

AULAJAQTUT

A CURRICULUM OF EMPOWERMENT

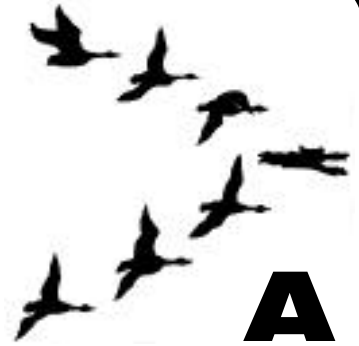


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Aulajaaqtut is based in theory and educational research from a variety of sources. We particularly wish to acknowledge the timeless work of Carl Rogers and Abraham Maslow. We are indebted to many other prominent educators who are listed in the reference section of this manual.

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The Meaning of Aulajaaqtut



Aulajaaqtut is an Inuktitut word from the Kitikmeot which means a V formation of geese. The symbolism of the flight of geese connotes freedom through the support of others, supported leadership and supported participation. Being in flight also provides an ability to see the big picture from a new perspective. It is the goal of **Aulajaaqtut** to equip students in Nunavut with this same sense of supported freedom and the understanding that we each have a role to play in leading, supporting leadership, and participating actively.

When birds fly in formation, they are in flight for a long haul and will not rest until they reach their destination. **Aulajaaqtut** is aimed at developing life long learners who are self-directed and community-directed. Having this sense of direction and the

stamina to keep pressing on towards the desired goal are important concepts developed through this curriculum. We felt that these were very appropriate symbols for our curriculum.

When researching the words used to describe a flight of geese, we found that there was very little consensus. It would appear that very different terminology developed in different areas. Aulajaaqtut was chosen because it has as its root-- aulaa-- “to leave for a distance”. It was felt that since this root has the same meaning in all dialects, the term Aulajaaqtut would stick in the minds of most students.

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An Introduction

The Reason for a New Curriculum

In approaching the development of this new curriculum guide, we have been very aware of the position of teachers in Nunavut high schools. We recognize that timetables are already full, teaching loads are stretched to capacity, and teachers are being asked to do more with less and more after hours as well. We expect that some of you will want to know why we are adding another curriculum to a system that has difficulty fitting it all in now. Some of you will want to know how you will find time to develop lessons for such highly sensitive course material. Some of you will wonder whether this course will make a difference to students who are struggling with the core subjects already. We hope to provide some of these answers for you through the philosophical overview which is provided in this introduction.

How could we not add this curriculum when so many of our youth are struggling with education, with their home situations, with change, with poverty, with stress, with depression, with alcohol, solvent, and drug abuse, with physical or emotional abuse, with suicide, with isolation? How could we not add this curriculum when our communities face enormous disruption due to changes in power structures and when all our traditional service agencies are in a state of flux? How could we not provide this curriculum when the opportunities which will define the futures of our

youth are being carved out before them? We see this curriculum as an opportunity to address the issues youth face in crisis, as an opportunity to assist youth in coping with change, and as an opportunity for youth to take on meaningful leadership roles which will give them a voice in determining their futures. The peer culture has often been viewed as a powerful, negative force. Peer pressure is portrayed as an evil against which we struggle. However, the phenomenon of peer pressure can be equally positive and the influence of the peer culture can be employed to support positive behaviours. It is this belief which has resulted in the production of this curriculum.

Important peer networks exist everywhere. It is these networks which are the first line of contact for people in need or in crisis. If service agencies wish to provide services to youth at risk before they become clients in crisis, then it is important to find ways to support and enhance these networks. **Aulajaaqtut** recognizes the unique placement, ability, and willingness of members of these networks to respond in times of stress and crisis. People care about their friends. **Aulajaaqtut** builds on this caring attitude to move it into the realm of effective action. It allows these natural care givers to be supported by professionals, trained to aid better, and assisted with their personal responses these situations. Since research shows that teens rely on other teens for help, by training teens to be good helpers we extend our community response to those in need. Helping skills are learnable. Therefore, it can

only be advantageous to develop these skills in as many people as possible and especially among members of the youth culture. This approach will promote a community of caring, provide more front line support and connections for those at risk, and improve the current access of service agencies to teens at risk.

Aulajaaqtut is organized around two core modules and a core practicum project. The first module, Literacy of Self, focuses on developing skills and awareness in individual students which will help to equip them to personally manage their world in more healthy and successful ways. The second module, Community Literacy, focuses on the role of the individual as a contributing member of a community. It equips students to understand the needs of their specific community and to analyze ways to promote wellness. The Practicum Project provides the opportunity for students to put their ideas about healthy communities into practice through supported and supervised projects.

Developing a Helping Attitude:

It is likely that friends can help each other learn things that are unique and cannot be taught by parents and educators

(Carr, 1981, p.7).

Friendship is characterized by mutuality whereas most other relationships involve some form of power dichotomy. The special characteristics of the friendship relationship make advising and supporting more acceptable. Mitchell's work in this area led to the conclusion that "the informal care giving process connotes a type of intimacy, authenticity, and freedom from threat that cannot be accomplished by the professional or paraprofessional" (in Carr, 1986, p.12). There is a natural safety and trust in confiding problems with a peer that is not inherent in other relationships. Even if our schools could provide adequate counselling services for students in their own language, no services could duplicate the authenticity of the peer relationship. No adult can appreciate what the lives of youth are like in our communities today. No one outside the peer culture can place themselves in this place and this time as they live it. Many Teachers operate across a culture and a language gap. Parents operate across a gap in education, technology, and/or socioeconomic and political transformation. We can empathize, but we can never really understand. The optional modules focus on helping students to develop good peer skills, gain an understanding of specific social issues which exist in our communities, and advance an appreciation of how to support others at risk in our communities. The peer relationship, then, is a powerful one. Schools wisely recognize this fact and use the power of these relationships to work positively in their institutions.

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Now consider the perspective of the Nunavut Boards. Many schools, both secondary and elementary, have implemented training and counselling programs. Often, the success of these programs relies on a few individuals, on time tabling constraints, on the availability of space within the school, and other external factors. Too often, good programs have disappeared due to these constraints. The approach being taken by the Nunavut Boards is to entrench this training and theory in accredited curriculum so that access to this program is permanently available to students.

The benefits of this curriculum are not intended only for those students at risk. All students need to develop the skills to take responsibility for themselves in their communities, and to learn how to take control in order to function wisely, independently, and interdependently. We have to recognize the unique pressures which face youth in our schools today. **Aulajaaqtut** is a curriculum which seeks to address these pressures by equipping students with skills and strategies which will enable them to operate more successfully in their world. Through the training of students, the course will promote a community of caring, enabling, and encouraging in schools which offers help and solutions to students in need. The establishment of these programs in our schools will facilitate and help co-ordinate the work of community service agencies with our students. How can we consider the addition of another curriculum into

Nunavut schools? Given the pace of change and the resulting dislocation in our communities, how can we not?

Using a Career and Technology Studies Approach

Aulajaaqtut is being developed as a core curriculum to be offered in elementary schools at the grade 6 level and in secondary schools at the grade 10 level. The core modules will become mandatory. However, as part of course offerings in Career and Technology Studies, students may be able to extend their interest in this course through the optional modules. We feel that the content of the curriculum fits the CTS profile in a number of ways. There are obvious opportunities for students to develop skills and to gain hands-on experience in the helping career fields. The course is also an opportunity for students to explore their own values, identify personal skill inventories, and conduct self-assessments. The course will promote leadership and volunteerism, and allow students to explore ways in which they can contribute to their communities.

These activities all meet the criteria of CTS.

Although the Practicum Project is a core module, students may earn as many practicum credits as they wish by continuing or initiating new Practicum Projects as part of CTS.

Approach

How is this different from CALM?

There may be areas of overlap between these two curricula. However, the methodology and the focus is different. CALM tends to be a content-based course while **Aulajaaqtut** is application-based. Both curricula deal with health and personal issues and seek to develop a student's personal repertoire of skills.

Aulajaaqtut, delivered in grade 10, will form a firm foundation for CALM 20 at the grade 11 level. The two curricula taken together provide the opportunity for students to gain real personal and community awareness and then to explore content areas using these awarenesses to gain greater understanding of the issues and theories. Students can further explore specific issues by taking the optional **Aulajaaqtut** modules offered in CTS. (See the **Aulajaaqtut** Scope and Sequence).

