Ethics and Religious Culture

Learning and Evaluation Situation

Managing Tensions and Conflict

Elementary Cycle Three

Competency 1

**Reflects on ethical questions**

Competency 3

**Engages in dialogue**

**WORKING DOCUMENT**

**June 2011**

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**PRESENTATION OF THE SITUATION**

In this learning and evaluation situation students are encouraged to realize that differences between members of a society can be a source of enrichment as well as conflict. They will identify actions and attitudes that help manage these conflicts between individuals. They are also encouraged to promote the adoption of a responsible and informed manner of being that respects human dignity and that fosters community life.

**WHAT IS EXPECTED OF STUDENTS**

A proposal for Schoolyard Conduct. This may take the form of a letter, a poem, a song, a poster, a pamphlet, a video, or any other form of media.

EVALUATION

The following can be taken into consideration when evaluating students’ work:

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| In ethics |
| * **Ethical treatment of a situation** * Description of the situation. * Comparison of points of view. * Consideration of references. * **Relevant evaluation of options** * Proposal of options related to the situation. |
| In dialogue |
| * **Appropriate practice of dialogue**   + Questioning of points of view. |

**Note:**

These indicators can be found in the rubric on page 10. These are the most easily observable indicators in order to determine the success of the requested tasks. The teacher could target other criteria and indicators, depending on his/her adaptation of the LES.

**CONNECTIONS WITH THE QUÉBEC EDUCATION PROGRAM**

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| --- | --- |
| **Cross-Curricular Competencies** | Works in a team |
| **Subject-Specific Competencies Evaluated** | * Reflects on ethical questions * Engages in dialogue |
| **Targeted Program Content** | |
| **Theme and related content in ethics:**  Demands of life in society   * Management of tensions or conflict   Individuals as members of society   * Differences as a source of enrichment and conflict in life in society   **Subject-specific knowledge targeted in the Progression of Learning:**   * Explains how differences among individuals can be a source of enrichment * Explains how the differences among individuals can be a source of conflict * Names the possible effects of prejudices, generalizations and stereotypes   *\* The teacher may choose to target other subject-specific knowledge as outlined in the Progression of Learning in Elementary School.* | |
| **Content related to dialogue :**   * Forms of dialogue: discussion, conversation * Means for developing a point of view: description, comparison * Means for examining a point of view: recognize judgments that form the basis for developing a point of view and processes that may hinder dialogue | |

**SUGGESTED LEARNING CONTEXT**

Learning to manage the tensions and conflicts that arise between individuals and groups is sometimes not an easy task. Often tensions and conflicts occur when there are differences among people due to a variety of reasons (gender, race, sexual orientation, preferences, social conditions, etc.). However, part of being a responsible member of society means that people need to adopt ways of being and acting that respect human dignity and foster community life. Sometimes this means identifying the **sources** of tensions and conflicts as well as understanding the **actions and attitudes** that can help to **manage** or **fuel** tensions and conflictsbetween individuals. This LES presents a scenario where gender differences cause tensions and conflict in the schoolyard. Read it as a class in order to identify some of the issues and discuss some possible ethical questions that it raises.

Examples of Possible Ethical Questions

*Do boys and girls play differently? Give examples.*

*Should boys and girls play on different sports teams? Why or why not?*

*Should there be separate classes for boys and girls?*

*Can you get along with someone who is different than you? Why or why not?*

*Should there be different expectations of how boys and girls look and behave in our society? Why or why not?*

*What are the sources of gender stereotypes?*

*How do gender roles, norms and stereotypes affect how we see ourselves and how we see others?*

*What role do the media play in maintaining or breaking stereotypes?*

**OVERVIEW OF TASKS**

Duration: About 4 hours 30 minutes

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| **PREPARATION–90 minutes** |
| **Whole class**  Become familiar with the learning and evaluation situation, the tasks to be completed, and the evaluation rubric found on page 10.  Become familiar with the subject of dialogue by reading and discussing the suggested learning context as presented on page 4 and the scenario on page 11 “A Case of Differences.”  **Whole class**  Discuss some of the ethical questions raised by the scenario, as well as some of the values and norms associated with them. Examine the sources of tensions and conflicts as well as actions and attitudes that manage or fuel tensions or conflicts.  **Individually**  Reflect on the situation and respond to an ethical question.  *(Worksheet 1- Reflection on the Situation)*  Whole Class  Integrated Mini-Lesson: Examining Points of View  *(Worksheet 2- Examining Different Points of View)* |
| **PERFORMANCE – 150 minutes** |
| **TASK 1**  **In pairs or groups**  Examine situations in the media in order to compare the points of view and identify the references on which points of view are based.  *(Worksheet 3- Overview of the Ethical Situation)*  *(Worksheet 4– Peer Evaluation of Dialogue)*  **TASK 2**  **In groups**  Plan a Proposal for Conduct in the Schoolyard.  *(Worksheet 6- Guidelines for Proposal )*    **Whole class**  Present group proposals to the class. |
| **INTEGRATION – 30 minutes** |
| **Individually**  Review process and take stock of reflections.  *(Worksheet 7- Reflection on Learning)*  *(Worksheet 8-Self-Evaluation of Work Methods)* |

