

Education Partnerships Program

# Life Skills and Transitions Curriculum

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Life Long Learning



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## Table of Contents

Introduction.....	2
Curriculum Implementation Suggestions.....	3
Grade 7 Life Skills and Transitions Activity Overview .....	4
Grade 7 Life Skills and Transitions Resources.....	5
Activity 1: Respect: Self-esteem & Self-confidence.....	6
Activity 2: Problem Solving .....	9
Activity 3: Decision Making .....	13
Activity 4: Looking Past Tomorrow and Today .....	16
Activity 5: Online Etiquette .....	19
Activity 6: Telephone Skills .....	22
Grade 8 Life Skills and Transitions Activity Overview .....	26
Grade 8 Life Skills and Transitions Resources.....	27
Activity 1: Respecting Community & Property .....	29
Activity 2: Urban Settings.....	32
Activity 3: Making Plans for the Future .....	37
Activity 4: Social Leisure: Friendship, Social Interaction & Emotions .....	40
Activity 5: Asking Questions & Finding Answers.....	44

## Introduction

The purpose of the Life Skills and Transitions Curriculum is to help students and young people develop the skills needed to cope in the world. The main topics in this curriculum are heavily researched and accepted areas of need for development. These topics are expanded in units developed for Grade 7 and Grade 8 students.

The Life Skills and Transitions Curriculum is organized around five week blocks that can be accomplished in their respective grades at any time during the school year. This curriculum can be used as an intensive study in some areas, a general study in other areas, or a combination of both.

One of the goals of the Life Skills and Transitions Curriculum is to provide instruction that supports the students' transition into community and adult life. Every activity has opportunities to make community connections and life in the community important and relevant.

The Grade 7 and Grade 8 units include cultural components relevant to many communities and can be adapted to meet the needs of any community. It is intended that the content be adapted to meet the cultural needs of the students and that they find information that helps them be good, healthy community members.

Included in this curriculum are activities derived from various topics. Each activity includes expectations, teaching/learning strategies, adaptations and assessments, and resources suitable for all students.

In implementing this Life Skills and Transitions Curriculum; note that the scope and sequence is extensive and yet open-ended for whatever class you might have.

## Curriculum Implementation Suggestions

### A. Review the entire curriculum

- Read through the activity overviews at the beginning of the each grade.
- Determine the special needs that your students may have and list these needs so that they may be addressed as you proceed.
- Decide what topics you might be able to use for the time you have been allotted for the class. Some of the topics in each unit may need more time but all topics should be covered by all students. Adaptations and modifications have been included to address their needs.

### B. Determine a plan

- Plan out the number of classes needed for the unit.
- Organize the materials required.
- Choose activities that suit the needs of the students. Change these if necessary.
- Review the assessments listed and choose methods of evaluating the students.
- Ensure that the resources listed are downloadable.
- Involve people from the community if they can be helpful to you and your students.
- Encourage independence with the students and decision making on their part. At times it may be valuable to have students help pick additional topics of their choice.

### C. Review the resources

- Each topic has a number of resources online. There is no need for textbooks and this keeps costs to a minimum. There are some materials needed such as cameras but costs for these should be minimal. The resources listed are pertinent for the students in our communities. They have cultural aspects and follow what is currently relevant for young adults, e.g., the topic of online etiquette is very relevant and deals with the hard topics of cyberbullying and chatting.

The Life Skills and Transitions Curriculum is designed to be teacher friendly and student useful. Students need to feel successful and this curriculum allows for that in every activity and for every topic. The Grade 7 unit may be taught as part of the Health & Physical Education Curriculum, while the Grade 8 unit may be taught alone or perhaps as a locally developed option. It is vital that students learn this information before they enter the world outside of their home communities.

## **Grade 7 Life Skills and Transitions Activity Overview**

The activities listed below are designed to support all students in becoming successful contributing members of society on- and off-reserve.

Activity 1: Respect: Self-esteem & Self-confidence (5 classes or 150 minutes)

Activity 2: Problem Solving (5 classes or 150 minutes)

Activity 3: Decision Making (5 classes or 150 minutes)

Activity 4: Looking Past Tomorrow and Today (5 classes or 150 minutes)

Activity 5: Online Etiquette (3 classes or 90 minutes)

Activity 6: Telephone Skills (2 classes or 60 minutes)

## Grade 7 Life Skills and Transitions Resources

TOPIC	RESOURCE
<b>RESPECT: SELF ESTEEM &amp; SELF CONFIDENCE</b>	What is respect? <a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=287&amp;id=2356">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=287&amp;id=2356</a> 10 tips for improving self-esteem <a href="http://www.youtube.com/watch?v=Oc-B536E6MY">http://www.youtube.com/watch?v=Oc-B536E6MY</a> Games to help build self-respect <a href="http://www.kidsplayandcreate.com/self-esteem-character-building-activities-for-kids/">http://www.kidsplayandcreate.com/self-esteem-character-building-activities-for-kids/</a> Self-respect quotes <a href="http://www.goodreads.com/quotes/tag/self-respect">http://www.goodreads.com/quotes/tag/self-respect</a>
<b>PROBLEM SOLVING</b>	Problem solving skills <a href="http://www.mindtools.com/pages/article/newTMC_00.htm">http://www.mindtools.com/pages/article/newTMC_00.htm</a> <a href="http://www.mindtools.com/pages/main/newMN_TMC.htm">http://www.mindtools.com/pages/main/newMN_TMC.htm</a>
<b>DECISION MAKING</b>	Decision making techniques <a href="http://www.mindtools.com/pages/main/newMN_TED.htm">http://www.mindtools.com/pages/main/newMN_TED.htm</a> Decision making: An introduction <a href="http://www.skillsyouneed.com/ips/decision-making.html">http://www.skillsyouneed.com/ips/decision-making.html</a> Decision making skills & techniques guide <a href="http://www.time-management-guide.com/decision-making-skills.html">http://www.time-management-guide.com/decision-making-skills.html</a>
<b>LOOKING PAST TOMORROW AND TODAY</b>	How to do a job search <a href="http://jobsearch.about.com/od/findajob/">http://jobsearch.about.com/od/findajob/</a> Top ten dos and don'ts for a job search <a href="http://jobsearch.about.com/od/findajob/tp/jobsearchdosdnts.htm">http://jobsearch.about.com/od/findajob/tp/jobsearchdosdnts.htm</a> Career profiles info <a href="http://www.careerprofiles.info">http://www.careerprofiles.info</a> Canada careers <a href="http://canada.careers.org">http://canada.careers.org</a>
<b>ONLINE ETIQUETTE</b>	What is netiquette? <a href="http://www.techterms.com/definition/netiquette">http://www.techterms.com/definition/netiquette</a> Netiquette rules safety sheet <a href="http://voices.yahoo.com/10-best-rules-netiquette-1952570.html">http://voices.yahoo.com/10-best-rules-netiquette-1952570.html</a> <a href="http://www.kidsandmedia.co.uk/netiquette/">http://www.kidsandmedia.co.uk/netiquette/</a> Game safety <a href="http://digitalhippos.net/gaming/editorial/the-rules-of-online-gaming-etiquette">http://digitalhippos.net/gaming/editorial/the-rules-of-online-gaming-etiquette</a> Cyberbullying <a href="http://www.youtube.com/watch?v=0nOZKkypaQg">http://www.youtube.com/watch?v=0nOZKkypaQg</a>
<b>TELEPHONE SKILLS</b>	Local telephone books

