

Pre-work Training
Preparation for the Job Market
Geography, History and Citizenship Education

Learning and Evaluation Situation

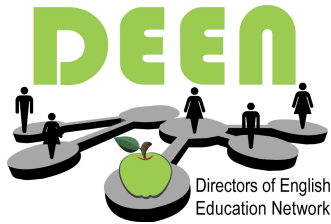
Tell Me Your Story

Teacher's Guide



DEEN LES Resource Bank Project 2013-2014

This document is a translation from the original French. Permission is granted to the Directors of English Education **Network (DEEN)** to make **this resource available to the students, teachers and school administrators in the English schools** of Québec.



Tell Me Your Story

Learning and Evaluation Situation

The DEEN (Directors of English Education Network) would like to thank the following school board(s) for the permission to translate and post this Learning and Evaluation Situation (LES) for use in the English schools of Québec:

Commission Scolaire Marguerite-Bourgeoys

The DEEN would also like to recognize the contribution of the following individuals for their contribution in the creation of this resource:

- Diane Marie Campeau, Commission scolaire Marguerite-Bourgeoys
- Michel Turcotte, Commission scolaire Marguerite-Bourgeoys

Translation: Malcolm MacPhee, Riverside S.B.

Theme: Economic Development

Part 1 : Trigger Activity

Preliminary Steps

Prior Actions:

- Contact an old age home or the CLSC.
- Ask the person(s) responsible for authorization to meet, interview and record (video or audio) the individuals that you will meet.
- Present to them the pedagogical objectives to be met and the elements of competency 2: “Builds a sense of belonging to Québec society” under the theme of economic development.
- Make sure permission is granted from the school and parents for the outing.

Step 1 - Duration : 1 period

Summary of the Step 1

- *Become familiar with the learning situation.*
- *Compare sources of information from a past era.*
- *Evaluate based on Competency 2: “Builds a sense of belonging to Québec society”.*
- *A component of the competency: “Describes some aspects of Québec society”.*

Materials	
Teacher <ul style="list-style-type: none">✓ Design a transparency from the Competency 2 page in the QEP✓ Develop a transparency from the Competency 2 page in the QEP✓ Audio-visual document from the CSST website Reference CSST (http://www.csst.qc.ca)✓ Video monitor✓ Self-evaluation and evaluation grids	Student <ul style="list-style-type: none">✓ Student Resource document

Preparation Phase

Teacher	Student
<ul style="list-style-type: none"> ✓ Stimulate prior knowledge related to Competency 2 ✓ Show the transparency of Competency 2 ✓ Present the publicity on the CSST website ✓ Summarize the information on the role of the CSST 	<ul style="list-style-type: none"> ✓ Review the competency ✓ Record their impressions in the Student Resource ✓ Active participation in discussions ✓ Note important facts about the CSST

Realization Phase

Teacher	Student
<ul style="list-style-type: none"> ✓ Ask the question : You have noticed that the standards concerning health and welfare in Québec have not always been the same. Do you believe this is true for other areas in the work environment? ✓ Question 2 From the different elements that you consider important in the work environment, what questions would you ask someone who worked in a different era? ✓ Develop a table or transparency from the selected pool of questions ✓ Student presentation of his/her work ✓ Explain to the students that prejudices concerning older people can occur: Question: Do all employees have the same risk protection? 	<ul style="list-style-type: none"> ✓ Participates as a team member in discussions ✓ Takes note of the discussion in his/her Student Resource booklet ✓ Includes the question grids in his/her Student Resource ✓ Participates in group discussions and individually justifies (self-evaluation) his/her answers ✓ Notes his/her impressions of certain aspects related to lining as a community or group ✓ Answers the questions found in his/her Student Resource document

Teach them how to conduct and present an interview	Student
Teacher Evaluation Procedures ✓ Observe students with the aid of Grid #1 (see Appendix) Criteria: To understand what is meant by a sense of belonging to Québec society. Observations: Student makes use of appropriate concepts. ✓ Help students come to some understanding of the concepts involved. Use self as an example to illustrate the meaning of the concepts and their opposites.	✓ The students take note of the meaning of the concepts discussed and form their own conclusions.
Integration Phase	
Teacher Make sure that the students have completed a final edit of their question grid and have added it to their Student Resource booklet.	Student Include the completed question grid in his/her Student Resource. Complete the self-evaluation.

