



# CONNECTIONS™

[www.connectionsprogram.org](http://www.connectionsprogram.org)

HIGH SCHOOL MULTICULTURAL ENVIRONMENTAL LEADERSHIP  
PROGRAM

**2018 - 2019**

## **CTS COURSE and CREDIT INFORMATION FOR PRINCIPALS AND TEACHERS**



RBC Foundation



Human Rights  
Education and  
Multiculturalism  
Fund



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## CONNECTIONS™ Program Information for Principals and Teachers

The goal of the CONNECTIONS™ program is to provide high school students with an immersion opportunity that creates a better understanding of the multicultural nature of our schools and society. The program provides students with the opportunity to connect with students from all over Alberta, and learn new ways of thinking about cultures that are unfamiliar to them.

During this process leadership skills are developed in cross-cultural understanding, race relations, anti-racism, discrimination, stereotyping and environmental stewardship.

In order to maximize the impact of the program and students' success, it is important that they complete both the pre-trip and post-trip components.

With the newly developed and expanded Alberta CTS (Career and Technology Studies) Curriculum, there are now several options available for offering the CONNECTIONS™ Program for credit at your school. The supporting materials that we will provide you will help to ensure the success of your students and the lasting impact of the program on your school. Offering students the option of earning CTS credits is entirely at the discretion of each participating school.

The following CTS information package includes:

- A. An optimal course bundle
- B. Possible alternatives to the course bundle for students with conflicting credits
- C. CTS supporting materials for optimal course bundle including course rubrics, components, and outcomes.

### A. Optimal Course Bundle of Career and Technology Studies (CTS) Courses

Students enrolled in the CONNECTIONS™ Program have the opportunity to gain 5.0 credits for the program. Two of these credits will come from a combination of the pre-trip work and onsite component. One credit will come strictly from the onsite. Two credits can be earned for completing the project and online work after the program is completed. The work for these two credits will begin onsite and end after the program.<sup>1</sup>

In order for students to earn these credits, they will need to be evaluated by the sponsoring teacher from your school. Students do not have to earn credits for the program or complete all of the credits associated with the program. It is *encouraged* that they complete ALL components of the CONNECTIONS™ Program for maximum benefit to themselves and to your school.

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<sup>1</sup> There is flexibility in how students achieve the outcomes of the rubrics. Most students will meet the outcomes as they are addressed on the course rubrics but some students due to time constraints and other course loads may need some extra time. Questions about how these materials can be adjusted to meet the individual needs of your students can be answered while at the onsite portion of the program or earlier by contacting CONNECTIONS™

Below is the optimal course bundle that students will gain credit for through the successful completion of the CONNECTIONS™ Program.

CTS Module	Connections Course Component
Perspectives on Interpersonal Relationships (HSS 2030)	pre-trip/onsite
Leadership Fundamentals I (HSS 1080)	pre-trip/onsite
Introduction to Stewardship (ENS 1010)	onsite
HSS Project A (HSS 1910)	onsite/post-trip
Speaking and Presenting (HSS 1090)	post-trip

### B. Possible Alternatives to the Course Bundle for Students with Conflicting Credits

The updated CTS curriculum provides the opportunity for flexibility and there is the possibility that some students will already have some of the credits that are offered for the program. If this is the case, there are possible alternative courses/modules that can be offered in place of these conflicting credits. Listed below are the possibilities for alternatives courses. The most ideal fits are on the left and the ones that may require additional assignments or variations in some pieces of the program are further on the right.

Optimal CTS Module	Possible Alternatives- <i>Listed with best fit to the left</i>			
<i>Perspectives on Interpersonal Relationships (HSS 2030)</i>	Controversy and Change (LGS 3060)*			
<i>Leadership Fundamentals I (HSS 1080)</i>	Leadership Fundamentals II (HSS 2080)	Leadership Fundamentals III (HSS 3080)		
<i>Introduction to Stewardship (ENS 1010)</i>	Living with the Environment (ENS 1040)	Environmental Health and Safety (ENS 2040)	Environmental Ethics (ENS 2050)	Energy and the Environment (ENS 3040)
<i>HSS Project A (HSS 1910)^</i>	HSS Project B **	HSS Project C **	HSS Project D ***	HSS Project E***
<i>Speaking and Presenting (HSS 1090)</i>	Digital Presentation (INF 1070)			

\*students' pre-trip work may vary slightly

\*\*must be connected to one HSS course/module at the 20 level (ex HSS 2080 or HSS 2030)

\*\*\*must be connected to one HSS course/module at the 30 level (ex HSS 3080)

^^in the unlikely event that students have conflicts for all stated project modules we will work it out case by case.