## Activity 1: Respect: Self-esteem & Self-confidence

**Time: 5 classes or 150 minutes**

<p><b>EXPECTATIONS:</b> The students will understand the concept of respect and develop a sense of self-respect, self-esteem, and self-worth.</p>	
<p><b>MATERIALS NEEDED:</b> colored paper pre-cut puzzle pieces scissors old magazines</p>	
<p><b>TEACHING/LEARNING STRATEGIES:</b> Introduction</p>	<p>Introduce <b>respect</b> for self by asking the following:</p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What is respect?</li> </ul> <p>Discuss how one gains, earns, gives and builds respect and self-esteem</p>
<p>Body</p>	<p><b>Respect</b> Give each student a piece of coloured paper. Have them write in their own words definitions of respect. On the back of the same paper, have students make a list of people in the community that deserve respect and why.</p> <p><b>Respect for self</b> Ask the following:</p> <ul style="list-style-type: none"> <li>• Why should I respect myself?</li> <li>• Do I deserve my own respect?</li> </ul> <p>Have students build a mind map showing ways in which they can respect themselves.</p> <p><b>What makes me happy</b> Hand each student ten different pre-cut puzzle pieces, Have each student write one thing that makes them happy on each puzzle piece. As the students complete the puzzle it makes a complete happy person. Ask the following:</p>



	<ul style="list-style-type: none"> <li>• What does self-esteem look like?</li> </ul> <p>Draw a pyramid on the board using brick shaped blocks. Have class fill in bricks with things that they can do to improve self-esteem.</p>
<p><b>ADAPTATION &amp; ASSESSMENT:</b></p> <p>Introduction</p> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>-for more visualization and understanding for the students who do not comprehend vocabulary well, make a life size person and place vocabulary on the person showing self-esteem and respect ideas</li> <li>-<i>anecdotal notes</i> that explain the self-esteem level of the students</li> </ul> <p>Body</p> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>-ensure students understand definition of respect</li> <li>-create a list of community members with whole class who deserve respect</li> <li>-<i>3 point rubric</i></li> <li>-defines respect adequately</li> <li>-lists community members</li> <li>-gives an oral definition about respect</li> </ul> <p><b>Respect for self</b></p> <ul style="list-style-type: none"> <li>-use a key ring for each student</li> <li>-present a number of vocabulary key words that describe respect for self</li> <li>-choose five words that work for themselves</li> <li>-put the words on cards and put them on the key ring to carry with them</li> <li>-<i>3 point rubric</i></li> <li>-puts words on cards</li> <li>-relates words to self</li> <li>-completes the sentence: I deserve respect for me because ...</li> </ul> <p><b>What makes me happy?</b></p> <ul style="list-style-type: none"> <li>-no adaptations needed</li> <li>-<i>anecdotal notes</i> on students working individually and as whole class</li> </ul> <p>Note: Suggested assessment instruments in this and following activities are indicated by italics.</p>	
<p><b>TEACHER RESOURCES:</b></p> <p>What is respect?</p> <p><a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=287&amp;iid=2356">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=287&amp;iid=2356</a></p>	

10 tips for improving self-esteem

<http://www.youtube.com/watch?v=Oc-B536E6MY>

Games to help build self-respect

<http://www.kidsplayandcreate.com/self-esteem-character-building-activities-for-kids/>

Self-respect quotes

<http://www.goodreads.com/quotes/tag/self-respect>

**STUDENT RESOURCES:**

## Activity 2: Problem Solving

**Time: 5 classes or 150 minutes**

<p><b>EXPECTATIONS:</b> The students will describe a variety of problem solving techniques to develop quick thinking skills and the ability to face situations with confidence.</p>	
<p><b>MATERIALS NEEDED:</b> school year calendar computers with Internet access</p>	
<p><b>TEACHING/LEARNING STRATEGIES:</b> Introduction</p>	<p>Introduce <b>problem solving techniques</b> by asking the following:</p> <ul style="list-style-type: none"> <li>• Why do we need different techniques/ways to solve problems?</li> <li>• How do we break the problem down into manageable parts?</li> </ul> <p>Discuss with the class the four parts of problem solving process. Explain that there are many, many ways to solve problems and that, at the end of the day, they as adults need to find, experiment, and discover which one works best for them in a given situation.</p> <p>The have students` google problem solving techniques (images) for lots of great, easy to follow charts to help them solve problems.</p>
<p>Body</p>	<p><b>Quickly getting to the root of the problem</b></p> <p>In this technique, the goal is to have the students quickly look at the situation, recognize the issue and/or problem immediately, and deal with it. For example, ask the students questions from flash cards and set it up like a game show. The teacher is the host and may ask questions like the following:</p> <ul style="list-style-type: none"> <li>• What do you to do if ... the sink is over flowing? the stove is on fire? a baby is crying? your pants are wet?</li> </ul>

	<p>The idea is to get the students answer quickly by seeing the problem and dealing with it.</p> <p><b>Improving on a quick fix</b> Once the students grasp the concept of a quick fix, have them improve on their techniques. Use the same game show questions from the previous exercise, but have the students expand on the solution. This can be done individually or in groups. Stress that by expanding on the initial idea, students have opportunities to look at the root cause of the problem.</p> <p><b>Thinking outside the box</b> Creativity has a large role to play in problem solving. If something or some issue has persisted for years, the reason it's still a problem could be because of the way people are looking at it. Sometimes we need to leave our comfort zones to solve problems. The way we have done things in the past may not work anymore. Pose this long-standing problem to your students: How does the band council make the reserve good place for kids to grow up in? Let the creative juices flow by using a brainstorming chart to help the students solve this problem.</p> <p><b>Finding a permanent solution</b> Once the students understand the ways in which a problem is solved, it's time to put them all together to make a permanent solution.</p> <ol style="list-style-type: none"><li>1. Identify the problem</li><li>2. Find the root cause</li><li>3. Brainstorm solutions</li><li>4. Get feedback from all people involved or effected</li><li>5. Make a decision</li></ol>
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	<p>Pick an issue that is close to the students and work through this process. The goal at the end is to have a permanent fix to the problem.</p>		
<p>Culminating Task</p>	<p><b>March break</b>  At first this seems like a no brainer. Walk the students through all the pros and cons of extending the March break, e.g., longer school days, shorter summer break, short lunch, less long weekends, etc. The goal here is to make them see both sides of the argument or look at the problem from different angles.  Divide the class into interest groups:</p> <ol style="list-style-type: none"> <li>1. Band Councilor</li> <li>2. Teacher</li> <li>3. Student</li> <li>4. Parent</li> </ol> <p>Have students debate the pros and cons as if they were these interest groups. At the end of the debate help the class come up with the best permanent decision.</p>		
<p><b>ADAPTATION &amp; ASSESSMENT:</b>  Introduction  <b>Problem solving techniques</b>  -<i>anecdotal notes</i> on debate</p> <p>Body  <b>Quickly getting to the root of the problem</b>  -set up a chart as follows:</p> <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 100px;">Problem</td> <td>What to do?</td> </tr> </table> <p>-complete chart as a group to build confidence using questions as a guide  -<i>anecdotal comments</i> on problem solving</p> <p><b>Improving on a quick fix</b>  -find three more solutions for each of the problems using a different coloured pen to highlight each  -discuss how a bit more time gives more solutions  -3 <i>point rubric</i>  -adds more solutions  -stays on topic  -participates actively</p>		Problem	What to do?
Problem	What to do?		

**Thinking outside the box**

- put ideas on a chart for future use
- anecdotal comments* on discussion about Band Councils and their support for youth

**Finding a permanent solution**

- set up a chart as follows for students to complete:

Problem	Cause	Solutions	Feedback
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Note: There should be one problem, a few causes, at least five solutions, and feedback listed after discussion with others.

- complete this part of the activity by having students complete the following sentences:

I think we can solve this problem by ...

I think looking at many ways makes me ...

I want to problem solve because ...

This exercise made me think ...