Part 2 : The Interview

Step 1 - Duration: 1 or 2 periods (adjust if students are to participate in outings)

Summary of Step 1

The students are to meet with elderly people and record information gathered from questions they prepared prior to the visit. Make sure that the students are sensitive to the situation of the people they will meet and that they have the right methods for obtaining their information. To do this have the students:

- *Rehearse their interviews*
- *Plan what they are going to say and how to respond to the people they are interviewing*

Required Materials	
Teacher	Student
<ul style="list-style-type: none"> ✓ Recording equipment ✓ Video camera ✓ Evaluation Grid #1A for the competency : To develop proper work habits (see Appendix) 	<ul style="list-style-type: none"> ✓ Note pad for interview ✓ Video camera (optional) ✓ Recording equipment (optional)

Preparation Phase	
Teacher	Student
<ul style="list-style-type: none"> ✓ On the day of the interview, match the students up in teams of 2 ✓ Review with the students the proper way to present themselves ✓ Answer questions students may have 	<ul style="list-style-type: none"> ✓ The students must be sure they have all the materials they will need

Realization Phase	
Teacher	Students
<ul style="list-style-type: none"> ✓ Answer all questions from students ✓ Along with the contact person at the seniors home, assure supervision of the event ✓ Assure that all goes well during the interview process (i.e. proper etiquette and politeness) 	<ul style="list-style-type: none"> ✓ In teams of 2: <ul style="list-style-type: none"> 1 person asks the questions 1 person takes notes ✓ Students are to follow proper etiquette when terminating the interview.

Integration Phase

Teacher	Student
<ul style="list-style-type: none"> ✓ The teacher is to evaluate whether the event met the objectives that were established. • N.B. It is possible that the time required for the visit will not permit the students to return to class. In this case, more time can be given to discuss the encounter during the preparation phase for Step 2. 	<ul style="list-style-type: none"> ✓ The students have to make sure that all needed information was collected.

Step 2 - Duration: 2 or 3 periods

Summary of Step 2

- *Organize all the information collected and include in the table that was previously developed.*
- *Evaluate the cross-curricular competency: Proper work methods*
- *Targeted component: - Analyse their approach*
- *Evaluate the cross-curricular competency: Uses information*
- *Targeted component : Collects and organizes information*

Required Materials	
Teacher	Student
<ul style="list-style-type: none"> ✓ Produce a transparency from a graphic organizer. Evaluation Grid #1A for the competency: Developing proper work methods (see Appendix) ✓ Evaluation Grid #1B for the competency : Gathers information (see Appendix) 	<ul style="list-style-type: none"> ✓ Note book containing information from the interview ✓ Student Resource ✓ Computer access ✓ Graphic organizers

Realization Phase

Teacher	Student
<ul style="list-style-type: none"> ✓ Review what happened at the interview Question: What did you learn during your meeting with someone from another generation? In your opinion, does this person make an important contribution to today's society? ✓ Allow student to complete a self-evaluation ✓ Have the students organize the information they collected during the interview and put it into categories ✓ Provide the students with a table to record their results 	<ul style="list-style-type: none"> ✓ The students should actively participate in the discussion ✓ Understands the importance of self-evaluation and uses proper work methods
<ul style="list-style-type: none"> ✓ Talk to the students about the industrialization period as well as the importance of unions – page 30 of the program document (QEP) 	<ul style="list-style-type: none"> ✓ From the information gathered, the student organizes the information into categories
<ul style="list-style-type: none"> ✓ Have the students compare how the occupation of the person interviewed has changed in comparison to today ✓ Make sure the students have the proper tools to research the occupation (Internet access, documents, etc.) ✓ Have the students identify from their research the areas that have changed and the areas that have stayed the same. ✓ Make sure the students show critical judgement with the results of their research. 	<ul style="list-style-type: none"> ✓ Records the progression of industrialization and the importance of unions, in their Student Resource ✓ The student uses various websites or documents that are relevant to the profession of the person interviewed ✓ Notes in his/her Student Resource what has changed and what has not ✓ Self-evaluates their research methods

