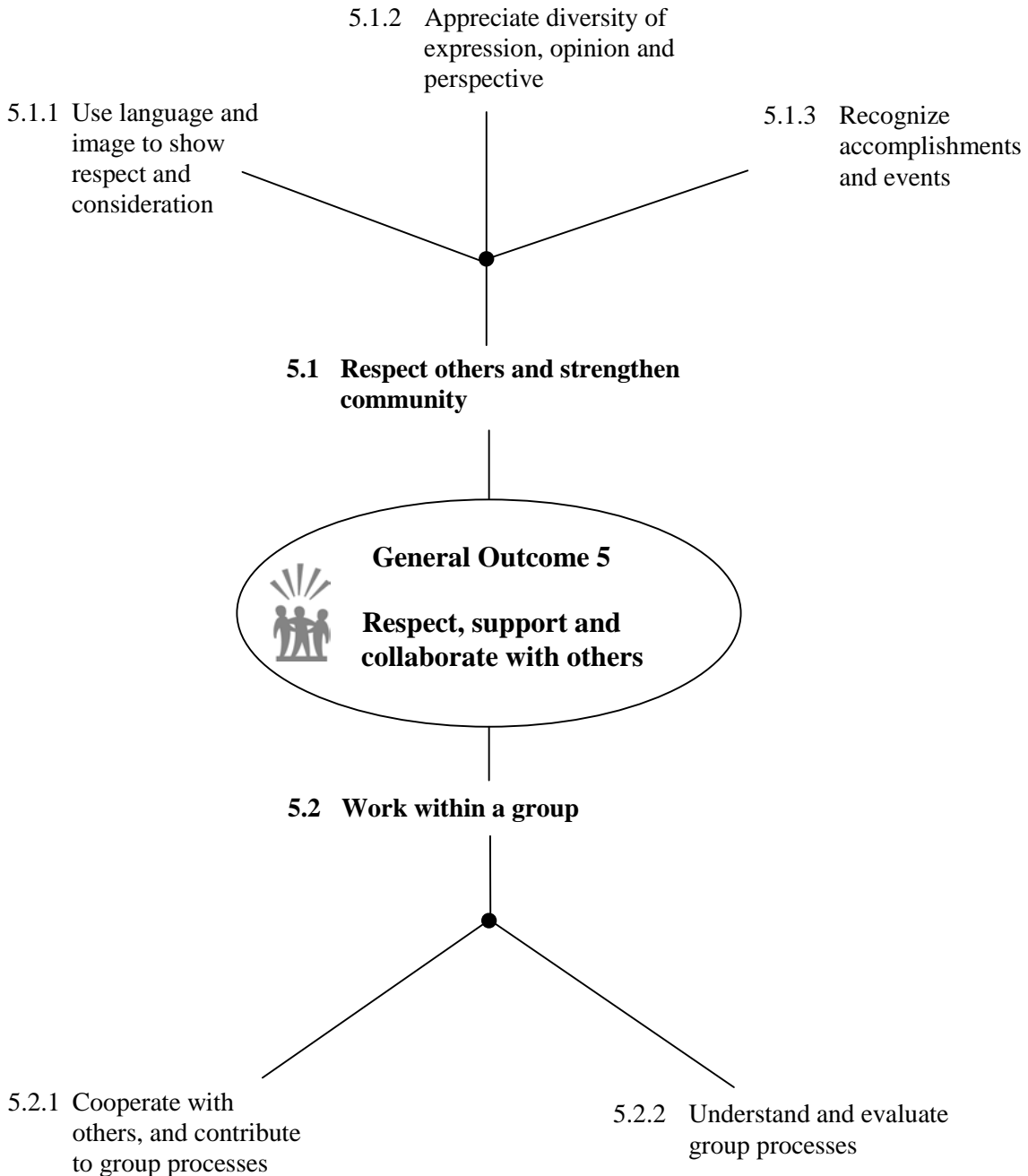


GENERAL OUTCOME 5

STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:











GENERAL OUTCOME 5 – INDEX OF STRATEGIES










Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect others and strengthen community




5.1.1 Use language and image to show respect and consideration

	• Inquiry into Stereotyping in Textual Representations	358	
		• Cultural Gestures	360
	• Advertising Second Take	360	
	• Classroom Read Arouns	361	
		• Monitoring Metacognitive Growth	361
	• Texts Reflect Values	361	
	• Media Mini-unit	361	

5.1.2 Appreciate diversity of expression, opinion and perspective













	• Class Quilt	364	
	• Class Wall	364	
	• Profile of the Century	364	
		• Coming to Canada	365
	• Culture and Behaviour	366	
	• Editorials	366	
		• Monitoring Metacognitive Growth	367

5.1.3 Recognize accomplishments and events








	• The Year in Review	369	
	• Wanted Posters	370	
		• In-class Graduation	370
	• Life Maps	371	
		• Monitoring Metacognitive Growth	371

5.2 Work within a group

5.2.1 Cooperate with others, and contribute to group processes

		• Student-led Whole-class Discussions	375
		• Collaborative Writing	376
	• Monologues to Dialogues	378	
	• Charting Responsibilities	378	
		• Cooperative Language Cues	379
	• Tack-on Tools	380	
		• Jigsaw Groups	380
	• Simulations	380	

5.2.2 Understand and evaluate group processes

		• Daily Reflection Sheet	382
	• Create Self, Peer, Group or Teacher Monitoring Tools from CAMP Materials	382	
	• Create and Use T-charts	383	
		• Reflection Questionnaire	383
	• The Collaborative Process at Work	383	

GENERAL OUTCOME 5



Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

The language arts play an important role in preparing students for participation in a democratic society. In General Outcome 5, students learn to view themselves not only as individuals with individual needs but also as responsible participants in a larger group of individuals with common goals. This community extends from the classroom into the school and into the larger community. Acceptance of diversity, cultural awareness and understanding, and collaborative skills are fundamental to participating responsibly in a community, and these things need to be focused upon within the classroom.

Practices that Extend Community

Classroom practices that help build and celebrate community include creating opportunities for students to:

- develop communication and active listening skills
- explore their own community through visits to theatres, museums and local cultural events and through inviting guests into the classroom
- participate in the wider community through publications, guest performances and letters to the editor
- widen their perspective through links with other communities, e.g., through volunteerism, Web pages, e-mail, pen pals
- reflect on their use of language and its effects in achieving common and individual purposes.

Building Community through Texts

Students broaden their understanding of themselves and the world around them through the texts they listen to, read and view. They become aware of their roles as global citizens and their responsibilities in bringing about positive social change. Students broaden their understanding of others through texts that take them vicariously into lives very different from their own.

The selection of texts, however, presents particular challenges to English language arts teachers. These challenges come in the form of media texts that portray people from minority cultures or unfamiliar places as intrinsically different—exotic, dangerous, pitiable or objects of fun.⁷⁸ Challenges also come in the form of texts from the past that represent individuals and groups in ways now recognized as racist or sexist.

