

Ready for Work: The Middle Years

Building Work-Readiness Skills



Saskatchewan
Ministry of
Advanced Education,
Employment and
Labour



This resource was developed by the Saskatchewan Professional Development Unit in collaboration with the Saskatchewan Ministry of Advanced Education, Employment and Labour.

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Saskatchewan Professional Development Unit

2317 Arlington Avenue
Saskatoon SK S7J 2H8
Tel: (306) 373-1660 or 1-800-667-7762
Fax: (306) 374-1122
www.spdu.ca



Saskatchewan
Ministry of
Advanced Education,
Employment and
Labour

**Ministry of Advanced Education,
Employment and Labour**

1945 Hamilton Street
Regina SK S4P 2C8
Tel: (306) 787-9478
Fax: 306-798-0975
www.aeel.gov.sk.ca

Ready for Work: The Middle Years



Objective: this resource introduces the development of work-readiness skills to middle years' students. This work will provide an introduction to the Ready for Work framework used by students in senior years. The lessons in this resource reflect the competencies outlined in the *Blueprint for Life/Work Designs* document.

This resource is divided into three areas: **Identifying My Skills**, **Understanding the World of Work**, and **Knowing Ourselves and Others**. Each topic has two separate lessons; one for grades 6-7 students, and one for grades 8-9 students. Teachers may want to focus on the lessons that best suit their individual contexts.

These lessons could be used as a full unit, but could also be used individually to support the planning of individual teachers.



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Lessons

Identifying My Skills (A)

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A5	Using Collaborative Group Skills	
A6	Effective Decision-Making Skills	
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B1	Interviewing Workers	
B2	Finding Information	
B3	Developing a Budget	
B4	Volunteers in Your Community	
B5	Developing Your Community	
B6	Developing Your Reserve	
B7	It's Not Fair!	

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C1	Identifying Similarities and Differences	
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C4	Personal Rights and Responsibilities	
C5	Examining Personal Rights and Responsibilities	
C6	Child Labour Practices	

Lesson Summaries



Identifying My Skills

A1 – My Personal Traits

This lesson involves beginning to collect items for the students' portfolios which will continue throughout the unit. The lesson focuses on the interests and strengths of each student, and ways in which these can be used in future job or volunteer opportunities.

A2 – Skills for Living and Working

Students are asked to rate their personal skills based on those identified in the *Employability Skills 2000+* document. Students will have the opportunity to reassess their skills at the end of the unit.

A3 – Identifying Personal Management Skills

Students develop advice for peers in an advice column format and connect the advice to personal management skills. Grades 6-7 discuss responsibility as an important personal management skill. Grades 8-9 rate themselves on the personal management skills of positive attitudes, responsibility, and life-long learning. Both groups develop an action plan for improvement.

A4 – Effective Communication Skills

The lesson for the grades 6-7 students contains a short role play about applying for a job with a neighbour, and then identifying good and bad communication skills evident in it. The grades 8-9 students present a talk show and then identify good and bad communication skills.

A5 – Using Collaborative Group Skills

Students complete a task as a group, and then deconstruct the activity to identify criteria for self-assessment of group work.

A6 – Effective Decision-Making Skills

Students consider their own decisions and then identify the separate parts of decision making. The grades 6-7 students participate in an interview activity, and the grades 8-9 students develop and present scenarios.

A7 – Making Safe Decisions

This lesson focuses on healthy decision-making. Students examine health information pertaining to young people and consider how best to address it.

A8 – Identifying Hazards

Students consider a variety of scenarios to identify various hazards in the home and consider ways of responding to these.

A9 – Balanced Lifestyles

Students collect data about the amount of time spent on a variety of activities through a survey, and consider the concept of a balanced lifestyle.

Understanding the World of Work

B1 – Interviewing Workers

Students interview workers in a variety of jobs in order to learn about the differences in terminology relating to work, and to understand the meaning of a career journey.

B2 – Finding Information

Grades 6-7 students focus on finding information on a variety of topics and discussing the various sources that they used. Grades 8-9 students focus on finding information about the world of work and discussing how this information will be helpful to them in future years.

B3 – Developing a Budget

The grades 6-7 students develop a budget to connect the value of an item they desire with the amount of time needed to save for this item using minimum wage. Grades 8-9 students create a budget and connect this to minimum wage and other salaries. These students also examine costs for post-secondary education and possible funding sources.

B4 – Volunteers in Your Community

Students consider the value of volunteer work to a community.

B5 – Developing Your Community

Grades 6-7 students consider the components of a reserve or community and develop a prototype community. Grades 8-9 students play a game about a fictional community where they consider the economic and emotional impacts of certain events that could occur.

B6 – Developing Your Reserve

Students consider the impact of various economic and social events on the future of a fictional reserve. This lesson is presented at one level only.

B7 – It's Not Fair!

Students examine a variety of scenarios to identify the connection between fairness and safety.

Knowing Ourselves and Others

C1 – Identifying Similarities and Differences

Grades 6-7 students consider differences and similarities in their classmates, and the ways in which people are sometimes characterized by society. Grades 8-9 students consider similarities and differences in the context of the *Employment Equity Act*.

C2 – Diversity and Human Rights

In this lesson, students develop a greater understanding of themselves and the diversity of skills and abilities in their classrooms. The students then develop a human rights code for their classroom. Grades 8-9 students also examine discrimination.

C3 – Examining Discrimination

This lesson follows from C2 by examining the issue of discrimination in more depth. The grades 6-7 students discuss a selection of questions, and the grades 8-9 students connect current newspaper articles to the *Saskatchewan Human Rights Code*.

C4 – Personal Rights and Responsibilities

Students examine the rights for children developed by the United Nations and develop an understanding of the four areas covered in the *Convention on the Rights of the Child*.

C5 – Examining Personal Rights and Responsibilities

Grades 6-7 students consider why rights and responsibilities are necessary. Grades 8-9 students take a look at Treaty rights.

C6 – Child Labour Practices

This lesson involves a research activity on child labour for the grades 6-7 students. The grades 8-9 students debate questions relating to child labour.

Student Assessment and Evaluation



Portfolio Assessment

Students will develop a personal portfolio which will form the basis of their assessment. The portfolio will demonstrate understanding of the concepts covered. Assignments may be entered under the categories of:

- Identifying My Skills
- Understanding the World of Work
- Knowing Ourselves and Others

Individual assignments or activities included in the portfolio can be assessed by students through self-assessment and reflection, and in a formative manner by the teacher with feedback containing suggestions for improvement. This feedback could occur during teacher–student conferences held throughout the year. The completed portfolio can be used for summative purposes using rubrics such as the ones included here.

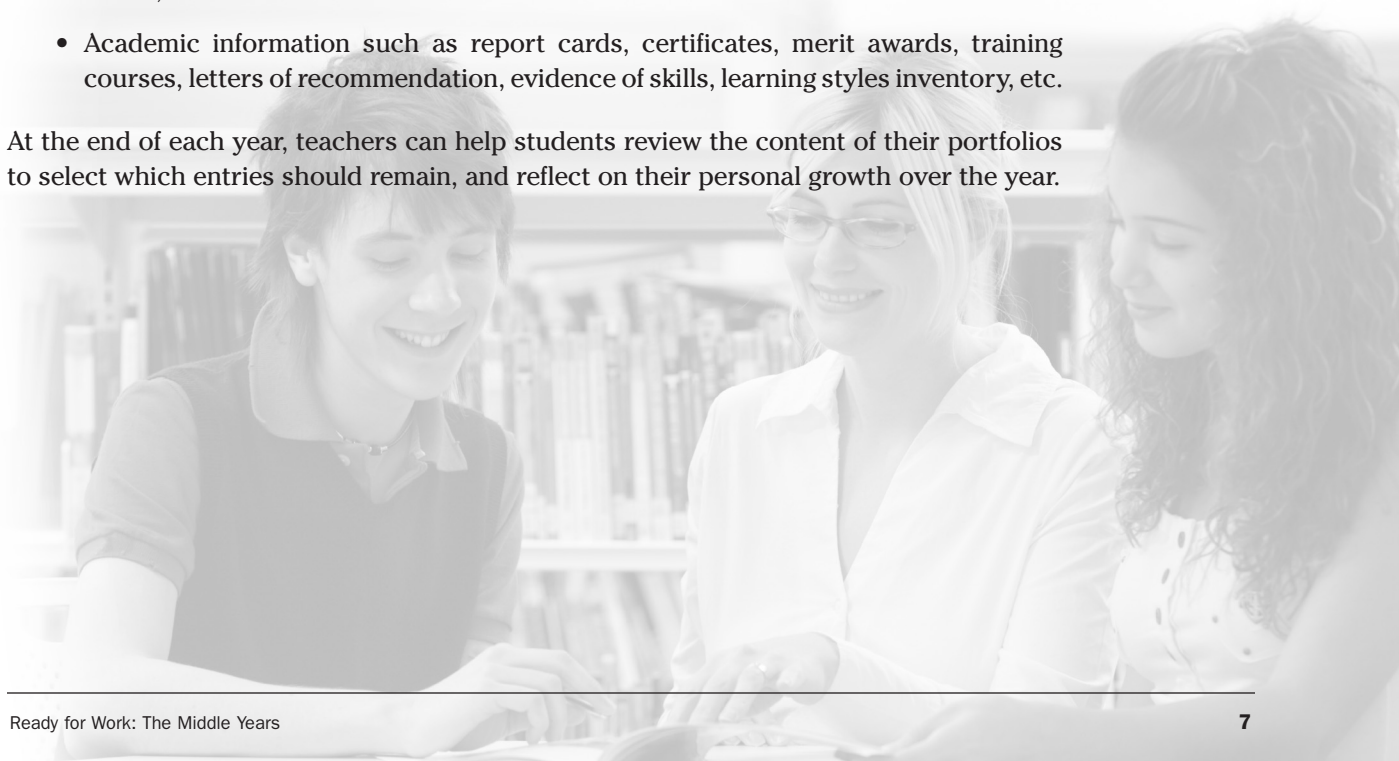
Personal Career Portfolios

The portfolios created through these lessons will continue to grow as the students do. Information contained in the portfolios can provide the necessary documentation for students' first and subsequent resumé. The portfolios will be a reflection of both in and out of school experiences, and will provide tangible evidence of personal, interpersonal, and academic skills.

Teachers could add additional artifacts to those suggested in the lessons such as:

- Personal information including hobbies, interests, school or community activities, life stories or events, interest inventories, general hopes and dreams for the future, etc.
- Academic information such as report cards, certificates, merit awards, training courses, letters of recommendation, evidence of skills, learning styles inventory, etc.

At the end of each year, teachers can help students review the content of their portfolios to select which entries should remain, and reflect on their personal growth over the year.



Sample Portfolio Assessment Rubric

Criteria	Level One	Level Two	Level Three	Level Four
Identifying My Skills	This student has a partial understanding of some of the simpler details and processes taught in this section of the course.	This student has no errors or omissions regarding the simpler details and processes, but has errors and omissions regarding the more complex ideas and/or processes taught in this section.	This student has no major errors or omissions regarding any of the information and/or processes explicitly taught in this section.	This student consistently goes beyond the information and/or processes explicitly taught in the classroom during this section.
Understanding the World of Work	This student has a partial understanding of some of the simpler details and processes taught in this section of the course.	This student has no errors or omissions regarding the simpler details and processes, but has errors and omissions regarding the more complex ideas and/or processes taught in this section.	This student has no major errors or omissions regarding any of the information and/or processes explicitly taught in this section.	This student consistently goes beyond the information and/or processes explicitly taught in the classroom during this section.
Knowing Ourselves and Others	This student has a partial understanding of some of the simpler details and processes taught in this section of the course.	This student has no errors or omissions regarding the simpler details and processes, but has errors and omissions regarding the more complex ideas and/or processes taught in this section.	This student has no major errors or omissions regarding any of the information and/or processes explicitly taught in this section.	This student consistently goes beyond the information and/or processes explicitly taught in the classroom during this section.

(Adapted from Marzano, 2007)

Sample Rubric for Personal Response

	Level One	Level Two	Level Three	Level Four
Content	This writer has attempted to understand the issue, but has difficulties with interpretation and connection.	This writer has understood the issue and has included ideas from personal life experience.	This writer shows a good understanding of the issue by relating the issue to self and society.	This writer shows an excellent understanding of the issue by relating the issue to self, society and life in general.
Organization	No introductory sentence is evident for this response. It is difficult to follow the development of ideas and many are not fully supported.	An introductory sentence is evident for this response. It is sometimes difficult to follow the development of ideas and some are not fully supported.	A good introductory sentence begins this response. Ideas have been well organized on the whole but occasionally wander, and are mostly well supported.	An excellent introductory sentence sets the tone for a well developed response. Ideas have been clearly organized with the readers' needs in mind, and are well supported.
Style	No personal voice is evident. This writer has difficulty with language usage.	This writer is making an attempt to develop a personal voice. This writer has some difficulties with vocabulary and language usage.	An emerging voice is clearly evident, but is not yet consistent. Good vocabulary and knowledge of language usage.	The writer's voice is clearly evident. Excellent choice of vocabulary. Excellent knowledge of language usage.

Sample Rubric for Collaborative Group Work

Criteria	Level One	Level Two	Level Three	Level Four
Group Participation	1 or 2 group members participated.	At least 1/2 of the group participated most of the time.	At least 3/4 of the group participated regularly.	All members of the group participated fully.
Shared Responsibility	1 or 2 people in the group shared responsibility for tasks such as offering ideas, inviting others into the conversation, and offering support for the ideas presented.	At least 1/2 of the group shared responsibility for tasks such as offering ideas, inviting others into the conversation, and offering support for the ideas presented.	At least 3/4 of the group shared responsibility for tasks such as offering ideas, inviting others into the conversation, and offering support for the ideas presented.	All members of the group shared responsibility for tasks such as offering ideas, inviting others into the conversation, and offering support for the ideas presented.
Individual Skills	1 or 2 members of the group performed tasks such as recording notes, introducing new ideas, keeping the group on time or on task, offering suggestions, active listening or paraphrasing.	At least 1/2 of the group members performed tasks such as recording notes, introducing new ideas, keeping the group on time or on task, offering suggestions, active listening or paraphrasing.	At least 3/4 of the group members performed tasks such as recording notes, introducing new ideas, keeping the group on time or on task, offering suggestions, active listening or paraphrasing.	All members of the group performed tasks such as recording notes, introducing new ideas, keeping the group on time or on task, offering suggestions, active listening or paraphrasing.

Sample Rubric for Representation

Criteria	Level One	Level Two	Level Three	Level Four
Content	This product shows little or no understanding of the purpose of this assignment or the topic under investigation.	This product shows some understanding of the purpose of this assignment or the topic under investigation.	This product shows a good understanding of both the purpose of this assignment and the topic under investigation.	This product shows a thorough understanding of both the purpose of this assignment and the topic under investigation.
Organization	This student has no clear strategy for communicating with the viewer. Connection to the topic is either not evident, or unrelated.	Some recognition of the needs of the audience is evident. However, the student's connection to the topic is vague or unclear.	Good recognition of the needs of the audience. The student's connection to the topic is evident, but not emphasized.	Excellent recognition of the needs of the audience. The student's connection to the topic is immediately and clearly evident.
Appearance and Design	Beginning to understand visual appeal or design. This student has attempted to use balance, color, or space for effect.	Some understanding of visual appeal and design are evident. This student has used some aspects of balance, color or space.	Good use of visual appeal and design. This student has used balance, color and space well.	An exceptional understanding of visual appeal and design. This student has successfully incorporated balance, color, and space to maximum effect.

Identifying My Skills



A1 – My Personal Traits	1
A2 – Skills for Living and Working.....	5
A3 – Identifying Personal Management Skills	9
A4 – Effective Communication Skills.....	15
A5 – Using Collaborative Group Skills	21
A6 – Effective Decision-Making Skills.....	29
A7 – Making Safe Decisions	35
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A9 – Balanced Lifestyles.....	45

A1 – My Personal Traits



Grades 6-7

This lesson involves collecting items for students' portfolios. The lesson focuses on the interests and strengths of each student, and ways in which these can be used in future job or volunteer opportunities.

- Students will be asked to collect items for their portfolio that illustrate who they are. These can be items such as photos of family or friends, but also items such as certificates, letters or cards of thanks, report cards, programs from school plays or concerts that they were in, items relating to hobbies such as awards won for sports or photos of a fish caught, samples of crafts or something that they have created, etc.
- Students will be asked to include a brief note with each item stating why it has been included with a focus on what this item says about them as an individual (e.g., this item shows that I can catch fish, etc.).
- Students will also be asked to complete the following stems:

Some things that I am interested in are...

One thing that I am proud of is...

Other people often say that I am...

My family would say that I am...

One thing that I am really good at is...

One thing that I would really like to try someday is...

- The teacher will pass around the *Activity Sheet* on page two, and will write the names of each of the students on a sheet. The students will be asked to write one positive comment about the student whose name is at the top of the sheet, and then pass it along so that everyone has the opportunity to write one comment about each student. When the sheets are complete, the teacher will return them to the applicable student. Students will be asked to read the comments made about them, and will then add this sheet to their portfolio.
- The teacher will ask the students to consider how they can share their gifts with others in the future in relation to the jobs that they might do, the volunteering that they might do, or the kinds of projects that they might like to be involved in.
- Students will work in groups of three to discuss what possibilities they see for themselves, and what possibilities others see for them.
- Students will make a list of the suggestions others have given to them together with their own ideas, and will add these to their portfolio.



One thing I have noticed about _____ is

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____



Grades 8-9

This lesson involves collecting items for the students' portfolios. The lesson focuses on the interests and strengths of each student, and ways in which these can be used in future job or volunteer opportunities.

