

# **Religious Education**

*Ethics & Social Justice 2106*

**Interim Edition**



*Curriculum Guide*  
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# Table of Contents

<b>Section 1: Program Overview and Rationale</b>	Vision Statement.....	1
	Rationale for Religious Education .....	1
	Key Principles Underlying the Religious Education Curriculum .....	3
	Meeting the Needs of All Learners.....	4
	Learning Environments and Instructional Strategies.....	7
	Effective Assessment and Evaluation Practices .....	14
<b>Section 2: Curriculum Design and Components</b>	Introduction.....	19
	Curriculum Outcomes Framework.....	19
	Meeting the Essential Graduation Learnings Through Religious Education .....	20
	General Curriculum Outcomes for Religious Education.....	23
	Key-Stage Curriculum Outcomes.....	23
<b>Section 3: Specific Curriculum Outcomes</b>	Specific Curriculum Outcomes for Level II Religious Education: Ethics & Social Justice 2101.....	27
<b>Section 4: Appendices</b>	Appendix A - The Inquiry-based Environment.....	47
	Appendix B - Models for Critical Reflection.....	49
	Appendix C - Sample Rubrics .....	55
	Appendix D - Cooperative Learning Strategies .....	59
	Appendix E - Suggested Instructional Strategies (expanded) .....	63
	Appendix F - Imagine Canada Factsheet.....	70
	Appendix G - Guess the County Activity .....	73
<b>Section 5: Resources</b>	Authorized Resources .....	77
	Suggested Teacher Resources .....	77
<b>Bibliography</b>	Bibliography.....	79



# Section I: Program Overview and Rationale

## Vision Statement

The Newfoundland and Labrador religious education curriculum is shaped by a vision of enabling and encouraging students to grow religiously, spiritually and morally into informed, caring and contributing members of society, who appreciate their own beliefs and values, and the beliefs and values of others, and who understand the contribution that Christianity and other religions make to human life.

## Rationale for Religious Education

*Because religion plays significant roles in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Failure to understand even the basic symbols, practices, and concepts of the various religions makes much of history, literature, art, and contemporary life unintelligible. (Nord and Haynes, 1998, p. 36.)*

Throughout history people have had a quest for the spiritual side of existence and the purpose of life. From early humanity up to the present age the religious realm has continued to occupy people's thoughts and influence their behaviour. In the western world our society and culture have been greatly influenced and shaped by the Judaeo-Christian tradition. Beliefs have evolved and traditions have varied but the religious component of humanity has continued to survive. It has been instrumental in determining attitudes toward God<sup>1</sup> and attitudes and approaches toward the world in which we live. Now, in the twenty-first century the majority of the world's population continues to believe in a spiritual side of humanity.

Fundamental questions about life continue to be asked. From a young age, children set out on a quest for answers, not always simple answers but answers relating to the profound questions of life and life beyond. This quest is lifelong and includes a search for answers related to questions about the purpose of life, where we fit into the scheme of things, what is the ultimate mystery which embraces our entire existence, what makes us different from other living things, what the source of suffering is, how happiness can be found, what happens after death, and other fundamental questions. These are questions addressed by all major religions<sup>2</sup> and, because of their importance, should be given attention in a K-12 curriculum. While a religious education program should provide a forum to address such questions, it must be noted that central to the faith development of the young person is the family and faith community. The religious education program should support the role of each, where appropriate. Students should be given structured and unstructured opportunities to search in their own religious heritage for the answers to these questions, and to compare these with the answers or frameworks provided in other religious traditions.

<sup>1</sup> Throughout the curriculum guide, the words God, Ultimate Reality and Creator are used to describe a supreme power responsible for creation, as described by various living belief systems around the world.

<sup>2</sup> Throughout the curriculum guide, the words religion, living belief systems and faith communities are used interchangeably to reflect the diverse nature of religious and spiritual groups; not all groups consider themselves to be religions by definition.

In their search for meaning students should develop an awareness of what it means to be human and the inherent responsibilities which come with this. Out of this realization should come a sense of value for humanity and all of creation. In their personal search for meaning it is important that students acquire the knowledge, understanding and skills needed to interpret religious ideas. They need to see themselves as an integral part of creation. When this conclusion is reached, behaviour and attitudes toward all creation will be caring and affirming. The religious education curriculum should help students explore and reflect on their own worldview.

In a world that is truly multi-cultural and multi-faith it is important that each person can value and celebrate his/her own faith (religious heritage or commitment). However, with accurate information about other religions the individual should recognize that others have religious beliefs that they value and celebrate as well. Religious and denominational intolerance will be eliminated only when people are more understanding of the intrinsic worth of religious views and traditions that are not their own. An effective religious education program should give accurate information and demonstrate respect for all world faiths.

M. Stackhouse in *Creeds, Society and Human Rights* writes:

*Persons demand beliefs; societies need convictions; and civilizations require a basic social ethical vision by which to guide behavior.* (Stackhouse, 1984, p. 4.)

Many of the values and morals upheld by any society have their origins in religious teachings. Through discussion and study of various issues confronting society, students will be in a better position to develop a value system and adopt moral standards that give them principles by which to live. Students should come to understand and appreciate that most religions have sacred writings and all teach values, ethics and morals.

There are other considerations for the importance of religious education being included in the curriculum.

- Religion has been a determining factor in history and in our cultural heritage. Major decisions have been made in light of religious teachings. While it is true that at times religions have been responsible for conflicts in the world it is also true that they have served to bring about resolutions, peace, and social justice. Our students need to be aware of the role religion has played historically. An effective religious education program will enable the student to understand and appreciate the relationship between religion and history.
- Religion is also a large contributing factor in current national and international events. By coming to a realization of the importance of religion in these events the student will better understand some of the underlying causes and complexities.
- Consideration and recognition should be given to the impact and contributions made by religion in the areas of literature, architec-



According to John M. Hull:

*Religion is too important a part of history, culture, and current experience of [humankind] to be left to believers alone. There is a role for the school in preparing pupils to take an informed and thoughtful part in a pluralistic society. When the society contains not one but several religions, the need for a thoughtful study of religion becomes greater, not less. (1984, p. 48.)*

## Key Principles Underlying the Religious Education Curriculum

ture, art, music, film, and theatre.

- Young people develop intellectually, physically, emotionally, socially, and spiritually. It is important to have a religious education component in the school because the school addresses the development and education of the whole child.

*The Atlantic Canada Framework for Essential Graduation Learnings in Schools* states that the mission of Public Education is “to enable and encourage every individual to acquire, through lifelong learning, the knowledge, skills and values necessary for personal growth and the development of society.” In addition to the six Essential Graduation Learnings outlined elsewhere in the Framework, a specific Seventh Learning for Newfoundland and Labrador references: “*Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*” An effective religious education program will be a contributing factor to that mission. Also, there are aspects of the religious education curriculum that support each of the Essential Graduation Learnings.

Students should be aware that religion influences local and global events. It is imperative that they be educated regarding other religions and belief systems. They should acquire knowledge of the founders, beliefs, main practices, symbols and festivals of various religions. They should also understand the similarities and unique qualities among the religions studied.

Throughout the ages, religion has had an influence on, and has been expressed through the arts, including music, art, drama, literature, and architecture. As students study religious education, they also study history, music, literature, and vice versa.

This religious education curriculum acknowledges and supports the notion that young people have a spiritual dimension and grow spiritually as well as physically, emotionally, psychologically and intellectually.

This religious education curriculum acknowledges that the essence of all inter-faith dialogue is the awareness that human beings share essential truths and experiences that are much more important than those which divide them.

This religious education curriculum respects the place and role of family and faith communities as primary influences on the faith lives of young people. At the same time it acknowledges the complementary and supplementary role of partnership that the school can play in the spiritual, moral, and faith development of young people.

*(For information and theories on spiritual and moral development the following authors are recommended: Fritz Oser, James Fowler, Lawrence Kolberg and Carol Gilligan.)*

Through their study, students should come to appreciate the intrinsic worth of each religion for its adherents.

If teachers are aware of students in their class whose family is an adherent of a living belief system not included in the program, they are encouraged to include these as part of the program.

Teachers are encouraged to be inclusive of faiths, to help students appreciate the unique perspectives of religious beliefs, and to ensure that any information given about all faiths is accurate. Needless to say, any methodology used must be pedagogically sound and developmentally appropriate.

In this regard, teachers are strongly encouraged to avail of community resources for materials to support these goals. Adherents of the various faith communities, if available, can be sources of information, stories and symbols. Suitable materials may be available in school resource centres, public libraries or on the Internet.

The religious education senior high program offers students the opportunity to examine a variety of issues from several religious perspectives: Ethics & Philosophy 2101, Ethics & Social Justice 2106 and World Religions 3101/06.

## Meeting the Needs of all Learners

### The Religious Education Learning Environment: A Multi-Faith Approach

An effective learning environment will be one where sensitivity and respect is shown for all religious traditions. The learning environment should be such that it fosters in students a positive attitude towards other people and their right to hold different beliefs. It should prepare students for living in a society of diverse religions. Recognizing students' varying backgrounds and experiences, the religious education instructional environment must incorporate principles and strategies which support diversity while recognizing the varied learning styles, multiple intelligences, and abilities of the individual.

It is not enough, however, that students learn about other faiths. In addition to attending to the cognitive domain, the learning environment must be conducive to, and supportive of, the affective domain. (See Effective Assessment and Evaluation Practices)

Also, the learning environment has to be appropriate to the age and developmental needs of the student, with activities being student centered. It may include experiences through celebrations, festivals, food, drama and field trips. An opportunity for reflection is important. The learning environment, however, should be sensitive to aspects of any living belief system that can only be experienced and fully appreciated by adherents of that particular belief system. It should never be the intent to turn any of these celebrations or observances into "pretend" sessions. In many instances the teacher will have

*Our pedagogy is to actively engage people's whole "being" in place and time – their physical, mental and volitional capacities, their head, heart and action, their intellect, desire, and will, their reasons, memory, and imagination, and enable them to reclaim their past, embrace their present, and take responsibility for their own and other's future. (Groome, 1991, p. 430.)*

One view on the inquiry-based classroom: *“My students and I didn’t know the answers to all these questions ... we planned to keep searching and asking. On the way to finding answers, we knew we would find more questions.”* (Cowhey, 2006, p.12)

to decide to what degree practices or celebrations can be facilitated in the school with the sincerity, dignity, and reverence they deserve. Therefore, an effective religious education environment must be:

- student centered
- engaging and relevant
- respectful of diversity
- inviting and inclusive
- participatory, interactive and collaborative
- reflective and celebratory
- integrative
- challenging
- inquiry based

## The Adolescent Learner

Adolescent learners at the high school level are complex and sophisticated. These young adults approach their world of diversity and complexity with both enthusiasm and trepidation. They encounter clashes of values, personal conflicts and social pressures in developing their sense of social justice, fairness and recognition of diversity. The adolescent learner has built a framework which includes tolerance and respect; in senior high, students will seek out questions and answers which incorporate more sophisticated ethical and moral reflection.

*“While values such as respect, tolerance, and treating people with kindness are clearly important and always have been, young people today also need to understand the causes of, and possible solutions to, complex and global issues. Ethical reflection contributes to that understanding by helping young people see that tolerance of others is not enough; that a global, interconnected world calls for solidarity with others whose fates and futures are intertwined, and that they need to be willing to act, not just personally, but also collectively and politically.”* (Freiler, 2009, p.15)

Middle adolescence, ages 15-17, is a time of increasing autonomy and self-discovery leading to clear identity formation. There may still be some considerable differences in the characteristics of the entry-level high school adolescent and the more senior high school adolescent or young adult. Teachers will need to consider their students’ prior learning and experiences in their efforts to meet their needs and interests. Adolescent learners seek relevance and connection between life outside school and the curriculum, assert their own ideas about their learning, and value sincere relationships with adults.

Adolescent learners enjoy questioning and are less likely to accept the status quo in attempting to attain their objectives. This opens opportunities for learning through activities such as investigation, research, debate, discussion and community involvement, locally and globally.

A high degree of the students' learning occurs in a social context. The opportunity for collaborative learning promotes critical thinking and problem solving, stimulates curiosity and imagination, and improves adaptability and analytical thinking.

Adolescent learners need to know their opinions are welcomed and can be expressed without fear of ridicule. Furthermore, they need to know their beliefs and practices are respected. By providing students with a safe, inquiry-based learning environment, teachers can foster the skills of critical analysis, group interaction and decision making.

## Diverse Learners

*Religious Education should give access to the great spiritual traditions – the vocabulary and the kind of symbolism used. In so doing, any hint of attempted indoctrination, conditioning, manipulation, even influencing and persuading, is misplaced because this dimension can only be grasped in freedom, or it is not grasped at all. (Watson, 1993, p.83)*

Each student is unique. Within any group of students a range of differences in rates and ways of learning, in experiences and interests are expected and respected. Unique qualities should be celebrated and built upon. A viable goal for each individual is to have an equitable opportunity to experience success as he/she works toward the achievement of intended outcomes and a personal best. Improving performance and realizing potential is more important than competition and comparisons to others.

In recognizing the needs and strengths of their students and supporting learning for all students, teachers will:

- identify and address areas of bias in the classroom, in the curriculum, and within themselves
- respond to the needs of students
- understand that all students' experiences in the classroom occur within the framework of their own contexts
- differentiate instruction
- work to build and foster a positive learning community.

The needs of diverse learners are best met in a student-centered learning environment. Teachers are not expected to be all-knowing dispensers of knowledge. The student-centered learning environment challenges students in their areas of interest and supports their needs intellectually, emotionally and socially.

## The Role of the Teacher

It is the role of the teacher to create a supportive environment. The teacher of religious education:

- is a facilitator
- is not “all-knowing” about different religions
- uses representatives from the faith communities as resource people
- is sensitive to diverse religious beliefs
- fosters a sense of acceptance, trust and comfort in the classroom
- demonstrates a valuing of all learners
- helps each student form individual beliefs and attitudes

- allows time for reflection
- challenges students to act upon their learning
- provides time for students to ask questions

While it is understood that each teacher brings his or her own beliefs to the classroom, it should also be understood that a teacher should not make any attempt to promote or denigrate any student's beliefs. The teacher must not attempt to indoctrinate or proselytize.

