severe abdominal pain and vomiting in the middle of the night
- sudden back pain that does not allow the patient to change position
- a deep cut caused by a knife when attempting to slice a loaf of frozen bread (after 6:00 pm)
- STD-like symptoms on a weekend
- tooth pain on a weekend
- 

**Student Assessment Techniques**

In the **Templates for Assessment and Evaluation** section of this guide, **Student Self-assessment for Preparing and Conducting an Interview** is available to assess the students' learning if interviewing is selected as the instructional method. A **Framework for Marking a Project/Role Play/Written Assignment** is provided as a sample for assessing a research project. **Report Assessment** is also provided as a guide for assessing student reports.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will determine how to select good medical care.

Students will explore the emergence of self-care.

Students will explore the technical, social and cultural implications of present technology and of impending technological developments as they arise within the health care system (TL).

Students will describe new trends in the delivery of health care (C).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
discussion or circle of knowledge

To explore ways to select good medical care students will generate a list that might include the following:

- Ask your parents or a trusted friend to recommend a doctor, dentist, pharmacy or clinic.
- Check the Yellow Pages for a doctor, dentist or chiropractor close to where you live. Call to see if she/he is accepting new patients.
- Call the College of Medicine at the University of Saskatchewan in Saskatoon. They may know of optometrists, dentists or podiatrists who are accepting new patients.

Direct Instruction:  
guest speaker(s) from  
Saskatchewan Health and/or  
support groups

The main concepts to address regarding self-care are:

- definition of self-care
- benefits of self-care movement
- situations in which self-care is appropriate and inappropriate
- existing supports for self-care include books, groups and self-care equipment.

Examples of self-care include the following increasingly popular home tests:

- blood glucose testing
- pregnancy testing
- ovulation monitoring
- hidden fecal blood.

Interactive Instruction:  
co-operative learning groups  
OR  
Independent study:  
research project

There are many new trends in the delivery of health care. Some of them are:

- adolescent wellness centres
- holistic health or wellness centres
- neighbourhood wellness centres
- hospice care that includes home care.

Some students might like to do an oral presentation of their findings. Others might prepare a video tape that contains the key points of the trend they chose to explore. Research and presentation of research findings does not always have to be in written form. It is important to outline the criteria with the students.



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**Student Assessment Techniques**

**Assessing Group Presentations** is a rating scale that can be used as it appears, or modified to include the criteria that you and your class have agree upon. It can be found in the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Student will compare types of health insurance.

Students will compare similarities and differences in ideas and/or systems (CCT).

Students will explore social and economic inequities and their effects with respect to health insurance (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture OR guest speaker  
AND  
Interactive Instruction:  
panels

Content should include information about Saskatchewan's government insurance plan known as Medicare, its basic coverage and available extended coverage. Other available health insurance should also be included, such as dental insurance through some employer/employee groups. Some employee insurance plans also include regular eye examinations and allowances for the purchase of eye glasses.

Include such vocabulary as deductible, exclusion, policies, reimbursement, coverage etc.

Provide comparisons with the American health care system.

Provide, or have students seeks out, comparisons with other developing countries.

**Student Assessment Techniques**

The students' understandings of these learning objectives could be assessed by having them produce an editorial, a concept map, a bulletin board, a press conference, or the script for a documentary. Students should be encouraged to select or propose the written, oral, visual, dramatic or media product they would like to produce and submit for assessment purposes. The criteria for assessment need to be agreed to at the time of the proposal. In this way, the students know exactly what the criteria are that will be used in the assessment of their assignment.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify and categorize some of the many health-related products.

Students will describe the factors that influence their choice of products and services.

Students will identify and understand media persuasion and propaganda techniques in all media as they apply to health related products (e.g., music, loaded words, unsubstantiated claim, etc.) (C).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
concept attainment OR concept mapping

Provide multiple health related products and ask the students to categorize them. Another possibility is to provide some categories of health related products and ask the students to generate a list of specific products to fit within each category. Health related products can be grouped in the following way:

- prescription drugs
- over the counter drugs
- cosmetics
- health foods/supplements
- 
- 

Note: You may want to introduce and clarify such terms as chemical name, generic name and brand name when discussing prescription drugs.

Interactive Instruction:  
co-operative learning groups

Commonly identified factors that influence purchases of products and services are:

- advertising
- convenience
- price
- quality
- tradition.

Ask students to think about their most recent health product purchase. Why did they make the purchase they did?

Suggestions: Ask students to observe TV advertisements. What claims were made for what products? Who is the target audience for specific ads?

Ask students to create a new health related product. Suggest that they promote it by using one or more of the five factors listed above.

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**Instructional  
Strategies/Methods**

**Teaching Notes**

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Have students compare the types of advertising that appear in magazines and newspapers in connection with health related products. What sections of the paper are used to feature particular products? Who are the target audiences? Are there any connections between the factors of influence and the target audience?

Have students discuss manipulation of data to support claims. Link this discussion to the knowledge of statistics they have from their mathematics courses.

**Student Assessment Techniques**

An objective pencil/paper test can be used to assess the degree to which the students are able to categorize health related products. **My Group Skills/Performance** is a self-assessment instrument that could be used at this point in the module to assess students' co-operative group skills. Consider the learning objectives, factors of influence and propaganda, in addition to the purpose of the co-operative learning groups when deciding which criteria to use. The assessment templates are provided as a guide.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will define health care quackery and consumer fraud.

Students will develop an awareness of the reporting techniques commonly used to shape the impact of quantitative data and influence the uncritical reader, listener, viewer or consumer (N).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
case studies OR reflective  
discussion

Following the definition of health care quackery and consumer fraud, advise students that quackery most commonly occurs in such areas as:

- beauty products
- diet aids
- fraudulent devices
- miracle cures.

Create a sample or bring examples of beauty products, diet aids and so on that make "impossible" claims.

Critically examine the quantitative data included with devices that claim to reduce waistline measurements and/or increase chest measurements in a limited amount of time.

Include information or develop indicators on how to "spot" a quack or a misleading advertisement.

Have students discuss such concepts as modes, means and medians from the study of mathematics.

**Student Assessment Techniques**

The following templates are provided in the **Templates for Assessment and Evaluation** section of this guide: **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**, **Students Self-assessment for using a Decision-making Process/Case Studies**, and **Anecdotal Records in Reflective Discussion/Discussion/Circle of Knowledge**. Naturally, your choice of assessment instrument depends on the instructional method you use with your students in class. Please remember that the instructional strategies and methods offered throughout this curriculum guide are simply suggestions.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will examine three types of health care consumers.

Students will practise some of the skills required to become a wise consumer.

Students will work and communicate with others as a means to meeting learning goals (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:

mini-lecture

AND

Interactive Instruction:

reflective discussion

Three types of health care consumers include:

- passive patients
- concerned consumers
- active health care consumer.

The titles are self-explanatory. Ask students, collectively, to describe scenarios that might include the three types of health care consumers.

Following the scenarios, ask students to consider these two questions:

- Which type of health care consumer am I now?
- Which one do I want to be?

Before moving into the skill session, remind students that self-esteem is a factor in our role as health care consumers. The more highly we regard ourselves, the better we tend to look after ourselves.

Interactive Instruction:

role playing OR peer practice

Create practice sessions that assist students in acquiring the following consumer skills:

- be prepared, acquire background information
- comparative shop, study your choices
- insist on dated receipts and formal contracts
- obtain instructions and warranties in writing
- put your complaints in writing
- work toward resolution of your complaints.

**Student Assessment Techniques**

You can ask each student to develop a scenario in writing or on audio tape to describe each of the three types of health care consumer. Use the scenario to assess the degree to which the student has achieved the first learning objective. The role plays used in working toward achieving the second and third learning objectives are student designed. Determine, ahead of time, the criteria to be used in assessing the role plays. Use those criteria to adapt the **Framework for Marking a Project/Role Play/Written Assignment**. It can be located in the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will name agencies that help protect consumers and promote public health.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

There are international, federal, provincial and private levels of consumer protection and public health.

**International**

- World Health Organization (WHO)
- Unicef
- 

**Federal**

- Food and Drug Administration (FDA)
- Canada Post
- Consumer Association of Canada (Saskatchewan branch, Saskatoon)
- 

**Provincial**

- Consumer Affairs Office
- Saskatchewan Health
- Saskatchewan Justice
- Small claims court
- Saskatchewan Medical Association (SMA)
- 

**Private**

- Better Business Bureau
- Chamber of Commerce
- *Consumer Reports*
- 

**Student Assessment Techniques**

At the end of Level A, examine each student's portfolio, which contains assessment data on his/her co-operative group skills; a test or interview self-assessment on categorizing health care providers; a survey, interview or report on health care facilities and treatments; a rating scale about trends in the delivery of health care; an editorial, concept map, press conference or documentary script on health insurance; assessment data on health care products, factors and propaganda; case studies about quackery; and role plays to practise consumer skills. For some students, Level A makes up one-third of their module mark (the other two thirds being Level B and co-operative group skills). For other students, Level A will make up one quarter of their module mark (the other three quarters being Level B, Level C and co-operative group skills). It depends on whether the student elects to design and carry out the third action plan of the semester/year in this module. For each student, use the assessment data to assign a Level A mark.

**Planning Process**    Level B - Make an Informed Decision  
3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state their individual challenges concerning health care.

Students will make choices in learning which reflect their needs and interests (IL).

Students will list strategies (alternatives) to meet their personal challenges in managing their health care.

Students will project potential consequences of each alternative.

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion

Students may state such challenges as:

- My challenge is to assess my health consumer skills to determine what areas need work.
- My challenge is to acquire/improve my comparative shopping skills.
- My challenge is to determine if I have adequate health care insurance on my parent(s)' policy and, if so, to what age.
- Our family doctor has been my doctor since I was born. However, my challenge is to select my own general practitioner.
- My challenge is to check into the health clinic I use to determine its reputation and how it work with specialists and hospitals.
- My challenge is to evaluate weight loss programs offered in our community such as Weight Watchers, the Diet Centre, TOPS (Take Off Pounds Successfully) and Nutri System.
- My challenge is to create an inventory of the medical services available in our community.
- 
- 

Direct Instruction:  
demonstration  
OR  
Interactive Instruction:  
brainstorming OR co-operative  
learning groups

Students will likely consider such strategies (alternatives) as the following:

- To meet my challenge I need to contact the consumer affairs office to locate a consumer skills inventory or test.
- To acquire/enhance my skills as a comparative shopper I need to practise reading labels as well as price tags.
- To meet my challenge I will explore the range of specialists that are available to me.
- To meet my challenge I will seek a second medical opinion.
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**Instructional  
Strategies/Methods****Teaching Notes**

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Indirect Instruction:  
reflective discussion

Students who have taken Wellness 10 and Life Transitions 20 should be quite capable of predicting consequences of alternatives. Life Transitions 30 students who are less skilled in this area may benefit from a demonstration or some other type of direct assistance.

Health care attitudes and behaviours are to some degree rooted in family tradition. Encourage students to consult with family members as they work through the alternatives and consequence stage. Family members may act as a positive influence in making health self-care decisions and setting goals that reflect family values concerning health self-care.

**Student Assessment Techniques**

The first three sections of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** can be used to assess students' abilities regarding these objectives. The first five sections of **Students Self-assessment for Using a Decision-making Process/Case Studies** can be used alone or in conjunction with the first checklist. The first three columns in the **Checklist for Assessing Level B - Make an Informed Decision** are also designed to assess the degree to which students have attained decision-making skills. These sample instruments are provided for your use in the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process**    Level B - Make an Informed Decision  
 4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy to meet their challenges in managing their health care.

Students will compile a health self-care goal statement.

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
 reflective discussion  
 OR

Interactive Instruction:  
 discussion  
 OR

Independent Study:  
 homework

Each student will need to identify criteria to use when comparing their strategies for the purpose of deciding upon the best one.

Invite students to use the matrix technique they were introduced to in previous modules. The strategies are placed along one axis of the matrix and the criteria are placed along the other axis:

choices →				
criteria ↓				

Independent Study:  
 homework

Review the elements of effective goal setting (see Orientation Module and Personal Self-knowledge Module).

**Student Assessment Techniques**

The last section of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**, the last three sections of **Students Self-Assessment for Using a Decision-making Process/Case Studies**, and the fourth and fifth columns of **Checklist for Assessing Level B - Make an Informed Decision** are appropriate for assessing student learning here.

**Student Evaluation Techniques**

Before leaving Level B and entering into Level C, make a judgment or assign a Level B mark for each student. For some students, their mark for the Health Self-care Module will be based upon Level A, Level B and co-operative group skills. For those students who design and carry out an action plan within this module, the module mark will be based upon Level A, Level B, Level C and co-operative group skills. See the **Assessment and Evaluation** section of this guide.

**Planning Process**    Level C - Carry Out Action Plan  
5. Design and Apply action plan.  
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design an action plan to manage some of their health self-care and will carry out the short-term portion of the plan.

Students will evaluate their health self-care action plans and revise as necessary.

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

Health self-care is a lifelong endeavour. Assist students in designing a short-term action plan that can be carried out in a semester or school year. Their goal may be long-term in nature but the action plan needs to be measurable (something they can start and finish this semester/year).

Independent Study:  
learning contracts

The evaluation and revision stage of the action plan occurs later in the semester or year on the designated date when the short-term portion of the student's action plan has been completed. The evaluation includes the student, the teacher and the support person(s).

**Student Assessment Techniques**

A sample rating scale is provided in the **Templates for Assessment and Evaluation** section to assist you in assessing student action plans (**Rating Scale for Assessment and Evaluation of Action Plans**). In the design stage of step 5, the action plan itself is an assessment technique. Part A, numbers 1-6 of the rating scale can be used to assess the likelihood of success based upon the degree to which the student includes the components and detail of a good action plan. Part B, numbers 1-4 are also designed for assessment purposes.

At the time of revision, later in the semester/year, the same rating scale can be used to assess the action plan and the degree to which it has been completed. Part A, number 7 and Part B, numbers 5-8 are designed for this purpose.

**Student Evaluation Techniques**

Once the action plan has been completed, a judgment or evaluation needs to be made. Use the assessment data gathered for each student throughout Level C and assign a Level C mark.



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# Module 12: Conflict in Relationships

## **F.Y.I.**

In this module, students begin to understand that a certain amount of conflict is normal in relationships at home, at work and in the community. Students practise skills that are effective in constructively resolving conflict.

Students learn of the variety of ways in which different people respond to conflict. They identify behaviours that escalate conflict and those that defuse conflict.

There are some conflicts in some relationships that we can not always resolve on our own. Students identify personal and professional sources of support and consider when and how to access them.



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# Module 12: Conflict in Relationships

## Time Frame

This module will require 20 hours of instructional time. The actual number of lessons will depend on the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will recognize that they can resolve a certain degree of conflict, which is natural as relationships are dynamic and change over time.

Students will identify personal and professional sources of support and will consider when and how to access them if they need help with conflict in any of their relationships.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- state basic causes of conflict
- explore significant conflicts that can evolve in personal, family, community and career relationships
- describe a variety of ways in which people respond to conflict
- examine legal rights and responsibilities as well as policies concerning some conflicts in relationships
- explain how to report some incidents of conflict
- identify behaviours that escalate and those that defuse conflicts
- practise skills that are effective in constructively resolving conflict
- identify sources of support for individuals experiencing conflict in their personal, family, career and community relationships.

### Level B - Make an Informed Decision

#### Foundational Objective

Students will develop the lifelong skill of making decisions that help manage conflict in their relationships.

#### Learning Objectives

Students will:

- define a challenge concerning conflict in any of their personal, family, community and/or career relationships
- explore strategies (alternatives) that are available, plus the consequences of those alternatives, in meeting their conflict challenge
- select the best strategy to meet their challenge and manage conflict in relationships
- compile a goal statement regarding conflict management.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and the confidence to design and carry out action plans to manage conflict in their personal, family, community and career relationships.

#### Learning Objectives

Students will:

- design and carry out an action plan to meet their conflict reduction goal
- evaluate their action plan to determine its effectiveness
- revise their action plan, if necessary, in order to meet their conflict reduction goal.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (CCT)**

Students will think for themselves, recognize the limits of individual reflection, and acknowledge the need to contribute to and build upon mutual understandings.

#### **Learning Objective**

Students will:

- examine knowledge in terms of what they already know and what they want to know.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.

#### **Learning Objectives**

Students will:

- understand that real-life problems often have more than one solution
- render a judgment and support that judgment by referring to clearly defined criteria.

### **Foundational Objective (PSVS)**

Students will develop the skills to treat themselves and others with respect.

#### **Learning Objectives**

Students will:

- act upon an understanding of the importance of knowledge, collaboration, co-operation, problem solving and meaningful dialogue in understanding the rights, feelings and viewpoints of others
- embrace those lifestyles that support the principle of respect for persons.

### **Foundational Objective (IL)**

Students will develop skills and abilities necessary to meet their own learning needs.

#### **Learning Objectives**

Students will:

- transform their reflections into strategies for action
- plan, manage, and evaluate personal learning experiences.

### **Foundational Objective (IL)**

Students will develop their abilities to access knowledge.

#### **Learning Objective**

Students will:

- seek out information from people who may be knowledgeable (e.g., teacher-librarian, other students, parents, teachers, elders, protection agencies, social workers, and health care individuals in their community ).



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# Module 12 At a Glance

**Time Frame 20 hours**

## Content

## Planning Process

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Review Module Three: Relationships

Overview of Module Eleven: Conflict in Relationships

Causes of conflict

Conflicts that evolve in relationships

Ways in which people respond to conflict

Legal rights and responsibilities

Policies

Reporting some incidents of conflict

Behaviours that escalate and defuse conflict

Conflict resolution

Sources of support

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Statement of challenge about conflict in relationships

Strategies to meet challenge of conflict

Consider consequences

Select best strategy to meet challenge

Setting a goal regarding conflict in relationships

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Design and carry out action plan to manage conflict

Teacher evaluation, self-evaluation and evaluation by designated support person(s)

### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts.

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### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goal.

---

### Level C - Carry Out Action Plan

5. *Design* and *Apply* Action Plan.

6. *Evaluate* your progress and *Revise* as needed.

Note: Students are expected to design and carry out action plans in the Money Management Module and the Career Planning Module. Some of your students may choose to design and carry out their third action plan within this module.

**Planning Process**

Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objective**

Students will state basic causes of conflicts.

**Instructional  
Strategies/Methods****Teaching Notes**

Direct Instruction:  
mini-lecture  
AND  
Interactive Instruction:  
reflective discussion

Refer to Meyers-Briggs and/or True Colours used in the Personal Self-knowledge Module. The purpose is to help students remember that "people are people" and we respond to things and situations differently.

Review Personal Standards and Affirming Personal Standards from middle years Health Education. The purpose of the review is to recall that different people respond differently to such questions as, "Where do I stand on this issue?" and "Why?"

Provide an overview of Module Twelve: Conflict in Relationships.

Differences are usually the source of conflicts. The differences are often in one of four basic categories:

- rights issues  
Rights issues are sometimes mixed with discussions about responsibilities, laws and rules.
- role expectations  
People do not always agree on the behaviours for certain roles (i.e., How does a son, roommate, student or employer behave?)
- value violations
- personality clashes.

**Student Assessment Techniques**

This introduction to the module features students providing information through reflection and the teacher organizing/recording that information. The teacher also adds and clarifies information. There is no need to assess student learnings at this time.

Note: Listening to your students and the ideas they express in these discussions can act as a needs assessment. You can learn about the degree of conflict in their lives and their current level of skill in handling such conflict.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will explore significant conflicts that can evolve in personal, family, community and career relationships (PSVS).

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

Students will seek out information from people who may be knowledgeable (e.g., teacher-librarian, other students, parents, teachers, elders, protection agencies, social workers and health care individuals in their community) (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorming OR discussion  
AND  
Independent Study:  
research projects

Start by encouraging students to brainstorm a list of conflicts that occur in relationships. Your students may wish to create a general list or they may want to generate a list of potential conflicts in such categories as personal, family, community and career. The following is a starter list of conflict in relationships:

- parent-child disagreement regarding curfew, friends, dress
- sibling arguments concerning use of the bathroom or telephone, sharing clothes
- abuse in the family or other relationship (physical, verbal, emotional, sexual)
- rape, date rape
- friends disagreeing about cheating, drinking, lying, smoking
- harassment among friends or acquaintances, in the workplace or at school
- discrimination
- racism
- employer/employee disagreements
- employee/employee disagreements

Debrief by creating a continuum of conflict that ranges from teasing to assault.