- This lesson involves having the students complete some online quizzes to help determine their areas of strength. Have students go to the computer lab to complete the following tests. If this is not a possibility in your context, most of these tests also have written examples available that you can print off and copy for students.

online Myers Briggs

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

online multiple intelligences test

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int

a variety of other possible online tests

http://similarminds.com/personality_tests.html

- After taking the tests, ask students to share their results with two other students; one who knows them well, and one who does not. Each student should ask for feedback in regard to the perceived accuracy of the online information. In other words, do the students think that the results are accurate based on their personal knowledge of this student.
- The teacher will then ask the students to consider how they can share their gifts with others in the future in relation to the kinds of jobs that they might do, the volunteering that they might do, or the kinds of projects or activities that they might like to be involved in. Students will continue to work in the group of three established earlier to discuss what possibilities they see for themselves, and what possibilities others see for them based on the information that they have shared with each other.
- Students will make a list of the suggestions others have given them together with their own ideas, and will rank these in order of interest. All this information will then be add to their portfolio.

A2 – Skills for Living and Working



Grades 6-7

Students are asked to rate their personal skills based on those identified in the *Employability Skills 2000+* document found at:

<http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>.

Students can reassess these skills at the end of the unit or course.

Preparation

Ask staff and friends to collect a selection of magazines that the students can cut up for this lesson.

- Let students know that they are going to be spending some time clarifying the skills that are important for them to develop in order to be successful in school and in life. Tell students that these skills have been identified by employers. List the skills below on the board and brainstorm with students for examples of what each skill means and when it might be used. Divide students up into groups, and assign each group one of the skills listed below.

Skills:

- Communication
 - Numeracy
 - Problem solving
 - Responsibility
 - Working with others
 - Using technology effectively
- Tell students that they will be developing a collage about their skill. Ask students to look in the magazines to find pictures and/or words that illustrate the meaning of the skill that they have been assigned. Students will then share their collage with the large group.
 - Ask students what other skills they feel might be important in a workplace. The teacher might like to ask students to consider: time management, positive attitudes, being flexible, and organizational skills if students do not mention these.
 - Based on the information that they have received, students will then be asked to rate themselves on these basic skills.
 - Students will be asked to reflect on the skills that they are good at and think about how they became good at these skills. They will also be asked to develop an action plan to improve one skill area. A model for action plans can be found in the health curriculum.
 - Teachers can provide suggestions or build opportunities for students to work on their individual skill-sets in or out of class, and can then revisit this portfolio entry later in the semester for students to reassess themselves.

Activity Sheet



1	2	3	4
I am beginning to understand this skill and I am trying to use it. I need to improve this skill.	I understand this skill and use it from time to time. I think that my skill level is OK, but I do need to practice more.	I understand this skill and use it regularly. My skill level is good, but I am not very confident yet.	I really understand this skill and use it frequently. I am very good at this skill.
Skills		My skill ability	
Communication			
1	2	3	4
Numeracy			
1	2	3	4
Problem-solving			
1	2	3	4
Responsibility			
1	2	3	4
Working with others			
1	2	3	4
Using technology effectively			
1	2	3	4



Grades 8-9

Students are asked to rate their personal skills based on those identified in the *Employability Skills 2000+* document:

<http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>.

Students can reassess their skills at the end of the unit. This activity will be an on-going one as students will be able to use this activity as a background for either a resumé or a career portfolio in later years.

- The teacher will let students know that the Conference Board of Canada has developed a set of skills that they have called *Employability Skills 2000+* which are basic skills that every employee needs to be successful in the workplace in the 21st century. These skills are very similar to the skills that students need in order to be successful in school, and which students learn about and practice at school. Share this document with students and review the categories as a large group. The teacher can explain any categories that students might not fully understand and discuss why these areas are necessary in the workplace.

A copy of the document can be accessed at:

<http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>

- Ask students to work in groups to list the kinds of things that they could use as examples of these skills. For example, students could include a copy of a presentation they have made as an example of their communication skills, and a research report as an example of their ability to manage information. Once all groups have identified a list of possibilities, develop a class list so that students have as many examples as possible.
- Now ask students to collect their own examples for their portfolios. Ask students to collect as many examples as they can for each category, and then to engage in a reflection and selection process so that they can clearly identify which sample is the best one for that particular skill.
- Some criteria to help with the selection process might be:

Selection Criteria

- Only include something if there is a good reason to do so.
- Ask yourself, “why did I choose this example?”
- Think of the skills that you want to demonstrate and ask if this is the best example you have.
- Ask yourself if this example is something that you are really proud of.
- Consider how this example might look from someone else’s perspective. What do I want that person to know about me?
- Does this item show the best that I can do?

Adapted from Meisner, J. and S. Butler, *Horizons 2000+ Career Studies*. McGraw-Hill Ryerson

- Ask students to also include a reflection piece with their selections that explains the skill or ability they are demonstrating, and also why they chose this particular piece. For example:

This piece demonstrates my communication skills. I chose it because...

- Ask students also to consider any possible gaps. Are there some areas where they cannot find examples? How might they develop examples in these areas? Are there some skills that students need to develop? What are some ways in which they might do this?
- This project will become a large part of the students' portfolios and can be used to develop a resumé or a personal portfolio when applying for a job in later years.

A3 – Identifying Personal Management Skills



Grades 6-7

Students develop advice for peers in an advice column format, discuss responsibility and develop an action plan for improvement.

- Ask students if they know what an advice columnist is. If they do not, share with them some examples from a teen magazine or newspaper. Let the students know that they are going to be giving advice to young people about how to deal with some of the issues in their lives. Give each group one of the following letters and ask them to write a response. Remind them to think of safety and responsibility, and to give sensible advice. They will be asked to share their answers with the class.

Letter One

Dear Andy Advice:

My guardians say that until I show I can be responsible, I can't go to my friend's house after supper to do homework. I think that I am responsible; it's just that I don't always get home on time even though I try. What can I do to prove that I am responsible?

Signed: Feeling sad

Letter Two

Dear Andy Advice:

My Dad says that I can't have any friends over on Saturday afternoons because I have to look after my sister while he goes to work. I don't think this is fair. I know that I have to look after my sister, but I should be able to have my friends come over too. How can I persuade him to change his mind?

Signed: Not fair!

Letter Three

Dear Andy Advice:

My friends are all going to a party on Saturday night and are telling their parents that they are going to a sleep-over. I want to go to the party too, but am afraid that I will get in trouble if my parents find out that I have lied to them. My friends will think I am a suck if I don't go to the party. What should I do?

Signed: Girls just want to have fun

Letter Four

Dear Andy Advice:

How does a person know when he is old enough to have a girlfriend? There is a girl in my class who says that she likes me and I like her too, but my parents wouldn't allow it. What should I say to her?

Signed: Unsure

Letter Five

Dear Andy Advice:

My caregivers want to send me to the summer games this summer. It sounds as if it could be fun, but I would rather just stay at home. I have lots of friends here and I'm not sure that I will like being away, but I don't want anyone to think that I am scared. What should I do?

Signed: Homebody

Letter Six

Dear Andy Advice:

I have an older sister who is supposed to look after me when our caregivers go out. The last time, she invited some friends over and they were drinking beer and being loud. Some of the boys were running all over the house and I know my parents would be mad if they found out. Also, I was scared of them. I know my parents will be going out again some time. What should I do? My sister will be really angry with me if I tell.

Signed: I need help

- Ask students to share their letters with the class and to read their answers. As they read their responses, ask the class if they can think of any other responses.
- After all groups have shared, explain that each scenario focuses on specific behaviours.
- Explain that:
 - Letter 1 is about being on time, and trust.
 - Letter 2 is about responsibility and duty.
 - Letter 3 is about telling the truth and peer pressure.
 - Letter 4 is about knowing oneself and honesty.
 - Letter 5 is about independence and adaptability.
 - Letter 6 is about safety, honesty and responsibility.
- All these behaviours come under the heading of personal management skills: the way that we manage our lives and our behaviour. Let students know that personal management skills are really important and are related to being successful in life and in school. One of the most important of these skills is responsibility.
- Ask students to brainstorm in their groups the word “responsibility” and to explain what responsibility looks like. Ask them what kinds of things would they be doing and not doing if they were responsible. If time allows, the students could also create a visual representation such as a poster to illustrate responsibility.
- Ask students to share two or three examples with the class.
- Ask students to write an entry for their portfolio using the following stem:

One way that I show that I am responsible is ...
- The teacher could also choose to make a connection between this lesson and the Health Curriculum (decision-making unit).



Grades 8-9

Students develop advice for peers in an advice column format, rate themselves on personal management skills, and develop an action plan for improvement.

- Ask students if they know what an advice columnist is. If they do not, share with them some examples from a teen magazine or newspaper. Let the students know that they are going to be giving advice to young teens about how to deal with some of the issues in their lives. Give each group one of the following letters and ask them to write a response. Remind them to think of safety and responsibility, and to give sensible advice. They will be asked to share their answers with the class.

Letter One

Dear Andy Advice:

My guardians have given me a really early curfew. All my friends can stay out later than I can. I don't think this is fair because I always have to come home just when everyone else is starting to have fun. Sometimes I just don't want to come home at all. How can I persuade them to let me stay out later?

Signed: Feeling sad

Letter Two

Dear Andy Advice:

My Dad says that I can't go out on weekends because my last report card wasn't very good. I know that I can do better at school, but even if I do stay at home on weekends, I won't be doing extra school work. How can I persuade him to change his mind?

Signed: Not fair!

Letter Three

Dear Andy Advice:

My friends are all going to a party on Saturday night and are telling their caregivers that they are going to a sleep-over. I want to go to the party too, but am afraid that I will get in trouble if my caregivers find out that I have lied to them. What should I do?

Signed: Girls just want to have fun

Letter Four

Dear Andy Advice:

I have some really good friends who I have been hanging around with since I was in elementary school. Now one of them wants to join a gang and wants me to join too. He says that it's no different from hanging around with our group, just with an older group. I'm afraid that if I say no, I'll lose a really good friend, but I've heard some bad things about this gang and am not sure that I should be hanging around with them.

Signed: Friends forever

Letter Five

Dear Andy Advice:

I have just moved to a new school, and this one is much smaller than my old one. There are only 10 kids in my class, so I really need to fit in and have friends here. There's going to be a party this weekend and I know that I am going to be invited, and I really want to go, but I know that this group is into smoking dope and I am not. Should I go and pretend that I have given it up or just go and try it? I don't want to mess this up!

Signed: What to do?

Letter Six

Dear Andy Advice:

I can never seem to get all my work done on time. My assignments are always late and teachers always tell me that I could have done better. I just don't know how everyone else does it. What do I need to do to get better organized?

Signed: I need help

- Ask students to share their letters with the class and to read their answers. As they read their responses, ask the class if they can think of any other responses.
- After all groups have shared, explain that each scenario focuses on specific behaviours.
- Explain that:
 - Letter One is about responsibility and honesty.
 - Letter Two is about responsibility and organization.
 - Letter Three is about telling the truth and peer pressure.
 - Letter Four is about peer pressure.
 - Letter Five is about peer pressure and decision-making.
 - Letter Six is about organization.
- All these behaviours come under the heading of personal management skills: the way that we manage our lives and our behaviour. Let students know that personal management skills are really important and are related to being successful in life and in school.
- Ask students to rank themselves on personal management skills using the following checklist where one is low and five is high, and to develop an action plan to improve one area. This will be placed into the students' portfolios and they will be asked about progress on their action plan later in the semester.

Personal Management Skills Sheet



1 = low

5 = high

Personal Management Skills	1	2	3	4	5
1. Demonstrate positive attitudes and behaviours <input type="checkbox"/> I am confident <input type="checkbox"/> I feel good about myself <input type="checkbox"/> I take care of my health and safety					
2. Responsibility <input type="checkbox"/> I organize my time <input type="checkbox"/> I balance school work and other activities <input type="checkbox"/> I make plans and carry them out					
3. Adaptability <input type="checkbox"/> I can work by myself or with a group <input type="checkbox"/> I can go into new situations <input type="checkbox"/> I can change my plans					
4. Lifelong learner <input type="checkbox"/> I know my strengths and weaknesses <input type="checkbox"/> I look for ways to improve <input type="checkbox"/> I always try to do my best work					
My action plan:					

A4 – Effective Communication Skills



Grades 6-7

The students present a short role play about applying for a job with a neighbour and then identify good and bad communication skills.



- Students will be divided into groups of four for the following activity. Students will be asked to develop a short skit or role play about applying for a job. Students can identify the job and situation for themselves or the teacher could suggest examples such as babysitting. They need to choose two people who will be doing the interviewing, and two who will be applicants for the job. The skit should show one applicant who does not know how to behave in such a situation and who show bad communication skills, and one who has excellent spoken communication skills.
- Let the students know that communication skills involve speaking, language, body language, and presentation skills.
- Students will be given time to prepare their skits and then will present them for the class, followed by an explanation of who was chosen for the job and why, if not included in the skit.



After the presentations, the teacher will lead a discussion on communication skills in the following way.

- The teacher will ask the students to brainstorm the elements of good and poor communication skills observed in the interviews and will write these on the board. Students are likely to use terms such as “spoke loud enough for me to hear” or “was too quiet”, etc. Once all comments have been listed the teacher can ask students to identify themes, such as all the words or phrases associated with speech (rate, volume, pitch, etc.), all the terms relating to language (slang, incorrect usage, etc.) and everything connected to body language (eye contact, movement, etc.).
- Once the themes have been identified, the teacher can separate these out and develop a rubric with the themes becoming criteria. It is best to keep to three or four criteria.

	Needs Practice	Good	Excellent
Speaking Skills	We are having trouble hearing what you are saying.	We can hear most of it quite well.	We can hear every word clearly.
Language Skills			
Body Language Skills			

Provide a copy of a form such as the one on page 17 and complete an example with the students. Then ask the student groups to fill in the rest of the boxes with examples. Ask the small groups to share their suggestions, and then develop a class rubric that can be used for self and peer assessment for any presentations done in class. A blank rubric is included.

- Ask students to place a copy of their rubric in their portfolios, with a reflection of their own speaking skills using the following prompts:

When I speak in public...

One area of my communication skills that I would like to improve is...

Objectives from the English Language Arts curriculum may be used to guide the teacher.

Communication Rubric



	Needs Practice	Good	Excellent
Speaking Skills			
Language Skills			
Body Language Skills			



Grades 8-9

The students present a talk show and then identify good and bad communication skills.



- Students will be divided into groups of six for the following activity. The students will be asked to develop a short skit or role play about their favourite talk show host who will be interviewing a group of possible guests for the next show. He or she will be looking for someone who has something interesting to say, and who has good communication skills. The group needs to select two people who will be doing the interviewing, and four who will be applicants for the spot.
- Let the students know that communication skills involve speaking, language, body language, and presentation skills. They can choose what skills or topics of interest the applicants have, with a reminder to remain in the “school-appropriate” area. The interviewers will need to let the audience know what they think of each person being interviewed, and how they come to their decision of who will be a participant on the show.
- Students will be given time to prepare their skits and then will present them for the class.
- After the presentations, the teacher will lead a discussion on communication skills.

The teacher will ask students to brainstorm the elements of the good communication skills that they saw in the interviews and will write these on the board. Once all comments have been listed, the teacher can ask students to identify themes such as, all the words or terms associated with speech (rate, volume, pitch, etc.), all the terms relating to language (slang, incorrect usage, etc.) and everything connected to body language (eye contact, movement, etc.).

- Once these have been identified, the teacher can separate these out and develop a rubric with the themes identified becoming criteria using no more than three or four.

	Needs Practice	Good	Excellent
Speaking Skills			
Language Skills			
Body Language Skills	Seems bored or nervous or over-excited.	Is enthusiastic without being overboard most of the time.	Looks eager and enthusiastic.

Provide a copy of a form such as the one on page 20 and complete an example with the students. Then ask the students to fill in the rest of the boxes with examples. Ask the small groups to share their suggestions and develop a class rubric that can be used for self and peer assessment of any presentations done in class. A blank rubric is included.

- Ask students to place a copy of their rubric in their portfolios with a reflection on their own speaking skills using the following prompts:

When I speak in public ...

One area of my communication skills that I would like to improve is ...

Objectives from the English Language Arts curriculum may be used to guide this lesson.

Communication Rubric



	Needs Practice	Good	Excellent
Speaking Skills			
Language Skills			
Body Language Skills			

A5 – Using Collaborative Group Skills



Grades 6-7

Students complete a task as a group, and then deconstruct the activity to identify the criteria for self-assessment of group work. The task focuses on identifying the qualities of a summer program leader.

Preparation

Red sticky dots will be needed for this activity and the task card will need to be developed.

- Students are placed into groups of four.

All groups will have a task card with the following information:

- You have been invited to participate on the interviewing committee for the local playground association. The association wants to hire a student to run a summer program for children aged 6-12. As you have participated in this program for six years, you are being asked for your feedback to help the committee choose the right student. Please do the following:
 1. Think about the times that you spent in the youth program. What are the qualities of a good program leader? Brainstorm a list of qualities that you think this person should have (e.g., good with children, punctual, participation in sports, etc.) and write them on chart paper. Come up with as many ideas as you can, and include all ideas.
 2. Now read all of the qualities that have been identified. You have three red dots on your table. *Individually*, use these red dots to vote for the three qualities that you think are the most important ones for a group leader to have. *As a group*, add up all the dots and see which qualities have the most “votes”. Come to agreement about the three that you all think are the most important. Write these on the sheet marked *Criteria*. You may only choose three criteria.
 3. Report back to the class on the criteria you chose together with the reasons for your choices.
- The teacher will then lead a discussion with the class to consider all criteria presented, discuss the options, and see if the class can reach consensus on the three most important criteria.
- The teacher will then ask the students to discuss how their groups operated and to identify criteria which could be used for self-assessment of collaborative group skills. The teacher can ask the following questions:

What would you expect to hear, see and feel when a group is working together well? What would the qualities or criteria be?

