Problem Solving Cards: Teacher Handbook

WHAT WOULD YOU DO?
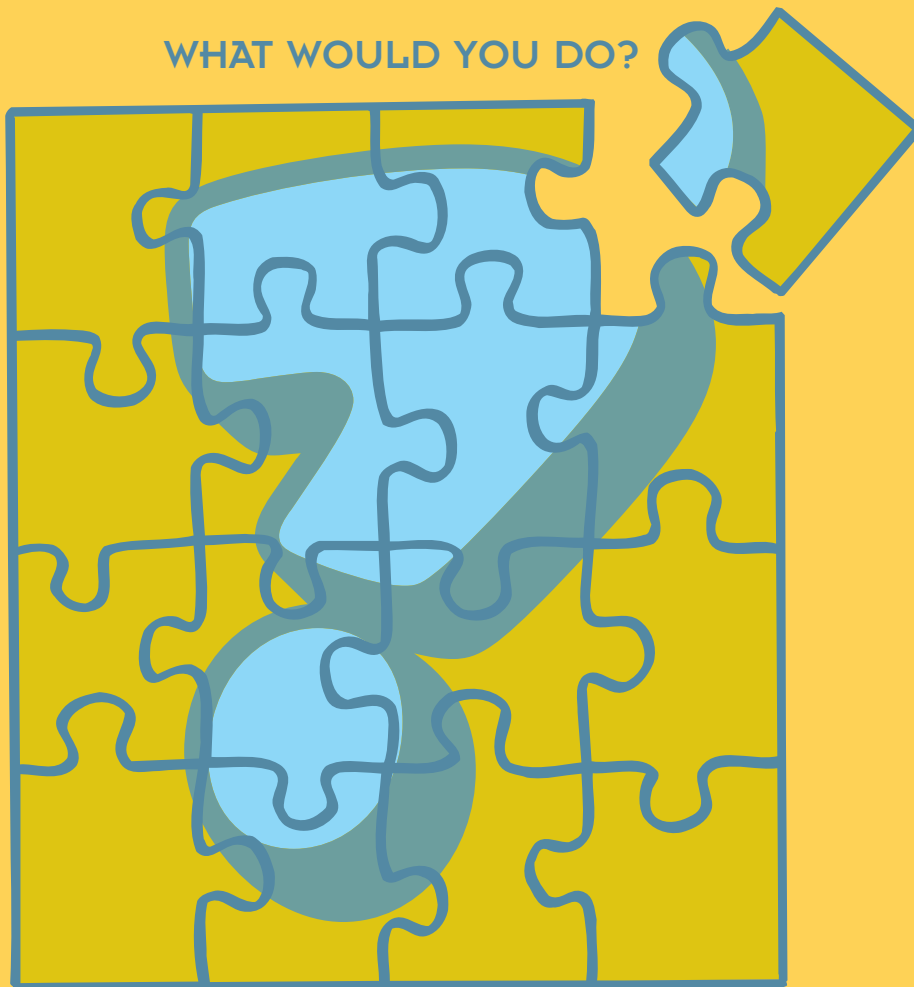
WHAT WOULD THEY DO?

Learning Materials Centre

Credits

Suggestions for Using the Cards in your Classroom

Table of Contents

Problem Solving

Description

This resource provides suggestions for using the Problem Solving Cards in your classroom. Each activity has instructions, links to the QEP (Broad Areas of Learning and Cross Curricular Competencies), and teacher tools. The links to the QEP are broken down to show how a student is developing in a competency and how a teacher can support this learning through outlining the teacher's role.

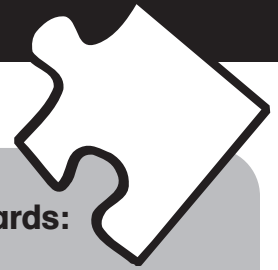## INSTRUCTIONS

for using the Problem Solving Cards

1 In small groups, take a moment to read the problem situation on the back of a card.

2 One team member must think of a way of solving the problem. Other team members become additional characters as needed.

3 Act out the problem solving.

4 A second team member must now think of an opposite way to solve the problem. Other team members become additional characters as needed.

5 Act out the problem solving from this new point of view.

6 Discuss the similarities and differences, pros and cons of how your characters solved their problems.

CHARACTER IDEAS

Work out the problem by taking on the role of:

Yourself
Student your age
Bully
Friend
Parent
Sister
Brother
Aunt
Uncle
Cousin
Neighbour
Older person
Teacher
Hero/heroine
Stranger
Video-game character
TV character

Activity 1: Writing a Fable

Tools:

1. Plan Sheet
2. Storyboard
3. Fable Outline

Instructions:

Read a variety of fables with the students, e.g. *Lion and the Mouse, The Tortoise and the Hare*, etc. As this activity will take many classes, there will be opportunities to complete mini lessons on quotation marks, narration, character and plot development.

1. The students form groups of three or four. They will discuss and decide on the number of characters, which animals will represent the characters, and what the moral of the fable is. Tool #1 (Plan sheet) can be used as a guideline.

2. The students sketch out the main events of their fable. This way they have a storyboard in order to help them write out the play. It should be emphasized that this is only a sketch; the images don't need a lot of detail, color, etc. Tool #2 can be used as a guideline.

3. Now that an outline of the fable is complete, the groups decide how to finish the rest of the task, e.g. one pair creates the puppets, one pair writes the script for the play, etc. Tool #3 can be used to help with the writing of the play.

4. Allow opportunities for the students to rehearse their script. Discuss the use of different voices to portray characters.