To assist students in meeting the learning objective of conflict plus critical and creative thinking, have each student select one type of conflict to explore in detail. Arrange to have each student present his or her findings to the class in order that all students may learn about the conflicts studied by others.

Each student's brief presentation to the class may support/enhance a written product of his or her choice such as:

- a brochure
- a commercial
- a concept map
- an editorial
- a newspaper article

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**Instructional  
Strategies/Methods****Teaching Notes**

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Presentations to the class might elaborate on such oral products as:

- a book review
- an interview
- an opinion poll
- a radio news story or TV documentary
- 

Presentations to the class might enhance such visual products as:

- a board game
- a bulletin board
- a mural
- a student-made video
- 

**Student Assessment Techniques**

Each student decides what conflict her/his research project will explore and what the final product might be. At this time the student declares the criteria on which he/she wishes the project to be assessed. Students, peers and teachers can use checklists, rating scales and other instruments to assess the project based on agreed-to criteria. When the student and teacher (and possibly a peer) compare assessments and make a judgment they are evaluating the project. Check the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process**

Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will describe a variety of ways in which people respond to conflict.

**Instructional  
Strategies/Methods****Teaching Notes**

Interactive Instruction:  
circle of knowledge  
OR 1-2-4 (Think-Pair-Share)

People may respond to conflict by:

- crying
- using/abusing alcohol or other drugs
- running away from home
- becoming loud, aggressive or violent with others
- becoming withdrawn
- remaining calm
- becoming assertive
- 

**Student Assessment Techniques**

The template **Anecdotal Records in Reflective Discussion/Discussion/Circle of Knowledge** may be used to assess students' co-operative group skills. As time is limited, you may choose to gather information in one category only (contribution, attitude or communication skills).

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will examine legal rights and responsibilities, as well as policies concerning some conflicts in relationships.

Students will explain how to report some incidents of conflict (C).

Students will identify behaviours that escalate conflicts and those that defuse conflicts (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture OR guest speaker

The primary purpose is to have students look at and consider policies and procedures in school divisions, some places of work and organizations. A secondary intent is to inform students of **when**, **where** and **how** to report **which** incidents of conflict.

Indirect Instruction:  
case studies  
OR

Escalating responses:

- name calling
- hitting
- crying
- swearing
- running away
- getting a gang involved
- sulking
- 

Defusing responses:

- writing a letter
- talking about the problem
- getting someone else to help
- being assertive
- apologizing
- trading places, switching roles
- 

Interactive Instruction:  
discussion OR role playing OR  
1-2-4 (Think-Pair-Share)

**Student Assessment Techniques**

Students could create a concept map, an outline, a radio "information piece" or a puppet play for younger audiences. Their project should demonstrate their abilities to examine and explain the learning objectives about legalities and reporting.

The assessment technique depends on the instructional strategy and method selected. If role playing is the method selected, **A Framework for Marking a Project/Role Play/Written Assignment** can be used or adapted to assess student learning about escalating and defusing conflicts.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will practise skills that are effective in resolving conflict.

Students will act upon an understanding of the importance of knowledge, collaboration, co-operation, problem solving and meaningful dialogue in understanding the rights, feelings and viewpoints of others (PSVS).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
co-operative learning groups OR  
peer practice OR role playing

Take an issue and look at it three ways -- as a negotiation opportunity, then as a mediation exercise, and then as a compromise:

- negotiation
  - say what you want (in a respectful manner) and why
  - say what you think the other person wants and why
  - propose solutions
  - decide on one
  - check that it is acceptable to everyone
- mediation
  - What skills are needed to be a mediator?
  - Are there dangers involved in being a mediator?
- compromise.

As a summary to the practice sessions, present the four conflict resolution styles:

- I win and you lose.
- You win and I lose.
- We both compromise.
- You win and I win.

**Student Assessment Techniques**

Advise students that they will be assessed during their co-operative learning group sessions. Inform them of the criteria you are using in your assessment as you observe small groups at work. Consider the two learning objectives ("will practise skills" and PSVS) when selecting an assessment instrument or adapting one from those offered in the **Templates for Assessment and Evaluation** section. **My Group Skills/Performance, Co-operative Group Skills, Rating Scale for Co-operative Group Learning, and Co-operative Group Skills Checklist** are provided as samples.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts

**Learning Objectives**

Students will identify sources of support to assist individuals in coping with conflict in their personal, family, community and career relationships.

Students will embrace those lifestyles that support the principle of respect for persons (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
interviewing

OR

Direct Instruction:  
guides for reading, listening,  
viewing

The sources of explicit professional supports will depend on the community. Potential sources of support include:

- family member
- teacher
- doctor
- any adult that you trust
- crisis hot lines
  - national Kids Help Line 1-800-668-6868
  - provincial Facts of Life Line 1-800-588-3228 (Regina 352-3228)
  - provincial Farm Stress Line 1-800-668-4442
- family violence shelters
- family counselling programs
  - school counsellors
  - youth counsellors
  - hospital or wellness centre social workers
- support groups (Alateen, Alanon)
- 
- 

**Student Assessment Techniques**

It is imperative that the means of student assessment corresponds with both the learning objective(s) and the instructional method. A **Checklist to Assess Student's Ability to Use Information in Reading for Meaning and Student Self-assessment for Preparing and Conducting an Interview** are provided to assist teachers in this endeavour.

**Student Evaluation Techniques**

At this point in the module it is time to examine the assessment data gathered for each student throughout Level A. In each student's portfolio you have a piece of work related to one type of conflict explored in detail and assessed using a checklist, rating scale or some other instrument used in assessment; anecdotal records used to assess the student's ability in describing responses to conflict; a concept map, outline or radio blurb used to assess legalities and reporting procedures; a case study or role play about escalating and defusing behaviours; co-operative group skills demonstrated during a practice session; and a list of supports created through interviewing skills or accessing community and provincial sources of information. Use this data in assigning a mark that reflects the degree to which each student met the learning objectives of Level A.



**Planning Process** Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will define a potential challenge concerning conflict in any of their personal, family, community and/or career relationships.

Students will explore strategies (alternatives) that are available, plus the consequences of those alternatives, in meeting their conflict challenge.

Students will understand that real-life problems often have more than one solution (CCT).

Students will transform their reflections into strategies for action (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion OR personal reflection

Based on what has been learned in Level A about conflicts in relationships, students may state such challenges as:

- My challenge is to reduce existing conflict in my life (very broad challenge).
- My challenge is to reduce existing conflict in my relationship with my parents (a more achievable challenge).
- My challenge is to look at ways of preventing conflict from arising with my sister.
- My challenge is to figure out what the three main sources of conflict are for me before I can start doing anything about them.

Interactive Instruction:  
brainstorming OR co-operative learning groups  
OR  
Direct Instruction:  
demonstration

Students may consider such strategies (alternatives) as:

- To meet my challenge of figuring out my main sources of conflict, I could keep a diary for a week and record who my conflicts were with and the cause. Then I can start to think about good ways of handling such conflict.
- To meet my challenge of preventing conflict with my sister, I could keep a log of conflicts and then figure out the best ways to prevent the conflicts that seem to recur.
- To reduce conflict with my parents, I could let them know where I am going and who I will be with, as they seem to worry about me when I am out with friends.
- 

**Student Assessment Techniques**

Several assessment instruments are provided in the **Templates for Assessment and Evaluation** section. The following are designed specifically to assess students' abilities to make decisions:

**Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies, Students Self-assessment for Using a Decision-making Process/Case Studies, and Checklist for Assessing Level B - Make an Informed Decision.**

**Planning Process** Level B - Make an Informed Decision  
 4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy to meet their challenge and manage conflict in relationships.

Students will render a judgment and support that judgment by referring to clearly defined criteria (CCT).

Students will compile a goal statement about managing conflict.

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
 homework  
 OR  
 Indirect Instruction:  
 reflective discussion

Each student needs to identify criteria to use when comparing her or his strategies and deciding upon the best one.

choices →				
criteria ↓				

Independent Study:  
 learning contracts

Review the elements of effective goal setting (see Orientation Module and Personal Self-knowledge Module).

**Student Assessment Techniques**

The last section of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**, the last three sections of **Student Self-assessment for Using a Decision-making Process/Case Studies**, and the fourth and fifth columns of **Checklist for Assessing Level B - Make an Informed Decision** are appropriate for assessing step 4 of the Planning Process.

**Student Evaluation Techniques**

Before leaving Level B and entering Level C, make a judgment or assign a Level B mark for each student. For some students, their mark for the Conflict in Relationships Module will be based upon Level A, Level B and co-operative group skills. For those students who design and carry out an action plan within this module, the module mark will be based upon Level A, Level B, Level C and co-operative group skills. See the **Assessment and Evaluation** section of this guide.

**Planning Process**    Level C - Carry Out Action Plan  
5. Design and Apply Action Plan

**Learning Objectives**

Students will design and carry out an action plan to meet their conflict goal.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

Conflicts evolve in relationships over time. Managing conflict in relationships will be a lifelong concern. Some students will elect to design and carry out an action plan in this module to meet the requirement of three action plans in the semester/year. Remind those students to develop an action plan that can be carried out and evaluated in the short-term, but will still meet long-term goals.

Students who are relatively new to this type of independent learning may require teacher assistance in designing a focused action plan. Students who have met with some success in designing step by step action plans may benefit from working with a peer coach who can preview the action plan and make suggestions for improvement. Students who have had considerable practice and success in designing and revising action plans may act as peer coaches.

**Student Assessment Techniques**

The action plan is an assessment technique at the design stage. A sample rating scale is provided in the **Templates for Assessment and Evaluation** section to assist you in assessing and evaluating student action plans. It is referred to as a **Rating Scale for Assessment and Evaluation of Action Plans**. You can use Part A, numbers 1-6 to assess the student's likelihood of success based upon the degree to which he or she included the components and detail of a good action plan. Part B, numbers 1-4 are also useful here.

The same rating scale can be used later in the semester or year to assess the action plan and the degree to which it has been completed. Part A, number 7 and Part B, numbers 5-8 are designed for this purpose.

**Planning Process** Level C - Carry Out Action Plan  
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will evaluate their action plan to determine its effectiveness (CCT).

Students will plan, manage and evaluate personal learning experiences (IL).

Students will revise their action plan, if necessary, in order to meet their conflict goal (IL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

The evaluation and revision stage of the action plan occurs later in the semester/year on the designated date when the short-term portion of the student's action plan has been completed. It is highly likely that a support person(s) will be involved in the evaluation of this action plan, as the plan is centred on a relationship(s). An action plan is more likely to be successful if it includes the support of the other person in the featured relationship.

**Student Evaluation Techniques**

The student, the teacher and a support person each assessed the design and the carrying out of the action plan in step 5. To evaluate the action plan, compare the three assessments (student, teacher, support person) and make a judgment. Assign a mark for Level C that reflects each student's ability to design and carry out an action plan, to revise it if necessary (that is, if the design was faulty and did not lead to the attainment of the goal), and to carry out the revised plan in day-to-day life.

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# Module 13: Money Management

## **F.Y.I.**

In this module, students have an opportunity to consider the lifestyle they see themselves working toward and eventually enjoying. They examine some of the money management challenges they may have to cope with in order to realize their ultimate lifestyle goals.

There are opportunities, in this module, for students to visit financial institutions such as banks, trust companies and credit unions. They may become acquainted with loan officers and insurance agents in the community.



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# Module 13: Money Management

## Time Frame

This module will require 10 hours of instructional time. The actual number of lessons will depend on the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will acknowledge the value of money management in their lives.

Students will recognize that effective money management skills will help them meet personal goals.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- reflect on and clarify their personal values relating to lifestyles
- examine the potential challenges, joys and problems of independent living
- determine their short-term and long-term financial goals
- identify the components of a personal financial plan
- relate lifestyle aspirations to personal financial plans
- differentiate between fixed, flexible and discretionary expenses
- differentiate between short-term and long-term savings
- prepare a budget
- examine available banking options
- demonstrate efficient banking skills
- examine the pros and cons of using credit
- explore different types of insurance
- complete a personal tax return.

### Level B - Make An Informed Decision

#### Foundational Objectives

Students will develop the lifelong skills of making money management decisions that reflect personal goals, lifestyle goals and career goals.

#### Learning Objectives

Students will:

- state a money management challenge
- list strategies (alternatives) to meet their money management challenge
- predict the potential consequences of each alternative
- select the best strategy (alternative) based upon appropriate criteria
- compile a money management goal statement.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and confidence to design and carry out money management action plans.

#### Learning Objective

Students will:

- design and carry out action plans to improve their money management skills.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will develop the ability to use language (listening, speaking, reading, writing) for differing audiences and purposes that are relevant to the students and to the subject of money management.

#### **Learning Objective**

Students will:

- outline information for reporting, discussing or sharing.

### **Foundational Objective (CCT)**

Students will develop their abilities to become "strong sense" critical and creative thinkers.

#### **Learning Objective**

Students will:

- explore the implications or consequences of actions.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to their money management planning.

#### **Learning Objectives**

Students will:

- understand that real-life problems often have more than one solution
- examine knowledge in terms of what they already know and what they want to know.

### **Foundational Objective (TL)**

Students will appreciate the value and the limitations of technology within society.

#### **Learning Objective**

Students will:

- understand the benefits and limitations of technological tools in managing money.

### **Foundational Objective (N)**

Students will develop an understanding of the uses and abuses of mathematical concepts in everyday life.

#### **Learning Objective**

Students will:

- use an understanding of number to read and complete forms.

### **Foundational Objective (IL)**

Students will develop a positive disposition toward lifelong learning.

#### **Learning Objective**

Students will:

- make choices in learning that reflect their needs and interests.

### **Foundational Objective (IL)**

Students will develop the ability to meet their own learning needs.

#### **Learning Objectives**

Students will:

- plan self-directed projects and develop criteria for evaluation (with guidance of teachers as required)
- construct clear, achievable goals and plan to meet them.



# Module 13 At a Glance

Time Frame 10 hours

## Content

Overview of module

Lifestyle choices and values

Challenges, joys and problems of independent living

Financial goals, lifestyle goals and financial planning

Expenses

Savings

Budget

Banking options and skills

Credit

Insurance

Income tax

---

Statement of money management challenge

Suitable strategies to meet challenge

Consider consequences

Select best strategy to meet challenge

Set money management goal

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Designing and carrying out money management action plan

Teacher evaluation, self-evaluation and evaluation by designated support person(s), perhaps leading to some revision in the original action plan

## Planning Process

### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.
2. *Research* the issue. Find the facts.

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### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.
4. *Determine* your decision and *Set* personal goal.

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### Level C - Carry Out Action Plan

5. *Design* and *Apply* Action Plan.
6. *Evaluate* your progress and *Revise* as needed.

Note: Students registered in Life Transitions 30 are expected to design and carry out action plans for each of the Money Management and Career Planning modules and one more module of their choice.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will reflect on the variety of lifestyle choices and clarify personal values relating to lifestyles (PSVS).

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

Provide students with an overview of the module. Remind them that in Life Transitions 20 they designed and carried out three action plans: one with a personal focus, Personal Self-knowledge; one with an inter-personal focus, Relationships; and one other of their choice. Inform students that in Life Transitions 30 they are expected to design and carry out three action plans: one with a community or resource focus, Money Management; one with a career focus, Career Planning; and one other of their choice.

Interactive Instruction:  
brainstorming

Provide students with such organizers as marriage lifestyle, family lifestyle, work lifestyle and community lifestyle. Ask them to brainstorm a list of choices or options within each category. (See Appendix.)

Indirect Instruction:  
personal reflection

Give students a starter list of lifestyle priorities. Ask them to rank or rate their lifestyle priorities. Assure your students that there are no right and wrong answers. Their priorities are their own. (See Appendix.)

**Student Assessment Techniques**

There is no need here to assess students regarding content. This is the beginning stage of a new module, and step one of the Planning Process is designed to act as a needs assessment so the teacher can determine where the students are in terms of the information to be addressed.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will examine the potential challenges, joys and problems of independent living (IL).

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
guest speaker

OR

Interactive Instruction:  
interviewing

Invite former students or young adults from the community who have recently moved away from home, to act as a guest speaker or agree to be interviewed. Invite them to share some of their experiences surrounding the challenges, joys and problems of living away from home.

**Student Assessment Techniques**

If direct instruction is the instructional strategy of choice, student learning can be assessed using a quiz, written or oral summary, or written outline to list only a few techniques.

If interactive instruction, in the form of a student arranged and conducted interview, is the instructional strategy of choice student learning needs to be assessed in ways that complement the instructional method. A sample checklist, **Student Self-Assessment for Preparing and Conducting an Interview**, is provided in the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process** Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will determine their short-term and long-term financial goals.

Students will identify the components of a personal financial plan (N).

Students will relate lifestyle aspirations to personal financial plans.

Students will construct clear, achievable financial goals and plan to meet them (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
demonstration OR guides for reading, listening, viewing OR explicit teaching

When establishing short-term and long-term financial goals, it is helpful to begin by assessing personal net worth. Current net worth provides a starting point on which to build short-term and long-term goals.

Direct Instruction:  
guest speaker

The concept of a financial plan is much broader than a budget. Financial planning is the focus of the short, easy to read book, *The Wealthy Barber*. A financial planner from the community or surrounding area could make an effective guest speaker, particularly if he/she uses examples (short-term and long-term financial goals) that are meaningful to a teen audience.

Indirect Instruction:  
case studies OR inquiry

The purpose of the third learning objective above is to assist students in realizing that there is a connection between lifestyle aspirations and personal financial plans. In other words, the two go hand in hand. A variety of case studies may be one way for students to learn about people who have designed and carried out financial plans aimed at helping them reach lifestyle goals. In other case studies, they may "meet" people who have little or no sense of financial planning and have not attained their lifestyle goals.

**Student Assessment Techniques**

The best assessment instrument available is a student's statement of her/his short-term and long-term financial goals, and the financial plan created to meet those goals. Teacher and students, and perhaps a financial planner, establish ahead of time the criteria that will be used in assessing the financial plan. Criteria could include the following: plan helps student attain lifestyle aspirations, plan is based on current net worth, plan will assist student in achieving short-term financial goals, plan would assist student in achieving long-term financial goals, plan features the components of a sound financial plan.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will differentiate between fixed, flexible and discretionary expenses.

Students will differentiate between short-term and long-term savings.

Students will prepare a budget(N) (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
compare and contrast  
OR  
Indirect Instruction:  
concept attainment

The key word in the first learning objective is "differentiate". Students need to be able to define the terms fixed, flexible and discretionary expenses. They also need to be able to recognize one type of expense from the other.

Using savings as an example, students will strive to "differentiate" between saving in the short-term for a major purchase or vacation, and saving in the long-term for retirement or periods of time between jobs.

Experiential Learning:  
simulations  
OR  
Independent Study:  
learning activity package

Ask students to refer to their financial plan. Present the budget as a "small picture" within the "larger picture" of a financial plan.

It may be helpful to offer students examples and non-examples of effective budgets. Give them several different styles or templates to use in budget preparation. If their budgets are to be used as part of their assessment, then students deserve to know the criteria that will be used in the assessment. Remind students that they have learned budget processes in the consumer Math modules of their mathematics courses.

Encourage your students to elicit the help of their family and/or independent friends in preparing their budget. Independent siblings may have some helpful, practical suggestions. Parents may learn new skills or refresh previously learned skills by working with their teen children. Preparing a budget is an example of a life skill where "two heads are better than one". In this instance, you may notice that students are more selective than usual when choosing a support person. Sharing your net worth and financial goals is considered confidential.

**Student Assessment Techniques**

One way of assessing your students for the first two learning objectives is to have them complete concept maps. Basically, you are finding out whether they can "sort", "map" or "differentiate".

The student's prepared budget can become her/his assessment instrument. It may be assessed by self, teacher and support person. In each case, it is assessed based on the criteria agreed to prior to the budget's preparation.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will examine available banking options.

Students will demonstrate efficient banking skills (N).

Students will understand the benefits and limitations of technological tools in managing money (TL).

**Instructional Strategies/Methods**

**Teaching Notes**

Experiential Learning:  
field trips  
OR  
Direct Instruction:  
guest speaker

If possible, arrange a trip to a bank, trust company, credit union and/or other type of financial institution. Examine the following:

- types of financial institutions
- types of accounts
- factors to consider when selecting a financial institution.

Experiential Learning:  
simulations

Some senior students will have a considerable amount of experience with basic banking procedures, while others will have little or no experience. As a minimum, students demonstrate the following:

- write a cheque
- complete a deposit form
- record cheques and deposits
- transfer funds between a savings account and a chequing account
- reconcile a bank statement.