Students can either respond to this as a large group, or could work in small groups by writing their responses on chart paper. The teacher and students will then develop criteria together for effective collaborative group skills and will use these for self-assessment the next time group work is used.

The teacher can develop a rubric which will be posted, and refinements can be added as needed.

- Students will be invited to reflect on their personal progress as a group member in a reflection that will be placed in their portfolio. Students will begin this process by using a sentence starter such as:

*Today in my group, I paid attention to my _____ skills
by_____.*

Next time I work in my group I will _____.

In my group, I am learning how to _____.

Possible Group Skills for Inclusion in a Rubric

- Contributes to the conversation.
- Supports the participation of others by inviting them into the conversation.
- Listens actively.
- Paraphrases, summarizes for the benefit of the group.
- Records notes.
- Keeps on time.
- Reports back to the large group.
- Poses questions.
- Stays on task.
- Encourages/supports others staying on task.
- Moves the task ahead.

Criteria Sheet



Criteria	
One	
Two	
Three	
Comments	



Grades 8-9

Students complete a task as a group, and then deconstruct the activity to identify the criteria for self-assessment of group work. The task focuses on identifying the qualities of a summer program leader.



Preparation

Applications will need to be copied and placed in envelopes, and the task card will need to be prepared.

- Students will move into groups of four.

All groups will have a task card with the following information:

You are the interviewing committee for the local playground association. Your association wants to hire a student to run a summer program for children aged 6-12 during the month of August. An advertisement has already run in the local newspaper and six applications have been received. Your job is to determine the qualities and criteria for the person you want to hire, and to short list a group of three people who will be interviewed. Please do the following:

1. Brainstorm a list of qualities that you think this person should have (e.g., good with children, punctual, participation in sports, etc.) and write these on chart paper. Come up with as many as you can.
 2. As a group, determine which are the top three qualities and write these on the sheet marked *Criteria*.
 3. Open the envelopes containing the applications and read them.
 4. Give each applicant a number on the criteria sheet.
 5. As a group, discuss the applicants one at a time and determine whether each candidate has, or might have, the criteria that you are looking for.
 6. Report back to the class on the criteria you chose, and the names of the applicants you have decided to interview, together with the reasons for your choice.
- The teacher will facilitate a consensus building process with the students to develop consensus over the criteria to be used and the applicants to be interviewed. The teacher might also like to discuss additional criteria that may not have been brought forward by the students during their discussion.
 - The teacher will then ask the students to discuss how their groups operated and to identify criteria which could be used for self-assessment of collaborative group skills. The teacher can ask the following questions:

What would you expect to hear, see and feel when a group is working together well?

What would the qualities or criteria be?

Students can either respond to this as a large group, or could work in small groups by writing their responses on chart paper. The teacher and students will then develop criteria for effective collaborative group skills and will use these for self-assessment each time group work is used. New criteria can be added following further group activities.

- Students will be invited to reflect on their progress as group members in a reflection that will be placed in their portfolio.
- Students could also be asked to write a paragraph explaining why they chose the person that they did for the position.
- This lesson could be extended to include interviewing students for this position and connected to the speaking strand of the ELA curriculum.

Application One:

I would like to apply for the job of summer playground program coordinator. I am presently in grade 10 and want to be a Phys. Ed. teacher when I leave school. I was in this summer program when I was younger and know all about it. I am very good with children and have two younger brothers who can tell you how good I am.

Application Two:

I would like to apply for the job of summer playground program coordinator. I have just completed grade 11 and will be moving into grade 12 in the fall. I am involved in competitive gymnastics and am also a Level One coach. I have been teaching the beginner program in gymnastics for two years. I have my Red Cross certification in CPR and First Aid. I have been a babysitter for a number of families for three years, and I am attaching their names for reference.

I am very safety conscious, but also know that children want to have fun. When I babysit, I bring crafts along with me as I am very creative.

Application Three:

I would like to apply for the job of summer playground program coordinator. I am presently attending university and am in my second year of engineering. I really believe in the importance of physical activity and have been involved in sports my whole life. I played hockey for the local team all through high school, and am now on the university team. I also played baseball in school and have completed training to become an umpire. I think that my level of physical ability and my interest in activity will make me an excellent candidate for this position.

Application Four:

I would like to apply for the job of summer playground program coordinator. I presently live in this town and have two young children. I completed high school and one year of early childhood education. I am very interested in young children and really enjoy being with them. I can develop an interesting and varied program for the children in the program based on my education and my experience.

Application Five:

I would like to apply for the job of summer playground program coordinator. I am presently in grade 12 and have worked as a summer playground worker for the past two years. Although I have never developed the activities for this program, I assisted the last coordinator and I learned a lot from her about how to vary activities, how to accommodate the needs of the children, and how to develop rules and guidelines for behaviour. In the past two years, I made great friendships with the children attending the program, and am attaching references from two parents.

Application Six:

I would like to apply for the job of summer playground program coordinator. I have just completed an education degree and will be starting work as a teacher in the fall. Because of my education, I believe that I can develop an excellent program. I am also a strong believer in firm discipline and I can assure you that the children in this program will be well behaved at all times.

Criteria Sheet



Criteria	One	Two	Three	Four	Five	Six
Comments						

A6 – Effective Decision-Making Skills



Grades 6-7

Students consider their own decisions and then identify the separate parts of decision making by participating in an interview activity.

- Ask students to think about all the decisions that they make over the course of one day. Explain that some of these decisions may not appear to be decisions at first glance because we make them almost automatically. Students will then work in small groups to count and identify all the decisions they make from the time they get up to the time they go to bed. The students will share these numbers and decisions and the teacher will develop an average for the class.
- Ask students how they make a decision; for example, how do they decide what to have for breakfast. Some students may say that the decision depends on how they feel, whether they are hungry, what is in the cupboard, etc. The teacher will continue by explaining that some decisions are easier than others and that deciding what to have for breakfast is comparatively easy, but now they will talk about more difficult decisions that the students have made.

Some additional examples are:

I am supposed to go to volleyball practice, but would rather stay home and watch TV (the problem).

Either I go to volleyball or I stay at home and watch TV (my choices).

The volleyball team has a big game coming up this weekend, but my favourite show is on TV and a friend wants to come over to watch it with me (the facts).

My teammates and my teacher will be mad at me if I don't go to practice; I will be letting them down. We stand a good chance of winning this game on the weekend, but need a lot of practice (one side).

My friend thinks that only sucks play volleyball. He doesn't like sports. I really like this friend (the other side).

I don't like letting anyone down, but when I joined the team, I did make a commitment to them, and if my friend is a true friend, he will understand (made a decision).

And:

I am thinking about starting to smoke, but I know that my guardians won't like it (the problem).

I can not smoke, I can start smoking, I can put off smoking for some time (my choices).

Most of my friends smoke and it's cool to smoke. My dad will be really mad because he smokes and has tried to stop a couple of times. He keeps telling me not to start. I know that smoking isn't good for me (the facts).

My friends keep bugging me to smoke and tell me that I'm being childish when I don't. I like my friends and we spend a lot of time together. Almost everyone smokes around here. I don't think I can keep on saying no (one side).

I can't lie to my dad – he will find out if I do. I know how he feels and I've told him that I won't. Deep down, I really don't want to as I know that it is bad for me (the other side).

I feel that I am being pushed to do something that I don't want to do, but I am just not good at standing up to them. I think I'll tell them that I'll start as soon as I'm ready – and I'm not ready yet. If they push me, I'll give them a date – maybe a year from now, and in the meantime, I'll talk to my dad about what's going on (made a decision).

- The teacher will explain the stages in decision-making.
- The students will be interviewing each other for this activity and everyone will have the opportunity to interview and be interviewed. The students will be asked to find a partner and to think about the following questions for a few minutes before the interviews begin. The questions are:

Think about a time when you made a good decision. Why did you make this decision? How did you make this decision?

The format of the interviews will be:

- The interviewer will ask the question, listen and take notes.
- The person being interviewed will give an answer.
- The interviewer and the interviewee will switch roles and follow the same format described above.
- There will be no cross-dialogue.

A prototype interview sheet is provided on page 31.

- The students will be asked to look at the decisions that they had been discussing and identify the stages in the decision-making process in their own decisions.
- Ask students to share their decisions.

Some students may need some help in breaking their decision down into its components.

- Ask the students to write up the decision they shared in their interviews and to explain why it was a good decision. Include this in their portfolios.

Interview Sheet



Interviews	A	B
Think about a time when you made a good decision. Why did you make this decision?		
How did you make this decision?		



Decision-Making Strategies

Identify the problem

Identify the choices

Clarify the facts

Look at both sides

Make a decision



Grades 8-9

Students consider their own decisions and then identify the separate parts of decision-making.

- Divide students into groups of four and give each group a number of blank index cards or small pieces of paper. Ask students to each identify one or two situations where making a difficult decision is involved, and to write each one on a separate piece of paper. It might be whether to break curfew for a special event, whether to end a relationship with a girl or boyfriend, etc.
- When everyone has identified a couple of possibilities, ask the group to look at all the possibilities and to choose two of them to develop a brief scenario about one that includes a good decision, and one that includes a not so good decision. Ask the students to make sure that their scenario explains why they made the decision that they did.
- Ask each group to present their scenarios to the large group. The teacher will then choose one of the scenarios and deconstruct it to clarify the decision-making process:
 - Identify the problem
 - Identify the choices
 - Clarify the facts
 - Look at both sides
 - Make a decision
- Ask the students to choose one of the scenarios that they developed and identify the stages of the decision-making process on the sheet provided.

Students will then share these with the class.

The teacher will then identify for the class what happened or what step was missing in the not so good scenarios to make the decision a weak one, and ask students to change this into a good decision.

- Ask students to write an entry for their portfolios on either:

Something I have learned about decision making...

Thoughts about a decision I will need to make soon...



Decision-Making Strategies

Identify the problem

Identify the choices

Clarify the facts

Look at both sides

Make a decision

A7 – Making Safe Decisions



Grades 6-7

This lesson focuses on healthy decision making. Students examine health information that pertains to young people, and consider how best to address it.

- Review with students the aspects of decision making already covered. Let the students know that they are going to evaluate some situations from a safety perspective and make decisions using the format used in A6. Before students begin, the teacher should take one of these situations, or another one, and model the process with students. It would be helpful to ask a community nurse, other health professional, or guidance counsellor to attend so that the students can approach this resource person during the “gathering information” stage. Alternatively, the teacher can ask students to make the decisions based on their own present knowledge.
- Give each group of students one of the following situations to consider:

Situation One

Recent research is saying that teenagers are showing signs of hearing loss due to loud music on MP3 players, video games or at concerts. What is the best way of dealing with this situation?

Situation Two

Your school wants to develop a safety policy that includes a penalty if students who ride a bike to school do not wear a helmet. Do you think this is the right way to deal with the situation or are there some better alternatives?

Situation Three

Your parents are thinking of leaving you alone at home for the first time. What can you do to show them that you are mature enough for this experience?

Situation Four

You know that soft drinks are very bad for young people because of their high sugar content. How can you promote awareness of this issue?

Situation Five

Your friends have been having trouble with a new student who has been bullying them. What should you do?

Situation Six

You know that the young people in your reserve like to play road hockey in the evenings, even though adults frequently ask them not to because the streets are dark at night. What ideas can you come up with to create a safe solution?

- Ask students to discuss their issue and to:
 - Identify the problem
 - Identify a list of possible options (my choices)
 - Gather information (the facts)
 - Evaluate the options (both sides)
 - Make a decision

Once all students have made their decisions, the teacher will ask each group to read out their situation and to explain their decision. Other groups will then be asked to give feedback regarding whether they agree that the decision made is the safest one.

- The teacher can add feedback or encourage students to examine other alternatives. A health care professional could be asked to talk to the students on one or all of these issues after students have had their discussions.
- Students will write a paragraph for their portfolios on the topic that they discussed including the decision that they came to and the reasons why.

This lesson could be extended by inviting a speaker from Occupational Health and Safety to speak to students (1-800-567-7233). This branch has developed some lessons for students around issues of safety that could be included at this point.



Grades 8-9

This lesson focuses on healthy decision making. Students examine health information that pertains to young people, and consider how best to address it.

- Review the components of decision making. Let the students know that they are going to evaluate some situations from a safety perspective and make decisions using the format suggested in A6. Students will need to do some background research so that they have enough information for good decision making in these situations. Some sources are included, but this lesson could also be taught in conjunction with a teacher librarian.
- Give each group of students one of the following situations to consider:

1. Recent research is saying that teenagers are showing signs of hearing loss due to loud music on MP3 players, video games or at concerts. What is the best way of dealing with this situation?

MP3 users hearing damage warning

<http://news.bbc.co.uk/1/hi/health/4162028.stm>

Cannot print off, but contains a lot of information, including the structure of the ear

<http://www.abelard.org/hear/hear.htm#loud-music>

iPod headphones may damage hearing

http://www.theregister.co.uk/2005/12/20/electric_earbuds/

MP3s may threaten hearing loss

<http://www.cbsnews.com/stories/2005/08/25/health/webmd/main796088.shtml>

Poll suggests iPod generation risks permanent hearing loss

<http://www.cbc.ca/health/story/2006/03/14/hearing-loss060314.html>

2. Your school wants to develop a safety policy that includes a penalty if students who ride a bike to school do not wear a helmet. Do you think this is the right way to deal with the situation or would some other method be better?

Traffic Safety – Bicycles

http://www.saferoads.com/safety/educators_ebicycle.html

Protect your noggin

<http://www.gov.mb.ca/healthyliving/bikehelmet.html>

Bicycle Safety Tips

<http://www.torontoems.ca/main-site/careers/safety-tips/bicycles1.html>

Kidsafe Connection

http://www.capitalhealth.ca/YourHealth/campaign/Kidsafe/Bicycle_Safety.htm

3. You know that soft drinks are very bad for young people because of the high sugar content. How can you promote awareness of this issue?

Study finds increased consumption of sugar sweetened beverages

promotes childhood obesity

<http://www.childrenshospital.org/newsroom/Site1339/mainpageS1339P1sublevel17.html>

Dentists, pediatricians advise parents on children and soft drinks

<http://www.newstarget.com/020715.html>

The hard facts about soft drinks

<http://www.ameinfo.com/26590.html>

4. You have decided that you are going to try to live a healthier lifestyle. Which of the following will you do and why? Give up soft drinks, give up junk food, give up smoking or chewing tobacco, or get more exercise?

SMART goals for a healthy living checklist

http://www.capitalhealth.ca/EspecialyFor/WeightWise/SMART_goals_for_Healthy_Lifestyle_Checklist_Adults.htm

Canada's food guide

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/>

Web site with considerable information about a variety of topics in student-friendly language

<http://www.kidshealth.org/teen/>

Healthy Teens - Mission Possible

<http://teenagerstoday.com/resources/articles/healthyteens.htm>

A large variety of topics are addressed here

<http://familydoctor.org/x5575.xml>

the Canadian Cancer Society

http://www.cancer.ca/ccs/internet/standard/0,3182,3172_15064_1688354156_langId-en,00.html?gclid=CLjkjabymZECFSikiQodcDe3IA

Tips and hints to give up smoking

<http://www.smokefreeottawa.com/kicksbutt/coping2.htm>

The Lung Association – facts about smoking

http://www.lung.ca/protect-protegez/tobacco-tabagisme/facts-faits/teens-ados_e.php

Facts about smokeless tobacco

<http://www.health.gov.sk.ca/smokeless-tobacco-facts>

The oral effects of smokeless tobacco

<http://www.cda-adc.ca/jcda/vol-66/issue-1/22.html>

5. You know that one of your friends intends to do something that is unsafe. Your friend is planning to meet someone that he connected with on the Internet. What should you do?

Information about safety online

<http://www.safeteens.com/safeteens.htm>

More information about online safety

http://www.safecanada.ca/topic_e.asp?category=3

Information for teens

<http://www.reachout.com.au/home.asp>

6. You think that one of your friends is depressed and possibly considering suicide. What should you do?

Suicide prevention help

http://www.suicidepreventionhelp.com/directory/Teens_and_Young_Adults/

Teenage depression and suicide support

<http://www.thekeltyfoundation.org/depression-resources.htm>

Teen depression

<http://www.kidzworld.com/article/4446-get-the-411-on-teen-depression>

- Once all students have made their decisions, the teacher will ask each group to present their situation and their decision. Other groups will be invited to ask questions or to give feedback.
- The teacher will lead a discussion on the factors to be considered when making decisions about healthy lifestyles. Students could also be encouraged to develop an action plan to make their lives healthier. Action plans are explained in the Health Education curriculum.
- Students will then write a summary of their decision and reasons for it for their portfolios. If an action plan is developed, it could also be added to the portfolio and self-assessed by students at a later date to determine whether they have met their goals.

A8 – Identifying Hazards



Grades 6-7

Students consider a variety of scenarios to identify various hazards in the home and respond to these.

- Place students in groups and explain the following scenario to students:

Your caregivers want the opportunity to make some money for the family and have applied for a home daycare license. An inspector is coming to look at your house later this week. Your parents want to be very well prepared so they have asked you to walk around the house with them to check for anything that might be dangerous for young children.

- Give student groups a selection of cards, each with a different scenario (see below). Students will take turns turning over a card and reading it to the group. They will discuss the situation, determine whether it could be dangerous to a child, and determine what corrective measures need to be taken. When all cards have been read and discussed, students should rank the cards from the most dangerous scenario to the least dangerous.
- The teacher could provide pictures showing possible hazards from newspapers or magazines instead of written scenarios for this activity.

