

Acknowledgements

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Wendy Magahay	National AWAL Project Manager, Camosun College, Victoria, British Columbia
Chantal Locatelli	Senior Policy Adviser, Secondary School Policy and Programs Branch, Ministry of Education, Toronto, Ontario
Donna M. Palmer	President, Leading Concepts International Inc., North Vancouver, British Columbia
Richard Charette	Education Officer, French-Language Education Policy and Programs Branch, Ministry of Education, Toronto, Ontario
Anne Clifton	Coordinator of Guidance and Career Education, Cooperative Education, The Arts, Halton District School Board, Burlington, Ontario
Mary Ellen Frauts	Learning Co-ordinator, Thames Valley District School Board, London, Ontario
Margaret Stewart	Curriculum Consultant, Limestone District School Board, Kingston, Ontario
Pat Garrod	Curriculum Consultant, Limestone District School Board, Kingston, Ontario
Ola Tkaczyk	Consultant, Student Services, District School Board of Niagara, Niagara Falls, Ontario
Marc Blouin	Board Leader, Student Success Initiative, District School Board of Niagara, St. Catharines, Ontario
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Carlos Sousa	Program Coordinator, Success for All Initiative, Toronto Catholic District School Board, North York, Ontario
Krista-Layne Brandon	Conseillère pédagogique, Conseil scolaire de district catholique Centre-Sud, Guelph, Ontario
Anne Lavoie	Conseillère pédagogique, Conseil scolaire de district catholique Centre-Sud, Toronto, Ontario
Heidi Kolb	School-Work Transition Consultant, Waterloo Region District School Board, Kitchener, Ontario
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Diane O'Connor	Coordinator, The Work Room, School District 6, Rothesay, New Brunswick

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Project Leaders:	Nancy Campbell , Co-ordinator, Office of Partnerships & Innovation Lila Read , Board Leader, Success for All Waterloo Region District School Board, Kitchener, Ontario
Resource Developer and Lead Writer:	Paulette Leveris , Director, Total Business Enhancement Inc.
Writers:	Jeannette Ruby, Tracey Kelly, Krista DeMerchant Secondary Teachers, Waterloo Region District School Board
Design and Layout:	Cameron Mackay , Eye Contact Design

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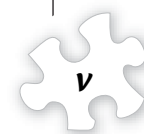
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AWAL Activities Summary

COURSE TITLE	PAGE NUMBER	TITLE	WEIGHTING		PARTNERS			
			Minor	Major	School	Parents	Community	Employers
Introductory								
	9	Webquest Activities 1-5	X		X			
	23	Essential Skills Vocabulary Activities 1-5	X		X			
Beginner								
Experiential Learning	47	Guest Speakers Assignment		X		X	X	X
Experiential Learning	53	Student Applications of Working and Learning (AWAL)		X			X	X
English	63	A Day in the Life of a Parent		X		X		
Mathematics	71	Tally Sheets Assignment	X		X			
Art	77	Essential Skills Coat of Arms	X		X			
Science	81	Oil and Gas Drilling Workers – What Do They Do?	X					X
History	89	Personal Diaries from WWI: Storyboard Assignment	X		X		X	
Science	95	Cell Model Assignment	X		X			
Mathematics	101	Prove That Stat!	X		X			

COURSE TITLE	PAGE NUMBER	TITLE	WEIGHTING		PARTNERS			
			Minor	Major	School	Parents	Community	Employers
Intermediate								
Business Studies	107	Interview with an Entrepreneur		X	X	X	X	X
Guidance - Career Studies	121	Behaviour-Based Interviews	X	X	X			
Business Studies	133	Reflective Journals Daily Assignment	X		X			
English	141	I am an Essential Skill and my Name is...	X	X	X			
English	149	Advertising Our School Play		X	X			
Construction Technology	163	Daycare Woodworking Assignment		X			X	
Mathematics	173	Parking Lot Surveys and Graphing	X		X			
Science	179	Terminology Portfolio	X	X	X			
Mathematics	189	Trigonometry Assignment	X		X		X	
Science	201	Making a Model of a Closed Ecosystem	X		X		X	
Science	219	Paper Airplane Lab Assignment	X		X			
Mathematics	231	Workplace Numeracy		X	X	X	X	X
Interdisciplinary Studies (Mathematics and Introduction to Retail and Service Marketing)	237	Store Inventory Activity		X	X			
Interdisciplinary Studies (English, Health and Personal Services and Construction Technology)	255	Describe That Task!	X		X	X		
Mathematics	263	Graphing Essentials		X	X			
Interdisciplinary Studies (Science and Hospitality and Tourism)	303	Making Ice Cream in a Bag	X		X		X	
Science	315	Rates of Chemical Reactions	X		X			
Interdisciplinary Studies (Mathematics and Hospitality and Tourism)	327	Multiplying Fractions	X		X		X	X