**SUGGESTED PROCEDURE**

**PREPARATION**

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| **Discuss the learning context and identify some ethical questions arising from the situation.**  *60 minutes* |
| **Whole class**   * Give students an overview of the learning and evaluation situation: the competencies that will be worked on and evaluated, the evaluation criteria, the themes that will be addressed, the procedure, and the work methods. * Explain to students that they will be asked to draw up a proposal that will help with schoolyard conduct. * Present the learning context.   + ***Note:*** *The teacher may choose to introduce a different situation that is more immediate to students’ experiences. This is a good opportunity to deal with any number of situations that have been troublesome for students. Teachers often find themselves dealing with several disagreements at a time, especially after lunch, recess, or any unstructured time where* *students* *have had the opportunity to interact without adult intervention.* * Read the scenario in **Student Tool 1**- A Case of Differences.   + ***Notes:*** *The story may be given to students individually, in pairs or in groups to be read and discussed. There could then be a whole class discussion.* * Inform students that the following whole class discussion will serve as a model for what they will be asked to do in Task 1. * Use an overhead transparency (or computer, or Smart board) to project **Worksheet 3**- Overview of the Situation to record student answers during the discussion. * Use the following questions as guidelines to initiate discussion (see **Teacher Tool 1** -Possible Answers):   + *Discuss the essential elements of the situation, (who, what, how, when, where, and the values and norms involved:*   ◾*Who is involved?* ◾*What is the problem?* ◾*How did the problem arise?* ◾*What basic values and/or norms does the situation call into question?*   * + *Identify some of the tensions and conflict of values in the situation. (****Students may need to review the meaning of tensions and conflicts****.) See* ***Teacher Tool 1*** *for definitions.*   + *Identify some differing points of view and the values, norms, ideas, or reasons in these points of view.*   + *Are the differences in this scenario a source of enrichment or conflict? Could they be both?*   + *Identify some actions that may contribute to the management of tensions or conflict or feed tensions and conflict.*   + *Are there other similar situations in the school that cause conflict and need addressing?*   + *Formulate together some of the ethical questions that could arise from the situation. List them on chart paper or the board so that students may refer to them in the next exercise.*   **Individually**   * Invite students to reflect on the discussion by completing **Worksheet 1- Reflection Questions.** |
| **Integrated Mini-Lesson: Means for Examining a Point of View**  **30 minutes** |
| ***Note:*** *This lesson is suggested as a way to familiarize students with some of the means for examining a point of view as found on page 352-353 of the QEP. It may be used within the LES or as a separate lesson at some other point in time.*  **Whole class**   * Remind students that dialogue can be a useful tool in managing tensions and conflicts and that the way people interact with one another can help them to arrive at peaceful solutions * Explain that in order to use dialogue effectively students will become familiar with some means for examining a point of view and become aware of types of judgments and processes that may hinder dialogue * Use **Student Tool 2** and **Teacher Tool 3**- Means for Examining a Point of View to familiarize students with types of judgments and processes that may hinder dialogue * Invite students to form pairs (or groups) in order to examine the different points of view expressed in the ethical situation provided in **Student Tool 1**- A Case of Differences (other situations may be used instead). * Remind students to consider the adult points of view as well.   **Individually or in pairs**   * Ask students to complete **Worksheet 2**- Examining Different Points of View. |

**PERFORMANCE**

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| **Examine situations in the media in order to compare the points of view and identify the references on which points of view are based.**  TASK 1 *90 minutes* |
| **In pairs or groups**   * Distribute copies of cases in the media related to conflict over gender differences.   + ***Note****: See suggested resources for access to online articles. The articles have been selected to respond to a variety of reading levels. It should be noted that newspaper stories in general, vary in their readability index; some are at a Grade five reading level while others are written at a Grade twelve level. Teachers will have to use their judgement when it comes to their own students’ reading abilities. The teacher may choose to group students with mixed levels in order to help those experiencing difficulty. Alternatively, students could read the articles and summarize the key points and main ideas, which could make this LES easy to integrate with ELA. Other articles may be substituted. Each group or pair should have one article. Students that need a challenge may be given two articles. Teachers may also decide to distribute the same article to different groups.* * Ask students to read the cases in their teams or groups and to discuss the situation using **Worksheet 3**- Overview of the Situation as a guide as they complete the worksheet. * Remind students to pay particular attention to the different points of view and the values and/or norms associated with those points of view. * Review rules of dialogue and target specific processes and obstacles that hinder dialogue. Refer students to their completed **Worksheet 2**- Examining Different Points of View.   **Optional Activity:**   * Guide students to use a Place Mat Organizer found in **Teacher Tool 4** to structure their discussion and compare the points of view. (**Note**: Although the Place Mat Activity is often used to share students’ own points of view, in this activity they should be looking at the points of view in the articles they are reading. Ex. I think X’s point of view is…)   + *Note: Students may need instruction in the use of the Place Mat format if they are not familiar with it. See* ***Teacher Tool 4****.* * Distribute copies of **Student Tool 3**- Laws and Charters that Address Gender Equality and ask students to compare the points of view of the charters and laws with the points of view in the articles. * Observe students during work using **Teacher Tool 5-** Observation Checklist. * Ask students to complete **Worksheet 4**-Peer Evaluation of Dialogue. |

**PERFORMANCE (cont.)**

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| **Plan a Proposal for Conduct in the Schoolyard.**  TASK 3 *60 minutes* |
| **In groups**   * Group students (3-4 per group) and explain that they will now work together to plan a Proposal for Conduct in the Schoolyard based on the schoolyard scenario, “A Case of Differences.” * Guide students to refer to their article studies, and the charters and laws that they read, in order to guide their reflections. * Remind students that the proposal should address the whole school and not just the situation in the yard. * Review the two pedagogical intentions in this LES:   + To realize that differences between members of a society can be a **source of enrichment as well as conflict**.   + To promote the adoption of a responsible and informed manner of being that **respects human dignity** and that **fosters community life**. * Use the following questions to guide students in their reflections (also found in **Worksheet 5**-Proposal for Conduct in the Schoolyard):   + Which points of view have to be taken into consideration when coming up with a solution?   + Are the differences in the schoolyard a source of enrichment or a source of conflict? If they are a source of conflict can they be made into a source of enrichment?   + What are some possible options or actions that will help to manage the conflicts in the situation?   + Will these options respect human dignity and foster community life?   + Will everyone in the situation be satisfied? Do they have to be? * The **Proposal** itself should contain the following (also found on  **Worksheet 5**-Proposal for Conduct in the Schoolyard):   + The reason for the Proposal (a **short description of the problem** , tension, or conflict)   + The actions or options that will contribute to the management of tensions or conflict.   + The **effects** of the Proposal **on the individuals in the situation**.   + **The effects** of the Proposal **on schoolyard activities**.   + The **advantages** and **disadvantages** of the Proposal.   + References to valid **resources.** |