Scenario One:

Kitchen

Your parents keep all the cleaning solutions in a cupboard under the kitchen sink. The handle for the door is approximately two feet from the ground, and opens quite easily. What are some potential problems and how might you address them?

Scenario Two:

Kitchen

When you were little, you used a small chair to help you reach the sink when you helped your Dad make supper. This chair is still in the kitchen, but now your Mom uses it when she needs to put her feet up after a busy day in the office. What are some potential problems and how might you address them?

Scenario Three:

Basement

When you were very little, you didn't like playing in the basement because it was dark and you thought it was scary. Your sister used the basement when playing her drums because they were too noisy for the living room and no one could hear her there. Now, your parents are thinking of using the basement as a play room for the children. What are some potential problems and how might you address them?

Scenario Four:

Yard

Your yard has not been tidied up for a long time. There is an old fridge, lots of pieces of wood, and lots of junk in it. What are some potential problems and how might you address them?

Scenario Five:

Living Room

Your family spends a lot of time in the living room in the evenings. It contains a bookcase full of books, a magazine rack that is used to hold knitting needles and sewing supplies, a selection of games such as Monopoly and Clue, and a box full of Lego. What are some potential problems and how might you address them?

Scenario Six:

Main Floor Bathroom

This bathroom has a cupboard under the sink where extra supplies of toilet rolls, tissues, toothpaste and a variety of other bathroom supplies are kept. What are some potential problems and how might you address them?

Scenario Seven:

Hallway

The carpet in the hallway has come a little loose over time and is wrinkled in places. What are the potential problems and how might you address them?

Scenario Eight:

Living Room

Your parents collect ornaments from every town that you visit on holiday and have quite a large collection. These ornaments are displayed on the coffee table, side tables, and on a shelving unit. What are the potential problems and how might you address them?

- Once all the groups have completed their scenarios, the teacher can ask one group to share its discussion on Scenario One and ask if any other group has anything to add to the discussion. The teacher can proceed in this manner until all groups have shared all scenarios. The class can then hold a discussion about the ranking of the scenarios, with the teacher providing input where necessary.
- The teacher will ask students to write a journal entry for their portfolios about either:
 - Hazards in their own homes that would need to be addressed if young children came to visit.
 - Hazards that they might need to be aware of if they go to a friend's house.
- The teacher could conclude this lesson by adding that the school is also a place where hazards might be found and encourage students to examine their classroom for possible hazards such as materials on the floor.



Grades 8-9

Students consider a variety of scenarios to identify various hazards in the home and respond to these.

- Students will be placed in groups. The teacher will explain the following scenario to students.

You are going to be babysitting for a couple who have just moved into town and whom you do not know very well. You really want to impress them as they have three young children and you are hoping to get more work in the babysitting area. You have taken a babysitting course and feel that you can deal with any situation that might arise. The children are nine months, five years old, and eleven. How would you deal with the following possible situations?

- Student groups will have a selection of cards each with a different situation on it. Students are to take turns turning over a card and reading it to the group. They will discuss the situation and determine how to handle it. When all cards have been read and discussed, students should identify what issues they will need to talk to this couple about prior to babysitting for them again.

Scenario One:

The parents tell you that the baby is teething and running a low grade fever, and that you can give him a junior aspirin if he doesn't settle down. An hour later, the baby is sleeping but when you touch him, you notice that his skin is very warm. What should you do?

Scenario Two:

The oldest child has been at a baseball practice and goes straight to bed claiming to be tired when she comes home at 8:00 pm. At 10:30, she comes downstairs and tells you that her arm is really hurting and that she was hit hard by a ball. She is holding her arm very protectively and doesn't want you to touch it. The parents cannot be contacted as they are at an overnight camping event. What should you do?

Scenario Three:

As you are making snacks for the children, you accidentally slice one of your fingers with a sharp knife. The cut seems to be quite deep and you feel a little faint. What should you do?

Scenario Four:

The parents have told you that you might have some problems settling the middle child as he has difficulty adjusting to new people. After he was introduced to you, he went straight to his room and now, at 9:30 he has come downstairs to tell you that he has a really bad pain in his stomach. What should you do?

Scenario Five:

The oldest girl has just come to tell you that she is going to go out and “hang around” with her friends down at the playground. It is 8:00 pm and still daylight, but the parents have not given you any indication whether this is allowed or not. The girl tells you that her parents always let her go to the playground and says that she will tell her parents to never ask you to baby-sit again if you don’t let her go. What should you do?

Scenario Six:

A friend has just popped over to visit you in his brother’s car and wants to take you and the children out for a ride. The friend offers to buy ice cream for all the children, who are very keen on the idea. What should you do?

Scenario Seven:

You have been dealing with a harassment issue at school and another boy has been threatening to beat you up. You are quite afraid of him, but have not told your parents or anyone else about the situation. This boy sees you coming into the house to babysit and has been sitting on the front fence for the past ten minutes. You are supposed to walk over to a neighbour’s to pick up the five year old and are uncomfortable walking past this boy. What should you do?

Scenario Eight:

You have spent time playing with the children and have successfully settled them all down for the night. You realize that you have forgotten the homework that you meant to bring with you and you have a test the following day. No one is at home in your own house, and you only live five houses away. What should you do?

- Once all the groups have completed their scenarios, the teacher can ask each group to share their discussion on one scenario, and then ask if any other group would like to add to the discussion. The teacher can proceed in this manner until all groups have shared all scenarios.
- The teacher will ask students to write a journal entry for their portfolios about either:
 - Issues that should be discussed prior to babysitting for a new client and phone numbers that should be on hand.
 - Difficult situations that might be found in another work environment that students might encounter.

A9 – Balanced Lifestyles



Grades 6-7

Students collect data through a survey about the amount of time spent on a variety of activities and consider the concept of a balanced lifestyle.

- Let students know that they are going to do a survey and develop a graph to display the results. They are going to find out how much time people spend during the day doing the following activities, and see if the amount of time spent varies at different stages of life:
 - Schoolwork/work
 - Playing/socializing
 - Watching TV
 - Reading/quiet time
 - Physical activity
 - Cooking/housework/child care
 - Sleeping
 - Other
- Suggest to students that they need to find a variety of groups at different stages of their lives to collect information on, and that they also need a representative number for each group. They might like to cover the grade below or above theirs, grade 12 students, their parents' generation, and their grandparents' generation. A survey sheet is included. For ease of sorting data, it might be helpful to copy sheets in a different colour for each group being surveyed.
- Once data has been collected the teacher will need to help students consider how best to display it. A separate bar graph for each group could be one way. Students can then take a look at the information that they have collected to see how people at different stages of life spend their time. Ask students to comment on what they see. What is surprising to them? Are there large differences between the groups? Which group spends the least time relaxing? Which group spends the least time exercising? Which group spends the most time watching TV?
- Ask students if they have heard the concept of a “balanced lifestyle” and what they think it means. Share with them that medical experts believe that it is important to keep a balance in one’s life between work, play, relaxation and exercise in order to stay healthy. Which group do they think has the most balanced life?
- Ask students to complete the survey on themselves for their portfolio and to write a reflection about how they can improve the balance in their lives.

Survey



Please complete the following. How many hours in an *average weekday* do you spend on the following activities?

Activities	Hours
Age: <input type="checkbox"/> 10-12 <input type="checkbox"/> 12-15 <input type="checkbox"/> 15-20 <input type="checkbox"/> 20+ <input type="checkbox"/> 40+	
Schoolwork, including the school day and homework	
Work	
Playing/Socializing	
Watching TV	
Reading/Quiet time	
Physical Activity	
Cooking/Housework/Child care	
Sleeping	
Other	



Grades 8-9

Students collect data through a survey about the amount of time spent on a variety of activities and consider the concept of a balanced lifestyle.

- Let students know that they will be collecting and sharing data about their every day activities.
- Ask students to complete the survey form provided and to share their results with each other. Suggest that students develop a plot graph so that they can see the variation within their class.
- Ask students if they have heard of the concept of a “balanced lifestyle” and what they think it means. Share with them that medical experts believe that it is important to keep a balance in one’s life between work, play, relaxation and exercise in order to stay healthy.
- Ask students to consider the kind of lifestyle they want to have when they are working on a full-time basis. What is important to them? What do they want to continue doing? What do they think about the lifestyle of their parents? Do their parents socialize as much as they do? Do their parents include daily physical activity in their lives and have time for relaxation?
- Ask students to write a reflection for their portfolios about whether their lives are balanced at this point, how they can improve the balance in their lives, and how they hope to maintain balance in their lives as they move into the workforce.
- Teachers might like to ask students to develop an action plan for a balanced lifestyle and use the format from the Health Education curriculum, as an extension to this lesson.

Survey



Please complete the following. How many hours in an *average weekday* do you spend on the following activities?

Activities	Hours
Age: <input type="checkbox"/> 10-12 <input type="checkbox"/> 12-15 <input type="checkbox"/> 15-20 <input type="checkbox"/> 20+ <input type="checkbox"/> 40+	
Schoolwork, including the school day and homework	
Work	
Playing/Socializing	
Watching TV	
Reading/Quiet time	
Physical Activity	
Cooking/Housework/Child care	
Sleeping	
Other	

Understanding the World of Work



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B1 – Interviewing Workers



Grades 6-7

Students interview workers in a variety of jobs in order to learn about the differences in terminology relating to work, and to understand the meaning of a career journey.

- Tell students that they will be learning about the world of work by interviewing people in the workforce. Ask each student to interview two different people. They may interview their parents if they wish. The teacher may need to develop a list of possible interviewees for students so that a good cross-section of perspectives and ages are included. Some suggestions are:
 - School librarian
 - Nurse or Doctor
 - Teacher
 - Farmer
 - City employee
 - Band employee
 - Educational assistant
 - Restaurant employee
 - Business employee (e.g. Gas station)
 - Bank employee
 - Summer student
 - Volunteer
 - Farm hand
 - Youth worker
 - Maintenance worker
 - Garbage worker
- Provide a handout such as the one on page three for questions. Provide the opportunity for students to add questions, reminding them that some questions, especially those about salary, could be inappropriate. If possible, arrange for students to do this task during the day time, maybe with an older student.
- When students return from their interviews, let them know that all the information will be charted. Divide students into groups of eight for the charting task. Provide a master copy of the questionnaire on chart paper, or ask students to divide the chart paper into the appropriate sections. Designate one student as scribe and ask other students to take turns reading out the material. They might like to use a different colour for each participant. Let students know that they will need to paraphrase or summarize the answers in their own words. The teacher might need to provide an example of this if the students have not practiced this skill recently. Let students know that they do not need to write the same answer twice, but can place a check mark to show that the same answer was given twice.
- Ask students to post their charts when they have finished so that the class can see everyone's information. There will most likely be a variety of situations with some people having worked in one job or one area for their entire career, and others with a selection of jobs for a variety of reasons.

- Provide the following definitions for students:

Career: the kind of work a person does over a period of time, a series of related jobs.

Job: the tasks or duties a person performs at a workplace.

Occupation: the work a person does to earn a living.

Work: a task to be done, physical or mental activity towards a goal, what a person does to earn a living, or a place of employment.

(adapted from Career Guidance glossary, *Middle Years Career Guidance*, Central iSchool)

- Let students know that we sometimes use these terms interchangeably. Ask students to pick out examples of each of these terms from the information they have collected.
- Develop a summary that shows how many people change their occupation over time and discuss some of the reasons for this. Discuss also why people move into the occupations that they do. Let students know that some choose work based on the communities they live in, the opportunities they have for post-secondary education, the stage of life they are in (parents with small children or elderly parents), the amount of money they might make, a hobby that they have that takes a lot of time, personal life styles, health and/or ability issues, etc.
- Students will then develop a response for their portfolios using the following prompts:

Some things I learned about the world of work are...

A career that I might be interested in is _____ because...
- This lesson could be extended by researching specific careers, or asking individuals from the community or surrounding area to come and talk to the students about their career.

Questionnaire



Name:	
1. How many jobs have you held and what were they?	
2. When did you choose your career? Why did you choose it?	
3. What is the best job that you have ever held and why?	
4. If you could go back and make changes in your career journey, what might these be?	
5. A question I would like to ask is ...	



B1 – Interviewing Workers



Grades 8-9

Students interview workers in a variety of jobs in order to learn about the differences in terminology relating to work, and to understand the meaning of a career journey.



- Let students know that they will be learning about the world of work by interviewing people in the workforce. Tell students that the purpose of this activity is to develop an understanding of the terms career, job, occupation, and work by looking at what people do during their lifetime in relation to work. The group will also identify why people choose specific jobs or types of work. All the answers will be charted or tabulated.
- Share the following definitions with students:

Career: the kind of work a person does over a period of time, a series of related jobs.

Job: the tasks or duties a person performs at a workplace.

Occupation: the work a person does to earn a living.

Work: a task to be done, physical or mental activity towards a goal, what a person does to earn a living, or a place of employment.

(adapted from Career Guidance glossary, *Middle Years Career Guidance*, Central iSchool)

- Ask each student to interview two different people at different stages of their careers. In order to have a diverse selection of responses, students might like to develop a list of the categories and the work area that they would like to interview, and divide these between class members. They may interview their parents if they wish.

Some suggestions are:

- School librarian
- Nurse or Doctor
- Teacher
- Farmer
- City employee
- Band employee
- Educational assistant
- Restaurant employee
- Business employee (e.g. Gas station)
- Bank employee
- Summer student
- Volunteer
- Farm hand
- Youth worker
- Maintenance worker
- Garbage worker

- Provide a handout such as the one on page six for questions. Provide an opportunity for students to discuss these questions and to include additional questions if they wish, reminding them that some questions, especially those about salary, could be inappropriate. If possible, arrange for students to do this task during class time, possibly in pairs.
- Ask students to consider how this information could be charted. Students might wish to divide the responses into age groups, occupations, or types of work. Students could work in groups to tabulate their own material and to work out between them how to display the information. Let students know that they will need to paraphrase or summarize the answers in their own words, and that they can provide a check mark if the same answer is provided more than once. The teacher might need to provide an example of this if the students have not practiced summarizing.
- Ask students to present their information and where possible, to include the vocabulary words relating to the world of work in their presentation.
- As a whole class, consider the number of people who change occupations over time, and discuss some of the reasons for this. Discuss also why people move into the occupations that they do. Let students know that some choose work based on the communities they live in, the opportunities they have for post-secondary education, the stage of life they are in (parents with small children or elderly parents), the amount of money they might make, a hobby that they have that takes a lot of time, personal life styles, health and/or ability issues, etc.
- Ask students to complete the following for their portfolio:
 - Some careers I might be interested in are ...*
 - Some of the things I will consider when I begin my career journey are ...*
- This lesson could be extended by researching specific careers, or asking individuals from the community or surrounding area to come and talk to the students about their career.

Questionnaire



Name:	
1. How many jobs have you held and what were they?	
2. When did you choose your career? Why did you choose it?	
3. What is the best job that you have ever held and why?	
4. If you could go back and make changes in your career journey, what might these be?	
5. A question I would like to ask is ...	

B2 – Finding Information



Grades 6-7

Students will focus on finding information on a variety of topics and discussing the various sources that they used.

Preparation

The paper with the topics listed and envelopes containing the various sources in this activity will need to be prepared in advance.

- The teacher will explain to students that they are going to spend some time talking about how to find information. Students may have already spent time searching for information on the Internet and in their school libraries. This activity will help students think about identifying where they need to go for different types of information.
- The teacher will write each of the topics below on a separate piece of paper:
 - Babysitting course
 - How to take care of a kitten
 - How to open a savings account
 - The signs and symptoms of influenza
 - Finding people who want to hire a student for odd jobs
- The students will be divided into groups and each group will have a separate topic. Each group will be given an envelope containing an index card, each with a different possibility for finding information as listed below.
 - Internet (could list different possible sites)
 - Library (could list different areas)
 - Pet store
 - Vet
 - Newspaper
 - Neighbour or friend with a similar pet
 - Local store notice board
 - Local church notice board
 - Encyclopedia
 - A government office
 - Band Office
 - The town or city council
 - The school board
 - The school nurse
 - The doctor
 - The hospital
 - The health station
 - A friend
 - A relative
 - A teacher

- Ask students to place all the cards that are possible sources of information with their topic. Next, students will consider where they might get the best information and why. Ask students to rank the information sources.

Students will then share their information sources and reasons with the class.

- The teacher will ask each group to make a list of all that they would like to know about their topic. Students will then find the information from the sources that they have identified, using the chart attached. Have students list the sources they have chosen in the blank space at the top of each column. Encourage students to use at least four sources.
- Once students have had the time to carry out their information search, ask students to report back to the class about whether they were successful or not, and what they learned about searching for this particular type of information.
- Debrief by summarizing which sources proved to be the best for which topics, and by helping students understand that there is no one source for information.
- Ask students to write an entry for their portfolios briefly explaining their findings, including the information on their charts.

Information Chart



Sources	1	2	3	4
I found my information quickly and easily.				
I could not find the information.				
I found the information, but it was difficult from this source.				
Other comments:				



Grades 8-9

Students will focus on finding information about the world of work and discussing how this information will be helpful to them in future years.



Preparation

The paper with the topics listed, and envelopes containing the various sources for this activity will need to be prepared in advance.

- The teacher will explain to students that they are going to spend some time talking about finding information regarding jobs. Students will have already spent considerable time looking for information on other topics on the Internet and in their school libraries. This activity will help students think about identifying where they need to go for the different types of information that they require that may take them beyond the school itself.
- The teacher will begin by asking students to list all the jobs that they know about or jobs that they are interested in personally.
- The teacher will then write each of the topics below on a piece of paper:
 - Information about the salaries of various jobs.
 - Information about a typical day in various jobs.
 - Information about how much education is needed for specific jobs.
 - Information about the skills necessary for a particular job.
 - Information about where to find job openings.
 - Information about jobs that suit an individual's particular skill set.
 - Information about jobs that will have plenty of vacancies in the next few years.
- Students will be divided into groups and asked to see what information they can find in a variety of places about the above situations.