78. Duncan et al., *Mass Media and Popular Culture*, 1996, pp. 34–38.

Teachers need to ensure that students examine texts as products and reflections of the economic, social and political times in which they are created and set. Students need to learn to recognize the ways in which time and circumstances affect the language, attitudes, beliefs, content and forms that writers, artists and producers use. Because students select many of the texts they experience, it is essential that they learn to question the premises of texts and develop independent judgements. Analyzing media images is a necessary part of students' education as literate citizens and critical thinkers. Opportunities for integration with social studies exist here.

Building Community through Collaboration

Because of the importance of collaborative work in building community, several specific outcomes that directly address collaborative skills are located in General Outcome 5. Collaboration is also integral to many of the specific outcomes that support the other general outcomes.

Collaboration is central to the language arts curriculum for reasons such as the following:

- Working together provides students with opportunities to articulate and wrestle with ideas and to learn from each other. It acknowledges the fact that learning is constructed socially.
- Collaborative work allows students to be active and takes advantage of their natural need for and enjoyment of connecting with peers.
- Group processes prepare students for the demands of future employment. Workplaces are increasingly interdependent, due to the complexity of information-based occupations. Collaborative skills are vital to students' future success, both in the workplace and in personal relationships.
- Collaborative work helps build community in a diverse classroom. Working in collaborative groups can promote cross-cultural understanding and friendship, as well as tolerance of diversity.⁷⁹

What Collaboration Means

Collaborative tasks must be designed so that:

- instruction in group skills and processes is embedded in the learning task
- both task process/completion skills and group maintenance skills are taught and assessed
- students are collectively and individually responsible for processes and products.

79. Brubacher, Payne and Rickett, *Perspectives on Small Group Learning: Theory and Practice*, 1990.

Contrasting Group Work and Collaborative Learning⁸⁰

Group Work	Collaborative Learning
Students work on their own.	Students are dependent on each other.
Some students do all of the work.	Each student is accountable for the group work and the learning.
Group composition is not related to task.	Groups are formed based on task to be completed.
Social skills are not taught.	The teacher provides instruction in social skills.
Teacher does not participate in the group work.	The teacher closely supervises groups.

Because many authentic language activities require collaboration, they provide a natural vehicle for embedding instruction in group processes and skills.

Collaborative work teaches two kinds of group skills:

- task process/completion skills—behaviours that are effective in getting the job done, e.g., initiating activities, clarifying group direction and coordinating contributions
- group maintenance skills—behaviours that keep the group functioning smoothly, e.g., encouraging others, accepting group decisions and expressing disagreement appropriately.

The Teacher's Role in Collaborative Learning

Although students assume increasing responsibility for planning collaborative projects, the teacher is responsible for:

- making initial decisions regarding:
 - the kind of learning that is best accomplished by students alone, in groups and in a whole-class setting
 - the most appropriate group size for each task
 - the task structure that will ensure both individual and collective accountability
 - the selection and configuration of groups
- managing interactive activities by:
 - establishing and maintaining a protocol for movements into and between groups, to avoid lost time and disruption
 - clarifying the task and the interactive goals, i.e., the group skills that will be assessed
 - providing time for reflection, debriefing, closure and celebration

80. Reproduced with permission from Dawn M. Snodgrass and Mary M. Bevevino, *Collaborative Learning in Middle and Secondary Schools: Applications and Assessments* (Larchmont, NY: Eye on Education, Inc., 2000), p. 87.

- instructing students in interactive skills, including:
 - selecting with the class the particular skills that will be focused upon and monitored
 - providing instruction and modelling
 - structuring collaborative tasks to fit the skill level of the students
 - providing self-assessment tools for groups and individuals
- being active during collaborative activities by:
 - asking questions that promote student thought
 - providing individuals and groups with immediate feedback
 - suggesting strategies for groups encountering difficulties
 - modelling group behaviours by participating in a group for a period
 - observing groups systematically to decide on priorities for further instruction
- being committed to collaborative work by:
 - recognizing that conflict within groups is normal
 - viewing difficulties as information about the skill areas that need further instruction
 - collaborating with colleagues.

How to Form Groups

Many teachers use flexible groupings; that is, they have students move frequently between independent work, discussion with partners, small groups and the whole-class setting. At some point during the course, each student should work with every other student in the class.

Students should also have opportunities to work in groups structured in a variety of ways and formed on the basis of a variety of factors, such as the following:

- **Teacher selection:** The groups teachers organize may be heterogeneous and homogeneous:
 - Heterogeneous groups mirror the composition of the class. Placing students at various levels of skill or expertise within each group allows for peer tutoring.
 - Homogeneous groups allow students to work at approximately the same level and allow for differentiation and targeted instruction.
- **Random choice:** Groups are formed in a random fashion, e.g., by numbering off students in the class.
- **A common purpose:** Groups are formed according to purpose. Peer-editing groups, for example, may be organized around the stage of editing required by each student, e.g., first draft, second draft, proofreading or sharing of completed work.
- **Student interest:** Students select a task or topic and then form groups with others who have chosen the same task.
- **Peer preference:** Students choose friends with whom they would like to work and then select a subject. Peer-preference groups may be most suitable for projects that require a great deal of work outside of class.

How to Construct Interdependent Tasks

Some of the learning outcomes assessed through collaborative tasks pertain to interactive skills. These include outcomes in learning outcome subheadings 1.2.1, 1.2.2, 3.1.2, 5.2.1 and 5.2.2. These outcomes are normally assessed through checklists, peer and teacher observations, and self-assessment forms.

Other outcomes are assessed individually in the context of collaborative work. The challenge for teachers is to create or assign tasks that require a high degree of interaction and interdependence, as well as providing opportunities for individual students to demonstrate their learning.

Teacher-designed Tasks

While assessing individual performance, teachers can build in interactive experiences through a variety of means.

- Make each student responsible for a portion of the content, e.g., use a **Jigsaw** structure, as described in learning outcome subheading 5.2.1, p. 380.
- Assess each student's contribution to one final product, e.g., require separate drafts from each student.
- Assess each student's contribution to a composite product, e.g., assess separate articles in a magazine.
- Test individuals on concepts the group has explored.

Student-planned Projects

Teachers promote individual accountability in student-planned collaborative projects by requiring components such as the following:

- proposals that detail the responsibilities of each member
- project logs in which each student tracks his or her progress each day and discusses any problems that have arisen within the group
- identification of the separate contribution of each member to a collective product, e.g., students contributing articles to a magazine can be assessed individually on their contribution, as well as receiving a mark for the magazine as a whole
- separate drafts from each individual before the collaborative product is put together
- individual self-assessment forms and checklists
- verification of having revised, edited and proofread pieces of work authored by other group members.