The Methodology

All of the modules have been developed to be as user-friendly as possible. Actual learning objectives, activity plans, resource materials, and suggestions for both discussions and follow-up are included. Through this approach we hope to ensure that planning is not a burden for teachers. We also wish to model, through the design of **Aulajaaqtut**, preferred teaching practices for Nunavut schools. More information about this can be found in the section on Educational Philosophy. We recognize that issues addressed by this curriculum

are sensitive. In the Managing Sensitive Issues section, we have provided some suggestions for dealing with these issues and for helping students cope with them as well. Through participation in this course, students taking time for personal reflection and will be considering their values and personal responses to critical social concerns. It is important for teachers to have done some personal values clarification in order to be prepared for this process in the classroom. A section, Clarifying Your Values, is devoted to this activity. We will also provide a bulletin board for **Aulajaaqtut** programs within North of 60, BBS, and Takujaksat servers.

The Community Mentoring Component

*Who cares enough to see a vision of who I
really am and what I might be?*

Dark Owl (1949-)

*Mentors are those adults who become
involved with youth as motivators, guides,
and inspirations to assist young people to
manage life experiences.*

(Carr, 1991. p.6).

Carr's model advocates that peers do not struggle with problems alone, but share their concerns with friends who want to help. We also want our youth to know that there are concerned adults who also want to help. Through the program, we want to model the ways

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students can connect with these adults, we want to identify these adults for youth at risk, and we want to make them readily available for our youth. We do this through the mentoring component of **Aulajaaqtut**.

Involving mentors also allows students to have a group of accessible adults to whom they can go for help or refer their peers. The mentoring component brings the helping activity closer to the community and links the school and community environments in meaningful ways. Youth at risk need to know that even when school is closed, there are people who care and want to help. Caring is not a 9:00-5:00 activity. A caring community welcomes its youth and ensures that they feel like important, respected, and contributing members of the society. Developing important youth/adult relationships is a step in making young people feel welcome. It is critically important for our northern communities to identify roles for young people in the community and encourage their active participation. In most of our communities, about 60% of the population is under the age of 16. Their participation is needed and valued. Mentors also model a role as adult volunteers which will create a lasting impression of the importance which involvement can make in the lives of others.

The Benefits to Our Students and Our Communities

The Aulajaaqtut curriculum is designed so that all students will develop a degree of self-awareness and improve their inventory of skills around the “literacy of self”. By this, we mean literacy as both a knowledge about oneself and an ability to use that knowledge. In **Aulajaaqtut** we explore the literacy of self-esteem, the literacy of experiential situation, the literacy of personal and cultural values, the literacy of emotional reflection and empathy, the literacy of coping and cognitive skills, the literacy of empowerment, the literacy of what it is to be me and to be able to understand and function critically in my world. Students will also make gains in the areas of emotional literacy. Goleman’s research has shown that students who are literate emotionally and personally are much better able to function in academic areas. All students will benefit from participating in these core modules of the curriculum which seek to enable students to become more critically self-reflective and self-perceptive.

The curriculum also focuses heavily on the development of communications skills and allows students to explore their preferences in ways of communicating. They will become active listeners and empathetic responders. Trainers have found that students who participate in these training areas make significant gains in improving their own voicing skills and are better able to express their feelings and

communicate their concerns. These areas of the curriculum are very enabling for students in their personal lives.

Peer counselling is a deliberate and systematic form of psychological education. It enables students to have the skills to implement their powerfully experienced valuing of autonomy and control. By focusing on the process of thinking, feeling and deciding, rather than evaluating specifically the content, it contributes to the most powerfully experienced need of adolescents: respect.

(Carr, 1981, p.4).

The students in the **Aulajaaqtut** program will gain a personal sense of worth through their volunteerism, and also through the recognition they receive as people who are willing to be helpers. **Aulajaaqtut** is an opportunity for students to share their abilities and to shine in the school and community. We need to provide as many outlets for students to display their various abilities as possible. These opportunities are affirming and validating experiences which they will carry with them into life.

The program also involves students with mentors from community service agencies. Students have the opportunity to show the community what they have to contribute, to be appreciated by their community, and

to develop personal relationships with other concerned helpers in the community. This is another mutually beneficial relationship which results from establishing **Aulajaaqtut** programs in schools. When it comes time for students to leave school, they are already recognized as valuable contributors to the community and as leaders in their own right.

We hope that through reading this introduction you have come to agree that **Aulajaaqtut** is an important curriculum area to add to your school. We also hope that you are anxious to become involved with delivering the course to students. The information which follows in this manual will help you to consider the practical requirements for this program.

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Aulajaaqtut: Scope and Sequence

Grade 6 Aulajaaqtut Curriculum:

Competence	Understanding what you do well	◇ building competence in the Junior High programs
Belonging	Having a sense of place	◇ finding and giving support in the new high school environment
Usefulness	Valuing your contributions	◇ finding ways to contribute and participate
Control	Self-management and empowerment	◇ managing feelings and behaviour in new situations
Optimism	Hopefulness in your future	◇ being well and operating successfully in change situations
Child-to-Community Project	Volunteerism	◇ putting it all into action outside of school as well

Grade 10 Aulajaaqtut Curriculum:

Literacy of Self	Personal wellness	◇ gaining the awareness, skills and abilities to self-actualize
Community Literacy	Community wellness	◇ gaining the awareness, skills and abilities to contribute to community actualization
Practicum Project	Commitment to wellness	◇ having meaningful contributions to make in the communit

CTS Aulajaaqtut Curriculum:

Communication/Helping Skills	◇ exploring the career fields and developing skills in community service work
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Aulajaaqtut builds spirally by developing awareness and skills in students across time in their school lives

Career and Technology Studies:

- **Communication/Helping Skills**
- **Dealing with Abuse**
- **Community Wellness**
- **Rights and Responsibilities**
- **Practicum Project**

Grade 10 Aulajaaqtut Curriculum:

- **The Literacy of Self**
- **Community Literacy**
- **Practicum Project**

Grade 6 Aulajaaqtut Curriculum:

- **Competence, Belonging, Usefulness, Control, Optimism**
- **Child-to-community**

Aulajaaqtut: A Theoretical Framework

Dr. Donald M. Taylor has recently published a booklet called *The Quest for Identity: The Plight of Aboriginal People, Ethnic Minorities, and Generation X*. In it he investigates the phenomenon of academic underachievement among specific groups. Since much of his work has been done with Inuit populations in Nunavik, his theory is very appropriate for our purposes.

Aulajaaqtut was developed as a course offering for high school students who are facing demanding and uncertain futures. It is designed to develop skills in students so that they will be better prepared to take control of their world and, ultimately, be more successful.

Taylor identifies loss of collective identity as the root of the underachievement crisis among Inuit youth.

Identity involves both personal and collective elements, but personal identity is based on a sense of collective, cultural identity. Collective, cultural identities change over time and are always dynamic as new influences emerge and as circumstances change. Cultural discontinuity, however, is a break in a smooth process of development and occurs when a group is suddenly faced with a forced change by a dominant group-- such as being relocated to permanent settlements from nomadic land camps. The sudden change does not allow the “heritage” group to adopt the values of the “colonial” group over time. The result is what Taylor

calls *Valueless Colonialism*. This state is further disrupted by *Identity Overload*. Taylor describes this as a situation which occurs when a society has too many alternative standards--as a “heritage” culture bombarded by very rapid social change which cannot be assimilated as part of its collective identity.

The result is an undefined collective identity which leads to collective demotivation-- a state where one senses powerlessness and valuelessness and so lacks goals, ambition, passion, emotion, caring or involvement in life. If motivation is the process that gives direction and purpose to one’s life, then, Taylor argues, this state contributes significantly to academic underachievement and lack of community participation.

He identifies goal setting with young people as essential in helping them to become motivated. Goals personally and socially constructive, at an appropriate level, must be complex or involving multiple steps to achievement, and optimally challenging. He states that the relationship between emotions and personal goals is mutually reinforcing and so positive goals such as excitement must be part of the process. The person must believe that they have both the capability and the opportunity to achieve. Finally, Taylor says that the student must have teachers, administrators, parents, and extended family and community all responding in the same emotional fashion.