## Learning Environments and Instructional Strategies

On Constructivism: "... *meaning is intimately connected with experience. Students come into a classroom with their own experiences and a cognitive structure based on those experiences. These preconceived structures are valid, invalid or incomplete. The learner will reformulate his/her existing structures only if new information or experiences are connected to knowledge already in memory. Inferences, elaborations and relationships between old perceptions and new ideas must be personally drawn by the student in order for the new idea to become an integrated, useful part of his/her memory. Memorized facts or information that has not been connected with the learner's prior experiences will be quickly forgotten. In short, the learner must actively construct new information onto his/her existing mental framework for meaningful learning to occur.*" (Hanley, 1994)

There is no one best way to teach. Effective instruction encompasses a variety and combination of approaches – within a program, within a course, within a unit, within a lesson.

Effective instruction facilitates, promotes and results in student learning. Effective teachers know how to adapt their strategies to meet a wide variety of student needs. Effective teachers make decisions about curriculum selection, organization and implementation based on sound research and a wide range of practical and theoretical knowledge. They engage the student in the learning process. Effective instruction begins with the assessment of student learning needs, interests and abilities, continues with planning and delivering instruction in an appropriate manner. It includes monitoring student growth and understanding, and concludes with evaluating student progress and achievement in preparation for the next learning experience.

Instructional strategies should vary so that there is opportunity for direct instruction, reflection, assessment, cooperative small group work, and learning beyond a prescribed text. No matter what the instructional strategy, evaluation, especially formative evaluation, should be ongoing. The learning activities and instructional strategies occurring in classrooms should promote a school climate where teachers and learners collaborate about learning. The climate teachers create in any class should foster a sense of acceptance by teachers and peers, as well as a sense of comfort and order. Such a climate is enhanced when teachers provide time for students to ask and answer questions; when teachers restate/rephrase questions for a student; when teachers guide a student in finding solutions to problems assigned; when teachers acknowledge the worth and dignity of a particular response.

It is important that general and specific curriculum outcomes be used as reference points for planning learning experiences. There are many options for instructional strategies that teachers may select and combine in planning learning experiences for whole class, small group and independent learning. These activities should create learning communities that foster complex, creative, critical and ethical thought.

Evaluation instruments should complement instructional strategies by encouraging critical thinking as well as the acquisition of information.

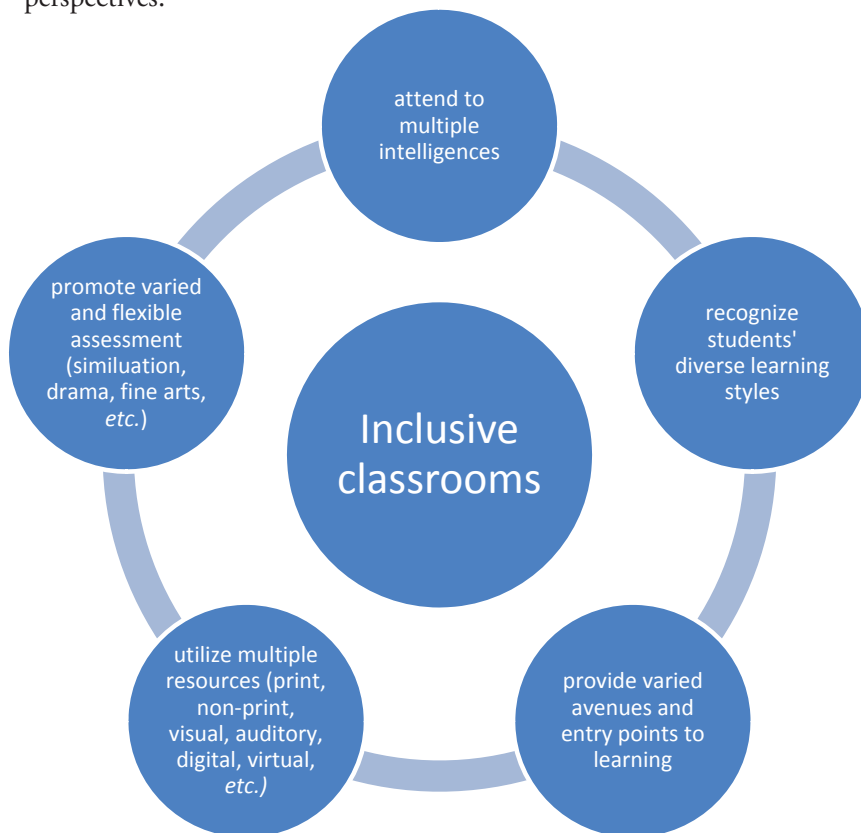
The religious education curriculum can support teaching and learning in an inclusive classroom. By fostering and celebrating the contributions of individuals, teachers can provide a variety of opportunities for students to engage in discussions about assumptions, stereotypes, labels and perceptions.

### The Inclusive Classroom

*Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence and opportunities to participate. (The Centre for Inclusive Education, 2009)*

An inclusive classroom values the social and ethno-cultural backgrounds of all students while creating opportunities for community building. Diverse family customs, history, traditions, values, beliefs and unique ways of seeing and making sense of the world are important contexts for enriched learning through religious education.

Religious education activities can provide opportunities in a safe and caring environment for students to express feelings, to think critically about problem solving, or to simply reflect on current issues. All students need to see their lives and experiences reflected in their school community. All students need opportunities to share in their own and others' cultures by examining local, regional, and global belief systems. The promotion of these attitudes builds respect for one another, creates positive interdependence and allows for varied perspectives.





## Whole Class Learning

Whole class learning often focuses on an individual (teacher or student) or on a specific group. It may be used effectively to present strategies, provide information, or communicate directions. This approach is often used to introduce and support other methods of instruction. For example, instructions and explanations can be given to the whole class before they begin to work in smaller groups. Whole-class learning can also be used when the entire class is involved in a common process, for example, in sharing group or individual experiences, or in planning and making decisions about a class project or other shared learning experience.

Whole-class learning activities include the following:

- questioning and discussion
- demonstrations and presentations
- modelling
- mini-lessons
- overviews and outlines
- planning, reflecting on, and evaluating learning

Whole class learning often involves direct communication between a speaker or speakers and an audience by making statements, giving information and directions, or explaining procedures. The information and directions presented in a whole class setting can provide students with necessary support as they become self-directed learners. Demonstrations, for example, provide students with both verbal and non-verbal information.

Although large amounts of information transmitted through direct instruction may not always be retained, mini-lessons (short periods of whole class instruction) provided as the need or opportunity arises, can challenge the imagination, stimulate reflection, and develop a sense of inquiry. They can provide a forum for critical thinking and challenge students to revise and extend their own knowledge base as they encounter the practices and beliefs of others. Teachers should match their level of questioning (*i.e.*, Q Matrix, Bloom) to the needs and interests of their students.

## Small Group Learning

Small group experiences should be planned to help students learn how to interact effectively and productively as members of a group or team. Group work will decrease students' dependence on the teacher and increase positive interdependence. As groups take on various learning tasks, students will develop and consolidate the skills, abilities, and attitudes involved in group processes. Group processes require students to:

- participate, collaborate, co-operate, and negotiate

- consider different ways of going about a task
- discuss, brainstorm, react, and respond
- build on their own ideas and extend the ideas of others
- share their own expertise and employ the expertise of others
- establish group goals
- identify and manage tasks
- identify and solve problems
- make decisions
- pace projects, and establish and meet deadlines
- respect varying leadership and learning styles
- be sensitive to non-verbal communication — their own and others
- recognize the responsibilities and dynamics of working in groups and make use of their understanding
- assess their own contributions and use feedback from the group to improve their performance

Small group learning experiences demonstrate to students how their patterns of learning, experience, and expertise are different from and similar to those of others. As students become more aware of their individual strengths as learners, they will become better equipped to deal with the demands placed on them by independent learning tasks.

## Independent Learning

Learning is both personal and social. Religious education recognizes the diverse interests, learning styles, prior knowledge, experiences and beliefs students bring to the classroom. Independent learning is one of many strategies teachers can use to help students learn. Through the study of various religious beliefs and practices, students will be in a better position to make informed decisions and choices.

Classroom time must be given to allow students to conduct research, confer with peers and with the teacher, prepare reports and presentations, present the results, and evaluate their progress and achievement in independent learning. Such learning experiences will help students to reflect on their own learning strategies, promote their progress in becoming independent learners and allow them to make connections to their everyday lives and see the relevance of what they are learning.

Independent learning includes:

- journal reflection
- projects
- investigation and research
- assigned questions
- learning centres
- learning contracts
- computer assisted instruction



## Experiential Learning

Experiential learning is inductive, student centred, activity rich and multi-sensory. Experiential learning may require the application and consolidation of previous knowledge, skills and values to a new situation and/or may emphasize the acquisition of new knowledge, skills and ideas. Experiential learning can occur both inside and outside the regular classroom setting. It can involve first hand experiences, such as going whale watching, hands-on experiences, reproducing religious symbols with clay or vicarious experiences such as exploring art through the Internet. Current technology permits numerous simulations to be shared through various media such as DVDs, videos, cassettes, computer programs and online collaborations. School visitations by outside resource people can also provide excellent opportunities for learners to connect learned information to real life situations. Students are more motivated to learn when they actively participate. Experiential learning increases student understanding and retention.

Experiential learning includes:

- role playing
- simulation
- experimenting
- field trips
- learning centres

## Multiple Levels in the Learning Environment

*Multiage classrooms are based on a student-centered, subject-integrated approach to learning. (Independent Together: Supporting the Multilevel Learning Community, 2009)*

Teachers with multiple levels in their classroom are challenged to create learning opportunities that span a variety of outcomes in a variety of subject areas. The classroom setting can be an opportunity for unique collaborative curriculum planning, perhaps through team teaching. Integration can be achieved by reviewing learning resources and outcomes, taking advantage of emergent themes and fostering a student-centered learning environment. The religious education curriculum can support community building among students as they explore their unique contributions to their classroom.

## Indirect Instruction

Indirect instruction is generally student-centered and involves inquiry, discovery and induction. It seeks a high level of student involvement in observing, investigating, forming hypotheses and drawing inferences from data. Indirect instruction encourages students to generate alternatives and/or solve problems. It frees students to explore diverse possibilities and reduces the fear associated with giving incorrect answers. Indirect instruction fosters creativity, and develops research skills. Learners, because of their explicit contact with subject matter, are better able to understand the material, concepts and ideas under study, and to apply previous learning to new situations. The teacher facilitates the activities, acts as a resource person, arranges the learn-

ing environment, provides opportunities for student involvement, and gives feedback to students during the course of their inquiries. Indirect instruction relies on a variety of resources. In order to get optimum results from the indirect method, direct instruction may need to be used to teach requisite skills/processes/procedures.

Indirect instruction includes:

- problem solving
- guided inquiry
- case study
- reflective discussion and questions

## **Direct Instruction**

Direct instruction is teacher centred and is commonly used to describe a process, present strategies, provide information and to communicate directions. Direct instruction is deductive. It presents the rule or generalization first and then illustrates with examples. Direct instruction can be used to introduce and support other methods and strategies of instruction.

Direct instruction includes:

- mini-lessons or lectures
- questioning
- explicit teaching
- guided practice

## **Interactive Instruction**

Interactive instruction relies on discussion and sharing among participants, and allows students to react to the views, ideas and experiences of others. It permits the generation of alternate ideas and insights, and provides opportunities for students to develop social and interpersonal skills with peers, teachers and others. Interactive instruction encourages the organization of thoughts and the development of rational arguments. It allows students to learn to refine their observation, listening, interpersonal and intervention skills. The success of interactive learning depends on the skills of the teacher in structuring and facilitating the activity and responding appropriately to the characteristics and dynamics of the group(s). Interactive learning permits a range of groupings.

Interactive instruction includes:

- whole group discussion
- small group discussion
- conferencing
- mentoring
- dialogue
- brainstorming
- interviewing

## Selected Instructional Strategies

Teachers may employ a variety of instructional strategies to help students meet the specific curriculum outcomes. Students should be provided with opportunities to explore connections among curriculum areas. Specific links can be found in Column 4 of the *two-page spreads* of this curriculum guide. The following selected strategies are addressed more fully in Appendix F:

<b>Assigned Questions</b>	<ul style="list-style-type: none"> <li>students are provided with <i>a set of questions</i> related to new or previously learned material; usually employed in conjunction with other strategies</li> </ul>
<b>Authentic Experience</b>	<ul style="list-style-type: none"> <li>are <i>real life learning experiences</i> that require careful planning</li> </ul>
<b>Brainstorming</b>	<ul style="list-style-type: none"> <li>a process of <i>rapidly generating</i> ideas or responses</li> </ul>
<b>Computer-Assisted Instruction</b>	<ul style="list-style-type: none"> <li>an instructional mode which <i>incorporates the computer</i> into the lesson plan; can include word processing, tutorial, problem solving, critical thinking, creativity and simulation</li> </ul>
<b>Concept Attainment</b>	<ul style="list-style-type: none"> <li>students are provided with data about a particular <i>concept</i> generated by themselves or their teacher and are encouraged to classify or group the information and to give descriptive labels to their groupings.</li> </ul>
<b>Conferencing</b>	<ul style="list-style-type: none"> <li>occurs when teachers meet with individual or small groups of students to <i>discuss learning tasks or concerns</i></li> </ul>
<b>Cooperative Small Group Learning</b>	<ul style="list-style-type: none"> <li>an approach to organizing classroom activity so that <i>students can work collaboratively</i> and build on one another's strengths and ideas</li> </ul>
<b>Demonstrations</b>	<ul style="list-style-type: none"> <li>allow students to receive verbal and non-verbal information through <i>tactile and visual</i> means; may illustrate a model or end product of a process</li> </ul>
<b>Explicit Teaching</b>	<ul style="list-style-type: none"> <li>a <i>teacher-centered</i> strategy that may involve giving information or directions and explaining procedures</li> </ul>
<b>Field Trips</b>	<ul style="list-style-type: none"> <li>involve teaching/learning activities at <i>a site</i> other than the classroom</li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>can be individual, student centred and needs based to monitor <i>student performance and practices</i> (e.g., signs of respect, appropriate behaviour)</li> </ul>
<b>Inquiry</b>	<ul style="list-style-type: none"> <li><i>elements of inquiry</i> include thinking, reflecting, developing relevant questions and planning appropriate strategies for generating answers and explanations; allows students to experience and acquire processes through which they can gather information about the world in a variety of ways from a variety of sources</li> </ul>
<b>Interviewing</b>	<ul style="list-style-type: none"> <li>involves individuals, pairs or small groups <i>collecting information</i> from peers, younger students, older students or adults</li> </ul>