Assessing Collaborative Work



Students are expected to develop the knowledge, skills and attitudes that contribute to collaboration with others. Appendix B provides a chart on page 444 with various options for assessing group maintenance and task process/completion. Appendix B also includes three assessment devices:

- Daily Reflection on Group Participation (page 445)—conducive to student self-assessment.
- Cooperative Teams Self-evaluation Guide (page 446)—for group self-assessment.
- Scoring Criteria for Collaboration (page 443)—useful for summative assessment.

These assessment devices can be effectively used in the context of teacher–student conferences.



Overview

The ability to respect others and to recognize and value diversity is central to understanding others and communicating effectively.

Language and image that is respectful and considerate of self and others is essential to building, developing and maintaining community. Respectful language and use of image goes beyond the superficial expression of manners; it is based on an acknowledgement of the worth of each individual and on consideration of individual sensitivities, and it involves a conscious decision to act, speak and respond accordingly.

Students need opportunities to consider the appropriate language used in writing and speaking about, and images used in representing, cultures, races, genders, ages and abilities. Respectful language includes others and involves knowing how to dialogue about ideas without offending others. Considerate use of an image takes into consideration what the image may mean to different audiences and whether the treatment of that image is appropriate, given its origin and the associations that may be made from it. Students also need opportunities to consider when and how to respond when they encounter stereotypes and inappropriate language.

The study of literature and other texts informs learners of the power of language and image.

Fiction and film are valuable tools in taking students into lives that appear to differ from their own, so that they develop a sense of identification with others. This is particularly useful in homogeneous communities. Multicultural and co-educational classrooms provide a wealth of opportunity for instruction regarding inclusive and exclusive language.

It is important that students recognize stereotypes, reflect on the reasons for the use of stereotypes and reflect on the effects of stereotypes on the groups that are portrayed and on the audience. Students should explore representations of:

- individuals—considering how age, gender, race, religion or ethnicity are portrayed
- cultural groups
- institutions.

They should consider representations that typically occur in:

- fiction of various genres and historic periods
- television programs, including music videos
- song lyrics
- movies
- advertising.

Metacognitive Learning

Metacognitive Process Outcome (Grades 10–12)		
Description	Selection	Modification
<ul style="list-style-type: none"> – reflect on and describe own strategies for differentiating between positive and negative tones and for differentiating between sensitive and insensitive uses, including own use, of language and image 	<ul style="list-style-type: none"> – select appropriate strategies to assist with such differentiation 	<ul style="list-style-type: none"> – monitor the effect of selected strategies, and modify them as needed

Assessment of 5.1.1

The purpose of assessment in learning outcome subheading 5.1.1 is to determine whether students:

- have adequate strategies for recognizing and analyzing how language and image are used in a text and for discerning their effect on context
- are open to new ways of thinking about language and image and about how such choices can affect context
- demonstrate an awareness of the ways language and image are used to include or exclude others.

Teaching and Learning Strategies

Note: The information in parentheses following the name of each strategy indicates the specific outcomes for which the strategy is appropriate.

Inquiry into Stereotyping in Textual Representations

(10-1b, c, d; 10-2b, c, d; 20-1c, d; 20-2b, c, d, f; 30-1b, c; 30-2b, c)

Have students explore the portrayal of particular individuals, groups or institutions in a range of texts and present their findings in a form of their choice.



- Ask students, working with a partner or in a small group, to select for examination an individual, group or institution portrayed in print or media texts. Possibilities include:
 - women in nineteenth century novels
 - a selected minority group in police or detective dramas
 - elderly people in television advertising
 - husbands in situation comedies
 - religion in contemporary movies.

- Before students embark on their inquiry, ask the class to generate a list of the elements that constitute representation of individuals, groups or institutions. For example, a portrayal of individuals may include the following:
 - **Visibility:** How often do these individuals appear in texts relative to their numbers in society? Discuss with students how they can find this information.
 - **Role:** Do these individuals play key or supporting roles? Do they play heroes or villains? What occupational roles do they play? What actions are associated with them?
 - **Status and authority:** Do others listen to these individuals? Are their actions effective in resolving conflicts? Are they comic figures?
 - **Descriptors:** What words, images or symbols are used to describe these individuals?
 - **Clothing, appearance and gestures:** Is their appearance individualized or stereotyped?
 - **Speech and accent:** Are accents and speech patterns exaggerated and used for a typical effect, e.g., comic, pompous?
 - **Characteristic themes:** What issues or conflicts do these individuals confront?
- Ask students to plan their research, assigning various tasks to each group member, and to submit a proposal for a conference with the teacher.
- Ask students to present their findings on textual representations through a form of their choice. Possibilities include:
 - a drama about a person of their target group seeking work as an actor
 - an oral presentation with graphs displaying findings
 - a series of posters for a Field Walk—see learning outcome subheading 1.1.1 (page 151)—representing various portrayals of individuals.

Assessment

Summative Assessment of Inquiry into Stereotyping in Textual Representations

Work with students to develop criteria for their presentations. These criteria may include the following:

- Students examined a broad range of appropriate media forms.
- Students thoroughly analyzed the elements that constitute representation and explained how they convey perspective and attitudes.
- Students showed insight into the social context in which images related to culture, race, gender, age and abilities were created.
- Students accurately generalized from the data they collected.
- Students presented their findings in a creative and engaging form.

This project also presents many opportunities to assess interactive processes.

Cultural Gestures (10-1a, b, c, d; 10-2a, b, c, d; 20-1a, b, c, d, f; 20-2a, b, c, d, f; 30-1a, b, c, d; 30-2a, b, c, d)

Students need to learn that many of the nonverbal ways in which they communicate are culturally determined, that other societies have different norms for many gestures and that societies vary in their degree of ceremony and formality.



- As a class, generate a list of behaviours that are culturally determined, e.g., greetings, dancing, ways of showing affection and grief, norms for appropriate physical distance, table manners, and expressions of respect, regret and appreciation.
- Have groups research these behaviours with respect to different societies, cultures and time periods and share their findings with the class. Encourage students to explore credible sources of information, rather than relying on media representations that may be caricatured or overgeneralized. If possible, invite a panel of guest speakers with roots or experience in different societies.
- Discuss the practical reasons for the evolution of various culturally determined behaviours.

Have pairs of students adopt the roles of people from different societies and act out an initial greeting. Discuss the potential of culturally determined behaviour for creating misunderstanding or for stereotyping various cultural groups.

**Assessment****Self-assessment of Cultural Gestures**

Have students reflect in their journals on their emotional reaction to the situations enacted. Journal responses should indicate growth in acceptance and awareness of culturally determined behaviours.

Advertising Second Take (10-1a, b, c, d; 10-2a, b, c, d; 20-1a, b, c, d, f; 20-2a, b, c, d, f)

Print advertisements and television commercials often employ one-dimensional representations and stereotypes as a “shorthand” for immediate communication with the audience.

- Have students collect a variety of print advertisements presenting different socioeconomic and cultural groups, sexes and ages. Analyze the language and images presented in these depictions, discussing examples of stereotypes, exclusion, token representation or overrepresentation of specific groups.
- Have students sketch a commercial, revising it to employ realistic and more complex portrayals of individuals and groups. Discuss whether the initial marketing goals of the commercial are met in the redesigned version.