Part 3: Timeline

Step 1 - Duration: 1 period

Summary of Step 1

- *Gather information by constructing a timeline for an occupation from an historical perspective and from its importance to society.*
- *Develop a timeline based on individual input and input from the group*
- *Evaluate the competency : Builds a sense of belonging to Québec society*
- *Targeted component : Describe certain aspects of Québec society*

Materials

Teacher	Student
<ul style="list-style-type: none"> ✓ Produce a transparency describing certain aspects of Québec society ✓ Produce a transparency of the progression of industrialization and unionization in Québec ✓ Evaluation Grid #2 (see Appendix) 	<ul style="list-style-type: none"> ✓ Student Resource document ✓ Large paper or bristle board for the group timeline ✓ Ruler and calculator

Preparation Phase

Teacher	Student
<p>Presentation of the timeline and show examples that can be found on the Internet.</p>	<p>The students are to note in their Student Resource the important elements to be included in their timeline.</p>
<p>Delegate the work to each student and group.</p>	

Realization Phase

Teacher	Student
<ul style="list-style-type: none"> ✓ Stimulate prior knowledge. ✓ Allow students to use their personal notes from their Student Resource document if needed. ✓ Answer student questions ✓ Evaluate the timeline using Grid #2 (see Appendix) ✓ Animate the group discussions 	<ul style="list-style-type: none"> ✓ Develop the timeline individually using relevant information obtained from the interview, in conjunction with the different periods of the industrialization and unionization periods in Québec ✓ Develop (as a group) the timeline, indicating the profession of the person interviewed and the working conditions at the time, including information on the progression of industrialization and unionization.

Integration Phase

Teacher	Student
<ul style="list-style-type: none"> ✓ Have the students explain their method of research ✓ Make sure the students understand the technical aspects of the timeline ✓ Initiate a discussion on the integration of the timeline and the role of each student. 	<ul style="list-style-type: none"> ✓ Students should be evaluating their research methods ✓ If needed, modifications and adjustment can be made ✓ Students are to discuss how they will present their timelines and the information they gathered to the people they interviewed

Step 2 - Duration: 1 or 2 periods

Summary of Step 2

- *Interpret the timeline by indicating the elements that have continued and those that have changed with time.*
- *Present the information gathered as a historic document for a real audience*
- *Evaluate the competency: The importance of Québec society*
- *Targeted component: Use an example of an actual issue in Québec*

Material

Teacher	Student
✓ Evaluation Grid #3 (see Appendix)	✓ Student Resource document ✓ Materials and documentation necessary for his/her presentation

Preparation Phase

Teacher	Student
✓ Explain to the students the proper way to present historical documents (i.e. dates, context, etc.) ✓ Explain to the students the difference of a historical fact, conjecture, a memory, or a folklore story	✓ Students are to record all elements of their research in their Student Resource booklet

Realization Phase

Teacher	Student
✓ Conduct a discussion on the final product that will be presented at the seniors residence ✓ Conduct a discussion and brainstorm to determine the way the presentation should be conducted (PowerPoint, video, picture album, etc.) ✓ Have a work session to develop the historical document that will be presented ✓ Guide the students and answer the questions they may have ✓ Evaluate the project based on Grid #3 (see Appendix)	✓ Participates in the discussion to determine how the presentation should be conducted ✓ Works a member of a team to produce the document that they are presenting ✓ Uses the Student Resource to validate the historical content included in the presentation document

Integration Phase

Teacher

- ✓ Have the students reflect on the way they conducted their research and the work they have completed
- ✓ Present the Self-evaluation grid to the students for the cross-curricular competency : Adopts effective work methods (see Appendix)

Student

- ✓ The students should review their research methods and complete their self-evaluation grid based on the cross-curricular competency : Adopts effective work methods

Part 4 : The Issue

Step 1 - Duration: 1 period

Summary of Step 1

- *Use an actual issue affecting today's work force, particularly one that concerns the CSST*
- *Evaluate the competency: Builds a sense of belonging to Québec society*
- *Targeted component: Give their views of an actual issue in present day society*

Material

CSST website : <http://www.csst.qc.ca/asp/jeunes/INDEX.htm>
http://www.csst.qc.ca/asp/jeunes/enseignants/jeux_enseign.htm
Directory (paper or Internet) of companies and regional resources.
Newspaper articles and accident reports.