<b>Learning Contracts</b>	<ul style="list-style-type: none"><li>the teacher may initially provide terms and conditions, identify resources and set basic timelines as <i>a method of individualizing instruction</i></li></ul>
<b>Personal or Self-reflection Journaling</b>	<ul style="list-style-type: none"><li>allows individuals to <i>think about and reflect on</i> their level of knowledge, their beliefs and values</li></ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"><li>application of knowledge, skills, ideas, resources and processes to generate one or many <i>solutions to a problem</i> using strategies such as trial and error, brainstorming, What if/I suppose, attribute listing, forced relationships, idea check list and imaging</li></ul>
<b>Projects</b>	<ul style="list-style-type: none"><li>usually involves learners, alone or in small groups, <i>working on a task for an extended time period</i> (the actual time frame may depend to some degree on the ages of the learners involved), usually to produce a tangible product such as a model, a demonstration, a report or a presentation</li></ul>
<b>Questioning</b>	<ul style="list-style-type: none"><li>various <i>levels of questioning</i> can be used to diagnose recall and comprehension skills, determine the extent to which lesson outcomes are being achieved and aid in the retention of information or processes</li></ul>
<b>Role Play</b>	<ul style="list-style-type: none"><li>is the spontaneous or practiced response to a given situation or theme where the learner attempts to speak, feel, behave like the <i>character they portray</i></li></ul>
<b>Simulation</b>	<ul style="list-style-type: none"><li>an <i>artificial problem situation or event</i> is presented which represents some aspect of reality; allows for types of experiments/activities that cannot take place in the real environment</li></ul>

## Effective Assessment and Evaluation Practices

### Defining Assessment and Evaluation

Although assessment and evaluation are terms often used interchangeably, they are not the same. *Assessment* refers to the broader activity of gathering information on the full range of student learning in a variety of ways, so that a clear and valid picture emerges of what students know and are able to do in religious education. This assessment process should provide a rich collection of information that reflects students' progress in working toward achievement of learning outcomes and guides future instruction, where data from a variety of sources is collected. *Evaluation* involves reflecting on what students have learned for the purpose of sharing this information with them and with parents, caregivers, and school administration.

Student evaluation is a process basic to teaching. Evaluation is not an add-on feature of instruction but an integral part of it, since the information it provides allows teachers to make adjustments to instruction and teaching methodologies.

Evaluation must be student-centered where the process and subsequent decisions reflect a genuine concern for each student.

Teachers have a responsibility to provide accurate, reliable and justifiable evaluations which do not undermine the integrity, self-confidence, or enthusiasm of students. Comprehensive evaluation involves the use of a variety of sources, is referenced to specific learning outcomes and ensures that the total growth of every student is recognized. (Adapted from *The Evaluation of Students in the Classroom: A Handbook and Policy Guide*)

*Guiding Principles for Assessment and Evaluation:*

- Assessment and evaluation processes and techniques should:
  - determine whether the outcomes have been achieved.
  - reflect the stated outcomes for the course.
  - be an integral part of the teaching and learning process and of each component of the course.
  - give all students the opportunity to demonstrate the achievement of outcomes.
  - provide positive, instructive, and supportive feedback to students.
  - invite and encourage student self-assessment and active participation.
  - allow for a range of options to accommodate students' abilities to demonstrate the achievement of outcomes.

## **Understanding Process and Product**

Evaluation deals with both process and product. Religious education places emphasis on the affective domain and the process is as important as the product.

Product can be thought of as the *what* of learning. *What* is it students should know? *What* is it they should be able to do? These whats are typically spelled out in outcomes, whether they are based on a program, a course, a unit or a lesson. In a teaching episode which is focused on product, the ends may be evaluated without reference to the means.

Process refers to the procedure which students go through as they come to know, to value, and to be able to do. The emphasis in teaching shifts from a passing on of "*the what*" to the methods by which it is acquired and utilized. Students are taught to find information, to become autonomous thinkers, and to use knowledge to solve new problems and make decisions for themselves.

In the *two-page spreads* section of this curriculum guide there are specific suggestions for teaching and learning as well as suggestions for assessment. Many of these suggestions can be interchanged and used

either as learning activities or assessment activities or both.

## Identifying the Activity

In planning for assessment the key question is: “What is the student expected to accomplish?” The answer to this question enables the teacher to choose or design appropriate means that allow the student to demonstrate this. The student will be expected to demonstrate knowledge, skills and abilities. The means can be multiple and varied: presentations, art work, dramatizing, charting or graphing information, locating and displaying information, demonstrating a skill, designing a product or a plan, drawing or representing a concept a process, or an idea. The choice of means will depend on available resources including time and the type of learners and their strengths.

## Assessment Strategies

Teachers are encouraged to use assessment and evaluation practices that are consistent with student-centered instructional practices:

- negotiating and making explicit the criteria by which performance will be evaluated
- designing assessment tasks that help students make judgements about their own learning and performance
- designing assessment tasks that incorporate varying learning styles
- individualizing assessment tasks as appropriate to accommodate students’ particular learning needs
- providing feedback on student learning and performance on a regular basis.

*There may be times when, through summative testing, teachers will want to provide students the opportunity to demonstrate growth in knowledge and understanding. Summative testing, however, must reflect the intention of the SCOs and must not be the only means of evaluation.*

Assessment activities, tasks, and strategies include, but are not limited to, the following:

- anecdotal records
- audiotapes
- checklists
- conferences
- demonstrations
- exhibitions
- interviews (structured and informal)
- inventories
- investigations
- learning logs/journals
- media products
- observation (formal and informal)
- peer assessments
- performance tasks
- portfolios

- projects
- questioning
- questionnaires
- self-assessments
- seminar presentations
- surveys
- tests
- work samples
- written assignments

Evaluation in religious education is concerned with the development of the whole person in the cognitive, psychomotor, and affective domains. The affective domain deals with feelings and emotions and is exemplified through students' attitudes, interests, value systems and appreciations.

One of the most effective sources of data for use in evaluating outcomes in the affective domain is observation. Teachers can focus upon and record achievement in the affective domain using rating scales, checklists and anecdotal records. Other sources of evaluation data for the affective domain include self-reporting devices such as an attitude scale, where students respond on a continuum ranging from favourable to unfavourable, and individual inventories where students check their preference for, or attitude toward, an idea or activity.

In recognizing and valuing the diversity of students, teachers might consider ways to:

- **provide** a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- **redress** educational disadvantage – for example, as it relates to students living in poverty
- **model** the use of inclusive language, attitudes, and actions supportive of all learners
- **adapt** classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths
- **provide** opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings
- **identify** and **respond** to diversity in students' learning styles
- **build on** students' individual levels of knowledge, skills, and attitudes
- **design** learning and assessment tasks that draw on learners' strengths

- **ensure** that learners use strengths as a means of tackling areas of difficulty
- **use** students' strengths and abilities to motivate and support learning in multiple and varied tasks
- **celebrate** the accomplishment of learning tasks that learners believed were too challenging for them



# Section 2: Curriculum Design and Components

## Introduction

This section provides

- information on the curriculum outcomes framework
- essential graduation learnings
- general curriculum outcomes statements
- key-stage curriculum outcomes statements
- an overview of the connection between essential graduation learnings and key-stage curriculum outcomes
- specific curriculum outcomes statements for Level II religious education
- suggestions for teaching approaches, learning tasks, and experiences, and assessment strategies and activities

## Curriculum Outcomes Framework

### Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. They are

- cross-curricular
- the foundation for all curriculum development
- found on pages 20-22

### General Curriculum Outcomes

General Curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in religious education. These statements

- contribute to the attainment of the essential graduation learnings
- are connected to the key-stage curriculum outcomes for religious education
- are found on page 23

### Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of cumulative learning experiences in religious education.

The key-stage outcomes

- contribute to the achievement of the general curriculum outcomes
- are found on pages 23-26

### **Specific Curriculum Outcomes**

Specific Curriculum Outcomes are statements identifying what students are expected to know and be able to do at a particular grade level in religious education. These outcomes

- contribute to the achievement of the key-stage outcomes
- are found on pages 27-43

### **Meeting the Essential Graduation Learnings Through Religious Education**

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. These Learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today, and in the future. Essential Graduation Learnings serve as a framework for the curriculum development process.

For graduates of the religious education program, the following connections to the Essential Graduation Learnings apply:

#### **Aesthetic Expression**

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts. Religious education will provide the opportunity for students to develop a growing appreciation for some of the great works of art, architecture, artifacts, literature, and music. In religious education classes students will be encouraged to express their views on religious and social topics through various avenues which would be classified as aesthetic expression. The religious education program will provide opportunities for students to experience and appreciate artistic works from various ages and cultures. Opportunity will be given for reflection, critical responses and expressions of appreciation.

#### **Citizenship**

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context. Graduates will be able to show an awareness of the importance and contributions of various religions to the global community. In the religious education program, it will be recognized that there is often a relationship between people's actions and lifestyles and their religious beliefs.

Human rights, social justice, freedom of religion, and value systems will figure prominently in the religious education program. By considering various views on these topics, students will better understand what it means to live in a pluralistic multi-faith society.

### **Communication**

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively. Religious education requires students to consider many perspectives and beliefs on a wide range of topics. It also requires them to think critically about many current issues. Because of the very nature of the religious education program and the objectives for the courses in which students will be involved, various methods of communicating will be used, such as oral discussion, written responses, art work and the application of technology.

Some levels of discussion will be at an informal level while other discussions will be more formal in design. There will also be creative writing as well as response papers and research papers at particular grade levels. Many of the courses will encourage the use of media and other forms of modern technology as means of communicating.

The very nature of some of the topics discussed will require students to be precise and clear in their writing and in their oral presentation. Developing the skill of appropriate expression of thoughts and opinions and responding appropriately to others' thoughts and opinions will be an integral part of the religious education program.

### **Personal Development**

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle. Personal development is an area of great importance for the religious education program. Students will be in a position to be given information and be required to reflect on, and discuss, moral and ethical issues. Recognition will be given to the fact that students are collaborative as well as independent learners. However, this program will challenge them to see what it means to live in community with others while developing a personal system of beliefs by which to live.

### **Problem Solving**

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts. An important component in the religious education program is the interpretation of information in a critical manner in order that students will be in a position to make informed decisions. The nature of many of the topics covered will require students to acquire knowledge on a given topic or issue and take a position. The problem solving process will take many

forms in religious education, including reading, discussion, debate, reflection, research, observation and media viewing.

### **Technological Competence**

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems. There will be many opportunities for students to use a range of technologies in the religious education program and to reflect on and discuss the ethical issues around the use of much modern technology. Opportunities will be given for students to use computer and media technology in various areas of the program.

### **Spiritual and Moral Development**

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct. A vital component of the religious education program will be the spiritual and moral development of the individual. Development of values, morals, and ethics will be fostered in this program. Being able to express one's beliefs and values while having the ability to listen to and understand other people's beliefs and values contributes to an improved society. The art of expressing and defending appropriately one's own beliefs without degrading or negating those of others is an important part of personal development.

The program will help students understand the belief that they are an important part of an unfolding creation and to examine the influence of spirituality on human development. It will support the idea that each person must take responsibility for his/her actions and that a person's actions have direct and indirect effects on both the individual and the community as a whole. Key to the total program will be the recognition of the belief that the human being is a spiritual being whose life can encompass religious principles.

## General Curriculum Outcomes for Religious Education

**General Curriculum Outcomes** are statements which describe the contribution (K-XII) of a curriculum area to the Essential Graduation Learnings by defining what students are expected to know, value and be able to do as a result of completing the program in that curriculum area.

The General Curriculum Outcomes for religious education follow:

- GCO 1** Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.
- GCO 2** Students will be expected to develop an understanding of the beliefs, principles and practices of Christianity and other living belief systems.
- GCO 3** Students will be expected to examine the meaning and relevance of sacred texts.
- GCO 4** Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.
- GCO 5** Students will be expected to examine moral and ethical issues and teachings.
- GCO 6** Students will be expected to develop an appreciation for the connect- edness of all creation.
- GCO 7** Students will be expected to demonstrate an understanding of the relationship between religion and science.
- GCO 8** Students will be expected to examine the influence of religion on contemporary issues and events.

## Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 reflect a continuum of learning. While there may appear to be similarities in outcomes across the grade levels, teachers will recognize the increase in expectations for students according to

- students' understanding of the processes of language learning
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, texts, and tasks
- the range of language experiences and the repertoire of strategies and skills students apply to those experiences

The following key-stage curriculum outcomes describe what students should know and be able to do in religious education by the end of grade 12. It should be noted that students work toward achieving these key-stage curriculum outcomes in grades K–9.

*Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- demonstrate an understanding of the historical development of living belief systems (e.g., Christianity, Islam, Hinduism).
- demonstrate an understanding of the lives and key teachings of religious founders (e.g., Jesus, Muhammad, Buddha).
- develop an understanding of the influence of living belief systems on family, community and society.
- examine, from an ethical perspective, social, political and economic forces that have shaped the past and present.
- demonstrate an understanding for, and an appreciation of, the ways in which various living belief systems have influenced the individual's world view.

*Students will be expected to develop an understanding of beliefs, principles and practices of Christianity and other living belief systems.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- critically examine the fundamental tenets of various religions.
- examine the diversity among Christian sub-traditions.
- assess the nature of relationships among various religions and interfaith dialogue.
- explore the nature of the relationship between the individual and God for various religions.
- critique the responses of various religions to stewardship and issues of social justice (e.g., Islam, Hinduism).