As you read through the philosophy and content of **Aulajaaqtut** we hope that you will see that this curriculum seeks to motivate, emotionally prepare and involve students, and provide opportunities for them to clarify their values and sense of identity, and to communicate who they are to others.

Aulajaaqtut: The Educational Philosophy

It is my conviction that education without self-knowledge in depth is a process which, like education itself, is never complete. It is a point on the continuous and never-ending journey. It is always relative, never absolute. It is a process which must go on throughout life, if at all;... it demands eternal vigilance and continuous struggle. This is because in every one of us, from the beginning of life until its end, active forces are at work which tend repeatedly to confuse and obscure our images of ourselves. Therefore, that well-known average man who lacks self-knowledge in depth looks out upon the world through glasses which are discoloured by the quality of his own unconscious self-image.

Lawrence S. Kubie from
Neurotic Distortion of the Creative Process

Modern pedagogical thinking focuses on the processes of learning rather than the content. There is also recognition that our ability to use these processes effectively is very dependent on our “self” skills. Above, Kubie describes the need for self-knowledge in depth. In **Aulajaaqtut** there is recognition given to these areas of “self” skills: self-awareness, self-learning, self-directedness, self-responsibility, self-actualization

(borrowing from the work of Carl Rogers and Abraham Maslow). It is the premise that through developing these “self” skills or by becoming “self literate”, our students will be better prepared to deal with the forces Kubie describes which confuse and obscure.

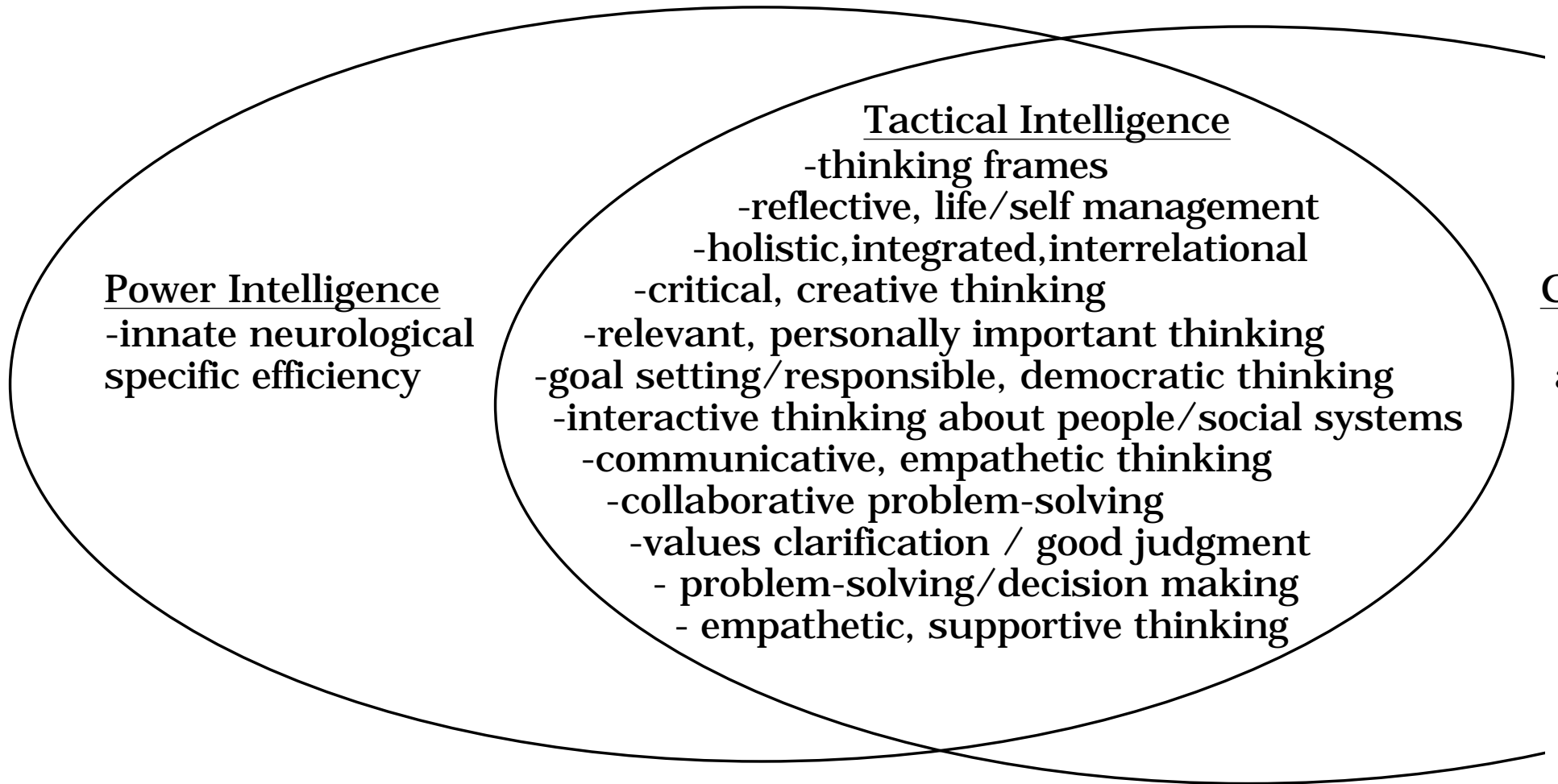
Aulajaaqtut seeks to equip students with literacy skills in these areas which will enable them to become more effective, resilient, optimistic learners.

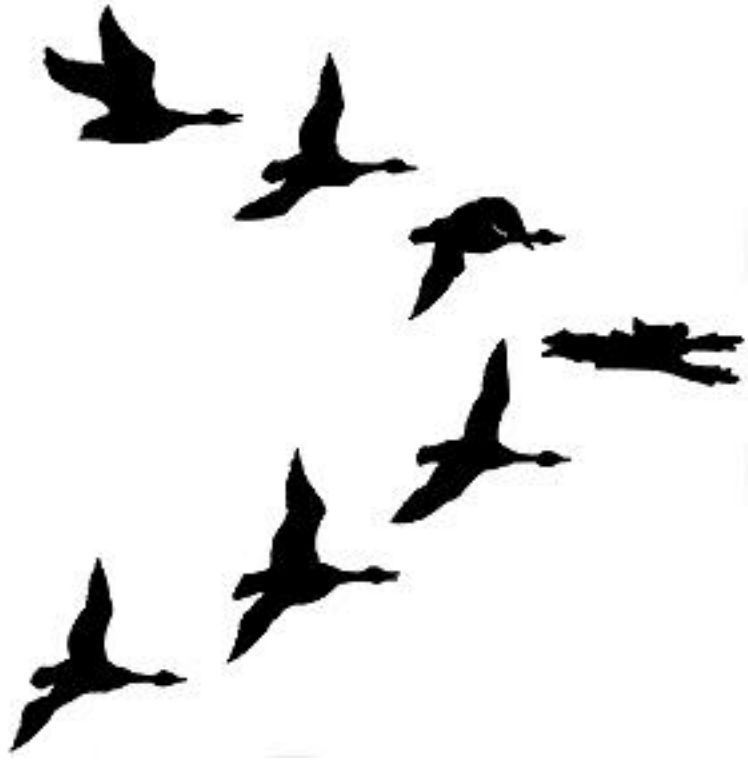
Aulajaaqtut is also based on the premise that real learning is active learning. In order to be active, the student must be able to relate the learning to his/her personal experiences and apply the learning to his/her specific situation. Module three, Community Literacy, and the Practicum Project encourage students to make real connections between the learning in the first module and their real world.

Active Learning:

Aulajaaqtut includes the philosophy that real learning is experiential and active. It is not isolated from context or separated from reality. For learning to take place, it must be integrated so that the inter relatedness and interdependence of our world is represented. Active learning is purposeful and derived through reflection of actual experience. D.N. Perkins has identified, in his research in types of intelligence, a theory about thinking frames which involves the development and use of tactical intelligence. The Venn diagram shown in Figure 1.1 shows the kind of intellectual development which is aimed at in the **Aulajaaqtut** curriculum.