**-5 point checklist**

- adds a problem to the chart
- provides causes to the chart
- suggests solutions to the chart
- gets feedback by talking to others
- completes the sentences

**Culminating Task****March break**

- discuss task first
- put ideas on a chart
- choose an interest group
- list ideas about that group
- debate the issue
- prepare for this by completing the chart from the previous activity
- anecdotal notes* on debate

**TEACHER RESOURCES:**

Problem solving skills

[http://www.mindtools.com/pages/article/newTMC\\_00.htm](http://www.mindtools.com/pages/article/newTMC_00.htm)

[http://www.mindtools.com/pages/main/newMN\\_TMC.htm](http://www.mindtools.com/pages/main/newMN_TMC.htm)

**STUDENT RESOURCES:**

Computers with Internet access

### Activity 3: Decision Making

**Time: 5 classes or 150 minutes**

<p><b>EXPECTATIONS:</b> The students will develop effective decision making strategies for everyday living.</p>	
<p><b>MATERIALS NEEDED:</b> computers with Internet access jot journals projector or smart board</p>	
<p><b>TEACHING/LEARNING STRATEGIES:</b> Introduction</p>	<p>Review <b>decision making strategies</b> by asking the following:</p> <ul style="list-style-type: none"> <li>• Who do you talk to?</li> <li>• Who is your support circle?</li> <li>• What skills do you have that can help?</li> <li>• How much time do you have to react to the situation?</li> <li>• Does this decision affect others?</li> <li>• Do you know what to do without talking to someone?</li> <li>• Is this a matter for the police?</li> </ul> <p>Have students use the Internet to find additional decision making tactics.</p>
<p>Body</p>	<p><b>Decision making situations</b> Over the course of this activity, have students randomly chose scenarios out of a WHAT IF hat to be solved. Students use decision making strategies and problem solving techniques to effectively solve the situations and make effective decisions to meet the needs of all involved. The following scenarios could be used:</p> <ol style="list-style-type: none"> <li>1. Someone has fallen down the stairs at school.</li> <li>2. Someone is bullied in a corner.</li> <li>3. Your best friend is pregnant.</li> <li>4. Your best friend's father has been violent with him/her.</li> <li>5. A junior student is being treating</li> </ol>

	<p>unfairly by senior students.</p> <ol style="list-style-type: none"> <li>6. You catch a junior student vandalizing the school.</li> <li>7. A group of friends go to the mall and all of the friends but one wants to shoplift. The friend who does not want to shoplift should ...</li> <li>8. A group of friends are at a party and someone offers you alcohol. All but two of you instantly say yes. The others are not sure but eventually are convinced they should drink also. What should have happened?</li> <li>9. Your friends think they want to skip school and see the latest movie that just came out. You do not think this is a good idea and you stay at school. Later your friends have little to do with you. What should you do?</li> <li>10. Your friends are making fun of someone in a wheelchair. They try to get you to join in. What do you do and why?</li> </ol>
Culminating Task	<p><b>Winter formal</b></p> <p>On the way home from a winter formal, the car ahead of you skids off the road and flips into a small ravine. You know that there were 3 people in the car. You also know that alcohol was present. Assuming people are hurt, list in point form your immediate actions. Include who you would call, what you would do immediately, and what steps could be taken in the future to avoid the situation.</p>
<p><b>ADAPTATION &amp; ASSESSMENT:</b></p> <p>Introduction</p> <p><b>Decision making strategies</b></p> <ul style="list-style-type: none"> <li>-place key words on smart board or chart for future reference</li> <li>-<i>anecdotal notes</i> on discussion</li> </ul>	



## Body

### **Decision making situations**

- use WHAT IF scenarios as a centre
- support students as they try to remember what to do
- help students to use the chart and the key words
- each scenario should be used as a role play to help students visualize what can happen in these scenarios
- marking scheme* for 5 scenarios (4 points per scenario) /20
- participates in the role plays
- uses correct ideas in terms of safety
- uses key vocabulary correctly
- shows evidence of thinking on the spot

## Culminating Task

### **Winter formal**

- provide students with the following chart headings:
 

Immediate Actions	Prevention
-------------------	------------
- do this activity in pairs
- use the key word list
- ask questions if needed
- use probing questions when supporting students here

Note: This is a very important activity. It is real life and needs to be learned well. The chart should be kept for the future reference.

- marking scheme* /5
- makes a statement about what is found to begin with
- lists what to do immediately
- identifies who should be called
- mentions how to keep calm and how to keep injured persons calm
- lists prevention ideas

### **STUDENT RESOURCES:**

Computers with Internet access

## Activity 4: Looking Past Tomorrow and Today

**Time: 5 classes or 150 minutes**

<p><b>EXPECTATIONS:</b> The students will investigate opportunities to begin planning for the future.</p>	
<p><b>MATERIALS NEEDED:</b>  blank paper for a mind map  coloured pens or pencils  computers with Internet access  career profile sheet (see resources)</p>	
Introduction	<p>Introduce the concept of a <b>mind map</b>. Have students create a mind map about their strengths being sure to include the following: a picture of themselves in the center, a list their strengths and abilities, a list of any skills they might have, and any character traits that describe them as individuals</p>
Body	<p><b>Career search</b>  In small groups, have students create a list of jobs available within the community. Discuss as a group and create a master list.  As a whole class, make a list of jobs and careers that students are aware of throughout the world.  Have students use computers to google careers and find the career that they are most interested in.</p> <p><b>Career Profile</b>  Have students complete the career profile handout to determine the steps students need to take in achieving their careers.  Note: It is important in this section to have the guidance or social counselor provide direction for students in regards to high school course selections and career profiles.</p>

**ADAPTATION & ASSESSMENT:**

Introduction

**Mind map**

- create a word bank with and for the students as a lack of vocabulary skills sometimes hinders the thought process
- help students categorize the vocabulary, character traits, skills for the workplace, skills for interpersonal tasks, skills that build character, etc., some skills may overlap into more than one category and this should be discussed
- knowing one self and the strengths and weaknesses that the students have is vital to choosing careers and making good decisions
- help students understand what they might be suited for in the future
- anecdotal comments* about the activity and the knowledge that students seem to possess about themselves
- hold student-teacher conference and ask the following:
  - What are three characteristics or skills that you have that could get you a good job?
  - Why do you think it is important to get along with people in the workplace?
  - What do you think you should work on in order to get a good job in the future?
  - Finish this sentence: The most valuable skill or character trait I have is ...

Body

**Career search**

- add information with students to the following chart:
 

Careers in my Community	Careers in the World
-------------------------	----------------------
- help and support students to find careers in general and in the world and make a list from the Internet (google)
- discuss this list with sincerity by asking the following:
  - What skills might be needed to do these jobs or careers?
  - Do you have these skills?
  - Where can you get these skills?

Note: You might want to list the pay scale for some of the careers too ... this might lead to an interesting discussion.

-5 point rubric

- adds careers to chart for community
- adds careers to chart for world
- gathers google career choices with Internet
- discusses careers with sincerity
- makes a connection to a career and self

**Career profile**

Note: This profile should be the beginning of their career booklet for the future. This booklet should contain their resume and other materials as they move through the curriculum.

-discuss all questions together and provide vocabulary as the students complete the questions

-*anecdotal comments* that focus on completion and sincerity

**TEACHER RESOURCES:**

How to do a job search

<http://jobsearch.about.com/od/findajob/>

Top ten dos and don'ts for a job search

<http://jobsearch.about.com/od/findajob/tp/jobsearchdosdnts.htm>

Career profiles info

<http://www.careerprofiles.info>

Canada careers

<http://canada.careers.org>

**STUDENT RESOURCES:**

Computers with Internet access

Career profile sheet

## Activity 5: Online Etiquette

**Time: 3 classes or 90 minutes**

<p><b>EXPECTATIONS:</b> The students will identify appropriate online etiquette and create awareness for other students and community members about the importance of proper netiquette.</p>	
<p><b>MATERIALS NEEDED:</b> computers with Internet access flip chart online safety sheet (see resources)</p>	
Introduction	<p>Introduce <b>online</b> and <b>computer etiquette</b> by asking the following:</p> <ul style="list-style-type: none"> <li>• What is etiquette?</li> <li>• Does cyberbullying happen in your community?</li> <li>• Is it safe to surf?</li> </ul> <p>Discuss many of the online dangers that teens and pre-teens face on a daily basis while surfing the internet.</p>
Body	<p><b>Etiquette</b> Ask the following:</p> <ul style="list-style-type: none"> <li>• Why is it important to follow some simple online rules?</li> </ul> <p>Have the class brainstorm the dangers one can get into while online. Be sure to touch on the following:</p> <ol style="list-style-type: none"> <li>1. Online predators</li> <li>2. Identity theft</li> <li>3. Bullying</li> <li>4. Money scams</li> <li>5. Inappropriate web sites</li> </ol> <p>Hand out an online safety sheet.</p> <p><b>Respecting online rules</b> Have the class google netiquette and discuss findings by asking the following:</p> <ul style="list-style-type: none"> <li>• What is flaming?</li> <li>• Why is it bad?</li> </ul>