*Students will be expected to examine the meaning and relevance of sacred texts.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- evaluate the significance of sacred texts, both oral and written (e.g., Bible, Qur'an, Tipitaka).
- demonstrate an understanding of the meanings and relevance of sacred texts for adherents.
- examine the origins, organization and development of sacred texts (e.g., Biblical Canon, Qur'an).
- develop an appreciation for various interpretations of sacred texts (e.g., King James Version of the Bible, New Revised Standard Version of the Bible).
- develop a knowledge of key figures, events and themes from sacred writings.

*Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- demonstrate an appreciation of how adherents of living belief systems seek religious meaning and expression.
- examine the concept of commitment and its meaning in living belief systems.
- recognize that conflicts can arise between one's personal beliefs and the teachings of one's religion.
- understand the importance of spiritual growth.

*Students will be expected to examine moral and ethical issues and teachings.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- evaluate moral and ethical teachings from various belief systems (e.g., Christianity, Judaism, Buddhism).
- explore the implications of the acceptance of responsibility for their decisions and actions.
- evaluate society's influences on the moral and ethical decisions of individuals.
- develop an understanding of an approach to life based on religious principles and moral convictions.

*Students will be expected to develop an appreciation for the connectedness of all creation.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- deepen their appreciation for the mystery and beauty of creation and the interrelationship within it.
- demonstrate a commitment to, and respect for, the sacredness and dignity of human life and all creation.
- demonstrate an understanding that humanity must take a responsible stance through stewardship.
- critique the ways in which selected religions have viewed humanity's responsibility in creation (e.g., Judaeo/Christian concept of stewardship).

*Students will be expected to demonstrate an understanding of the relationship between religion and science.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- understand that religion and science address some of the fundamental questions of life and creation.
- examine the stance of selected world religions towards scientific interpretation (*e.g.*, Christianity, Islam).
- develop an understanding of ethical issues related to scientific development and technological advances (*e.g.*, Christianity and genetic engineering).

*Students will be expected to examine the influence of religion on contemporary issues and events.*

*By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to*

- critique the relevance of organized religion for personal living as it relates to contemporary issues and events.
- demonstrate an understanding of the impact of various world religions on peace, social justice and respect for the sacredness and dignity of human life in relation to contemporary issues and events (*e.g.*, peace issues, aboriginal rights, sexuality).



**Specific Curriculum Outcomes  
Ethics and Social Justice  
2106**

Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

### Outcomes

*Students will be expected to:*

- 1.1 examine what is meant by social justice, social activism and global responsibility
- 1.2 assess the influence living belief systems may have on social justice and social activism

### Suggestions for Teaching and Learning

Use concept webs to discuss the qualities of social justice, universal justice, remedial and restorative justice.

Using current examples from local, national and global communities, discuss the challenges of facing justice issues. For example, students could read a case study or media article on child soldiers in Sudan or the perspective of people living in poverty in Canada.

Invite a representative from a social activist organization or non-profit group to speak to the class about the focus of his or her particular issue. The guest speaker may represent a particular church or religious group; a representative from a philanthropic organization or community service group could also be invited.

Research the outreach programs associated with local religious groups or organizations. What issue do they address? Do they meet definitions of social justice or social activism? Students can produce a slideshow presentation\* detailing their findings about how the group's beliefs are borne out in its actions.

Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

### Suggestions for Assessment

#### Observation/Anecdotal Records

- Formal, informal and peer assessment (e.g., checklists, rubrics, interview, etc.)
- Students' preparation for hearing from a guest speaker (prepared questions, discussion questions, etc.)

#### Work Samples/Portfolio

- Research presentation (essay paper, slideshow, poster, pamphlet etc.)
- Concept webs
- Responses to direct instruction (questions, quiz, journal response, etc.)

#### Performance

- Research presentation

#### Conference

- Before students begin research, teachers can question students and discuss their topics and research focus questions.

#### Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of non-profit organizations.

### Resources and Notes

*\*There is a significant emphasis in the ESJ 2106 curriculum on presentations, individually and as a team. While students should be supported, challenged and encouraged to participate in class based presentations, teachers should provide students with an environment responsive to their needs (i.e., their fears and anxieties about presenting to the class). The following suggestions could be considered:*

- present to smaller group,
- taped/video presentation (vs. live),
- alternative format (slideshow instead of live speech).

#### Authorized Resources:

*Selected Readings:* Unit 1

#### Suggested Resources:

Imagine Canada offers a number of useful factsheets pertaining to the subject of philanthropy and social activism. See “NGO sector in Canada Factsheet” in Appendix G. Other factsheets are available online (at time of printing) at [www.imaginecanada.ca](http://www.imaginecanada.ca).

Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

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**Outcomes**

*Students will be expected to:*

*This General Curriculum Outcome is not covered as a separate entity in this course. The societal and religious issues address this General Curriculum Outcome on many levels throughout the program.*

**Suggestions for Teaching and Learning**

Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

**Suggestions for Assessment**

**Resources and Notes**

Students will be expected to examine the meaning and relevance of sacred texts.

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**Outcomes**

*Students will be expected to:*

- 3.1 identify social justice issues as they are presented in various sacred texts
- 3.2 examine the influence various sacred texts may have on the development of personal world view

**Suggestions for Teaching and Learning**

Provide for a class vote, by ballot, on students' top five social justice issues. In groups, ask students to investigate to what extent these issues are addressed by various sacred texts according to adherents of various belief systems. (*e.g.*, How are women's rights addressed in the *Qur'an* or the *Bible*?)

Watch a documentary, TV show or film which showcases individuals who act on their beliefs which are tied to the teachings of a sacred text (*e.g.*, *Little Mosque on the Prairie*, *Jesus Camp*, *House of Sand and Fog*, *Roots and Wings*). Discuss the implications of decision making portrayed by characters in relevant films or books based on the teachings of sacred texts.

Students will be expected to examine the meaning and relevance of sacred texts.

### Suggestions for Assessment

#### Observation/Anecdotal Records

- Formal, informal and peer assessment
- Discussion of guided viewing questions for film or documentary

#### Work Samples/Portfolio

- Responses to guided viewing questions
- Research findings in jigsaw activity

#### Conference

- Allow time during reflection to discuss students' journal responses

#### Performance

- Jigsaw activity – investigate social justice issues from the perspective of one belief system. See Appendix D for further direction in organizing students for cooperative learning activities.

#### Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of influences on decision making.

### Resources and Notes

#### Authorized Resources:

*Selected Readings:* Unit 2, 4

#### Suggested Resources:

*Frontline*, a PBS investigative source, lists a number of thought-provoking media summaries that may help students meet this outcome. Available (at time of printing) at <http://www.pbs.org/wgbh/pages/frontline/>.

Online polls are an interesting way to incorporate technology to survey students' interests and opinions. At time of printing, [www.doodle.com](http://www.doodle.com) and [www.polleverywhere.com](http://www.polleverywhere.com) offer this option.

Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

### Outcomes

*Students will be expected to*

- 4.1 develop an understanding of how social activism may impact personal search and commitment in life
- 4.2 explore how various living belief systems view sexuality and gender roles
- 4.3 explore how various living belief systems view the role of work
- 4.4 examine how identity and worldview are influenced by relationships, gender roles, work, leisure and culture

### Suggestions for Teaching and Learning

Brainstorm responses to various questions: What is a theocratic society? Why are church and state separate in some countries but not in others? Why would someone join a cult? How do we observe a holy or sacred day in a 24/7 world?

Collaborate with the Human Dynamics teacher to challenge students to examine family relationships.

Use a T-chart or other graphic organizer to categorize various views on sexuality and gender roles. Brainstorm influences on perceptions about sexuality and gender roles.

Create family activity trees. Ask students to identify types of activities their extended family members participate in – paid work, volunteer work, group activities, leisure activities, *etc.* Self-assess trends or patterns in the types of work their family members are involved in.

View excerpts from *The Pursuit of Happiness* (2006), based on the true life events of Chris Gardner. Discuss the themes of homelessness, the value of money and the perception of self-worth as presented in the film.

In partnership with the Enterprise or Career Development teacher, challenge students to develop business plans that consider ethical implications of their proposed businesses.



Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

### Suggestions for Assessment

#### Observation/Anecdotal Records

- Formal, informal and peer assessment
- Observe students' interaction and participation during a carousel activity using initial discussion questions

#### Work Samples/Portfolio

- Open journal response on family relationships
- Graphic organizer
- Family activity tree

#### Conference

- Allow time during reflection to discuss students' journal responses

#### Performance

- Presentation of business plan proposal
- Display family activity tree

#### Questioning & Reflection

- When sharing information teachers may question students on their understanding of various views on family structures and relationships.

### Resources and Notes

#### Authorized Resources:

*Selected Readings:* Unit 2, 5

#### Suggested Resources:

An arranged marriage in Pakistan is the subject of an *Outfront* podcast. Available at <http://www.cbc.ca/outfront/> (May 5, 2009) at time of printing.

*Where's My Goat?* (documentary film) – in production in 2008-09 – explores the increased interest in options to SWAG (a loose acronym to describe giveaways companies often provide at conferences and events). The eventual film will focus on Plan Canada's Gifts of Hope project in Zambia. View the trailer at <http://www.wheres-mygoat.com/> (available at time of printing).

*Click, Clack, Moo: Cows That Type* by Doreen Cronin (2000) is an illustrated humorous story about cows who go "on strike" when the farmer refuses to meet their demands.

*Fly Away Home* by Eve Bunting (1991) provides a moving illustrated story about a young boy and his father who live at the airport.

Students will be expected to examine moral and ethical issues and teachings.

## Outcomes

*Students will be expected to*

- 5.1 develop an understanding of how personal decision making may impact social practices
- 5.2 examine the influence media and technology may have on personal decision making
- 5.3 examine how various living belief systems view issues presented by media and technology
- 5.4 question the influences of media and technology on morality and ethics in the development their worldviews

## Suggestions for Teaching and Learning

“Make Poverty History” uses celebrities in its campaign to end world poverty. Investigate this method of campaigning. How well does it work? What end is being served?

During the Second World War, many prisoners of concentration camps questioned why the world did not seem to care; one answer was that people didn’t know. Discuss the impact of information sharing in today’s technological world on the development of world-views. Does it influence social activism?

Provide an opportunity for students to create and conduct a school-wide poll to assess students’ awareness of social justice issues (*e.g.*, world hunger and poverty, current genocides and conflicts, illiteracy, homelessness, campaigns for medical causes, *etc.*). Use references to current technological and media sources.

Blog or Shared Journal assignment – in small groups, students can create and maintain social justice blogs for a short period of time. They are responsible for inviting, reviewing and monitoring submissions on their topic as well as contributing feedback. Peer-evaluate this type of forum as a means to generating awareness and interest in a particular social justice issue.

Students will be expected to examine moral and ethical issues and teachings.

### Suggestions for Assessment

#### Observation/Anecdotal Records

- Formal, informal and peer assessment
- Student participation in discussion and poll activities

#### Work Samples/Portfolio

- Journal response to discussion questions
- Blog or shared journal responses

#### Conference

- Formal and peer assessment results

#### Performance

- Organization and participation in formal debate in response to discussion questions
- Analysis and presentation of poll results

#### Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of social justice issues and social activism.

### Resources and Notes

*Media is understood to mean information as presented in books, movies, music, television and online information.*

#### Authorized Resources:

*Selected Readings:* Unit 2, 3

#### Suggested Resources:

“Make Poverty History” PSA online (at time of printing) on Youtube:

- <http://www.youtube.com/watch?v=KXj5MzlmM94> (UK/Canada/US)
- <http://www.youtube.com/watch?v=9nzABFbklZo&feature=Related> (Canada)

The Canadian website also lists “who’s onboard” (<http://www.makepovertyhistory.ca/en/about/whos-on-board>) which identifies Canadians who are involved in the campaign.

Students will be expected to develop an appreciation for the connectedness of all creation.

### Outcomes

*Students will be expected to*

- 6.1 explore the ramifications of the connectedness of the global community
- 6.2 assess challenges to building a global community
- 6.3 examine the influence technology may have on building a global community

### Suggestions for Teaching and Learning

Think Global – Act Local: Create a presentation on a local community issue that is linked to global issues or topics. Presentations can take the form of drama, Power Point, infomercials/campaigns or other suggestions from students.

Create a timeline of the evolution of information exchange (*i.e.*, earlier forms of mass communication to current forms of information sharing). Are there any correlations between changes in communication technology and the development of a global community? Can this be measured? Are there any negative effects of changes in communication technology?

Review sections of the Canadian Charter of Rights and Freedoms related to multiculturalism. Discuss issues such as cultural distinctions, multicultural mosaic, “melting pot”, language barriers and perceptions about other cultures. To what extent should immigrants be expected to adapt to their adopted community? See Appendix G for a suggested classroom activity.

Students will be expected to develop an appreciation for the connectedness of all creation.

### Suggestions for Assessment

#### Observation/Anecdotal Records

- Formal and informal assessment
- Student participation in discussion
- Peer assessment activities

#### Work Samples/Portfolio

- Journal response to discussion questions
- Research presentations

#### Conference

- During reflection time, teachers may discuss journal responses with students.
- Formal and peer assessment results

#### Performance

- Organization and team work in presentations
- Participation in discussion activities

#### Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of global issues, responsibility and multiculturalism.

### Resources and Notes

#### Authorized Resources:

*Selected Readings:* Unit 4

#### Suggested Resources:

*TheStar.com – Global Voices:* Mark and Craig Keilburger write for *The Star* on a weekly basis. Their articles are posted online with teaching suggestions at <http://www.thestar.com/news/globalvoices>.

A Youth Guide to the Canadian Charter of Rights and Freedoms (PDF) is available (at time of printing) at <http://www.jhcentre.org/dnn/EducationalResources/tabid/56/Default.aspx>.

“Shift Happens 3.0”, available online at time of printing from YouTube explores the changing perspectives of technology and its effect on modern society.

Students will be expected to examine to demonstrate an understanding of the relationship between religion and science.