**Classroom Read Arounds** (10-1a, e; 10-2a, e; 20-1a, e; 20-2a, e; 30-1e; 30-2e)

In order to have students experience and work with constructive criticism, they can engage in full-class or smaller-group read arounds. The teacher can facilitate as the students pass their work around the classroom to one student at a time. A student reads the text created and responds to predetermined prompts or marking criteria. The work then gets passed to the next student who also responds to the text created, and so on. The goal is to have each student in the room look at as many different examples of student work as possible and make as many comments as possible to help his or her peers enhance their work.

Once the individual student's work is returned, this student can then read the comments made by his or her peers and can be asked to respond to them in a journal or in a small-group discussion. Students can use the feedback from their peers to help improve the text they created and to meet their goals for the assignment.

**Monitoring Metacognitive Growth** (*all courses a*)

Students can be encouraged to reflect on their use of language and image by asking questions such as the following:

- What are my responses to others' use of particular language and image?
- How respectful and considerate have I been in using language and image?
- How may language and image be used to convey respect and consideration? to foster collaboration?
- How has the use of language and image changed over time?
- How may language and image be used deliberately to stereotype or parody?

**Texts Reflect Values** (30-1b, c, d; 30-2b, c, d)

Choose a variety of short texts that reflect values on a theme relating to inclusion or exclusion of individuals, e.g., loneliness, old age. In small groups, have students discuss how loneliness and old age are portrayed in the texts. This can be complemented with an oral presentation on the role loneliness plays in the life of a specific group of people in the community.

**Media Mini-unit** (30-1b, c, d, e, f; 30-2b, c, d, e, f)**A. Print media**

Have students collect a variety of print advertisements that present different socioeconomic, cultural, gender and age groups, and complete the following:

- Analyze the language and images presented.
- Discuss examples of stereotypes, exclusion, token representation and overrepresentation of the groups.

- Choose one example and research to find similar advertisements from print texts of earlier decades.
- Describe the differences between the current example and the earlier advertisements.
- Discuss the changes in public tolerance reflected by the differences.

B. Television media

Discuss why television advertising often uses one-dimensional representations and stereotypes as “shorthand” for communication with target audiences, and have students work in groups to complete the following:

- Choose a commercial that exemplifies this shorthand.
- Redesign the commercial to create a more realistic and more complex portrayal of people.
- Present both commercials to the class in an appropriate format.

After presentation, have the class work in small groups to review the work of the presenters, discuss whether the goals of the commercial are met in the redesigned version, and report back to the presenters. Presenters respond to the class critiques and discuss reasons for their choices and/or suggestions for changes.

General Outcome
5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect others and strengthen community

5.1.2 Appreciate diversity of expression, opinion and perspective

Overview

Students will come to appreciate the diversity of expression, opinion and perspective that exists in Alberta, Canada and throughout the world by:

- studying oral, print, visual and multimedia texts presenting a variety of Albertan, Canadian and international perspectives
- examining the treatment of particular themes and issues by different text creators, including themselves
- explaining how a text creator’s underlying assumptions influence creation of the text.

Comparisons of texts from different times and places can help students appreciate the ways in which texts convey individual and community values and behaviours. For example, students may compare community newspapers from rural and urban areas, or poetry from northern and southern regions; they may also look at the ways different generations describe their experiences.

Much of the learning associated with learning outcome subheading 5.1.2 is intended to challenge students—to provoke critical examination of the ideas and values of others and of their own ideas and values. For example, in the course of whole-class discussion, students may offer differing interpretations and understandings when responding to text. When creating text of their own, students may assume opposing positions, offer differing insights and convey diverse appreciations. It is therefore important for students to determine whether the texts they examine are created to express and reinforce or to challenge prevailing social values. Students should explore documentaries, poetry, fiction, songs and other texts that question current social values, examining both their content and their methods and form. Some of the texts students create will be texts of protest or dissent.

Students should also be aware that some texts that appear to be challenging social values, e.g., music videos or television commercials, use the forms of social protest or the images of subculture to reinforce prevailing values of conformity and consumerism.

Metacognitive Learning *(all courses a)*

Metacognitive Process Outcome (Grades 10–12)		
Description	Selection	Modification
– reflect on and describe strategies for responding to texts that present expressions, opinions and perspectives that differ from own; and identify and describe additional strategies that may be used to appreciate diversity of thought and expression	– select appropriate strategies for appreciating diversity of thought	– monitor the effect of selected strategies, and modify them as needed

Assessment of 5.1.2

The purpose of assessment as suggested by learning outcome subheading 5.1.2 is to determine students' openness to diversity and their awareness of the variety of contributing factors that can result in differences of thought and expression.

Most assessment will be *formative*, and much of it will be undertaken by the students. Its purpose is to determine whether students are demonstrating behaviours that suggest respect for the ideas, beliefs, appreciations and values of others—particularly when they differ from their own. One such indicator is sustained listening to the thought and expression of others.

Teaching and Learning Strategies



Class Quilt (*10-1a, b, c; 10-2a, b, c; 20-1a, b, c; 20-2a, b, c*)

Ask students to list positive qualities that their community values. Have each student adopt one of the values and create a representation of it, e.g., a drawing, a quilt square. Combine all the pieces into a whole-class product.



Class Wall (*10-1a, b, c; 10-2a, b, c; 20-1a, b, c; 20-2a, b, c*)

Have the class research the origin and meaning of the names of all students in the class and create a banner that represents each student's name symbolically.

Assessment

Peer, Formative or Summative Assessment of Class Quilt/Class Wall

Before embarking on either of these projects, have the class decide on the criteria that would characterize a successful product. Upon completion, have students use these criteria to assess their work. The criteria may include the following:

- All class members contributed.
- The quilt identifies community values; the wall represents class identity.
- Separate elements in the quilt or wall work as a thematic whole.
- Visual design is effective.



Profile of the Century (*all courses a, b, c*)

To create a retrospective of the last century, ask students to form groups and have each group select a different decade to profile. Ask each group to collect examples of the music, poetry, advertising and art reproductions of the decade and to create a class presentation that identifies the issues, values and aesthetic of the decade. Have groups present in chronological order, possibly to a wider audience.

**Coming to Canada** (10-1a, b, c; 10-2a, b, c; 20-1a, b, c; 20-2a, b, c)

Following a discussion or inquiry of various periods of immigration to Canada, have students identify a nation of origin they are most interested in exploring, listing first, second and third choices. Set up groups of four to six students on the basis of their interests.