Note: Depending on your students and community, "banking skills" may involve paper and pencil, calculators, automated teller machines and personal accounting on home computers. Confer with the staff member who teaches Information Processing (Module 5: Introduction to Computer Software Applications, Module 6: Skills for Entry Level Employees) and mathematics (Consumer Math modules).

**Student Assessment Techniques**

Regarding the first objective above, the key point to assess is whether students can select the best institution to meet their needs. Attainment of this objective can be assessed by using a case study. One case study might deal with personal banking needs; another could deal with family oriented banking, including trust accounts for children, a mortgage, a car loan and so on; a third case study could reflect the needs of a community member acting in the capacity of treasurer for a community organization (e.g., mixed slo-pitch team, co-operative day care centre, school SRC or environment club, or one of many service clubs). Two assessment instruments, **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** and **Student Self-assessment for Using A Decision-making Process/Case Studies** are provided in this document to assist you.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will examine the pros and cons of using credit (CCT).

Students will outline information for reporting, discussing or sharing (C).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini lecture

AND

Experiential Learning:  
field trip

AND

Interactive Instruction:  
panels

The direct instruction strategy could be used to introduce the concept of credit, its availability and its sources. (See Mathematics 10, 20 "Consumer Mathematics" for more information and suggested resources).

A trip to a loans officer in her/his workplace could focus on the appropriate use(s) of credit.

A panel or debate based on the pros and cons of using credit could be an effective, student-oriented culminating activity.

Note: The audience does not need to be limited to Life Transitions 30 students. Invitations could be extended to students and staff involved in Information Processing, Accounting and Entrepreneurship, as well as parents, community organization board members and community members connected with financial institutions.

**Student Assessment Techniques**

The purpose of assessment is to collect data about the degree to which a student has attained a specific learning objective. Effective assessment also complements the instructional strategy and method employed in working with the content toward attainment of the learning objective. If the panel(s) is the method of interactive instruction used, then the preparation for and the presentation on the panel is the best assessment instrument available. **A Framework for Marking a Project/Role Play/Written Assignment**, as found in the **Templates for Assessment and Evaluation** section, may assist you in assessing a student's attainment of the learning objective using her/his involvement as a panelist.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will explore different types of insurance.

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
circle of knowledge

Organize small circles of knowledge to elicit responses to two questions: "Why do we need insurance?" and "What types of insurance are there?"

Experiential Learning:  
field trips  
AND/OR  
Direct Instruction:  
guest speakers

One option is to have the class go out into the community for purposes of "shopping" for:

- car insurance
- life insurance
- property insurance (home, contents)
- disability insurance
- mortgage insurance
- 
- 

An alternative is to have guest speakers come into the classroom to provide the basic information on cost, coverage and options that best meet individual needs.

- Explore the difference between insurance offered by co-ops and that by private companies.

**Student Assessment Techniques**

Students' co-operative group skills can be assessed throughout the circle of knowledge using **Anecdotal Record in Reflective Discussion/Discussion/Circle of Knowledge**. In the limited time available you may want to focus on only one aspect such as "contribution".

To assess students in a practical kind of way complements the learning objective that asked students "to explore". A student's attainment of the learning objective referring to types of insurance can be assessed through a case study activity. The student is asked to decide what types of insurance are available and appropriate for the particular details of the case study, what is the minimum insurance required, what insurance would be the "best option" and so on. Check the **Templates for Assessment and Evaluation** section of this guide for sample assessment instruments using case studies.



**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will complete a simulation of a personal tax return.

Students will use an understanding of number to read and complete forms (N).

**Instructional Strategies/Methods**

**Teaching Notes**

Experiential Learning:  
simulations

At an introductory level, students practise filling in a personal income tax form. During the process students will also have the opportunity to think about ways to reduce their annual income tax.

Indirect Instruction:  
journal writing

This information on tax completes Level A of this module. Level A started with a reflection on lifestyle choices and lifestyle goals.

OR

Interactive Instruction:  
discussion

Coming back to those same goals at this point acts as a closure to Level A. In Level B, students will practise making decisions that involve the information gathered in Level A.

**Student Assessment Techniques**

The student's completed income tax form can be used in assessing student learning. Ask students to list strategies to reduce personal income tax. The list can also be used in assessment, as can the student's prioritization of the effectiveness of the strategies.

Journal entries are not often used in student assessment. If you wish to assess this journal entry, be sure to advise the student of your plans. The purpose of the journal writing is to clarify connections between income tax and lifestyle goals. The journal writings can be used as a needs assessment, indicating whether students are ready to proceed to Level B.

**Student Evaluation Techniques**

It is here that the teacher gathers together all of the assessment data gathered for each student throughout Level A. In this module, a teacher's portfolio for a student might include a quiz, summary or outline; short-term and long-term financial goals and the financial plan to achieve them; a concept map; a budget; case studies; panelist preparation and presentation; tax form; and, perhaps, journal writing. This module includes a required action plan. Therefore, each student is evaluated on her or his achievements in Level A, Level B, Level C and their co-operative group skills, as demonstrated throughout the 10 hours. If each of the four components (Levels A, B, C and co-operative group skills) are considered equal, Level A becomes one-quarter of a student's evaluation for this module. Gathering assessment data and then making a judgment or assigning a mark is when and how evaluation occurs.

**Planning Process** Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state a money management challenge.

Students will make choices in learning that reflect their needs and interests (IL).

Students will list strategies (alternatives) to meet their money management challenges.

Students will understand that real-life problems often have more than one solution (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion

Level A included the following topics:

- financial goals
- financial planning
- relationship between financial planning and lifestyle goals
- fixed, flexible and discretionary expenses
- short-term and long-term savings
- preparing a budget
- banking options and banking skills
- credit
- types of insurance
- personal income tax.

Each student considers all that was addressed in Level A and declares a challenge that has personal meaning.

Students may state such challenges as:

- My challenge is to establish my lifestyle priorities and then figure out a money management strategy or strategies to get there.
- My challenge is to determine whether I can/should use credit to purchase \_\_\_\_\_.
- My challenge is to manage \$1,000 for six months and see how much it can grow.

Interactive Instruction:  
brainstorming OR co-operative  
learning groups

Students often benefit from the synergy of a group effort when generating a list of alternatives/strategies/options/choices. Encourage your students to identify short-term and long-term strategies (alternatives) to meet their challenge. Money management is both short-term and long-term.

**Student Assessment Techniques**

The first half of the checklist **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** can be used in assessing the learning objectives described on this page.

**Planning Process** Level B - Make an Informed Decision

4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will predict the potential consequences of each alternative.

Students will select the best strategy (alternative) based upon appropriate criteria.

Students will compile a money management goal statement.

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion  
OR

Interactive Instruction:  
circle of knowledge

Remind students to predict short-term and long-term consequences for each of their alternatives.

Indirect Instruction:  
reflective discussion  
OR

Interactive Instruction:  
discussion

As students select the best alternative available to them, they will likely consider such criteria as:

- Does this option match my short-term financial goals?
- Does this alternative match my long-term financial goals?
- Is this alternative the best match for my lifestyle goals?
- 

Independent Study:  
homework

A clear, precise, achievable, measurable goal statement marks the conclusion of Level B - Make an Informed Decision.

**Students Assessment Techniques**

The second half of two assessment instruments, **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** and **Student Self-assessment for Using a Decision-making Process/Case Studies**, may be used to assess student skills related to the learning objectives stated on this page. A third assessment instrument, **Checklist for Assessing Level B - Make an Informed Decision**, is provided in the **Templates for Assessment and Evaluation** section.

**Student Evaluation Techniques:**

This stage of the module provides an opportunity for the teacher to gather the Level B assessment data located in each student's portfolio. The portfolio may contain a teacher completed checklist regarding the student's ability to identify a challenge, list alternatives, predict consequences, generate criteria to use in selecting the best alternative and set a goal; the student's self-assessment of the same skills; and anecdotal records, checklists or rating scales measuring his/her co-operative group skills. Moving from assessment to evaluation means making a judgment or applying a mark based on this data. Each student's mark for this module is based upon four things: Levels A, B, C and co-operative group skills. If the four components are considered equal, Level B is one-quarter of the module mark.

**Planning Process** Level C - Carry Out Action Plan

5. Design and Apply action plan.
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to improve their money management skills.

Students will move from choosing among teacher directed activities toward self-directed activities that require more planning and responsibility (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

The action plan is a step-by-step plan that leads to achievement of the money management goal. If, for example, a student's goal is to save thirty dollars a month in order to make a large purchase, the action plan might be stated as:

- I plan to save one dollar a day and put it in a jar/mug/pouch/box in my bedroom.
- On the last day of each month I will deposit the thirty dollars in my savings account and ask the teller to update my bank book.
- I will begin this plan on (date) and finish it on (date).
- I will carry out this plan with the support of my parent/sibling/friend because I see or talk to her/him every day and this is an everyday action plan.
- I will check in with my support person(s) on Friday of every week.
- I will celebrate by using the extra dollar I save in October, December and January (months with 31 days) to take my support person out for coffee/slurpee.

**Student Assessment Techniques**

The action plan can be assessed at the design stage by using the **Holistic Rating Scale for Assessment and Evaluation of Action Plans** or the **Rating Scale for Assessment and Evaluation of Action Plans** found in the **Templates for Assessment and Evaluation** section of this guide. Part A, numbers 1-6 can be used to assess the student's likelihood of success based upon the degree to which she or he includes the components and detail of a good action plan. Part B, numbers 1-4 are also designed for assessment purposes.

At the time of revision, later in the semester/year, the same rating-scale can be used to assess the action plan and the degree to which it has been completed. Part A, number 7 and Part B, numbers 5-8 are designed for this purpose.

**Student Evaluation Techniques**

Once the plan has been completed, some weeks or months later, a judgment or evaluation needs to be made. Use the assessment data gathered for each student throughout Level C and assign a Level C mark. Once the Level C evaluation has been completed, that information can be put together with the evaluation of Levels A and B, along with co-operative group skills to calculate a student's mark for the module.

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## Module 13: Appendix



# Examples of Lifestyle Choices

(For use in Level A, "reflect on the variety of lifestyle choices and clarify personal values relating to lifestyles")

Marriage Lifestyle	Family Lifestyle	Community Lifestyle	Career Lifestyle	Housing Lifestyle
single	no children	physically active	employee	living with my family
cohabitating	one child	politically involved	employer	living with partner's family
married	children	community volunteer	self-employed	living in an apartment
separated	foster children	church/religious affairs	regular hours	living in a condominium
divorced	•	individual leisure activities	shift work	living in a house
widowed	•	family leisure activities	outdoor work	living in a rural setting
•	•	group leisure activities	inactive work	living in an urban setting
•	•	•	seasonal work	•
•	•	•	contract worker	•
•	•	•	working at home	•

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# Clarifying Lifestyle Priorities

Below is a starter list of lifestyle priorities. Feel free to add to the list. Indicate with a check mark how important each lifestyle priority is to you.

	Highly Important	Quite Important	Slightly Important	Not Important
Having good health				
Getting married				
Having children				
Owning my own home				
Having adequate leisure time				
Helping other people				
Travelling				
Having the recognition of others				
Earning a comfortable income				
Earning a high income				
Owning my own business				
Having a satisfying job				
•				
•				
•				



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# Module 14: Career Planning

## **F.Y.I.**

In this module, students spend time planning a career path that reflects their personal goals as well as their lifestyle goals. As much as possible, they consider career plans that accommodate change and growth in their personal life, their family life and the world of work.

There are opportunities for students to conduct interviews and/or surveys as they explore occupations of interest. Job shadowing is another possibility as students gather information on future trends in employment.



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# Module 14: Career Planning

## Time Frame

This module will take approximately 15 hours to complete. The number of lessons will vary depending on the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will become aware of how career planning is influenced by their present situation, which includes their self-concept, friends, family, community and available resources.

Students will recognize that career planning is affected by what they know about the future concerning themselves, friends, family, community and available resources.

Students will acknowledge that career planning reflects personal goals and lifestyle goals.

Students will consider career plans that accommodate change and growth in their personal life and their family life, as well as in the world of work.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- become aware of the career planning process
- acknowledge the importance of a positive self-concept in career planning
- recognize how aptitudes, attitudes and abilities affect career planning
- examine the relationship between career planning and lifestyle
- explore occupations of interest
- obtain and interpret information on future trends in employment
- examine potential occupational options
- explore how decisions are made regarding career planning.

### Level B - Make an Informed Decision

#### Foundational Objective

Students will develop the lifelong skill of making career planning decisions that reflect personal goals, lifestyle goals and career goals.

#### Learning Objectives

Students will:

- recognize that effective decision making is essential in developing a personal career plan
- identify career path alternatives that reflect personal goals, lifestyle goals and career goals
- consider each alternative career path in terms of educational requirements
- relate employment trends to selected career paths
- write a career planning goal.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and the confidence to design and carry out career planning action plans.

#### Learning Objectives

Students will:

- design and carry out a personal career plan for postsecondary education, employment or training.

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The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (IL)**

Students will develop the ability to access knowledge.

#### **Learning Objective**

Students will:

- seek information through a steadily expanding network of options, including other libraries, electronic information systems, databases, individuals and agencies.

### **Foundational Objective (IL)**

Students will develop the ability to meet their own learning needs.

#### **Learning Objectives**

Students will:

- relate learning outcomes to prior and future needs
- write up a proposal for an individual project
- plan, manage, and evaluate their own learning experiences.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to their career planning.

#### **Learning Objectives**

Students will:

- consciously evaluate what is being read, heard, or viewed
- examine knowledge in terms of what they already know and what they want to know.

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# Module 14 At a Glance

**Time Frame 15 hours**

## Content

## Planning Process

Overview of module

Definitions

Relationship of self-concept to career planning

Relationship of self-knowledge and lifestyle to career planning

Occupations of interest

Occupational options

Varying ways career decisions are made

---

Value of decision making in meeting career planning challenge(s)

Suitable career path alternatives

Consider consequences and feasibility

Short-term, mid-term and long-term goal

---

Designing and carrying out of career planning action plan

Self-evaluation plus input from another co-operating individual possibly leading to revision of action plan

### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts.

---

### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goal.

---

### Level C - Carry Out Action Plan

5. *Design* and *Apply* action plan.

6. *Evaluate* your progress and *Revise* as needed.

Note: Students registered in Life Transitions 30 are expected to design and carry out action plans for each of the Money Management and Career Planning modules.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will become aware of the career planning process.

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

Students will acknowledge the importance of a positive self-concept in career planning.

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

Provide an overview of the module. Define:

- work
- job
- career
- occupation
- career planning
- lifestyle planning.

Ask students to recall a time when they did something well in elementary school, in high school or outside of school.

- What skills or talents were they using?
- What feelings do they remember in conjunction with that success story?

Ask students to imagine themselves fulfilling a life task that has lasting satisfaction.

- What skills or talents might they use?
- What feelings will the achievement of this life task evoke?

Interactive Instruction:  
panels  
OR

Experiential Learning:  
focused imaging

Teach the basics of a panel discussion and then arrange one around the topic of why some people like work while others appear to dread it. The panel members might strive to come to consensus on whether such differences are due to the work or the attitude of the people themselves.

Debrief: Encourage students to see the connection between positive self-concept and career planning. When students feel good about themselves they are confident and self-motivated. This leads to success and positive feedback.

**Student Assessment Techniques**

In the form of journal entries, students write about strategies they might use in their personal life, their family life, and their work life to establish and maintain a positive self-concept. Journal entries are usually not evaluated. They can act as a needs assessment to help teachers determine the students' understanding of the connection between positive self-concept and career planning.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will recognize how aptitudes, attitudes and abilities affect career planning.

Students will examine the relationship between career planning and lifestyle.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
reflective discussion

Review the key concepts presented in the 20 level module, Career Self-knowledge, or have those students who took Life Transitions 20 review what they learned about themselves in the Career Self-knowledge module.

Indirect Instruction:  
reflective discussion

The following points are worthy of consideration as students reflect on the connections between lifestyle goals and career planning.

- Students reflect on how they currently like to spend their leisure time.
- Next, they consider what lifestyle they want for themselves in the future.
- Lastly, they examine the occupations that might be compatible with their future desired lifestyle.

**Student Assessment Techniques**

You might ask each student to design a concept map to represent pictorially how this concept applies to them. Students need to know that concept maps are hierarchical structures and that they will be assessed, in part, according to how the hierarchy of ideas is displayed.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students explore occupations of interest.

Students seek information through a steadily expanding network of options, including other libraries, electronic information systems, databases, individuals and agencies (IL).

Students obtain and consciously evaluate information on future trends in employment (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
interviewing  
OR  
Independent Study:  
research projects  
OR  
Experiential Learning:  
job shadowing

As students explore occupations of interest, it is intended that the emphasis be placed on:

- educational requirements (secondary and postsecondary training opportunities)
- cost of training
- available sources of finance
- other factors that are of importance in your community and/or to your students
- 

Independent Study:  
predictive research  
OR  
Experiential Learning:  
survey of experts in the field

As students gather information on future trends in employment, remind them to consider the following:

- global trends
- North American trends
- Saskatchewan trends
- technological trends
- social trends
- impact on lifelong learning
- impact on mobility and lifestyle
- 
- 

**Student Assessment Techniques**

As students select and design their independent research project, assessment criteria should be outlined. Post the criteria on which interviews will be assessed. Likewise, post the criteria on which reports, job shadowing, surveys, etc. will be assessed.

If students design and distribute a survey regarding future trends in Saskatchewan employment, their assessment should be based on their class efforts, in addition to the design and distribution of the survey, and the analysis and reporting of the data.



**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students examine potential occupational options.

Students explore how decisions are made regarding career planning.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
compare and contrast

Some of the potential career option include:

- employer or employee
- entrepreneurship
- traditional or non-traditional
- part-time or job-sharing
- co-operatives

Indirect Instruction:  
case studies

This is an opportunity to learn of various ways in which people make and/or do not make career decisions.

**Student Assessment Techniques**

Anecdotal records or a rating scale can be used to assess students' skill levels in comparing and contrasting. See "Direct Instruction" within the **Approaches to Instruction** section of this guide.

Collect the assessment data gathered for each student throughout Level A, then make a judgment and assign a mark.

**Planning Process** Level A - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will recognize that effective decision making is essential in developing a personal career plan.

Students identify career path alternatives that reflect personal goals, lifestyle goals and career goals (PSVS).

Students consider each alternative career path in terms of educational requirements.

Students relate employment trends to selected career paths.

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
didactic questions

The intent of the question and answer discussion is to clarify the advantages of a well thought out career plan. Use the three levels and six steps of the Planning Process to encourage students to see the advantages of being proactive rather than reactive in meeting a career planning challenge.

An example of a student challenge within this module is:

My career planning challenge is to ensure that I "clear the path" or "keep my options open" to focus on and eventually select a career path.

Independent Study:  
homework

For the second learning objective, the minimum expectation is that students will identify two career choices and predict the path or steps in preparing for the two careers.

Indirect Instruction:  
problem solving

One effective way of solving problems and/or making decisions is to create a matrix. The choices or alternatives are represented on one axis of the matrix. Criteria by which to evaluate or consider the choices are represented on the other axis. Criteria, in this instance, might include:

- educational requirements
- goals (personal, lifestyle, career)
- cost
- availability of funding
- time
- availability of course(s), training
- personal interests, strengths, abilities
- availability in the local community

**Instructional Strategies/Methods**

**Teaching Notes**

	Criteria A	Criteria B	Criteria C	
Strategy #1				
Strategy #2				
Strategy #3				

Indirect Instruction:  
problem solving

Encourage students to examine their selected career in terms of future trends. They may wish to add future trends as a criteria on the matrix.

**Student Assessment Techniques**

The predicted career path can be used as an assessment tool.

The matrix can be a valuable part of each student's Level B assessment. Determine ahead of time how it will be assessed. Things to consider:

- creation of criteria
- logical consequences as stated in the grid per alternative/per criteria
- 
- 

The first three sections of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** are useful in assessing a student's ability to state a challenge, and explore alternatives and consequences. The first five sections of **Student Self-assessment for Using a Decision-making Process/Case Studies** are helpful in assessing a student's abilities in this portion of the decision-making process. A **Checklist for Assessing Level B - Make an Informed Decision** is also included in the **Templates for Assessment and Evaluation** section of this guide.