### Outcomes

*Students will be expected to*

- 7.1 explore the teachings and traditions of various living belief systems towards the environment
- 7.2 analyze the debate between creationism and scientific explanations of creation
- 7.3 examine the influence of technology on environmental stewardship
- 7.4 investigate the moral and ethical influences on environmental issues
- 7.5 develop a personal environmental action plan (EAP)
- 7.6 investigate ethical implications of technological changes in health, medicine and genetics

### Suggestions for Teaching and Learning

Identify various world faith responses to environmental issues. Use a current environmental issue such as housing developments, hydro production, deforestation, *etc.*

Create a “Common Ground” wall chart or graphic organizer (Venn diagram, T-chart) to identify similarities in the creation stories of various belief systems.

Conduct a formal debate on dominion vs. stewardship of the environment. Teachers may choose to reference creation stories from various cultures and faith communities (*e.g.*, Christian *Bible* – Genesis 1:27-31 and 2:15; traditional Iroquois – “The Woman Who Fell From the Sky”; China – Pan Gu and Nü Wa).

Take an inventory of environmentally-friendly products in the home or school. Consider chemicals, packaging, transporting of goods, local products, *etc.*

Examine the impact technology has had on the treatment of the environment such as oil and gas exploration, mining exploration, bottled water industries, factory freezer trawlers and alternative energy resource development.

In *Jurassic Park* (1993), Dr. Ian Malcolm criticizes the park’s developer, John Hammond. He maintains that Hammond’s scientists didn’t stop to consider whether they **should** pursue cloning of prehistoric animals just because they **could**. Brainstorm a list of technological changes in health, medicine or genetics that may fit into this category. Challenge students to defend their choices.

Students will be expected to examine to demonstrate an understanding of the relationship between religion and science.

### Suggestions for Assessment

#### Observation/Anecdotal Records

- Formal, informal and peer assessment

#### Work Samples/Portfolio

- Open journal response to discussion questions and topics
- Written EAP plan for community or school
- Statistical analysis of products found in the home, school, recreation areas, businesses, *etc.*

#### Conference

- Small group conferences
- Allow time during reflection to discuss students' journal responses

#### Performance

- Jigsaw activity – investigate environmental issues from the perspective of one belief system. See Appendix D for further direction in organizing students for cooperative learning activities.
- Formal debate: Be it resolved that humans have a responsibility to be stewards of the environment.
- Presentation of EAP
- Action plan for EAP

#### Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of debates of environmental issues.

### Resources and Notes

#### Authorized Resources:

*Selected Readings:* Unit 4

#### Suggested Resources:

PBS *Frontline* Documentary: “Polluted Waters” (Chesapeake Bay, Peugeot Sound) at <http://www.pbs.org/wgbh/pages/frontline/>.

“Life’s Greatest Miracle”, PBS NOVA (November 20, 2001) and resources available (at time of printing) from <http://www.pbs.org/wgbh/nova/miracle/>.

Students will be expected to examine the influence of religion on contemporary issues and events.

## Outcomes

*Students will be expected to*

- 8.1 investigate perspectives of peace and security as presented by various living belief systems
- 8.2 demonstrate an understanding of how worldviews affect peace and security
- 8.3 investigate how various living belief systems approach social justice issues
- 8.4 examine influences which impact issues of tolerance and caring and social activism
- 8.5 assess their own responses to various social justice issues
- 8.6 reflect on their worldview with respect to social justice, social activism and global responsibility

## Suggestions for Teaching and Learning

Visit selected websites to evaluate the extent to which various belief systems address social justice issues. Are there particular types of issues being addressed? How are their messages conveyed?

Invite a representative of a faith community to the class to present on his or her community's outreach activities. Ask students to prepare questions for the presenter on organization, volunteers, commitment, local and global work opportunities and financial considerations. The guest speaker may represent a particular church or religious group; a representative from a philanthropic organization or community service group could also be invited. Alternatively, students could write a letter to an outreach representative.

Challenge students to discuss the influence of stereotypes and preconceived opinions about religious or cultural groups. Does this affect one's feelings about peace, security and tolerance?



Students will be expected to examine the influence of religion on contemporary issues and events.

### Suggestions for Assessment

#### Observation/Anecdotal Records

- Formal and informal assessment
- Student participation in discussion and reflection activities
- Peer assessment activities

#### Work Samples/Portfolio

- Journal response to discussion questions
- Creation of website analysis questions and their results
- Formal letter writing

#### Conference

- Formal and peer assessment results
- Allow time during reflection to discuss students' journal responses

#### Performance

- Participation in discussion questions
- Preparation for guest speaker's visit

#### Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of social justice issues and social activism.

### Resources and Notes

#### Authorized Resources:

*Selected Readings:* Unit 1, 3, 5

#### Suggested Resources:

The following organizations/websites, at time of printing, may provide a starting point for an investigation into faith-based views on social justice issues:

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

<http://www.onecountry.org/>

<http://www.seva.org/site/PageServer>

<http://www.scarboromissions.ca/index.php>

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

<http://www.edmundrice.org/>

*30 Days*, Season 1 Episode 3: Morgan Spurlock lives as a Muslim for 30 days.

*Feathers and Fools* by Mem Fox (1989) offers a metaphorical narrative about living together in peace and harmony.



**APPENDICES**  
**Ethics and Social Justice**  
**2106**



## Appendix A – The Inquiry-based Environment

To effectively foster critical thinking in an inquiry-based environment, Mary Cowhey (*Black Ants and Buddhists*, 2006) believes that questioning strategies are key. “My students and I didn’t know the answers to all these questions ... we planned to keep searching and asking. On the way to finding answers, we knew we would find more questions.” (12) She also uses questioning strategies to challenge assumptions and stereotypes. “Teaching critically listens to and affirms a minority voice that challenges the status quo. Instead of forcing assimilation and acceptance of dominant culture, it reexamines cultural assumptions and values and considers their larger ramifications.” (13)

Taking time at the beginning of the year (semester) to establish routines and structures will all but eliminate frustration later in the semester when students are challenged by new situations and problems. Structure and routine will allow those “teachable moments” to have much more impact and will allow students to direct their own learning more independently. The collaborative establishment of expectations for discussion and activities will provide students and teachers with the confidence to address sensitive issues and challenge opinions in a positive and engaging manner.

The following guidelines for creating a safe, inquiry-based discussion environment are provided as suggestions to be used at the beginning of the year (semester). Teachers should be comfortable with the approach they choose and be prepared to adapt and modify their choices based on the needs and strengths of their students.

### Suggested approaches:

- Students generate a list of 5 guidelines that they are prepared to adhere to during open discussions.
- Engage students in a constructivist activity to build a consensus for guidelines.
- Use a pre-prepared lesson plan on community or team building attitude in the classroom.
- Provide students with a sample case study/scenario that will elicit emotional responses to a potentially sensitive or controversial issue.

### Expectations:

- Use of names – when referring to other people, students should be encouraged to use non-specific names or titles (*e.g.*, not saying “my sister Joan”) to respect privacy.
- Using class time for therapy – students should be encouraged to reflect personally, to demonstrate a connection with an idea, activity or issue, without divulging information that compromises privacy.
- Use of vernacular language – students should choose words which reflect an open dialogue and avoid using words that inflame emotions.
- Recognizing emotional responses – when discussing issues which may elicit emotional responses, students should practice respectful discussion strategies: taking turns to speak, responding non-verbally, using a Nerf ball, using rephrasing techniques effectively, *etc.*



## Appendix B—Models for Critical Reflection

One of the key aims of the Ethics & Philosophy course is to engage students in thinking about their own learning (*i.e.*, metacognition). The following suggested models and strategies may be beneficial in helping students meet outcomes associated with critical thinking and reflection.

*“Critical thinking refers not only to the assessment of arguments ... but also to the diligent and skillful use of reason on matters of moral/social importance – on personal decision making, conduct and belief. By including its application to personal belief and decision making, we extend critical thinking to every domain of human interest.”* (Noddings, 2006, p. 4)

### Anticipation/Reaction Guide

This strategy is used before the instruction on new information begins. Given a list of statement, students make predictions based upon prior knowledge and evaluate those predictions after exposure to new information. The purpose of this strategy is twofold:

- activate and evaluate prior knowledge;
- create a state of curiosity/anticipation or to set the stage for the learning to come.

Procedure:

1. Generate a list of 4-8 statements related to your topic of study. Place these on an Anticipation/Reaction Guide. This can be in list or table format.
2. Provide each student with a copy of your guide.
3. Prior to introducing new information, engage students by having them write whether or not they AGREE or DISAGREE with the statements listed on the guide.
4. Teach your lesson content or facilitate classroom activity.
5. After the new content has been taught, have students react to the new information by responding again to the statements on the Anticipation/Reaction Guide.
6. Discuss why their before and after answers are different. What did students learn that caused them to change their answers? This can be done in pairs, groups, or as a whole class activity. Students could use their thoughts on this as journal-writing material.

### Journal Responses

Journals are often thought of as someone’s personal thoughts written in an elegant, leather-bound book. While academic or classroom journals do contain the students’ personal thoughts and feelings and as such, must be treated as confidential, these journals provide students with the opportunity to reflect and process new information or to share their understanding (or lack of) with the teacher. Journal entries can also be used to cause students to relate personally to a topic before instruction begins.

The greatest benefit to the teacher is the ability to gain insight on the students’ thinking process as well as their understanding about the topics/concepts being addressed in the classroom. As such it provides an excellent opportunity to engage in Assessment FOR Learning. Through reviewing the students’ journals, the teacher is able to ascertain what is causing problems for students, what they find exciting and interesting, any misconceptions they have, etc.

For the student, journaling provides many benefits. Students may use a journal response to process new information. *Processing* occurs when students reflect on specific questions that are posed to them and by them; reflection helps students to clarify their thinking about what they have learned as well as to connect it to what they already know (all in a positive learning environment that is free of fear of criticism). In addition, journaling provides students with the opportunity *to reflect* on their personal values and goals, to engage in metacognition, and to chronicle their academic growth by revisiting past entries.

Journal responses can take a variety of forms: free writing, creative writing (songs, poetry, drama, stories, *etc.*), persuasive or explanatory writing, drawing (with an artist's statement) or collecting relevant material (photos, drawings, poetry, stories, signs, objects, *etc.*). For more detail on the benefits of journaling, refer to the work of Kathy Yorks (<http://www.accessexcellence.org/MTC/96PT/Share/yorks.html>).

### Considerations for Implementation:

- ✓ *Use of Instructional Time.* Limit journaling activity to 5 to 10 minutes per class or incorporate into other activities such as “write-pair-share”. Engage in shorter blocks of journaling throughout the lesson (*e.g.*, think about the question/prompt for 30 – 45 seconds and respond for 2 minutes and repeat several times during the lesson).
- ✓ *Confidentiality.* Students' thoughts and opinions, when expressed in a journal, must be kept confidential. Students should be provided with the option to fold over and staple any entry they feel is too personal to share (even with the teacher).
- ✓ *Assessment.* Journals should NOT be assessed towards the student's mark in the course. Teachers may opt to include “completion of journal activities” as an assessment item but not grade individual entries. Student journals provide teachers with an excellent Assessment *for* Learning tool. As the teacher reads the entry, it is important to provide positive feedback, to nudge students' thinking a bit further, to question, to teach or to re-teach. Where journal entries indicate a lack of understanding, the teacher should indicate that they are “off track” and that this will be addressed in class.

### Implementing Journals:

- Ensure students understand why journaling is important to their learning process and that they will not be graded in the traditional manner.
- Clarify that the journals and the entries are confidential. Students may fold over and staple any entry that they do not want the teacher to

read. Students can opt to include journal entries in their portfolio.

- Refrain from simply asking students to make an entry in their journals. Assign specific activities or prompts to ensure students' journals are the most effective. Examples:
  1. Summarize the main points of the lesson. This can be done in writing, in a graphic organizer, in a drawing or concept map or other representation.
  2. Before a lesson starts, ask students to write what they already know or believe about the topic. After the lesson(s) is taught, ask students to revisit what they originally wrote and make any changes they feel necessary to reflect their current understanding, beliefs, *etc.*
  3. Restate a concept or definition in your own words.
  4. Write a question about what they have learned so far.
  5. How do you feel about the topic? How do you think your best friend/parent/*etc.* would feel about the topic?
  6. Explain how the new topic relates to a topic already discussed in class.

For more ideas of how to use journals at the beginning, middle, and end of a lesson check out the suggestions at <http://712educators.about.com/cs/writingresources//bljrnlacademic.htm>.

### The “What? So What? Now What?” Model

This is a three-phase model to promote reflection in learners and can be used as a journaling activity. As with any journaling activity, reflection is an essential component of new learning; some learning theorists believe that we do not learn from doing – rather we learn from thinking about what we do (*i.e.*, making connections with what we already know).



**The “What” phase:**

- o This relates to the substance of the activity, presentation, or event.
- o While it leads naturally to interpretation, in this phase the learner should objectively report on what happened, what was presented, what was observed, *etc.* (*i.e.*, just the facts, no interpretation; describing in detail what they experienced or observed).
- o Questions that can be used to guide learners include: What happened? What did we do? What problem did we address/solve? What did you observe? What were the results of the event? What were the speaker’s main points?

**The “So What” phase:**

- o In this phase, the learner analyzes the event/presentation/activity to assess what it means to them, why it is important to them, or how they feel about what has been presented/observed.
- o This is the true reflective part of the activity and may be difficult for some learners as it requires that they discuss their feelings as related to the event/information they have experienced.
- o Questions that can be used to assist learners with this phase are: What did you learn? How did what you learned affect you personally? What “lesson” can you take away from the activity/presentation/information? How was what you learned (or experienced) different from what you expected? Can you relate this information to events/experiences in your “real life”? Are there any contradictions to what you previously believed about the issue?

**The “Now What” phase:**

- o This is the process of taking lessons learned (or insights gained) and looking at how your attitude/view/understanding/*etc.* has changed as a result of the new information and how you might want to change as a result.