5. Students dramatize their fable through a puppet show.

Small groups

Broad Areas of Learning

- Health and Well-Being
- Media Literacy

Cross Curricular Competencies

Intellectual Competencies
- To use information
- To use creativity

Methodological Competencies
- To adopt effective work methods

Personal and Social Competencies
- To cooperate with others

Communication-Related Competency
- To communicate appropriately

Group members: _____

Date: _____

What animals will represent the characters in your fable? example:

Turtle

_____   _____   _____
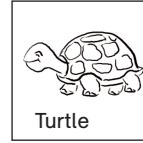
What is the moral of your fable?

_____

_____

How will your group divide the work?

Who is responsible?
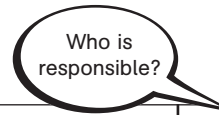
	Things to do:	Materials needed	Initials

Check when completed

Date:

Group members:

(3)

(2)

(1)

(6)

(5)

(4)

Cross Curricular Competency
Communication-Related Competency • To communicate appropriately

Group members

Date:

Use your storyboard as a reference to fill in the speech of each character.

1

2

3

4

5

6

Activity 2: Creating Your Own Problem
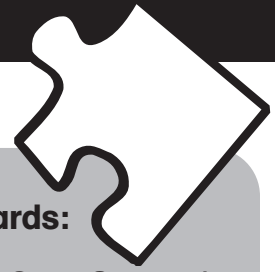
Tools:

1. None Required

Instructions:

1. After having dramatized many different problem solving situations, discuss whether or not we encounter problems only as adults or as children as well. Ask the students to reflect on something that is bothering them or has bothered them in the past. It could be something from home, school or with friends.

2. Students are asked to write about this problem.

3. Ask the students if they are willing to share their problem as a problem card activity to be used in class. Assure them that their anonymity would be respected.

4. Ask volunteers to type their problem and use it in the next class.

Individual

Broad Areas of Learning

- Health and Well-Being
- Personal and Career Planning

Cross Curricular Competencies

Personal and Social Competencies
- To construct his/her identity

Communication-Related Competency
- To communicate appropriately

Activity 3: Recognizing Your Strengths
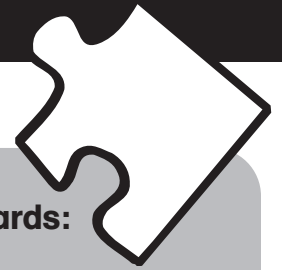
Tools:

1. Hero/Heroine Self Portrait

2. Venn Diagram

Instructions:

1. Discuss as a class, "What is a hero/heroine?"

2. Ask students to fill in Hero/Heroine Self-Portrait.

3. Choose a Problem card suggested and read it to the class.

4. Ask for volunteers to act out how their hero/heroine would solve the problem.

5. In partners, discuss how you are the same and different from your hero/heroine.

6. Ask students to complete the Venn Diagram.

Cards:

Lunch Time Lip
Problems at School
Big Trouble

Individual
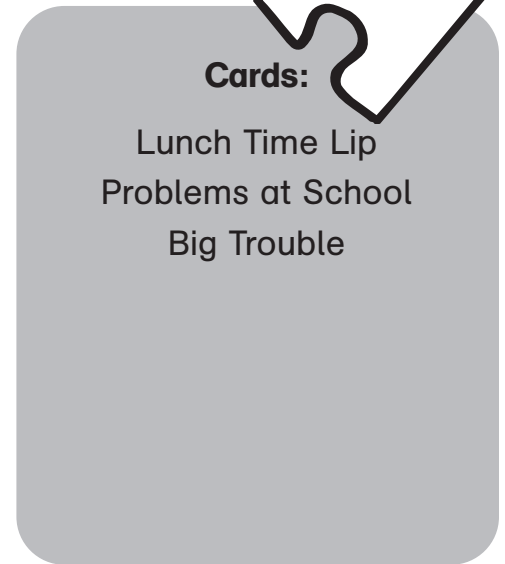
Broad Areas of Learning

• Personal and Career Planning

Cross Curricular Competencies

Intellectual Competencies
• To use information
• To exercise critical judgment
• To use creativity

Personal and Social Competencies
• To construct his/her identity
• To cooperate with others
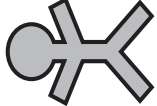
Name _____

Date: _____

What does a hero/heroine…

Think	
See	
Say	
Believe/Feel	
Look Like	
Do (actions)	

Cross Curricular Competency

Intellectual Competencies • To use information, To solve problems, To exercise critical judgment, To use creativity

Communication-Related Competency • To communicate appropriately

Name

Date:

DIFFERENT

SAME

DIFFERENT
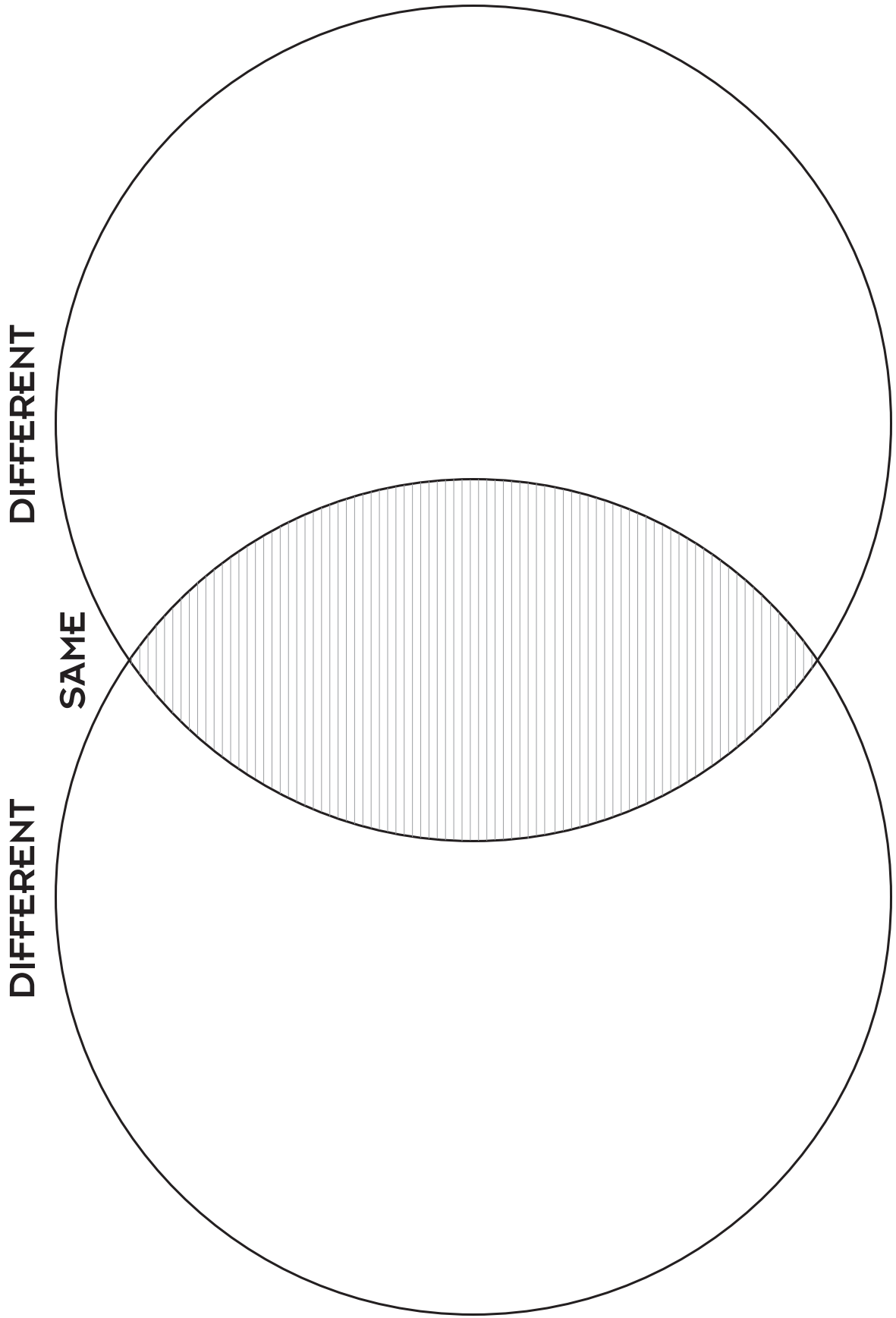
Activity 4: Pass the Baton

Tools:

1. None Required

Instructions:

Encouraging students to be attentive listeners, as well as effective communicators can begin with this simple exercise. There are two rules for this activity. The first rule is that in each pair of students, only the one holding the baton may speak. Secondly, the time limit must be respected. A timer would facilitate this activity but is not necessary. Please note that any item can be used instead of a baton for example, scarf, Popsicle stick, etc.

1. Have the students form groups of two.

2. Choose one of the problem solving cards listed above and read it to the whole class.

3. Student A (holding the baton) is given 4 minutes to share a similar situation they were in or experienced through someone else and how they handled the problem.

4. When the time is up, student B is given the baton. He/she has 2 minutes to share his/her thoughts on Student A's problem and how it was handled.

Cards:

Take That!
Bedtime Problems
Birthday Blues
Yikes! I Lost it!
Movie Problems

Partner Work

Broad Areas of Learning

- Health and Well-Being
- Citizenship and Community Life

Cross Curricular Competencies

Methodological Competencies
- To adopt effective work methods

Personal and Social Competencies
- To construct his/her identity
- To cooperate with others

Communication-Related Competency
- To communicate appropriately

Activity 5: Advice Column
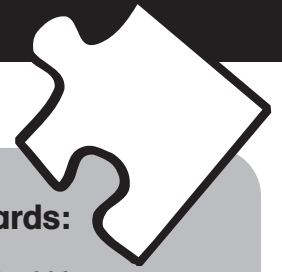
Tools:

1. Character Idea Cards

2. Advice Column Letter

Instructions:

1. Choose a problem and read it to the class. Allow students, in small groups of three to four, to discuss the problem for approximately five minutes.

2. Give each member of the group a card with a character on it such as the ones on the Character Idea Card e.g., parent, teacher, student, t.v. character, etc.

3. Students take a few minutes to think about their character. Afterwards they take turns offering advice on how to handle the problem as the character.

4. Discuss advice columns as a whole class. Has anyone heard of them before? Where can they be found? Have a few samples for students to look at. Discuss the structures and features e.g. "Dear Confused".

5. Ask each student to write back a response in the style of an advice columnist to the problem as the character they role-played earlier.