Each group will be assigned one of the locations below:

- The Internet – general search – no tips given for a specific site
 - The school library
 - The public library
 - Newspapers – local, provincial and national
 - Local employment agencies
 - Provincial government resources: the Ministry of Advanced Education, Employment and Labour
 - Organizations representing specific jobs such as Nursing, Education, etc.
 - Local post-secondary institutions
- Students will be asked to complete the chart on page 12 for their source.
 - Students will be asked to share information about their searches and about the availability of information.
 - The teacher will then share the following website addresses and ask students to see how these compare to the sources that they have already tried. Students will be given one or two per group to uncover all the information they can which they will share with the class.

- The teacher will summarize the best information sources for work relation information and students will be asked to place this information into their portfolios. The teacher will also lead a discussion around when they might need this information in the future.
- An extension to this activity could be asking students to use the sites below to find information about a specific career that they are interested in.

Canada Career Consortium

<http://www.canadapropects.com>

Canada Work Infonet

<http://www.workinfonet.ca/>

Career Planning

<http://www.hrsdc.gc.ca/en/gateways/individuals/cluster/cp.shtml>

Human Resources and Social Development Canada

<http://www.youth.gc.ca>

Job Futures

<http://jobfutures.ca/en/home.shtml>

Ministry of Advanced Education, Employment and Labour

<http://www.aeel.gov.sk.ca>

National Occupation Classification

<http://www5.hrsdc.gc.ca/NOC-CNP/app/index.aspx?lc=e>

Ready for Work – Saskatchewan

<http://www.readyforwork.sk.ca/>

Sasknetwork

<http://www.sasknetwork.gov.sk.ca/>

Information Search



Source:	
Information about the salaries of a variety of jobs.	
Information about a typical day in a variety of jobs.	
Information about how much education is needed for specific jobs.	
Information about the skills necessary for a particular job.	
Information about where to find job openings.	
Information about jobs that suit an individual's particular skill set.	
Information about jobs that will have plenty of vacancies in the next few years.	
Other pertinent questions	

B3 – Developing a Budget



Grades 6-7

Students develop a budget to connect the value of an item they desire with the amount of time needed to save for this item using minimum wage.



- Ask students to think of an item that they would really like to buy, such as a bike, or an electronic game. Students should have access to a selection of flyers both to give them ideas and to help them identify the price. Once a price has been determined, take students through the steps of adding provincial tax (presently 5%) and GST (presently 5%) and ask them to calculate the taxes for their product.
- Next, students will calculate how long it will take them to save up for this item, assuming that they will be doing odd jobs in the community, and receiving minimum wage. Let students know that Saskatchewan and all provinces have a minimum wage. Presently, the minimum wage for Saskatchewan is \$8.60/hour (May, 2008).

<http://www.labour.gov.sk.ca/>

- Let students know that in this activity, we will assume that no deductions apply, but in the work force, workers have deductions made directly from their salary for Employment Insurance (EI), Canada Pension Plan (CPP) and Federal and Provincial taxes. Explain to students the concept of gross pay versus net pay. Gross pay is what people earn and net pay is what people take home after deductions.
- Tell students that they can only work outside school time, and they cannot work for over one hour a night on school nights, or five hours a day on the weekends. They are to assume that they have no other access to money apart from working odd jobs.

A sample calculation chart is included.

- Ask students to check their calculations with a neighbour for accuracy.
- Ask students to share their information once they are ready, and to discuss whether they were surprised at the amount of time that would have to go into buying one item. Discuss the concept of work for money with students in relation to their futures. For example, they will need to develop a budget when they begin working to ensure that they have enough money to cover their expenses, and that once one works, there is a need to plan and save for special items.

Ask students to include their budget in their portfolio with a response to the following:

One thing that I learned while developing my budget was ...



My Budget:

Category	Amount
Item and total amount	
Number of hours I will have to work to buy this item	
Number of school days I will need to work	



Grades 8-9

Students will explore the value of work in economic terms including the concept of work for pay, minimum wage, benefits and pay periods, etc.

- In this activity, students will be developing a budget to take care of their basic needs. Students will be asked to assume that they have completed high school, are living on their own or with a roommate, and are working on a full-time basis. They will be calculating how much they think it will cost them to live, without knowing how much they might earn. A sheet is provided for this task. Students will need to check the local paper for examples of rents in certain areas, and may need to call a variety of places such as Saskatchewan Energy to get ideas on power costs. Students could also call individuals they know who already pay these charges. Let students know that they need average monthly costs, so they should take fluctuations over a year into account.
- Once students have finished, ask them to determine how much money they will need to make to cover their expenses, and to share their budgets with the class.
- Now students will look at some salaries. Ask students to go to the *Ready for Work* site and check the Saskatchewan minimum wage:

<http://www.readyforwork.sk.ca>

<http://www.labour.gov.sk.ca/>

(Presently, the minimum wage for Saskatchewan is \$8.60/hour, May, 2008).

Also ask students to visit the Saskatchewan Job Futures website and click on Wages to check the wages of jobs that they know about or are interested in:

<http://www.saskjobfutures.ca>

The minimum wage will be written as an hourly rate, but some other wages could be monthly or annual wages.

Support material for background information can be found at www.readyforwork.ca or in the Ready for Work binder.

Have students reconsider their budgets based on a minimum wage salary.

Let students know that in this activity, we will assume that no deductions apply, but in the work force, workers have deductions made directly from their salary for Employment Insurance (EI), Canada Pension Plan (CPP) and Federal and Provincial taxes. Explain to students the concept of gross pay versus net pay. (Gross pay is what people earn and net pay is what people take home after deductions.)

- Discuss students' thoughts about the money they will need to earn to cover their budget. Ask students to also reflect on minimum wage levels and their budget.
- Once students have completed this, ask them to research the costs of post-secondary education. Ask students to consider university, SIAST, SIIT, regional colleges and private, vocational schools such as The Academy of Learning.

- Ask student to also research student loans, and other sources of funding available to them such as provincial training allowances, band funding, the EAPD program, etc. Information about several of these can be found at
<http://www.aee.gov.sk.ca/about>
- Students will place their budgets, information about post-secondary education costs and funding possibilities into their portfolios.

My Living Costs



Category	Amount	Total
Rent/month		
Utilities (heat, power, electricity, water)		
Food (including snacks and eating out)		
Transportation/car costs		
Clothing		
Medical needs		
Supplies (cleaning, toothpaste, cosmetics, etc.)		
Haircuts and other grooming costs (colour, braiding, etc.)		
Recreation (going out with friends, sports activities, CDs, books, etc.)		
Babysitting costs		
General spending		
Other		

B4 – Volunteers in Your Community



Grades 6-7

Students consider the value of volunteer work to a community.

Preparation

Arrange to take students to visit an organizational group or business in your community that uses volunteers. Organizational groups might be those who are organizing community suppers or events, powwows, sports days, youth or senior events, etc. Businesses might be those such as an animal shelter, food bank, friendship centre, etc. The school or band office might also use volunteers.

- Tell students that they are going to learn about the concept of work. Ask students to discuss in their groups “what is work,” and to make a list of as many examples of work as they can. Ask them to not only think about the work that they do in and out of school, but also the work that their parents do both in and out of the house.
- Ask each group to share their list with the class. When students have shared their examples, the teacher may want to add some examples if the list only indicates paid work. Some examples could be:
 - Cleaning my room
 - Feeding the fish
 - Helping my parents
 - Cutting the grass
 - Babysitting
 - Vacuuming
 - Preparing meals
 - Looking after siblings
 - Coaching little league
 - Stacking books in the community library
 - Visiting sick animals at the veterinary clinic
 - Any examples of paid work

Let students know that many people in communities also volunteer their time. This means that they work with no pay to help or give back to their community.

- With students, create a definition of work, based on these suggestions. Their definition should not refer to paid work only.

Some dictionary definitions are:

- Activity in which one exerts strength or faculties to do or perform something.
- The labour, task or duty that is one’s accustomed means of livelihood.
- A specific task, duty, function or assignment.
- Something produced or accomplished by effort, exertion, or exercise of skill.
- Performance of moral or religious tasks.
- Activity of body or mind.
- Sustained activity engaged in to earn one’s living.

A definition is also included in Lesson B1.

- The students will then go out to visit the chosen site determined above. Let students know that there is some information that you would like them to find out while there, such as:
 1. How many people work here?
 2. Is everyone paid for their work?
 3. What kinds of tasks do people do?
 4. Is this organization ever short of workers?
 5. What happens if there are not enough workers?
 6. What contribution does this organization make to the community?
 7. What would happen if this organization had to move or close down?
 8. Where does the money come from to keep this organization running?
- After returning to class, ask students to answer the questions in their groups. Then, ask groups to share their answers so that every group has the opportunity to add to the discussion, until all questions have been covered.
- Ask students to develop a picture or representation of the contribution of volunteers.



Grades 8-9

Students consider the economic impact of a variety of situations on communities.

Preparation

Arrange to take students to visit an organizational group or business in your community that uses volunteers. Organizational groups might be those who are organizing community suppers or events, powwows, sports days, youth or senior events, etc. Businesses might be those such as an animal shelter, food bank, friendship centre, etc. The school or band office might also use volunteers.

- Tell students that they are going to learn about the concept of work. Ask students to discuss in their groups “what is work,” and to make a list of as many examples of work as they can. Ask them to not only think about the work that they do in and out of school, but also the work that their parents do both in and out of the house.
- Ask each group to share their list with the class. When students have shared their examples, the teacher may want to add some examples if the list only indicates paid work. Some examples could be:
 - Cleaning my room
 - Feeding the fish
 - Helping my parents
 - Cutting the grass
 - Babysitting
 - Vacuuming
 - Preparing meals
 - Looking after siblings
 - Coaching little league
 - Stacking books in the community library
 - Visiting sick animals at the veterinary clinic
 - Helping at school extra-curricular events
 - Any examples of paid work
- Let students know that many people in communities also volunteer their time. This means that they work with no pay to help or give back to their community.
- Ask students to create a definition of work, based on these suggestions. Their definition should not refer to paid work only.

Some dictionary definitions are:

- Activity in which one exerts strength or faculties to do or perform something.
- The labour, task or duty that is one’s accustomed means of livelihood.
- A specific task, duty, function or assignment.
- Something produced or accomplished by effort, exertion, or exercise of skill.
- Performance of moral or religious tasks.
- Activity of body or mind.
- Sustained activity engaged in to earn one’s living.

A definition is also included in Lesson B1.

Ask students to share their definitions with the class.

- The students will then go out to visit the chosen site determined above. Let students know that there is some information that you would like them to find out while there, such as:
 1. How many people work here?
 2. Is everyone paid for their work?
 3. What kinds of tasks do people do?
 4. Is this organization ever short of workers?
 5. What happens if there are not enough workers?
 6. What contribution does this organization make to the community?
 7. What would happen if this organization had to move or close down?
 8. Where does the money come from to keep this organization running?
- After returning to class, hold a discussion with students to answer the questions. Discuss with students the importance of volunteer work in relation to the community and to the needs of the community.
- Ask students to work in their groups to estimate how much money it would take for an organization such as this one to operate.

Consider:

- Rent
- Salaries
- Supplies
- Food
- Utilities
- Equipment

When the predictions are complete, the teacher can discuss the financial impact of using volunteers, and the societal impact to the community of losing this organization. If possible, the teacher could use an actual budget for this organization to compare to the estimates or students could contact the organization to collect this information.

- Ask students to:
 - a) Write a report about what they have learned regarding the importance of workers and volunteers to a community. Ask them to include their thoughts on the financial contributions of volunteers, also.
 - b) Either:
 - i) Develop a job description for a volunteer for the organization visited.
 - ii) Develop a newspaper ad to thank community volunteers.

B5 – Developing Your Community



Grades 6-7

Students consider the components of a reserve or community and develop a prototype community.



- Divide students into groups of four or five. Tell students that they will be developing a drawing or model of the perfect neighbourhood, town or reserve to live in. If your context is a city, you might just want to concentrate on a neighbourhood, but a small rural community might want to develop an entire community.
- Begin with a brainstorming exercise with students to consider some of the businesses or services that should be in a community. Remind students that people need somewhere to work and shop, as well as somewhere to play. The teacher might like to add some examples that students do not bring up such as a doctor's office, or health station, etc. Ask students to also develop a name and possibly a logo for their communities.
- After students have had the time to develop their communities, ask each group to present their community to the class.
- After all have presented, discuss with the students why they chose the things that they did. Ask students to consider what keeps a community healthy and vibrant and what might damage a community. Ask students to consider what might happen if one of the places of work in their community were to close and help them see the connections between business, workers, and community development. Ask them also to consider how they could attract more people to their community. You might also want to discuss topics that are pertinent in your community at present.
- Ask students to either:
 - a) Develop an ad inviting people to come and settle in their community.
 - b) Develop a visual of the community they developed for their portfolios.





Grades 8-9

Students play a game about a fictional community where they consider the economic and emotional impacts of certain events that could occur in a community.



- Divide students into five groups. Students will play the following game based on a hypothetical community. The teacher may like to alter some aspects of the game to reflect their specific community.
- Each group will receive Tunstall Town information, plus one of the following scenarios.
- Each group will work through the situation presented in their scenario.
- After all groups have worked through their scenarios, have the groups share their information with the rest of the class. Discuss how each of these scenarios has the ability to seriously impact a small community. If the context is applicable, consider how scenarios such as these might apply to your community, or discuss issues that you know might affect your community.

Tunstall Town

Population: 3000 people

Location: On Highway 11, between Saskatoon and Prince Albert

Economy: Primarily agriculture and service industries

Local businesses include: Hardware stores, grocery stores, three gas stations, car wash, florist, gift shop, newspaper, five clothing stores, two convenience stores, four restaurants, insurance business, agricultural supply stores, hair dressers, gym, daycare, chamber of commerce, laundry, dry cleaning, campground, plumbing business, two carpenters, house builder, electrician's business, several individual trade people, landscaping services.

Other services: Hospital, doctor's office, dentist, massage therapist, two schools, swimming pool, baseball diamond, hockey and figure skating arena, post office, recreation centre, library, town hall, several churches, vet, service clubs, seniors' club.

Housing: Several lots outside of town which have not yet had services installed, 25 lots in town, four houses to rent, 12 apartments to rent, one trailer park.

Scenario One:

You are a member of town council. A telemarketing business is thinking of moving to your community. It will have 75 jobs in total, and will be bringing 20 people who have already been hired into your community immediately. Is this an opportunity or a challenge? What are the opportunities and what are the challenges?

Scenario Two:

Oil has been found in your community and the Big Gas Company wants to move in and develop the site. They believe that the find is as large as that in Fort McMurray. Some of town council is very much in favour of this proposition because a large amount of taxes

will be collected which will allow the town to do a lot more development. Some of the others are concerned because they have heard that Fort McMurray has had a lot of social problems due to so many people moving in at once such as having enough housing for everyone. Apparently there are a lot of problems with drugs and alcohol – problems that Tunstall does not want. Your group holds the deciding votes. What do you think is the right thing to do? Are there some questions that you will need to have answered prior to making your decision? Is money the most important factor?

Scenario Three:

Tunstall is going through a difficult time. Due to the weather, farming conditions have been poor and many farmers are unable to pay their taxes this year. It is estimated that tax revenue will be \$250,000 less than usual. Town council has to make some tough decisions in order to be able to pay the bills. Here are the possibilities:

1. Closing the library will save the town \$50,000/year.
2. Not putting in the ice in the arena will save the town \$50,000/year.
3. Presently, the town is subsidizing the doctor's office by not charging rent. Asking for rent will add \$25,000/year to the town's budget, but some are afraid that the doctor might leave if she does not have this benefit.
4. If the town added \$100 to each home owner's tax bill, \$1000 to each business's tax bill, and \$500 to each farm tax bill, they could raise: \$150,000 from the home owners, \$20,000 from the businesses, and \$250,000 from the farms.
5. If the town removes the garbage pick up service and asks residents to take their own trash to the town dump, the town could save \$50,000.
6. The town could hold a series of fundraisers and raise \$50,000.

What would you advise and why?

Scenario Four:

Bigmart has moved into a community just 25 kms away. Town council is very concerned that local people will stop shopping at home and will go to Bigmart. If this happens, many local businesses will have to close, which will mean people moving away and less taxes for the town. How can you persuade people to shop at home? Should you persuade people to shop at home?

Scenario Five:

It is time for local elections and a new mayor is needed. Tunstall is growing and prospering. What type of a person would make a good mayor at this point in the town's history? Develop a list of characteristics that you would like to see in a mayor and a list of questions that you would like to ask the contestants. Based on the information you have so far and the characteristics that you have developed, how would you rank these candidates?

Candidates:

Mary Farmer: Mary has been a farmer for 30 years. She was born and raised in Tunstall. Mary has always been committed to the community, has volunteered on many committees, and has been a member of the town council for six years.

Ian Insurance: Ian has been in the insurance business in Tunstall for five years. He and his family moved here from the city when Ian bought the business. Ian is considered to be a very good business man and has managed to improve his own business considerably. He is a very good public speaker.

Tony Teacher: Tony has lived in the community for 15 years and began his teaching career in Tunstall. He is known as a fair and caring person. Tony is always the first person to help when anyone is having difficulties, and has a reputation as a good listener and a good problem solver.

Melissa Manager: Melissa was born in Tunstall and recently returned as manager of the hardware store. She has not yet made a name for herself in the community, but has said that she wants to be involved in community life. When she was a student here, she was top of her class and received every award going.