**INTEGRATION**

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| **Review process and take stock of reflections.**  *30 minutes* |
| **Individually**   * Encourage the students to reflect on their learning. (Complete **Worksheet 6- Reflection on Learning**) * Invite students to think about their process as well as their interactions with their peers during discussions and research (Complete **Worksheet 7 – Self-Evaluation of Work Methods**). |

**SUPPLEMENTARY TASKS AND INFORMATION**

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| **Knowledge Verification Tools**   * Two activities are included at the end of the LES to be used to verify subject-specific knowledge acquisition targeted in the Progression of Learning. * These tools are in line with the knowledge acquired and used in the LES. Students may be evaluated using the criteria found at the top of the worksheets or by a method chosen by the teacher. * Please note that these worksheets should not constitute the whole of the evaluation process or be used as summative assessment. They simply evaluate **knowledge acquisition** and not knowledge application. Knowledge application can be evaluated with the LES and other complex tasks. |
| **Suggestions for further study or integration with other subjects**   * Students could go further and create rules for their classrooms, rules for schoolyard games, good conduct in the cafeteria, etc. * This LES could be adapted for school bullying policies, school violence programs, peace education, conflict resolution programs, bus safety programs, etc. * This LES could easily be integrated into ELA –specifically the Media competency. |

Ethics and Religious Culture Elementary Cycle Three

Meets the requirements to an outstanding degree.

Meets the requirements in a satisfactory manner.

Meets a minimum number of requirements.

Meets few of the requirements.

Meets none of the requirements.

**Rubric C1-C3 ETHICS AND DIALGOUE**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of the task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Criteria** | **The elements evaluated in this task are checked off below.** | **Observable Elements** | **Performance Requirement** |  |  | | | |
| **Ethical treatment of a situation** | 🗷 | The student **provides an appropriate description** of the situation. | An appropriate description includes:   * a presentation of the essential elements of the situation   (who, what, how, when, where, and the values and norms involved)   * identification of tensions or conflicts of values in the situation * connections between the elements of the situation | 5 | 4 | 3 | 2 | 1 |
| □ | The student raises **ethical questions related to the situation**. | *A relevant ethical question enables the student to:*   * reflect on attitudes, behaviour or concepts pertaining to the ethical problem to be solved or a subject relative to values and norms * identify values and norms that create tension * evaluate, justify or recommend options related to the situation | 5 | 4 | 3 | 2 | 1 |
| 🗷 | The student **compares** points of view **in an appropriate manner**. | *An appropriate comparison involves*:   * relevant connections with the ethical issues involved * a comparison of several key elements present in at least two points of view related to the ethical issue (values, norms, ideas or reasons) * identification of the similarities and differences between these points of view | 5 | 4 | 3 | 2 | 1 |
| 🗷 | The student **identifies references** on which points of view are based. | *The references identified:*   * are relevant (related to the ethical issue) * indicate the source of a point of view   (*e.g. a rule, a law, a charter, an important figure, a proverb, a scientific study, a value*) | 5 | 4 | 3 | 2 | 1 |
| **Relevant evaluation of options** | 🗷 | The student **proposes** relevant options. | *The options proposed:*   * are related to the ethical issue involved * make it possible to consider the situation from different perspectives * are based on diverse and valid resources | 5 | 4 | 3 | 2 | 1 |
| □ | The student provides an **appropriate** **description** of the effects of the options proposed. | *An appropriate description includes:*   * possible effects for the individuals involved in the situation, for each option proposed * possible effects on life in society, for each option proposed * advantages of the options proposed * disadvantages of the options proposed | 5 | 4 | 3 | 2 | 1 |
| □ | The student **selects** options that foster community life. | *A selection of options is based on:*   * criteria that take into consideration the well-being of individuals and society * an overall consideration of the possible effects | 5 | 4 | 3 | 2 | 1 |
| **Appropriate practice of dialogue** | □ | The student **interacts in a way that fosters** dialogue. | *Appropriate interaction, orally or in writing, can be observed in one or more of the following actions:*   * correctly using means for developing a point of view *(p. 350)* * correctly using forms of dialogue *(p. 349)* * complying with conditions that foster dialogue *(p. 349)* | 5 | 4 | 3 | 2 | 1 |
| 🗷 | The student **questions** points of view **in an appropriate manner**. | *Appropriate questioning, orally or in writing, can be observed in one or more of the following actions:*   * selecting and using relevant resources (related to the subject of dialogue) * distinguishing between essential and secondary elements * identifying and examining processes likely to hinder dialogue *(p. 353)* * identifying and examining judgments expressed in a point of view *(p. 352)* * anticipating and formulating clarifying questions | 5 | 4 | 3 | 2 | 1 |

Result:

Strong points: STUDENT’S REFLECTIONSPoints in need of improvement:

Teacher’s comments:

**A CASE OF DIFFERENCES Student Tool 1**

Ronald and some of his grade six classmates have been playing soccer-baseball in the same corner of the schoolyard ever since they were in grade three—everyone knows it is “their space.” Every lunch hour and recess the boys look forward to sharing this time together and having lots of fun. This year a group of girls in Ronald’s class has decided that they wanted to play soccer-baseball as well. The girls, led by Jessica, started to occupy the area and play a different version of soccer-baseball with different rules and regulations. Ronald and his friends get very upset when they see them in their space and huge fights break out each recess and lunch. Each group thinks the other has a right to be there because the school yard is supposed to be shared by everybody. Ronald’s teammate Paul says that the ones who were there first get to decide how to use the playground and what rules to play by. Jessica says that the schoolyard is for everyone to use and the corner is the only place where there’s enough space to play; besides the supervisors won’t let them play anywhere else.

One of the girls on Jessica’s team suggests that maybe they can form co-ed teams of boys and girls. The boys start to laugh and say that girls don’t play the same as boys: they can’t run as fast; they can’t throw as far; they cry when they get hurt and they don’t even play by the same rules. Some of the girls are also against co-ed teams: boys play too rough; they’re not fair and they wouldn’t give them as much playing time. One boy suggests that even professional teams don’t have co-ed teams. One of the girls says, “Just face it Jessica, boys and girls like different things and play differently. Even television commercials show that. Have you ever seen a commercial where boys are playing with dolls and girls are playing with cars? We’re just different!”