Expert	COURSE TITLE	PAGE NUMBER	TITLE	WEIGHTING		PARTNERS			
				Minor	Major	School	Parents	Community	Employers
	Guidance	343	Essential Skills Interactive Testing Centre		X	X			
	Co-operative Education	351	Job-Twinning	X	X	X	X		X
	Co-operative Education	359	Employee Profiles Research	X					X
	Guidance (Navigating the Workplace)	365	Essential Skills Portfolio		X	X			
	History	369	Influential People Biography		X	X			
	English	383	Essential Skills Workshop Brochure		X			X	
	Organizational Studies	389	Managing Conflict Role-Playing	X		X			
	Family Studies	395	Out On My Own		X	X	X		
	Guidance (Peer Leadership)	403	Essential Skills Survivor Challenge		X	X		X	
	Science	413	Yeast Fermentation		X	X			
	Interdisciplinary Studies (Science and Hospitality and Tourism)	425	Investigating Occupations in Foodservice		X	X	X	X	X
	Interdisciplinary Studies (Mathematics and Hospitality and Tourism)	433	On The Move Travel Assignment		X	X	X	X	
	Mathematics	445	Car Leasing and Buying Comparison		X	X		X	
	Interdisciplinary Studies (Mathematics and Horticulture and Landscape)	455	Landscaping Lowdown	X		X			X
	Interdisciplinary Studies (Mathematics and Tech Design)	469	Home Design Project		X	X		X	

Introduction

Background

The student-focused bilingual AWAL project was developed as a way to bring the **Essential Skills** Research, not just to teachers, but also to students. This project, building on the work of the Pathways to Employability Multi-Board Consortium¹, developed a classroom resource which exposes students in Grades 7-12 to the theory behind the **Essential Skills** on a variety of occasions so that this language becomes meaningful, informative and commonplace. In its design, the resource ensures that students will not just hear it and speak it; they will live it and experience it through continued, deliberate, and explicit practice and application.

A third-party evaluator conducted initial research through an environmental scan. The research focused on teachers' understanding of the **Essential Skills** and queried them as to how best to implement a Student AWAL program that is replicable and sustainable. This research was shared with the resource developer prior to designing this Student AWAL resource book.

Student AWAL Resource Book Design Features

This student-focused AWAL resource book was designed as a graduated AWAL experience for students in Grades 7-12. It is divided into four sections:

- Introductory
- Beginner
- Intermediate
- Expert

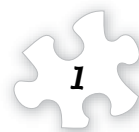
1. Introductory Level

This graduated experience begins as an introduction, which provides the necessary foundation for all activities. The purpose of these activities is to provide students with opportunities to explore and familiarize themselves with the HRSDC website so they have a foundation in the **Essential Skills** Research and are then able to apply this knowledge as they progress through the next three levels. **These activities are strongly recommended for all students if they have not received any prior *Essential Skills* training.**

2. Beginner Level

Beginner level activities were designed for students in grades 7-8. These activities are generally more simplistic and gradually introduce students to **Essential Skills** within a variety of their courses. Some of the activities are visually-based projects which allow for classroom displays that act as constant reminders of **Essential Skills** throughout the school-day and the school-year. They can act as a visual cue and an excellent teaching tool when referring back to previous activities that incorporate the **Essential Skills**.

¹ Pathways to Employability is an Ontario multi-board consortium pilot project of the Waterloo Region District School Board, Thames Valley District School Board, Toronto Catholic District School Board, District School Board of Niagara and Limestone District School Board to document, design, implement and evaluate school-work transition (SWT) programs leading workplace destination students to entry-level employment in the areas of: Auto/Truck Services, Business Support and Retail Services, Construction Technology, Horticulture and Landscaping, Hospitality, Tourism, Personal Care Services and Printing.