**The Literacy of Self Across the Curriculum
Using a Thinking Frames Framework**
(Thinking Frames as per D.N.Perkins, 1986)





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**AULAJAAQTUT:
A CURRICULUM OF EMPOWERMENT
Teacher's Manual**

Written for the Nunavut Boards of Education
by

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Being able to apply what we learn in our personal situations is also integral to active learning. Maslow says that self-actualization is a person's desire to become everything that he/she is capable of becoming-- "what a man *can* be, he *must* be" (1973, p.162). The degree to which we are successful, depends upon our experiences along the way. However, Maslow describes those who can derive strength from these experiences of life and become more self-accepting in the process, as people who become self-actualized. He says that in the process we become "more completely 'individual'... and yet more completely socialized, more identified with humanity" (1973, p.200).

The challenge for the teacher is to help the student explore what that might be. It is more than the exploration of career goals; it also involves values clarification, personal goal setting, lifestyle decision making, and long term planning. The teacher must also facilitate how the student can turn the goal setting into an action plan. The premise of **Aulajaaqtut**-- that students who are equipped with these self-literate skills will become effective community leaders and innovators-- will be born out in the practicum components of the curriculum.

People-centred Environments

Aulajaaqtut emphasizes the needs of the learner first and foremost. We define empowerment as a philosophy of positive personal growth. Facilitating empowerment

leads to critical and creative learners. By focusing on the needs of the learner, we provide an environment which supports students to cope with their world and the situations in which they find themselves. People-centred classrooms are based in trust, security, and support. This approach enables the student to deal with self-revelations even if some revelations involves discovering and uncovering secrets once buried. In the person-centred classroom, there are listeners, clarifiers, facilitators, and friends who encourage in a supportive environment. It is a classroom where each individual is encouraged to develop a set of skills with which to meet him/herself. Maslow has said that if the only tool we possess is a hammer, we tend to treat everything like a nail. Becoming self-literate involves the development of a skills inventory for use in the co-operative, leadership, interpersonal, intrapersonal, and societal arenas. Self-literacy enables a student to believe in his/her capabilities and frees him/her to meet new challenges armed with that belief. This process begins in the person-centred classroom. Carl Rogers and Jerome Freiberg (1994) have identified this atmosphere using the following characteristics:

- leadership is shared
- rewards are intrinsic
- management is an integral part of the classroom atmosphere, not rule-based, but expectation based
- students facilitate operations in the classroom
- discipline comes mostly from the self
- students have a strong sense of belonging to the class group

- all students can become an integral part of classroom management
- rules are developed collaboratively
- consequences reflect individual differences
- students share responsibilities
- positive role modelling is provided through partnerships
- community partnerships make relevant opportunities available to students

Negotiation

An extension of the person-centred classroom is the concept of negotiating the curriculum. Research has proven that we learn in different ways, we express our learning in different ways, and we value our learning in different ways. Part of the process of empowering learners involves providing opportunities for them to explore their own style of learning and to take ownership and responsibility for that learning. Negotiation is a tool that promotes collaboration and co-operative problem resolution. A result of the process is a sense of personal investment and commitment to the learning process. When the student is invited to actively participate in designing and implementing the way in which learning takes place, in the terms of Jerome Freiberg, “we are inviting students to become citizens in our classrooms instead of just being tourists” (Freiberg, 1996). In a democratic society, citizens are active, self-determining participants who negotiate, but also ultimately decide the course of events. Our classrooms need to reflect this approach.

Co-operative Group Learning

Margaret Wheatley has said, “ We know that the best way to build ownership is to give over the creation process to those who will be charged with its implementation” (1992). Co-operative group learning allows students to take ownership for their own decisions, achievements, and failures. This is a big step. In order to enable students to take it, teachers need to provide an environment where students feel safe as risk-takers, feel respected as decision makers, and feel empowered and encouraged by peers and adults in the learning community. Lantieri and Patti state, “Clearly, schools today must be committed more deeply than ever before to intentionally creating community and to paying attention to young people’s social and emotional lives. We need a new vision for schools-- one that includes educating the heart along with the mind” (1996, p.29). In order to do this they stress the need to teach active listening, empathy and perspective taking, co-operation, negotiation, and positive assertiveness. All of this involves the student as an active participant in the learning community. They are also responsible for themselves; they are responsible for and to each other. When we establish a democratic school environment, we develop social and civic responsibility and leadership in students. We neglect this at the peril of our future society.

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Self-assessment

Aulajaaqtut recognizes that students are experts in their own lives. When a respectful and supportive learning environment is established in a school, self-assessment is the most effective form of real evaluation of learning. The process also results in two-way learning, as self-assessment often provides the teacher with an opportunity to learn much more about the student than would ever be possible in a more traditional evaluation process. If students take responsibility for their learning, we must also take responsibility for our teaching from their perspective. As teachers, our job becomes one of finding ways for students to learn what we have so far failed to teach, not punishing them for what they have not learned. The role of the student here is to identify their preferences in learning style and approach so that we can facilitate the learning process in ways which meet their needs. Assessment then, must also be reflective of the students' learning stance and goals. Creating opportunities for self-assessment and personal reflection on learning become important components in the evaluation process. When a student accepts personal responsibility, he/she is actively risk taking. Teachers need to facilitate this in ways which foster, free, stimulate, encourage, liberate, and inspire the student. It is for these reasons that **Aulajaaqtut** uses reflective journals and portfolios as the preferred assessment tools.

Issues for the Cross-Cultural Classroom

Respect My Child:

Open letter from a Mother to a Teacher

(adapted from the Northian Newsletter)

Before you take charge of the classroom that contains my child, please ask yourself why you are going to teach [Inuit] children. Write down and examine all the information and opinions you possess about [Inuit]. What are the stereotypes and untested assumptions that you bring with you into the classroom? How many of these attitudes will you place before my child?

What values, prejudices and moral principles do you take for granted as universal? Please remember that “different from” is not the same as “worse than” or “better than”, and the measure you use for yourself may not be appropriate for my child.

The term “culturally deprived” was invented by well-meaning middle class whites to describe something they could not understand. Your role as teacher is not that of rescuer. My child does not need to be rescued. He has a culture, he has meaningful values, and a rich and varied experiential background. My child’s experiences may

have been different, but they are as intense and meaningful to him as to any child.

He is competent. He can look after himself, cook and clean up, look after younger children. He knows the land. He is not accustomed to have to ask for ordinary things that are a part of normal living. He is seldom forbidden to do anything. More usually, the consequences of an action are explained to him and he is allowed to decide for himself. He is treated as being responsible.

His entire existence, since he was able to see and hear, has been an experiential learning situation, arranged to provide him with the opportunity to develop his skills and confidence in his ability. Didactic teaching will be an alien and alienating experience for him.

He functions as an adult human being. He will respect you as a person, but he will expect you to respect him in the same way. He has been taught that courtesy is an essential part of human conduct and rudeness is anything that makes another person feel foolish or stupid. He is quiet because this behaviour is valued; loud, aggressiveness demonstrates immaturity.

Our children are skillful interpreters of the silent language. They will know your feelings and attitudes with unerring precision, no matter how carefully you arrange your smile or modulate your voice.

My child is linguistically competent. He may speak only “functional” English, but if you take the time to observe carefully, you will see that he communicates very effectively in his own language.

Will he learn that his sense of his own value and dignity is valid? Can you help him acquire the intellectual skills he needs without imposing your values on top of the ones he already has?

Respect my child; he is a person. He has a right to be himself.

Yours sincerely,
His mother.