CONNECTIONS™  
Program

Career and  
Technology Studies

ENS 1010:  
Introduction to  
Stewardship

Course  
Materials





ENS 1010: Course Outcomes:

**Description:** Students develop an understanding of the social, economic and political significance of environmental stewardship by creating a personal definition of environmental stewardship and examine the historical context of environmental stewardship.

**Outcomes:** The student will:

Element of the program that addresses this outcome*		Pre-Trip	Onsite experience (specify which)**	Post-Trip Reflectio	Project
<b>1. define environmental stewardship based on research and legislation</b>					
<b>1.1 define environmental stewardship based on research and legislation</b>					
1.2 analyze personal experiences and interests in environmental stewardship; e.g., personal inventory					
1.3 create a definition based on personal experience and relationship with the natural and built environment					
<b>2. describe ways in which human intervention has affected the environment.</b>					
2.1 identify environmental factors influenced by human intervention; e.g., land-use practices, soil, water and air quality, wildlife habitat and natural areas					
2.2 analyze and describe one or more justifications for human intervention; e.g., compare and contrast philosophies of conservation and preservation, declining reserves, environmental impact					
<b>3. describe the nature of and approaches and areas of interest in environmental stewardship</b>					
3.1 describe the historic and global development of environmental stewardship since the mid 19 century					
3.2 describe the implementation of legislation and policies that impact environmental stewardship provincially, nationally and internationally					
3.3 discuss different cultural views with regard to environmental stewardship; e.g., First Nations, Métis and Inuit, French Canadian, immigrant populations					
3.4 describe various social, economic and political impacts of environmental stewardship					
<b>4. demonstrate basic competencies</b>					
4.1 demonstrate fundamental skills to:					
4.1.1 communicate					
4.1.2 manage information					
4.1.3 use numbers					
4.1.4 think and solve problems					
<b>4.2 demonstrate personal management skills to:</b>					
4.2.1 demonstrate positive attitudes and behaviours					
4.2.2 be responsible					
4.2.3 be adaptable					
4.2.4 learn continuously					
4.2.5 work safely					
<b>4.3 demonstrate teamwork skills to:</b>					
4.3.1 work with others					
4.3.2 participate in projects and tasks					
<b>5. make personal connections to the cluster content and processes to inform possible pathway choices</b>					
5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences					
5.2 create a connection between a personal inventory and occupational choices					





## ENS 1010: Introduction to Stewardship Marking Rubrics

There may be some questions about marking the materials in the pre-trip portion of the “Habitat in the Balance” program (Activity A). Please feel free to contact the CONNECTIONS™ Program Coordinator with any questions that you may have. There will be onsite support for marking these materials.

*Teacher’s note: The “Activity A” marking rubric breaks each perspective down for marking. Students should read and report on all seven perspectives to gain full credit for ENS 1010 (the SEEDS website suggests that students examine two perspectives to prepare for the town hall. Please note the discrepancy)*

### Student Evaluation

Student name: \_\_\_\_\_

Activity	Grade	Weighted Grade	Totals
<b>Activity A</b> <u>Pre-Trip Research</u> (assignment #2 in CONNECTIONS™ pre-trip package, Discussion #6 )	/24	_____ x 0.40 =	
<b>Activity B</b> <u>On-site Related Discussion(s) and Town Hall Prep</u>	/20	_____ x 0.30 =	
<b>Activity C</b> <u>Student Self - Assessment</u>	/16	_____ x 0.25 =	
<b>Activity D</b> <u>Post Trip Assignment 2</u>	/8	_____ x 0.05 =	
Grade			/100%