3. Intermediate Level

Intermediate level activities were designed for students in grades 9-10. At this level, there is a broad range of activities that focus on the reflective and/or kinesthetic components of experiential learning. Although many of the activities may seem subject specific, they provide a model for the infusion of the **Essential Skills** that all teachers could use in their subject areas.

4. Expert Level (Grades 11-12)

Expert level activities were designed for students in grades 11-12. At this level, students are encouraged to work more independently and in small group structures. Assignments are designed to challenge students' abilities and skills and provide them with an opportunity to teach others about the **Essential Skills** and self-evaluate their own performances and demonstrations of skills. Many expert activities focus on a higher degree of involvement from community partners, which provides critical relevancy for senior students.

Guiding Principles for Resource Development

Even if there were room in courses for an extra unit, it would not be the best way of delivering the **Essential Skills** content. By imbedding **Essential Skills** into curriculum delivery, students have multiple opportunities to demonstrate these skills and reflect on their relevance within the course. With thoughtful activity development, students are able to reflect on the relevancy of **Essential Skills** within their own lives and the lives of others within the community.

Students in the classroom through the tasks and/or activities they perform daily, already demonstrate the **Essential Skills**. The purpose of the guiding principles is to explain how the activities in this resource book were developed and the methodology educators can use to create or enrich activities within their courses and subject areas.

In the initial stages of development for this resource book, consideration was given to the following main questions:

- 1) How will we know students have developed a deep understanding of the **Essential Skills**?
- 2) What will engage students? How should the activities look?
- 3) To what degree should **Essential Skills** play a role within an activity?
- 4) Who are our partners? How can they be incorporated within these activities?
Why should they be incorporated?
- 5) How can teachers simply enrich existing activities to infuse **Essential Skills** education?

The answers to these five main questions formed the foundation for activity development.

- 1) Rich Performance Tasks provide an opportunity for teachers to assess and evaluate the level of understanding achieved, and the skill level demonstrated.
- 2) Making use of Experiential Learning Opportunities is the preferred method of instruction if we want students to identify, make meaningful use of, and reflect upon the **Essential Skills** as they relate to self, others and the community. Experiential learning in theory is reflective as well as kinesthetic. We construct our own meaning from what we experience and know. Experiential Learning can be accessed through many activities, case studies, reflective journals, role-playing, experimentation, discussions, games, and all forms of cooperative education. It is from these types of experiential learning activities that students are given the opportunity to deepen their understanding of the **Essential Skills**. These activities are the “personal meaning makers” that allow students to both retain and apply knowledge.
- 3) Learners can deepen **Essential Skills** understanding further when it plays a minor or major role within an existing activity. Throughout this resource book, activities are designated either “minor” or “major”. This identification refers to the extent to which the activities focus on **Essential Skills** attainment. The terms “minor” and “major” **do not** refer to the complexity or length of an activity.
- 4) Partners are a key factor in helping students make meaning of the **Essential Skills**. Asking students to make meaning of **Essential Skills** solely within the context of their classroom is to exclude them from an important reality; **Essential Skills** are used by everyone, in varying degrees dependent on their roles in life. In addition, by including partners, it effectively addresses the common question students have and will continue to have which is “why are we doing this?” This reoccurring question can easily be answered when students make connections to life outside of school.
 - a. **School Community as Partners:** The school community includes all staff (teaching, non-teaching, administration, and student body). Involving the school community serves two purposes. Firstly, it provides students with easy access to experiential learning opportunities within the school itself. Secondly, it provides an opportunity to expose others in the school to the “World of **Essential Skills**” via these activities - an enriching experience for all.
 - b. **Parents/Guardians and Mentors as Partners:** As students move from elementary to secondary school, the role of the parent/mentor in education generally diminishes. Embedding the **Essential Skills** in curriculum delivery provides an opportunity for parents/guardians and mentors and their children to discuss an issue that both have knowledge of regardless of academic background. Parents/guardians and mentors have opportunities to provide real life examples as to how they have demonstrated these skills in their many roles, both past and present. By involving parents/guardians and mentors, students have opportunities to continue to make meaning of the **Essential Skills** and their relevance.