- o During this phase, the learner is encouraged to consider the broader implications of what they have learned, to consider the future, *etc.* Depending on the activity/presentation/event, learners could be encouraged to identify goals or changes they might want to make in their life to align with what they have learned.
- o Questions that can be used to guide this phase include: How can we use what we learned to make a difference in the future? How are you contributing to the problem? What can you do to help address the problem? What factors will support/hinder you from reaching your goals or to incorporate changes in your life? What can I do to be part of the solution? What appears to be the root cause of the problem/issue? Are there community actions/activities in which I can become involved? What would you like to learn more about, related to this topic/issue? What information can you share with your community or peers that might make a difference?

While this can be used solely as a journaling activity, it can also be incorporated into small group or whole class discussions. For example, after a presentation or significant piece of information has been discussed in class, individuals could engage in the “What?–So What?–Now What?” activity.

- After they have completed the “What?” section, teachers could have student share their main points with a partner (see “Two Minute Review below).
- After the “So What?” phase, students could be asked to share their insights with a partner (see “Think-Pair-Share” below).
- After the “Now What?” phase, students could be invited to share their thoughts/insights/*etc* with the class. (Note: students should not be required to share at this stage, as this portion of the activity will be deeply personal.) Alternatively, students could be asked to share something their partner said that they found interesting or which they had not thought of before.

## Writing Frames

Writing Frames can provide a structured format in which students can reflect on a reading selection, a viewing activity or a presentation. There are a wide variety of writing frames; six suggestions are provided below.

### *A: Frames to help students summarize a story or retell an event*

Students sometimes need assistance with organizing a summary of something they have read or providing a logical sequence to the recounting of an event. The following sample frames may be helpful:

#### Example 1:

- Although I already knew that ...
  - I have learned some new facts (from our trip/ from watching this video) ...
  - I also learned that ...
    - Another fact I learned ...
      - However, the most important/interesting thing I learned was ...
        - Or, finally, I learned that ...

#### Example 2:

- I found \_\_\_\_\_ interesting for several reasons ...
- I discovered that ...
  - I also learned that ...
    - It was interesting that ...
      - Finally ...
        - As you can see ...

#### Example 3:

- To begin with ...
  - Next ...
    - Then ...
      - After that ...
        - Finally ...
          - Now ...

### *B: Explanation Frames*

Explanations are written to explain the process or to explain how something works. They are often used

in social studies, and science. An explanation usually consists of a general statement to introduce the topic and a series of logical steps explaining how or why something occurs.

#### Example 1: Problem/Solution

- I want to explain why...
  - There are several reasons for this. The chief is ...
    - Another reason is ...
      - A further reason is ...
        - So now you can see why ...

#### Example 2: Cause/Effect

- There are differing explanations as to why (how, what, when) ...
  - One explanation is that ...
    - The evidence for this is ...
      - An alternative explanation is ...
        - The explanation is based on ...
          - Of the alternative explanations, I think the most likely is...

### *C: Procedure/Sequence Frame*

Procedures or instructions are written to describe how something is done through a series of sequenced steps. A procedural text usually consists of a statement of what is to be achieved, a list of materials/equipment needed to achieve the goal, a series of sequenced steps to achieve the goal, and often a diagram or illustration.

#### Example 1:

- I want to explain how ...
  - To begin with/It starts by ...
    - and this makes/means/changes ...
      - After that ...

- and as a result ...
  - Next ...
    - Then ...
      - The final result is that the ...

#### D: Report Frame

Reports are written to describe the way things are. A report usually consists of an opening or general classification, an optional, more technical classification (optional), and a description of the phenomena (qualities, parts and their functions, and habits/behaviors or uses).

#### Example 1: Compare/Contrast (a more complex version of the Report Frame)

Write the names of the objects being compared/contrasted in columns A and B. List the characteristics being studied in the left hand column. Use a grid to record information prior to writing.

CHARACTERISTICS	A	B
	SOCCER	FOOTBALL
players		
rules		
ball		
gear		

#### Example 2: Comparison Frame

- Although ... and ... are different ... they are alike in some interesting ways.
  - For example they both ...
    - They are also similar in ...
      - The ... is the same as ...
        - The ... resembles ...
          - Finally they both ...

#### Example 3: Contrast Frame

- Although ... and ... are both ... they are different in many ways. The ... has ...
  - Another way in which they differ is ...
  - Finally ...

(Using a Venn Diagram can be helpful in this exercise.)

#### E: Opinion Frames

Essays and paragraphs are sometimes written to present arguments and information from differing viewpoints. Such a piece of writing usually consists of

- o a statement of the issue and a preview of the main arguments (*e.g.*, Our school is trying to decide whether to have uniforms. Some students think that uniforms would improve school spirit and help improve academic achievement, while other students argue the opposite ...)
- o arguments for and supporting evidence (*e.g.*, Many private schools have uniforms and they have great school spirit ...)
- o arguments against and supporting evidence (*e.g.*, Many students feel very strongly that uniforms deny them their individuality ...)
- o recommendation given as a summary and conclusion (*e.g.*, One group wants ... While another group wants ... I think ...)

Note: This simple type of opinion paper leads naturally to the writing of argumentation, a form increasingly used as students go through high school. It is a form of writing that is also a natural extension of oral debate and discussion.

#### Example: 1

- There is a lot of discussion about whether ...
  - The people who agree with this idea, such as \_\_\_ claim that \_\_\_ They also agree that
    - A further point they make is ...
    - However, there are also strong arguments against this point of view believe that ...
    - They say that ...
    - Furthermore they claim that ...
      - After looking at the different points of view and the evidence for them, I think ... because ...

Students could make notes using the following format:

The issue we are discussing is whether

...

...

Arguments for	Arguments against
---------------	-------------------

...

...

...

...

My conclusion, based on the evidence ... [OR]

After looking at all the arguments, I think ...

**Example 2:**

- I think that ... because ...
  - The reasons for my thinking this are, firstly ... so ...
  - Another reason is ...
  - Moreover ... because ...
  - These (facts/arguments/ideas) show that ...

**F: Persuasion Frame**

Persuasive writing takes many forms from commercials and slogans to petitions and editorials. The primary purpose is to influence and change opinion or to promote a particular point of view or argument, unlike an opinion paper which considers alternative points of view. A piece of persuasive writing (essay) usually consists of an opening statement (the thesis), often in the form of a position, the arguments, often in the form of points and elaboration, and a summary and restatement of the opening position.

**Example 1:**

- Although not everybody would agree, I want to argue that ...
  - I have several reasons for arguing this point of view.
    - My first reason is ...
    - A further reason is ...
    - Furthermore ...
      - Therefore, although some people might argue that ...
        - I think I have shown that ...

## Appendix C— Sample Rubrics

### Sample Rubric for Open Journal Responses

Option – ask students to choose a journal to have evaluated but teachers do record that ALL journals are complete but don't mark every single entry.

Open Journal responses can include:

- Free write
- Persuasive/opinion writing
- Collage or media collection (with an artist's statement)
- Drawing (sketch, cartoon, graffiti, *etc.*), with an artist's statement (less than 100 words)
- List of questions

Rubric level descriptors:

**Absolutely, 5; For the most part, 4; Sometimes, 3; Not so much, 2; Hardly, if at all, 1**

Journal Response:		
Student:		Level Achieved
Looking in	<ul style="list-style-type: none"> <li>• Thoughtfully considers the topic and connects to self</li> <li>• Demonstrates some original thought; insightful</li> <li>• Reflects on implications of their own response; shows some realization</li> </ul>	
Looking out	<ul style="list-style-type: none"> <li>• Extends on the ideas expressed</li> <li>• Connects to world or text (movie, book, music, art <i>etc.</i>)</li> <li>• Demonstrates clarity and explanation of argument</li> <li>• Uses relevant examples and evidence</li> </ul>	
Teacher Feedback:		

**Sample Rubric for Small Group Presentation**

- holistic: all students in the group receive the same feedback
- generic; teachers may want to add specific categories depending on the type of presentation

Rubric level descriptors:

Always, 5; Frequently, 4; Sometimes, 3; Infrequently, 2; Rarely, 1

Group: Date:	Level Achieved
<b>CONTENT</b>	
The presentation shows evidence of research and primary source material.	
Statistical data is accurate and relevant.	
Focus of the presentation is clear and thoughtful.	
Ideas/arguments are well-developed and organized.	
<b>DELIVERY</b>	
Presenters appear interested, motivated and confident.	
Presenters are able to respond to questions and observations from the audience.	
Presenters demonstrate a high level of preparedness.	
Presenters are easily heard and understood.	
<b>TEAMWORK</b>	
Members of the group collaborated to share and develop ideas.	
Members of the group divided tasks and managed problems to achieve their goal.	
Members of the group were self-directed and sought out resources (teacher, peers, experts, <i>etc.</i> ) to aid in their presentation.	
<b>IMPACT</b>	
The presentation raised or challenged the audience’s level of awareness.	
The presentation elicited questions or responses from the audience.	
Members of the group demonstrated a high level of engagement with their topic/issue ( <i>i.e.</i> , felt that they learned from the experience).	
Teacher Feedback:	

### Sample Rubric for Small Group Collaboration

- teacher's observation of individual students working in a group;
- could be modified to use for peer assessment;
- could be modified into a class chart to complete whole class observation

Rubric level descriptors:

**Always, 5; Frequently, 4; Sometimes, 3; Infrequently, 2; Rarely, 1**

Group: Date:	Students			
	#1	#2	#3	#4
Recognizes need for contributions to facilitate discussion and contributes to sustaining the talk.				
Asks timely questions for elaboration and responds to requests for elaborations				
Expresses viewpoints clearly and with conviction to elaborate views				
Listens attentively; grasps essential information and details				
Teacher feedback:				

**Sample Rubric for Self-Assessment**

- participation and contributions to discussion activity

Rubric level descriptors:

Absolutely, 5; For the most part, 4; Sometimes, 3; Not so much, 2; Hardly, if at all, 1

Name:	Level
I contribute to keeping the discussion going. Explanation or example:	
I invite others to contribute to the discussion. Explanation or example:	
I ask questions for clarification and I offer further information to explain my views. Explanation or example:	
I willingly express my viewpoint and explain my thinking as required. Explanation or example:	
I listen carefully in order to get a full understanding of the views of others. Explanation or example:	
Describe some of the ways you think you contribute to your group/class discussion:	
Describe some areas you think you can improve on:	
Teacher Feedback:	



## Appendix D — Cooperative Learning Strategies

The following brain friendly teaching/learning strategies are drawn from Cooperative Learning structures. While simply using the following structures does not constitute a true “cooperative learning” approach, these structures provide students with the opportunity to become actively engaged in their learning as well as providing opportunity for group processing of the subject matter. For more information on the Cooperative Learning approach as well as on these and other cooperative learning activities refer to the following websites (available at time of printing): <http://www.utexas.edu/academic/diia/research/projects/hewlett/cooperative.php> or <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>

### Quiz-Quiz-Trade

This activity is often used after several lessons have been covered or at the **end of a topic** or unit to review what has been covered in class. Questions and answers, based on the information from the lessons, are written on index cards or pieces of paper.

**Preparation:** To set this up, the teacher has to create a set of question and answer cards on the material that was covered. (Alternatively, students can create the cards). You need at least one of these cards per student. It’s good to have extras. Early on in a unit, you may need to make duplicate cards to ensure each student has a card.

**Process:** This is a partner activity and requires students move around the classroom. (See Think-Pair-Share for cues to help students decide who goes first).

To start the Quiz Quiz Trade, hand out one card to each student, so that each student has a question and the answer. Then ask all students to stand up and partner with another student. In each pair:

- QUIZ: Student #1 quizzes Student #2. If Student #2 answers correctly, Student #1 gives positive feedback. If Student #2 answers incorrectly, Student #1 says “It’s okay” and provides the correct answer.
- QUIZ: Then Student #2 quizzes Student #1.
- TRADE: After they both quiz each other with their questions, they switch/trade their questions and go on to pair up with someone else. This process is repeated at least 5 times and then students return to their places.

### The Cocktail Party

This is a modification of the Quiz-Quiz-Trade activity. It is used as a **pre-instructional strategy** to familiarize students with the upcoming content.

**Preparation:** To set this up, the teacher has to create a set of question and answer cards on the material that will be covered.

**Process:** Students are provided with the question/answer cards before they have covered the material in class.

They pair up as in the Quiz-Quiz-Trade activity and each student takes a turn providing their partner with the information contained on the card (*i.e.*, the content on the card provides the “small talk” that takes place in a party setting).

After each partner has shared their information, they trade cards and partner with someone else. The “small talk” continues for a preset amount of time or until all students have heard and/or read most of the cards.

At this point the teacher can retrieve the cards or leave them with the students so they can use the information in the lesson. For example, as the teacher is teaching the lesson, using preplanned questions she can solicit the information from students that is contained on the cards. In this way, the students play a more active role in the process.

## Think-Pair-Share

This is a very straight forward strategy that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. The result is that student answers are more detailed and accurate.

The Think-Pair-Share strategy can be used:

- before the topic is introduced to assess how much students already know,
- to remind students of material already covered,
- or to get students thinking about the topic.

T-P-S can also be used at anytime to check for understanding, to break up long periods of sustained activity, or whenever it is helpful to share ideas.

### Process:

1. The teacher poses a question to students and gives them some time to independently think of their answer (usually 30 to 60 seconds).
2. After students have had time to think of their answer, they partner with a nearby student and discuss their responses or ideas to the questions or problem that was posed.
3. During the discussion, students have chance to verbalize their understanding, confirm what they understand, or determine what they do not understand.
4. There are three variations to this procedure:
  - the teacher may set time limits for each student to talk while the partner listens;
  - the teacher may have students write their thoughts down before they discuss with their partner (these can be collected);
  - the teacher can assign or vary partners to keep students from interacting with the same students or to ensure all students excluded by their peers.
5. After students have discussed their thoughts/ideas with their partner, they can be asked to share with the whole class. Students could also be asked to share something interesting that their partner said that increased their understanding or appreciation of the topic/issue.

Tip: To ensure little time is lost as students decide who will begin the sharing, the teacher can use a variety of cues to help them decide. For example the teacher could say: “the tallest person will start”, “the person with the most/least jewelry on will start”, “the person with the longest/shortest hair will start”, “the youngest/oldest person will start”, etc.