**Planning Process** Level B - Make an Informed Decision  
4. Determine your decision and Set personal goal.

**Learning Objectives**  
Students will write a career planning goal.

Students will relate learning outcomes to prior and future needs (IL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
journal entry  
OR

Interactive Instruction:  
co-operative learning groups  
(pairs)

Some students will prefer to work alone as they prepare the matrix, formulate the best decision for them, and set a personal goal. Others will want and/or need to talk it through with someone else.

The expectation is that each student will determine which of the career paths they examined seems to be best for them.

Note: It is recommended that the goal statement consist of:

- short-term goal
- mid-term goal
- long-term goal.

**Student Assessment Techniques**

One way to assess a student's ability to make a decision and set a goal is to use the last section of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies**, or the last three sections of **Student Self-assessment for Using a Decision-making Process/Case Studies**, or the fifth column of the **Checklist for Assessing Level B - Make an Informed Decision**.

An alternative way to assess student progress regarding decision making and goal setting is to ask the student to write a paragraph or two describing how he or she went about reaching a decision and establishing a goal. Some students may prefer to submit a short audio tape telling you how and why they arrived at this goal.

**Student Evaluation Techniques**

Before leaving Level B, make a judgment or assign a Level B mark for each student. All students are expected to design and carry out an action plan in the Career Planning module. Therefore, the module mark will be based upon Level A, Level B, Level C and co-operative group skills. If each of the four components of the module mark are of equal value, Level B is worth 25% of a student's mark for this module.

**Planning Process** Level C - Carry Out Action Plan  
5. Design and Apply action plan.  
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design a personal career plan for postsecondary education, employment or training.

Students will write up a proposal for an individual project (IL).

Students will plan, manage and evaluate their own learning experiences (IL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

All students design and carry out an action plan in this module. The plan might include such details as:

- selecting appropriate high school courses to meet short-term goals
- getting the help of experts in selecting courses
- arranging work experience or volunteering in order to meet mid-term goals
- arranging for a mentor
- acquiring part-time work to meet a long-term goal.

Independent Study:  
learning contracts

Depending on the student's action plan, she or he may carry out the evaluation and revision with a peer, a teacher or a mentor.

**Student Assessment Techniques**

Both the action plan and the portfolio can be used as part of Level C assessment. To assess the plan, you may use Part A (1-6) and Part B (1-4) of the **Rating Scale for Assessment and Evaluation of Action Plans**, is located in the **Templates for Assessment and Evaluation** section of this guide. Later in the semester or year, on the agreed to date, Part A (7) and Part B (5-8) of the same rating scale can be used to assess the degree to which the plan was carried out.

**Student Evaluation Techniques**

Once the design phase and the action phase of the plan have been assessed, it is time to make a judgment. One way to evaluate or assign a mark is to compile the assessment data as submitted by the teacher, the student, and the support person on their copies of the **Rating Scale for Assessment and Evaluation of Action Plans**.



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# Module 15: Independent Living

## F.Y.I.

This module is directed toward the time in students' lives when they move away from home. That move is one large step toward independence. However, the transition can be reasonably smooth if students have developed some skills in the areas of housing, transportation, leisure, and balancing income and expenses.

"This module had the highest level of interest by the students," claimed a group of pilot teachers. Another group added, "This module fills a real void in students' knowledge."

The concept of consumerism is introduced as a strand in Mathematics 10 and is further developed in the Money Management module of Life Transitions 30. The specific skills involved in paying monthly expenses are addressed in this Independent Living Module.





# Module 15: Independent Living

## Time Frame

Approximately 10 hours of instruction will be required for this module. The number of lessons will vary according to the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will explore the skills needed to become independent in the areas of housing, transportation, leisure and balancing income and expenses.

Students will practise solving some of the housing, transportation and monthly expense problems encountered by those living on their own.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- reflect on what independent living means and what it entails
- explore the types of housing available
- identify factors to consider when looking for a place to live
- list the responsibilities and rights of the tenant and the landlord
- calculate move-in costs such as rent and utilities
- practise solving potential housing problems
- compare the costs for public and private transportation
- explore the difference between purchasing a new car and a used car
- examine the implications of using credit to purchase a vehicle
- practise filling out a loan application
- identify available types of car insurance

- practise solving potential transportation problems
- list common monthly expenses
- discuss the importance of paying bills on time
- explain the information on a variety of monthly bills
- practise solving some potential problems associated with paying bills
- estimate monthly or annual leisure costs
- plan a vacation and estimate the costs.

### Level B - Make an Informed Decision

#### Foundational Objective

Students will develop the lifelong skills of making decisions independently with regard to housing, paying bills, transportation and leisure.

#### Learning Objectives

Students will:

- state an independent living challenge
- list strategies (alternatives) to meet their independent living challenge
- predict the potential consequences of each alternative
- select the best strategy (alternative) based upon appropriate criteria
- formulate a goal statement that focuses on an aspect of independent living.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and confidence to design and carry out action plans to prepare them for independent living.

#### Learning Objectives

Students will:

- design and carry out action plans to meet their independent living goal
- evaluate their action plans and revise as necessary.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

(listening, speaking, reading, writing) for differing audiences and purposes which are relevant to the students and to the subject of independent living.

#### **Learning Objective**

Students will:

- distinguish between primary and secondary sources of information.

### **Foundational Objective (CCT)**

Students will develop an understanding of how knowledge about independent living is created, evaluated, refined, and changed over a lifetime.

#### **Learning Objective**

Students will:

- focus their attention on what they know and what they don't know about independent living.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to the topic of independent living.

#### **Learning Objective**

Students will:

- understand that real-life problems often have more than one solution.

### **Foundational Objective (CCT)**

Students will think for themselves, recognizing the limits of individual reflection and the need to contribute to and build upon mutual understanding.

#### **Learning Objective**

Students will:

- consciously evaluate what is being read, heard or viewed.

### **Foundational Objective (IL)**

Students will develop skills and abilities necessary to meet their own learning needs.

#### **Learning Objectives**

Students will:

- plan, manage, and evaluate personal learning experiences
- relate learning outcomes to present and future needs.

### **Foundational Objective (IL)**

Students will develop the ability to access knowledge.

#### **Learning Objective**

Students will:

- seek out information from people who may be knowledgeable (e.g., parents, housing authority, landlords, tenants, customer service department of utility companies, car dealerships, loans officer).

### **Foundational Objective (N)**

Students will develop an understanding of the uses and abuses of mathematical concepts in everyday life.

#### **Learning Objective**

Students will:

- transfer knowledge of mathematical concepts to everyday applications (e.g., transfer the concept of "average" to energy costs per month, transfer the concept of "interest" to a car loan, etc.).

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## Module 15 At a Glance

**Time Frame 10 hours**

### Content

### Planning Process

Overview of module

Types of housing

Factors to consider when looking for housing

Responsibilities of tenants and landlords

Move-in costs

Solving potential housing problems

Public and private transportation

Purchasing new and used cars

Implications of credit

Loan applications

Types of car insurance

Solving potential transportation cost problems

Common monthly bills

Paying bills on time

Solving potential problems with paying bills

Leisure and the costs

Vacation plans and cost

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Statement of challenge

Suitable strategies to meet challenge

Consideration of consequences

Selection of best strategy to meet challenge

Setting independent living goal

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Designing and carrying out independent living action plan

Teacher evaluation, self-evaluation and evaluation by designated support person(s) possibly leading to revision in the original action plan

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts.

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#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goal.

---

#### Level C - Carry Out Action Plan

5. *Design* and *Apply* Action Plan.

6. *Evaluate* your progress and *Revise* as needed.

Note: Students registered in Life Transitions 30 are expected to design and carry out action plans in the Money Management Module, the Career Planning Module and one more module of their choice. Some of your students may choose to complete an action plan that deals with some aspect of independent living.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will reflect on what the phrase "independent living" means and what it entails.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
circle of knowledge  
OR  
Direct Instruction:  
guest speaker

Compile the students' ideas and feelings about "independent living".

Note: If you are aware that you have a student talented in the area of visual arts, feature that talent by asking her/him to quickly produce a cartoon or caricature that represents his/her idea. Likewise, a student talented in the field of drama might use mime to portray a feeling.

If direct instruction is the preferred choice, invite young people who have recently moved away from home to speak to your students about the challenges of independent living. Ask the speaker(s) ahead of time to focus on the areas of housing, transportation, paying bills and leisure time.

Direct Instruction:  
structured overview

Use the students' responses from the circle of knowledge in an overview of the Independent Living Module. The main ideas likely to come out of the circle of knowledge activity are:

- jobs
- banking
- transportation
- housing
- paying bills
- budgeting
- leisure and entertainment.

The students will already have worked with banking and budgeting concepts in the compulsory Money Management module. Careers and jobs are addressed in the compulsory modules Career Self-knowledge and Career Planning, as well as in the upcoming optional Job Search module.

Inform students that the Independent Living module features the skills associated with:

- housing
- paying bills
- transportation
- leisure.

Remind students that they may choose an area of interest from within this module in designing and carrying out their third action plan of the semester/year.

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**Student Assessment Techniques**

The first step of the Planning Process is that of reflection. This step is designed to act as a needs assessment to help the teacher determine where the students are in terms of the information to be addressed in the module. There is no need to assess students on the content offered at this introductory stage.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will explore the types of housing available.

Students will consciously evaluate what is being read, heard or viewed (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
compare and contrast  
OR

Interactive Instruction:  
co-operative learning groups  
(jigsaw)

It may be advantageous for students to consider the positive and negative aspects of the following types of housing:

- apartment (single, bachelor or studio)
- apartment (one, two or three bedroom)
- condominium, townhouse
- duplex
- house (rent, furnished or unfurnished)
- housesit or sublease
- mobile home
- room and board
- room for rent or sleeping room
- share property.

In debriefing, reassure students that a negative feature to one person might be a positive feature to another person (e.g., one person might view an apartment for one as too quiet and lonely, while another person might value that feature because he or she likes privacy).

Note: It is possible that in discussion about leaving home, crisis situations (i.e., abuse in the home) will become part of the discussion. Remind students of support centres in your community (YMCA, YWCA, Salvation Army, Youth hotels, crisis centres, etc.). These are often listed in the front of the phone book.

**Student Assessment Techniques**

In the case of direct instruction, administering a variety of test items is an appropriate way to assess a student's attainment of the learning objectives. If the co-operative learning method is used, a test is an appropriate way to assess the degree to which group members have grasped the learning objectives.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify factors to consider when looking for a place to live.

Students will focus their attention on what they know and what they don't know about independent living (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

Factors to consider when looking for a place to live are:

- amount of security deposit
- clean and well maintained
- closets and other storage space
- furnishings (drapes/shades, carpet, appliances)
- laundry facilities
- lighting (natural lighting and artificial lighting)
- location (in a safe neighbourhood and near to bus, work, school, stores, church, recreation facilities, frequently visited sites)
- noise from street, hall, other tenants
- parking
- plumbing (tub, shower, hot water)
- rent
- security and other safety features
- size
- utilities.

**Student Assessment Techniques**

Consider the two learning objective above when assessing students. While the suggested method of instruction is a mini-lecture, the emphasis is on critical and creative thinking. One way to assess students is to ask them to write or state two or three gaps in their information base about housing that have now been filled, and then ask them to explain how and when they might apply that information.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will list the responsibilities and rights of the tenant and the landlord.

Students will seek out information from people who may be knowledgeable (e.g., parents, housing authority, landlords, tenants) (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
interviewing OR panels

Interviews with landlords, the housing authority, realtors and others are likely to present opportunities for students to learn about such term as:

- arrears
- eviction notice
- holding deposit
- house rules
- lease
- key deposit
- last-month rent
- security/damage deposit
- sublet
- thirty days notice
- waivers.

**Student Assessment Techniques**

If students acquire the information through interviewing, it is important to assess their learnings in ways that complement their process. The checklist, **Student Self-assessment for Preparing and Conducting an Interview**, is provided in the **Templates for Assessment and Evaluation** section of this guide.

If the students acquire the information through a panel made up of community resource people, their understanding can be assessed through role plays. If possible, involve the panel members in the assessment. For example, two panel members might be invited to observe and assess two or three pairs of students in role playing situations concerning the rights and responsibilities of landlords and tenants. Simultaneously, two other panel members might observe and assess other pairs of students. The criteria to be used in assessing the role plays need to be determined and shared ahead of time.

Criteria might include:

- the group members were prepared and organized
- the role play featured an introduction, a middle and a conclusion
- each member was knowledgeable about her/his particular section
- each member stayed in character from beginning to end
- the role play presented the connection between rights and responsibilities.



**Planning Process** Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will calculate move-in costs such as rent and utilities.

Students will transfer knowledge of mathematical concepts to everyday applications (e.g., transfer the concept of "average" to energy costs per month, transfer the concept of "interest" to a car loan, etc.) (N).

**Instructional Strategies/Methods**

**Teaching Notes**

Experiential Learning:  
field trip  
OR  
Interactive Instruction:  
interviewing

The purpose here is to inform students fact that there are often move-in costs associated with moving into your own place. A landlord may request the following at the time of moving in:

- first month's rent
- last month's rent
- security deposit
- cleaning deposit.

Other move-in costs include connection fees for such utilities as:

- gas
- electricity
- telephone
- cable TV
- water.

**Student Assessment Techniques**

The first learning objective asks students to calculate. It is not satisfactory, therefore, for them simply to be aware of move-in costs. Students are also expected to transfer or apply mathematical concepts. Case studies or real-life problems can be used in assessing a student's ability to transfer and apply concepts in calculating move-in expenses. These real-life problems or case studies complement the suggested methods of instruction, which both feature interaction with knowledgeable people in the field of housing.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will practise solving potential housing problems.

Students will relate learning outcomes to present and future needs (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
question and answer  
OR

Indirect Instruction:  
case studies  
OR

Interactive Instruction:  
role playing

Provide students with real-life housing situations, then ask them what they will do and why. The following are some examples:

- The bathtub in the apartment above you overflows. Water leaks through your bathroom ceiling and down one wall.
- The laundry facilities in your apartment building are located in the basement. There is a sign-up sheet posted on the wall. Each tenant is allocated one three-hour time slot per week. You pack up your laundry and go downstairs at your designated time. Somebody else is using the washer and dryer.
- You room and board with a couple who have one teenager living at home. Part of your room and board arrangement is that you are provided with a parking spot beside the garage in the backyard. For the third time this week you come home from school/work to find that a friend of the teenager is parked in your parking spot.
- You rent a room on the second floor of a house. There are two other renters on the second floor. The owners of the house live on the main floor. You have lost your keys to your room and to the front door of the house.
- Your neighbours have loud parties several night a week.
- The landlord won't fix your broken faucet/toilet/fridge.
- 

Note: Allow pairs of students to select or design their own potential housing problems. This practice of student choice and design encourages independent learning.

**Student Assessment Techniques**

When deciding how to assess your students, consider that they are expected to practise solving problems, rather than simply list or describe. The following templates are provided to guide you in assessing students if case studies are used: **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** and **Student Self-assessment for Using a Decision-making Process/Case Studies**. Parts of **A Framework for Marking a Project/Role Play/Written Assignment** may be useful for assessing role plays created for students to practise solving real-life housing problems.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will compare the costs for public and private transportation.

Students will transfer knowledge of mathematical concepts to everyday applications (e.g., transfer the concept of "average" to transportation costs per month, transfer the concept of "interest" to car loan, etc.) (N).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorming

Ask students to generate a list of the public transportation options available to them in their community and in communities where they are likely to work and/or continue their education.

Direct Instruction:  
question and answer

Have students calculate the monthly costs of various types of public transportation.

Note: Remind students they can pay for public transportation using cash, tickets, tokens and monthly passes.

Ask students to calculate the monthly costs of private transportation such as walking, biking, driving your own car or riding with others.

Direct Instruction:  
compare and contrast

After comparing the costs of public and private transportation, debrief by reminding students that factors other than cost enter into transportation decisions. Other factors include distance, availability and climate.

**Student Assessment Techniques**

Direct instruction is the suggested instructional strategy. Administering a combination of test items to assess a student's ability to compare costs is appropriate here.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will explore the difference between purchasing a new car and a used car.

Students will examine the implications of using credit to purchase a vehicle.

Students will practise filling out a loan application.

Students will distinguish between primary and secondary sources of information (C).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
guides for reading, listening,  
viewing

AND

Experiential Learning:  
field trip

Combine experiential learning and direct instruction to help students achieve the above Communication learning objective.

New cars:

- have a warranty
- have lower maintenance costs due to warranty
- can be leased
- you can take longer to pay a loan on a new car than a used car.

Used cars:

- cost less than the same car new
- do not always come with a warranty
- buyers need to carefully assess the condition of a used car
- loans are often offered over a shorter period of time
- interest rates for used cars are generally higher.

Consider a field trip to a used car dealership and a new car dealership to compare purchases in both. Perhaps visit a bank or credit union loan department, or ask a bank manager/loans officer to visit the classroom.

**Student Assessment Techniques**

Factors to consider when assessing the degree to which students have attained these learning objectives are:

- students are expected to explore, examine and practise
- the suggested instructional strategies are experiential and direct
- the common essential learning being stressed is communication and has to do with sources of information.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify available types of car insurance.

Students will outline information for reporting, discussing or sharing (C).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
(jigsaw)

Kinds of insurance include:

- collision insurance
- comprehensive insurance
- liability insurance
- medical insurance.

Ensure that students gather information about deductibles and insurance premiums in their expert group research and their home group presentations.

**Student Assessment Techniques**

The jigsaw is an appropriate instructional method when there is a considerable amount of information to present. Case studies are one way to assess whether students can identify types of car insurance. You could also ask students to submit their outline for presenting information to their home groups. Students' co-operative group skills can be assessed throughout the jigsaw by using any of the co-operative learning templates provided in this guide.

**Planning Process** Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will practise solving potential transportation problems.

Students will make choices in learning that reflect their needs and interests (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
question and answer  
OR

Indirect Instruction:  
case studies  
OR

Interactive Instruction:  
role playing

Provide students with real-life transportation situations, then ask them what they will do and why. The following are examples:

- You buy a used car through a classified ad in your local newspaper. The car breaks down during the first month you own it. The repair costs will be \$1800.
- You are new to the province, to the city and its subway system. You use the subway/rapid transit to get to and from work or school. The first two days go fine. On the third day you board the subway car from the wrong side and find yourself going the wrong direction.
- You're going home for Christmas. You take a taxi to the bus depot. When you get to the bus depot you think the taxi driver is charging you too much. Your bus is leaving shortly. You don't want to miss your bus but you don't want to pay more for the cab fare than you should.
- Your car is in the autobody shop for three days. You live a long way from work/school. You do not know anything about the bus routes because you've never used them. You need to be at school/work between 8:00 and 8:30 tomorrow morning.
- 
- 

Note: Allow pairs of students to select or design their own potential transportation problem situation. This practice of student choice and design encourages independent learning.

**Student Assessment Techniques**

The following templates are provided to guide you in assessing students' experiences with case studies: **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** and **Student Self-assessment for Using a Decision-making Process/Case Studies**. Parts of **A Framework for Marking a Project/Role Play/Written Assignment** may be useful for assessing role plays created for students to practise solving real-life transportation problems.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will list common monthly bills.

Students will discuss the importance of paying bills on time.

Students will explain the information on a variety of monthly bills.

Students will seek out information from people who may be knowledgeable (e.g., parents, customer service department of utility companies) (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorming

Begin by asking students to brainstorm a list of bills they can expect to receive each month once they move away from home.

Note: You may have students in your class who, for various reasons, are already living on their own.

The list generated during the brainstorming activity is likely to include:

- rent
- telephone
- electricity
- natural gas
- water and sewer
- cable TV
- credit card bills
- 
- 

Debrief by stating that monthly bills are usually for goods and services from the previous month.

Interactive Instruction:  
discussion

Discuss other bills that are received quarterly, semi-annually or annually.

- car insurance
- property insurance
- driver's license
- vehicle license
- tuition
- professional or union fees
- 
-

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**Instructional  
Strategies/Methods**

**Teaching Notes**

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Experiential Learning:  
field trips

OR

Interactive Instruction:  
panels

Monthly bills contain a considerable amount of information. Arrange to visit a customer service department and have a representative explain the information detailed on the statement. Arrange to have a panel of customer service representatives visit your class. They might use sample phone, electrical, natural gas, water and sewer bills in their explanations.

Ask these same resource people to explain the policies and/or procedures followed when monthly bills are not paid on time.