The boys and girls seem to be at an impasse: they can’t come to a resolution. The teachers and supervisors have become so frustrated with the two groups being unable to find a solution that they have decided to temporarily ban the students from playing soccer-baseball at all. But Jessica isn’t ready to give up just yet; there has to be a way to sort out their differences and come to an agreement, there just has to be!

What do you think?

* + - Should boys and girls play on the same teams? Why or why not?
    - Are there differences in the way boys and girls play?
    - Should boys and girls be treated differently in sports? School? Society? Explain.
    - Can this situation be resolved so that everyone is satisfied?

**Overview of the Situation-Possible Answers Teacher Tool 1**

**NOTE:** These answers are provided as guidelines only and are not exhaustive. Other answers are possible.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Think about the various points of view expressed in the case you are studying. Then fill in the chart below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What is the issue in the situation?**  Two groups of students, one made up of boys and one of girls, have gotten into a conflict over who gets to play in the space allocated for soccer-baseball in the schoolyard. When someone suggests that they play in mixed teams, tensions break out because some of the players have the point of view that girls and boys have too many differences to be able to play together. They have reached an impasse because the adults in the school have prohibited their playing until the students come up with a solution. | | | | |
| **Points of view expressed** | **Values, norms or reasons behind the point of view** | **Possible reference present in the points of view** | | **Tensions and/or conflicting values in the situation and points of view** |
| Some of the boys think girls shouldn’t play on the boys’ team because girls can’t run as fast and sometimes cry when they get hurt. | **Values:** aggressiveness; bravery; being athletic; winning; competitiveness; being fast; etc.  **Norms:** Boys are better at sports; girls cry a lot; etc.  **Reasons**: The boys just want to play on their own like they always have. | Family, friends, adults in their lives; television, advertising, or past experiences, etc. that have led them to think that girls are not really good at sports and are frail. | | There is a **tension** caused by the **conflicting values** when it comes to gender differences. Some points of view are that boys and girls are different and cannot play together and other points of view hold that there can be equality between the genders. |
| Some of the girls think boys shouldn’t play on the girls’ team because boys play too rough, they don’t play fair, and they wouldn’t give the girls much playtime. | **Values:** fairness; gentleness; equity; peace; etc.  **Norms:** Boys play rougher than girls; girls want to play fair; boys are bossy; etc.  **Reasons**: The girls just want the boys to share their space and go play elsewhere. | Family, friends, adults in their lives; television, advertising, or past experiences, etc. that have led them to think that boys are rough and unfair. | | **Definitions:**  **Tensions:**  Divergence experienced by a person or between people who do not place the same importance on certain values or norms. Tensions can occasionally give people an opportunity to continue their pursuit of the common good and learn to recognize others more in their world-view. On other occasions, tensions can degenerate into conflicting values.  **Conflicting values:**  Profound disagreement or opposition within a person or between people. This opposition or disagreement occurs when values clash or do  not converge. |
| Some of the girls want to play on mixed teams of boys and girls. | **Values:** equality of the sexes; equity; sportsmanship; fairness; competitiveness; etc.  **Norms:** Girls and boys are equal in all things.  **Reasons**: The girls just want to play soccer-baseball. | Family, friends, adults in their lives; television, advertising, or past experiences, etc. that have led them to think that boys and girls are equals. | |
| Actions that may **contribute** to management of tensions or conflict:  Talking; listening; sharing; deciding together how to solve the problem; trying out mixed teams and seeing how it goes; compromise; etc. | | | Actions that may **feed** tensions or conflict:  Fighting; yelling; name-calling; sticking to one position and not be willing to compromise; etc. | |

**Reflection Questions Worksheet 1**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Reflect on the situation “A Case of Differences” and answer the following questions in the space below. Use the reverse if you need more room.

1. Should boys and girls play on the same teams? Why or why not?
2. Are there differences in the way boys and girls play?
3. Should boys and girls be treated differently in sports? School? Society? Explain.
4. What similar situations came to mind as you read the scenario?
5. Can this situation be resolved so that everyone is satisfied?
6. What else do you need to know before you propose options or actions for the situation?

**Means for Examining a Point of View Teacher Tool 2**

Use the table below to help students understand the processes involved in reflecting on an ethical situation, dialoguing with others about it and developing a point of view. Students will need extensive guidance in deciphering and understanding the process, specifically the types of judgments. An ethical situation that may be very familiar and pertinent to most students has been provided; however teachers may choose to use any situation that they are currently dealing with in the classroom.

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| **Ethical situation:** A school enforces a dress code and students feel that it isn’t fair because it infringes on their freedom of expression. They want to dress in a way that shows their individuality. A group of students and teachers meet to dialogue and exchange points of view. Here are some things that may hinder the process. | | | |
| **Types of judgments** | **Definition** | **Example** | **Paths for examining a point of view** |
| **Judgment of preference**  (student point of view [POV] ) | Relying on a person’s preferences and tastes | I like to wear cool clothes instead of boring blue and white. | Examine the reason behind liking cool clothes. |
| **Judgment of prescription**  (teacher POV) | Making a statement about what **MUST** be done | Students must wear the dress code to keep the school safe. | Examine whether this is true. What evidence is there for this conclusion? |
| **Judgment of reality**  (teacher POV) | Trying to make a general statement from facts or observations | Students behave better if they are all dressed alike. | Examine where this information comes from. |
| **Judgment of value**  (student POV) | Attempting to give more weight to certain values | You can be more popular with cool clothes. | Examine the values that are behind this. Are they clear? |
| **Processes that may hinder dialogue** | **Definition** | **Example** | |
| **Hasty generalization**  (teacher POV) | Arriving at a general conclusion from a few facts | Several students were “taxed” because of the clothes they wear. If everyone wears the same clothes taxing will stop. | |
| **Personal attack**  (student POV) | Attacking someone so that what they say is not believed | Teachers are old-fashioned so they don’t know about cool clothes. | |
| **Appeal to the crowd**  (student POV) | Accepting or rejecting an argument based on someone else’s opinion | The cool kids say that we shouldn’t have dress code so we should say it too. | |
| **Appeal to the people**  (student POV) | Justifying an argument based on what a large number of people say | Everyone knows that “you can’t judge a book by its cover” so it doesn’t really matter what you wear. | |
| **Appeal to prejudice**  (teacher POV) | Appealing to a preconceived idea | Since students can never be trusted to make good choices, teachers have to enforce a dress code. | |
| **Appeal to stereotype**  (teacher POV) | Appealing to a fixed idea about a group of people without taking into account individuality | Since the army wears uniforms and is very disciplined, a dress code will make students disciplined. | |
| **Argument from authority**  (teacher POV) | Appealing to a person’s authority to support an argument | Teachers are in charge so students should listen to them. | |