	<p><b>Chatting and bullying</b>  Ask the class for a bullying example that they know of or have been involved with. Ask them, based on what they have learned so far, how they might have handled things differently.  Have students google cyberbullying and watch cyberbullying YouTube videos  Build a mind map of safe gaming rules and tips for younger gamers. Have the students list the pros and cons of violent games.  Make a list of games the class plays or has played, and make a class safety rating chart.</p>
<p><b>ADAPTATION &amp; ASSESSMENT:</b>  Introduction  - have a police officer come and discuss the importance of online dangers  - ensure students understand the definition of cyberbullying  - put key words on the smart board or on a chart  - <i>anecdotal notes</i> on discussion</p> <p>Body  <b>Etiquette</b>  - make an online safety sheet  - place vocabulary or key words on a chart for further discussion  - complete the safety sheets together  - <i>marking scheme</i> /5  - completes the following open-ended sentences:      Online predators are ...      Bullying online is serious because ...      Impropriety web sites are ...      Identity theft can affect me because ...      I will do ... to be safe online.</p> <p><b>Respecting online rules</b>  - define netiquette and flaming on the board or chart  - <i>anecdotal notes</i> on discussion</p> <p><b>Chatting and bullying</b>  - discuss bullying example  - make a list of safe gaming rules for others and how to know which games are safe  - <i>anecdotal notes</i> on participation and knowledge of the topic</p>	

**TEACHER RESOURCES:**

What is netiquette?

<http://www.techterms.com/definition/netiquette>

Netiquette rules safety sheet

<http://voices.yahoo.com/10-best-rules-netiquette-1952570.html>

<http://www.kidsandmedia.co.uk/netiquette/>

Game safety

<http://digitalhippos.net/gaming/editorial/the-rules-of-online-gaming-etiquette>

Cyberbullying

<http://www.youtube.com/watch?v=0nOZKkvpaQg>

**STUDENT RESOURCES:**

Computers with Internet access

## Activity 6: Telephone Skills

**Time: 2 classes or 60 minutes**

<p><b>EXPECTATIONS:</b> The students will explore the skills necessary for effective telephone communication.</p>	
<p><b>MATERIALS NEEDED:</b> computers with Internet access flip chart</p>	
Introduction	<p><b>Telephone activity</b> Brainstorm words for common telephone tasks. Be sure to include wrong number, appointment, take a message, receptionist, supervisor, invitation, calling in sick, calling in late, vehicle broken, call back, etc. Put the vocabulary on a chart for future reference. Choose two of the following scenarios and have students role play each with a partner: <i>Scenario 1:</i> You call a friend about a homework assignment. <i>Scenario 2:</i> Someone called to talk to Alex and his number is 555-4481. Your number is 555-4881. No one at your house is called Alex. <i>Scenario 3:</i> You call Susan to come for supper on Saturday. <i>Scenario 4:</i> You are the receptionist at a school. There has been a terrible storm and many people cannot get to work. The phone is ringing steadily.</p>
Body	<p><b>Listening to messages</b> In this task, have students listen to some recorded messages and explain what was said. Students should work in pairs: Have students listen to any two messages and explain them to their partner. The following messages should be prerecorded:</p>



*Message 1:* Thank you for calling the clinic. To better assist you, please select from one of the following options: If this is an emergency please press 1, if you are calling to make an appointment please press 2, if you are calling to cancel an appointment please press 3, if you are calling to talk to a nurse please press 4.

*Message 2:* Thank you for calling Bell Telephone service. If you are phoning about bill payments or information about billing please press 1, if you are calling to order new services please press 2, if you are calling about some repair service please press 3, if you want to change, move or disconnect service please press 4, if you want to order a phone book please press 5.

*Message 3:* Hello, this is Mr. Smith, the principal at the high school. It has come to my attention that John has been absent from school for four days and as this is a semester school it is a lot of time missed from class. Can you please call the school and we can help to get John back to class?

*Message 4:* Hello this is Peter, Jeff's hockey coach. The tournament that was scheduled for the weekend of February 25 is now changed to March 2–3. You had said you could transport four players including Jeff and I was hoping that the change in date did not alter this arrangement. Please call me back to confirm.

Discuss these messages as a whole class and review key words that explain each message.

Have students google interesting phone messages.

### **Using the telephone book**

Students need to know how to use the telephone book and also the Internet for numbers they might need.

	<p>Prepare a centre as outlined (for stations) to reinforce and develop these skills. Each station is worth five points. Have students complete each of the following stations:</p> <p><i>Station #1.</i> Choose 5 tasks. Write the answers in your notebook. Be sure to list the station number. This station uses the white pages of the phone book.</p> <p>Locate a number for:</p> <ol style="list-style-type: none"> <li>1. Lemmon, Ronald...Sioux Lookout</li> <li>2. Gord's Taxi...Sioux Lookout</li> <li>3. Wasaya Airways...Red Lake Base</li> <li>4. Super 8 Motel...Red Lake</li> <li>5. Northern Store...Deer Lake</li> <li>6. Keewaytinook Internet High School...Deer Lake</li> <li>7. Bearskin Airlines...Balmertown</li> <li>8. Smith, S...Balmertown</li> </ol> <p><i>Station #2.</i> Choose 5 tasks. Write the answers in your notebooks. Be sure to list the number of the station in your book. This station uses the yellow pages</p> <ol style="list-style-type: none"> <li>1. You need a tire fixed. Find a business to do this and its name and phone number</li> <li>2. You need a haircut. Find a business to do this and the name and phone number</li> <li>3. You need some nails. Find a hardware store to do this and the name and phone number</li> <li>4. You need a lawyer. Find a lawyer and their name and phone number</li> <li>5. You want pizza. Find a place to get pizza and the name and phone number</li> <li>6. You need a bank. Find a bank and the name and phone number</li> <li>7. You want some Chinese food. Find a business like this and the name and phone number</li> <li>8. You want to go to a restaurant. Find a restaurant and the name and phone number</li> </ol> <p><i>Station #3.</i> Choose 5 tasks. Write the</p>
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	<p>answers in your notebook. Use the Internet to find the answers for this station.</p> <ol style="list-style-type: none"> <li>1. Find a doctor in Sioux Lookout</li> <li>2. Find a dentist in Thunder Bay</li> <li>3. Find a flight to Winnipeg from Sioux Lookout</li> <li>4. Find a flight to Thunder Bay from Red Lake</li> <li>5. Find a hotel in Dryden</li> <li>6. Find a hotel in Thunder Bay</li> <li>7. Find a place for pizza in Timmins</li> <li>8. Find a place for Chinese food in Winnipeg</li> </ol>
<p><b>ADAPTATION &amp; ASSESSMENT:</b>  Introduction  <b>Telephone activity</b>  <i>-marking scheme</i> for completion of two scenarios with sincerity /4</p> <p>Body  <b>Listening to messages</b>  <i>-3 point rubric</i>  -listens to 2 messages  -understands messages accurately  -participates in discussions</p> <p><b>Using the telephone book</b>  <i>-marking scheme</i> for 3 stations (5 points per station) /15</p>	
<p><b>TEACHER RESOURCES:</b>  Local telephone books</p>	
<p><b>STUDENT RESOURCES:</b>  Computers with Internet access</p>	

## **Grade 8 Life Skills and Transitions Activity Overview**

The activities listed below are designed to support all students in becoming successful contributing members of society on- and off-reserve.

