

Voice to Action 12 (V-Act 12)

District Name: Coquiltam

District Number: SD43

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Date Developed: Fall 2008

School Name: Centennial Secondary

Principal's Name: Rob Zambrano

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Voice to Action

Grade Level of Course: 11 (intended for students in grades 10-12 (target audience grade 11/12))

Number of Course Credits: 4

Number of Hours of Instruction: 100

Prerequisite(s): none

Special Training, Personnel, Facilities or Equipment Required: Myers-Briggs type indicator for students, trained facilitator in the MBTI or funds to hire someone with this training. Student access to communication technology – computers, email, phones. While classroom does not need to be a counsellor a member of the counselling department would be a useful resource for the students. Students will also need access to people in positions of authority – i.e. other staff, administrators, community advocacy groups etc.

Course Synopsis: Voice to Action 12 is an asset- based course that involves personal learning within a community of diversity and choice. It is a course in advocacy skills and training, project management and direction and the content is process and skills based. The purpose of this course is to have students learn and apply, both as individuals and members of partners, teams and groups the skills and strategies necessary for them to participate in learning activities that engage them in areas of passion and interest and allow them to make changes in their personal, school and wider communities. Students bring their own personalities, skills and traits, along with their passions and interests as the content of the course. Students will demonstrate the oral and written skills of rhetoric (convincing). Students will learn facilitation skills for small and large groups in order to accomplish a task or meet a goal of their choosing. Students will learn advocacy skills both oral and written – to make changes for themselves and their community. The focus of the course is personal growth.

Rationale: Student voice has been written as one approach to supporting students who are currently at risk for not completing high school due to a lack of connectedness and relevance for them in the traditional curriculum. One aim of this course is to have students learn the skills they desire to advocate for themselves and with others to bring about changes in their personal, educational and community lives so that it better meets the needs of this diverse population. The intent is that the content be the skills and strategies and the topics be diverse and individualized.

Organizational Structure: Curricular Organizers – Personal, Family, Classroom, School, Community

Unit/Topic	Title	Time
Unit 1	Understanding Self	
Unit 2	Understanding Self with Others (in Community)	
Unit 3	Understanding and Identifying Desired Change	
Unit 4	Advocacy Skills	
Unit 5	Making Change	
No specific time is allotted to each unit as they are integrated Total Hours		100

Unit/Topic/Module Descriptions:

Unit 1: Understanding Self– students will complete a variety of learning activities to describe preferences, challenges and desires in order to develop a personal profile. Students will be able to...

Personal

- identify passions and interests
- use a variety of surveys to develop a profile of their strengths and interests
- describe where in their lives they get to live their passions and interests

Family

- describe their family
- analyze and evaluate their role in the family
- identify the role their family plays in the student developing their passions and interests

Classroom

- identify which classes they feel most comfortable expressing their passions and interests
- analyze their learning experiences within their personal profile
- describe the characteristics of these classes
- identify the characteristics they need in the Student Voice class for them to achieve their goals

School

- identify when school is a successful experience for them and why
- describe themselves as a student
- describe how their personal profile impacts where they experience success within the traditional school structure
- begin to identify the changes they would like to see for education to be a more successful endeavour for them

Community

- identify where they spend their time in the community – when not in school or at home
- evaluate whether this time in the community builds on their passions and interests – holding jobs, spending time with friends participating in preferred activities,
- identify the skills they use when in the community

Unit 2: Understanding Self with Others- students will complete variety of group activities and experiences to identify and strengthen their skills meeting goals with others. Students will be able to...

Personal

- describe the advantages and disadvantages of individual, partner and group approaches to completing tasks based upon their personal profile
- identify the characteristics of partners or group members – based on their personal profile – for achieving a goal or making a change they wish to make. i.e. – “If I am a skilled writer but not a skilled artist and I need a poster then I identify this need and find someone with these skills
- identify the most efficient approach for them to accomplish a task or make a change that matters to them – alone, with one other, or in a group

Family

- identify when they require the participation of family members to make a change they wish to see.
- analyze a situation and determine which family member is most likely to assist them in achieving the goal or making the change they desire

Classroom

- identify a change they need or desire in one or more of their classroom situations
- analyze the change and the context (of the class) and identify the most appropriate individual for them to communicate with to gain this change
- demonstrate appropriate communication approaches – speaking, writing – etc. to make the change they desire

School

- identify a small change relevant to them as an individual that they desire in their school
- identify the most efficient manner for realizing the change – alone, with one other, and as a small group or part of the class
- analyze the change and the context (of the class) and identify the most appropriate individual for them to communicate with to gain this change
- evaluate their role throughout the change process in their interactions with others

Community

- identify a small change relevant to them as an individual that is desired
- analyze and evaluate the change for “who” is required to participate in order to make the change
- evaluate their role in an ongoing manner if making the change is concretely possible – this may not be possible if the change can only be taken to the action planning phase

Unit 3: Understanding and Identifying Change – students will discuss different perspectives on change and its effects on themselves, others and their schools and communities. They will develop their own definition and description of change and use a problem identification model to understand the changes they want to make and evaluate the types of changes they wish to experience. Students will be able to...