Cards:

One Little Wrapper
But, I Need It!
Shopping Spree
Decisions, Decisions

Individual and small group

Broad Areas of Learning

• Health and Well-Being

• Environmental Awareness and Consumer Rights and Responsibilities

• Media Literacy

Cross Curricular Competencies

Intellectual Competencies
• To use information
• To solve problems
• To exercise critical judgment
• To use creativity

Methodological Competencies
• To adopt effective work methods

Personal and Social Competencies
• To construct his/her identity
• To cooperate with others

Communication-Related Competency
• To communicate appropriately

Cut out character idea cards

Musician	Yourself
Student your age	Bully
Parent	Friend
Aunt / Uncle	Sister / Brother
Cousin	Neighbour
Older person	Teacher
Hero / heroine	Stranger
Video game character	TV character
Other _____	Other _____

Name _____   Date: _____

ADVICE COLUMN LETTER

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____,

_____

that they name
nounced that Cox
new face for a line

A
co
Sh
ta
sparks could fly wi
the fun lies in the th

TAU
devi
Make
bases
someone else handle
reminders about dead

GEMI
may n
rely u
have li
jump to conclusions or
have time to do more re

CANCE
have cha
fear is fe
frontatio
the edge for a triumphan
timatums, but don't back

LEO (July
communic
You might
along with
keep the peace. Make sur
vant facts before you risk

VIRGO (Aug
sense of th
to keep th
Brush off th
a shrug of your shoulders a
portant items of your day wi

LIBRA (Septer
With the moo
are a bit mor
and the react
from others. A little flirtatious
the picture — but just don't take

SCORPIO (Octob
21): Sew random
mation together
of wisdom where
reer is concerned. An angel coul
over your shoulder to protect your

SAGITTARIUS (Nove
ber 21): It is good to
plore

Cross Curicular Competency
Intellectual Competencies • To use information, To solve problems, To exercise critical judgment, To use creativity
Communication-Related Competency • To communicate appropriately

Activity 6: Weighing Both Sides

Tools:

1. Pros and Cons

Instructions:

1. Ask the students to discuss the problem as if it were something they were going through at the moment. Discuss the main issue, e.g. should I keep my friend's secret, is it okay to do something I know is wrong if I know I won't get caught, etc.

2. Ask the students to brainstorm and record the pros and cons of the issue with his/her partner. Pros and cons sheet can be used here.

3. As a class, ask the students to share an item from both the pros and the cons side. Make a class chart. Discuss similar themes, which came up regardless of the problem card worked on. For example, wanting to fit in, fear of consequences,

Cards:

Shopping Spree
Big Trouble
Movie Problems
Book Report Duplicate
Copy-Paste
Things are Looking Foggy
One Little Wrapper
Partner Work

Partners and whole class

Broad Areas of Learning

- Health and Well-Being
- Personal and Career Planning
- Citizenship and Community Life

Cross Curricular Competencies

Intellectual Competencies
- To use information
- To exercise critical judgment

Methodological Competencies
- To adopt effective work methods

Personal and Social Competencies
- To construct his/her identity

Communication-Related Competency
- To communicate appropriately

Name

Date:

Cons

Pros

Activity 7: Stick to the Plan

Tools:

1. Placemat Group Discussion

2. Ranking Tool

Instructions:

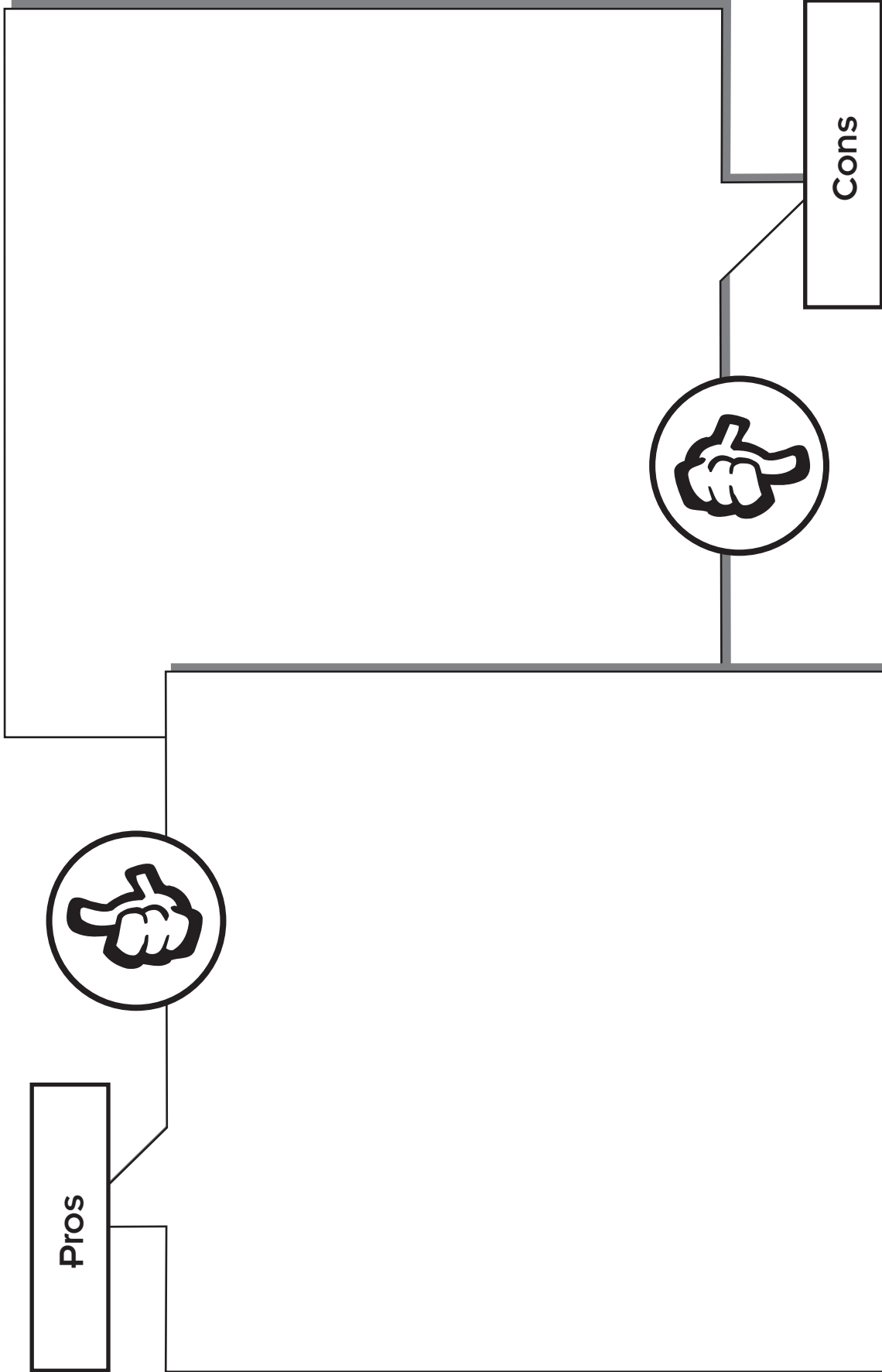**1.** Using the Placemat, each student is asked and given only two minutes to brainstorm and record the answer to the following question; what qualities does a good partner or group member have? Each student records his/her answer on the part of the placemat facing him/her. This is a quiet activity.