Activity 1: Respecting Community & Property (5 classes or 150 minutes)

Activity 2: Urban Settings (5 classes or 150 minutes)

Activity 3: Making Plans for the Future (5 classes or 150 minutes)

Activity 4: Social Leisure: Friendship, Social Interaction & Emotions (5 classes or 150 minutes)

Activity 5: Asking Questions & Finding Answers (5 classes or 150 minutes)

## Grade 8 Life Skills and Transitions Resources

TOPIC	RESOURCE
<b>RESPECTING COMMUNITY &amp; PROPERTY</b>	Property damage <a href="http://www.youtube.com/watch?v=np0Q70l_XhA">http://www.youtube.com/watch?v=np0Q70l_XhA</a> <a href="http://www.youtube.com/watch?v=axo0qiWImZA">http://www.youtube.com/watch?v=axo0qiWImZA</a> Respecting school property <a href="http://www.youtube.com/watch?v=xPUIAz-X28k">http://www.youtube.com/watch?v=xPUIAz-X28k</a> <a href="http://www.youtube.com/watch?v=Fi7hCZ-8FBI">http://www.youtube.com/watch?v=Fi7hCZ-8FBI</a>
<b>URBAN SETTINGS</b>	Shopping mall etiquette <a href="http://jeannieinabottle.hubpages.com/hub/Shopping-Mall-Etiquette">http://jeannieinabottle.hubpages.com/hub/Shopping-Mall-Etiquette</a> Timmins Square-Timmins <a href="http://www.timminssquare.com/home/index.ch2">http://www.timminssquare.com/home/index.ch2</a> Intercity Shopping Center-Thunder Bay <a href="http://www.intercityshoppingcentre.com">http://www.intercityshoppingcentre.com</a> The Station Mall-Sault Ste. Marie <a href="http://www.thestationmall.com">http://www.thestationmall.com</a> Boston Pizza <a href="http://bostonpizza.com/en">http://bostonpizza.com/en</a> Timmins Transit <a href="http://www.timminstransit.ca">www.timminstransit.ca</a> Thunder Bay Transit <a href="http://www.thunderbay.ca/Living/Getting_Around/Thunder_Bay_Transit/Maps_Schedules.htm">http://www.thunderbay.ca/Living/Getting_Around/Thunder_Bay_Transit/Maps_Schedules.htm</a> Sault Ste. Marie Transit <a href="http://www.cityssm.on.ca/Open_Page.aspx?ID=849&amp;deptid=1">http://www.cityssm.on.ca/Open_Page.aspx?ID=849&amp;deptid=1</a> How to use a GPS <a href="http://www.youtube.com/watch?v=sZkqc2wSCzl">http://www.youtube.com/watch?v=sZkqc2wSCzl</a> Basic map reading <a href="http://www.gaorienting.org/Education/BeginnerGuide/map_reading.htm">http://www.gaorienting.org/Education/BeginnerGuide/map_reading.htm</a> Google maps <a href="https://maps.google.ca">https://maps.google.ca</a>
<b>MAKING PLANS FOR THE FUTURE</b>	Helping students set goals and find success <a href="http://www.edutopia.org/blog/students-set-goals-find-success-maurice-elias">http://www.edutopia.org/blog/students-set-goals-find-success-maurice-elias</a> Effective goal setting <a href="http://teaching.monster.com/benefits/articles/9440-effective-goal-setting-for-students">http://teaching.monster.com/benefits/articles/9440-effective-goal-setting-for-students</a> How dreams become goals <a href="http://topachievement.com/dianarobinson.html">http://topachievement.com/dianarobinson.html</a> 6 steps to achieve your dreams <a href="http://humanresources.about.com/od/strategicplanning1/a/goal_setti">http://humanresources.about.com/od/strategicplanning1/a/goal_setti</a>

	<p><a href="#">ng.htm</a>  Dreams vs goals  <a href="http://informationanthology.net/CareerMentor/Dreams-vs-Goals.html">http://informationanthology.net/CareerMentor/Dreams-vs-Goals.html</a>  Turning dreams into reality  <a href="http://susansmithjones.com/turning-dreams-reality-how-achieve-your-goals—part-1">http://susansmithjones.com/turning-dreams-reality-how-achieve-your-goals—part-1</a></p>
<p><b>SOCIAL  LEISURE:  FRIENDSHIP,  SOCIAL  INTERACTION &amp;  EMOTIONS</b></p>	<p>Building social skills  <a href="http://www.dannypetry.com/ebook_social_skills.pdf">http://www.dannypetry.com/ebook_social_skills.pdf</a>  Teaching social skills  <a href="http://www.lauracandler.com/strategies/socialskills.php">http://www.lauracandler.com/strategies/socialskills.php</a>  Social skills video  <a href="http://www.youtube.com/watch?v=1eOKwU0LLTE">http://www.youtube.com/watch?v=1eOKwU0LLTE</a>  Teens talk about stress  <a href="http://kidshealth.org/parent/positive/talk/stress-vd.html">http://kidshealth.org/parent/positive/talk/stress-vd.html</a>  Talking about feelings (emotions)  <a href="http://kidshealth.org/kid/feeling/thought/talk_feelings.html">http://kidshealth.org/kid/feeling/thought/talk_feelings.html</a>  Emotions &amp; behaviours  <a href="http://kidshealth.org/kid/feeling/">http://kidshealth.org/kid/feeling/</a>  Importance of friendship  <a href="http://www.youtube.com/watch?v=5D0qECG25cc">http://www.youtube.com/watch?v=5D0qECG25cc</a>  Why is friendship important  <a href="http://www.youtube.com/watch?v=pPhrKykFpd4">http://www.youtube.com/watch?v=pPhrKykFpd4</a></p>
<p><b>ASKING  QUESTIONS &amp;  FINDING  ANSWERS</b></p>	<p>Probing and prompting questions  <a href="http://www.lasw.org/questions_probing.html">http://www.lasw.org/questions_probing.html</a>  Mind tools  <a href="http://www.mindtools.com/pages/article/newTMC_88.htm">http://www.mindtools.com/pages/article/newTMC_88.htm</a>  Asking questions  <a href="http://www.ascd.org/publications/educational-leadership/nov99/vol57/num03/Helping-Students-Ask-the-Right-Questions.aspx">http://www.ascd.org/publications/educational-leadership/nov99/vol57/num03/Helping-Students-Ask-the-Right-Questions.aspx</a></p>

## Activity 1: Respecting Community & Property

**Time: 5 classes or 150 minutes**

<p><b>EXPECTATIONS:</b> The students will describe responsibilities associated with respecting property and develop a sense of ownership for property and pride in the community.</p>	
<p><b>MATERIALS NEEDED:</b> cameras computers with Internet access</p>	
<p><b>TEACHING/LEARNING STRATEGIES:</b> Introduction</p>	<p>Introduce <b>respecting property</b> by asking the following:</p> <ul style="list-style-type: none"> <li>• Why must we respect property?</li> <li>• Who covers the cost of replacement?</li> <li>• What does it cost to rebuild and replace?</li> </ul> <p>Discuss first impressions and how a town and its residents' morale, pride and sense of community are effected by property damage.</p>
<p>Body</p>	<p><b>Why do people damage property?</b> Have the class make a list of why people damage property. Have the students take the cameras and go for a walk around the community and take pictures of things that people have purposely damaged.</p> <p><b>Costing the repair</b> Property damage costs the community money. By using the pictures the class took, research on the Internet the cost of repairing the damaged property. Have the students total all of the repair costs and discuss with the class what that money could have been spent on to improve the community.</p> <p><b>Home and work</b> Damaged property costs families money. In a sharing circle, have the students</p>