We seldom think about our cultural orientation to the classroom. We might not even think we have one. We often assume that the students we teach operate from the same values and assumptions that we do. In fact, many of the practices we accept as fundamental are culturally unacceptable to Inuit:

- asking direct questions to a student

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- asking a question when the answer is already known
- giving praise to a student in front of others
- showing anger and raising your voice
- addressing someone by name rather than relationship
- grading or evaluating one member of the group over another
- making direct eye contact
- encouraging competition
- setting rigid time limits
- promoting the individual over the group

Rupert Ross, in his book *Dancing With a Ghost*, writes of the cultural difference between aboriginal and western communities as being like a journey. Western society is goal-oriented, we have a destination in mind and we press forward to get there. We leave the road behind us, not expecting to return the way we've come. We discard what we don't need and value ending up further ahead than when we started. Aboriginal communities travel a cyclic journey. They follow the paths of ancestors and their destination is not important; it is the journey itself that is valued. They expect to return again and again to the places of their past, respecting them and leaving them improved on the way. In preparing for our separate journeys it is not unreasonable that we would pack completely different suitcases. As teachers, it is important to know what we have in our suitcase and it is important to find out how that is different from others around us.

For this reason, we hope you will try the values clarification questions provided in this manual. The research which has been done on Inuit learning styles (Crago, Taylor, Stairs, Cummins, Low) identifies the following as learning style strengths amongst Inuit students:

1. co-operative group learning
2. group projects rather than oral question and answers
3. experiential activities/ active/ discovery learning
4. bodily/kinesthetic activities/ movement in the classroom
5. integrated, relative content
6. tolerance of various viewpoints / consensus building activities
7. visual/ spatial activities
8. linguistic use of metaphors, analogy, imagery, symbolism
9. open-ended and problem-solving activities/ creative expression
10. patient /repetitive activities

Students most often use non-compliance or withdrawal as ways of coping with unacceptable situations. This makes it difficult for a teacher to appreciate why a student continues to operate in a certain way or refuses to operate at all. It is important for teachers to remind themselves that the educational system, the physical school facility, much of the curriculum content, and many of the educational expectations that are the foundation of this system,

could not be more foreign to the students or the community in which they operate. The challenge for teachers in Nunavut is to develop a cross-cultural sensitivity that enables you to operate from your cultural stance while trying to meet the needs of your students within their cultural stance.

Clarifying Your Values

Moral values establish the principles that guide choices and form the basis on which to assess one's own and others' lifestyles and world views. Values are socially constructed conceptions of the desirable and, as such, involve emotions that influence behaviour.

(Ratna Gosh in Redefining Multicultural Education, p.59)

We all need to determine and understand what our values system is. By having a clear idea of what we value, we are in a better position to negotiate situations where there may be conflicting values; we tend to be more sensitive to differing values at work around us.

In her book, Gosh says that it is the responsibility of schools to be involved in values issues, but also to design a process which allows students to identify their own sense of values and further to “provoke the values into consciousness” (p. 60). She describes the process of values clarification as having two parts: a reasoning or cognitive understanding of the moral issue and a caring and developing of a feeling or emotional stance. She describes reality as being defined by one's experiences and shaped by one's cultural values (p. 55). If school is “a system of shared experiences whose meanings are created by people” (p.69), then a clash between home culture and

dominant-group school culture occurs when the reality of the shared experience is not the same for everyone in the group. This is the challenge for teachers-- to become *perspective conscious* and *cross-culturally aware*.

Perspective consciousness is an awareness that not everyone holds the same views. Cross-cultural awareness is the awareness of subtle diversities in points of view and an appreciation of how our own cultural perspective may look from someone else's. Research in this area has been done extensively by Jim Cummins (1989) and Tamara Lucas (1990). They refer to the awareness described above as *intercultural orientation* and Lucas has identified, from studies of schools, eight components characteristic of schools which have an intercultural orientation.

1. Value is placed on the students' language and culture to the extent that teachers are involved in learning the language and studying the culture.
2. Teachers hold high expectations for students' achievement and make those expectations concrete. For example, they work with students and parents to jointly identify educational goals.
3. First language classes are offered at a high level and second language education is recognized as a priority by the hiring of bilingual teachers and ESL specialists. The teachers and the administration are knowledgeable about second language issues.

4. Staff development is explicitly designed to help teachers meet the needs of SL students.
5. These schools offer a variety of courses to meet students' needs such as bilingual and culturally sensitive courses at both the basic and advanced levels.
6. There are bilingual counsellors who share the same cultural orientation as the students.
7. There is high involvement with parents including involving parents in planning students' schedules.
8. There is commitment to empowerment through education and to spending extra time in community and after school activities.

We may not be able to achieve the intercultural atmosphere created by these approaches in our schools overnight. It is important, however, for teachers to begin the process by becoming more *perspective conscious*, trying to become more *cross-culturally aware*, and, finally, by becoming more open to developing and helping others develop an *intercultural orientation*. In order to begin the process, please complete the "Teacher Values Orientation Workout" (TRD Item).

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Teacher Values Orientation Workout

Identify how your values may differ from those of your students using the chart below. If you are unable to project what an Inuit Orientation might be, make a point of asking elders or Inuit staff members in your school.

Western Orientation

Inuit Orientation

1. What is your definition of a successful person?



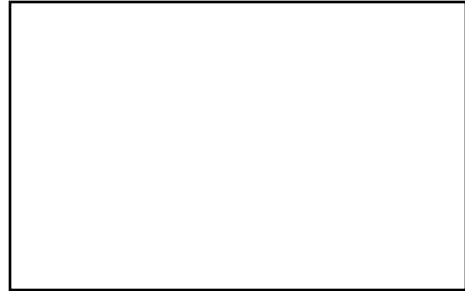
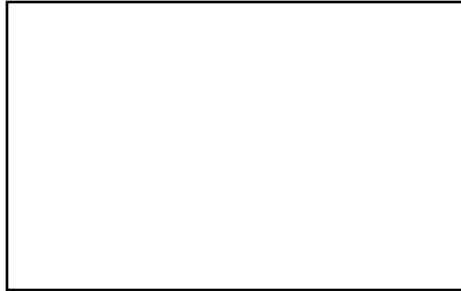
2. Describe your work ethic.




3. Describe your time references.



4. Prioritize the following : school, family,land, leisure, church.



5. Prioritize how comfortable you feel sharing each of the following: information, time, money, food, clothes, friendship, machinery, advice, material possessions, opinions.



React to each of the following statements:

1. “All children should be treated equally.”

2. “I am proud of my accomplishments.”

3. “If I mean ‘no’, I say ‘no’.”

4. “I fight for what’s right.”

5. “Only I know what is best for me.”

6. “I know how to get what I want.”

From an Inuit perspective:

1. Children are not the same and are not equal. Children have different places and roles in the family. Children have different names to live up to. Parents love some children differently from others, but there are always special people in the lives of children.
2. You may be, but you would never say this because being proud is uncomfortable for others. You would not want to do or say anything that would be seen as setting yourself above someone else.
3. Saying “no” is uncomfortable for others. You should try to avoid a direct “no”. It is better not to answer or to be evasive. A polite person would not have put you in a position where you have to say “no”.

4. Who decides what is right? This is a power issue which could place you in confrontation with others. This situation should be avoided.
5. You are a member of a group and what's best needs to be decided by the group collectively. There is much wisdom others can contribute to your situation.
6. Yes, but it is regarded as impolite to ask directly. Usually you will state your needs in the third person or get someone else to ask for you, such as "It would be nice to have a cup of tea." or "Jahaq needs a pencil."

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Managing Sensitive Issues

As a teacher, you can never be fully prepared for the issues which might present themselves in your classroom. Some of the classroom management ideas that follow on from page 47 will help you to establish some options for students who need to communicate concerns. However, critical to any classroom is the atmosphere which you create as a teacher and the attitude which you instill in your students.

Creating an atmosphere:

It is important to establish ground rules for building trust and for establishing group safety in your classroom. Building trust comes with time, but the process will be enhanced by providing lots of opportunities for group-building activities and icebreakers. Also ensure that group compositions change often so that all the students have an opportunity to develop relationships with each other. Knowledge is power and learning more about each other is empowering. Providing for group safety means discussing the importance of confidentiality, of being mutually supportive, and of demonstrating trustworthiness. It is worthwhile to take time to discuss what rules the group would establish so that everyone feels safe participating openly. Students should not be pressured to share; privacy should be respected and patience used until they feel confident to display their work or share it in other ways.