**Student Assessment Techniques**

Students' co-operative group skills can be assessed during brainstorming, discussion and field trips by using anecdotal records, rating scales and checklists such as the following: **Anecdotal Records in Reflective Discussion/Discussion/Circle of Knowledge; Anecdotal Records in Brainstorming; My Group Skills/Performance; Co-operative Group Skills; Rating Scale for Co-operative Group Learning and Co-operative Group Skills Checklist.**

The first and third learning objectives can be assessed by providing students with a mock monthly bill, highlighting particular items and asking students to identify the items. Have students list other common monthly bills, in addition to the one they've worked through.

Students learning regarding paying bills can be assessed by using a case study. The template **Suggested Checklist to Grade the Use of a Decision-making Process/ Case Studies** provides criteria to use in assessing a student's ability to consider the challenge of a monthly bill and think through the alternatives and consequences of paying the bill on time or allowing it to become overdue.

Independent learning can also be assessed in the case study through a question that asks something like, "Who is a good source of information?" or "Where can you locate good information?"



**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will practise solving some of the potential problems associated with paying bills.

Students will make choices in learning that reflect their needs and interests (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
question and answer

OR

Indirect Instruction:

case studies

OR

Interactive Instruction:

role playing

Provide students with real-life situations involving bills, then ask them what they will do and why. The following are examples:

- You receive a monthly phone bill. The statement includes long distance calls that you did not make.
- Your rent is due today. Your roommate does not have the money for her/his half of the rent.
- You receive a notice stating that, because you have not paid your electric bill, your electricity is going to be turned off. You paid the bill two or three days ago and have a receipt.
- You and your roommate move into a two bedroom apartment. Your first electrical bill is \$200 more than you had estimated. You learn that your roommate has a bad debt and it is now being applied to your shared electrical bill.
- 
- 

Note: Allow pairs of students to select or design their own potential problem situations involving bills. This practice of student choice and design encourage independent learning.

**Student Assessment Techniques**

At this point in Level A, you need to assess students' abilities as they practise solving problems. The instruction has been set up to encourage students to practise problem-solving skills. Assessment should complement instructional methods. The following templates are provided to guide you in assessing students' experiences with case studies: **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** and **Student Self-assessment for Using a Decision-making Process/Case Studies**. Parts of **A Framework for Marking a Project/Role Play/Written Assignment** may be useful for assessing role plays created for students to practise solving real-life problems with bills.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will estimate monthly or annual leisure costs.

Students will plan a vacation and estimate the costs.

Students will transfer knowledge of mathematical concepts to everyday applications (e.g., transfer the "estimation" concept of estimating to planning a vacation) (N).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
(1-2-4, Think-Pair-Share)

Ask each student to list the leisure and entertainment activities he or she enjoys. Encourage students to include hobbies (reading, working on cars, some sort of craft) and recreation (physical activities, movies, fishing).

Have pairs of students estimate the monthly cost per item on their two lists ( 1 pattern and material per month, squash 4 times a week, 1 CD every two months, etc.).

Pull two pairs together to form a small group of four. Group members compare the monthly cost of leisure and entertainment on the four lists.

When debriefing this co-operative learning activity, connect the concepts of regular hobbies and recreation to the concept of vacationing. A vacation is leisure. A vacation involves costs. Vacations are a less frequent form of leisure.

Experiential Learning:  
field trip  
OR

Arrange to have a travel agent present transportation costs, meal costs, lodging costs and spending money for a variety of vacations.

Direct Instruction:  
guest speaker

**Student Assessment Techniques**

Throughout the pair and foursome part of the 1-2-4 activity, students will be comparing preferred leisure activities and estimating their monthly costs. Naturally, there will be some discussion about costs at different facilities and so on. Students' co-operative group skills could be assessed throughout this process by using the "Disagrees in an Agreeable Way" and "Criticizes Ideas, Not the Person" sections of the **Co-operative Group Skills** rating scale. A practical way to assess the third and fourth learning objectives is to provide students with a page from the Travel Section of the local newspaper. Ask each student to select a destination and an airline/coachline. Each student is to plan a one-week vacation. Establish the criteria to be used in assessment before the students set out to complete the assignment.

**Planning Process Level B - Make an Informed Decision**

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state an independent living challenge.

Students will list strategies (alternatives) to meet their independent living challenge.

Students will understand that real-life problems often have more than one solution (CCT).

Students will predict the potential consequences of each alternative.

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
personal reflection

In Level A, students acquire a base of information. In Level B, they use that information to make a decision. Some students will find a challenge in the housing section of this module. Others may find the transportation, leisure or paying bills sections of the module to have more meaning for them. In step 3 of the Planning Process, each student is expected to write a challenge statement. A few examples are:

- My challenge is to find out what housing options are available for me in September of next year when I move to (location) to continue my education/begin a job/....
- My challenge is to figure out whether I can afford to buy a new or used car after graduation from high school.
- My challenge is to decide whether I want or need a roommate when I first move away from home.
- 
- 

Interactive Instruction:  
co-operative learning groups  
(1-2-4, Think-Pair-Share)

Individual students begin by generating a list of strategies or alternatives they might use to meet their challenge. The 1-2-4 instructional method is suggested here because new and different alternatives are often generated when students work in pairs and then in a small group of four.

Independent Study:  
homework

Encourage students to consult with their parents or other respected adults as they predict short-term and long-term consequences for each of their alternatives. The experience that comes with age is a valuable asset when thinking of long-term consequences!

**Student Assessment Techniques**

The first five sections of the checklist **Student Self-assessment for Using a Decision-making Process/Case Studies** can be used in assessing learning related to the objectives.

**Planning Process** Level B - Make an Informed Decision

4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy (alternative) based upon appropriate criteria.

Students will render a judgment and support that judgment by referring to clearly defined criteria (CCT).

Students will compile a goal statement that focuses on an aspect of independent living.

Students will construct clear, achievable goals and plan to meet them (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
discussion  
OR  
Independent Study:  
homework

All students will not design and carry out an action plan during this module. All students however are expected to complete Level B, steps 3 and 4. To begin step 4 each student creates a list of criteria that are applicable for her or his challenge. Once the criteria are identified students can rate each alternative against all of the criteria. The matrix below offers a visual to assist students in comparing how the alternatives measured up against the criteria.

	Criteria A	Criteria B	Criteria C	
Strategy #1				
Strategy #2				
Strategy #3				

Independent Study:  
homework

Using the process described above, students can use the best strategy (alternative) in developing a goal statement. Some students find it helpful at this point to do what some refer to as a congruency check. What that means is, that steps 1 and 2 represent an extensive gathering of information on a *broad* topic. Step 3 is a declaration of challenge that represents a *narrowing* of that broad topic. Step 4 is the setting of a personal goal which represents a *focusing* of the challenge.

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**Student Assessment Techniques**

The last portion of the checklist **Student Self-assessment for Using a Decision-making Process/Case Studies** can be used in assessing students' skills related to the learning objectives stated in this section.

**Student Evaluation Techniques**

Assessment is the process of gathering data. Evaluation is the process of making a judgment or assigning a mark based upon this data. Completion of the goal statement signifies the end of Level B - Make an Informed Decision. Gather the Level B assessment data located in each student's portfolio and use it in making an evaluation of their Level B progress.

**Planning Process** Level C - Carry Out Action Plan

5. Design and Apply action plan.
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to meet their goal statement about independent living.

Students will transform their reflections into strategies for action (IL).

Students will plan, manage and evaluate personal learning experiences (IL).

Students will evaluate their action plans and revise as necessary.

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

The action plan is a statement of the goal to be attained and the step-by-step procedure to be used in getting there.

Other features of an action plan include:

- time frame
- completion date
- check-in dates with support person(s)
- description of support system (support persons and their roles)
- written record of steps taken, along with degree of success, observations, comments and other appropriate notations
- 
- 

Note: Aspects of a good action plan can be found in **Rating Scale for Assessment and Evaluation of Action Plans**, found in the **Templates for Assessment and Evaluation** section of this guide.

Independent Study:  
learning contracts

The student, teacher and support person(s) sign the action plan at the time of its design. An assessment of the plan can be conducted at this meeting.

The parties meet at an agreed-to time and place on the completion date to evaluate the plan. Revision is considered and agreed to if necessary in order to meet the specified goal.

**Student Assessment Techniques**

The **Rating Scale for Assessment and Evaluation of Action Plans** can be used in the assessment phase.

**Student Evaluation Techniques**

The same rating scale can be used to evaluate the action plan once it has been completed. Use the data gathered throughout Level C to formulate a Level C evaluation. A student's mark for an entire module is based upon Level A evaluation, Level B evaluation and Level C evaluation.

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# Module 16: Parenting

## **F.Y.I.**

A pilot teacher commented "Students found this module very enjoyable. Considerable debate arose around issues of parents' responsibilities to children and children's responsibilities to parents."

The purpose of the module is to assist students in recognizing the responsibilities and commitment involved in parenting.





# Module 16: Parenting

## Time Frame

Approximately 10 hours of instruction will be required for this module. The number of lessons will vary depending on the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will recognize the responsibilities and commitment involved in parenting.

Students will describe the impact parenting has on a person's personal life, family life, community life and career.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- reflect on their present level of understanding of children and the role of parents
- compare current societal values ascribed to parenting
- list some important factors to consider when deciding if and when to become a parent
- list a parent's responsibilities to a child
- list the rights and responsibilities of a child
- outline the rewards and demands of parenting
- compare and contrast three parenting styles
- summarize some effective parenting skills
- compare traditional family patterns and emerging trends in family patterns
- establish criteria to use in choosing appropriate child care and in evaluating child care options
- become aware of sources of help for parents
- become aware of predicted future trends in parenting
- describe the impact of parenting on one's personal life
- describe the impact of parenting on one's family life

- describe the impact of parenting on one's life as a community member
- describe the impact of parenting on one's career.

### Level B - Make an Informed Decision

#### Foundational Objective

Students will develop the lifelong skill of making parenting decisions that reflect personal goals.

#### Learning Objectives

Students will:

- state a parenting challenge
- list strategies (alternatives) to meet their parenting challenge
- predict the potential consequences of each alternative
- select the best strategy (alternative) based upon appropriate criteria
- formulate a goal statement that focuses on an aspect of their parenting challenge.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability to design and carry out action plans that pertain to parenting.

#### Learning Objectives

Students will:

- design and carry out action plans to meet their goal statement about parenting
- evaluate their action plans and revise as necessary.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will develop the ability to use language (listening, speaking, reading, writing) for differing audiences and purposes that are relevant to the students and to the subject of parenting.

#### **Learning Objectives**

Students will:

- outline information for reporting, discussing or sharing.

### **Foundational Objective (CCT)**

Students will develop an understanding of how parenting knowledge is created, evaluated, refined and changed over a lifetime.

#### **Learning Objectives**

Students will:

- focus their attention on what they know and don't know related to parenting
- reflect on how knowledge has developed and changed in the area of parenting.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to the topic of parenting.

#### **Learning Objectives**

Students will:

- understand that real-life problems often have more than one solution
- render a judgment and support that judgment by referring to clearly defined criteria.

### **Foundational Objective (IL)**

Students will develop skills and abilities necessary to meet their own learning needs.

#### **Learning Objectives**

Students will:

- plan, manage and evaluate personal learning experiences
- construct clear, achievable goals and plan to meet them
- transform their reflections into strategies for action.

### **Foundational Objective (IL)**

Students will develop a positive disposition toward lifelong learning.

#### **Learning Objective**

Students will:

- make choices in learning that reflect their needs and interests.

### **Foundational Objective (IL)**

Students will develop the ability to access knowledge.

#### **Learning Objective**

Students will:

- seek out information from people who may be knowledgeable (e.g., parents, neighbours, day care workers, day care trainers, day care licensing authorities).

### **Foundational Objective (PSVS)**

Students will develop the skills and abilities to become empathetic and fair-minded people who can make positive contributions to society as individuals and as members of groups.

#### **Learning Objective**

Students will:

- understand the virtues needed for sustaining family life.

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# Module 16 At a Glance

**Time Frame 10 hours**

## Content

## Planning Process

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Overview of module

Children and the role of parents

Societal values ascribed to parenting

Factors to consider when deciding to become a parent

Parents' responsibilities to children

Rewards and demands of parenting

Parenting styles

Effective parenting skills

Traditional and emerging family patterns

Choosing and evaluating child care options

Sources of help for parents

Future trends in parenting

Impact of parenting on one's personal life, family life, life as a community member, and career

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Statement of challenge

Suitable strategies to meet challenge

Consider consequences

Select best strategy to meet challenge

Set parenting goal

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Design and carry out parenting action plan

Teacher evaluation, self-evaluation and evaluation by designated support person(s), perhaps leading to revision in the original action plan

### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.

2. *Research* the issue. Find the facts.

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### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.

4. *Determine* your decision and *Set* personal goal.

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### Level C - Carry Out Action Plan

5. *Design* and *Apply* Action Plan.

6. *Evaluate* your progress and *Revise* as needed.

Note: Students registered in Life Transitions 30 are expected to design and carry out action plans in the Money Management module, the Career Planning module and one other module of their choice.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will reflect on their present level of understanding of children and the role of parents.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

Provide students with an overview of the Parenting Module. Remind them that they may choose an area of interest from within this module in designing and carrying out their third action plan of the semester/year.

Interactive Instruction:  
small group activity

The purpose of this activity is to provide an opportunity for students to reflect on the roles of parents.

Create three large signs: AGREE, DISAGREE, NEUTRAL. Place one sign on each of three walls in your classroom. Ask students to stand under the NEUTRAL sign to begin with. Read the statement, "A family cannot exist in the absence of children." Ask students to walk to and stand under the sign that matches their opinion of the statement. It is quite likely that a few students will gather under each of the three signs. Ask them to speak to one other person, who is standing at the same sign, to explain why they hold this opinion. In this one-minute exchange, students may learn that different people can have the same opinion but for different reasons.

See the Appendix for additional statements to use in this activity.

**Student Assessment Techniques:**

As this is a reflection activity, there is no need to assess students regarding content. Also, this is the beginning of a new module and step one of the Planning Process is designed to act as a needs assessment in terms of the information to be addressed in the module.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify current societal values ascribed to parenting.

Students will reflect on how knowledge has developed and changed in the area of parenting

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
(1-2-4, Think-Pair-Share)

Ask each student to write the word PARENTHOOD vertically in their notebooks. Beside each letter, have students write a characteristic beginning with that letter to describe qualities of effective parents.

In pairs, ask students to discuss:

- similarities and differences in their listed characteristics
- to what degree these ideals are achievable.

Pull two pairs together to discuss:

- where and how we acquire our personal attitudes and expectations about parenting
- what society expects of parents.

**Student Assessment Techniques**

The following templates are provided as guides in the **Templates for Assessment and Evaluation** section: **My Group Skills/Performance**, **Co-operative Group Skills**, **Rating Scale for Co-operative Group Learning** and **Co-operative Group Skills Checklist**. As the students set to work, inform them that you will be observing, assessing and recording their ability to summarize for understanding and the degree to which they fulfil their group responsibilities. Alternatively, you may choose to assess any two criteria you believe appropriate, considering the learning objective, your group of students and the fact that they are working in Level A of the Planning Process.

**Planning Process** Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will list some important factors to consider when deciding if and when to become a parent.

Students will understand the virtues needed for sustaining family life (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mastery lecture

OR

Interactive Instruction:  
co-operative learning groups  
(jigsaw)

OR

Indirect Instruction:  
concept mapping

Some factors to think about when considering parenthood are:

- physical health and age
- financial circumstances (short-term and long-term costs)
- effects on husband and wife or mother and father relationship
- effects on educational and career plans
- emotional readiness for parenting (commitment)
- child care
- social support system (effects on relationships with friends and family)
- stress of parenting.

Interactive Instruction:  
interviewing AND discussion

Use the questionnaire and/or checklist provided in the Appendix as a potential starting point. The purpose is to have students think about readiness for parenthood. They could interview teen parents, their parents, their grandparents and/or other respected adults in gathering opinions about important considerations **before** deciding to parent.

**Student Assessment Techniques**

If the direct instruction strategy is used, assigning a summary and/or administering a test are appropriate means of assessing student learnings. In the case of the jigsaw, student learning can be assessed by asking students to submit a written and/or audio copy of what they prepared in the "expert" groups and presented to their "home" groups. If concept mapping is the instructional method used, have students submit a written copy of their concept map, as it provides an image of what the group members discussed and how they organized the information.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will list a parent's responsibilities to a child.

Students will list the rights and responsibilities of a child.

Students will outline the rewards and demands of parenting.

Students will understand the virtues needed for sustaining family life (PSVS).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
mini-lecture

Parents' responsibilities to children include:

- providing for physical needs
  - food and nutrition
  - clothing
  - sleep and rest
  - a safe environment
  - medical care
- promoting intellectual development
  - play
  - language development
- promoting social development
- promoting moral development
- promoting emotional development
- guidance and discipline
- protection.

Note: Ensure that students understand that some of the above items are legal responsibilities as well as moral responsibilities.

Interactive Instruction:  
discussion

The topic of discussion is the rights and responsibilities of a child. As the discussion facilitator, draw connections between the rights of a child and the responsibilities of a parent. Also, discuss the relationship between rights and responsibilities (e.g., if a child wants the "right" to sit down to a cooked meal, perhaps she or he has the responsibility to help prepare or clean up after the meal).

Interactive Instruction:  
panels

Arrange for a panel of parents to discuss their views on the rewards and demands of parenting. Try to invite parents with a variety of parenting experiences (parents with various ages of children and various family structures).

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**Student Assessment Techniques**

A combination of direct instruction and interactive instruction is recommended in working to achieve these learning objectives. Asking the students to prepare an outline of key points made in the lecture and panel discussion is one way to assess their learning. Students could write a letter to an imaginary pregnant friend, summarizing what has been learned about the rewards, demands and responsibilities of parenthood. Artistic students might design a picture book that depicts understanding of the learning objectives. Students could develop a brochure that reflects their understanding of one or more of the learning objectives.



**Planning Process** Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will describe three parenting styles.

Students will outline some effective parenting skills, and then report, discuss or share the information (C).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
(jigsaw)  
OR

Direct Instruction:  
compare and contrast

Direct Instruction:  
guest speaker  
OR

Indirect Instruction:  
case studies

Three general parenting styles are:

- authoritative parenting
- democratic parenting
- permissive parenting.

Effective parenting skills include:

- effective parent-child communication
- natural and logical consequences
- encouragement
- concentration on behaviour rather than misbehaviour.

Guest speakers might be those who facilitate such parenting courses as Systematic Training for Effective Parenting (STEP), Parent Effectiveness Training (PET), Self-Esteem: A Family Affair, How to Talk so Kids Will Listen, Nobody's Perfect, and Ready or Not!

**Student Assessment Techniques**

In the case of the jigsaw you can assess such co-operative group skills as "I do my share when working on a group activity" from the rating scale **My Group Skills/Performance**, or "The student fulfils her/his work responsibilities in the group" from **Rating Scale for Co-operative Group Learning**. Assessing these process skills in addition to content acquired provides solid data concerning a student's understanding of the first learning objective stated at the top of the page.

Asking students to prepare a case study that depicts one or more of the effective parenting skills is an appropriate way to assess the degree to which they have met the second learning objective.

The assessment techniques offered above are suggestions. If you decide to assess your students using different techniques, ensure that they complement the learning objectives and are suitable for the second step of the Planning Process.

**Planning Process** Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will compare traditional family patterns and emerging trends in family patterns.

Students will reflect on how knowledge has developed and changed in the area of parenting (CCT).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
compare and contrast

OR

Interactive Instruction:  
discussion

Students may have discussed a variety of family patterns in Health Education or Social Studies classes. In this module, the focus is on parenting and how parenting is affected by or affects varying family patterns such as:

- nuclear family
- extended family
- blended family
- adoptive family
- foster family
- single parent mother family
- single parent father family.

Note: It is important for all students to feel that their family structure is acceptable and positive.

**Student Assessment Techniques**

Administering a combination of test items is appropriate when assessing the degree to which a student has attained a learning objective when a direct method of instruction is used. When an interactive method of instruction is used you might ask a student, or students, to produce a video tape, audio tape, role play, collage, speech or editorial that demonstrates their attainment of the learning objective.

**Planning Process** Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will establish criteria to use in choosing appropriate child care and in evaluating child care options.