**Note to teachers**: While many of the dialogue processes are presented as hindrances in the QEP (pp.352-353) it should be noted that there may be times when some of the processes could be useful. For example, an appeal to authority may be called for in situations where a legal issue is in question. An appeal to the people may help to clarify someone’s point of view on a controversial yet widely discussed topic: ex. violent television.

**Means for Examining a Point of View Student Tool 2**

Listed in the table below are various types of judgments and processes that may hinder dialogue. The Merriam-Webster dictionary defines a **judgment** as: **the process of forming an opinion by examining and comparing**. What is examined and compared are the key elements and different points of view in an ethical situation. In the table below a very simple example of an ethical situation has been given, followed by the possible judgments and hindrances to dialogue that may arise during a discussion. Use this table to guide you in examining various points of view during your discussions and deliberations, as well as your own point of view. (Adapted from the Quebec Education Program- Elementary, pp.352-353).

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| **Ethical situation:** A school enforces a dress code and students feel that it isn’t fair because it infringes on their freedom of expression. They want to dress in a way that shows their individuality. A group of students and teachers meet to dialogue and exchange points of view. Here are some things that may hinder the process. | | | |
| **Types of judgments** | **Definition** | **Example** | **Paths for examining a point of view** |
| **Judgment of preference**  (student point of view [POV] ) | Relying on a person’s preferences and tastes | I like to wear cool clothes instead of boring blue and white. | Examine the reason behind liking cool clothes. |
| **Judgment of prescription**  (teacher POV) | Making a statement about what **MUST** be done | Students must wear the dress code to keep the school safe. | Examine whether this is true. What evidence is there for this conclusion? |
| **Judgment of reality**  (teacher POV) | Trying to make a general statement from facts or observations | Students behave better if they are all dressed alike. | Examine where this information comes from. |
| **Judgment of value**  (student POV) | Attempting to give more weight to certain values | You can be more popular with cool clothes. | Examine the values that are behind this. Are they clear? |
| **Processes that may hinder dialogue** | **Definition** | **Example** | |
| **Hasty generalization**  (teacher POV) | Arriving at a general conclusion from a few facts | Several students were “taxed” because of the clothes they wear. If everyone wears the same clothes taxing will stop. | |
| **Personal attack**  (student POV) | Attacking someone so that what they say is not believed | Teachers are old-fashioned so they don’t know about cool clothes. | |
| **Appeal to the crowd**  (student POV) | Accepting or rejecting an argument based on someone else’s opinion | The cool kids say that we shouldn’t have dress code so we should say it too. | |
| **Appeal to the people**  (student POV) | Justifying an argument based on what a large number of people say | Everyone knows that “you can’t judge a book by its cover” so it doesn’t really matter what you wear. | |
| **Appeal to prejudice**  (teacher POV) | Appealing to a preconceived idea | Since students can never be trusted to make good choices, teachers have to enforce a dress code. | |
| **Appeal to stereotype**  (teacher POV) | Appealing to a fixed idea about a group of people without taking into account individuality | Since the army wears uniforms and is very disciplined, a dress code will make students disciplined. | |
| **Argument from authority**  (teacher POV) | Appealing to a person’s authority to support an argument | Teachers are in charge so students should listen to them. | |

**Examining Different Points of View Worksheet 2**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Use the table below to identify and examine the different points of view evident in the scenario “A Case of Differences.”
* Refer to the chart in **Student Tool 2** -Means for Examining a Point of View.

|  |  |  |  |
| --- | --- | --- | --- |
| **Point of view** | **Type of judgment (s) evident in the point of view** | **Process that may hinder dialogue** | **Path for examining the point of view** |
| **Example:**  The teachers think that students should not play at all. | Judgment of prescription: students can’t play at all. | Argument from authority: teachers are in charge. | Why did the teachers decide this? Is it realistic to assume that the fighting will stop if the students don’t play? |
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**Explanation of Place Mat Activity Teacher Tool 3**

The Place Mat activity is used as a way of getting students to share their ideas and opinions in an inclusive and non-threatening manner. Students who are typically shy of dialoguing or who feel anxious about sharing their opinions can do so through writing; dialogue is not limited to verbal expressions only. Students sit around a sheet of paper (can be 8x11 or as large as you wish) and take turns writing their point of view regarding an ethical situation or problem. Suggestions are provided below. The sheet is then turned (clockwise or counter clockwise) so that the next person can respond to the point of view, not by agreeing or disagreeing but by pointing out any judgment or obstacle to dialogue present in the point of view by: writing what it is and highlighting or circling the phrase or words that suggest a judgment or obstacle and suggesting a way around it. For each turn they have in writing or responding, each student can write one key word in the middle space. By the end the students have a bank of words that they can use as a reference to draw from when validating their point of view.

Suggestions: This activity can be adapted to any subject area. In Math, students can share solutions to problems; in LA they can share responses to literature; in Science hypotheses; in Geography and History important facts, figures and explanations, etc.

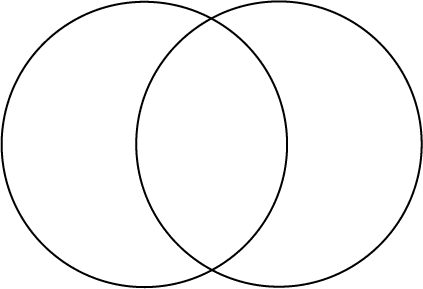
**Explanation of Place Mat Activity (continued) Teacher Tool 3**

The Place Mat activity is a hands-on, interactive, and practical cooperative learning tool that is versatile and can be used throughout the Ethics and Religious Culture program. The Place Mat format has at its core an appreciation of everyone’s point of view (**recognition of others**) as well as a central goal of finding common ground (**the pursuit of the common good**) and it all happens through **dialogue**. Many great educators and philosophers have suggested that education and society in general both stand to benefit when people of different persuasions, ideas, and opinions can come together and meet in a **place and space** that both upholds their views yet also blends them to achieve community and harmony.