Instilling the attitude:

Classrooms where students feel valued as partners are places where real trust develops. It is important for the teacher to model respect, a sense of fairness, a commitment to listen and to care about what he/she is hearing. It is important to accept as much as a student is willing to share at a given time as all that can be shared at that time: don't probe when there is resistance. Modelling this attitude openly and consistently is the most effective way of instilling it in your students. Students should be recognized for demonstrating this attitude towards each other and for demonstrating it outside the classroom as well. It is also important to be very perspective conscious when a student is discussing a personal issue or disclosing sensitive information. Judgments or advice based on our values may not be helpful to our students. Model supporting a person through a difficult situation, not providing solutions.

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Classroom Managers

The following ideas have been gathered from many excellent sources. Please refer to the credits for the titles.

Classroom Organizers

High school teachers sometimes overlook the importance of creating a motivating and reinforcing classroom environment. Often this is difficult when a teacher does not keep the same classroom or shares a classroom with someone else. We strongly recommend that administrators consider the methodologies used in this curriculum and, wherever possible, ensure that the course is taught consistently from the same classroom. When this is not possible, teachers should try to identify a hallway, bulletin board or area in the school where they can use some of the motivating visual ideas presented in these teaching materials. Some motivators can be carried into classrooms. We encourage you to try some of the following classroom organizers.

Anchors and Floats

Prepare a display or bulletin board where an anchor and float or a representation of them (a seal skin float would be a nice touch) can be placed. Tell students that there are often things that hold us down like an anchor. There are other things that help us stay afloat like a float. Encourage them to write onto slips of paper some of the things that happen to bring them down or float them up. They can tape these onto the

appropriate places. Students should do this over the course of the year as things happen to them. Take time to discuss these ideas as a cluster of them forms. Students may remain anonymous or not, as they choose.

Hot Box

This is an opportunity for students to write down ideas or issues which are important to them and which they would like discussed in the class. Students can remain anonymous or not, as they choose. Create and decorate a “Hot Box”. Keep it in a place where there is controlled access. Students should feel safe and comfortable adding their questions and ideas to the box.

Question of the Day

At the end of a class, or in between classes, students may have questions which they feel have not been addressed. Encourage them to write these down and place them somewhere where they can be addressed in the next class.

The Personals

Students may need help with situations in their lives. Invite students at anytime to write these concerns in a “Dear Abby” style letter. Once you receive letters, invite a team of students to respond or develop some different responses. These can be posted or published or presented in the class.

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Ice Breakers:

Aurora

Have the students form pairs. The pairs are to stand facing one another, hands lifted to chest level, with elbows slightly bent. The pair should move together until their hands touch. Instruct the student to close their eyes and focus on their partner's hands. Ask the students to take three steps backward, make one complete turn and then move forward trying to locate their partner's hands (all the while their eyes are closed). They should not move their arms to find their partner's hands.

Human Knot

Ask for two volunteers to leave the room. Have the class form a circle holding hands. The group must keep their hands joined at all times. Instruct the group to create a human knot by ducking under arms and legs, and weaving in and out. Once the human knot is complete have the volunteers return to the room and untangle the knot. No disconnecting of hands allowed.

Who Moved?

Instruct all the students to mill around the room and find a desk to sit on. Ask for a volunteer. The volunteer is to study where everyone is sitting and then leave the room. The group must then decide on two students who will switch places. When the volunteer returns he or she must guess which two students switched places. Repeat with several volunteers.

Twisters

Have the class form a circle. Call out an instruction to tangle the group such as, "Everyone touch something purple." Once a position has been reached it must be maintained as the activity progresses. Continue calling out "tangling" instructions ("Touch some one's nose.", "Touch a shoe lace.", "Touch someone with short hair." etc.). The group will have to be inventive using elbows, knees, noses, etc. to continue with the activity. The activity is over when the group is incapable of moving.

Who am I?

Hand out an index card to each student. The students are to write four pieces of information about themselves on the card. Three of the bits of information should be true and one should be false. Collect the cards and read a few, one at a time, having the class guess whose card is being read. Save the remaining cards and in the classes that follow read several cards from the left over pile.

Toe/Finger Search

This activity is a lot of fun and sure to produce an outbreak of laughter. However, it should only be done with a group that has a high trust level. It involves exposing toes and the students should be told ahead of time that the activity is going to take place so they can ensure their feet are clean, toe-nails clipped, socks are clean, or whatever the student needs to do to feel comfortable with the activity.

String a large bed-sheet up in your classroom. The sheet or sheets should be high and wide enough to hide half the class behind.

Randomly choose pairs. The students have 1 minute to study their partner's bare toes. One student from each pair then leaves the room. The students remaining in the room are to hide themselves behind the sheet, with only their bare toes sticking out. Those students behind the sheet are not allowed to speak. When their partners return to identify their toes they must disguise their voice if they are incorrectly identified. The activity is over when all the students are correctly identified by their partner. Allow both partners to have a turn behind the sheet.

A less threatening, but not quite as much fun, variation is to do the activity with fingers.

Bumper Stickers Hand out a sheet of paper and a felt pen to each student. Allow 5 minutes for students to complete their bumper stickers. Collect, shuffle, and read outloud. Have the class guess whose bumper sticker is being read. You may want to provide students with variations on the activity such as bumper stickers written in response to a student or teacher initiated prompt.

Possible teacher prompts--

- Happiness is...

- I may be(short) but I sure can... (dance)
- My greatest achievement...

Animal Match

For this activity you will need to have animal names written on index cards, there should be pairs of cards which have the same animal name. Tape a card to the back of each student. (They should not be able to see their card). Students must try and find the person who has the same card as they do, because they do not know what animal they are, they must first find out which animal they are, and then find their partner.

During the activity students are allowed to ask only "yes" or "no" questions. For example, a student may ask, "Do I have horns?" because the response to the question would be either yes or no. They would not be allowed to ask, "Do I live in the land or sea?" because to answer this question more than yes or no is required. The activity is over when every student has found their partner.

Possible animals to use on the cards:

- caribou
- siksik
- narwhal
- lemming
- owl
- polar bear
- seal
- walrus

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- musk ox
- beluga whale
- fox
- goose

Animal Upset

This game is played just like Fruit Basket Upset only using northern animals instead of fruits. Choose four animals from the list of northern animals suggested in Animal Match, and name each student to an animal. There should be approximately equal numbers of each animal.

Students form their desks in a circle. One student stands in the center of the circle and is "it". The students in the circle sit on their desks, there should be no extra desks in the circle. The student who is "it" calls out one animal name and all those students with that animal name must switch places. The person who is "it" tries to 'steal' a seat as the students switch places. For example, if the student who is "it" calls out "goose", all those students who are geese must switch seats with another student who is also a goose. If the student who is "it" calls out "animal upset", everyone must switch seats. The student who is left without a seat becomes "it".

Body Architecture

Ask the students to spread themselves around the room. Call out the following instructions and allow

one minute before proceeding to the next instruction:

1. ask the students to become a clock
2. ask them to get into pairs and become a chair
3. ask them to join another pair and in fours become a boat
4. ask them to join another group of four and in eights become a pop-bottling machine
5. return to instruction #2
6. return to instruction #3
7. return to instruction #1

Land, Water, Sky

Lay 3 strips of masking tape down along the classroom floor. The strips should be about 8 feet long and 4 feet apart. (You may want to leave these strips down on the floor, but be sure not to leave them on the floor for longer than a couple of weeks as they tend to stick after time.)

Each section represents either land, water, or sky. Ask the students to stand in the land section. Explain that the section they are standing in is land, the next section is water, and the last section is sky. Call out either land, water, or sky. The students must jump to the appropriate section. Those caught in the wrong section are out of the game. Continue until everyone is out. As the students become familiar with what is required speed up the rate of calling out sections.

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Forming Groups

Group Hum

Have a chart paper (keep the chart for future reference) listing a dozen children's songs, such as Three Blind Mice, Mary Had a Little Lamb, Row, Row, Row Your Boat, Happy Birthday, The Teensy Weensy Spider, Brother John, etc. Read and hum through the list of chosen songs. Ensure that the students are familiar with the tunes.

Have the titles of the songs written on index cards (one song title per index card, 2-3cards per song) and stored in an ice-cream pail. Have each student pick a card from the pail. Once all the students have a card instruct the students to walk around the room humming their song until they find their partner or group members.