- Ask students in each group to imagine that they are all members of a family that immigrated to Canada.
 - Have each student invent an identity: a name (authentic to the culture), age, role within the family and personal history—the only stipulation being that, as a group, students represent three generations of the family.
 - Have students research the country of origin at the time of the family’s immigration and the circumstances that prompted immigration at that time. Research may include interviews with members of the community who can recount their family experiences in coming to Canada.
 - Through the information they collect, students can then imaginatively explore the experiences of the family’s farewell to their country of origin, their passage to Canada, their first impressions and their adjustment to the new land—looking, for example, at the different ways that generations may respond to the new land and at ensuing family tensions.
- Have groups develop a drama for the class of the family’s experiences in coming to Canada. Components may include:
 - poetry
 - journal readings
 - monologues
 - background music
 - a song of farewell in the musical style of the country of origin
 - tableaux.
- To enrich student thinking about the experience of dislocation during this project, devote 5 to 10 minutes at the beginning of each class to oral readings of Canadian poetry, fiction or memoir extracts about coming to Canada.

This project could be linked effectively with social studies.

Assessment**Self-assessment of Coming to Canada**

This project provides rich opportunities for assessment of individual and group learning and of process and product. Possibilities include:

- student journals or logs reflecting on the group process, on the students' development of inquiry skills, and on growth in cultural awareness both through creating and participating in the drama and through being part of the audience for the dramas of other groups
- group-process checklists and self-assessment forms
- project proposals, including plans for collecting information, the responsibilities of each group member, and timelines for inquiry, writing and rehearsal
- formal assessment of the drama, based on criteria such as:
 - *technical skills*: lighting, groupings, costumes, props, and use of sets and staging
 - *practical skills*: concentration, movement and characterization
 - *voice*: volume, tone, clarity, enunciation and modulation.

**Culture and Behaviour (30-1a, c; 30-2a, c)**

As a class, generate lists of behaviours that are culturally determined, e.g., greetings; dancing; showing affection and grief; personal space; table manners; expressions of respect, regret and appreciation; observance of time and punctuality; holiday traditions; rites of passage. Students should explore reliable sources of information rather than media representations that may be exaggerated, generalized or caricatured. This is an opportunity to draw on the expertise and experiences of ESL and Aboriginal students as well as those with relatives who have recently immigrated to Canada. Discuss the practical reasons for the evolution of culturally determined behaviours and practices. Students could role-play people of different societies and times.

**Editorials (30-1a, b, c; 30-2a, b, c)**

Select several print (or audio) editorials that are clearly based on underlying assumptions, either implicit or explicit. In small groups, have students identify the underlying assumptions and indicate which opinions and details included result directly from those assumptions. Individually, have students rewrite one of the editorials based on different assumptions. The assignment should include the student's description of his or her assumptions and the choice of details made to support them.

**Monitoring Metacognitive Growth** (*all courses a*)

Students can use questions such as the following to reflect on their own values in relation to those of others and to reflect on the formation of values:

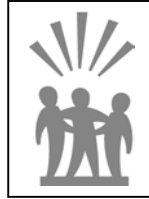
- What behaviours, ideas, beliefs, values and appreciations do others have?
- How are they similar to my own?
- How do they differ?
- What might account for such similarity?
- What might account for such difference?

Technology Considerations

Learning outcome subheading 5.1.2 supports the Information and Communication Technology (ICT) Kindergarten to Grade 12 Program of Studies, particularly Division 4 outcome C2–4.1: consult a wide variety of sources that reflect varied viewpoints on particular topics.



See Appendix C, page 475, for cross-references of specific outcomes in the ICT and ELA senior high school programs.



5.1.3

Recognize accomplishments and events

Overview

Communities, including communities of learners, have recognized, commemorated and celebrated special events through use of the six language arts.

In the context of communities outside the classroom, language and image are often used to honour people and celebrate events, e.g., eulogy and toast.

In the English language arts classroom specifically, and in school in general, there will be occasions when students use language and image to acknowledge and honour one another's accomplishments and to commemorate or celebrate special events. There will also be occasions when students will acknowledge, appreciate and celebrate the human condition. Such participation contributes to and strengthens a shared sense of community.

In the context of senior high school, accomplishments and events may be recognized through such means as:

- celebrating the publication of student created anthologies
- celebrating together when classmates have accomplished a particular task or produced, published or presented a particular text
- preparing a display of student work
- creating a video record of a school or community event or series of events
- capturing the school year by video recording sporting events, formal occasions, interviews and walkabouts
- commemorating events of historical and cultural importance (e.g., Remembrance Day) through speech, presentation, dramatization, song and images
- responding personally by writing a school newspaper article.

The primary purpose of learning outcome subheading 5.1.3 is the celebration of language and learning. Students can be involved in planning and organizing events such as poetry readings, book launches, theatrical presentations, video festivals and portfolio expositions to celebrate accomplishments within the classroom, with other classrooms in the school, with a similar class in a different school and with a public audience.

Assessment of 5.1.3

The purpose of assessment as suggested by learning outcome subheading 5.1.3 is to help students use the six language arts as important contributors to commemoration and celebration, and so it may be mostly *formative*.

The most appropriate way to assess the learning associated with learning outcome subheading 5.1.3 may be through personal reflections in dialogue journals or learning logs. Student articulation may include reflections on the part that language plays in the commemoration and celebration of special events.

Teaching and Learning Strategies

The Year in Review (*10-1a, b; 10-2a, b; 20-1a, b; 20-2a, b; 30-1a; 30-2a*)


During the course of the year or semester:

- have students take slides, photographs or videotapes of students in positive action within the class, school or community
- have individuals write about their own involvement in each activity, using a form of their choice.

To provide closure at the end of the year or semester:

- have students organize these materials for a special event celebrating student accomplishments
- advise students that they will be responsible for organizing and hosting the event
- invite other classes, families and community members to the celebration
- ask students to write in their journals about their participation in the event.

Publications

Have students find ways to share their work with a wider audience, as a means of celebrating their accomplishments. For example, the school newspaper, featuring profiles of individuals or groups of students, could be distributed throughout the community. See  learning outcome subheadings 4.1.1 to 4.1.4 for additional possibilities.

Literary and Media Festivals

Organizing school festivals gives students valuable experience in responsibility and cooperation. Festivals help students to value and celebrate language and the ways that artistic expression enriches lives. Festivals that feature both student and professional artists are especially affirming to students.

If the celebration is a school-wide project, responsibilities for each event could be divided among teachers and classes.

Assessment

Self-assessment of the Year in Review

- Ask all those attending the celebration to hand in an exit slip describing their thoughts and feelings.
- Request letters, submissions to the local newspaper, and so on, from the audience.
- Collect all responses and ask students to evaluate the success of the event and to generate ideas for improvement.
- Have students write journal entries. These may focus on personal contributions, overall emotional impact, strengthened cohesiveness, increased understanding, and so on.

Festivals can celebrate:

- the work of individuals in the community, e.g., the work of local young adult novelists, animators, dramatists
- the work of groups, e.g., Aboriginal art, Franco-Albertan writing
- forms and genres, e.g., storytelling, young adult fiction, improvisational drama
- themes, e.g., songs and poems about the North, films about growing up
- organizations, e.g., national and local film groups and writers' organizations.