Students will seek out information from people who may be knowledgeable (e.g., parents, neighbours, day care workers, day care trainers, day care licensing authorities) (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
interviewing

Parents who require child care can choose from several forms of child care:

- in-home care, sometimes referred to as a nanny
- family day care where the child is cared for in another family's home
  - licensed
  - non-licensed
- child care centres
  - licensed
  - non-licensed
  - co-operatives

Students interview knowledgeable people in the field of day care to generate a list of criteria to use in evaluating and selecting from day care options. The list of criteria will likely include such items as:

- safety
- health conditions/healthy environment
- learning and playing
- qualities of the caregivers
- qualifications of the caregivers
- location/transportation
- hours of operation
- services offered (i.e., lunch, dinner, evenings for shift workers)
- cost
- eligibility for tax credit
- 
- 

**Student Assessment Techniques**

The checklist **Student Self-assessment for Preparing and Conducting an Interview** is provided in the **Templates for Assessment and Evaluation** section of this guide to assist you in assessing students' attainment of the learning objective when interviewing is the instructional method.

**Planning Process**    Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will become aware of sources of help for parents.

Students will become aware of predicted future trends in parenting.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorming OR circle of  
knowledge

Most communities have local and/or provincial agencies to help parents with parenting problems, financial problems or family crises. To find out what is available, check with:

- telephone directory
- doctor
- friends
- neighbours
- hospital counselling services
- social services
- library staff.

Students are likely to list such community supports as:

- prenatal classes offered through the community health clinic, community or regional college
- parenting classes offered through the church, school, community or regional college, library
- well-baby clinics offered through the community health clinic
- family service bureau
- Catholic family services
- family crisis centre
- 

Direct Instruction:  
mini-lecture

Future trends:

- declining birth rates will continue
- employers and governments may develop parental leave so that either parent could take some time off to care for a young child
- governments and employers may provide more child care in the workplace
- one-parent families small families and childless couples will continue to be more prevalent in the future.

(From: Baker, Maureen (1989). *Families in Canadian society: An introduction*. Toronto, ON: McGraw-Hill Ryerson Ltd.)

**Student Assessment Techniques**

It is not necessary to assess whether students can list or memorize a certain number of family services or supports. The important thing is that students know where to look and who to ask if and when they need support in their role as parents.

**Planning Process** Level A - Extend Knowledge Base  
2. Research the issue. Find the facts.

**Learning Objectives**

Students will describe the impact of parenting on one's personal life.

Students will describe the impact of parenting on one's family life.

Students will describe the impact of parenting on one's life as a community member.

Students will describe the impact of parenting on one's career.

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
personal reflection

Ask each student to write a journal entry or description, or create a concept web of the kind of impact becoming a parent might have on their personal life.

Interactive Instruction:  
circle of knowledge

In a small group of two or three, speaking one at a time, students talk about the impact becoming a parent might have on their family life.

Interactive Instruction:  
co-operative learning groups  
(1-2-4, Think-Pair-Share)

Starting individually and progressing to a small group of four, students compare their thoughts on the impact becoming a parent might have on their life as a community member.

Interactive Instruction:  
discussion

When facilitating this discussion, ensure that students consider career in its broadest culminating sense and not just as the equivalent of work. The topic of discussion is, "Becoming parents: How does that affect our careers?"

**Student Assessment Techniques**

This learning objective and the instructional methods suggested are designed as a closure to Level A for this module. With a foundation of information, students will move into Level B where they will practise making informed decisions. Throughout the combination of indirect and interactive instruction suggested above, you may wish to assess your students' co-operative group skills.

**Student Evaluation Techniques:**

It is time to make a judgment or assign a mark using all the data that has been gathered on each student throughout Level A of the Planning Process. An evaluation will be made again at the end of Level B, for all students. For those students who design and carry out an action plan in this module, an evaluation or judgment will be made at the end of Level C. A mark for the entire module can be determined by combining the Level A evaluation, the Level B evaluation, the co-operative group skills evaluation and, when appropriate, the Level C evaluation.

**Planning Process** Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state a parenting challenge.

Students will make choices in learning that reflect their needs and interests (IL).

Students will list strategies (alternatives) to meet their parenting challenge.

Students will understand that real-life problems often have more than one solution (CCT).

Students will predict the potential consequences of each alternative.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
personal reflection

Students consider all that was addressed in Level A and declare a challenge that has personal meaning.

Students may state such challenges as:

- My challenge is to talk with my steady girl/boyfriend to find out his/her feelings about parenthood.
- I want to be a parent some day but my challenge in the meantime is to learn more about babies and young children.
- I want to be a parent some day but my challenge in the meantime is to learn to control my temper.
- My challenge is to find out more about child care options and costs in our community.
- 
- 

Interactive Instruction:  
brainstorming OR co-operative  
learning groups

Encourage your students to think of different strategies (alternatives) to use in meeting their challenges. For example, in the last challenge stated above the student might come up with these strategies:

- I could get on the phone and find out about monthly cost per child.
- I could visit in person all the child care options and ask about price during the visit.
- I could ask 10 different mothers in the community what prices they pay per child per month at which facilities.

Independent Study:  
homework

Remind students to predict short-term and long-term consequences or pros and cons of each strategy. To continue with the example above, one consequence of the first strategy is that the caller learns the price but doesn't get to see the facilities. In the second strategy the caller sees the facility, meets the caregiver(s) and learns the cost. Now s/he is better prepared to do some comparisons. In the third strategy, the caller does not get to see any facilities or meet the caregivers and may not always get accurate quotes of cost.

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**Student Assessment Techniques**

The first three sections of the checklist **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** can be used in assessing student learning here.

**Planning Process** Level B - Make an Informed Decision

4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy (alternative) based upon appropriate criteria.

Students will formulate a goal statement that focuses on an aspect of their parenting challenge.

Students will construct clear, achievable goals and plan to meet them (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
discussion  
OR

Independent Study:  
homework

It is expected that students will generate a list of criteria to use in weighting or comparing strategies in order to select the best strategy (alternative).

Example: One student is checking out day care options and the cost of each. Once the student has grouped together a few day care options that are approximately the same cost, she or he might compare them by using such criteria as:

- hours of service or operation
- number of and ages of children already at the day care
- distance away from home
- references
- 

Independent Study:  
homework

The formulation of clear, precise, achievable, measurable goal statement marks the conclusion of Level B - Make an Informed Decision.

Example: I am going to talk to my older sister and ask her if I can arrange for her baby to be cared for at ABC Child Care facility when she is 18 months of age and my sister returns to work.

**Student Assessment Techniques**

The last portions of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** and **Student Self-Assessment for Using a Decision-making Process/Case Studies** may be used to assess student skills related to the learning objectives stated on this page. A third assessment instrument, **Checklist for Assessing Level B - Make an Informed Decision**, may also be useful.

**Student Evaluation Techniques**

Gather the Level B assessment data located in each student's portfolio. For this module, the portfolio may contain a teacher-completed checklist regarding the student's ability to identify a challenge, list alternatives, predict consequences, generate selection criteria and set a goal; the student's self-assessment of the same skills; and anecdotal records, checklists or rating scales measuring his/her cooperative group skills. Moving from assessment to evaluation means making a judgment or applying a mark based on this data.



**Planning Process** Level C - Carry Out Action Plan

5. Design and Apply action plan.
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to meet their goal statements about parenting.

Students will transform their reflections into strategies for action (IL).

Students will evaluate their action plans and revise as necessary.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

The action plan is a step-by-step plan that leads to achievement of the parenting goal. Sample action plans are provided in the Appendix section of the 20 level Relationships module and the 30 level Sexual and Reproductive Health module.

Independent Study:  
learning contracts

The student, teacher and support person(s) sign the action plan at the time of its design. A check-in date is agreed to. A conclusion date is agreed to. The parties meet at an agreed-to time and place on the completion date to evaluate the plan. Revision is considered and agreed to, if necessary to meet the specified goal.

**Student Assessment Techniques**

The action plan can be assessed at the design stage, by using the **Rating Scale for Assessment and Evaluation of Action Plans**, found in the **Templates for Assessment and Evaluation** section of this guide.

**Student Evaluation Techniques**

Once the plan has been completed, the same template can be used to evaluate the plan. The criteria listed on the template were designed to evaluate students' processes related to carrying out the plan, achievement of the goal and collaborative effort. Once the Level C evaluation has been completed for each student, that information can be put together with the evaluation of Level A, Level B and co-operative group skills to calculate a student's mark for the module.



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## Module 16: Appendix



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# Sample Opinion Statements about Children and Parenting

A man is less of a man if he stays home with the children and lets his wife support them.

Housework and child-rearing will probably always continue to be mostly the woman's responsibility.

Heredity is more important in determining children's personality than the environment in which they live.

Fathers should be present during childbirth.

The first five years of a child's life are the most important.

Children make life happier for parents.

People who decide not to have children are selfish.

Another word for parenthood is sacrifice.

It's okay for a woman who is not married to decide to have and raise a child on her own.

It's okay for a man who is not married to adopt and raise a child on his own.

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# Personal Checklist: Am I Ready For Parenthood?

Physically, I am healthy and mature enough to have a healthy pregnancy.

Emotionally, I am ready for a pregnancy.

Psychologically, I am ready to give up much of my freedom to take on the responsibilities of parenting.

I have met my educational goals.

Having a baby now fits in with my personal life goals.

I have a husband/wife/partner who is supportive of me and willing to help with the daily needs of a baby.

I have the financial means to provide for a family.

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# Couple Questionnaire: Are We Ready For Parenthood?

Why do we want to have a baby?

What impact will a baby have on us as individuals?

What impact will a baby have on us as a couple?

Can we afford to have a baby?

How will we divide the responsibilities of raising a child?

Are we ready, at our current ages, to part with much of our freedom?

How will we handle the possibility of being awakened several times a night for the next few months?

How will we handle the possibility of being awakened at 6:00 a.m. each morning for the next few years?





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# Module 17: Job Search

## **F.Y.I.**

As the title suggests, this module is about job search. It also deals with the process of changing jobs and the possibility of losing jobs.

Students clarify the similarities and differences between the job interview and the informational interview. All students prepare for and complete an informational interview. Some students will design and conduct a step-by-step job search.



# Module 17: Job Search

## Time Frame

Approximately 10 hours of instruction will be required for this module. The number of lessons will vary according to the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will develop and apply successful job search skills.

Students will become familiar with employee interview skills which they can apply, now and in the future, to getting a job and perhaps to changing jobs.

Students will consider those skills and attitudes needed to retain a job.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- list sources of job openings
- predict what is involved in organizing a job search
- practise the skills needed to prepare a
  - resume
  - letter of application
  - covering letter
  - application form
  - follow-up letter
- prepare for a job interview
- prepare for and successfully complete an informational interview
- identify the skills, attitudes and behaviours necessary for retaining a job
- identify the responsibilities of employers
- provide examples of underemployment
- explore the process of changing jobs
- discuss what to do if they lose a job

- discuss a variety of positive alternatives to paid employment and the potential impact of those alternatives on occupational opportunity.

### Level B - Make An Informed Decision

#### Foundational Objectives

Students will develop the lifelong skills of making decisions about job search, changing jobs, retaining jobs and job loss.

#### Learning Objectives

Students will:

- state a personal challenge connected to job search
- list strategies (alternatives) to meet their job search challenge
- predict the potential consequences of each alternative
- select the best strategy (alternative) based upon appropriate criteria
- formulate a goal statement that focuses on an aspect of job search.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and confidence to design and carry out action plans to prepare them for the process of searching for a job.

#### Learning Objectives

Students will:

- design and carry out action plans to meet their goal statement about job search
- evaluate their action plans and revise as necessary.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will use a wide range of language experiences for developing their knowledge about the process of searching for a job.

### **Learning Objective**

Students will:

- ask pertinent questions in order to further their own understanding.

### **Foundational Objective (C)**

Students will develop the ability to use language (listening, speaking, reading, writing) for differing audiences and purposes that are relevant to the students and to the subject of job search.

### **Learning Objective**

Students will:

- use a variety of resources to cover the breadth and depth of the topic of job search.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to the topic of job search.

### **Learning Objectives**

Students will:

- understand that real-life problems often have more than one solution
- relate, compare and evaluate what is being read, heard or viewed.

### **Foundational Objective (TL)**

Students will develop an understanding that technology both shapes and is shaped by society.

### **Learning Objective**

Students will:

- explore the role and influence of technology in the gathering, processing and disseminating of information.

### **Foundational Objective (IL)**

Students will develop skills and abilities necessary to meet their own learning needs.

### **Learning Objective**

Students will:

- plan, manage and evaluate personal learning experiences.

### **Foundational Objective (PSVS)**

Students will develop the skills and abilities needed to treat themselves, others and the environment with respect.

### **Learning Objective**

Students will:

- work co-operatively and contribute positively in group learning activities.

### **Foundational Objective (IL)**

Students will develop a positive disposition toward lifelong learning.

### **Learning Objectives**

Students will:

- work on in-depth studies of their choice
- recognize the inevitability of profound change due to advancements in technology and changes in society's values and norms, and be prepared to influence change by continuing to learn on an ongoing basis.

### **Foundational Objective (IL)**

Students will develop the ability to access knowledge.

### **Learning Objective**

Students will:

- seek information through a steadily expanding network of options, including other libraries, databases, individuals and agencies.

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## Module 17 At a Glance

**Time Frame 10 hours**

### Content

### Planning Process

Overview of module

Organizing a job search

Resume

Letter of application

Covering letter

Application form

Follow-up letter

Job interview

Informational interviews

Attitudes and behaviours needed to retain a job

Employer and employees expectations

Changing jobs

Job loss

Positive alternatives to paid employment

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Statement of challenge

Suitable strategies to meet challenge

Consideration of consequences

Selection of best strategy to meet challenge

Setting job search goal

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Designing and carrying out of job search action plan

Teacher evaluation, self-evaluation and evaluation by designated support person(s), perhaps leading to some revision in the original action plan

#### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.
2. *Research* the issue. Find the facts.

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#### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.
4. *Determine* your decision and *Set* personal goal.

-----  

#### Level C - Carry Out Action Plan

5. *Design* and *Apply* Action Plan.
6. *Evaluate* your progress and *Revise* as needed.

**Planning Process** Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will list sources of information about job openings.

Students will predict what is involved in organizing a job search.

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
structured overview

Provide students with an overview of what the module will be about. Remind them that they may choose to design and carry out their third action plan of the semester/year within this module.

Interactive Instruction:  
brainstorming

Ask students to generate a list of the many sources of information that can be used in finding job openings. The list may include:

- talking to people (family, friends)
- newspaper
- employment agencies (private, federal)
- local bulletin boards and store windows
- participating in volunteer activities.

Interactive Instruction:  
co-operative learning groups

Divide students into small groups. Provide each group with one student employment scenario, such as the examples below. Ask them to decide which job lead sources might help the student in the assigned scenario.

Examples:

- Karlissa thinks she'd like to be a pharmacist. She'd like to get part-time work in a drug store.
- Greg would like to work part-time as a waiter. He doesn't want to wait tables for a profession but the idea of tips appeals to him.
- Jonah isn't sure about his career plans. He knows that he is a good swimmer and that he likes to be outdoors. He'd like to be a lifeguard during the summer months.

Focusing on sources of job search information, have students collect and explore the yellow pages, classified ads and posted Help Wanted ads.

Interactive Instruction:  
brainstorming  
AND  
Direct Instruction  
mini-lecture

Ask students to generate a listing of what they think is involved in organizing and carrying out an effective job search. Supplement their ideas with the following key points:

- treat a job search like a job (regular hours, coffee breaks and lunch break)
- set daily and weekly objectives
- keep a record of contacts
- try to tap the "hidden job market" (unadvertised jobs)
- do some informational interviews
- elicit emotional support from family and friends
- keep a positive attitude

- gather your facts about yourself and prepare a resume
- find information about employers
- develop and maintain a network for information.

**Student Assessment Techniques**

Students are expected to list sources of information about available jobs. For some of your students, simply listing four sources may be a realistic expectation. Assess those students at a **knowledge** level. To assess a higher level of understanding, ask students to match job search goals/situations with the most appropriate job lead source and to support their choice. In this instance you are assessing at an **application** level.

Students are also expected to predict what is involved in organizing a job search. The ideas generated by your students during the brainstorming activity can be an indication of your students' knowledge in this area. Use the brainstorming as a mini needs assessment. There is no need to assess process or content at this particular time.

**Planning Process** Level A - Extend Knowledge Base

2. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will practise the skills needed to prepare a resume, letter of application, covering letter, application form and follow-up letter.

Students will explore the role and influence of technology in the gathering, processing and disseminating of information (TL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

**Note:** You may wish to co-ordinate this section of the module with the staff member in your school who teaches Information Processing 10, 20, 30.

Direct Instruction:  
guest speaker OR guides for reading, listening, viewing

**Resumes**

There are several ways to organize a resume. While there may be differences of opinion regarding the visual presentation/format, there is general agreement that a resume can be an effective promotional tool. The parts of a resume are:

- personal information
- career objective (optional)
- education
- work experience
- skills and abilities
- activities and interests
- references.

Direct Instruction:  
compare and contrast

Present examples of the following for purposes of comparing and contrasting:

- chronological resumes
- functional resumes
- targeted resumes
- letter resumes
- curriculum vitae
- portfolios.

Direct Instruction:  
demonstrations OR  
guest speakers

**Letters of Application**

In some instances, writing a letter of application is the only way to get a personal interview. These letters are the means by which you sell yourself to a prospective employer.

People who work in the field of human resources and personnel can provide information about the desirable content and format of letters of application. The Information Processing teacher might agree to act as a guest speaker and provide a variety of examples.



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**Instructional  
Strategies/Methods****Teaching Notes**

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Direct Instruction:  
drill and practice

**Covering Letters**

Provide students with the opportunity to become familiar with the content and the format of covering letters. Allow them the time to create a first draft, have it edited, and then rework it for improvement, if necessary.

Experiential Learning:  
simulations

**Application Forms**

Collect a variety of application forms. Ask students to apply for two or more jobs.

Direct Instruction:  
mini-lecture

**Follow-Up Letters**

Key areas to address include purpose, content and format.

**Student Assessment Techniques**

Refer to the learning objective for technological literacy. For assessment purpose, have students use technology to complete a personal sample of each product (resume, letter of application, covering letter, application form, and follow-up letter). You might consider providing each student with a computer disk. On the disk are the exact criteria to be used in assessing each product. Students prepare samples and submit them on the disk. Peer assessment in combination with teacher assessment would be very beneficial here. If the teacher facilitates an exchange of students' disks for purposes of peer assessment each student benefits, both from the experience of assessing another person's work and from the feedback. Students can rework their products based upon the peer assessment and then forward the disk for teacher assessment.

**Planning Process** Level A - Extend Knowledge Base

2. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will prepare for a job interview.

Students will work co-operatively and contribute positively in group learning activities (PSVS).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
panels  
OR  
Direct Instruction:  
guest speaker

Students may find it beneficial to hear from one or more people who conduct job interviews as part of their day-to-day work. The guest speaker or panel presenters could talk about how they score or evaluate interviewees in their efforts to select the best applicant for the job. They may offer such techniques as rating scales that include the following criteria:

- preparation (documentation, company research)
- arrival (punctuality, first impression)
- appearance (appropriate dress, facial expression, posture)
- manner (communication, maturity)
- personal characteristics (attitude, enthusiasm, manners, responsibility)
- the interview itself (knowledge, interest, eye contact, grammar, asking and answering of questions)
- conclusion of the interview (friendly, overall impression)
- 
- 

Arrange with guest speakers or panellists to ensure that they present information about what actually happens during an interview. For example, most interviews last 30-60 minutes and progress through four basic stages:

- breaking the ice
- getting down to business
- gathering information
- closing.

Once students have a sense of what interviewers are looking for, they can set out to prepare for a job interview. In this way, students have a much better sense of what they are preparing for.

Preparation points might include the following steps:

- Write down your accomplishments that define your skills.
- Prepare a list of characteristics and ask others with whom you are comfortable to rate you on a scale. Now you can describe accomplishments and the personal attributes that contributed to the results.
- Prepare an introduction.
- Find out about the company and the job.

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**Instructional  
Strategies/Methods****Teaching Notes**

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	<ul style="list-style-type: none"><li>• Anticipate the interview (prepare answers to commonly asked questions and prepare questions for the interviewer).</li><li>• Practise mock interviews.</li></ul> <p>Role playing is one way to really prepare your students for a job interview. Assure your students that most prepared job seekers "...do very poorly in their first mock interview. Their second is bad. The third is pretty good, and the quality improves rapidly from there." (Farr, Michael. <i>Finding Jobs Fast Instructor's Guide</i>, page 69)</p> <p>Divide the class into small groups of three. Advise everyone that, in their groups, each student will take a turn in each of three roles: job seeker, employer and critic. Allow the groups time to decide what job each student will be applying for when it is her or his turn as job seeker. The groups also need time to determine which student will play the role of employer for which applicant. In this way the students can prepare appropriate questions for their role as employer.</p> <p>Note: Remember that role playing can be very difficult for some people and an absolute joy for others.</p>
Experiential Learning: role playing	Experiential Learning: video interviewing

**Student Assessment Techniques**

Throughout the role play practice sessions, you may assess co-operative group skills if students are advised ahead of time. Throughout the role play practice sessions, you may assess co-operative group skills if students are advised ahead of time. Use the template **Co-operative Group Skills** ("Encourages Others" and "Listens Attentively") or **Rating Scale for Co-operative Group Learning** ("The student follows group work rules as established for the activity") and ("The student fulfils her/his work responsibilities in the group").