## ENS 1010: Introduction to Stewardship

### **Activity A: Pre-trip Online (40% of grade)**

	4	3	2	1
Defines Stewardship (Discussion 6)  /4	Environmental stewardship was clearly understood based on prior research and a well-defined position was taken on the choices given for consideration at the town hall.	Environmental stewardship was clearly understood and presented, yet some details of students' position were not yet fully developed.	Environmental stewardship was understood yet a position was not clearly stated.	Inadequate understanding of environmental stewardship was displayed. No position was evident.
Research and gathering (Assignment #2)  X2  /8	Information is insightful and comprehensive. Answer to the questions are thoughtful and thorough. The student demonstrates a confident and perceptive understanding of various points of view on the issue.	Information is specific and accurate. Answer to the questions are appropriate and purposeful but may contain minor misconceptions. The student demonstrates a clear understanding of various points of view on the issue.	Information is superficial and may contain substantial misconceptions. Answer to the questions are limited or redundant. The student demonstrates a confused understanding of various points of view on the issue.	Information is mistaken or irrelevant. Answer to the question is minimal. The student demonstrates a minimal understanding of various points of view on the issue.
Evidence (Assignment #2)  x2  /8	Chosen evidence is specific, and well-chosen to reinforce the student's ideas in a persuasive way. A clear connection to the student's main ideas is capably maintained.	Chosen evidence is general, adequate, and appropriately chosen to reinforce the student's ideas in an acceptable way. A clear connection to the student's ideas is suitably maintained.	Chosen evidence is inadequate, inaccurate, largely a restatement of what was read, and/or inappropriately chosen to reinforce the student's ideas. A weak connection to the student's ideas is maintained.	Chosen evidence is irrelevant, overgeneralized, lacks validity, and/or is absent. Little or no connection to the student's ideas is evident.
Organization and Completion  /4	Information is well organized and easy to follow. Research is complete with notes on all categories.	Information is mostly organized and easy to follow. Research is complete with notes in most categories.	Information is somewhat organized but is difficult to follow. Research is incomplete with notes missing in several categories.	Information is disorganized and difficult to follow. Research is incomplete with notes missing in most categories.
/24				

Comments:

## ENS 1010: Introduction to Stewardship

### **Activity B: Onsite Related Discussion(s) and Town Hall (30% of grade)**

	4	3	2	1
PREPARATION: Discussion and argumentation  /4	Student compares and contrasts the benefits and problems of each perspective in detail. Student develops fact based arguments to support his or her position.	Student compares and contrasts the benefits and problems of each perspective. Student develops some fact-based arguments to support his or her position.	Student discusses perspectives. Student develops arguments to support his or her position.	Student does not discuss perspectives. Conversation is inadequate or irrelevant to perspectives being analyzed. Student's argument is based on opinion rather than fact.
Preparation & TownHall Critical Thinking  /4	Student critically thinks about the information, presenting an insightful analysis and evaluation. Clear connections are made to both real life situations and/or previous content.	Student critically thinks about the information, presenting evidence of analysis and evaluation. General connections to real life situations are made but are sometimes too obvious or not clear.	Student's critical thinking of the information presented is weak and general. An attempt at analysis and evaluation is made. Connections to real life situations are limited and/or vague.	Student does not demonstrate any critical thinking skills. Little analysis or evaluation of information is offered. Little or no connections with other material made.
Preparation & Townhall Listening and contribution  /4	Student always listens attentively and makes frequent references to notes to aid in full participation in the discussion.	Student listens attentively and makes some references to notes to aid in full participation in the discussion.	Student is attentive but may not refer to notes during the discussion.	Student is inattentive and does not have or refer to notes related to the discussion at hand.
TOWNHALL: Participation  /4	Student consistently volunteers to share knowledge with the group, while participating actively in the discussion.	Student frequently volunteers to share knowledge with the group while participating in the discussion.	Student occasionally volunteers to share knowledge with the group and does not participate in the discussion.	Student never volunteers to share knowledge with the group and does not participate in the discussion.
TOWNHALL: Contribution  /4	Provides relevant responses to discussion topics and makes meaningful contributions. Interacts with respect. Asks thoughtful questions of other group members in discussions.	Provides relevant responses to discussion topics and makes meaningful contributions. Interacts with respect. Asks some questions of other group members in discussions.	Provides responses to discussion topics and makes contributions. Interacts, but may not always be respectful. Asks basic questions of other members of the group.	Makes little or no effort to participate in learning community as it develops. Interaction is not respectful. Does not ask questions of other members of the group.
   /20				

Comments & Observations:

ENS 1010: Introduction to Stewardship

**Activity C: Student self-reflection (25% of grade)**

As teachers, we sometimes miss parts of your contribution to the discussion. This is your chance to tell us how you think you did in the town hall discussion.