Note: Due to copyright restrictions, this information is not available for posting on the Internet. The material is in the print document, available for purchase from the Learning Resources Centre.

**In-class Graduation** (30-1a, b; 30-2a, b)

With students, organize a mini-graduation ceremony to be held in the class. Certificates can be awarded for various contributions made by students during the course, and a number of students (or all) could present and/or contribute to a mini-vaedictory address as well as various speeches, such as toasts and class histories. Joint decisions can be made regarding such things as guests from inside and out of the school, refreshments, and photographic records.

Life Maps (10-1a, b; 10-2a, b; 20-1a, b; 20-2a, b; 30-1a; 30-2a)

As a way of sharing themselves and their experiences with the class, ask students to create life maps⁸² on a large sheet of poster paper. The journey of their life, with its ups and downs, can be represented by the contours of a road winding across the page. Their most important experiences, relationships, accomplishments and personal transformations can be represented by drawings, photographs or symbols along the road. If students are willing, have them post their life maps or arrange them in one large mural.

Designing life maps can be a preliminary activity leading to autobiographical writing.

Assessment Formative or Peer Assessment of Life Maps

Certain student work may reveal content of a very personal nature. Such material should be assessed formatively. Peers may be encouraged to respond to such works through the use of prompts, such as:

- What I find most interesting about your life map is ...
- I am wondering about ...
- I would like to learn more about ...

**Monitoring Metacognitive Growth** (10-1a; 10-2a; 20-1a; 20-2a)

Students may find it interesting to identify how a society recognizes accomplishments and commemorates events and to identify the roles that the six language arts play in such recognition. Further, students could reflect on how they have used language and image previously to honour others, and monitor new attempts to honour others through using language and image in new ways.

Technology Considerations

Often, when there is recognition of accomplishments and significant events, the six language arts and the fine arts are brought into play. Students should be encouraged to use technologies appropriate to the particular context.

82. Kirby and Liner 1988, referenced in Sebranek, Meyer and Kemper, *Write Source 2000: A Guide to Writing, Thinking, and Learning*, 1995.




5.2.1

Cooperate with others, and contribute to group processes

Overview

The ability to cooperate with others and to work within a group is important for students in senior high school and beyond.

 The Conference Board of Canada has identified teamwork skills, along with academic skills and personal management skills, as “skills required of the Canadian work force.” See The Conference Board of Canada Web site at <http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>.

In senior high school, students develop strategies and attitudes that demonstrate their cooperation with others and that contribute to successful group work.

Students help one another in a variety of ways, including sharing personal knowledge, expertise and perspectives. Such assistance often includes cooperating to conduct research, collaborating to create a text or to give a performance, peer editing, and working together to interpret a variety of texts.

Group Interaction Skills and Strategies

The group interaction skills and strategies that students need to develop include:

- listening carefully and contributing thoughtfully
- encouraging others to contribute their skills and knowledge
- discerning personal and group on-task behaviours and time management.

Group interaction skills and strategies can be assessed through a variety of means, including the following:

- Students set daily goals and reflect on their success in exit slips or learning logs.
- Students assess themselves, using a checklist.
- The teacher observes a group for particular behaviours.
- Student observers assess a group, using a checklist.

Learning Opportunities

In working collaboratively, students need to learn:

- group maintenance skills—things they can do to ensure that the group functions well
- task completion skills—things they can do to get the job done.

Students must have opportunities to learn these skills and to practise them as they develop independence and interdependence.

The kinds of experiences for students that will contribute to the development of such skills and understandings include:

- sharing personal knowledge, expertise and perspectives with others, e.g., knowledge about certain audiences or reflections on previous experiences involving task completion
- selecting and modifying strategies to facilitate task completion.

The following lists illustrate how students can help one another in a variety of specific ways.

Assistance to peers can take many forms, including but not limited to ...

- assisting individual and group inquiry or research by identifying and sharing relevant personal knowledge, as well as possible categories of questions
- assisting others in improving the thoughtfulness, effectiveness and correctness of their texts by proofreading their work and offering suggestions
- assisting others in producing and presenting texts by sharing a broad variety of prior experiences with and understandings of audiences and communication situations
- assisting and supporting others by sharing a broad variety of literary interpretations and understandings and by responding constructively to a broad variety of interpretations that they have developed
- assisting others in designing and preparing materials that will be used in individual and group presentations
- assisting others to envision body language and to consider variations in vocalization that will be included in presentations, by providing rehearsal feedback.

Students employ a variety of strategies when working with others, including but not limited to ...

- dividing the labour involved in group work and volunteering to take responsibility for part of the labour to fulfill the obligations and expectations of a task, project or assignment
- assuming or assisting with various group roles, such as taking on the role of discussion leader, taking notes or making records of group discussion, or monitoring time use
- contributing to discussions by offering ideas, opinions, perspectives and interpretations that are on task, and responding to contributions of others
- ensuring the participation of all group members, by encouraging each member to voice his or her ideas, opinions, perspectives and interpretations
- encouraging contributions from others by using an encouraging tone, maintaining eye contact, demonstrating interest through body language, listening attentively, tactfully questioning others' perspectives and requesting further explanation
- providing feedback that encourages the contributor and other group members to consider additional ideas and information
- supporting risk taking to enhance individual and group creations, by participating in and encouraging open, respectful interactions (ELA 20-1, 20-2, 30-1 and 30-2)
- contributing to group efforts to reach consensus or conclusions, by engaging in dialogue and listening attentively to understand the ideas and perspectives of others
- building on others' strengths to achieve group goals
- creating a timeline to guide inquiry or research
- recognizing potential problems in group dynamics and initiating steps to resolve such problems should they occur (ELA 20-1, 20-2, 30-1 and 30-2).

Assessment of 5.2.1

The purpose of assessment in learning outcome subheading 5.2.1 is to determine whether students:

- have adequate strategies for cooperating with others and contributing to group processes
- are open to new ways of working with others and completing a task
- demonstrate an awareness of their strengths and areas for growth when working with others and have the ability to set personal goals for participation in a group.

Any group activity, e.g., each stage of a group inquiry project, provides opportunities to assess learning outcome subheading 5.2.1.

Assess students for a range of skills: expressing their viewpoints in the group, encouraging the contributions of others and synthesizing the thinking of various group members. Learning outcome subheading 5.2.1 also involves attitudes and habits of mind—do the students feel a sense of responsibility in the social construction of knowledge within their groups and the classroom?

Students can ask questions such as the following when reflecting on their work with others:

- In working with others, what do I recognize as my strengths? What areas might I work at improving?
- What do I discern as the strengths of others? How might I support their efforts?
- What suggestions and contributions might I offer for this group to achieve its purpose?

Teaching and Learning Strategies

Student-led Whole-class Discussions (*all courses a, b*)

Provide students with a discussion cue sheet such as the following to help stimulate their thinking during a student-led whole-class discussion.