For more information on how this strategy can be modified and implemented in a variety of subject areas, refer to <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>.

## Two-minute Review

This is a variation of the Think-Pair-Share strategy and provides students opportunity to **process new information**.

Process: To use this approach, stop any time during a lecture or discussion and allow teams or pairs three minutes to review what has been said with their group.

*Partner approach:* Teachers could set this up by saying “turn to the student next to you; each of you take 1 minute to review what we just discussed for the past 10 minutes; assume your partner was out of the room and missed what we talked about (or wrote notes on); summarize the information; your partner will listen to you and when it is their turn they will also summarize, including anything you left out; I’ll announce when 1 minute has passed and when to switch”. (See Think-Pair-Share for cues to help students decide who goes first).

*Small group approach:* Another way to use this method is to arrange students in groups of 3 or 4. When the two-minute (or three for groups of 3) review starts, group members can ask a clarifying question to the other members or answer questions of others. (e.g., after discussing a multiple step process like the water cycle, students can form teams and review the process or ask clarifying questions.)

## Numbered Heads

### Process:

- The teacher assigns student to a team of four.
- Each member of the team is given a number of 1 through 4. The team is given a question to answer.
- The team works together to answer the question ensuring that all members of the team know the answer and can verbally answer the question.
- The teacher calls out a number (*e.g.*, “number three”) and each student with #3 is required to give the answer. The teacher can vary which “number” answers from each group.

## Inside-Outside Circle

In this Cooperative Learning activity students are divided into two groups. One group (minimum 3 students) forms an inside circle and the second group forms a circle around them (the outside circle). The strategy is used to encourage discussion between the students.

### Process:

- The teacher poses a question, which the students are to discuss, brainstorm about, *etc.*
- Students think about how they will respond to the question and then the person on the inside of the circle tells the person on the outside of the circle their response. Once they finish sharing they say “Pass”. Then the person on the outside shares their ideas, or extends the inside person’s comments.
- Then (at the teacher’s direction) the outside circle rotates one position to the left or right. In this way the students will have a new person to discuss the same (or a different) question with.

## K-W-L Chart

This method can be used to introduce a topic, ascertain what students’ already know about a topic, or to activate students’ prior knowledge, *etc.*

This can be used as a whole class activity (*i.e.*, with the teacher or student recording what the students volunteer in a chart on the board) or individually as students complete the chart themselves.

Process: Either draw the following chart on the board, ask students to create the chart in their notebooks, or print a copy for students to use:

<b>K</b>	<b>W</b>	<b>L</b>
WHAT I ALREADY <b>KNOW</b> ABOUT THE TOPIC	WHAT I <b>WANT</b> TO KNOW (OR <b>WONDER</b> ABOUT) THE TOPIC	WHAT I <b>LEARNED</b> ABOUT THE TOPIC

- To activate students’ prior knowledge, begin by asking them what they already **Know** about the topic and list it in the appropriate column. This can be followed by having students share what they Know with the class or with a partner.
- To create interest or anticipation in the new topic, then have them identify questions they have on the topic, items they would like clarified, *etc.* (*i.e.*, **Want** to know)
- After the topic has been discussed/completed, students return to the chart and record what they have **Learned** and compare this with the other two columns; did they learn anything new? Were their questions answered?

This strategy works best for research projects and for activities where students will be reading on their own. It is also a good strategy to use to introduce a topic.

## Jigsaw

This strategy promotes sharing and understanding of ideas and concepts found in texts.

**Preparation:** In this strategy the teacher divides a project, piece of reading (*e.g.*, an article), or other activity, into 3 to 5 parts.

**Process:** Arrange students in groups of 3 to 5 depending on the class size and the project they are undertaking. This is their **Home Group**. Some groups may have duplicate numbers if there is an uneven number of students in the class. Each student in each **Home group** is assigned a number: 1, 2, 3, 4, or 5.

**Expert Group work:** Reorganize the students with the same number reassemble into **Expert Groups**. The students gather in their **Expert Groups** to process or read selections specific to the assigned topic. Students are to read, recall, reread, take notes, construct graphic organizers for the main ideas and details, and create any visuals they could use to teach others about the topic. The members of the **Expert Group** work to become “experts” on that topic/aspect.

- For example, if an article had four main sections, home groups of 4 would be created. Each member of the group would be assigned a section of the article corresponding to their number. Expert groups are formed in which all members will read the section, discuss it, ensure they all understand it, create notes, examples, *etc.* to ensure they understand it completely. The time devoted to this will depend on the difficulty and complexity of the article.

**Reporting to the Home Group:** After the expert group members have read, summarized, and have a complete understanding of the information, they return to their **Home Group**. The #1 Experts teach the **Home Group** about the topic/section they were assigned; then #2, #3, #4, *etc.* Experts teach the group about the topics they were assigned.

After all the “experts” have finished teaching the group, the home group will have all the detail and information on the topic as if they had completed the assignment individually.

Refer to <http://www.jigsaw.org/steps.htm> or <http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/> for more information on how to make the most effective use of this strategy.

## Three-Step Interview

Three-step interviews can be used as an **introductory activity** or as a strategy to **explore concepts in depth**. It is a strategy that is very effective when students are solving problems that have no specific right answers.

This strategy helps students personalize their learning and listen to and appreciate the ideas and thinking of others. The “interviewer” has to engage in active listening and then paraphrase the comments of the “interviewee”.

**Process:**

1. In step one the teacher presents an issue or topic about which varying opinions exist and poses several questions for the class to address.
2. Step two, one of the students assumes the role of the interviewer and the other becomes the interviewee. The interviewer asks questions of the interviewee to elicit their views or ideas on the issue/topic, within a specified time period. The interviewer paraphrases the key points and significant details that arise.
3. Step three, after the first interview has been completed, the students’ roles are switched.
  - Example: after viewing a video on an environmental issue, interviews can be conducted to elicit student understanding or views.
  - Example: after reading about or discussing a concept or issue, students could engage in the interview process to clarify their understanding.

*Extension:* Each pair of students can team up with another pair to discuss each other's ideas and to share interesting points that were raised.

After each student has had a turn, the pairs can be invited to share points that they found interesting with the class. After all interviews have been done, the class writes a summary report of the interview results. This could be done individually or as a whole group activity.

## Roundtable

The Roundtable is a useful strategy for brainstorming, reviewing, or practicing a skill.

Process:

- Students are arranged in a group of 4 to 6. Each group is provided with a single sheet of paper and pen. The teacher poses a question or provides a starting point.
- Students take turns responding to the question or problem by stating their ideas aloud as they write them on the paper. It is important that the ideas be vocalized for several reasons:
  - ▶ silence in a setting like this is boring;
  - ▶ the other team members are able to reflect on the thoughts of the other students;
  - ▶ greater variety of responses will result because teammates learn immediately that someone has come up with an idea that they might have been thinking of; and
  - ▶ by hearing the responses said aloud students do not have to waste valuable brainstorming time by reading the previous ideas on the page.
- Students continue to pass around the paper until time expires or until a group runs out of answers. Team members are encouraged not to skip turns. However, if their thoughts are at a standstill, they are allowed to “Pass”.

*Sample roundtable activity:* A political cartoon depicting a philosophical or satirical comment could be

displayed. One student draws or writes a reaction or explanation of what is being viewed and then passes the paper to other members of the team for them to write what they see in the visual.

Roundtable is most effective when used in a carefully sequenced series of activities. The brainstorming can reinforce ideas from the readings or can be used to set the stage for upcoming discussions. The multiple answers encourage creativity and deeper thinking among the team members.

## Round Robin Brainstorming

Process:

- The class is divided into small groups of 4 to 6 students per group with one person appointed as the recorder. The teacher poses a question with many possible answers and students are given time to think about answers.
- After the “think time”, members of the team share responses with one another in round robin style. The recorder writes down all the responses or reactions of the group members.
- The person to the left of the recorder gives their response and the recorder writes it down. This is similar to Roundtable except that one person records the responses.
- Each person in the group in order gives a response until time expires.

*Sample roundtable activity:* A political cartoon depicting a philosophical or satirical comment could be displayed. One student records the reactions or explanations by each group member of what is being viewed.

*Sample roundtable activity:* Students could be asked to list the pros and cons that a particular practice has on society.



## Appendix E — Suggested Instructional Strategies (expanded)

### *Assigned Questions*

- students are provided with a set of questions related to new or previously learned material
- may be a component of problem solving
- may be a component of critical thinking
- may be used for reflection and self-evaluation
- may be an element of programmed instruction
- may be used in guided inquiry
- may be used as the starting point for cooperative group learning
- may be used to guide/direct learning, exploration, experimentation, and/or observation

### *Authentic Experiences*

- are real life learning experiences that require careful planning
- factors such as safety, liability, weather, transportation costs, time and availability have to be considered
- may include field trips, school visitations by outside resource people, surveys, and field observations

### *Brainstorming*

- a process of rapidly generating ideas or responses
- all contributions are accepted without judgement or comment (this includes nods of agreement) and without editing the words of the contributor (this includes “you mean to say ... , or this is the same as ... )
- a means of extending boundaries and encouraging creative ideas
- a means of quickly getting a wide range of ideas on a topic or issue

- can be used as a precursor to refining or categorizing ideas/responses
- is intended to capitalize on the varied experiences, knowledge, and ideas of the group
- can be playful with many ideas encouraged and accepted

### *Concept Attainment*

- students are provided with data about a particular concept generated by themselves or their teacher and are encouraged to classify or group the information and to give descriptive labels to their groupings.
- students link the examples to the labels through their own reasoning and form their own understanding of the concept.
- students participate actively in their own learning
- students organize and manipulate information
- students create new and expanded meaning of their information

### *Conferencing*

- occurs when teachers meet with individual or small groups of students to discuss learning tasks or concerns
- encourages students to talk about their work in a non-threatening low-risk environment where points of view are shared and respected
- allows for an open exchange of ideas between the teacher and the learner
- teachers can guide students and provide feedback
- encourages students to reflect on their learning, engage in self-assessment and make decisions on how to approach tasks



- is an appropriate setting for encouraging independence and promoting self-confidence

### *Computer-Assisted Instruction*

- an instructional mode which incorporates the computer into the lesson plan
- can include word processing, drill and practice, tutorial, problem solving, critical thinking, creativity, simulation
- may be an independent or cooperative small group learning
- may be appropriate for individualizing instruction
- fosters active involvement
- allows for independent and collaborative decision making
- appropriate for programmed instruction

### *Cooperative Small Group Learning*

- an approach to organizing classroom activity so that students can work collaboratively and build on one another's strengths and ideas
- group members share clearly defined roles and are interdependent in achieving the main goal
- students learn the importance of respecting individual views and maintaining group harmony
- students must be working towards a common goal
- success at achieving the goal depends on the individual learning of all group members
- the teacher's role is primarily that of facilitator in guiding students as social groups and learning teams as they engage in activities such as identifying problems, generating solutions and practicing skills
- successful use of this method requires professional development and practice

### *Demonstrations*

- can provide verbal and non-verbal information, techniques and procedures
- can illustrate the end product of a process
- can provide a model for reproducing a procedure or creating a product
- can involve the collection and organization of materials
- allow students to receive information through tactile and visual means

### *Explicit Teaching*

- direct telling
- making statements
- giving information or directions
- explaining procedures
- is largely teacher-centred
- can be large group or small group
- can be used to motivate the learner
- may stimulate reflection
- can challenge the imagination
- may develop curiosity and a sense of inquiry
- may include teacher talk; lecture approach; mini-lessons; instruction giving

### *Field Trips*

- involve teaching/learning activities at a site other than the classroom
- involve activities that are appropriate for learning outcomes
- require careful planning in order to make the link to learning outcomes
- should spark student interest, discussion, questioning,
- may provide "hands on" experience



- may involve application of previous knowledge or acquisition of new knowledge
- should involve follow up such as reports, discussions, and/or evaluation
- reflect the real world and put learning in the context of the community
- broaden the student's view
- students realize that there is often more than one answer to a question; more than one solution to a problem.

### *Interviewing*

- involves individuals, pairs or small groups collecting information from peers, younger students, older students, and adults
- involves focused thought and active thinking to develop questions and explore ideas
- requires interpersonal and listening skills; the student must listen respectfully, react to, and interpret the views and experiences of others
- uses language to articulate and clarify one's thoughts, feelings, and ideas
- allows exchange of ideas, increased understanding and new awareness of a previous knowledge
- involves follow up activities

### *Guided Practice*

- can be individual, student centred and needs based
- may be small group
- used to monitor student performance and practices (*e.g.*, signs of respect, appropriate behaviour)

### *Inquiry*

- elements of inquiry include thinking, reflecting, developing relevant questions and planning appropriate strategies for generating answers and explanations
- allows students to experience and acquire processes through which they can gather information about the world in a variety of ways from a variety of sources.
- allows for a high level of interaction among the learner, teacher, the area of study, available resources and the learning environment
- allows students to act upon their curiosity and interests
- encourages students to formulate questions and analyse situations/problems/information
- calls upon prior learning
- encourages hypothesis development and testing (new questions and hypotheses often emerge as the inquiry continues)
- students make inferences and propose solutions

### *Learning Contracts*

- teacher may initially provide terms and conditions, identify resources and set basic timelines
- the student, parents and other professionals may be involved in designing the contract (such as expectations, conditions, evaluation criteria, time frame, consequences)
- provide a method of individualizing instruction
- can be designed so that students operate at the academic level and the pace most suited for them
- can help students make reasoned choices, become increasingly independent learners and take responsibility for their own learning
- must be age and situation appropriate

### *Personal or Self-reflection/Journaling*

- allows individuals to think about their level of knowledge, their beliefs and values
- facilitates personal goal setting and planning
- supports privacy
- respects the personal quality and uniqueness of the individual
- allows students to reflect on what they have learned or are about to learn
- allows students to pose questions and react to learning experiences

### *Problem Solving*

- application of knowledge, skills, ideas, resources and processes to generate one or many solutions to a problem
- may follow the scientific method
- can be a practical skill
- may include strategies such as trial and error, brainstorming, What if/I suppose, attribute listing, forced relationships, idea check list and imaging