Answer the following questions, then give yourself a mark in each of the relevant categories.

1. What do you think went well in the town hall debate today?
  
  
  
  
  
  
  
2. What do you think you could have done better during the town hall presentation today?
  
  
  
  
  
  
  
3. After participating in the town hall presentations, how can a consensus be reached?
  
  
  
  
  
  
  
4. After participating in the town hall presentations, have your opinion changed? Explain why.

	4	3	2	1
Research & notes /4	I have a clear or insightful understanding of various points of view on the issue.	I have an acceptable understanding of various points of view on the issue.	I have a confused, yet discernible, understanding of various points of view on the issue.	I have a minimal understanding of various points of view on the issue.
Personal Experiences /4	I can clearly identify my own position on environmental stewardship. I am using my personal experience and research to justify this position.	I can clearly identify my position on environmental stewardship based on personal experience.	Student vaguely defines a position on environmental stewardship. Does not justify position.	Student takes no position on the issue. No personal experiences noted.
Listening and preparation /4	I always listened attentively to the discussion and made frequent references to notes to aid in full participation in the discussion.	I listened attentively and made some references to notes to aid in full participation in the discussion.	I was attentive but did not refer to notes during the discussion.	I was not really paying attention to the discussion at all.
Effort /4	I made frequent attempts to engage all group members throughout the discussion.  I participated enthusiastically in all prep and discussion.	I made attempts to engage all group members throughout the discussion.  I participated in most of prep and discussion.	I worked with other group members. I participated in some of the prep and discussion.	I rarely worked with other group members. I rarely participated in the prep and discussion..
/16				



### Activity D: Post Trip Reflection (5% of grade)

	4	3	2	1
Reflective Critical Thinking  (Assignment #2: Environmental Stewardship)  X 2	Student critically thinks about the information, presenting an insightful analysis and evaluation. Clear connections are made to both real life situations and/or previous content. Student thoroughly answers all leading questions.	Student critically thinks about the information, presenting evidence of analysis and evaluation. General connections to real life situations are made but are sometimes too obvious or not clear. Student thoroughly answers all leading questions.	Student's critical thinking of the information presented is weak and general. An attempt at analysis and evaluation is made. Connections to real life situations are limited and/or vague. Student answers some of the leading questions.	Student does not demonstrate any critical thinking skills. Little analysis or evaluation of information is offered. Little or no connections with other material made. Student answers few leading questions.
<u>8</u>				

**The impact of development in the Arctic**

Stakeholder points of view:

- |  |                          |
|--|--------------------------|
| 1. Elder concerned citizens executives                             | 5. Pipeline company      |
| 2. World conservation organization members<br>Government officials | 6. Northwest Territories |
| 3. Ethical investment managers members                             | 7. Tuktoyaktuk council   |
| 4. Aboriginal business group members executives                    | 8. LNG ship company      |

As a member of family group # \_\_\_\_,

I need to understand the point of view of the \_\_\_\_\_

Using the Habitat in the Balance Website, find information under the following topics so that you can really understand your stakeholder’s point of view about the impact on the Arctic of developing and transporting gas.

	advantages / + effects	disadvantages / - effects	other points and questions
From “ <u>Situation</u> ”- impact of development			
From “ <u>Background</u> ” <u>Resource</u>			

<u>Historical</u> - past events, decisions, and actions,			
<u>Scientific</u> - knowledge about the natural world,			
<u>Technological</u> - plans and practical solutions,			
<u>Environmental</u> - how people interact with nature			

<u>Economic</u> - details of financial considerations			
<u>Societal</u> - how people interact with each other			
<u>Political</u> - the way people govern themselves.			

Use the information you have learned.

- Review your notes you have made.
- Decide which one of these three options is the best choice for Arctic natural gas development and transportation from the point of view of the stakeholder you represent.
- Also consider why the other options are not as good.