Discussion Cue Sheet⁸³

- What did you like about the previous contribution?
- What new ideas did the contribution give you?
- What puzzled you in the last statement?
- How did the person making the statement arrive at that conclusion?
- Can you elaborate, explain or give another example?

- A student launches the discussion by offering an opinion on the chosen subject and calling on the student who is expected to respond first.
- Students who wish to speak raise their hands, with one, two or three fingers up to signal if this is their first, second or third entry into the discussion. Alternatively, students can be given three cards, and they hand in a card each time they speak. The discussion is over when all students have used their three cards.



- After a student has spoken, he or she calls on the next student, selecting from those with raised hands and giving priority to those who have spoken least. If no hands are raised immediately, the class waits until students have had time to reflect.

83. Adapted from Margo Sorenson, “Teach Each Other: Connecting Talking and Writing,” *English Journal* 82, 1 (January 1993), p. 44. Adapted with permission of the National Council of Teachers of English.

Assessment**Formative, Self and Peer Assessment of Student-led Whole-class Discussions**

During student-led discussions, check off how many times each student enters the discussion but avoid making comments on the quality of their contributions. Students are encouraged not to look at the teacher during the discussion.

After the discussion, ask students to reflect on their contribution in their learning logs. Margo Sorenson suggests the following questions, which involve both self-assessment and peer assessment:

- Did I contribute to the discussion?
- Did I encourage others to contribute or clarify ideas?
- What would I like to do in the next discussion?
- How can I do this?
- Who contributed the most valuable or interesting comments?
- Who was the Most Valuable Player in keeping the discussion going?
- Who encouraged me the most in discussion?⁸⁴

Consider offering “silly rewards” to students who are often cited as having made a valuable contribution.⁸⁵

**Collaborative Writing** (*all courses a, b, c*)

For many group-generated texts, students can divide tasks and work cooperatively to contribute to the whole. In oral or multimedia presentations, for example, various group members assume responsibilities for different elements of the presentation.

Generating one text with a single voice is a more challenging process but one that provides a rich and practical experience for students.

Students embarking on collaborative writing may find it interesting to read texts that have been generated through collaboration and to discuss the process with writers or with business or professional people who routinely produce texts through collaboration.

Collaborative writing calls for a high degree of cooperation and is successful only when students have found a topic with which all group members are highly engaged.

84. Adapted from Margo Sorenson, “Teach Each Other: Connecting Talking and Writing,” *English Journal* 82, 1 (1993), p. 45. Adapted with permission from the National Council of Teachers of English.

85. *Ibid.*

Managing Collaborative Writing

The suggestions that follow describe ways of generating expository and narrative texts with communal authorship, e.g., magazine feature article, letter to the editor, proposal, story, video script, radio play.

Expository Text

- Begin with partners rather than large groups.
- Begin with very short assignments.
- Have students work from a database to which each group member has contributed.
- Establish a protocol for collaborative writing, so that the actual drafting does not devolve upon one student. The protocol could include the following points:
 - Agree on a detailed web outline before any draft writing begins.
 - Ask for a suggestion from each group member before recording each sentence.
 - Alternate recorders.
 - Revise carefully to ensure that the final text has a unified voice.

Narrative Text

- Sometimes students develop stories simply through taking turns picking up the thread of a narrative.
- Students may wish to establish a certain protocol for collaboration in writing a narrative, e.g., each partner contributes one page and is allowed to change one thing on the previous page.
- The computer and electronic links lend themselves well to collaborative writing. If classes have a laboratory with a computer for each person, students working in groups of four may enjoy round-robin writing. This involves starting a narrative on four different computers, switching computers on a given signal to resume with someone else's text, and keeping the narratives going in consistent and appropriate ways.

Assessment

Self-assessment of Collaborative Writing

Students need opportunities to reflect on the benefits and limitations of collaborative writing, as well as on the degree of success they have achieved in various projects.

Ask students to:



- develop, through group discussion, a protocol for collaborative writing or a list of tips for collaborators

- reflect in their learning logs or journals on the difficulties and benefits they have experienced through creative collaborations
- create and use self-assessment rating scales, which may include questions such as the following:
 - Does this product represent the ideas and efforts of each member?
 - Does it have a unified voice?
 - Did we find a fair and effective process for resolving differences of opinion?
 - Is this a better product than it would have been if it had been created by one person?



Monologues to Dialogues (*10-1a, b, c; 10-2a, b, c; 20-1a, b, c; 20-2a, b, c*)

Compelling two-character or larger-cast dramas and engaging fiction can be created through fusing monologues. In this activity, students generate texts individually and then move into a group and collaborate in shaping these texts according to group decisions.

- Students select a situation from their own experience or from fiction. Each partner or group member reflects individually on the situation from the point of view of one of the characters involved and then writes a monologue. Groups assemble, share monologues and discuss ways in which their texts can be transformed into one work.
- Groups work together through the stages of revision and rehearsal and perform their dramas or publish their fiction.

This activity may involve parents or other classroom guests. Parents, either as classroom guests or at home, and students write monologues about the same situation. Students assume responsibility for integrating both monologues into one text.



Charting Responsibilities (*all courses a, c*)

To plan responsibilities for group inquiry, suggest that students use a form such as the following.

Individual Responsibilities Form		
Make a copy of this form for each member of your group. Use the following headings to plan and record the responsibilities of each group member. Those who have difficulty with any of the tasks should consult with the group.		
Who	What	When



Cooperative Language Cues (*all courses a*)

Students may need to become more aware of the verbal and nonverbal cues they use in groups. Cues refer to both what people communicate and how they communicate it.

- Have students brainstorm and list the kinds of phrases or gestures/postures they use when they:
 - want someone to repeat something
 - want someone to explain something
 - think someone is going off topic
 - want to praise or encourage someone
 - are bored
 - are irritated or offended.
- Ask students to sort this list into two columns: those cues that facilitate group progress, and those cues that impede it.
- Ask groups to role-play group situations, using assigned cues from this list.
- Debrief, asking students to comment on their feelings when using and observing these cues.
- Ask students to write in their dialogue journals (see page 166) or learning logs (see page 148) about a particular cue they wish to add to or drop from their repertoire of group behaviours.



Assessment

Formative and Peer Assessment of Cooperative Language Cues

Write observations, focusing on students' use of cooperative language, on self-stick removable notes for inclusion in the students' files or on a form such as the following, which lists students' names across the top.

Observation Form						
Group: _____	Date: _____					
Task: Check off each time a student uses cooperative language in group interaction.						
The student:						
• encourages						
• asks for clarification						
• keeps group on task						
• expresses disagreement						

Peer Observations

In the context of ongoing classroom activities, such as reading circles or inquiry projects, assign pairs of students to sit outside a group and make observations about targeted interactive skills, using a checklist. It may be effective for the peer observers to share their observations with the group they have observed, rather than handing these checklists to the teacher.