Preparation Phase

Teacher

- ✓ Present a transparency that examines an issue presently taking place in Québec. Allow students to present their point of view
- ✓ Encourage student to use their prior knowledge about the CSST and worker's rights. Review the video about the CSST that was shown at the beginning of this unit
- ✓ Encourage students to refer to their notes in their Student Resource
- ✓ **Ask the students the following question: In Today's society, do you believe that workers in our region have access to a safe working environment?**

Student

- ✓ The students are to refer to the components of the competency that have been presented to them
- ✓ Participate in the discussion
- ✓ Use their Student Resource to find information about the CSST
- ✓ Note the question asked and responses provided

Realization Phase

Teacher	Student
<ul style="list-style-type: none"> ✓ Establish a concrete understanding of the situation being discussed ✓ Provide the students with a directory of the different economic sectors and organizations in their region ✓ Ask the question: What are my rights for a safe working environment in my region? ✓ Allow students to work in teams ✓ Present the task to the students and evaluation guidelines: “Develop a poster or banner that encourages young workers to press for their right to a safe working environment, using information your interview as a historical comparison.” ✓ Evaluate student work using Grid #4 (see Appendix) 	<ul style="list-style-type: none"> ✓ Note the elements of the situation presented and identify problem areas ✓ Identify the main economic sectors in their region ✓ Record in their Student Resource booklet the means that have been used to promote workers’ rights in their region ✓ Extracts key elements from the interview and includes these in his/her their poster ✓ As a team, creates a poster or banner that presents ways to promotes workers’ rights and incorporates historical elements gathers during interviews at the seniors residence

Integration Phase

Teacher	Student
<ul style="list-style-type: none"> ✓ Present the transparency used in the Preparation Phase and make links between the issues presented and the comments made by the students. 	<ul style="list-style-type: none"> ✓ Review the historical facts that are related to the issue using their notes in their Student Resource ✓ Participates in the group discussion
<p style="color: #008080; margin: 0;">Broad Areas of Learning question: How can I contribute to a safer working environment?</p>	<ul style="list-style-type: none"> ✓ Notes in his/her Student Resource places where he/she can promote workers' rights
<ul style="list-style-type: none"> ✓ Encourage the students to question and comment on what should stay the same and what should change in order to exercise their rights ✓ Act as an animator for the group and help summarize responses 	<ul style="list-style-type: none"> ✓ Note : An agenda or journal could be used to record information from this lesson , and kept to help the student integrate into the work force

Appendix

The steps to Industrialization

1850 to 1896 – Beginning of the industrialization era

1896 to 1929 – Utilization of new natural resources

1945 to the present – Accelerated process of industrialization

The steps leading to Unionization

1872 – Withdrawal of the criminal code banning unions

1921 – Founding of the Catholic workers confederation of Canada

1950 to the present – Founding of new unions

Appendix

Evaluation Grids

Verification List

The Interview

Self-Evaluation

	YES	NO
I took great care in preparing my interview.		
I followed all instructions and protocols during my interview.		
I was respectful and polite to the person I was addressing. My indications of respect were: - - - -		
I thanked the person I was interviewing.		
I noted all information from my interview (recording, key words, etc.)		

Evaluation Grid #1

Name _____ Group _____

Competency 2: Builds a sense of belonging to Québec society

Component: Understands what is meant by belonging to Québec society

Criteria: Uses appropriate concepts

A	B	C	D	E
The student successfully organizes all concepts and activities in his/her table (i.e. economic activities, regional resources, etc.)	The student organizes most concepts and activities in his/her table (i.e. economic activities, regional resources, etc.)	The student organizes certain concepts and activities in his/her table (i.e. economic activities, regional resources, etc.)	The student has only included some concepts in his/her table. They are not organized.	The student experiences difficulty identifying concepts and organizing them.