- identify and describe various types and magnitudes of change
- demonstrate ethical behaviour
- demonstrate confidentiality
- analyze, evaluate and describe events in their lives according to the various types of change
- identify a change they would like to make happen personally, in their family, school or broader community
- analyze and evaluate their change according to their change knowledge

Unit 4: Advocacy Skills – students will learn, practice and apply both oral and written advocacy skills to bring about the personal, school and community changes they wish to experience. Students will be able to...

- evaluate change for demonstrate the ability to write for different purposes connected to making a change – expressing an opinion, attracting support, inviting conversation, convincing an audience, requesting involvement (i.e. writing a letter to the editor of a local paper, formal writing to influential individuals – teachers, administrators, community members, politicians)
- demonstrate oral communication skills: discussing, expressing/presenting ideas/information (formal and informal), listening and reflecting/self-assessing (see attached rubric)
- demonstrate conflict management skills: recognizing different opinions, managing different perspectives
- demonstrate the “art of rhetoric” in speaking and writing– making argument from the perspectives of “logos” – logic, “pathos” – emotion or “ethos” – knowing your position and the audiences perspective
- analyze and evaluate the perspectives of all stakeholders in order to gain the support they need for the change they wish to make
- lead and facilitate small and large group conversations to accomplish a goal/meeting agenda

Unit 5: Making Change – students will bring about changes in their personal, family, school and communities depending on the desired change they wish to experience. Students will be able to...

- identify changes on various levels personally, in their families, schools or communities that they wish to make
- evaluate these changes for practicality and action
- lead others in making a desired change
- manage a change plan
- make a variety of changes
- work with others to develop a plan of action
- communicate appropriately with all stakeholders
- advocate for position with individuals needed to support their change
- demonstrate the positive outcome likely as a result of the change

Instructional Component:

Cooperative Learning
Communication Technologies
Cross-curricular integration
Role Playing
Simulations
Case Studies
Problem and project-based learning (real world applications) - authentic
Surveys and Personal Assessments
Graphic Organizers
Independent Work
Flexible timetabling and class participation
Synchronous and Asynchronous discussions
Reflective Journals

Assessment Component:

Portfolio
Performance Based Assessments
Interviews
Classroom Observations
Student-Led conferences

Learning Resources:

Myers-Briggs Type Indicator for all students
Funds for supporting community investigation
Guest speakers – people who have made significant changes in their personal lives and perhaps found schooling a challenge

Additional Information:

The units in the curriculum should NOT be taught in a linear fashion but concepts integrated as students work to make the changes they identify. The course is taught in a coaching model with educators working side-by-side with the student supporting the changes with guidance and instruction as necessary.

Sample Rubric: Oral Language (Gr. 10-12)

Teachers can use and adapt this rubric to gather observations about some key aspects of oral language. The criteria in this rubric can be applied at various grades; the context – particularly the complexity of the tasks and texts – becomes more challenging as students progress through the grades.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal-Moderate)	Fully Meets Expectations	Exceeds Expectations
Discussing - Contributes relevant ideas and information - Shows understanding of topic, text, or issue - uses evidence; reasoning to support responses and critiques - Open to exploring ideas;	<input type="checkbox"/> does not contribute relevant ideas <input type="checkbox"/> does not show understanding <input type="checkbox"/> does offer relevant evidence and logical reasoning <input type="checkbox"/> little openness or exploration; prefers a	<input type="checkbox"/> contributes some relevant ideas <input type="checkbox"/> shows basic understanding <input type="checkbox"/> offers some relevant evidence and logical reasoning (flawed) <input type="checkbox"/> open to exploration; beginning to recognize	<input type="checkbox"/> contributes relevant ideas <input type="checkbox"/> shows clear understanding <input type="checkbox"/> offers well-chosen evidence and logical reasoning <input type="checkbox"/> open to exploration; seeks out and	<input type="checkbox"/> contributes well-chosen ideas that move the discussion forward <input type="checkbox"/> shows insight <input type="checkbox"/> offers highly convincing evidence and depth of reasoning <input type="checkbox"/> high degree of openness/exploration;