**Emergent Spaces:** [Raymond Williams. *Culture and Society*, 1958.]

Williams wrote about the emerging culture that forms as old cultures and new cultures meet and share existing ideas and new ideas. As people dialogue and interact some things change but others stay the same. The common space is a synthesis.

**Buber**



**Identity**

**Thou**

**I**

**Place of Encounter**: [Martin Buber. *I and Thou*, 1970.]

Buber posits that it is through dialogical encounters that people form

their identities and become who they are. He wrote that it is only in

encounters where people are ready to be open to the “other” and see

them as part of who they are, that true identity formation takes place.

**The Third Space**: [Homi Bhabha. *The Location of Culture*, 2000.]

Bhabha wrote about cultural synthesis where the meaning and symbols of a culture

can retain some of their former characteristics but morph to include another culture’s

symbols as well.

**A Space for Cultural Synthesis and Conscientization:** [Paolo Freire. *Pedagogy of the Oppressed,* 1970.]

Freire emphasized that conscientization comes though a pedagogy of dialogue and student-teacher praxis that takes place in a cultural synthesis where each learns from the other.

**A Space in the Borderlands**: [Henry Giroux. *Border Crossings*, 2005.]

Giroux wrote about breaking through our cultural boundaries and crossing over to meet the other in a mutually agreed upon space—the borderlands.

Culture B

Culture A

Teacher

Students

**Freire**

Culture C

Third space

Culture D

**Bhabha**

**Old culture**

**Emerging**

**culture**

My space

Your space

borderlands

**Giroux**

**Williams**

As is evident from the drawings the theory supports the practice and gives a visual definition for the ERC’s defining goals: **recognition of others** and the **pursuit of the common good**.

**Overview of the Situation Worksheet 3**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Think about the various points of view expressed in the case you are studying from the newspaper articles your teacher has provided. Then fill in the chart below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What is the issue in the situation?** | | | | | |
| **Points of view expressed** | **Values, norms or reasons behind the point of view** | | **Possible reference present in the points of view** | | **What do the charters or laws say?** |
|  |  | |  | |  |
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|  |  | |  | |  |
| **Tensions and/or conflicting values** in the points of view: | | Actions that may **contribute** to management of tensions or conflict: | | Actions that may **feed** tensions or conflict: | |

**Observation Checklist for Dialogue Teacher Tool 4**

*Note to teacher: This checklist may be used several times and for different tasks. Teachers may also choose to target one group of students at a time and complete their observations over several tasks.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student’s Name   * = exceeds expectations * = meets expectations   ∅ = does not meet expectations | * Applies procedures that foster dialogue | | | Questions points of view in a relevant manner | | |
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**Peer Evaluation of Dialogue Worksheet 4**

My name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_ My partner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Choose one peer from your discussion group during the **Place Mat activity** and use this sheet to evaluate your interaction.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Me** | | **My Peer** | |
|  | Yes (explain how) | No (explain why) | Yes (explain how) | No explain (why) |
| We were aware of our reactions to the subject we were discussing. |  |  |  |  |
| We found ways to foster dialogue. |  |  |  |  |
| We expressed our points of view. |  |  |  |  |
| We listened to each other’s ideas. |  |  |  |  |
| If we didn’t understand something we asked for clarification. |  |  |  |  |
| If we encountered obstacles we were able to overcome them. |  |  |  |  |
| We were aware of any judgments we might have made. |  |  |  |  |

Something I need to work on is:

**Laws and Charters that Address Gender Equality Student Tool 3**

Québec *Charter of Human Rights and Freedoms*:

<<http://www.cdpdj.qc.ca/en/commun/docs/charter.pdf> **>** Part 1 Chapter 1.1 Section 10

**10.** Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap.

*Canadian Charter of Rights and Freedoms*

<<http://www.efc.ca/pages/law/charter/charter.text.html>> Section 15.1

**15. (1)** Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

*Title IX – Education Amendments of 1972 (United States Department of Labour)*

<<http://www.dol.gov/oasam/regs/statutes/titleix.htm>>

**Section 1681. (a) Prohibition against discrimination; exceptions.** No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

**Section 1687. Interpretation of "program or activity"**

For the purposes of this title, the term "program or activity" and "program" mean all of the operations of --

(l)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or

(B) the entity of such State or local government that distributed such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;

(2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or

(B) a local educational agency (as defined in section2854(a)(10) of this title, system of vocational education, or other school system.

**A Proposal for Conduct in the Schoolyard- Guidelines Worksheet 5**

Names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Use the following questions as guidelines to help your group plan your Proposal for Conduct in the Schoolyard.
* Try to jot down a few notes for each question in order to organize your thinking and structure your Proposal.
* Which points of view have to be taken into consideration when coming up with a solution?
* Are the differences in the schoolyard a source of enrichment or a source of conflict? If they are a source of conflict can they be made into a source of enrichment?
* What are some possible options or actions that will help to manage the conflicts in the situation?
* Will these options respect human dignity and foster community life?
* Will everyone in the situation be satisfied? Do they have to be?
* The **Proposal** itself should contain the following:
* The reason for the Proposal (a **short description of the problem** , tension, or conflict)
* The **actions or options** that will contribute to the management of tensions or conflict.
* The **effects** of the Proposal **on the individuals in the situation**.
* **The effects** of the Proposal **on schoolyard activities**.
* The **advantages** and **disadvantages** of the Proposal.
* References to valid **resources** (ex. Case studies, charters, etc.)

**Reflection on Learning Worksheet 6**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Reflect on the things you have learned throughout this LES and answer the questions below. Use examples that are different from the ones you have studied in the LES.