If you wish to use other information as well, please do.

<u>OPTIONS</u>	<u>REASONS</u>
1.refuse to have natural gas extracted	
2.move natural gas by underground pipeline	
3.move liquefied natural gas (LNG) by ship	

Is there other information you need to understand to make the best decision? What do you need to know more about?



CONNECTIONS™  
Program

Career and  
Technology Studies

HSS 2030:  
Perspectives on  
Interpersonal  
Relationships

Course  
Materials





HSS 2030: Course Outcomes:

Description	Element of the program that addresses this outcome*		Post-Trip Project Reflection
	Pre-Trip	Onsite experience (specify which)**	
<b>Description:</b> Students examine relationships in their lives and identify their roles in these relationships. Students develop personal effectiveness and basic conflict resolution skills needed to enhance personal and working relationships. Students examine basic ethical, legal and cultural considerations when managing conflict in a variety of settings and relationships.		**in this case all of the activities are considered Activity D	
<b>Outcomes: The student will:</b>			
<b>1. evaluate the types of relationships, considering traditional cultural beliefs and practices</b>	Activity A,B,C		
<b>1.1 define commonly used terms to describe relationships, leadership, conflict management, problem-solving and teamwork</b>	Activity A,B,C		
<b>1.2 compare the characteristics of relationships in society, including:</b>	Activity A,B,C		
1.2.1 family relationships, especially relationships between parents and siblings	Activity A,B,C		
1.2.2 friendships	Activity A,B,C		
1.2.3 intimate relationships	Activity A,B,C		
1.2.4 school relationships	Activity A,B,C		
1.2.5 work relationships	Activity A,B,C		
1.2.6 casual relationships	Activity A,B,C		
1.2.7 community/team relationships, such as volunteer committees and sports teams	Activity A,B,C		
<b>1.3 compare how elements of attitude, respect, cooperation, reciprocity and etiquette support the healthy development and maintenance of all types of relationships</b>		Activity D	
<b>1.4 compare the concepts of positional authority, personal authority and leadership in different types of relationships, including</b>		Activity D	
1.4.1 similarities and differences		Activity D	
1.4.2 roles and responsibilities		Activity D	
1.4.3 difficulties related to authority		Activity D	
1.4.4 leadership responsibilities related to goals		Activity D	
1.4.5 leadership responsibilities related to the welfare of individuals on the team and/or under one's authority		Activity D	
<b>1.5 differentiate between participatory leadership and directive leadership</b>		Activity D	
<b>1.6 explain the importance of different leadership skills related to different teams or committees, including:</b>		Activity D	
1.6.1 technical skills		Activity D	
1.6.2 people skills		Activity D	
1.6.3 thinking and problem-solving skills		Activity D	
1.6.4 project management skills		Activity D	
<b>1.7 describe the qualities of an effective team or committee</b>		Activity D	
<b>1.8 describe the qualities of an effective team member in working and volunteer settings, including:</b>		Activity D	
1.8.1 punctuality		Activity D	
1.8.2 grooming and hygiene		Activity D	