### *Projects*

- teachers should provide examples of any projects required and clearly discuss all guidelines
- include assigned tasks that provide an opportunity for all learners to consolidate/synthesize learning from a number of disciplines or experiences
- usually involves learners, alone or in small groups, working on a task for an extended time period (the actual time frame may depend to some degree on the ages of the learners involved), usually to produce a tangible product such as a model, a demonstration, a report or a presentation

- may be used to relate knowledge to their own experiences and/or to the broader community
- may involve research
- usually involves extending/enriching/reinforcing learning
- should be focused (*e.g.*, subject matter concept, interdisciplinary theme, action projects)
- should include clearly defined task descriptions such as: interview, compare opinions, make a model, find contrasting views on, create a dramatic presentation
- should include a criteria for planning and evaluation
- students should clearly understand the requirements of the project
- should include clear time lines, and ongoing progress reports

### *Questioning*

- can be used to diagnose recall and comprehension skills
- can be convergent and/or factual
- may draw on prior learning experience
- can determine the extent to which lesson outcomes are being achieved
- provides practice
- aids retention of information or processes
- stimulates thinking
- encourages expression
- can be empirical
- can be conceptual

### *Role Play*

- is the spontaneous or practiced response to a given situation or theme where the learner attempts to speak, feel, behave like the character they portray
- is designed to illustrate situations in which the behaviour of individuals is the critical factor
- can be part of a game or simulation activity
- is an approach to addressing interpersonal problems and practicing social and communication skills
- allows for high level of student engagement
- promotes independent and self-determined behaviour
- promotes increased understanding of the views, positions and feelings of others
- facilitates attitudinal and behavioral change
- encourages cooperation and sharing
- can be used to resolve decision-making dilemmas, resolve conflict, determine appropriate behavioral responses
- teachers must define the problem situation and problem clearly as well as give very clear instructions

### *Simulation*

- allows for types of experiments/activities that cannot take place in the real environment
- an artificial problem situation or event is presented which represents some aspect of reality
- removes risk and reduces safety considerations
- the level of complexity is purposefully reduced so that students may become directly involved with underlying concepts
- may involve the use of models, game formats, structured role play or an interactive video or computer program

# Appendix F – Imagine Canada Factsheet

# The Nonprofit and Voluntary Sector in Canada



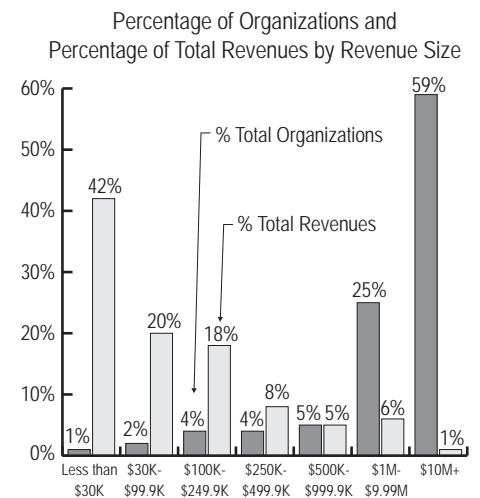
According to the 2003 National Survey of Nonprofit and Voluntary Organizations (NSNVO), there are approximately 161,000 nonprofit and voluntary organizations in Canada. Collectively, these organizations report annual revenues of \$112 billion and employ over 2 million people. When Hospitals, Universities and Colleges are excluded, the sector has \$75 billion in annual revenues and 1.3 million employees.

Canada's nonprofit and voluntary organizations report a total volunteer complement of 19 million people. These volunteers collectively contribute more than 2 billion hours of volunteer time per year, which is the equivalent of approximately 1 million full-time jobs. Organizations also report some 139 million memberships, an average of approximately 4 memberships per Canadian.

and Colleges account for less than 1% of organizations, they account for one-third (33%) of total revenues.

## Revenue Size

Most revenues are concentrated among a comparatively small number of very large organizations. Although just 1% of organizations report annual revenues of \$10 million or more, these organizations account for well over half (59%) of total revenues in the sector. In contrast, the 42% of organizations with annual revenues less than \$30,000 collectively account for just 1% of total revenues.



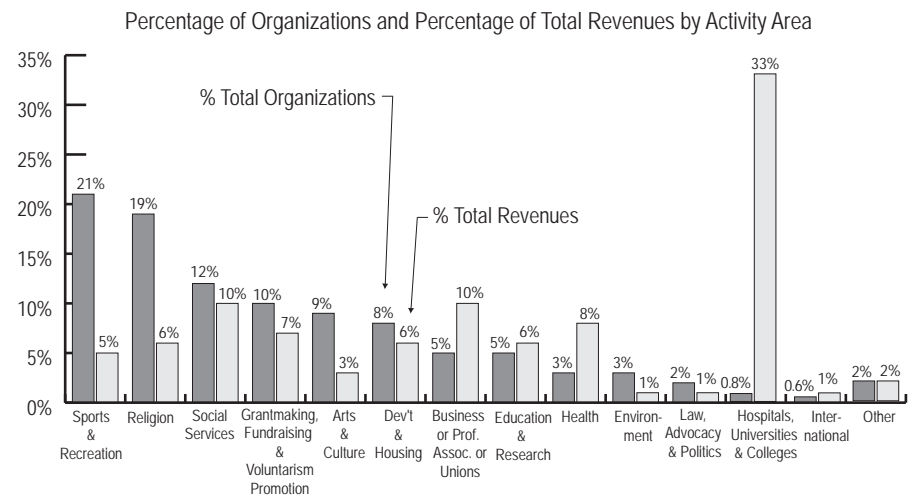
Canada's nonprofit and voluntary organizations. Just over one third (35%) of total revenues comes from earned income, 13% comes from gifts and donations, and the balance (3%) comes from other sources. When Hospitals, Universities and Colleges are excluded, this picture changes considerably. In this scenario, 36% of revenues

## Revenue Sources

Revenues from government account for 49% of total revenues reported by

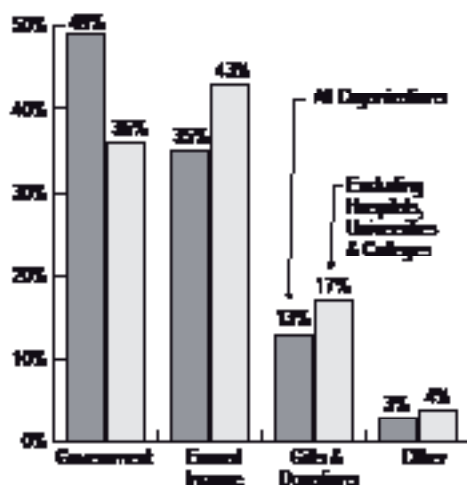
## Activity Area

Sports and Recreation organizations are the most common type of organization in Canada, accounting for 21% of all organizations. Religious organizations are the next most common at 19%. Other common types are Social Services (12%), Grantmaking, Fundraising and Voluntarism Promotion (10%), and Arts and Culture (9%). Although Hospitals, Universities



## The Nonprofit and Voluntary Sector in Canada

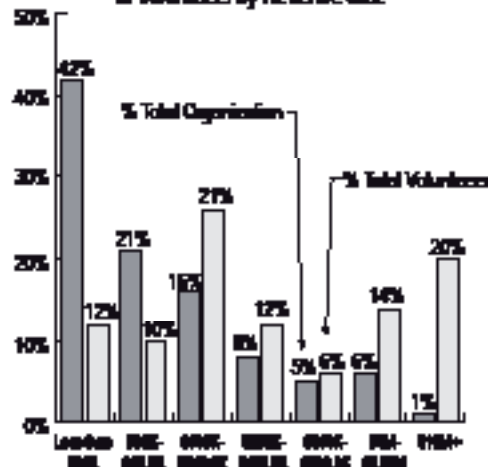
Percentage of Total Revenues by Source



come from government, 43% from earned income, 17% from gifts and donations, and 4% from other sources.

Volunteers tend to be concentrated among larger nonprofit and voluntary organizations. Less than one quarter (22%) of all volunteers serve the 63% of organizations that have annual revenues under \$100,000. In comparison, 20% of volunteers serve the 1% of organizations with annual revenues of \$10 million or more.

Percentage of Organizations and Percentage of Volunteers by Revenue Size



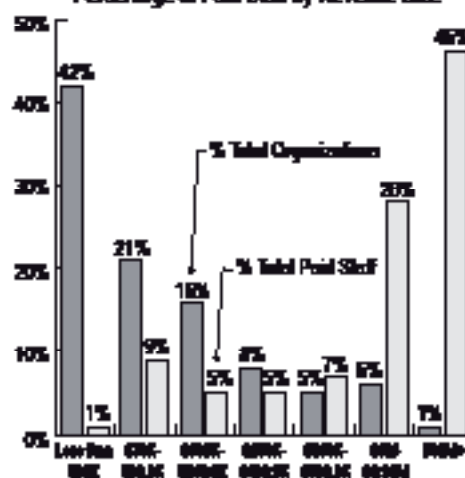
### Employees

Fewer than half (46%) of Canada's nonprofit and voluntary organizations have paid staff. Collectively these organizations employ approximately

2 million people (1.3 million when Hospitals, Universities and Colleges are excluded). Over half (56%, or 1.1 million people) of these employees work full-time and almost two-thirds (65%, or 1.3 million people) hold permanent positions.

Paid staff are heavily concentrated among large organizations. Nearly half (46%) of all paid staff positions in the nonprofit and voluntary sector are with the 1% of organizations that have annual revenues of \$10 million or more. Conversely, the 42% of organizations with annual revenues under \$30,000 employ just 1% of paid staff.

Percentage of Organizations and Percentage of Paid Staff by Revenue Size



### Volunteers

Virtually all of Canada's nonprofit and voluntary organizations rely on volunteers to some degree, and more than half (54%) rely solely on volunteers as they have no paid staff. Of the 19 million volunteers reported by organizations, 7% serve on boards of directors, while the remaining 93% are engaged in non-board roles such as helping to deliver programs and services, or fundraising.

The National Survey of Nonprofit and Voluntary Organizations (NSNVO) was conducted by a consortium of organizations consisting of Imagine Canada (formerly the Canadian Centre for Philanthropy), l'Alliance de recherche université-conseillers en services sociaux et l'Observatoire de Québec & Montréal, the Canada Trust Foundation, the Canadian Council on Social Development, the Capacity Development Network at the University of Victoria, the Community Service Council of Newfoundland and Labrador, the Voluntary and Non-profit Sector Organization of Manitoba, Queen's University School of Policy Studies, and Statistics Canada.

A summary of the survey findings may be found in *Communities of Change: Highlights of the National Survey of Nonprofit and Voluntary Organizations*, available at [www.imaginecanada.ca](http://www.imaginecanada.ca).



Canada

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Funded by the Government of Canada through the Voluntary Sector Initiative.

## Appendix G — Guess the Country

The purpose of this small group activity is to challenge students to recognize assumptions about other cultures. The purpose is not to berate or belittle assumptions but simply to recognize that assumptions and pre-conceived ideas about “other” exists.

### Process:

1. Divide the class into small groups.
2. Half of the groups receive clue card A; the other half receive clue card B. Both halves are discussing clues associated with India but clue card A discusses clues that reflect aspects linked to Western nations (Canada, US, Europe) and clue card B discusses clues that reflect non- Western aspects.
3. Provide a set amount of time for the groups to discuss their clues and decide on a final response to “What country is being described?”
4. Reassemble students in a large group setting and ask a representative from each group to explain the group's choice. List the group's responses for the class.
5. Reveal the answer, that both lists describe the same country: India. Debrief the activity using the following questions (suggested):
  - Why was India hard to see?
  - Where do we get our ideas about other countries? Students may respond with TV (media), films or movies, racism, music industry, peers, geography, *etc.*
  - Is there an ideal response to this issue? What might it be?
  - How can we gain a global perspective which is not ethnocentric? Students may suggest reading world literature, creating email connections with classes around the world, taking part in international projects, reading newspapers from other places, watching foreign (usually subtitled) films, *etc.*





**COUNTRY A**

**Guess the country associated with the clues listed below.**

- strong entertainment industry
- thriving computer industry
- rail system links all major centres and cities
- constitutional democracy with an assembly of elected representatives
- well developed tourism industry
- fourth in the world in the number of universities
- extensive cell phone network throughout the country

**COUNTRY B**

**Guess the country associated with the clues listed below.**

- most of the population dependent on rice
- majority of people are rural
- huge slums in major cities
- problems of flooding, but also drought
- religious violence sometimes spoils the multicultural society
- 845 of the world's 4,400 languages are spoken in this country
- has a sacred river which attracts thousands of tourists every year



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## Section 5 - Resources

### Authorized Resources

*Ethics & Social Justice: Selected Readings* (2010) Department of Education (ISBN: 978-1-55146-425-1)

### Suggested Teacher Resources

Bigelow, Bill and Peterson, Bob (2002) *Rethinking Globalization: Teaching for Justice in an Unjust World*. Milwaukee, Wisconsin: Rethinking Schools Press

Buller, Laura (2005) *A Faith Like Mine*. New York: DK Publishing

Evans, Mark and Reynolds, Cecilia (2004) *Educating for Global Citizenship in a Changing World*. Toronto, ON: OISE/UT [online] <<http://cide.oise.utoronto.ca/globalcitizenship.php>>

Godinho, Sally and Wilson, Jeni (2007) *Out of the Question*. Markham, ON: Pembroke Publishers Ltd.

Kielburger, Craig and Kielburger, Marc (2008) *Take Action: A Guide to Active Citizenship*. Toronto, ON: Me To We Books

Kielburger, Craig, Kielburger, Marc and Shankara, Deepa (2008) *Take More Action: How to Change the World*. Toronto, ON: Me To We Books

“The Role of Questions in Teaching, Thinking and Learning” (2009) *Critical Thinking Handbook: Basic Theory and Instructional Structures* [online] <<http://www.criticalthinking.org/articles/thinking-some-purpose.cfm>>

Wright, Andrew and Brandon, Ann-Marie (2000) *Learning to Teach Religious Education in the Secondary School*. New York: Routledge Falmer



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