1. Give an example of how **differences between individuals** can be a source of conflict in society.
2. Name some **actions or attitudes** that might contribute to the management of tensions or conflict.
3. Give an example of how the **media might influence** certain individuals’ views of gender roles, norms, or stereotypes.
4. Give an example of a **judgment of value**, or a **judgment of prescription**.

**Self-Evaluation of Work Methods Worksheet 7**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluate your work methods throughout the LES. Rate yourself on a scale of 1-5 with 1 meaning *needs some improvement* and 5 meaning *well done*. Give an example for each criterion.**

|  |  |  |
| --- | --- | --- |
| **Evaluation Criteria** | **Rating 1-5** | **Example** |
| I elaborated one or more options or possible actions. |  |  |
| I examined the possible effects of these options or possible actions on individuals and society. |  |  |
| I chose options or actions that foster community life. |  |  |
| I anticipated objections and necessary clarifications. |  |  |
| I included references. |  |  |
| I justified judgments in my point of view. |  |  |

Adjustments and improvements I could make:

**Case Study: Swimming Around**  **Knowledge Verification Tool 1-Part 1**

In the small town of Martinsville there is one public swimming pool located in the high school. Everyone has access during certain hours in the evening and on the weekend. At a town Council meeting some concerns were raised by some of the citizens about the safety of the pool. While there are two lifeguards on duty at all times, it is sometimes difficult to monitor all of the swimmers at once. Last weekend, ten-year-old Veronica Hill was hurt when a group of high school boys were fooling around in the pool. One group of citizens suggests that perhaps another pool should be built in the local middle school to allow for less people in the pool at once. Many citizens agree that the boys often play too rough and that often girls are afraid to go swimming for fear of getting jostled or hurt. Ms. Hill, the parent of the hurt child, suggests that the high school boys’ time should be limited to one or two hours by themselves on Saturday afternoon with no girls around. Other parents agree saying that their daughters are shy to be seen in bathing suits in front of the boys, who often tease the girls.

Mr. Green, the parent of a high school boy disagrees, saying that Saturday afternoons are when most of the boys have part-time jobs and would not be able to go swimming at all. Mr. Gauthier, who has four sons, says that the girls should just be more careful around the boys and stay away from the areas where they swim, after all boys will be boys. Mrs. White, the local librarian, is also against the separation of boys and girls because she believes that boys and girls have to learn to get along together in the pool and in life. Mr. Tremblay, the high school gym teacher, agrees with Mrs. White, stating that the local high school swim team is co-ed and it seems to work just fine. Although he agrees that boys can be more aggressive, he has put in place a Code of Conduct that the team must follow- it sets out the rules and the consequences for breaking the rules.

The town Mayor says that building a new pool would be very costly and the town would have to give up some other facility or pay more taxes. Mr. Bond, father of Sarah Bond, says that if the Mayor won’t do anything about it, he and other parents will take matters into their own hands and keep the boys out themselves. Mr. Sharp, a lawyer says that’s illegal and goes against the boys’ right to swim. Arguing ensues until the meeting gets out of hand and the Mayor has to put a stop to the meeting altogether in order to calm everyone down.

The citizens agree that something must be done before anyone else gets hurt. The Mayor asks everyone to reflect on the issue and bring back proposals to the next meeting. He states that these solutions must work for everyone and be in the best interest of the community.

**Case Study: Swimming Around Knowledge Verification Tool 1-Part 2**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Read the Case Study: Swimming Around. Then choose three different points of view and fill in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **What is the issue in the situation?** | | | |
| **Points of view expressed** | **Values, norms or reasons behind the point of view** | **Possible reference present in the points of view** | **Tensions and/or conflicting values** in the points of view: |
|  |  |  |  |
|  |  |  |
|  |  |  |
| Actions that may **contribute** to management of tensions or conflict: | | Actions that may **feed** tensions or conflict: | |

**Case Study: Swimming Around - POSSIBLE ANSWERS Knowledge Verification Tool 1**

**NOTE:** These answers are provided as guidelines only and are not exhaustive. Other answers are possible.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Read the Case Study: Swimming Around. Then choose three different points of view and fill in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **What is the issue in the situation?** The citizens of Martinsville are worried about safety at the local swimming pool. High school boys have been acting roughly and at least one child has been hurt. In order to prevent more accidents the citizens offer suggestions to the town’s Mayor. Some groups would like the boys to be restricted to go only on certain days with no girls around. This causes a problem for some other citizens who say it’s not fair to impose restrictions on the boys. Various groups try to suggest different options but the council meeting ends with no viable solutions. | | | |
| **Points of view expressed** | **Values, norms or reasons behind the point of view** | **Possible reference present in the points of view** | **Tensions and/or conflicting values** in the points of view: |
| **Ms. Hill:** Her daughter has been hurt by the boys’ roughhousing. She wants to put restrictions on the boys’ time in the pool. Her point of view is that boys and girls cannot swim at the same time because boys are too rough. | **Values:** Safety; caution; gentleness; etc.  **Norms:** Boys are rougher than girls so they should be separated.  **Reasons**: She does not want her daughter to get hurt. | **Personal experience**: The fact that her daughter got hurt once has influenced her point of view towards safety. | **Tensions** exist between those groups who would like to see the girls and boys swim at different times.  There is a **conflict of values** between those who think boys and girls should be treated differently and those who think that they should be treated equally.  The **values** of equity and safety conflict with the values of aggressiveness, power, and diversity. |
| **Mr. Gauthier**: He has four sons and says that girls should just stay away from the area where boys swim. His point of view seems to be that girls should be more responsible because boys will be boys. | **Values**: aggressiveness; power; diversity; athleticism; responsibility; etc.  **Norms:** Girls are more responsible than boys.  **Reasons**: He thinks that the girls should stay out of the boys’ way. | **Family background**: He has experience with sons and not daughters.  **Common saying**: “Boys will be boys” |
| **Mr. Tremblay:** He thinks that boys and girls can swim together because it works well on the swim team. He believes that a Code of Conduct would work well. | **Values**: equity; order; discipline; authority; etc.  **Norms:** Code of Conduct  **Reasons:** His Code of Conduct works well on the swim team. | **Teaching background; involvement in sports:** He believes that discipline and rules are the best way to resolve conflicts. |
| Actions that may **contribute** to management of tensions or conflict:  Mrs. White thinks girls and boys can get along.  Mr. Tremblay thinks a Code of Conduct might work.  The Mayor would like everyone to come up with viable solutions that will work for everyone.  These actions take into account the good of the community and the children. | | Actions that may **feed** tensions or conflict:  Some groups would like to separate the boys and girls by cutting time from the boys’ swimming.  Mr. Bond would like to take matters into his own hands.  These actions consider only one group at the expense of the other. | |