The video interview has the potential to be a powerful assessment tool. A combination of self-assessment, peer-assessment and teacher assessment can be used. In preparation for the video experience, review the information presented by the guest speaker or panellists about criteria used in evaluating job applicants during an interview. Use the rating scale in the Appendix as a guide. Revise it with your students before they begin preparing for the video interview session. When students have completed the video interview, have them rate themselves using the agreed upon rating scale. Arrange for each student to assess another student's video tape. Lastly, assess each student tape yourself.

**Planning Process** Level A - Extend Knowledge Base

2. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will prepare for and successfully complete an informational interview.

Students will ask pertinent questions in order to further their own understanding (C).

Students will seek information through a steadily expanding network of options; including other libraries, databases, individuals and agencies (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
compare and contrast  
OR  
Indirect Instruction:  
concept attainment

Build upon students' current understanding by presenting the similarities and differences between the job interview and the informational interview. Points of comparison and contrast might be:

- What is the purpose of each?
- What do I do to prepare for each?
- How do I set them up?
- What kinds of questions do I ask in each?
- What do I do at the beginning of each?
- What do I do at the closure of each?
- What do I do after each?

Interactive Instruction:  
co-operative learning groups  
(1-2-4, Think-Pair-Share)

Students prepare for at least two informational interviews. Using the 1-2-4 instructional method, students first prepare on their own. Next, they work with one other student and critique one another's preliminary plans. Lastly, students work as a group of four to refine their plans.

Experiential Learning:  
informational interviews

Ask the students to advise you of whom they would like to interview. With your principal, prepare a letter of request that can be forwarded on school letterhead to prospective interviewees. Students can place follow-up calls to finalize dates and times of interviews.

It is unlikely that all of your students will complete their informational interviews on the same day or even in the same week. At the appropriate time, debrief this section of the module by encouraging students to talk about and share their informational interview experiences. Encourage students to share their experiences with their families. Dedicate part of the discussion to talking about the impact that job search stress has on family life and personal life.

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### **Student Assessment Techniques**

The **Co-operative Group Skills Checklist** found in the **Templates for Assessment and Evaluation** section of this guide could be used to assess students' co-operative group skills during the 1-2-4 activity. Students' abilities to "contribute ideas to the group efforts during the discussions in the time set aside for group work" can be assessed using the **Rating Scale for Co-operative Group Learning**.

Self-assessment is useful as a means of reflection following an informational interview. The checklist **Student Self-assessment for Preparing and Conducting an Interview** may serve as a starting point in creating a checklist, rating scale or anecdotal record for this activity. A summary sheet or reflection sheet may also be submitted for assessment purposes (see Appendix).

The co-operating community member is a valuable source of student assessment. Asking him/her to play a role in student assessment reaffirms the links between school and community and the transitions from school to work. Include a checklist or rating scale with your thank you letter, jointly signed by student, teacher and principal.

**Planning Process** Level A - Extend Knowledge Base

2. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will identify the attitudes and behaviours necessary for retaining a job.

Students will identify the responsibilities of employers.

Students will provide examples of underemployment.

Students will relate, compare and evaluate what is being read, heard or viewed (CCT).

**Instructional Strategies/Methods**

**Teaching Notes**

Interactive Instruction:  
brainstorming

Introduce the brainstorming session by stating that employers expect several things of their employees. One such expectation has to do with attitudes. Divide the class into two groups. Ask one group to create a list of positive attitude indicators. The second group generates a list of negative attitude indicators.

In the debriefing, point out that employers expect the following from employees:

- ability to accept criticism
- co-operativeness
- dependability
- enthusiasm
- honesty
- initiative
- loyalty
- willingness to follow directions
- willingness to learn.

Direct Instruction:  
mini-lecture

In general employees can expect the following of their employer:

- explanations of policies, rules, regulations and changes in your duties
- evaluation of your work
- fairness
- honesty
- introductions to co-workers
- payments
- safe working conditions
- standard separation procedures
- training.

Indirect Instruction:  
reflective discussion

The purpose of this discussion is to help students understand the concept of underemployment. Assist them in reflecting upon the connections between attitude, behaviours and underemployment.

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**Instructional  
Strategies/Methods****Teaching Notes**

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Independent Study:  
homework  
AND  
Interactive Instruction:  
discussion

As a class, prepare a rating scale listing the attitudes and behaviours that employers expect of employees. Create a similar rating scale of the things employees expect of employers. Ask students to watch television programs of their choice for purposes of rating employers and employees against expectations. Establish class agreements about numbers of programs, numbers of characters, due date and so on.

Note: Each students submits a video tape of the program they selected and accompanying rating scales for discussion and assessment.

**Student Assessment Techniques**

For some students, it might be appropriate for the teacher to prepare or locate programs that feature an employee expectation such as honesty or enthusiasm, and then ask students to identify the appropriate attitude or behaviour. In this way you are assessing their abilities to "identify". For most of the students in your class the homework video tape and accompanying rating scales are a way of assessing those same abilities but in a more sophisticated manner.

**Planning Process** Level A - Extend Knowledge Base

2. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will explore the process of changing jobs.

Students will discuss what to do if they lose a job.

Students will discuss a variety of positive alternatives to paid employment and the potential impact of those alternatives on occupational opportunity.

Students will recognize the inevitability of profound change due to advancements in technology and changes in society's values and norms, and be prepared to influence change by continuing to learn on an ongoing basis (IL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Direct Instruction:  
guest speakers

The emphasis here is on employee-driven job change, rather than job loss. Changing jobs can be discussed in at least two categories: change within the same place of work and leaving the place of work.

Change within the place or work:

- networking
- transfer
- impact on personal life
- impact on family life
- impact on career

Leaving the place of work:

- leaving on friendly terms
- giving notice
- impact on personal life
- impact on family life
- impact on career

Direct Instruction:  
mini-lecture  
AND/OR guest speaker(s)

Job loss vocabulary to be introduced includes:

- fired
- laid off
- severance pay
- unemployment insurance.

It is important to revisit the process of job search, but it is also important to describe the emotions and a type of grieving that accompanies job loss. How might job loss affect your personal life, family life, career and life as a community member?



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**Instructional  
Strategies/Methods****Teaching Notes**

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Interactive Instruction:  
discussion

Consult with Wellness 10 and Christian Ethics teachers to get an idea of where your students may have volunteered or may be currently volunteering. At the beginning of the discussion find out who, in this particular class, has volunteered or is volunteering and where.

Throughout the discussion emphasize not so much what students can do by volunteering but rather what volunteering can do for students as they progress from dependence to independence.

Employers sometimes remark on the "skills gap" associated with hiring new high school graduates. Through volunteering, students can develop skills like initiative, leadership, problem solving and responsibility.

**Student Assessment Techniques**

Assigning a job search concept map serves both as a culminating activity for Level A of this module and as an assessment technique.

**Student Evaluation Techniques**

In each student's folder the following assessment data is located: job lead sources; a disk containing a resume, letter of application, covering letter, application form and follow-up letter; co-operative group skills demonstrated during role plays and a 1-2-4 activity; a video interview and corresponding self, peer and teacher rating scales; informational interview reflection sheets and accompanying self and community member rating scales; employer and employee expectations video tape and corresponding rating scales; a concept map. All this assessment data, at the end of Level A, must be judged and awarded a mark that represents a percentage of the student's mark for the Job Search Module.

**Planning Process Level B - Make an Informed Decision**

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state a personal challenge connected to job search.

Students will list strategies (alternatives) to meet their job search challenge.

Students will understand that real-life problems often have more than one solution (CCT).

Students will predict the potential consequences of each alternative.

**Instructional Strategies/Methods**

**Teaching Notes**

Indirect Instruction:  
personal reflection

Students acquired and evaluated information about searching for a job throughout Level A. In Level B they have an opportunity to concentrate on one aspect. Your students may write challenge statements similar to the following:

- I didn't realize that I was expected to know something about the company/business before I went into an interview. Therefore, my challenge is to research two or three prospective employers.
- In Level A we learned that networking is an effective job search strategy to use when looking for a first job and for changing jobs. If it is something I'm going to use a few times I might as well learn more about it. Therefore, my challenge is to find out more about networking and how I can use it.
- It seems to me that a resume is awfully important. My challenge is to collect a few samples and decide whether I need to access a community expert or resource person to further polish mine.

Interactive Instruction:  
circle of knowledge

Initially, ask individual students to generate a list of strategies or alternatives to use in meeting their personal challenge. Then divide students into small groups for the circle of knowledge. Students speak one at a time and can offer additional strategies or alternatives to help one another in meeting their variety of challenges.

Independent Study:  
homework

Encourage students to consult with their parents or other respected adults as they predict short-term and long-term consequences for each of their alternatives. Parents, neighbours or older siblings may welcome the opportunity to share what they have learned about job search strategies and consequences!

**Student Assessment Techniques**

The first three sections of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** can be used to assess the learning objectives in step 3 of the Planning Process.

**Planning Process Level B - Make an Informed Decision**

4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy (alternative) based upon appropriate criteria.

Students will formulate a goal statement that focuses on an aspect of job search.

Students will work on in-depth studies of their choice (IL).

**Instructional Strategies/Methods**

**Teaching Notes**

Independent Study:  
homework  
AND/OR  
Interactive Instruction:  
discussion

As stated in the first learning objective above, students are to generate a list of criteria that they can use in comparing their strategies for purposes of selecting the best one. Students may invite the same people who helped them in step 3 to assist them in step 4. The matrix below may be useful in listing strategies (alternatives) along one axis and appropriate criteria along the other axis.

	Criteria A	Criteria B	Criteria C	
Strategy #1				
Strategy #2				
Strategy #3				

Independent Study:  
homework

The expectation is that each student will write a goal statement. In Level A, steps 1 and 2, students looked at the broad picture of job search. In Level B, step 3, each student narrowed the field of job search into one area he or she found interesting or challenging. Now, in step 4, the challenge is focused further into an attainable goal.

**Student Assessment Techniques**

The last section of **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** can be used to assess the learning objectives for step 4 of the Planning Process.

**Student Evaluation Techniques**

Gather the Level B assessment data located in each student's portfolio and use it in making an evaluation of his/her Level B progress. Assessment is the process of gathering data. Evaluation is the process of making a judgment or assigning a mark based upon the data.

**Planning Process** Level C - Carry Out Action Plan

5. Design and Apply action plan.
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to meet their goal statement about job search.

Students will evaluate their action plans and revise as necessary.

Students will plan, manage and evaluate personal learning experiences (IL).

**Instructional  
Strategies/Methods**

**Teaching Notes**

Independent Study:  
learning contracts

Not every student will design and carry out an action plan in this module. For those who do, the action plan is a step-by-step plan to follow in reaching their goals.

Remind students to do a "feasibility check" before submitting their action plan. In other words, "Can this action plan be completed by the end of the semester/year?"

Review motivational support and moral support. Students should consider these when approaching someone to be the support person(s) for their action plan. Encourage students and support people to set "check in dates." Check in dates are simply prearranged times for the student and support person to check and see if everything is on track. Such dates also provide an opportunity for small rewards.

See the Appendix for a sample action plan. The sample matches the following challenge: My challenge is to research the three new employers in my community (fast food, video rental, doughnut shop) and determine if there is any potential for student employment. The sample action plan matches the following goal statement: My goal is to conduct a job search during the Easter Break that centres on the new employers.

Independent Study:  
learning contracts

The student, teacher and support person(s) sign the action plan at the time of its design. An assessment of the plan can be conducted at this meeting.

The parties meet at an agreed-to time and place on the completion date to evaluate the plan.

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**Student Assessment Techniques**

The **Rating Scale for Assessment and Evaluation of Action Plans** is available for your use when assessing student action plans. See **Templates for Assessment and Evaluation**.

**Student Evaluation Techniques**

The same rating scale can be used to evaluate the action plan once it has been completed. Use the data gathered throughout Level C in formulating a Level C evaluation. A student's mark for an entire module is based upon Level A evaluation, Level B evaluation, co-operative group skills and Level C evaluation.



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## Module 17: Appendix





## Video Interview Rating Scale

Punctuality	late	on time	early
Appearance	well-groomed	satisfactory	untidy
Posture	good	fair	poor
Eye contact	frequent	excessive	none
Greeting	friendly	average	anxious
Handshake	firm/secure	wishy-washy	anxious
Poise	good	fair	poor
Attitude	positive	average	negative
Personality	pleasant	satisfactory	unsatisfactory
Self-assurance	confident	average	self-conscious
Oral communication	fluent	average	awkward
Knowledge of the job	excellent	average	poor
Knowledge of the company	excellent	average	poor
Interest	sincere	moderate	little or none
Experience	related experience	average	not directly related
Education	excellent	sufficient	poor
Goals and aspirations	clear/realistic	quite clear	unclear
Enthusiasm	excellent/sincere	some	none
•			
•			
•			

Highlights of the interview: \_\_\_\_\_

Possible ways to improve the interview: \_\_\_\_\_

---

## Informational Interview Reflection

Name of person interviewed \_\_\_\_\_

Location \_\_\_\_\_

Job title \_\_\_\_\_

Date and Time \_\_\_\_\_

1. What did I learn?
2. What did I forget?
3. What personal characteristics did this person have that I might emulate?
4. Why is s/he successful in this job?
5. Is this the job I want? Why or why not?
6. Is this the field/industry I want to work in? Why or why not?
7. Do I need to see others to get more information? If so, who should I see?
8. Did I remember to get other contacts?

If so, they are:

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# Sample Action Plan

## Names

Student name: \_\_\_\_\_

Name of support person (s): \_\_\_\_\_  
\_\_\_\_\_

## Dates

Date action plan is submitted for approval: \_\_\_\_\_

Date action plan begins: \_\_\_\_\_

Check-in dates with support person(s): \_\_\_\_\_

Date action plan ends: \_\_\_\_\_

## Topic/Issue

Job search

## Challenge

My challenge is to research three new employers in my community (fast food, video rental, donut shop).

## Goal

My goal is to conduct a job search during the Easter Break that centres on those employers.

## Action

<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>	<u>Fri.</u>	<u>Sat.</u>
One info. meeting	2nd info. meeting	3rd info. meeting	Interview	Call backs	Interview
Deliver resume to all three places	Follow-up calls to request interviews	Check-in meeting with (names)	Follow-up letter/thank you note	re: interview dates & times	Follow-up letter/thank you note
Physical activity with a friend	Physical activity with friend(s)	Physical fitness activity	Lunch with family member(s)	Check-in mtg with (names)	Physical fitness activity

\_\_\_\_\_  
Teacher signature

\_\_\_\_\_  
Support person(s) signature

\_\_\_\_\_  
Student signature



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# Module 18: Sexual and Reproductive Health

## F.Y.I.

In this module students will have the opportunity to examine, discuss and consider many of the sexual issues that will affect them now and in the future. As in the other modules of Life Transitions 20 and 30, students evaluate sources of information in order to gather current and accurate information upon which to base informed decisions. In addition to practising their decision-making skills, students design step-by-step action plans aimed at meeting their personal goals of sexual and reproductive health. By carrying out their action plans on a day-to-day basis, students acquire and practise the skills necessary to take responsibility for their sexual health.

The Human Sexuality and Sexual and Reproductive Health modules of Life Transitions 20, 30 are not intended to replace the sexuality education that occurs in the family. It is important that the school reassure parents that these modules are intended as a complement to parent-based sexuality education.

Opportunities need to be provided to inform parents of the content and philosophy of this module. An information meeting held early in the semester or year provides the opportunity for parents to meet the teacher(s); learn about the objectives, content and philosophy of the program; and view some of the resources.

A parent advisory or liaison committee can be a beneficial support to the Life Transitions program and its teachers. Such a liaison committee might assist in acquiring and selecting resources that meet community needs. Some communities may already have this support in place, as the Health Education curriculum recommends the establishment of a health education liaison committee. Such committees provide a valuable link between the school and community.



# Module 18: Sexual and Reproductive Health

## Time Frame

This module will take approximately 20 hours to complete. The number of lessons will vary depending on the time available for each lesson.

## Foundational Objectives and Learning Objectives

### Level A - Extend Knowledge Base

#### Foundational Objectives

Students will extend their knowledge of current information about sexual and reproductive health.

Students will learn where to seek help concerning sexual and reproductive health, now or in the future.

Students will develop a sense of responsibility for their own sexual and reproductive health.

#### Learning Objectives

Students will acquire and evaluate information in order to:

- define sexual health care
- describe breast and testicular self-examination
- recognize the importance of testicular and breast self-examination as routine practices of personal health care
- be aware of how doctors conduct reproductive examinations for males and females
- identify sexual disorders and dysfunctions
- identify and describe the symptoms and treatment for the most serious sexually transmitted diseases including HIV/AIDS
- explain the importance of seeking medical attention for any sign of a sexually transmitted disease (STD)
- explain how the spread of STDs, including AIDS, can be prevented

- explore the concerns that sometimes surround such topics as circumcision, masturbation, PMS and sexual orientation
- define coercive sex
- explore sex and the law
- explore issues of sexual safety and actions that can lessen the risk of assault
- list sources of help for issues of sexual and reproductive health.

### Level B - Make An Informed Decision

#### Foundational Objectives

Students will develop the lifelong skills of making decisions to enhance their sexual and reproductive health.

#### Learning Objectives

Students will:

- list some of the many decisions of a sexual nature that are made throughout life
- justify that sexual decision making is a personal responsibility
- state a challenge involving some aspect of sexual and reproductive health
- list strategies (alternatives) to meet their challenge about sexual and reproductive health
- explore the consequences of each alternative
- select the best strategy to meet their sexual and reproductive health challenge
- compile a goal statement.

### Level C - Carry Out Action Plan

#### Foundational Objective

Students will develop the ability and confidence to design and carry out an action plan that will improve or maintain their sexual and reproductive health.

#### Learning Objective

Students will:

- design and carry out action plans to improve or maintain sexual and reproductive health
- evaluate their action plans and revise as necessary.

The selection of the following C.E.L.s for emphasis in this module does not preclude the development of other C.E.L.s in the suggested activities and strategies.

### **Foundational Objective (C)**

Students will use a wide range of language experiences to develop their knowledge of sexual and reproductive health.

### **Learning Objective**

Students will:

- discuss or write about the ideas presented using their own language in order to better understand sexual and reproductive health.

### **Foundational Objective (C)**

Students will develop their abilities to use language (listening, speaking, reading, writing) for differing audiences and purposes that are relevant to the students and to the topic of sexual and reproductive health.

### **Learning Objectives**

Students will:

- prepare prearranged questions and interview persons to acquire information
- identify and understand persuasion and propaganda techniques (e.g., loaded words, unsubstantiated claims, etc.).

### **Foundational Objective (IL)**

Students will develop the ability to access knowledge.

### **Learning Objective**

Students will:

- seek out information from people who may be knowledgeable (e.g., parents, teachers, guidance counsellors, social services, rape crisis centres, community agencies, doctors, and other health care workers).

### **Foundational Objective (CCT)**

Students will think for themselves, to recognize the limits of individual reflection and the need to contribute to and build upon mutual understandings.

### **Learning Objective**

Students will:

- examine knowledge in terms of what they already know and what they want to know.

### **Foundational Objective (CCT)**

Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to their sexuality.

### **Learning Objectives**

Students will:

- understand that real-life problems often have more than one solution
- render a judgment and support that judgment by referring to clearly defined criteria.

### **Foundational Objective (PSVS)**

Students will work toward becoming compassionate, empathetic and fair-minded people who can make positive contributions to society as individuals and as members of groups.

### **Learning Objective**

Students will:

- recognize the importance of respecting evidence, truth and the views of others when engaging in rational discussions.

### **Foundational Objective (PSVS)**

Students will develop a better understanding of the personal, moral, social and cultural aspects of sexual and reproductive health.

### **Learning Objective**

Students will:

- understand the religious, spiritual, or cultural values and beliefs of others as they arise in the context of sexual and reproductive health.