Ask students to write an entry connecting their own community to the group activity that they did. For example: what kind of a person do you think your community needs as a mayor and why? What businesses are having an impact on your community? What would happen if a major business either moved in or out of your community?

B6 – Developing Your Reserve



Grades 6-7, 8-9

Students consider the impact of various economic and social events on the future of a fictional reserve.

- Divide students into four or five groups. Students will discuss the following scenarios and propose an answer for their scenario.
- After all groups have worked through their scenarios, have the groups share their information with the rest of the class. Discuss how each of these scenarios has the ability to impact a small community. If the context is applicable, consider how scenarios such as these might apply to your community or reserve, or discuss other issues that you know might affect your community or reserve.

Little Reserve

Population: 700 people

Location: Off Highway 12, between Saskatoon and Blaine Lake

Scenario One:

You are a member of the band council of Little Reserve. Oil has been found in your area and the Big Oil Company want to move in and develop this site. They believe that the find is as large as that in Fort McMurray. Some members of the band council are very much in favour of this proposition because it will add income to the reserve and there will be many job opportunities. Some others are concerned because they have heard that Fort McMurray has had a lot of social problems due to drugs and alcohol. What do you think is the right thing to do? Are there some questions that you will need to have answered prior to making your decision? Is money the most important factor?

Scenario Two:

Your band recently developed a casino and hotel complex, and business has been booming. Many other associated industries are also developing such as hunting and fishing tours. This means that hundreds of jobs have been created and many people are making more money than ever before. However, the money is not evenly distributed around the reserve. Some people are doing very well, but many others are not. The band council has decided to hold a discussion with all members of the reserve to discuss the future. They have identified some possible actions that could be taken and are asking for input on the following:

1. Make a rule to state that no advertising for jobs will be done off the reserve for new jobs that become open until all people on the reserve are working.
2. Begin a mentorship program so that young people or those who have been out of the workforce for a long time can have the opportunities to develop the necessary work skills by working with a mentor. This would be an unpaid position, more like a training opportunity.

3. Develop a fund to support those who are out of work. Every working person will be required to contribute one per cent of their salary through a workplace deduction program. This money will be distributed based on need, and will be determined by the band council.
4. Develop a task force to study the situation. This task force will be asked to find out why some people are not working, and to propose solutions.
5. Begin a career development program for adults. Adults will be given information on job skills, and will be given opportunities to update their academic skills.
6. Open a special care centre for young children, adults with special needs, or older adults. It could be that some who are not working are not doing so because they have to take care of someone who is living with them.

In your group, discuss these options and determine the pros and cons of each. Which ones would you recommend and why? Are there some other options you would like to suggest to the band council?

Scenario Three:

Your reserve has had lots of problems with alcohol, drugs, sexual abuse and violence. These problems have been around for a long time, but seem to be getting worse recently. A small group in the community wants the band council to take action to stop these problems, but the band council is reluctant to do so because they have many concerns. One concern is that in some cases, members of their own families are part of the problem. Another concern is about outsiders either being brought in to solve the problem, or finding out about the problem. There is concern also about any actions making the problems worse than they already are.

The group that wants change has come to the school because they think that the students may be able to help them with support and ideas. As a group consider:

- How might your lives be affected if there is no change?
- How might your lives be affected if there is a positive change?
- What is your responsibility as young people in a community?
- In what ways might you be able to help?
- What would it look like at your reserve if everyone was working together? What might some benefits be?

Scenario Four:

It is time for local elections and a new chief and council are needed. Little Reserve is growing and prospering. What type of people would make good leaders at this point? Develop a list of characteristics that you would like to see in a chief explaining why you want to see these and a list of questions that you would like to ask the applicants.

Scenario Five:

Several of the older people on Little Reserve are suggesting that today's young people need to get away and move to the cities so that they can get good jobs. They believe that staying on the reserve is an old way that should not be encouraged. However, recently, many young people who had left are now returning because they think that family is important and that if everyone works together, Little Reserve can grow and

prosper. What do you think? Do young people have a good future on the reserve? Is making a good living more important than supporting and developing the reserve? Are there any other options?

- Ask students to write a portfolio entry connecting their own reserve or community to the group activity that they did. For example, What kind of a person do you think your reserve or community needs as a chief or leader and why. What businesses or work opportunities are having an impact on your reserve or community? What problems are affecting your reserve or community?
- This lesson could be extended to look at issues on a specific reserve, or to discuss how band council elections occur.

B7 – It’s Not Fair!



Grades 6-7

Students examine a variety of scenarios to identify the difference between fairness and safety.



- Students will be grouped in groups of four. Groups will be asked to choose a timekeeper, a reporter, a note taker, and a group leader. The timekeeper will watch timelines, the reporter will report the group’s findings back to the class, the note taker will take notes in the second part of the activity, and the group leader will keep everyone on task and read out the scenarios in the second part of the activity.
- The teacher will tell the students that they are going to be talking about what is fair and unfair, and what makes a situation fair or unfair.
- Ask students to think back and try and remember a time when someone treated them in a way that was not fair, or to remember an incident that was not fair. The groups will have two minutes each to share their incidents with each other.
- Once the groups have completed their discussions, the teacher will hand out five scenarios to each table and ask students to determine if the situation is fair or unfair, and why or why not.



Scenario One:

Your mom has said that you cannot ride your bike unless you wear your helmet. The boys you hang around with say that only babies wear bike helmets.

Scenario Two:

Your mom wants you to babysit for her friend for free so that the two of them can go out and do something together.

Scenario Three:

Your brother wants you to keep something secret from your caregivers. He wants to have a party on the weekend when your caregivers are away and your brother will be in charge. Your caregivers don’t allow parties when they are not at home.

Scenario Four:

Your neighbour has offered you a job that you will get paid for. She wants you to clean out an old shed in the backyard for \$20. As soon as you look in the shed, you see that it is full of all kinds of objects, including old containers that once held chemicals, pieces of wood with nails in it, and broken glass.

Scenario Five:

Your caregiver will not allow you to play road hockey at night. She says that it is too dark and you might be hit by a car. You think that if you see a car coming, you will easily be able to get out of the way in time.

- The groups will have 10 minutes, or as much time as the teacher feels the group needs for a discussion. Groups will use the discussion sheet provided.
- When groups have finished, the teacher will ask them to report back, one at a time. The teacher will take note of how many state that the scenario is fair or unfair and why. Once all have reported, the teacher will address any issues that need to be clarified such as the connection between safety and fairness. The teacher can explain that sometimes we need to have rules in order to keep us safe such as with the bicycle helmet, and that these don't only apply to children. There are safety rules in schools around crossing the road, behaviour on buses, etc., but there are also rules in regard to work.
- All workers in all workplaces can refuse to do work that is dangerous to their health. Workers need to know what hazards they might face, and how to deal with them, and this applies to student workers as well. Students need to know that they have a right to say no to anything that might be dangerous to their health.
- Students will write a personal response to the lesson based on the following items:
 - What I have learned about fairness?*
 - What I have learned about safety?*
 - Situations that I might be in where I need to think about my safety as a worker.*
- The teacher could also extend this lesson to discuss safety in general such as bike safety, playing road hockey, walking or biking on grid roads or reserve roads, etc.

Is This Fair? Why/Why Not?



Scenarios	Notes
<p>One: Your mom has said that you cannot ride your bike unless you wear your helmet. The boys you hang around with say that only babies wear a bike helmet.</p>	
<p>Two: Your mom wants you to babysit for her friend for free so that the two of them can go out and do something together.</p>	
<p>Three: Your brother wants you to keep something secret from your caregivers. He wants to have a party on the weekend when your caregivers are away and your brother will be in charge. Your caregivers don't allow parties when they are not at home.</p>	
<p>Four: Your neighbour has offered you a job that you will get paid for. She wants you to clean out an old shed in the backyard for \$20.</p>	
<p>Five: Your caregiver will not allow you to play road hockey at night. She says that it is too dark and you might be hit by a car. You think that if you see a car coming, you will easily be able to get out of the way in time.</p>	



Grades 8-9

Students examine a variety of scenarios to identify the difference between fairness and safety.



- Students will be placed in groups of four. Groups will be asked to choose a timekeeper, a reporter, a note taker, and a group leader. The timekeeper will watch timelines, the reporter will report the group's findings back to the class, the note taker will take notes in the second part of the activity, and the group leader will keep everyone on task and read out the scenarios in the second part of the activity.
- The teacher will tell the students that they are going to be talking about what is fair and unfair, and what makes a situation fair or unfair.

Ask students to think back and try and remember a time when someone treated them in a way that was not fair, or to remember an incident that was not fair. The groups will have two minutes each to share their incidents with each other.

- Next, the students will try to identify the qualities of fairness or unfairness by asking themselves what makes a situation fair or unfair. The teacher can model this part of the activity by asking one group to share a situation with the class, or by coming up with one him/herself such as the one below.

When I was a teenager, I wasn't allowed to stay out at night as late as my brother because my parents thought that girls could get into more difficulties.

I think this is unfair as I don't think that gender should be used as a reason for a curfew. What would be better would be to discuss the safety issue with me, and arrange for support if I needed it, such as calling home at a certain time, always telling my parents where I am going, etc. I think that this should apply to boys, too.

- Ask the students to discuss the situations that were shared at their table, and try to qualify what "fair" looks like. The teacher could then generate a list of qualifiers as described by the students and develop a definition for "fair". At this point, the teacher does not need to agree or disagree with the definitions or qualifiers.
- Once this discussion has ended, the teacher will hand out four scenarios to each table and ask students to determine if the situation was fair or unfair, and why.

Scenario One:

Your father finds out that you have been driving a vehicle on a friend's property and you do not have your license yet. He says that you are not allowed to visit that friend again for any reason.

Scenario Two:

Your mom wants you to babysit for her friend for free so that the two of them can go out and do something together.

Scenario Three:

Your friend wants you to keep something secret from his parents. He wants to go to an event that he knows his parents will not let him attend, and he wants you to cover for him by saying that he is staying at your house.

Scenario Four:

Your neighbour has offered you a job that you will get paid for. She wants you to clean out an old shed in the backyard for \$20. As soon as you look in the shed, you see it is full of junk, broken glass, chemical containers, and pieces of wood with nails in it.

- The groups will have 10 minutes for a discussion. Groups will use the discussion sheet on page 36.
- When groups have finished, the teacher will ask them to report back, one at a time. The teacher will take note of how many state that the scenario is fair or unfair and why. Once all have reported, the teacher will address any issues that need to be clarified such as the connection between safety and fairness. The teacher can explain that sometimes we need to have rules in order to keep safe such as in the driving situation, and that these rules don't only apply to teenagers. There are safety rules in schools around behaviour in the labs, but there are also rules in regard to the workplace.
- All workers in all workplaces can refuse to do work that is dangerous to their health. This provision is stated in *The Occupational Health and Safety Act*. Workers need to know what hazards they might face and how to deal with them, and this applies to student workers as well. Students need to know that they have a right to say no to anything that might be dangerous to their health.
- Students will write a personal response to the lesson based on the following items to put in their portfolios.

My thoughts on the connection between safety and fairness are ...

Situations that I might be in where I need to think about my safety as a worker are ...

Is This Fair? Why/Why Not?



Scenarios	Notes
<p>One: Your father finds out that you have been driving a vehicle on a friend's property and you do not have your license yet. He says that you are not allowed to visit that friend again for any reason.</p>	
<p>Two: Your mom wants you to babysit for her friend for free so that the two of them can go out and do something together.</p>	
<p>Three: Your friend wants you to keep something secret from his parents. He wants to go to an event that he knows his parents will not let him attend, and he wants you to cover for him by saying that he is staying at your house.</p>	
<p>Four: Your neighbour has offered you a job that you will get paid for. She wants you to clean out an old shed in the backyard for \$20.</p>	

Knowing Ourselves and Others



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C1 – Identifying Similarities and Differences

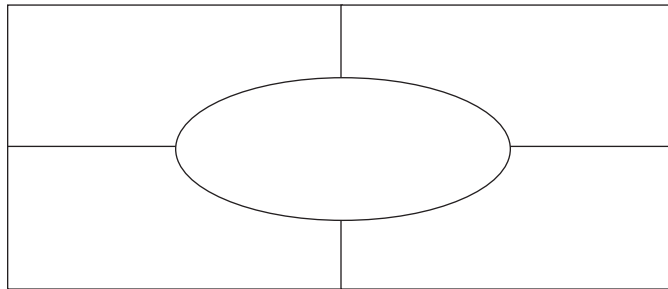


Grades 6-7

Students consider their own differences and similarities and the ways in which people are sometimes characterized by society.

- Place students in groups of four with as much diversity as possible given the circumstances and ask them to do the following:
 1. Divide a piece of chart paper into four equal pieces.
 2. Draw a circle around the mid-point where the four lines intersect, and erase the lines in the middle.

For example:



3. In each of the outer squares, write personal characteristics, likes or dislikes that students do not have in common. For example, one student might be the only boy in a family, and another student might have several brothers. One might love to read, and another might love to eat spaghetti, etc.
 4. In the inner circle, list attributes that students have in common – for example, maybe all like to watch TV.
- When finished, ask each group to share the similarities and differences with the large group.
 - As the groups share, reinforce the fact that we are all alike in some ways and different in others, and that the classroom might be a very boring place if we were all the same.
 - Now ask students to listen to the attributes that the teacher will read out, and to go to the specific place mentioned.

Everyone who wears glasses or contacts, go to _____ (position determined in advance)

Everyone who is left-handed, go to _____.

Everyone who wears size _____ shoes, go to _____.

Everyone who is smaller than five feet, go to _____.

Anyone who has straight hair, go to _____.

Add any other attributes that might pertain to your class, such as eye colour, but attributes that the student has no control over. Tell students that once they are in one group, they cannot switch.

- Ask the individual groups to have a discussion to identify other similarities that they may have in their groups as well as the attribute mentioned, and to identify differences between them.
- Let students know that the word “equity” means providing equal opportunity. Everyone is entitled to the same rights regardless of ability, but yet, the world seems to assume that we are all the same and that there are certain attributes that are viewed as normal and some others which are just not mentioned. For example, if our schools had doorways only five feet high, then many students and teachers would spend a lot of time bending over or banging their heads. On the other hand, students who are in a wheelchair or who cannot see often have a lot of difficulty in school or community settings.
- Tell students that they are going to have the opportunity to think about what a school day might be like for students with certain attributes. Place students in four groups, each of which will focus on one of: not able to see, hear, speak, or walk unsupported.
- Ask students to take a walk around the building and identify obstacles that students might encounter with the attribute that they are focusing on. Ask students to think about workplaces that they know of and to consider what adjustments might need to be made to accommodate them.
- Alternatively, students could do role playing to identify problems in other locations.
- Ask students to share their observations and discussion with the large group.
- Ask students to write a journal entry for their portfolio based on a day in the life of a student with the attribute that they were investigating focusing on some of the barriers that they found in the school, and changes that they would like to see occur.



Grades 8-9

Students consider similarities and differences in the context of the *Employment Equity Act*.

- Let students know that they will be talking about equity in school and in the workplace. Tell students that the word “equity” means providing equal opportunity. Ask students to listen to the attributes that the teacher will read out, and to go to the specific place mentioned.

Everyone who wears glasses or contacts, go to _____ (position determined in advance)

Everyone who is left-handed, go to _____.

Everyone who wears size _____ shoes, go to _____.

Everyone who is smaller than five feet, go to _____.

Anyone who has straight hair, go to _____.

- Add any other attributes that might pertain to your class, such as eye colour or gender, but attributes that the student has no control over. Tell students that once they are in one group, they cannot switch.
- Ask the individual groups to have a discussion to identify other similarities that they may have in their groups, as well as the attribute mentioned. Ask the group to then identify the differences between them.
- Let students know that some of us have attributes that affect how society sees us and responds to us, such as being male or female.
- Ask the students to divide into gender-alike groups and to develop a list of characteristics that are often used to describe their gender in the media, families or society in general. Some examples might be that boys are aggressive and girls are passive, or that boys like hockey and girls like sewing. Ask them to do the same for the other gender.
- Ask each group to share their lists and to discuss the differences and similarities between them. Ask members of each group whether they think these characteristics include or exclude them as individuals.
- Discuss the area of careers. Do students believe that there are still certain jobs that are only for one gender? If so, what are these, and what are the reasons?
- Ask students to discuss non-traditional careers for men and women. What challenges might women face in a male-oriented environment such as an oil rig or a fire station? What challenges might men face in a female-oriented field such as nursing or daycare?
- Let students know that Canada has an *Employment Equity Act* that is intended to ensure that all Canadians face equitable situations in all areas of employment. This act focuses specifically on Aboriginal people, members of visible minorities, persons with disabilities, and women. Ask students to check the following websites, or share the material provided from the sites:

<http://www.hrsdc.gc.ca>

http://www.chrc-ccdp.ca/employment_equity/default-en.asp

- Ask students if they know why the groups mentioned above are the ones who need additional support. The teacher might also want to ask students to investigate or research this issue for further information. If possible, show one of the videos mentioned below.
- Ask students to develop a personal response to the following: One purpose for the *Employment Equity Act* is to ensure that all groups within Canada are employed in businesses, industries and various sectors in a way that represents the Canadian population overall. The groups identified in the act are groups who have not been represented equally. What reasons might there be for such discrepancies?

What is Employment Equity?

Employment Equity is the term developed by Judge Rosalie Silberman Abella, Commissioner of the Royal Commission on Equality in Employment (1984), to describe a distinct Canadian process for achieving equality in all aspects of employment.

This term was meant to distinguish the process from the primarily American “Affirmative Action” model as well as to move beyond the “Equal Opportunity” measures available in Canada at that time.