The number of cards with song titles should match the number of members you want in each group. For example, if you want the students to be in pairs you will need to have two cards with the same song title distributed around the class. If you want students to be in groups of four have four cards with the same song title.

Place an elastic around the cards with the same song title for future use.

In addition to humming songs you could use the following variations for this activity:

-Animals -- students must act out their animal in order

to find their group members

(caribou, fish, siksik, etc.)

-Actions -- students must perform a certain action in order to find their group members (patting your head, clapping your hands, skipping, etc.)

Puzzle Partner

Have index cards cut into puzzle shapes. The number of puzzle pieces should match the number of members in each group. For example, if you want three people per group, each index card should be cut into three puzzle pieces.

Shuffle the puzzle pieces and hand out one puzzle piece to each student. Instruct students to find the other members of their group by completing the puzzle. When they have found their group members have them sit down and discuss a question you have written on the board. It may be a question pertaining to the lesson or it may be unrelated to the lesson such as birth dates of the group members, favourite song, happiest moment in their life, etcetera.

*To make this activity more challenging, glue magazine pictures to the index cards and then cut all the index cards into the same puzzle shape.

Grocery List

Decide how many members per group are needed for the activity. Hand out strips of paper to each student. Ask the students to write down ten grocery items on their strip of paper. Once the students have completed their lists have them find their group members by finding individuals who have 2 grocery items that are the same as theirs.

*This activity works best for forming small groups.

Coloured Cards

Decide how many members per group are needed for the activity. Have a deck of coloured cards. Have as many coloured cards as individuals you want per group. For example, if you want five members per group and there are 15 students, there should be 5 black cards, 5 green cards, and 5 orange cards. Randomly hand out the cards. Those students with the same coloured card form a group.

I Like It

Decide how many groups are needed for the activity. Have various sports teams written on chart paper. The number of sports teams should correspond to the number of groups wanted for the activity. Post the charts up. Instruct the students to stand under their favourite team. Once the number of students standing at each sports team's name matches the number of members per group, take that chart down and have the remaining students choose from the remaining team names.

In addition to sports teams you could use the following variations for this activity:

- famous sayings
- songs
- foods

Stand In Line

Decide how many groups are needed for the activity. Have the students stand in a line according to height (birth date, length of hair, etc.). Number students according to the number of groups you want for the activity. For example, if you want five groups number all the students from one to five. All the one's form a group, all the two's form a group and so on. OR you may simply randomly pull out students to form groups.

Match Up

Decide how many groups are needed for the activity. Have the students find their group members by finding individuals who match in a specified area. For example, all the students who had the same thing for breakfast form a group. Once the specified number of group members have been reached the group is closed.

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Selecting a Reporter:

Much of the work which will be done in **Aulajaaqtut** is done in small groups following co-operative learning models. The need to share group discussions with the rest of the class often requires a reporter. Here are a few suggested ways of selecting reporters.

Volunteers Step In/Out

Have the group form a circle and call out “Volunteers step in”; anyone who steps in is the reporter. If there is no one moving, call “Volunteers step out” or “Non-volunteers step in” until someone becomes confused enough to become the reporter.

Rock, Paper, Scissors

The students form a circle. On the command “go” they put their hand forward in one of the following ways:

- a fist is a rock
- 2 open fingers is scissors
- an open hand is paper

Paper beats rock by covering it, rock beats scissors by pounding it, scissors beats paper by cutting it.

Whoever is left is the recorder.

Numbered Heads

Tell the students to stand in a circle and number off. You call a number and all those people with that number are recorders.

Spin the Bottle

You can use a pencil, pen, scissors or whatever will spin. The person it points to is the recorder.

High Card Draw

Deal each class member a card. The highest card in each group is the reporter.

High Rollers

Have each team member roll a die to see who is the reporter. Roll off any high ties.

Tall 'n Short

Team members form a line from tallest to shortest. The teachers calls it “tallest”, “shortest”, “person in the middle”, “second from the tallest” etc.

Whoever fits the description becomes the reporter.

The Mostest

The reporter is the person in the team with the most-denim, red, hair etc.

Buzz

Pick a number from 1-5. The players say sequential numbers except when they come to the number which was selected, a multiple of that number or a number in which it is contained. Then they must say “Buzz”. For example, if 3 were selected the play would go: 1, 2, buzz, 4, 5, buzz, 7, 8, buzz, 10, 11, buzz, buzz, etc. The first person out is the reporter.

Action Up

The team forms a circle. One team member starts by doing an action, the next person must follow the action and so on until everyone is doing it, then any person on the team switches the action. When an action has been switched, the last person to do it is the reporter.

Broken Telephone

Invite one person from each team to hear a sentence from you. Make the sentence somewhat complicated. Repeat it only once. They must pass it on to the next person in the group and so on. Work backwards and have each person repeat what was said. The person who broke the connection by repeating the sentence incorrectly is the reporter.

Debriefing:

Debriefing ideas are ways of bringing final closure to or reinforcing the learning from a specific lesson or module.

Exit Slips

Before leaving the class each student must write a comment on a slip of paper and place it in the exit slip box or pail. The comment should pertain to the lesson, a question they still have, what they liked about the lesson, what they did not like about the lesson, etcetera.

Mail Boxes

Hand out an envelope (or file folder) to each student. The students should write their name on the envelope and post it in a designated area in the classroom (along the blackboard shelf works well). Give each student small slips of paper. Each student is responsible to write a brief positive comment to every student in the class. The comments need not be detailed or elaborate. Comments should be anonymous. Students place the comments in the appropriate mailbox. Distribute the envelopes after all the students are finished writing and allow students to read through their “letters”.

Some students may find it difficult to write a comment to every student the first time this activity is done. Discuss possible positive comments to help spark ideas. Comments may be as simple as .“I like your new

haircut.", "You have a nice smile.", "Your idea in yesterday's class was great." etc.

Clothes Line

Across the corner of your classroom make a clothes line using heavy string. Have a one container with clothes pins and another with paper strips nearby. Tell the students that whenever a classroom issue comes up that they feel needs to be addressed by the class they are to write the issue on a strip of paper and pin it to the clothes line. The clothes line is not for personal issues, rather they should be issues that pertain to the whole class. For example, "There is not enough time for journal writing."

Graffiti Wall

Cover a bulletin board with brown butcher paper. Allow students to respond to the lesson on the graffiti wall. Students may write a comment, line of a song, draw a cartoon, or pictorialize their response in any way they choose.

Story Display Board

Have a small section of a bulletin board set aside for storyboard responses. Ask the students to briefly respond to a sentence starter or question pertaining to the lesson. Hand out post-it notes on which students may write responses which are posted on the bulletin board for their classmates to read.

Possible questions or sentence stems:

- What did you like about today's lesson?
- What did you not like about today's lesson?
- What is one thing you will remember from today's lesson in a month?
- What did you do to make today's lesson a success?
- Today I learned...
- The group work today...
- It is important to...

*The above questions and sentence stems are general in nature. When you know the content of the lesson you can tailor the questions or sentence stems accordingly.

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Journals:

You cannot teach a man anything. You can only teach him to discover it within himself.

Galileo

Butterfly

The butterfly is a beautiful and active creature. In its process of metamorphosis, it emerges from the pupa. It puts up a tremendous struggle to break out of its chitinous shell.

A nature lover, noticing this, thought that the creature should be helped in the struggle. With great dexterity, he used a scalpel to cut away the shell. Then the butterfly emerged without a struggle.

It was lame; it could not fly...
(Source unknown)

In any learning situation it is vital to allow the learner time for significant reflective thought- his/her struggle with the information. The “Personalize It” sections of each lesson provide an opportunity for the student to reflect on lesson content, to relate this to his/her own experience, and to come to some analysis about these relationships.

Real learning actively involves the learner. A reflective journal is an opportunity for a learner to be more actively involved, even if the lesson was mostly teacher-directed. Reflective journals go beyond mere participation; they encourage the learner to relate, apply, analyze, question, evaluate, and resituate the learning in terms of his/her experience and circumstances.