<p>seeks diverse views</p> <ul style="list-style-type: none"> - Acknowledges; makes connections to others (may question/disagree) - Asks questions to clarify and extend - Summarizes key ideas (e.g., group consensus) 	<p>single perspective</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not connect to or acknowledge others' ideas <input type="checkbox"/> does not ask questions <input type="checkbox"/> does not summarize or restate key ideas 	<p>value of diverse views</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes some connections; acknowledgement of others' ideas <input type="checkbox"/> asks some question <input type="checkbox"/> summarizes/restates some key ideas 	<p>considers diverse views</p> <ul style="list-style-type: none"> <input type="checkbox"/> connects to and acknowledges others' ideas appropriately <input type="checkbox"/> asks questions to clarify and extend <input type="checkbox"/> summarizes key ideas 	<p>values diverse views</p> <ul style="list-style-type: none"> <input type="checkbox"/> connects to and acknowledges ideas from <i>all</i> group members <input type="checkbox"/> asks questions that advance discussion <input type="checkbox"/> synthesizes key points effectively
<p>Expressing/Presenting ideas/information (informal and formal)</p> <ul style="list-style-type: none"> - Focused; purposeful - Offers sufficient content and evidence to accomplish purpose - Clear and well-organized; uses cues, transitions to help audience follow - Uses and adjusts voice, nonverbal techniques to get and hold attention - Sense of audience; appropriate tone/formality - Language is precise and has intended effect; often includes specialized terms 	<ul style="list-style-type: none"> <input type="checkbox"/> unfocused; purpose is unclear <input type="checkbox"/> insufficient content; may be inaccurate <input type="checkbox"/> limited clarity; weak organization; hard to follow <input type="checkbox"/> voice; nonverbal techniques do not get or hold attention <input type="checkbox"/> little sense of audience; tone is inappropriate <input type="checkbox"/> language is vague and general 	<ul style="list-style-type: none"> <input type="checkbox"/> purpose somewhat clear; may lose focus <input type="checkbox"/> minimal content for purpose; generally accurate <input type="checkbox"/> some clarity and organization, but few helpful cues/transitions <input type="checkbox"/> voice; nonverbal techniques are inconsistent; may not hold attention <input type="checkbox"/> some sense of audience; tone is often inconsistent <input type="checkbox"/> language is clear with some variety and specificity; may have impact in places 	<ul style="list-style-type: none"> <input type="checkbox"/> purpose is clear; focus is sustained <input type="checkbox"/> sufficient content for purpose; accurate <input type="checkbox"/> generally clear, organized and easy to follow; provides cues and transitions <input type="checkbox"/> voice; nonverbal techniques are confident; hold attention <input type="checkbox"/> sense of audience; tone is appropriate; occasional lapses <input type="checkbox"/> language is varied, specific; creates intended effect; includes specialized terms as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> purpose/focus are effective and sustained <input type="checkbox"/> well-developed content; accurate and specific <input type="checkbox"/> high degree of clarity; organization is effective; transparent; adds to impact <input type="checkbox"/> voice; nonverbal techniques are engaging <input type="checkbox"/> strong sense of audience; tone is consistently effective <input type="checkbox"/> language is well-crafted; has impact; uses specialized terms with precision
<p>Listening</p> <ul style="list-style-type: none"> - listens purposefully; checks understanding (e.g., paraphrases) - Identifies purpose, point-of-view and key strategies - summarizes information and ideas (e.g., in notes; graphic organizer) - listens critically; notes bias; questions ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> has difficulty listening purposefully; does not check understanding <input type="checkbox"/> does not identify speaker's purpose, point-of-view; strategies <input type="checkbox"/> does not summarize key information <input type="checkbox"/> does not question ideas or identify bias 	<ul style="list-style-type: none"> <input type="checkbox"/> listens purposefully in some situations <input type="checkbox"/> partially identifies speaker's purpose, point-of-view and some strategies <input type="checkbox"/> summarizes some information <input type="checkbox"/> sometimes questions ideas; identifies bias 	<ul style="list-style-type: none"> <input type="checkbox"/> listens purposefully in most situations <input type="checkbox"/> identifies speaker's purpose, point-of-view, strategies <input type="checkbox"/> summarizes key information <input type="checkbox"/> questions ideas; identifies some bias 	<ul style="list-style-type: none"> <input type="checkbox"/> listens purposefully <input type="checkbox"/> identifies speaker's purpose, point-of-view, and strategies; makes inferences about subtle or complex material <input type="checkbox"/> concisely summarizes key information; precise <input type="checkbox"/> questions ideas; identifies bias; insightful
<p>Reflecting; self-assessing</p> <p>Develops/uses criteria; reflects on feedback; sets goals</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Has difficulty reflecting, self-assessing; goal setting 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflects on, self-assesses and set goals about some aspects of own learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflects and self-assesses key aspects of learning and sets simple goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflects and self-assesses own learning with insight; sets reasonable goals