2. Within the group, each student reads his/her items listed. All the items that are similar to the one read out loud are circled in the same color by the rest of the group members.

3. Students discuss the colored items and put them into an order of importance on Ranking Tool.

4. The group members then discuss how these items can be achieved. For example, how do we encourage each other to stay on task, how do we distribute tasks so that the workload is shared equally, etc.

5. Students create a sheet for group members to use when working with a partner or in-groups, which encourages collaboration. This can be created on computer to facilitate its use later.
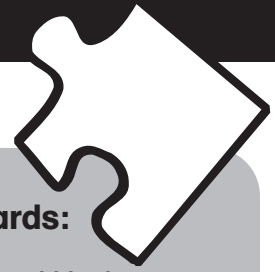
Cards:

Partner Work

Hurting Feelings

Copy-Paste

Small groups

Broad Areas of Learning

• Health and Well-Being

• Personal and Career Planning

• Media Literacy

• Citizenship and Community Life

Cross Curricular Competencies

Intellectual Competencies
• To solve problems

Methodological Competencies
• To adopt effective work methods
• To use information and communications technologies (ICT)

Personal and Social Competencies
• To cooperate with others

Communication-Related Competency
• To communicate appropriately

Date: _____

Group members _____

GROUP SUMMARY

Group members _____   Date: _____

GROUP SUMMARY

1. _____   5. _____

2. _____   6. _____

3. _____   7. _____

4. _____   8. _____

Cross Curricular Competency
Personal and Social Competencies • To construct his/her identity, To cooperate with others

Activity 8: Wants vs Needs
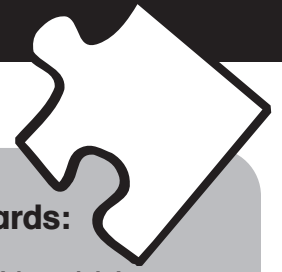
Tools:

1. None Required

Instructions:

1. Show the class some recent and outdated fad items your students will recognize e.g., Pokemon, Teletubbies, Spongebob Square Pants, etc.

2. Discuss wants and needs. Here are some questions that may help lead the discussion. Was there ever a time that you wanted these items? Why did you want them? Does a Spongebob Square Pants copybook, watch, marker, etc. work better than an ordinary one? Is there a price difference between a regular pencil and a Spiderman one? Who makes these items? Why? Are these items necessary? Name something you need to survive. Why do people buy Bart Simpson erasers if regular ones are less expensive and work just as well? How do we decide whether an item is worth it or not? How do commercials influence us? What tricks do advertisers use?

3. Ask students to create a new fad product based on a popular series of books. The product must appeal to its intended audience.

4. Discuss the elements of a product such as its size, purpose, intended audience, and cost.

Whole class and small group

Broad Areas of Learning

• Health and Well-Being

• Environmental Awareness and Consumer Rights and Responsibilities

• Media Literacy

• Citizenship and Community Life

Cross Curricular Competencies

Intellectual Competencies
• To exercise critical judgment
• To use creativity

Personal and Social Competencies
• To construct his/her identity
• To cooperate with others

Communication-Related Competency
• To communicate appropriately
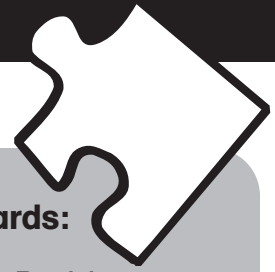
ACTIVITY 9: OPINION POLL

Tools:

1. Tally Sheet

2. Bar Graph

Instructions:

1. In small groups, brainstorm two possible solutions for the problem selected.

2. Create a skit for each solution.

3. Create a tally sheet and a voting sheet whereby students can vote which solution they think is better. The rest of the class can vote as well as other classes willing to participate. Encourage other teachers and the administration to vote as well. If you wish to save time, you can use the tally sheet provided for you. However, allowing the students to create their own will help them learn to plan and think through the process.

3. Students now must represent their findings in a bar graph or pie chart. If graphing has not been covered in math, a mini lesson would be required here. Allowing the students to build their graph using a computer is a great way to integrate ICT. Building a pie chart would be easier on computer.

4. Display findings in order for voters to see the result of their opinion poll.

Cards:

Bedtime Problems

Big Trouble

Birthday Blues

Book Report Duplicate

But, I Need It!