# Module 18 At a Glance

Time Frame 20 hours

## Content

Overview of module

Sexual health care

Breast and testicular self-examination

Medical reproductive examinations

Sexual disorders and dysfunctions

STDs, including AIDS

Concerns about sexual and reproductive health

Coercive sex

Sex and the law

Sexual safety

Sources of help

Reproductive health as a personal responsibility

Sexual decisions throughout life

Sexual decision making as a personal responsibility

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Statement of challenge

Strategies to meet the challenge

Consider consequences

Select best strategy to meet challenge.

Set sexual and reproductive health goal

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Design and carry out action plan for sexual and reproductive health

Teacher evaluation, self-evaluation and evaluation by designated support person(s) perhaps leading to some revision in the original action plan

## Planning Process

### Level A - Extend Knowledge Base

1. Stop and *Reflect* on what you know and feel about the issue.
2. *Research* the issue. Find the facts.

---

### Level B - Make an Informed Decision

3. *State* the challenge and *Explore* alternatives and consequences.
4. *Determine* your decision and *Set* personal goal.

---

### Level C - Carry Out Action Plan

5. *Design* and *Apply* Action Plan.
6. *Evaluate* your progress and *Revise* as needed.

Note: Students registered in Life Transitions 30 are expected to design and carry out action plans for the Money Management module, Career Planning module and one more of their choice.

**Planning Process**

Level A - Extend Knowledge Base

1. Stop and Reflect on what you know and feel about the issue.

**Learning Objectives**

Students will define sexual health care.

**Instructional  
Strategies/Methods****Teaching Notes**

Interactive Instruction:  
brainstorming OR circle of  
knowledge

Sexual health care includes:

- genital hygiene
- self-examination skills
- medical examinations
- prevention of disease
- control and treatment of disease, if necessary
- basic care for the sexual parts of the body.

Use the information provided and build upon it to provide the students with an overview of the module. Stress that sexual health care is as important as other health and dental care.

**Student Assessment Techniques**

This is the beginning of the module. There is no need to assess students' co-operative group skills at this time, as the purpose of the activities is to set the students at ease and lead them into the module.

**Planning Process**

Level A - Extend Knowledge Base  
 2. Research the issue. Find the facts.

**Learning Objectives**

Students will describe breast and testicular self-examination.

Students will discuss or write about the ideas presented using their own language in order to better understand sexual and reproductive health (C).

Students will recognize the importance of testicular and breast self-examination as routine practices of personal health care.

Students will be aware of how doctors conduct reproductive examinations for males and females.

**Instructional Strategies/Methods****Teaching Notes**

Direct Instruction:  
 guest speaker OR mini-lecture

Community resource people include public health nurses, breast screening centre staff, gynaecologists, urologists and so on.

Interactive Instruction:  
 discussion

Cancer of the testes is one of the leading types of cancer in men between the ages of 20 and 40. Self-examination can detect cysts or lumps that may be cancerous. Women can detect a lump in the breast which might prove to be cancerous. Examining yourself regularly can save your life. Finding cancer early makes it much easier to cure.

Direct Instruction:  
 guides for reading, listening,  
 viewing OR guest speaker

Female reproductive examinations:

- breast examination
- urine sample to check for bladder infection
- pelvic examination
- pap test.

Male reproductive examinations:

- urine sample to check for bladder infection
- any discharge from the penis is tested as it could be a symptom of a STD
- testes, scrotum and epididymis are examined for lumps.

Potential speakers include a gynaecologist, urologist or public health nurse.

**Student Assessment Techniques**

Direct instruction is the suggested instructional strategy and Communication is the C.E.L. being emphasized. Having students prepare a written or audio summary of key points is an appropriate way to assess students' attainment of the first three learning objectives above.

Whether the direct instruction method of guest speaker was used or a combination of pamphlets, brochures, and videos was used, it is appropriate to assess students' awareness of reproductive examinations with short answer test questions.

**Planning Process**

Level A - Extend Knowledge Base  
 2. Research the issue. Find the facts.

**Learning Objectives**

Students will identify sexual disorders and dysfunctions.

Students will relate learning outcomes to present and future needs (IL).

Students will identify and describe the symptoms and treatment for the most serious sexually transmitted diseases (STDs), including AIDS.

**Instructional Strategies/Methods****Teaching Notes**

Interactive Instruction:  
 co-operative learning groups  
 (jigsaw)  
 OR  
 Independent Study:  
 research project

Some of the most common sexual health disorders or dysfunctions are:

- dysmenorrhoea (menstrual cramps, painful contractions in the uterus during menstruation)
- endometriosis
- erectile dysfunction (previously called impotence)
- hernia
- pelvic inflammatory disease (PID)
- premenstrual syndrome (PMS)
- sterility
- vaginitis.

Direct Instruction:  
 guest speaker OR guides for reading, listening and viewing  
 OR  
 Independent Study:  
 research project

A visit to a STD clinic is appropriate here if there is one in the community or nearby. Wellness centre staff may be available to act as resource persons. AIDS support groups as well as hospital staff assigned to AIDS patients would be valuable sources of accurate information about symptoms and treatment.

~~Some students may have received some of this information in Health Education throughout the middle level. For them, this may be somewhat of a review. In any case, the emphasis here is to evaluate sources of information for accuracy.~~

**Student Assessment Techniques**

The Independent Learning C.E.L. above suggests that students concentrate on areas that may already be a concern to them (e.g., menstrual cramps) or something that may be of concern in the future (e.g., family history of sterility). Teacher prepared case studies are effective in assessing students' abilities to identify a sexual disorder or dysfunction.

Student prepared case studies could be used to assess students' knowledge of STDs. Each student is asked to write a case study incorporating symptoms of a STD. The case studies are submitted to the teacher, who distributes them amongst the class. Each student's task now is to diagnose the STD based upon the information provided in the case study.

**Planning Process**

Level A - Extend Knowledge Base  
 2. Research the issue. Find the facts.

**Learning Objectives**

Students will explain the importance of seeking medical attention at any sign of a STD.

Students will examine knowledge in terms of what they already know and what they want to know (CCT).

**Instructional Strategies/Methods****Teaching Notes**

Direct Instruction:  
 guest speaker OR guides for reading, listening, viewing (testimonials)  
 AND  
 Indirect Instruction:  
 personal reflection

- Some of the complications of untreated STDs are:
- chlamydia - in females, pelvic inflammatory disease (PID)
  - chlamydia - in males, epididymitis
  - gonorrhea - blindness in unborn babies
  - congenital syphilis - transferring the infection to an unborn child
  - herpes - incurable
  - genital warts
  - HIV/AIDS
  - 
  -

Arrange for students to view, read or listen to testimonials of people who did not seek and/or receive medical attention for a STD. Ask students to listen, read or view for purposes of answering the questions:

- If I don't seek medical attention, how does that decision affect my personal health?
- If I do or don't seek medical attention, how does that affect my ~~family life now and in the future?~~
- What has seeking medical attention got to do with me as a community member, now and in the future?
- What impact does my decision about seeking medical attention have on my career?

**Student Assessment Techniques**

Students' responses to these questions can be used in assessment. It is important to advise students, in advance, that their written or orally prepared responses will be assessed. Also, share in advance the criteria to be used in assessing the assignment.

**Planning Process**

Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will explain how the spread of STDs, including AIDS, can be prevented.

Students will explore the concerns that sometimes surround such topics as circumcision, masturbation, PMS and sexual orientation.

Students will recognize the importance of respecting evidence, truth and the views of others when engaging in rational discussions (PSVS).

Students will understand the religious, spiritual, or cultural values and beliefs of others as they arise in the context of sexual and reproductive health (PSVS).

**Instructional Strategies/Methods****Teaching Notes**

Direct Instruction:  
mini-lecture OR guest speaker OR guides for reading, listening or viewing

Secondary students might find public health nurses who work in mobile van units to be reliable sources of information about the prevention of STDs.

Direct Instruction:  
compare and contrast  
AND/OR  
Interactive Instruction:  
panel discussion OR debate

Circumcision, masturbation, PMS and sexual orientation are just a few of the many topics of sexual and reproductive health around which there are varying opinions. Add or delete from this list as you feel appropriate in your community and in your classroom. Some students may equate the term sexual orientation to homosexuality. Sexual orientation includes celibacy, heterosexuality, homosexuality and bisexuality.

~~Note: Teachers must use professional judgment when dealing with topics of sexual orientation. Attitudes, religious beliefs and family values may vary within the community, and these variations are to be respected. The level of maturity of students must also be taken into consideration. See "For Your Information" at the beginning of this module.~~

The PSVS Common Essential Learnings objective above indicate the attitudes with which students should explore these sensitive topics and issues.

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**Student Assessment Techniques**

Students could prepare a media spot, brochure or role play to explain how the spread of STDs can be prevented.

To assess the degree to which students have explored the concerns, you could have them write an essay that compares and contrasts the evidence, the truth and the views surrounding one topic. The **Holistic Rating Scale to Mark an Essay** is provided in the **Templates for Assessment and Evaluation** section, for your use. For some students, an essay of that scope might be an unrealistic expectation. Within the scope of the **Adaptive Dimension**, an outline might be more appropriate than an essay for that student or group of students.

**Planning Process**

Level A - Extend Knowledge Base

2. Research the issue. Find the facts.

**Learning Objectives**

Students will define coercive sex.

Students will understand persuasion and propaganda techniques (e.g., loaded words, unsubstantiated claims, etc.) (C).

Students will explore sex and the law.

Students will interview persons with prearranged questions to acquire information (C).

**Instructional Strategies/Methods****Teaching Notes**Interactive Instruction:  
circle of knowledge  
AND/OR discussion  
ORDirect Instruction:  
guest speaker

The use of force and coercion in sexual relationships is one of the most serious problems in relationships. At the sexual assault level it includes:

- rape
- statutory rape
- date rape.

Other examples of sexual coercion include:

- child molestation (pedophiles)
- incest
- sexual harassment.

Interactive Instruction:  
co-operative learning groups  
(small group activity)

OR

Independent Study:  
research project OR interviewing

Some of the choices for students here include: preparing a project on an individual or small group basis; preparing, conducting and analyzing interviews on an individual or small group basis; preparing a documentary style video or script on an individual or small group basis.

The focus of the third learning objective above is on the past, current and, possibly, future status of incest, pornography, prostitution, harassment and rape in the eyes of the law (municipal, provincial and/or national).

**Student Assessment Techniques**The template **Anecdotal Records in Reflective Discussion/Discussion/Circle of Knowledge** is provided as a guide for assessing students' co-operative group skills.Check the **Templates for Assessment and Evaluation** section of this guide for ideas to use in assessing projects and interviews.



**Planning Process**

Level A - Extend Knowledge Base  
 2. Research the issue. Find the facts.

**Learning Objectives**

Students will explore issues of sexual safety and the actions that can lessen the risk of assault.

Students will seek out information from people who may be knowledgeable (e.g., parents, teachers, guidance counsellors, police officers, social services, rape crisis centres, community agencies, doctors and other health care workers) (IL).

Students will list sources of help for issues of sexual and reproductive health.

**Instructional Strategies/Methods****Teaching Notes**

Direct Instruction:

guest speakers

OR

Interactive Instruction:

interviewing

OR

Experiential Learning:

field trips, surveys

Suggestions for guest speakers are listed in the second learning objective above. Students may work individually or in small groups if instructional methods other than, or in addition to, guest speakers are used.

Sexual safety topics are similar to sex and the law topics: rape, abuse, sex offenders, incest and sexual harassment. Here, however the emphasis is on:

- the privacy of one's body and the right to determine what is acceptable contact with others
- the right to refuse physical contact
- safety actions
- trusting instincts
- the importance of getting help and reporting incidents
- issues of fault, guilt and self-blame.

Interactive Instruction:  
 brainstorming OR circle of  
 knowledge OR co-operative  
 learning groups

Community, health district and provincial sources of support can help students with sexual and reproductive health issues. Listing the issues and matching them with sources of help can act as an effective summary of Level A - Extend Knowledge Base.

**Student Assessment Techniques**

In the case of field trips and guest speakers, summaries or outlines of key concepts are means to assess student understanding. Concept webs are also appropriate. If students conduct interviews or surveys, they should be assessed on their preparation, conducting of the interview and analysis of results.

**Student Evaluation Techniques**

Before moving into Level B, examine each student's portfolio and convert into a mark all the assessment data gathered throughout Level A. For the student who has completed three action plans throughout the semester/year, his/her evaluation for this module consists of Level A, Level B and co-operative group skills. If each of those three components is considered equal, Level A makes up one third of the student's mark for the module.

**Planning Process**

Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will list some of the many decisions of a sexual nature that are made throughout life.

Students will justify that sexual decision making is a personal responsibility.

**Instructional Strategies/Methods****Teaching Notes**

Interactive Instruction:  
co-operative learning groups  
(1-2-4 Think-Pair-Share)

Have students consider sexual decisions (past, present and future) they might make.

Direct Instruction:  
didactic questions  
AND

Pose the following questions. Allow time for individual students to answer them, in abbreviated note form. Facilitate a group discussion.

Interactive Instruction:  
reflective discussion

- Who makes sexual decisions?
  - Everyone does at different times and in different situations.
- Who and/or what could help make these decisions?
  - Variety of information sources (i.e., media, church)
  - Parents
  - Peers
 (However, it is the decision maker's job to evaluate these factors when seeking out help.)
- Why do we make decisions?  
We direct our entire life by making choices and then acting upon them. Life is full of choices.

Emphasize that decision making is ultimately a personal responsibility that impacts on the decision-maker and others. Sexual and reproductive health is just one area in which we make decisions throughout life. Such decisions have implications for the future.

Review the six-step decision making process used in teaching and learning this course. Indicate that the class is about to move into step 3, the statement of a challenge. Depending on your class, it may be helpful at this time to review and/or list the content addressed in Level A. Students could refer to this list when asked to focus in on a challenge.

**Student Assessment Techniques**

Inform students that they will not be asked to submit their written responses for assessment. Let them know, however, that you will be using the **Anecdotal Records in Reflective Discussion/Discussion/ Circle of Knowledge** template to assess their skills in the area of "attitude". Criteria will include "all opinions respected" and "disagrees in an agreeable way".

**Planning Process**

Level B - Make an Informed Decision

3. State the challenge and Explore alternatives and consequences.

**Learning Objectives**

Students will state a challenge involving some aspect of sexual and reproductive health.

Students will list strategies (alternatives) to meet their challenge of sexual and reproductive health.

Students will understand that real-life problems often have more than one solution (CCT).

Students will explore the consequences of each alternative.

**Instructional Strategies/Methods****Teaching Notes**

Indirect Instruction:  
personal reflection OR  
reflective discussion

Some challenges that students might state are:

- My challenge is to practise breast/testicular self-examination each month.
- My challenge is to arrange for a pap smear for myself and my Mom/sister/friend, and continue to do so on an annual basis.
- My challenge is to talk with my employer and arrange a safer parking location. I am currently at risk as I walk to my car after work late at night.
- My challenge is to find out what community supports are available for homosexuals.
- My challenge is to work toward decreasing current levels of sexual harassment in our school/community/work place.

Independent Study:  
homework  
OR

Interactive Instruction:  
co-operative learning groups (1-2-4 Think-Pair-Share)

For the sample challenge statement regarding the issue of sexual safety, the student might generate such strategies as:

- I could ask my supervisor to move my parking location to one that is closer to the building. Then I don't have to walk so far, alone, at 3:00 a.m. when I get off work.
- I could talk to the supervisor and other staff and arrange that we all park close together and plan a kind of system where we escort one another to our cars. We're safer in pairs and groups.
- A security guard could be hired to escort staff to their cars after working the late shift.
- I could take a self-defence course.

Indirect Instruction:  
reflective discussion  
OR

Interactive Instruction:  
circle of knowledge

Encourage students to consider the pros and cons of each alternative. Factors that are difficult to identify as pro or con should be noted as "interesting". Such "interesting" features may enter into the next step of weighting or judging the alternatives as a means of selecting the best one.

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**Student Assessment Techniques**

**Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies, Students Self-assessment for Using a Decision-making Process/Case Studies, and Checklist for Assessing Level B - Make an Informed Decision** are provided for your use in the **Templates for Assessment and Evaluation** section of this guide.

If you advise students in advance, the charting of pros, cons and interesting features can be used in assessing students' decision-making skills.

**Planning Process**

Level B - Make an Informed Decision

4. Determine your decision and Set personal goal.

**Learning Objectives**

Students will select the best strategy to meet their sexual and reproductive health challenge.

Students will render a judgment and support that judgment by referring to clearly defined criteria (CCT).

Students will compile a goal statement.

**Instructional Strategies/Methods****Teaching Notes**

Indirect Instruction:  
reflective discussion  
OR  
Independent Study:  
homework

Review the matrix design below. The alternatives are listed on one axis of the matrix and the criteria are listed on the second axis. The criteria used to judge the alternatives will depend on the challenge of choice.

	Criteria A	Criteria B	Criteria C	
Strategy #1				
Strategy #2				
Strategy #3				

When students have selected the best strategy to meet their challenge, the next task is to state a clear and achievable goal statement.

**Student Assessment Techniques**

This matrix contains valuable information regarding a student's ability to generate appropriate criteria to use in judging alternatives and subsequently selecting the best one. The last portion of two assessment instruments, **Suggested Checklist to Grade the Use of a Decision-making Process/Case Studies** and **Student Self-assessment for Using a Decision-making Process/Case Studies**, may be used to assess student skills related to the learning objectives stated on this page. A third assessment instrument, **Checklist for Assessing Level B - Make an Informed Decision**, is also provided in this guide.

**Student Evaluation Techniques**

Gather the level B assessment data located in each student's portfolio. Moving from assessment to evaluation means making a judgment or applying a mark based on this data.

**Planning Process**

Level C - Carry Out Action Plan

5. Design and Apply action plan.
6. Evaluate your progress and Revise as needed.

**Learning Objectives**

Students will design and carry out action plans to maintain or enhance sexual and reproductive health.

Students will evaluate their action plans and revise as necessary.

**Instructional  
Strategies/Methods**
**Teaching Notes**

Independent Study:  
learning contracts

Being responsible for our sexual and reproductive health is a lifelong endeavour. Assist students in designing a short-term action plan that can be carried out in a semester or school year. Their goal may be long-term in nature, but the action plan needs to be completed this semester/year.

Independent Study:  
learning contracts

The evaluation and revision stage of the action plan occurs later in the semester or year on the designated date when the short-term portion of the student's action plan has been completed. The evaluation includes the student, the teacher and the support person(s).

**Student Assessment Techniques**

The action plan can be assessed in step five, the design stage, by using the **Rating Scale for Assessment and Evaluation of Action Plans** found in the **Templates for Assessment and Evaluation** section of this guide.

**Student Evaluation Techniques**

Once the plan has been completed, some weeks or months later, the same template can be used to evaluate the plan. The template suggests students be evaluated on their ability to carry out the plan, collaborate with others and achieve their goal. Once the Level C evaluation has been completed for each student, that information can be put together with the evaluation of Levels A and B, and evaluation of the student's co-operative group skills, to calculate a mark for the module.

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## Module 18: Appendix





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## Sample of an Action Plan

### Names

Student name: \_\_\_\_\_

Name of support person(s): \_\_\_\_\_

\_\_\_\_\_

### Dates

Date action plan is submitted for approval: \_\_\_\_\_

Date action plan begins: \_\_\_\_\_

"Check-in" dates with support person(s): \_\_\_\_\_

\_\_\_\_\_

Date action plan ends: \_\_\_\_\_

### Topic/Issue

Sexual and Reproductive Health

### Challenge

My challenge is to focus on decreasing the current level of sexual harassment in our school.

### Goal

My goal is to meet with others in our school to establish a policy around sexual harassment.

### Action

- I will approach the principal and vice principal on (Date).
- I will research the kinds of sexual harassment policies that exist in other schools on (Date).
- I will meet with the SRC and staff advisor to elicit their support on (Date).
- I will talk with teachers who teach health in grades 7-9 and those who teach Wellness 10 to see if there are students who would be willing to work with me in doing some surveys and observations to assess current levels of sexual harassment in our school.
- I will meet with a few of the teachers to get their reading on current levels of sexual harassment.
- Once I have copies of existing policies, plus current data about sexual harassment in our school, I will meet with the principal and vice principal again to draw up our school policy.
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\_\_\_\_\_  
Teacher signature

\_\_\_\_\_  
Support Person(s) Signature

\_\_\_\_\_  
Student Signature