**EXAMINING TYPES OF JUDGMENTS Knowledge Verification Tool 2**

Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☞ Complete the following table.

|  |  |  |
| --- | --- | --- |
| **Read the following examples.** | **What type of judgment is it?**  **Check the correct answer.** | **Write one question that you could ask to better understand this type of judgment.** |
| In society, differences among people can be a source of enrichment, as well as conflict. | Judgment of preference  Judgment of prescription  Judgment of reality  Judgment of value | 1-  2- |
| There are certain laws that protect against discrimination towards people due to gender. | Judgment of preference  Judgment of prescription  Judgment of reality  Judgment of value | 1-  2- |
| Girls and boys should be treated equally. | Judgment of preference  Judgment of prescription  Judgment of reality  Judgment of value | 1-  2- |
| Boys will be boys. | Judgment of preference  Judgment of prescription  Judgment of reality  Judgment of value | 1-  2- |
| Boys are rougher than girls when it comes to sports. | Judgment of preference  Judgment of prescription  Judgment of reality  Judgment of value | 1-  2- |
| The Code of Conduct does not permit jumping into the pool. | Judgment of preference  Judgment of prescription  Judgment of reality  Judgment of value | 1-  2- |
| I like playing with girls better than boys because girls play more fairly. | Judgment of preference  Judgment of prescription  Judgment of reality  Judgment of value | 1-  2- |

**EXAMINING TYPES OF JUDGMENTS- Possible Answers Knowledge Verification Tool 2**

These examples of answers are offered as suggestions only and are not exhaustive.

|  |  |  |
| --- | --- | --- |
| **Read the following examples.** | **What type of judgment is it?**  **Check the correct answer.** | **Write one question that you could ask to better understand this type of judgment.** |
| In society, differences among people can be a source of enrichment, as well as conflict. | Judgment of reality | * Could you give concrete examples to illustrate your idea? * Is there a way to verify that this information is accurate? |
| Laws that protect against discrimination towards people due to gender are necessary in our society. | Judgment of prescription | * Do you have evidence to support your claim? Examples? * Are there general laws in society that might serve the same purpose? |
| Girls and boys are equal under the law. | Judgment of prescription | * Where does this rule come from and why does it exist? * Is respecting this law always desirable? Are there exceptions? |
| Boys will be boys. | Judgment of value | * On what do you base your statement? * What do you mean by “*will be boys*”? * What values are implied in this statement? |
| I like playing with girls better than boys because girls play more fairly. | Judgment of preference | * On what do you base your comment? * What criteria are you using when you say *fairly*? |
| The Code of Conduct does not permit jumping into the pool. | Judgment of prescription | * Where does this rule come from and why does it exist? * Is respecting this law always desirable? Are there exceptions? |
| Boys are rougher than girls when it comes to sports. | Judgment of value | * Why do you say that? * What exactly do you mean by *rougher*? * What values are implied in this statement? |

**Assessment Guidelines**

These guidelines are provided as suggestions only and should not constitute the whole of the evaluation process. The guidelines are by no means exhaustive; it is up to teachers to judge the relevancy of a student’s responses.

|  |  |
| --- | --- |
| In ethics | Evaluation |
| * **Ethical treatment of a situation** |  |
| * The student provides an appropriate description of the situation (who, what, how, or values, norms, etc.). | * Worksheet 3- Overview of the Situation * Task 1- Examines similar situations * Place Mat activity * Task 2- Proposal |
| * The student compares points of view in an appropriate manner. | * Task 1- Examines similar situations * Place Mat activity |
| * The student identifies references on which points of view are based. | * Worksheet 3- Overview of the Situation * Knowledge Verification Tool 1 |
| * **Relevant evaluation of options** |  |
| * The student proposes relevant options. | * Task 2- Proposal |
| * **Proficiency of subject-specific knowledge targeted in the Progression *of Learning*** | * Knowledge Verification Tool 1 * Knowledge Verification Tool 2 |
| In dialogue |  |
| * **Appropriate practice of dialogue** |  |
| * Questions points of view | * Worksheet 2-Examining Points of View * Task 1- Examines similar situations * Place Mat activity * During class/group discussions |

**SUGGESTED RESOURCES**

**Reference Books for Teachers**

Brake, Deborah, L. *Getting in the Game: Title IX and the Women’s Sports Revolution*. New York: New York University Press, 2010. (Available through Google books online).

Cohen, Marilyn. *No Girls in the Clubhouse: the exclusion of women from baseball*. Jefferson, NC: McFarland & Co., 2009. (Available through Google books online).

McDonagh, Eileen and Pappano, Laura. *Playing with the Boys: Why Separate is Not Equal in Sports*. Oxford: Oxford University Press, 2009.

Ring, Jennifer. *Stolen Bases: Why American Girls Don’t Play Baseball*. Chicago: University of Illinois Press, 2009. (Available through Google books online).

Suggs, Welch. *A Place on the Team: The Triumph and Tragedy of Title IX*. Princeton, NJ: Princeton University Press, 2005. (Available through Google books online).

**Resources For Conflict Management**

<http://urbanext.illinois.edu/conflict/guide/index.cfm> (Teacher activity guide)

<http://www.yale.edu/ynhti/curriculum/units/1994/1/94.01.01.x.html> (unit-conflict resolution-primary)

**Charters and Laws**

Québec *Charter of Human Rights and Freedoms*:

<<http://www.cdpdj.qc.ca/en/commun/docs/charter.pdf> **>** Part 1 Chapter 1.1 #10-20

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