Copy-Paste

Create Your Own Scenario

Decisions, Decisions

Hurting Feelings

Lunch Time Lip

Movie Problems

One Little Wrapper

Partner Work

Problems at School

Shopping Spree

Take That!

Things are Looking Foggy

Yikes! I Lost it!

Small groups

Broad Areas of Learning

- Health and Well-Being

- Environmental Awareness and Consumer Rights and Responsibilities

- Media Literacy

- Citizenship and Community Life

Cross Curricular Competencies

Intellectual Competencies
- To use information
- To solve problems
- To exercise critical judgment
- To use creativity

Methodological Competencies
- To adopt effective work methods
- To use information and communications technologies (ICT)

Personal and Social Competencies
- To cooperate with others

Communication-Related Competency
- To communicate appropriately

Name _____   Date: _____

Solution 1: _____

_____

_____

Total: _____

Solution 1: _____

_____

_____

Total: _____

Cross Curricular Competency
Intellectual Competencies • To use information, To solve problems
Methodological Competencies • To adopt effective work methods
Communication-Related Competency • To communicate appropriately

Name _____   Date: _____

Use the information on your tally sheet to help you fill in the bar graph.

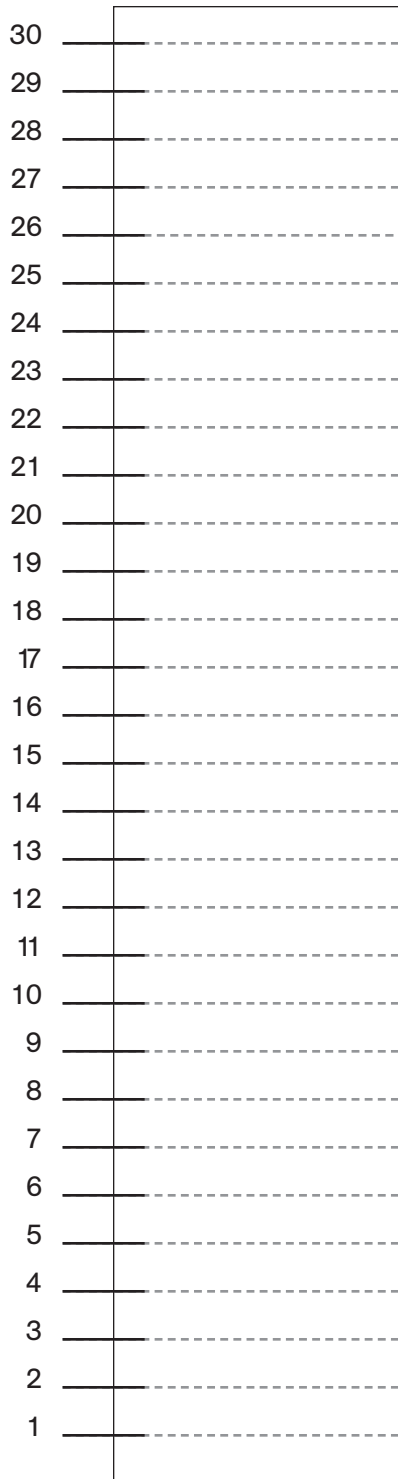| 30 | 30 |
29	29
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19	19
18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

Solution 1   Solution 2

Cross Curricular Competency
Intellectual Competencies • To use information, To solve problems
Methodological Competencies • To adopt effective work methods
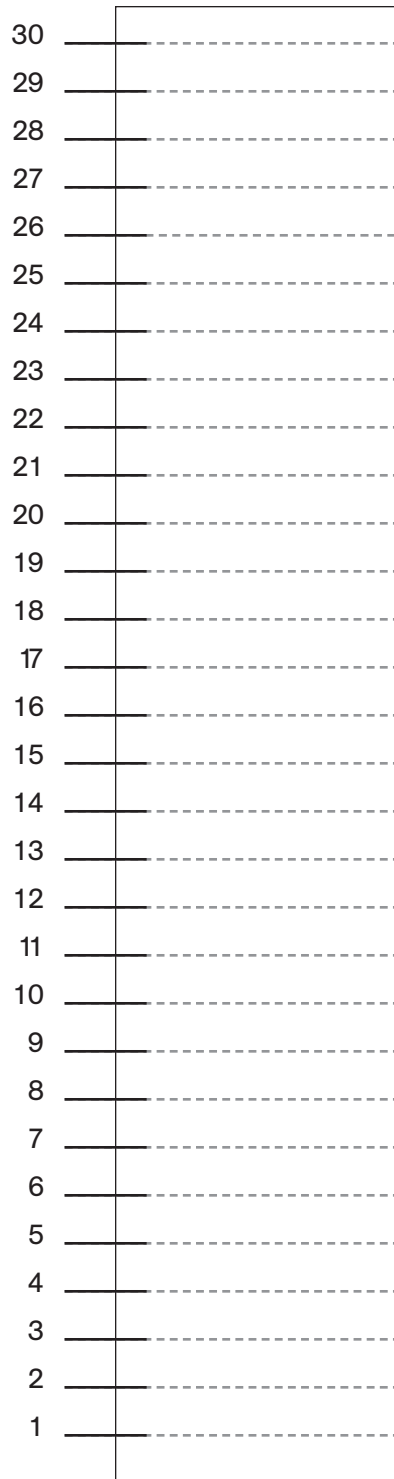*Communication-Related Competency* • To communicate appropriately

Activity 10: Pollution Solution Games

Tools:

1. Project Timeline

Instructions:

1. As a whole class discuss how each person is capable in small ways to reduce pollution. Make a class chart of all the different ways the students mentioned. Tell the students that they are going to help the environment by creating games that will help educate the kindergarten class.