- c. **Community as Partners:** Students’ education is greatly enriched when the community is involved. Embedding the **Essential Skills** in curriculum delivery provides educators with opportunities to engage community partners. These opportunities can be multifaceted, through fulfilling curriculum expectations and participating in the broader community, students are exposed to volunteerism and at the same time continue to construct meaning and deepen their understanding of the **Essential Skills**.
 - d. **Employers as Partners:** The role of employers in students’ lives does not have to be exclusive to cooperative education. Embedding the **Essential Skills** in curriculum delivery provides a natural opportunity to extend the role of employers and their careers in all courses. Employers are a valuable resource, further confirming to students the need to be aware of and further develop their **Essential Skills**.
- 5) With the exception of the introductory activities, all new activities were developed by enriching existing activities with a more deliberate and explicit focus on **Essential Skills**. These activities demonstrate that enriching existing activities skillfully can be easily accomplished within a short period of time and that it is not necessary to “reinvent the wheel” and shelve activities that have already been developed and used in the classroom.

How To Use This Resource Book

Each of the activities in this resource book consists of:

1. Teacher Instructional Summary Page
2. Student Activity
 - a. Assignment Sheet(s)
 - b. Assessment and Evaluation Forms
 - c. Optional Student Supports and Resources
 - i. Checklists
 - ii. Worksheets
 - iii. Templates

1. Teacher Instructional Summary Page

The teacher instructional summary page is a “snap-shot” of the student activity(s). It provides a comprehensive summary of:

- a) Brief Activity Description
- b) Prior Knowledge
- c) Partner Focus
- d) Focus on Learning with respect to the **Essential Skills**
- e) Teacher Planning Notes
- f) Assessment and Evaluation Descriptions
- g) Listing of Activities



2. Student Activity

As a minimum, each student activity includes an assignment sheet and an assessment or evaluation tool. Most activities however, include many other student supports and resources to assist students in successfully completing all tasks. (Examples include checklists, forms, etc.)

The optional student supports and resources in activities were dependent on several factors:

How complex is the activity?

- More complex assignments may have student support and resources

At what level is the activity? (Introductory, Beginner, Intermediate or Expert)

- Introductory activities are prescriptive in nature
- Beginner and intermediate activities should have many “tools” to help students follow the steps within the assignments
- At the Expert Level it is expected that students will create their own support tools to assist them in task completion

What are the parts to the activity?

- Some activities are multi-faceted. The more components, the greater need to provide focus and support

What is the make-up of the class?

- Assessing the needs of the students in the classroom is important when determining the need for optional student supports and resources

Accommodations For Students

Program planning must account for the needs of all students. Some students will require a program that addresses their individual learning needs in order for these students to be successful. Accommodations are individualized strategies used to improve students' learning and/or performance. Accommodations do not address changes to course expectations and/or performance criteria. Accommodations may entail changes to the learning environment, teaching style, student learning skills and evaluation and assessment strategies.

AREA OF NEED	ACCOMMODATION STRATEGY
Reading	Use Kurzweil computer program Provide activities on tape Provide interpretation and reinforcement of directions Provide comprehension support Do not ask to read aloud
Writing	Use Dragon Naturally Speaking (software) Pair with another student to ensure complete notes Provide access to a computer for written expression Provide extra time for written work Provide editing assistance Provide interpretation and reinforcement of directions Encourage use of graphic organizers to connect ideas and concepts Oral rehearsal assists student before writing
Oral Communication	Do not ask student to speak in front of class Seat student near teaching area Reduce noise distractions Monitor to ensure clear understanding of instructions and assignments Pre-teach vocabulary

AREA OF NEED	ACCOMMODATION STRATEGY
Organizational Skills and Attention	Break down daily tasks and projects into smaller units with timelines attached Monitor homework/activity completion Encourage use of planner Provide seat near teaching area Provide interpretation and reinforcement of directions Provide opportunities for the student to move frequently Cue for attention Allow student time out when overwhelmed or frustrated
Thinking and Learning	Be aware of medical condition Do not ask student to speak in front of class Break down daily tasks and projects into smaller units with timelines attached Provide a peer tutor Give opportunities for repetition Encourage participation Provide student with opportunities to move around Check use of planner and notebooks regularly Provide assistance with organization Learning is best achieved through a combination of multiple sensory inputs (auditory, visual and performance) Provide encouragement for student to use the accommodations related to his/her learning challenge Encourage participation Provide extended timelines for assignments Provide individual attention periodically
Social	Provide timeout when student is frustrated or overwhelmed Provide student with a structured environment Provide student with clear, concise consequences Avoid confrontation Provide student with verbal and nonverbal cues to refocus Provide positive reinforcement Seat near a positive role model Keep detailed records of behaviour Provide concrete limits on behaviour