	<p>share their feelings about how break-ins, vandalism, mischief, fires and theft effect the morale and well-being of the community.</p> <p><b>Preventing school damage</b> As the school is a focal point in a community, have the students take the cameras around the school and make a vandalism and damage report. Have the students brainstorm why the damage occurred, e.g., boredom, anger, peer pressure etc.</p>
Culminating Task	<p><b>Action</b> Using the vandalism and damage report created by the students, pick one damaged area at the school and fix it as a group. Example: paint over profanity, clean up the playground, repair a broken basketball net, etc. Have the students lead by example. Have students make a public service announcement about the importance of respecting property and taking care of the community.</p>
<p><b>ADAPTATION &amp; ASSESSMENT:</b> Introduction <b>Respecting property</b> -put key words on a chart for future reference -<i>anecdotal notes</i> on discussion</p> <p>Body <b>Why do people damage property?</b> -no adaptations needed -3 <i>point rubric</i> -takes pictures of damaged property -discusses damage in class -discusses why someone might cause damage (as pictures show)</p> <p><b>Costing the repair</b> -work with someone in economic development -discuss pictures with the economic development person -make a chart of what the damage is and the cost of repair</p>	



-discuss the amount and how it could be used with input from economic development person

-*anecdotal comments* on interaction with economic development person

### **Home and work**

-*anecdotal notes* on sharing circle

### **Preventing school damage**

-take photos of school damage

-*anecdotal notes* on large group discussion

Culminating Task

#### **Action**

-no adaptations necessary

-*5 point rubric*

-shows pictures of school damage before fix

-lists of costs to repair the damage

-gets money to repair the damage

-shows pictures taken of repairing damage with amount indicated on the picture after fix

-puts pictures on bulletin board with costs and statement about importance of respecting property

Note: Suggested assessment instruments in this and following activities are indicated by italics.

#### **TEACHER RESOURCES:**

Property damage

[http://www.youtube.com/watch?v=np0Q70I\\_XhA](http://www.youtube.com/watch?v=np0Q70I_XhA)

<http://www.youtube.com/watch?v=axo0qiWImZA>

Respecting school property

<http://www.youtube.com/watch?v=xPUIAz-X28k>

<http://www.youtube.com/watch?v=Fi7hCZ-8FBI>

#### **STUDENT RESOURCES:**

Computer with Internet access

## Activity 2: Urban Settings

**Time: 5 classes or 150 minutes**

<p><b>EXPECTATIONS:</b> The students will identify features of urban settings and recognize dangers in these settings.</p>	
<p><b>MATERIALS NEEDED:</b> K-W-L chart computers with Internet access</p>	
<p><b>TEACHING/LEARNING STRATEGIES:</b> Introduction</p>	<p>Create a list of definitions for new vocabulary, e.g., urban, danger, transit, mall etc. Create a K-W-L chart based on the following:</p> <ul style="list-style-type: none"> <li>• What do students KNOW about urban settings?</li> <li>• What do students WANT to know about urban settings?</li> </ul>
<p>Body</p>	<p><b>The shopping mall</b> <i>Mall Etiquette:</i> <i>Mall Organization &amp; Floor Plan:</i> Print out floor plans of malls from different urban settings, e.g., Thunder Bay, Sault Ste. Marie and Timmins. Talk about the different stores and which layout looks easiest to walk through. <i>Shopping:</i> Have students create a shopping budget for the mall. Ask the following:</p> <ul style="list-style-type: none"> <li>• How will you save money to go shopping?</li> <li>• How much are you willing to spend?</li> <li>• What do you need to bring (status card, bank card, money etc.)?</li> </ul> <p><i>Dangers at the Mall:</i> Talk about why it's important to go to the mall with at least one other person, proper carrying of money, safe zones, strangers, transportation to and from the mall etc.</p>

### **Ordering from a menu**

Have students use computers to google a menu from Boston Pizza.

Print out a copy of the menu for each student.

In the classroom, go through each item on the menu:

1. Appetizers
2. Salads
3. Entrees
4. Desserts

Discuss restaurant etiquette:

Waiter/waitress usually asks for choices starting with drinks. Then asks the following:

- Do you want something to start?
- Do you need a few more minutes?
- Are you ready to order? etc.

Have student's role play as restaurant patrons and restaurant staff. Reverse the roles to allow everyone the opportunity to be a patron and a staff member.

### **Transportation schedules**

Introduce different means of transportation to the students and have them map out different means of getting around:

1. *City transit* - use Thunder Bay and provide students with an address or a place
2. *VIA rail* - use Toronto and provide students with a destination
3. *Wasaya* - use home community and ask students how many different flights they could take to Sioux Lookout

### **Opportunities**

Talk about the importance of activities and things to do when students are not in school (evenings and weekends) and why it is important to get involved in

	<p>positive choices.          Have each student research different activities in a chosen urban setting (Sault Ste. Marie, Thunder Bay, Sudbury, Timmins etc.).          Based on chosen urban setting, split the class into groups to create a master list for each place.          In the groups, have students create a table of costs for each activity.          In the format of round table discussion, have each group present what they found and discuss which urban setting is most preferable.</p>
Culminating Task	<p><b>A week in my life</b>          Have students create the ultimate week based on what they have learned.          The week must include, but is not limited to, school every day, 2 activities after school, 1 weekend activity and a trip to the mall.          There must be a trip to a restaurant of their choice. The menu should be included in the assignment.          Transportation schedule should be provided as well as details about the route each should take to get to each activity.          Complete the K-W-L chart as a group.</p>
<p><b>ADAPTATION &amp; ASSESSMENT:</b>          Introduction          -put all the definitions from the discussion on the chart for the students          -talk about the vocabulary words in terms of personal experiences          -encourage students to use this vocabulary throughout this activity</p> <p>Body  <b>The shopping mall</b>          -discuss what items students may shop for before doing this task          -3 point rubric          -participates in the discussion          -uses appropriate vocabulary in discussions          -holds realistic expectations in terms of visiting a mall</p>	

**Ordering from a menu**

- help with the computer task as required
- provide assistance with reading the menu as it can be a bit overwhelming
- use checklist to show understanding of the vocabulary from the menu and the etiquette attached to restaurant ordering
- checklist /5*
- reads menu
- orders appropriately
- waitress role plays waitress realistically
- patron role plays patron realistically
- completes the following sentence: When I go to Boston Pizza I will order ...

**Transportation schedules**

- support students who have difficulty with comprehension and reading
  - anecdotal comments* on how well students comprehend and are able to do things independently after some instruction
- Note: Our goal is to help support students to do these things independently.

**Opportunities**

- allow some of the weaker students to do the writing or copying
- hold student-teacher conference to discuss and set goals
- anecdotal comments* on conference

## Culminating Task

**A week in my life**

- support weaker students with direct teaching
- checklist /25*
- completes task correctly
- organizes work neatly
- chooses realistic choices
- uses proper vocabulary
- works independently

Note: For students who need the teacher help, the independent part of the checklist is not appropriate, so completion would be out of 20.