2. Discuss what they think they know about their audience (kindergarten). Decide if further research is needed e.g., library visit for information on children aged 5-6, a visit to the kindergarten class, an interview with the kindergarten teacher, etc. Have the students brainstorm ideas in small groups on what type of game to create. The students must keep in mind their audience. (Should they use one die or a set of dice? How high can the children count? Can the children read?)

The students choose a game to create from the list they brainstormed. The students will make a list of materials they will need and a timeline. The tool sheet can be used here.

5. Students create game.

6. Students will explain the rules to the children and demonstrate it for the kindergarten class. They will then encourage the kindergarten class to join in playing and monitor it to ensure the students are follow-ing the rules and enjoying themselves.

7. After implementing the game, they will discuss what worked well, what elements need to be changed and how the kindergarten students reacted.

Cards:

One Little Wrapper

Small groups

Broad Areas of Learning

- Health and Well-Being
- Environmental Awareness and Consumer Rights and Responsibilities
- Media Literacy
- Citizenship and Community Life

Cross Curricular Competencies

Intellectual Competencies
- To use information
- To solve problems
- To exercise critical judgment
- To use creativity

Methodological Competencies
- To adopt effective work methods

Personal and Social Competencies
- To cooperate with others

Name _____   Date: _____

Describe task	DAY 1	DAY 2	DAY 3
Describe task			GOAL
Material required			

Cross Curricular Competency
Methodological Competencies • To adopt effective work methods
Personal and Social Competencies • To cooperate with others

Overview

Intellectual Competencies

The student is learning: **To Use Information**

To gather information.
• To select appropriate information sources.
• To compare information from different sources.
• To make connections between what they already know and new information.
• To distinguish between essential and secondary information.

To recognize various information sources.
• To explore various sources and understand the use of each.
• To question information sources.

To put information to use.
• To imagine possible uses.
• To formulate questions.
• To answer his/her questions using the information gathered.
• To consider new uses.
• To respect copyright.
• To use the information in new contexts.

The student is learning: **To Solve Problems**

To analyze the components of a situational problem.
• To identify the context and the main elements of the situational problem and to make connections among them.
• To recognize similarities to situational problems solved previously.

To formulate possible solutions.
• To list and classify possible solutions.

• To consider the appropriateness of each solution.
• To consider its requirements and consequences.
• To imagine the situational problem solved.

To test a solution.
• To choose a possible solution, apply it and evaluate its effectiveness.
• To choose and test another possible solution if necessary.

To adopt a flexible approach.
• To redo the preceding steps in the same or a different order as many times as necessary in order to solve the problem.

To evaluate the procedure used.
• To review the steps taken.
• To identify successful strategies and analyze the difficulties encountered.

The student is learning: **To exercise critical judgment**

To form an opinion.
• To define the question under consideration.
• To weigh the logical, ethical or aesthetic issues involved.
• To go back to the facts, verify their accuracy and contextualize them.
• To look at various options and consider existing or possible points of view.

• To base his/her opinion on logical, ethical or aesthetic criteria.
• To adopt a position.

To express his/her judgment.
• To articulate and communicate his/her viewpoint.
• To justify his/her position with reasons and arguments.

To qualify his/her judgment.
• To compare his/her opinion with those of others.
• To reconsider his/her position.
• To evaluate the respective influence of reason and emotion on his/her approach.
• To recognize his/her biases.
• To repeat the whole exercise if necessary.

While…

1. Selecting texts various sources e.g. library, class, magazines, newspaper, etc.
2. Familiarizing themselves with different forms of writing by brainstorming similarities within the genre.
3. Using information in a text in another context. E.g. using knowledge of a character in a book to interpret how he/she would solve a problem.

Role of Teacher

To provide students with a variety of samples of the genre being explore e.g. advice columns, fables, etc.

Structure small group activities and discussions to guide students into making discoveries about a specific genre.

Teach mini lessons, which will facilitate the project. For example, letter salutations for advice columns, quotations for fables, etc.

While…

Discussing the problem.

Considering others opinions but not necessarily changing his/her own opinion.

Creating a plan to help organize a task and budget time.

Adjusting his/her plan while working on a task.

Role of Teacher

Circulating around the class in order to listen to each group's discussion for a few minutes at a time.
Offering guidance when a group is at an impasse, off task, argumentative, etc.

Helping the groups keep track of time by writing minutes left on the board or giving verbal cues every so often.

While…

Responding to other's opinions in a positive way, e.g. restating a group member's opinion using different words would show that he/she understood the speaker.

Speaking clearly and to the point when communicating an opinion.

Supporting his/her point of view by offering reasons and facts.

Role of Teacher

Creating a safe environment for students to share.

Encouraging students to explain why and how they arrive at an opinion or solution.

Intellectual Competencies (suite)

The student is learning: **To Use Creativity**

To become familiar with all the elements of a situation.
- To define the objective, recognize the issues involved and envisage the outcome.

To imagine ways of proceeding.
- To imagine various ways to attain the objective.
- To express his/her ideas in new ways.

To begin the procedure.
- To become actively involved in the process.
- To accept risks and unknowns.
- To persevere in exploring.
- To recognize possible or partial solutions.
- To be receptive to new ideas and ways of doing things.

To adopt a flexible mode of operation.
- To go through the whole process, in the same or a different order, as many times as necessary in order to attain his/her objective.
- To try out new ideas.
- To choose new strategies and techniques.