HSS 2030: Course Outcomes

1.8.3 courtesy		Activity D
1.8.4 organization		Activity D
1.8.5 respectful attitude		Activity D
1.8.6 friendliness		Activity D
1.8.7 willingness to learn new skills		Activity D
<b>1.9 evaluate personal relationships in terms of positional and personal authority and leadership roles, including:</b>		Activity D
1.9.1 relationships in which personal leadership or authority exists		Activity D
1.9.2 relationships in which another person has an authority or leadership role		Activity D
<b>1.10 evaluate how technology can enhance or cause conflict in relationships</b>		Activity D
<b>2. examine conflicts that exist in relationships</b>	All	Activity D
<b>2.1 define conflict and conflict management</b>		Activity D
<b>2.2 differentiate between a problem and a conflict based on selected criteria, including:</b>		Activity D
2.2.1 presence of overt or covert anger levels		Activity D
2.2.2 consistent behaviour causing challenges with productivity or performance or affecting the relationships and emotions of others		Activity D
2.2.3 blaming		Activity D
2.2.4 personal issue(s)		Activity D
2.2.5 vulnerabilities due to conflict and interdependent relationships		Activity D
<b>2.3 discuss examples of types of conflict, including:</b>		Activity D
2.3.1 interpersonal conflict		Activity D
2.3.2 intergroup conflict		Activity D
2.3.3 peer conflicts; e.g., related to cliques		Activity D
2.3.4 intrapersonal conflicts		Activity D
<b>2.4 compare methods of managing problems and conflicts</b>		Activity D
<b>2.5 summarize common types and causes of conflict in all types of relationships, including:</b>		Activity D
2.5.1 situational conflicts		Activity D
2.5.2 personality differences		Activity D
2.5.3 power struggles		Activity D
2.5.4 differences of opinion, perspectives or goals		Activity D
2.5.5 differing expectations		Activity D
2.5.6 conflicting world views and beliefs		Activity D
2.5.7 communication difficulties		Activity D
2.5.8 stress and illness		Activity D
<b>3. demonstrate strategies for managing conflict positively in all types of relationships</b>		Activity D
<b>3.1 demonstrate strategies for determining the existence and extent of a problem or conflict, including:</b>		Activity D
3.1.1 gathering information, including facts and examples, to be sure of accuracy		Activity D
3.1.2 differentiating between a symptom and a problem or conflict		Activity D
3.1.3 evaluating the size of the problem or conflict, considering its complexity and impact		Activity D
<b>3.2 compare various strategies for managing problems or conflicts; e.g., procrastination, denial, avoidance, compromise</b>		Activity D

HSS 2030: Course Outcomes

<b>3.3 demonstrate effective strategies for preventing problems or conflicts, including:</b>	Activity D
3.3.1 early intervention	Activity D
3.3.2 avoiding labelling, stereotyping and bias	Activity D
3.3.3 making constructive personal changes where possible and appropriate	Activity D
3.3.4 walking away from a fight	Activity D
3.3.5 changing the subject	Activity D
3.3.6 refocusing a conversation to the positive	Activity D
3.3.7 controlling reactive responses and emotions	Activity D
<b>3.4 describe the importance of considering an appropriate time and place for resolving a conflict, including:</b>	Activity D
3.4.1 limiting distractions, including physical and mental	Activity D
3.4.2 allowing enough time	Activity D
3.4.3 meeting physical comforts first (e.g., hunger, temperature, fatigue)	Activity D
3.4.4 considering the need for privacy	Activity D
3.4.5 ending a meeting by booking another meeting if necessary to effectively resolve the conflict	Activity D
<b>3.5 demonstrate strategies for communicating successfully to resolve and/or manage conflicts, including:</b>	Activity D
3.5.1 clarifying issue first and acknowledging personal perceptions and biases	Activity D
3.5.2 practising raising the problem, including role-playing with a third party if necessary	Activity D
3.5.3 approaching the other person directly and tactfully to suggest a time and place for a conversation	Activity D
3.5.4 agreeing on a definition of the problem and acknowledging its history	Activity D
3.5.5 acknowledging the opposing points of view politely	Activity D
3.5.6 setting limits that both parties agree to keep regarding topics and personal attacks	Activity D
3.5.7 focusing on the problem or conflict, not the person or emotions	Activity D
3.5.8 making points, not speeches, and describing examples	Activity D
3.5.9 explaining the impact of conflict on feelings and well-being	Activity D
3.5.10 acknowledging responsibility for role in the conflict	Activity D
3.5.11 listening without interrupting	Activity D
3.5.12 identifying common ground	Activity D
3.5.13 exploring strategies to resolve the conflict through negotiation and/or compromise	Activity D
3.5.14 agreeing on a solution to implement and establishing expectations clearly	Activity D
3.5.15 adapting SMART (specific, measurable, attainable, realistic and timely) goal-setting where appropriate	Activity D
3.5.16 implementing the solution	Activity D
3.5.17 evaluating the plan to resolve the conflict	Activity D
3.5.18 modifying the plan based on evaluation	Activity D
<b>3.6 summarize the role of mediation in resolving difficult conflicts</b>	Activity D
<b>3.7 outline community resources available to assist individuals experiencing conflict in a variety of settings</b>	Activity D
<b>3.8 summarize situations in which conflicts require legal and/or professional help, including:</b>	Activity D
3.8.1 conflicts regarding issues of abuse	Activity D
3.8.2 conflicts in which individual safety or well-being is threatened or discussed	Activity D