**TEACHER RESOURCES:**

Shopping mall etiquette

<http://jeannieinabottle.hubpages.com/hub/Shopping-Mall-Etiquette>

Timmins Square-Timmins

<http://www.timminssquare.com/home/index.ch2>

Intercity Shopping Center-Thunder Bay

<http://www.intercityshoppingcentre.com>

The Station Mall-Sault Ste. Marie

<http://www.thestationmall.com>

Boston Pizza

<http://bostonpizza.com/en>

Timmins Transit

[www.timminstransit.ca](http://www.timminstransit.ca)

Thunder Bay Transit

[http://www.thunderbay.ca/Living/Getting\\_Around/Thunder\\_Bay\\_Transit/Maps\\_Schedules.htm](http://www.thunderbay.ca/Living/Getting_Around/Thunder_Bay_Transit/Maps_Schedules.htm)

Sault Ste. Marie Transit

[http://www.cityssm.on.ca/Open\\_Page.aspx?ID=849&deptid=1](http://www.cityssm.on.ca/Open_Page.aspx?ID=849&deptid=1)

How to use a GPS

<http://www.youtube.com/watch?v=sZkqc2wSCzI>

Basic map reading

[http://www.gaorienting.org/Education/BeginnerGuide/map\\_reading.htm](http://www.gaorienting.org/Education/BeginnerGuide/map_reading.htm)

Google maps

<https://maps.google.ca>

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**STUDENT RESOURCES:**

Computers with Internet access

### Activity 3: Making Plans for the Future

**Time: 5 classes or 150 minutes**

<p><b>EXPECTATIONS:</b> The students will investigate opportunities to set goals and plan for the future.</p>	
<p><b>MATERIALS NEEDED:</b> coloured paper computers with Internet access</p>	
<p><b>TEACHING/LEARNING STRATEGIES:</b> Introduction</p>	<p>Ask the following:</p> <ul style="list-style-type: none"> <li>• What does your future look like?</li> <li>• Where do you see yourself in one year? five years? 10 years? or 25 years?</li> </ul>
<p>Body</p>	<p><b>Making plans for the future</b> Give each student a piece of coloured paper. Have them write a list of 25 things they want to do in their future. On the back of the same paper, have students write 25 things they want to do this year. Have students compare their two lists and share them in a round-table discussion. Look for similarities and most common goals.</p> <p><b>What are my goals?</b> Have students' list two goals for the month. Have students build a mind map showing ways in which they can achieve these goals.</p> <p><b>What are my dreams?</b> Ask the following:</p> <ul style="list-style-type: none"> <li>• What are dreams?</li> </ul> <p>Have students create a poster that shows them achieving their dream. For example, a student dreams of winning a gold medal in the Olympics. Their poster would show them on the podium with a gold medal.</p>

	<p>Give students a chance to find an inspiring quote on the Internet to include on their poster.</p> <p>Hang the posters up as an inspiration within the classroom to encourage students to set goals and follow their dreams.</p>
Culminating Task	<p><b>Mark my path: How will I get there?</b></p> <p>Have students use old magazines to create a life map. This map shows the path in which the student travels from now to the point in which they reach their goal. For example, if a student wants to be a veterinarian, their path would begin with them being in Grade 8. The next stop on the path would be high school and potentially volunteering with animals. It would continue all the way through veterinary medicine. Their path should be full of pictures and show many steps along the path.</p>
<p><b>ADAPTATION &amp; ASSESSMENT:</b></p> <p>Introduction</p> <ul style="list-style-type: none"> <li>-support students lacking vocabulary in a group</li> <li>-record the answers on a chart</li> <li>-<i>anecdotal notes</i> focusing on how well the student knows the reality of time</li> </ul> <p>Body</p> <p><b>Making plans for the future</b></p> <ul style="list-style-type: none"> <li>-provide support with vocabulary and if needed ideas</li> <li>-support those who are reluctant to write answers by having them work in a group</li> <li>-<i>marking scheme</i> /5</li> <li>-completes task</li> </ul> <p><b>What are my goals?</b></p> <p>-ask the following in a student-teacher conference:</p> <ul style="list-style-type: none"> <li>• What do you want to do in terms of how you look this month?</li> <li>• What do you want to do in terms of sports this month?</li> <li>• What do you want to do in terms of math this month?</li> <li>• Who can help you to do this?</li> <li>• Who does not support these goals and how can you avoid them?</li> </ul> <p>-<i>anecdotal comments</i> on conference</p> <p>-<i>checklist</i> to know if the concept was understood using the following:</p>	



1. What is a goal?
2. How can I achieve the goal?
3. How will I know I have achieved it?

### **What are my dreams?**

- do this activity as a group
- walk the students through the activity step by step
- provide Internet support as needed
- marking scheme* /8
- completes the poster (5 points)
- explains the poster to others (3 points)

### Culminating Task

#### **Mark my path: How will I get there?**

- model two or three examples for the students

Note: Remind the students that no dream or path is too small, getting there is the reality to make life work!

-4 point rubric

- organizes work neatly
- sequences path accurately
- matches goals to expectations
- explains the life map to others

### **TEACHER RESOURCES:**

Helping students set goals and find success

<http://www.edutopia.org/blog/students-set-goals-find-success-maurice-elias>

Effective goal setting

<http://teaching.monster.com/benefits/articles/9440-effective-goal-setting-for-students>

How dreams become goals

<http://topachievement.com/dianarobinson.html>

6 steps to achieve your dreams

[http://humanresources.about.com/od/strategicplanning1/a/goal\\_setting.htm](http://humanresources.about.com/od/strategicplanning1/a/goal_setting.htm)

Dreams vs goals

<http://informationanthology.net/CareerMentor/Dreams-vs-Goals.html>

Turning dreams into reality

<http://susansmithjones.com/turning-dreams-reality-how-achieve-your-goals---part-1>

### **STUDENT RESOURCES:**

Computers with Internet access

## Activity 4: Social Leisure: Friendship, Social Interaction & Emotions

**Time: 5 classes or 150 minutes**

<p><b>EXPECTATIONS:</b> The students will recognize tools used in creating and maintaining good social relationships.</p>	
<p><b>MATERIALS NEEDED:</b>  cameras  computers with Internet access  printer  projector and screen or smart board</p>	
<p><b>TEACHING/LEARNING STRATEGIES:</b>  Introduction</p>	<p>Ask the following:</p> <ul style="list-style-type: none"> <li>• What is social leisure?</li> <li>• What goes with social leisure?</li> </ul> <p><b>Social interaction</b>  <i>First Impression Activity:</i> Have students place a piece of blank paper on each other's backs. Then have them go around the room and talk to each other for 2 minutes. At the end of each 2 minute session, have each student write what their first impression of the other student was on that person's back: designating them as friendly, easygoing, etc.</p>
<p>Body</p>	<p><b>Social skills</b>  Ask the following:</p> <ul style="list-style-type: none"> <li>• What are social skills?</li> </ul> <p>As a large group, watch the social skills video, and make a list of social skills that are important for at school, at work, with friends, in the community. Take a trip to the local store during lunch hour. Have students observe the way people interact. When they return to the school, use a jot journal to make notes.</p> <p>If there is a community event taking place, have students attend the community event and observe the way people are interacting. Have them write</p>

	<p>in their journals about those interactions. Debrief the social situations and ask students to comment about previous social interactions that they observed.</p> <p><b>Emotions, stress, &amp; perceptions</b> <i>Emotions:</i> In pairs, have students create a list of different emotions people feel. Create an emotions collage using old magazines to share with the class. <i>Stress:</i> Watch the video <i>Teens Talk About Stress</i> together. <i>Perceptions:</i> In a round table discussion, talk about the way demeanor gives people perceptions of behaviour and emotion. Talk about different strategies people use to give a positive perception as well as a negative perception. Give students a chance to use computers to find different YouTube videos on each topic. Have students write about what they found in their journals.</p> <p><b>Friendship</b> On their own, have students create a list of what makes a good friend and why friends are important. Watch the videos about the importance of friendship. As a group, have students create a list of what makes a good friend and why friends are important. Have students create a friendship poster collage about friendship using magazines, Internet photos and writing. Hang these posters throughout the school.</p>
Culminating Task	<p><b>Emotions</b> As a group, create a set of classroom posters that convey each emotion. This can be done using the cameras and</p>