Methodological Competencies

The student is learning: **To adopt effective work methods**

To analyze the task to be performed.
- To espouse the objective.
- To understand the instructions and visualize the elements of the task.
- To understand the context of the task.

To begin the process.
- To reflect, before and during the action, on the best way to attain the objective.
- To adapt his/her work method to the task and the context.

- To anticipate the requirements of the method chosen and the resources that will be needed.
- To use his/her imagination.

To perform the task.
- To make use of the appropriate resources: people, materials, etc.
- To manage his/her materials and time and to adjust his/her actions as required.
- To complete the task.

- To discover the pleasure and satisfaction of work completed and well done.

To analyze his/her procedure.
- To examine the procedure used throughout the task.
- To understand what was effective and what worked less well.
- To draw conclusions.

The student is learning: **To use (ICT)**

To master the information and communications technologies.
- To be familiar with the purposes, concepts, vocabulary, procedures and techniques of ICT.
- To recognize familiar concepts in a new context.
- To explore new functions of software programs and operating systems.

To use information and communications technologies to carry out a task.
- To explore the potential of ICT for a given task.
- To choose software programs and functions appropriate for the task.
- To use appropriate working and troubleshooting strategies.

To evaluate his/her use of information and communications technologies.
- To recognize his/her successes and difficulties.
- To identify the limitations of the technology employed in a given situation.
- To identify ways to improve his/her use of ICT.

While…

Writing/sketching a plan for each task. e.g. sketching out a storyboard before writing a fable.

Creating a method to improve group work dynamics.

Role of Teacher

Providing tools which help break down a large activity yet does not hinder envisioned out come of the student.

While…

The student participates in discussions or brainstorming sessions.

The students are asked in many different instances to plan out their activity e.g., using a timeline, writing a list of materials needed, sketching a storyboard, etc.

The students are asked to set their plan in motion and are responsible for doing so on time.

Students are responsible for adjusting their timeline or plan according problems or time underestimated to complete a task.

Role of Teacher

The teacher is responsible for providing clear guidelines for the task.

The teacher should provide sheets to help the students monitor their task until they are ready to create them on there own.

The teacher should monitor the progress of the groups by referring to the student's plans and timeline. As well as scheduling conferences to make sure what is written is feasible and realistic.

While…

The students are given the option to research, word process, and create on the computer.

Role of Teacher

Provide mini lessons on specific lessons such as creating a pie chart, etc.

Allow the students time to work on their task on computer.

Personal & Social Competencies

The student is learning: **To construct his/her identity**

To be open to his/her surroundings.
- To react to facts, situations or events.
- To identify his/her perceptions, feelings, and thoughts concerning these phenomena.
- To realize that other people's opinions influence his/her reactions.
- To expand his/her cultural horizons by means of discussions, reading and exposure to a variety of media works.
- To be receptive to the moral and spiritual frame of reference of his/her community.

To become aware of his/her place among others.
- To recognize his/her values and goals.
- To have confidence in himself/herself.
- To define his/her opinions and choices.
- To recognize that he/she is part of a community.
- To be open to cultural and ethnic diversity.

To make good use of his/her personal resources.
- To use his/her strengths and overcome his/her limitations.
- To assess the quality and appropriateness of his/her choices of actions.
- To display increasing autonomy and independence.

The student is learning: **To cooperate with others**

To interact with an open mind in various contexts.
- To accept others as they are.
- To be responsive to others and recognize their interests and needs.
- To exchange points of view with others, to listen and be open to differences.
- To adapt his/her behaviour.

To contribute to team efforts.
- To participate actively in classroom and school activities with a cooperative attitude.
- To plan and carry out a task with others.
- To carry out the task according to the procedure agreed on by the team.

To use teamwork effectively.
- To recognize which tasks can be done more effectively by means of teamwork.
- To assess his/her participation and that of peers in the team's work.
- To identify factors that facilitated or hindered cooperation.
- To identify desirable improvements for his/her participation in the next shared task.

Communication-Related Competency

The student is learning: **To communicate appropriately**

To establish the purpose of the communication.
- To consider the purpose of the communication and identify the recipients.
- To explore ideas related to the situation.

To select the mode of communication.
- To select one or more appropriate modes of communication, bearing in mind the purpose, the context and the intended recipients.

To carry out the communication.
- To observe the appropriate conventions for the mode of communication used.
- To adapt the communication on the basis of the reactions of the recipients.
- To recognize the strategies used throughout the process.

While…

Students listen to each other and consider each student's suggestions.

The students recognize the value of brainstorming because it offers suggestions from each student's personal back-ground.

The student shows a sense of responsibility by doing his/her fair share of the work.

Role of Teacher

To encourage respect for each student by pointing out situations during group work that show students being considerate of each other.

While…

The student participates in the planning of each task by brainstorming, listening to others, offering on ideas, and negotiating role and task in the group.

The student acts in a way that encourages sharing and is respectful towards all members of his/her group.

The student chooses tasks that reflect his/her strengths for each activity.

Role of Teacher

The teacher gives each student opportunities to work with different groups of students.

The teacher models respectful team collaboration. The teacher points out good collaboration and group compro-mise.

While…

Listening and restating other's message in own words.

Keeping own message clear and to the point.

Adjusting the message according to the audience.

Weighing other opinions by considering the pros and cons.

Writing in a different point of view.

Creating a product that will suit its intended audience.

Using facial expressions, gestures, etc. that will enhance message communicated during role-play.

Role of Teacher

Encourage various forms of communicating: plays, journals, letters, discussion, etc.

Create a safe environment for sharing ideas, opinions, etc.

LEARNING MATERIALS CENTRE