**Tack-on Tools** (*all courses a*)

Spencer Kagan calls the tools groups use to foster and monitor particular behaviours in the context of an ongoing project “tack-on tools.”⁸⁶

Possibilities include using:

- “talking chips” to promote equal participation: As each student speaks, he or she places a pen in the centre of the table. A student may not speak for the second time until all pens are in the centre of the table.
- “paraphrase passport” to promote active listening: A student’s ticket to having a turn to talk is paraphrasing correctly what the previous speaker has said.

**Jigsaw Groups** (*all courses a, b*)

Jigsaw groups⁸⁷ require students to combine and synthesize information that has been brought to the groups by the members, each of whom is responsible for a subsection of the topic.

- Each member of a group is given a unique subsection of text and material to read.
- Each group member then meets with students from other groups who have been assigned the same material. These secondary groups work through their material, helping each other understand it. They also discuss means of teaching this material to their respective original group members.
- The original groups reform, and each member shares his or her learning. The original groups then synthesize and integrate the material and develop a product or presentation to communicate their learning.

**Simulations** (*10-1a, b, c; 10-2a, b, c; 20-1a, b, c; 20-2a, b, c*)

Simulations are interactive and provide interesting opportunities for students to develop their range of interpersonal skills while assuming fictional roles. Similar goals may be achieved through character monologue/dialogue and other forms of role-play.

Assessment**Formative Assessment of Simulations**

A range of learning outcome subheadings, including 5.2.1, may be assessed through simulations. For example, assess:

- the new understandings students have developed through researching their roles—learning outcome subheadings 1.2.1, 2.1.2, 2.3.1 and 3.2.3
- students’ skill in expressing their ideas—learning outcome subheadings 1.2.1 and 1.2.2
- students’ willingness to take risks with language as they assume fictional roles—learning outcome subheading 1.1.2.

It is essential that the teacher and students establish criteria or indicators for assessment before simulations begin.

86. Kagan, *Cooperative Learning*, 1992.

87. Aronson et al., *The Jigsaw Classroom*, 1978.



5.2.2

Understand and evaluate group processes

Overview

Students develop understandings of group roles, teamwork tools, such as agendas and schedules, and group processes by adopting various roles and involving themselves in group processes and by reflecting on their experiences.

A variety of behaviours can contribute to effective group processes and successful goal attainment, including:

- encouraging others to contribute ideas, and listening to those ideas
- recognizing and fostering the abilities of others
- taking risks, such as assuming new roles within a group
- recognizing problems, and envisioning, implementing and monitoring possible solutions.

Much of the learning associated with learning outcome subheading 5.2.2 is metacognitive in nature. Students will, with increasing competence and confidence, reflect on and evaluate their own contributions to group process.

Throughout their school experiences, including those in English language arts, students develop strategies for evaluating group processes. They also learn to monitor their own performances as group members, as well as the performances of others. In this way, self-evaluation leads to greater understanding and to strengthened strategies and skills.

Students can use questions such as the following in order to reflect on group processes:

- What knowledge about group processes is transferable—can be used again and again when working with others?
- What skills do I bring to working with others? What are some areas of growth for me to develop?
- What attitudes contribute to effective group processes and successful goal attainment?

Assessment of 5.2.2

The purpose of assessment in learning outcome subheading 5.2.2 is to determine whether students:

- can discern and evaluate the efficacy of group processes
- have adequate strategies and tools for evaluating group processes
- can objectively assess their own and others' contributions to group processes
- can identify, analyze and assess the collaborative processes used in groups.

Assessment of group processes needs to be ongoing. Therefore, teachers may choose to work with students to:

- choose a daily goal for the group, identifying a behaviour that is effective either in task process and completion or in group maintenance—see learning outcome subheading 5.2.1 for a description of behaviours
- provide tools that the group can use to reflect on its process at the end of each period.

Monitoring or Diagnostic


If assessment occurs only at the end of a project, students do not have opportunities to learn from the assessment and redirect their energies to addressing problems.

The previous learning outcome learning outcome subheading, 5.2.1, provides tools that teachers and students can use as collaborative work proceeds for collecting information about students' group interactive skills and strategies.

Much of the learning associated with learning outcome subheading 5.2.2 will involve *formative* assessments in which students might self-assess using various checklists, prompts and performance indicators—see Appendix B (page 445)—some of which will be created by the students.

Learning outcome subheading 5.2.2 also suggests that some assessment may be *summative*. For example, the teacher may base a portion of a mark on how well individual students have contributed to a group's efforts or on how well the group has functioned as a whole—see Appendix B, page 443.

As part of the assessment process for learning outcome subheading 5.2.2, the teacher and student can meet in a conference to reflect on data collected throughout the assessment period.

 Teachers should involve students in developing scoring guides and should modify and review scoring criteria and categories to accommodate particular classes, assignments and instructional focuses. Several self-assessment guides for group participation can be found in Appendix B (pages 444–447).

Teaching and Learning Strategies



Daily Reflection Sheet (*10-1a, b, c; 10-2b; 20-1a, b, c; 20-2b, e; 30-1a, b, c, d; 30-2a, b, c, d*)

Provide groups with reflection sheets focusing on various skills that have been selected as daily goals. A group that has decided on “encouraging full participation of all members” could be given, or could create, a reflection sheet that focuses on that goal—see the



reflection sheet in Appendix B, page 445.



Create Self, Peer, Group or Teacher Monitoring Tools from CAMP Materials (*10-1a, b; 10-2a, b; 20-1a, b; 20-2a, b; 30-1a; 30-2a*)

Use the CAMP descriptors for “Characteristics and Responsibilities of a Good Group Member” to create self, peer, group or teacher monitoring tools to assess or evaluate the group and its processes.



Create and Use T-charts (10-1b, c, d; 10-2b, c, d; 20-1b, c, d; 20-2b, c, d)

Have students create T-charts to describe how their group will function. T-chart topics might include but are not limited to: Effective Groups, Staying on Task, Equal Participation, Criticizing Ideas Instead of People, Contributing Ideas, and Solving Problems. Once the T-charts have been created, groups can use them to self, peer and group assess their processes.

Staying on Task

Looks Like	Sounds Like



Reflection Questionnaire (10-1a, b; 10-2 c, d; 20-1a, b; 20-2 c, d; 30-1a, b, c, d; 30-2a, b, c, d)

Create a questionnaire for students to fill out and bring with them to a conference with you. Questions might include but are not limited to: What worked well in the group? What didn't? What were barriers within the group? How were those overcome? If they were not overcome, how could they have been? What processes and/or teamwork tools would you keep for next time? Why? What would you change? Why?



The Collaborative Process at Work (30-1c, d, e; 30-2c, d, e)

Ways to enable students to see how text creators participate in a collaborative process include the following:

- Invite guest speakers from careers involving development of literary texts to speak about their collaborative process.
- Plan a field trip to a newspaper office, television or film studio, or local amateur or professional theatre group, or visit a working session of your school's newspaper staff, yearbook club or drama club.
- Arrange to chat with text creators through the Internet.

Have students discuss or write about the importance of the collaborative process and how it affects the specific texts that result.