	<p>each person holding up a different emotion and using a facial expression to demonstrate it.</p> <p>Alternatively, students may use their social skills and go out into the community to ask community members to help create these classroom posters about emotions.</p>										
<p><b>ADAPTATION &amp; ASSESSMENT:</b></p> <p>Introduction</p> <p><b>Social interaction</b></p> <ul style="list-style-type: none"> <li>-brainstorm a list of personal characteristics and put on a chart or on the chalkboard as these are discussed</li> <li>-put a characteristic to a person they might know</li> </ul> <p>Body</p> <p><b>Social skills</b></p> <ul style="list-style-type: none"> <li>-create a social skills charts for this activity using the following premade chart headings:           <table style="margin-left: 40px; border: none;"> <tr> <td>School</td> <td>Work</td> <td>Friends</td> <td>Community</td> </tr> <tr> <td>Friends</td> <td>Co-workers</td> <td>Strangers</td> <td>Employees</td> </tr> </table> </li> <li>-discuss how actions are different in different situations</li> <li>-complete chart for the store and the community activities</li> <li>-try to find similarities and differences</li> <li>-discuss these in a student-teacher conference</li> <li>-<i>marking scheme</i> for 4 headings (5 points per heading)...../20</li> <li>-completes chart with 3 words per section (5 points)</li> <li>-completes chart with 2 words per section (4 points)</li> <li>-completes chart but uses one section more than another (3 points)</li> <li>-completes a few words here and there in the chart (2 points)</li> <li>-completes only one or two words (1 point)</li> </ul> <p><b>Emotions, stress &amp; perceptions</b></p> <p>Emotions</p> <ul style="list-style-type: none"> <li>-<i>rubric</i> on collage</li> </ul> <p>Stress</p> <ul style="list-style-type: none"> <li>-no adaptations</li> </ul> <p>Perceptions</p> <ul style="list-style-type: none"> <li>-<i>anecdotal comments</i> on journal entries focusing on how well students followed instructions, remained on topic, and completeness</li> </ul> <p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>-create a T chart with following headings:           <table style="margin-left: 40px; border: none;"> <tr> <td>A good friend is</td> <td>A good friend is not</td> </tr> </table> </li> <li>-discuss in these terms to help students understand the difference</li> </ul>		School	Work	Friends	Community	Friends	Co-workers	Strangers	Employees	A good friend is	A good friend is not
School	Work	Friends	Community								
Friends	Co-workers	Strangers	Employees								
A good friend is	A good friend is not										

- marking scheme* for poster /10
- follows directions (2 points)
- organizes work for neatness and legibility (2 points)
- uses good information from the discussion (2 points)
- applies creativity (2 points)
- works independently (2 points)

#### Culminating Task

##### **Emotions**

- build a bulletin board about one emotion at a time
- use cameras to take photos of the different emotions
- use the classroom and the community to do this

Note: Ensure students get permission when taking photos of others.

- marking scheme* for completing the assignment /10

#### **TEACHER RESOURCES:**

Building social skills

[http://www.dannypetry.com/ebook\\_social\\_skills.pdf](http://www.dannypetry.com/ebook_social_skills.pdf)

Teaching social skills

<http://www.lauracandler.com/strategies/socialskills.php>

Social skills video

<http://www.youtube.com/watch?v=1eOKwU0LLTE>

Teens talk about stress

<http://kidshealth.org/parent/positive/talk/stress-vd.html>

Talking about feelings (emotions)

[http://kidshealth.org/kid/feeling/thought/talk\\_feelings.html](http://kidshealth.org/kid/feeling/thought/talk_feelings.html)

Emotions & behaviours

<http://kidshealth.org/kid/feeling/>

Importance of friendship

<http://www.youtube.com/watch?v=5D0gECG25cc>

Why is friendship important

<http://www.youtube.com/watch?v=pPhrKykFpd4>

#### **STUDENT RESOURCES:**

Computers with Internet access

## Activity 5: Asking Questions & Finding Answers

**Time: 5 classes or 150 minutes**

<p><b>EXPECTATIONS:</b> The students will examine techniques used to ask questions and find answers to difficulties encountered in urban settings.</p>	
<p><b>MATERIALS NEEDED:</b></p>	
<p><b>TEACHING/LEARNING STRATEGIES:</b> Introduction</p>	<p>To establish an idea of support and assistance, have students participate in the KNOT game:</p> <ol style="list-style-type: none"> <li>1. All participants stand in a circle. With their hands by their sides, the facilitator asks them to move towards the centre until they are very close together.</li> <li>2. With eyes closed, students lift their right arm in the air and move their hand forward until they find another hand to grasp. They then do the same with their left hand.</li> <li>3. Students open their eyes and without talking, must undo the knot that has been created.</li> </ol> <p>When the knot is undone, the discussion can be open about support and safety.</p>
<p>Body</p>	<p><b>Who can help me if my family is not here?</b> Continuing from the KNOT game, ask students to list people in their support system. Discuss as a group the idea of a support circle. The student is in the center and surrounding them is all the people that can help and support them. This can include nurses, police, teachers, friends, as well as other adults within the community. This is the establishment of the support circle.</p> <p><b>What happens if something goes wrong?</b> In emergency situations, students can</p>

	<p>call their supports to help guide them through the situation. It is important to go through a list of different situations to determine who exactly the student would call in an emergency. Be sure to outline the emergency phone numbers in the community.</p> <p><b>My grades are failing, now what?</b> Ask the following:</p> <ul style="list-style-type: none"> <li>• Who is your support network outside of school?</li> <li>• What is the chain of command at school?</li> <li>• What can you do before your grades start failing?</li> </ul> <p>Have students create a list of options if they are struggling at school. Remind them to ask for help before it is too late.</p> <p><b>I don't like where I live, what are my options?</b> Brainstorm a list of who students would talk to about this. Have the social counsellor take some time to talk to the students about their options when they are out at school. Ask them to do a presentation about who to contact about living situations and other issues that may arise. Tribal councils &amp; education organizations make routine visits to communities. Ask a representative from each to come to the school and talk to the students about living in boarding homes and with house parents.</p>
Culminating Task	<p><b>Finding answers</b> As a group, have students establish a support network within the community. Make a list of phone numbers and email addresses that the students can take with them when they move away. This list becomes an extension of the</p>

	<p>support network that may be created in their new place of residence. Encourage students to talk to the people on the list. Have a BBQ with the people in the support network to reassure students that there is always someone available to talk to.</p>
<p><b>ADAPTATION &amp; ASSESSMENT:</b></p> <p>Introduction -no adaptations <i>-anecdotal comments</i> focusing on how well students follow the instructions and how well they interact with others</p> <p>Body</p> <p><b>Who Can Help Me If My Family Is Not Here?</b> -make a chart about who can help provide support -rewrite this chart onto a card to give to each student to keep</p> <p><b>What Happens if Something Goes Wrong?</b> -add emergency phone numbers from the community to the card -lamine cards -role play scenarios as before to reinforce emergency and difficult situations Note: The more the students have seen and heard and practiced this the better they respond in difficult situations.</p> <p><b>My Grades are Failing, Now What?</b> -make a chart with students about how to deal with this situation -rewrite the chart so students have the information at their fingertips Note: Let them know that this is not the end of the world and quitting is not an option.</p> <p><b>I Don't Like Where I Live, What are my Options?</b> -list the personnel who can help with this situation -provide phone numbers and ways for students to find answers</p> <p>-hold student-teacher conference to review each task and make notes on the knowledge and understanding the student has in each area <i>-anecdotal comments</i> on conference</p> <p>Culminating Task -no adaptations <i>-anecdotal comments</i> on the interaction with the support</p>	



**TEACHER RESOURCES:**

Probing and prompting questions

[http://www.lasw.org/questions\\_probing.html](http://www.lasw.org/questions_probing.html)

Mind tools

[http://www.mindtools.com/pages/article/newTMC\\_88.htm](http://www.mindtools.com/pages/article/newTMC_88.htm)

Asking questions

<http://www.ascd.org/publications/educational-leadership/nov99/vol57/num03/Helping-Students-Ask-the-Right-Questions.aspx>

**STUDENT RESOURCES:**

**Head Office**

100 Back Street  
Unit 200  
Thunder Bay, ON  
P7J 1L2

**Administrative Office**

710 Victoria Avenue East  
Thunder Bay, ON  
P7C 5P7  
Phone (807) 623-8228  
Fax (807) 623-7730  
Toll Free 1-800-465-9952

**Eastern Office**

145 Wilson Avenue  
Timmins, ON  
P4N 2T2  
Phone (705) 360-5502  
Fax (705) 360-1863  
Toll Free 1-866-737-0737



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[www.nan.on.ca](http://www.nan.on.ca)