Recognizing that “systemic discrimination” was responsible for most of the inequality found in employment, the Commission outlined a systemic response and chose the term “Employment Equity” to describe the process.

Employment Equity is an on-going planning process used by an employer to:

- identify and eliminate barriers in an organization’s employment procedures and policies;
- put into place positive policies and practices to ensure the effects of systemic barriers are eliminated; and
- ensure appropriate representation of “designated group” members throughout their workforce.

The goal of Employment Equity is to:

- eliminate employment barriers for the four designated groups identified in the *Employment Equity Act*: women, persons with disabilities, Aboriginal people, members of visible minorities;
- remedy past discrimination in employment opportunities and prevent future barriers;
- improve access and distribution throughout all occupations and at all levels for members of the four designated groups;
- foster a climate of equity in the organization.

adapted from *Equality in Employment: A Royal Commission Report* (1984).

**Audio Visual Materials Available for Loan
from the Saskatchewan Human Rights Commission**

To inquire about a loan contact the Saskatoon Office (306) 933-5952

Employment Equity

Beyond the Open Door, 1991
Access Network, 30 mins.

Access Network's *Beyond The Open Door* is a half-hour documentary with print support. Focusing on employment equity issues as they affect women, Aboriginal people, visible minorities and the physically challenged, this program shows how individuals and organizations can benefit from a diverse workforce.

The video features several people who have experienced discrimination and employers who have used progressive employment practices.

Beyond The Open Door will help employers, supervisors, and managers promote group discussion, raise awareness, and encourage participation.

Employment Equity: Not Just a Foot in the Door, 1990
Ontario Federation of Labour, 17.48 mins.

This video is designed to promote understanding, acceptance and support for equity programs throughout the labour movement. *Not Just A Foot In The Door* presents the stories and experiences of several people who've been denied jobs or promotions and people who've benefited from employment equity initiatives.

Union representatives discuss the need for employment equity, the kinds of programs established by unions, and the systemic barriers faced by Aboriginal people, women, visible minority people and people with disabilities in the workplace.

Not Just A Foot In The Door is suitable for any group interested in learning more about employment equity and comes with a complementary presenter's guide.

C2 – Diversity and Human Rights



Grades 6-7

In this lesson, students develop a greater understanding of themselves and the diversity of skills and abilities in their classrooms. The students also develop a human rights code for their classroom.

One description of human rights that might be useful for this lesson is below. More background information can be found at:

<http://www.un.org/Overview/rights.html>

<http://www.hrweb.org/resource.html>

<http://publications.gov.sk.ca/details.cfm?p=852>

Human rights refers to the basic rights and freedoms to which all humans are entitled. Examples of rights and freedoms include civil and political rights, such as the right to life and liberty, freedom of expression; and social, cultural and economic rights, including the right to participate in culture, the right to work and the right to education.

– Wikipedia

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

– Article 1 of the United Nations Universal Declaration of Human Rights

- Hand out copies of *Diversity Bingo* (attached) and ask students to find someone in the class who corresponds with each category, and to write that person's name in the spot designated.
- Once students have completed the Bingo, ask students what they discovered about students in their classroom. Ask if they know what the word diversity means, and if not, if they can guess what it might mean based on this activity. One meaning could be: people with different backgrounds and abilities.
- Ask students to discuss what are or could be, the benefits of having a classroom that is very diverse. Let students brainstorm, create a list and share it with the class. Some examples could be: learn about different areas of the world, have a greater understanding of the perspectives of others, learn to be more accepting, learn about the struggles some have to live with.
- Tell students that Saskatchewan has a human rights code
<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/S24-1.pdf>
- Explain that *The Saskatchewan Human Rights Code* is there to promote and protect individual dignity and equal rights, and to prevent discrimination at school, at work, and in society generally. All provinces have human rights codes, and all Canadians are also protected by *The Canadian Charter of Rights and Freedoms*
<http://laws.justice.gc.ca/en/charter/>
- The United Nations also has a code called the *Universal Declaration of Human Rights*
<http://www.un.org/Overview/rights.html>

- Ask students if they know what human rights are, and why we need to protect human rights.
- If it does not come from the students, you might like to explain to them that there are many examples of discrimination in our world and that human rights codes are there to protect everyone from discrimination.
- Tell students that they are going to build a human rights code for their classroom/school. Ask students to consider what their classroom and their school might look like when everyone is treated with dignity and respect at all times.
- Students will work in groups of four to develop their ideas about what their classroom or school would look, sound, and feel like if everyone was treated with dignity and respect. Allow students about 15 minutes for this part of the activity. Ask students to put their ideas on chart paper.
- Have students share their work and post completed chart paper on the wall.
- Now ask students to look for similarities and to remove ideas that are written more than once. Check to see if all ideas are applicable. See if any natural categories emerge, such as **Respect Each Other**, **Working Together**, etc. Model how to word ideas positively such as: use proper language versus no swearing.
- Once the list is manageable, ask students to create a good copy of the code to hang on the classroom or school walls.
- Ask students to write an entry for their portfolios using the following stems:
 - Classroom rules and the Human Rights Code are needed because ...*
 - One thing I learned while developing our code is ...*

Diversity Bingo

<p>Find someone who knows someone who can park in a stall reserved for people with disabilities.</p> <p>Name: _____</p>	<p>Find someone who comes from another reserve or town.</p> <p>Name: _____</p>	<p>Find someone who can speak a language other than English.</p> <p>Name: _____</p>
<p>Find someone who wears glasses.</p> <p>Name: _____</p>	<p>Find someone who knows someone who uses a mobility aid (wheelchair, walking stick).</p> <p>Name: _____</p>	<p>Find someone who has both younger and older siblings.</p> <p>Name: _____</p>
<p>Find someone who has the same favourite food as you.</p> <p>Name: _____</p>	<p>Find someone who has an unusual skill or talent.</p> <p>Name: _____</p>	<p>Find someone who likes to paint.</p> <p>Name: _____</p>
<p>Find someone who has performed for an audience outside school.</p> <p>Name: _____</p>	<p>Find someone who has an extended family member living with them.</p> <p>Name: _____</p>	<p>Find someone who has traveled out of Saskatchewan to another province.</p> <p>Name: _____</p>

(Adapted from BCTF – Building Bridges)



C2 – Diversity and Human Rights



Grades 8-9

In this lesson, students develop a greater understanding of themselves and the diversity of skills and abilities in their classrooms. The students also develop a human rights code for their classroom.



One description of human rights that might be useful for this lesson is below. More background information can be found at:

<http://www.un.org/Overview/rights.html>

<http://www.hrweb.org/resource.html>

<http://publications.gov.sk.ca/details.cfm?p=852>

Human rights are the rights of every human being to be treated equally with respect and dignity regardless of ancestry (race), religion, sex, disability, nationality and place of origin, age or sexual orientation.

- Ask students in groups of four to identify a time when they saw someone being discriminated against, or when they were discriminated against themselves, and to share this with their group.
- Ask students if they would like to share any of their stories with the large group and in particular, times when they have faced discrimination personally.
- With these stories as background, ask students to work in their groups to come up with a definition of discrimination.

One definition you could use is:

To make a distinction between people based on age, class, race, religion, disability, sex, sexual orientation, ethnicity, etc.

- Let the students know that it is against the law to discriminate against anyone and that several pieces of legislation are in place to deal with this.

Tell students that Saskatchewan has a human rights code, and an *Occupational Health and Safety Act*.

Explain that these are in place to promote and protect individual dignity and equal rights, and to prevent discrimination at school, at work, and in society generally. All provinces have human rights codes, and all Canadians are also protected by *The Canadian Charter of Rights and Freedoms*. The United Nations also has a code called the *Universal Declaration of Human Rights*, and has a *Declaration on the Rights of the Child*.

- Tell students that they are going to develop a human rights code for teenagers. Students should begin by taking a look at a couple of codes to see what kinds of things are included. *The Saskatchewan Human Rights Code* is available at:

<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/S24-1.pdf>

A link to a teaching unit that includes a plain language version of the *United Nations Universal Declaration of Human Rights* is also included:

http://www.unhchr.ch/html/menu6/2/abc_text.pdf

- Each group of four students will develop a code which will be written on chart paper and presented to the class. After the presentations, the teacher can lead a discussion regarding the issues that students have raised in their code, including why and when teenagers are discriminated against, and how they might deal with these issues in an assertive manner.
- Following this discussion, the teacher should return again to *The Saskatchewan Human Rights Code* and the *Occupational Health and Safety Act* and explain that even though the students are not workers yet, it is important that they know about their rights so that they are not discriminated against, or placed in unsafe work situations.

Students will then place their codes in their portfolios with the following reflection attached:

One thing that I have learned about discrimination is ...

C3 – Examining Discrimination



Grades 6-7

This lesson follows from earlier lessons by examining the issue of discrimination in more depth. The students discuss a selection of questions connected to discrimination.

- Place students in groups of four and assign the roles of timekeeper, leader, writer, and reporter. Remind students of the lesson for C2 in which they discussed human rights and built a human rights code for the classroom. In this lesson they are going to look into human rights a little more deeply. Attached are a number of questions that need to be copied onto chart paper and posted on the wall. Choose as many as are necessary for your group of students and amount of time available.
- Ask the groups to visit each chart, discuss the question, and write their answers and reasons on the sheet provided. A time limit should be set for each of their discussions – around five minutes.
- After the students have visited all the charts, ask them to review their notes to ensure that their decision is still the same in case further discussions have caused them to change earlier decisions.
- Ask each group to visit another group, to share answers and to note points where they differ. Then debrief with the whole group, providing clarification where necessary. Reinforce with students that we have human rights codes in order to protect everyone and that everyone deserves equal protection in all areas of society with a focus on how we can avoid discriminating against others.
- Ask students to write a response to one of the questions and place it in their portfolios.

Questions:

1. What would you gain by being friends with someone who is Aboriginal/non-Aboriginal, Muslim/Buddhist/Christian, abled/disabled, or gay/straight?
2. Should boys and girls be able to play on the same sports teams? Why or why not?
3. How do newcomers to your school know that people of all nationalities and ethnicities are welcome?
4. Is there anywhere in your school where people with disabilities cannot go? If so, how could this be rectified?
5. In what ways would students who have one parent, a guardian, or two moms or two dads feel included in your school? At family events?
6. What could you do if you heard someone in your school making a nasty comment about someone that you knew?
7. What is wrong about excluding someone deliberately from your group?
8. Do boys and girls play together in your school or separately? Why?
9. How might you deal with a situation where you feel you are being discriminated against for being a young person, such as being followed in a store to ensure that you don't shoplift?

Discussion Questions Answer Sheet



Questions	Response
1	
2	
3	
4	
5	
6	
7	
8	
9	



Grades 8-9

Preparation

The teacher will need to find examples of discrimination in a newspaper for this lesson. Articles might be about such topics as female firefighters facing discrimination in the workplace, racial discrimination, etc. Teachers can access such articles through *Proquest* in the database accessible through their school libraries. *Proquest* contains all or many of the Canadian newspapers.

Suggested links:

Accessible dining

<http://proquest.umi.com/pqdweb?index=0&did=1076141041&SrchMode=1&sid=3&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1203456955&clientId=65255>

Alternative prom

<http://proquest.umi.com/pqdweb?index=7&did=1072954131&SrchMode=1&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1203456783&clientId=65255>

Female firefighters

<http://proquest.umi.com/pqdweb?index=0&did=1067935631&SrchMode=1&sid=15&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1203456377&clientId=65255>

Female hockey players

<http://proquest.umi.com/pqdweb?index=0&did=1072518181&SrchMode=1&sid=19&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1203456566&clientId=65255>

Woman with hepatitis C

<http://proquest.umi.com/pqdweb?index=0&did=1073493641&SrchMode=1&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1203455038&clientId=65255>

- Students have already been introduced to the concept of discrimination and to *The Saskatchewan Human Rights Code* in earlier lessons. In this activity, they will look at the code more closely.
- Place students in groups of four. Give students the handout on *The Saskatchewan Human Rights Code* (attached) and ask them to look through the terms of discrimination to make sure that they understand the meaning of terms such as ancestry, etc. Suggest that students check the words in the dictionary if they do not understand them and to make a note of those that they cannot understand. Students can also look at the longer version of the code used in the earlier lesson.
- Each group will then be given a newspaper article about a specific incident of discrimination relating to one of the discriminatory areas listed above. Some articles are included as examples.
- Students will read the article, identify the area of discrimination, and comment on how the issue was addressed, or how they think it should be addressed.

- Finally, students will discuss how they think the person discriminated against might feel about the way he or she was treated. An outline sheet is provided for the use of students.
- The teacher will debrief by explaining how individuals can place a complaint if they experience discrimination, and where to get any further information that they might like to have. There might also be a need to explain or discuss some areas of discrimination that students may not understand or be clear about.
- Students will end this lesson by writing a reflection for their portfolios on:

The one issue of discrimination that impacted me the most was...

From *The Saskatchewan Human Rights Code*

The Saskatchewan Human Rights Code promotes and protects individual dignity and equal rights.

<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/S24-1.pdf>

The Code prohibits discrimination because of:

- Age (18-64)
- Ancestry
- Colour
- Race
- Nationality
- Place of origin
- Family status
- Marital status
- Mental or physical disability
- Receipt of public assistance
- Religion
- Creed
- Sex (covers sexual harassment and pregnancy discrimination)
- Sexual orientation

Discrimination is prohibited with respect to:

- Contracts
- Education
- Employment
- Housing
- Professional and trade associations
- Public services (restaurants, stores, hotels, and government services)
- Publications
- Purchase of property
- Occupations
- Trade unions

The Bill of Rights sections of the Code makes it illegal for someone to violate another person's fundamental rights and freedoms, including the right to freedom of association, freedom of conscience, and freedom of expression.

Student Response Sheet



Notes:	
Area of discrimination in this article	
Way the discrimination was or could be handled	
How the person involved might have felt	
Any other comments	

C4 – Personal Rights and Responsibilities



Grades 6-7

Students examine the rights for children developed by the United Nations and develop an understanding of the four areas covered in the *Convention on the Rights of the Child*.

- If possible, the teacher can introduce this lesson by using a data projector to show the students the UNICEF site <http://www.unicef.org/crc/index.html> with the photo essays of the rights of the child.
- Let students have some background information about the United Nations and the *Convention on the Rights of the Child*. (<http://www.unicef.org/>) The information below is taken directly from this site.

UNICEF's mission is to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided in doing this by the provisions and principles of the Convention on the Rights of the Child.

- Let students know that all children in the world have rights and that these have been established by the United Nations. The wording of the original treaty is rather complex, but the Canadian Coalition for the Rights of Children has developed a simplified version. The website and the text are included in this lesson.
- Divide students into four groups. Each group will take one of the four groups of rights. Place the group of rights and the explanatory information on an index card or piece of paper for each group. The task for each group will be to brainstorm the kinds of actions that are covered by each area. For example, in *Playing a Part*, students will consider what decisions they might be invited to participate in, and what freedom to join with others might look like. Ask students to consider what restrictions might need to be placed on some of these activities; for example, would it be safe for students under a certain age to be included in decisions about when to drive or what to eat?
- Let each group know that their task will be to share information about their area with the remainder of the class. They could do this through a presentation or through the development of a skit.
- The teacher might like to share some of the specific articles with the students if applicable, or might like to use this opportunity to talk about the circumstances of students in other parts of the world who do not have these rights.
- Students will then develop a representation to indicate what part of the convention affected them or interested them the most for inclusion in their portfolios.

What rights are covered in the Convention?

The Convention can be divided into four groups of rights:

- I. Playing a Part** means being included in decisions, freedom to join with others, freedom to express ourselves and freedom to receive information from lots of sources.
- II. Reaching our Potential** includes the things we need to develop as best we can. This group lists the importance of education, family, culture and identity in our lives.
- III. Living Well** includes all our more basic needs. This includes food and shelter, our standard of living and our health.
- IV. Being Free from Harm** allows for young people to be protected from many things, including abuse, neglect, economic exploitation, torture, abduction and prostitution.

Canadian Coalition for the Rights of Children
<http://www.rightsofchildren.ca/sir/index.htm>



Grades 8-9

Students examine the rights for children developed by the United Nations and develop an understanding of the four areas of rights covered in the *Convention on the Rights of the Child*.

- If possible, the teacher can introduce this lesson by using a data projector to show the students the UNICEF site (<http://www.unicef.org/crc/index.html>) with the photo essays of the rights of the child.
- Let students have some background information about the United Nations and the *Convention on the Rights of the Child* (<http://www.unicef.org/>). The information below is taken directly from this site.

UNICEF's mission is to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided in doing this by the provisions and principles of the Convention on the Rights of the Child

- Let students know that all children in the world have rights and that these have been established by the United Nations. The legal definition of a child in this treaty is 18. The wording of the original treaty is rather complex, but the *Canadian Coalition for the Rights of Children* has developed a simplified version available at:
<http://www.rightsofchildren.ca/sir/index.htm>
- Divide students into four groups. Each group will take a selection of the articles from the four areas. Each group will teach the others about the articles that they are responsible for including what kinds of situations may exist in other parts of the world that make each article necessary. Students will also consider what the corresponding responsibilities might be. For example article 17, *The Media*, states that governments have the responsibility to make sure that material and information is available in many forms and especially when it is aimed at issues of health and safety. Students have the corresponding responsibility to read such material.
- The teacher might like to keep the articles divided into the four categories for ease of understanding, but could also mix them and encourage the students to categorize them in a way that makes sense for them. The teacher could also select specific articles and leave out others.
- The teacher might like to create an opportunity to talk about the circumstances of students in other parts of the world who do not have these rights, once the activity is complete.
- Ask students to develop an advertisement, a representation or a collage to promote one of the articles that interested them. This can be done as a group task or individually.