HSS 2030: Course Outcomes

3.8.3 conflicts in which criminal activity is suspected or revealed			Activity D
<b>4. demonstrate basic competencies</b>			Activity D
<b>4.1 demonstrate fundamental skills to:</b>	All		Activity D
4.1.1 communicate	All		Activity D
4.1.2 manage information	All		Activity D
4.1.3 use numbers	All		Activity D
4.1.4 think and solve problems	All		Activity D
<b>4.2 demonstrate personal management skills to:</b>	All		Activity D
4.2.1 demonstrate positive attitudes and behaviours	All		Activity D
4.2.2 be responsible	All		Activity D
4.2.3 be adaptable	All		Activity D
4.2.4 learn continuously	All		Activity D
4.2.5 work safely	All		Activity D
<b>4.3 demonstrate teamwork skills to:</b>	All		Activity D
4.3.1 work with others	All		Activity D
4.3.2 participate in projects and tasks	All		Activity D
<b>5. make personal connections to the cluster content and processes to inform possible pathway choices</b>	All		Activity D
5.1 complete/update a personal inventory, e.g., interests, values, beliefs, resources, prior learning and experiences	All		Activity D
5.2 create a connection between a personal inventory and occupational choices			Activity D

## HSS 2030: Perspectives on Interpersonal Relationships Marking Rubrics

This is the marking material that supports the majority of the pre-trip work (with the exception of the SEEDS Foundation's Habitat in the Balance program covered by ENS 1010) and the onsite group discussions about diversity and discrimination for the CONNECTIONS™ program. This includes: completion of the pre-trip diversity survey, all pre-trip online discussions, onsite Wednesday discussions and activities. <sup>2</sup>

### Student Evaluation

Student name: \_\_\_\_\_

Activity	Grade	Weighted Grade	Totals
<b>Activity A</b> <u>Pre-trip Online Survey</u> -assignment #1 in CONNECTIONS™ pre-trip work.	Complete or incomplete	_____ x 0.05 (5% of grade)	=
<b>Activity B</b> <u>Pre-trip School Diversity Survey</u> -assignment #3 in CONNECTIONS™ pre-trip work.	/12	_____ x 0.10 (5% of grade)	=
<b>Activity C</b> <u>Pre-trip Online Discussions</u> .	/20	_____ x 0.35 (35% of grade)	=
<b>Activity D</b> <u>Onsite Wednesday Discussions and Activities</u> (see footnote 1).	/20	_____ x 0.45 (45% of grade)	=
<b>Activity E</b> <u>Post-trip Online survey</u> - assignment #1 and assignment #3	/4	_____ x 0.05 (5% of grade)	=
Grade			/100%

<sup>2</sup> Referring to "Slang Revolution", "Aboriginal Perspectives", and subsequent discussions relating to this activity. If students do not meet the outcomes for activity D by the end of the Wednesday discussions, there will be many other opportunities throughout the week to meet these outcomes.



HSS 2030: Perspectives on Interpersonal Relationships

**Activity A: Pre-trip Online Survey (5% of course grade)**

-Assignment #1 in CONNECTIONS™ pre-trip work.

Completed on date: \_\_\_\_\_

**Activity B: Pre-trip School Diversity Survey (10% of course grade)**

-Assignment #3 in CONNECTIONS™ pre-trip work.

	4	3	2	1
Methodology/Results  /4	Math is shown and is correct. Rationale for methodology is well thought-out and thorough.	Math is shown and is correct. Rationale and methodology are thought-out but lacking in detail.	Percentage is included with no work shown. Rationale and methodology are thought-out but lacking in detail.	Percentage is included OR rationale is included.
Reflective Critical Thinking in Pre-Trip Discussion 3  X 2  /8	Student critically thinks about the information, presenting an insightful analysis and evaluation. Clear connections are made to both real life situations and/or previous content. Student thoroughly answers all leading questions.	Student critically thinks about the information, presenting evidence of analysis and evaluation. General connections to real life situations are made but are sometimes too obvious or not clear. Student thoroughly answers all leading questions.	Student's critical thinking of the information presented is weak and general. An attempt at analysis and evaluation is made. Connections to real life situations are limited and/or vague. Student answers some of the leading questions.	Student does not demonstrate any critical thinking skills. Little analysis or evaluation of information is offered. Little or no connections with other material made. Student answers few leading questions.
_____/12				