Martin Hedegger has said, "Teaching is more different than learning because what teaching calls for is this: to let learn" (1968, p.15). We see reflective journal writing as an essential element in the "let learn" process.

Reflective thinking is a skill which needs to be developed in a student just like any other skill. It may be an interesting activity for some and a chore for others. We have made it a core component because we believe the ability to think reflectively is essential to healthy living. For this reason, journal entries are not free-writing opportunities; they are structured around applying course content. The journal itself is an essential part of the course.

Evaluation criteria for this course includes the journals. Although teachers are not asked to grade the entire journal, students are expected to complete all the assignments. Teachers are expected to monitor that journals are complete and up to date. Students will be asked to do a self-evaluation of their growth

during this course based on their journal entries. This self-evaluation constitutes 35% of the final mark. Student journals are private! Teachers may be asked to read or comment on entries and this should be encouraged. Also encourage students to share their entries with a peer. Journals produce the greatest learning when they are interactive. You may decide to set times when students are invited to orally share an entry with the class. Some students may wish to share an entry anonymously. It is important to validate and value journal entries and to encourage positive peer feedback. Some students may wish to publish a series of journal entries. This should be facilitated and encouraged. However, sharing is risk-taking and students must decide for themselves when they are ready to share, which material they are willing to share, and in what way they wish to share it.

At the end of modules 1 & 2, students will be asked to select journal entries which they wish to present for evaluation purposes. Students must be made aware of this expectation from the beginning of the course. For more information on this, read the section on Evaluation.

Evaluation:

The most important lessons we are taught in school go beyond answering the questions on a test correctly. It is when the lessons change us by showing us what we are really capable of accomplishing. ...However, no multiple choice or true/ false test will ever teach us the greatest lesson of all: We are the stuff of which winners are made.

*(Kif Anderson from *The Gravediggers* of Parkview Junior High)*

There are 3 components to the evaluation scheme for this curriculum. They are: attendance, portfolios, and journals.

Attendance:

Attendance in this course is critical for a number of reasons. The course is developed in such a way that concepts develop sequentially and spiral, building on skill and trust levels attained in earlier sections. Trust-building is a key issue since the content material is personal and sensitive and the methodologies used rely heavily on co-operative group learning. This approach also makes it difficult for students to make up missed lessons since the real learning takes place through discussion and active participation in the activity. Students must understand that the requirements of this course are

at least 85% attendance and completion of all journal and independent activity work.

Teachers may be willing to negotiate some alternatives for students in extenuating circumstances such as absence due to certain injuries or illnesses etcetera.

Portfolios

We have selected portfolio assessment as the method of evaluation to be used with this curriculum. Portfolios provide a continuous record of student efforts, progress, and achievements. They are student-owned and managed, and result in evaluation which is both collaborative and holistic. To be effective, portfolios must be used actively and interactively. This is accomplished through portfolio conferences. Students have control over demonstrating their learning, setting new learning goals, assessing their strengths and weaknesses. Portfolios are one of the most effective ways of assessing real learning and achievement. For this reason, the portfolio assessments will constitute 65% of the student's mark.

Portfolios provide opportunities for students:

- to be self-reflective
- to take responsibility for their learning
- to collaboratively set learning goals
- to assume ownership of achievement
- to recognize and enjoy their accomplishments
- to demonstrate learning in ways which are important to them

What should the portfolio look like?

A portfolio can take any shape necessary to meet the needs of the contents. In this curriculum, students will be producing a variety of bulky assignments. A box, a bin, or a large bag may be most appropriate. In addition, students will need a folder or duo tang to hold paper assignment work. Portfolios must be accessible to the student in the classroom. Students are both free to and encouraged to improve upon and rework any of the assignments during the course.

What should be kept there?

Students will be asked to keep all the work which they produce in class activities. For the purpose of a conference, students will select a specific number of items for assessment. They choose items which they feel represent and demonstrate their learning and awareness of course content.

What is a portfolio conference?

A portfolio conference is an opportunity for students to evaluate their progress and receive feedback on their work. It is also a time to discuss goals for future work.

Students should be asked to select a number of items from their portfolio (usually 3-5) which they feel represent their best work. They should be prepared to discuss each item based these questions:

1. Explain why you selected this activity.
2. Which of your strengths are represented by this work?

3. What is especially important to you about this piece of work?
4. Does this work represent a change in you? Explain.
5. What personal learning does this choice represent?
6. Did doing this activity make you want to learn more about something or cause you to focus on an area for improvement?

These conferences are between teacher and student, but you may want to involve a peer, parent or another significant person in some conferences. Since assessments are negotiated, it is often helpful to have a third opinion. This option should be negotiated between student and teacher. Students should have a voice in identifying the third party.

Before formal conferences, it is helpful to have peer conferences. At this time, peers can offer feedback which helps the student in his/her selection of activities to present for assessment. Peer conferencing helps students validate their ideas about their work and it allows them to share ideas with others. Peer conferences should centre around these questions and responses:

1. Why did you choose this piece of work?
What I like best about it is...
2. What did this activity help you learn about yourself?
When I did this activity, I learned...

Students may also be encouraged to take their selections home to conference with a parent or another significant person in their lives. This is a good way to keep families informed about what is happening in this course. It is also an opportunity for students to explain their work to someone who has not had a background in it before.

How often should conferences occur?

Conferences can occur as often as the teacher feels they are needed or if a student requests one. We recommend a minimum of three formal conference sessions in Module 1 and two sessions for each of the other modules. Module 3 has its own evaluation scheme.

How does evaluation take place?

Assessment involves collaborative consensus reached by the conference participants. The main points of the assessment discussion are anecdotally recorded on the rating sheet (TRD Item). A rating is given to each piece of work which is presented. The rating is jointly negotiated and agreed upon.

In future conferences, students select new pieces of work from their portfolios. The collection of rated items from each formal conference provides 65% of the course mark for that student.

Example of a Formal Conference Rating Sheet

Student name:

Conference #

Rating scale:

1. Excellent

2. Good

3. Average

4. Needs to
improve

Activity

Summary of discussion

Rating

Module 1
Lesson 36

Reinforcing Strengths: This activity helped me to deal with some negative feelings I had for another person in a much more positive way. I found my attitude towards them really changed. I will try this in other areas of my life because I can see how some things are influenced by my attitude towards them.

1

The #1 rating here results from a clear understanding of the concept, an appreciation of the application of this understanding in his/her personal life, and a insight to transfer this learning to new situations.

Formal Conference Rating Sheet

Student name:

Conference #

1. Why did you choose this piece of work?

What I like best about it is...

2. What did this activity help you learn about yourself?

When I did this activity, I learned...

Rating scale:

1. Excellent

2. Good

3. Average

4. Needs to
improve

Activity

Summary of discussion

Rating

**DO NOT PRINT
REMOVE FROM ORIGINAL**

Journals

If you want small changes work on your behaviour; if you want quantum-leap changes, work on your paradigms.

Stephen Covey

(Please refer to the section on Journals in this manual under Classroom Managers).

Journals represent an important record of student achievement. Students are expected to complete all journal assignments and to keep these up to date. Teachers should maintain a checklist (TRD Item) to regularly monitor this. We suggest the following:

- a check for work complete and up to date
- a check + for work which appears to have involved significant thought/work
- a check - for incomplete work

Although journals need to be monitored regularly in this way, they are private and should not be read without permission! Students must understand how journals will be monitored from the outset of the course.

A least twice during each module (and four times for Module 1), students should be asked to select three journal

entries to share for assessment. Students should use the following criteria for selection:

Quantity: Selected entries should **fully** explore the topic and represent a **complete** response to the issue.

Variety: Selected entries should represent a variety of topics and formats (ie. drawings, poems, reflections etc.).

Depth: Selected entries should show personal feelings, insights and reflection.

Interest: Selected entries should be of a personal interest to you and also be interesting to another reader.

Value: Selected entries should be valuable to you in terms of being transition points or highlights for you in this course.

The student shares the selections with the teacher/peer group. Photocopies can be made available or a student may decide to share orally. The group discusses each selection in terms of the above criteria and assigns a rating based on a negotiated consensus for each piece. (The Formal Conference Rating Sheet can be used for this purpose). The ratings will constitute 35% of the student's mark.

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