Group:		
	Rights	Responsibilities
Article:		

C5 – Examining Personal Rights and Responsibilities



Grades 6-7

Students consider why rights and responsibilities are necessary.

- Divide the class into groups of five or six and read the following scenario:

Imagine that you have discovered a new country where no one has lived before, and where there are no laws and no rules. You and the other members of your group will be the settlers in this new land. What rights do you think you should have to guarantee your safety and security? For example, everyone has the right to three meals a day; everyone has the right to be safe from harm, etc.

- Ask each group to think of eight to 10 rights that everyone in this new country should have.
- Ask each group to develop a name for their country, and to make a poster with their name at the top, and with their rights written on it.
- Ask each group to share their list with the class.
- Let students know that all children in the world have rights and that these have been established by the United Nations.
- Share the rights from the *Convention of the Rights of the Child* – simplified version, available at:
<http://www.rightsofchildren.ca/sir/index.htm>
- Ask students to compare their rights with these rights. What are the similarities and what are the differences?
- Ask the students if they would like to make any changes to their own rights now that they have seen these ones.
- Discuss with students: which are the most important rights and why?
- Ask students if they feel that these rights are being given to them and why.
- Discuss treaty rights with students and see how these coincide with, or differ from the UN Children’s rights.

Students can then develop a visual representation, a poem or a collage to indicate which of the rights affected them or interested them the most. Ask students to write a response for their portfolios explaining why they chose as they did.

Convention on the Rights of the Child

All Children, from birth to 18 years, have:

- The right to life;
- The right to a name and nationality;
- The right to be with their parents or with those who will care for them best;
- The right to have ideas and say what they think;
- The right to practice their religion;
- The right to meet with other children;
- The right to get information they need;
- The right to special care, education, and training, if needed;
- The right to health care;
- The right to enough food and clean water;
- The right to free education;
- The right to play;
- The right to speak their own language;
- The right to learn about and enjoy their own culture;
- The right not to be used as a cheap worker;
- The right not to be hurt or neglected;
- The right not to be used as a soldier in wars;
- The right to be protected from danger;
- The right to know about their rights and responsibilities.

Activity adapted from *First Steps* a manual for human rights education – Amnesty International, *The Rights News*, Autumn 2000



Grades 8-9

This lesson gives students the opportunity to look at treaty rights and come to an understanding of them.

- Prior to class, find a newspaper article about First Nations people negotiating for their Treaty rights. There may be a current example from your community. Some other examples might be:

First Nation puts damper on project; [Final Edition] Kenyon Wallace. *Leader Post*. Regina, Sask.: Jun 25, 2007. pg. A.4

Fishing Lake First Nation opposes drainage project; Watershed authority conducting impact study; [Final Edition]

Kenyon Wallace. *StarPhoenix*. Saskatoon, Sask.: Jun 25, 2007. pg. A.3

Lawsuits, treaty rights and the sacred balance; [ONT Edition]

Sara Mainville. *Toronto Star*. Toronto, Ont.: Jun 1, 2007. pg. AA.8

These articles can be printed from the Saskatchewan Ministry of Education database for classroom use, but can not be copied in this document.

- Ask students to read the newspaper article and identify the two positions, one from a First Nations perspective, and one from a government or local authority perspective.
- Let students know that Treaty rights are not well understood by most Canadians, including governments.
- If your school has a copy of *Teaching the Treaties*, appendix 7-12A “The Facts: What are Treaties?” could be a resource to share with students. The same information can be found at:

http://www.indianclaims.ca/pdf/facts_treaties_2005.pdf

Other information about land claims and oral history are also available at this site.

- A resource person who can come in and provide background knowledge for students to support their understanding would be very helpful. The following websites might help you find a resource person:

All Aboriginal Communities in Saskatchewan

<http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/en/sk-all-b.html>

Reserves in Saskatchewan

<http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/en/sk-fn-r.html>

- Provide background information for students from your own background knowledge, or from one of the sources above.
- Ask students to research the Treaty rights for their Treaty area. You might like to divide students so that all the areas in Saskatchewan can be covered, or might like to include other areas in Canada, so that students can be divided into groups, each one with a separate job.
- Ask students to share their information with the class.

- Once all groups have reported back, ask students to reconsider the newspaper articles and discuss:

*What is it that non-Aboriginal people do not understand about Treaties?
How can we share information so that everyone does understand Treaties?*

- Ask students to write a response for their portfolios to respond to these questions after discussion is complete.

Additional information on Treaties can be found at:

Canada Treaty Information

<http://www.treaty-accord.gc.ca/Main.asp?Language=0>

The Historic Treaty Information site

http://www.ainc-inac.gc.ca/pr/trts/hti/site/mainindex_e.html

INAC

http://www.ainc-inac.gc.ca/pr/trts/hti/site/mpindex_e.html

Office of the Treaty Commissioner

<http://www.otc.ca>

Treaty Land Entitlement in Saskatchewan (brochure)

http://www.fnmr.gov.sk.ca/documents/lands/TLE_Brochure2007.pdf

C6 - Child Labour Practices



Grades 6-7

This lesson involves a research activity on child labour and could be taught with a focus on communication skills for the presentation of the material collected.



Inquiry based unit

This research model uses the following steps:



1. Planning
 - Determine what questions will be investigated
 - Determine where the information needed might be found
 - Decide how to share or present the information
 - Develop criteria for self-assessment of the product and process
2. Retrieving
 - Think about the topic and developing a focus
 - Search for specific resources
3. Processing
 - Narrow the topic
 - Determine which information is relevant
 - Determine if enough information has been found
4. Creating
 - Organize information
 - Put the information in own words
 - Create the presentation format
5. Sharing
 - Present information
6. Evaluating
 - Reflect on the process and the product, and determining personal goals

The following resources might also be helpful for the research process:

Gateways to Knowledge: Locating, Assessing and Using On-Line Information available from SPDU.

This site can be found on the Central iSchool site:
http://www.saskschools.ca/curr_content/teachlib/

- The teacher will begin by dividing students into groups of four, and asking them to develop a role play around the following situation:

Imagine that you live in another country and your parents are not able to support you. You have to work to support them and your younger brothers and sisters. Develop a role play to describe what your life might be like.

Alternatively, the teacher might like to provide some background knowledge for students by reading a story, if one is available.

Stage One – Planning:

- Once all role plays have been shared, ask students to discuss what they know about child labour. The teacher can write notes on the board of what children know. With this list complete, the teacher can then ask students what they would like to know about child labour and document this list, also. Let students know that they will be doing research to discover some of the facts about child labour and what is being done to support children in these circumstances.
- The teacher can develop a list of research topics from the lists provided, and might want to consider specific countries in which child labour happens (see UNICEF – info by country site in resource list at the end of this lesson).

Some suggestions are:

- Are there such things as children’s rights and if so, what are they?
- What are our politicians doing about child labour?
- What are others doing about child labour?
- What are people doing about child poverty?
- What are people doing about the situations that force children into work?
- Are the work situations safe for children?
- What kind of situations do children face?
- What kinds of work do child labourer’s do?
- Does child labour exist in Canada?
- Where does child labour occur?
- What kinds of action might help the situation?
- Is there anything that we can do?
- Is there child poverty in Canada and who helps poor children?
- Once the topics have been determined and work groups developed, the students will need to consider where they might find the information they need. A resource list of possible websites is provided, but the teacher might also like to do this unit in collaboration with the teacher-librarian who may have access to many other print or human resources.
- Develop a timeline for the different stages of the project. A daily journal might also be helpful and an example is provided.

- The teacher will need to decide how the students will share their information. Students could be asked to choose for themselves, or the teacher might like to make that choice, depending on the communication skills aspect of the objectives to be emphasized. The teacher might also need to provide some instruction regarding the particular communication method chosen, for example discussing presentation skills, or technology skills such as PowerPoint.
- The teacher will determine with the students the criteria or expectations for this activity. One way of doing this is to brainstorm with students what they believe are the qualities of a good presentation or written report. The teacher can then develop the information into a rubric that students can use for self- and peer-assessment throughout the process. An example is included.

Stage Two – Retrieving

- Once students have developed their groups, selected their topic, and chosen their mode of delivery, they will begin finding material. It will be helpful for students if the teacher or teacher-librarian can bookmark websites of interest and collect other print materials in advance to decrease time spent on random searching.

Stage Three – Processing

- The teacher may need to provide some guidelines regarding the amount of information needed, and some support in assessing whether information is valid or not.

Stage Four – Creating

- At this point, the teacher may need to provide some mini-lessons around paraphrasing and/or organization of material. Students can be guided to seek support from peers by using the rubric created earlier for self- and peer-assessment purposes, once the bulk of their work is complete.

Stage Five – Sharing

- Students will share their information in the chosen format.

Stage Six – Evaluating

- The students will complete a reflective assessment of the processes they engaged in for their portfolios based on the rubrics.
- The teacher might like to continue this introduction to child labour by involving the students in a project to support children in developing countries, or by writing a letter to their local politician on this issue.

Project Journal



Day One	Stage	Notes:
		Today we chose a topic. My topic is...

Presentation Rubric

	Level One	Level Two	Level Three	Level Four
Content	Students were not able to develop a clear focus for this presentation. The topic was not developed.	Students had difficulty developing a clear focus for this presentation. The topic needs more development.	Students developed a presentation that was mostly clear and well focused. The topic was well developed and interesting.	Students developed and presented a very clear and well focused presentation. The topic was both very well developed and interesting.
Presentation Skills	Students had difficulty with several presentation elements and body language.	Students had some difficulty with some presentation elements and body language.	Students showed a good awareness of body language and presentation skills.	Students showed an excellent awareness of body language and presentation skills.
Process	Students missed several steps in the process and a large part of the assignment was not completed.	Students missed at least two steps in the process and the assignment was not fully completed.	Students followed all the steps in the process and completed most aspects of the assignment.	Students carefully and thoroughly followed all steps in the process. All aspects of the assignment were completed in detail.

The Effective Collaborator Rubric for Group Project Evaluation

	Level One	Level Two	Level Three	Level Four
Contribution to Group's Tasks and Completion of Personal Tasks	Chooses not to participate. Shows no concern for goals. Impedes group from meeting goals. Does not complete assigned task.	Participates in group. Shows concern for goals. Participates in meeting goals. Completes assigned tasks.	Participates inconsistently in group. Shows some concern for goals. Participates sometimes in meeting goals. Completes part of assigned tasks.	Participates actively. Models caring about goals. Helps direct group in meeting goals. Thoroughly completes assigned tasks.
Discussion Skills and Active Listening	Does not participate in group discussions. Does not listen to others. Not considerate of others' feelings and ideas.	Shares ideas when encouraged. Listens to others consistently. Considers other people's feelings and ideas.	Shares ideas occasionally when encouraged. Listens to others sometimes. Considers other people's feelings and ideas sometimes.	Shares many ideas. Encourages others to share ideas. Listens attentively to others. Empathetic to other people's feelings and ideas.
Contribution to Group's Evaluation, Problem Solving and Cohesion	Discourages evaluation of how well the group is working. Chooses not to participate in problem-solving. Promotes fragmentation of group.	Offers suggestions occasionally to solve problems. Demonstrates effort sometimes to help the group work together. Does not impede group's efforts.	Offers suggestions to solve problems. Demonstrate effort to help the group work together.	Involves the whole group in problem solving. Actively participates in helping the group work together better.

(Adapted from *The Education Technology Journal*,
Jamie McKenzie, Vol. 7, No. 2, October 1997.)



Grades 8-9

This lesson involves a research activity on child labour. Students will debate questions relating to child labour.

- The teacher will begin by saying that the students are going to look into the issue of child labour. Some information about Craig Kielburger from the *Free the Children* site will then be shared:

When Craig was 12 years old he was shocked to learn about the murder of a child-labourer-turned-child-rights-activist. Eager to take action he established Free The Children, determined to help free children from poverty, exploitation and powerlessness. The organization began as a small group of classmates and quickly evolved into an international phenomenon.

- The teacher will either take the students into the computer lab, or use a data projector in the classroom to show a short video from the *Free the Children* site:

<http://www.freethechildren.com/index.php>

The video is the *Free The Children* promotional video which is found on the About Us page, under videos listed on the left-hand side of the page.

- Students will then be asked to discuss their thoughts on this information around questions such as:
 - What are your thoughts on child labour?
 - At what age do you think children should be allowed to work, and should begin full-time work?
 - How might your life be different if you were required to work to support your family?
 - Where do you think child labour occurs?
 - What does child labour have to do with Canadians? What should we do as a country and as individuals?
- The teacher will then introduce the task and will let students know that they are going to debate this issue.
- The task for these students will be to debate that Saskatchewan students should not buy clothing made as a result of child labour.

Some questions to guide the students are:

- Are there such things as children's rights and if so, what are they?
- What are our politicians doing about child labour?
- What are others doing about child labour?
- What are people doing about child poverty?
- What are people doing about the situations that force children into work?
- Are the work situations safe for children?
- What kind of situations do children face?

- What kinds of work do child labourer's do?
- Does child labour exist in Canada?
- Where does child labour occur?
- What kinds of things might help the situation?
- Is there anything that we can do?
- Is there child poverty in Canada and who helps these children?
- What are sweat shops?
- What companies selling clothing in Canada use sweat shops?
- The resource list at the end of this lesson will provide some sites that students could go to for information. The teacher-librarian might also be able to provide print resources, or other site links.
- Students will need to know that debating is the development of an argument to defend a position. In this debate, students will need to defend and oppose the position, and for the sake of rebuttal, will need to anticipate the arguments that the opposite side will come up with. All background material will need to be well researched.
- The teacher will determine with the students, the criteria or expectations for this activity. One way of doing this is to brainstorm with students what they would see as evidence for good work during this process. The teacher can then develop the information into a rubric that students can use for self- and peer-assessment.
- An informal debate format is included here, but teachers may use any other format that fits their particular context. Students may or may not have been exposed to debate already, so the structure, format and procedures will need to be taught. The teacher will need to determine in advance how to involve students. The site listed below contains information comparing dialogue and debate, which might assist students in understanding the process.

Debate Process:

Informal Debate Process (adapted from: <http://www.saskdebate.com>)

- Choose presenters for each of the arguments. The presenters speak in turn, rotating the for and against sides.
- Remember to focus on the argument and not on the participants.
- Continue until all arguments have been presented.
- At this point the teacher can lead a discussion around the quality of the arguments presented, which arguments were the most convincing, any ideas that individuals may not have thought of, and can ask if any students changed their minds after hearing the debate.
- The students will complete this activity by writing a reflective journal entry discussing what they have learned about child labour and how they feel about this topic.

- The teacher might like to continue this introduction to child labour by involving the students in a project to support children in developing countries, or by writing a letter to their local politician on this issue.
- A rubric is provided to assess the debate.
- Ask students to self-assess their performance and add this to their portfolios.

Resource List

- Amnesty International
<http://www.amnesty.ca/>
- Child Labour – An article about child labour in the US
<http://www.hometown.aol.com/munmei/labor.html>
- The Child Labour Coalition – contains many links and resources
<http://www.stopchildlabor.org/>
- Child Rights Information Network – contains a child friendly version of the Convention on the Rights of the Child – plus other information
<http://www.crin.org/forchildren/index.asp>
- Child Workers in Asia – contains facts and figures, and also a definition of child labour and child work
http://www.cwa.tnet.co.th/Issues/ChildLabourAsia/child_labour_asia.html
- CRY – Children’s Rights and You – an organization that supports children’s rights – based in India
<http://www.cry.org/intro.html>
- Free the Children Organization
<http://www.freethechildren.com/aboutus/craigmarc/craigkielburger.htm>
- The Global March Against Child Labour
<http://www.globalmarch.org>
- Labour Organization – acts to prevent child labour
<http://globalmarch.org/>
- Labours of Love Project – contains many links and teaching units on child labour
<http://www.childlabor.org/frames.html>
- Plan International – focuses on improving children’s lives in developing countries
<http://www.plan-international.org/>
- UNICEF – and information by country about child labour
<http://www.unicef.org/>
<http://www.unicef.org/crc/index.html>
<http://www.unicef.org/infobycountry/index.html>
- United Nations – information and lesson on human rights
www.un.org (> CyberSchoolBus)

Debate Rubric

	Level One	Level Two	Level Three	Level Four
Content	The link to the topic is not established. Additional knowledge was needed for this speech.	The link to the topic is questionable. Some points are not relevant. Some points are not supported by evidence.	The content is associated with the topic. Most points are accurate and supported with evidence.	The content is clearly linked to the topic. The points are accurate and well supported.
Organization	A formal order is needed for this presentation. No evidence was presented to refute the points of the opposition.	The introduction, body and conclusion were attempted. Some transitions were present. The points of the opponents were identified, but not refuted with evidence.	An introduction, body and conclusion could be identified. Most points flowed smoothly, with some transition. Some evidence was used to refute the points of the opponents.	Clear introduction, body and conclusion. All points flowed smoothly with strong transitions. Considerable evidence was used to refute the points of the opponents.
Delivery	The speaker attempted to use poise, body language, enunciation, emphasis and pause.	The speaker used some of: poise, body language, enunciation, emphasis and pause.	The speaker used good poise, body language, enunciation, emphasis and pause.	The speaker used excellent poise, body language, enunciation, emphasis and pause for effect.



Saskatchewan Professional Development Unit

2317 Arlington Avenue

Saskatoon SK S7J 2H8

Tel: (306) 373-1660 or 1-800-667-7762

Fax: (306) 374-1122

www.spdu.ca



Saskatchewan
Ministry of
Advanced Education,
Employment and
Labour

**Ministry of Advanced Education,
Employment and Labour**

1945 Hamilton Street

Regina SK S4P 2C8

Tel: (306) 787-9478

Fax: 306-798-0975

www.aeel.gov.sk.ca