Evaluation Grid #2

Name _____ Group _____

Competency 2: Builds a sense of belonging to Québec society

Component: Understands what is meant by belonging to Québec society

Criteria: Situates the origins and characteristics of events on their timeline

A	B	C	D	E
<p>The student is successful in linking the past with the present (all dates and data are correct).</p> <p>Chronological order is respected.</p>	<p>The student is mostly successful in linking the past with the present (all dates and data are correct).</p> <p>Chronological order is respected.</p>	<p>The student has established certain links with the past and the present (all dates and data are correct).</p> <p>Chronological order is respected.</p>	<p>The student has established certain links with the past and the present (dates and data are not always correct).</p> <p>Chronological order is not respected.</p>	<p>The student is not successful in establishing links with the past and the present.</p> <p>Chronological order is non-existent.</p>

A	B	C	D	E
<p>All elements of the timeline are present and chronological order is respected (Industrialization and Unionization)</p>	<p>Most of the elements of the timeline are present (Industrialization and Unionization)</p>	<p>Certain elements of the timeline are present (Industrialization and Unionization)</p>	<p>A few of the elements of the timeline are present, however there is no indication of which groups they follow (Industrialization or Unionization)</p>	<p>Many elements of the timeline are missing and none of the major advances (Industrialization or Unionization) are mentioned.</p>

Evaluation Grid #3

Name _____ Group _____

Competency 2: Builds a sense of belonging to Québec society

Component: Understands what is meant by belonging to Québec society

Criteria:

- Properly identifies the elements of the issue
- Determines who the principal individuals are in the health and welfare system, their positions, and the current working conditions in Québec

	YES	NO
Identifies the elements affecting Québec society ➤ The issues affecting the health and safety, and working conditions are clearly identified		
Links the elements affecting Québec society ➤ The differences between the past and present conditions are clearly identified		

Evaluation Grid #4

Name _____ Group _____

Competency 2: Builds a sense of belonging to Québec society (history timelines, rights and freedoms, current issues).

Component: Expresses his/her opinion concerning a current issue in Québec.

	YES	NO
Proposes solutions to observed problems <ul style="list-style-type: none">➤ Able to identify the problem➤ Able to suggest possible solutions to the problem		
Uses critical judgement <ul style="list-style-type: none">➤ Able to present an argument and opinion backed up with facts		
Understands the historical background to the problem <ul style="list-style-type: none">➤ Able to identify the different regulations concerning working conditions , and health and welfare of the worker➤ Able to validate their opinions by using appropriate information		
Uses appropriate concepts <ul style="list-style-type: none">➤ Able to clearly identify the concepts necessary to back up his/her opinion		

Self-evaluation Grid #1 B

Cross-curricular Competency 1: *Uses information*

I succeeded...

Very easily



Easily



With some
difficulty



With great
difficulty



Read each statement and circle the rating that best describes you:

	What I think...
Uses efficient research methods I can identify the essential facts Consults appropriate sources of information Useful information is _____ Relevant research strategies are _____ Critical analysis I gathered all information, analysed it and was able to discuss my opinions	
Organization of information I was able to organize the information I gathered using the techniques and tools provided, or by using my own judgement	
Using the information I was able to effectively use the information I collected to answer the questions	
Identify my difficulties and why they occurred Possible solutions would be _____	
What worked and what didn't? How would I have done things differently : _____	

Observation Grid #1A

(self-evaluation)

COMPETENCY: Adopts effective work methods

Student name: _____

Evaluating my work methods

I succeeded...

Very easily

Easily

With some
difficulty

With great
difficulty



Read each statement and circle the rating that best describes you:

I can...	What I think...
Explain the task I have to complete When I need clarifications or explanations, I ask : _____	
Respect the deadline for each task <ul style="list-style-type: none"> Step 1 : I need to _____ date/time _____ Step 2 : I need to _____ date/time _____ Step 3 : I need to _____ date/time _____ 	
Locate essential information My main sources of information are: _____	
Stay focused on the task The methods I could use are: _____	
Identify my difficulties and what they are related to Possible solutions are: _____	
Finish my work on time To stay on schedule, I have to: _____	
What worked and what didn't? Next time I will: _____	

To be completed by the teacher and the student

	What worked well...	What do I need to improve...
Student comments		
Teacher comments		