**Comments**

## HSS 2030: Perspectives on Interpersonal Relationships

### **Activity C: Pre-Trip Online Discussions (35% of course grade)**

-Online discussions are under “discussions” on d2l. Students should copy, paste, and print their discussions from d2l and hand in to their sponsoring teacher before the residential component of the program.

	4	3	2	1
Pre-Trip Discussion #1: Icebreaker /4	Student thoroughly and in detail answers all leading questions.	Student answers all leading questions.	Student answers some leading questions.	Student answers few leading questions.
Pre-Trip Discussion #2: Anti-Racism /4	Student thoroughly and in detail answers all leading questions.	Student answers all leading questions.	Student answers some leading questions.	Student answers few leading questions.
Pre-Trip Discussion #4: Racism Terminology /4	Student critically thinks about the information, presenting an insightful analysis and evaluation. Clear connections are made to both real life situations and/or previous content.	Student critically thinks about the information, presenting evidence of analysis and evaluation. General connections to real life situations are made but are sometimes too obvious or not clear.	Student’s critical thinking of the information presented is weak and general. An attempt at analysis and evaluation is made. Connections to real life situations are limited and/or vague.	Student does not demonstrate any critical thinking skills. Little analysis or evaluation of information is offered. Little or no connections with other material made.
Engagement X2 /8	Engaged in all required postings, and responds to at least 1 posting made by other students in <i>each</i> discussion.	Engaged in most required postings and responds to at least 1 posting made by other students.	Engaged in some required postings.	Did not engage in postings.
/20				

### **Comments**

## HSS 2030: Perspectives on Interpersonal Relationships

### **Activity D: Onsite Wednesday Discussions and Activities (45% of course grade)**

When considering this rubric, please refer to all discussions today, including Slang Revolution, FNMI discussions and presentation, Islam 101 presentation. Consider how student's perspective on stereotypes changes throughout the day's discussion.

	4	3	2	1
Identifies and explains stereotypes in schools and society /4	Clearly identifies stereotypes present in schools and society using specific examples.	Identifies stereotypes present in schools and society using general examples.	Identifies some stereotypes present in schools and society.	Defines stereotypes but does not identify or explain them.
Explains why/how these stereotypes are a problem /4	Clearly explains why/how stereotypes in schools and society negatively affect individuals and groups using specific examples.	Explains why/how stereotypes in schools and society negatively affect individuals and groups using examples.	Explains why/how stereotypes in schools and society negatively affect individuals and groups. Explanation is vague and lacking detail.	States that stereotypes are a problem without exploring any explanation.
Recognizes when/why people stereotype others /4	Recognizes and explains circumstances under which people stereotype others using specific examples and personal experiences.	Recognizes and explains circumstances under which people stereotype others using general examples but not personal.	Recognizes and explains some circumstances under which people stereotype others but does not include specific examples.	States that people stereotype but does not demonstrate why it occurs, no examples are shown.
Recognizes the need to eliminate stereotype others /4	Recognizes and explains the need to eliminate stereotyping using specific examples and personal experiences.	Recognizes and explains the need to eliminate stereotyping using general examples.	Recognizes and explains the need to eliminate stereotyping. Explanation is vague and lacking detail.	Does not reflect or show that stereotyping needs to be eliminated.
Explains ways to stop stereotyping /4	Explains ways to stop stereotyping using specific examples and personal experiences.  Recognizes effective ways to stop stereotyping taking into account appropriate time and place as well as personal safety.	Explains ways to stop stereotyping using general examples.  Recognizes general ways to stop stereotyping, but they are not always appropriate or always consider personal safety.	Explains some ways to stop stereotyping, but may not include examples.  Provides unrealistic ways to stop stereotyping, some may be appropriate but does not consider personal safety.	Lists ways or just agrees with others on their ways to stop stereotyping. Does not offer their own view.  Provides very unsafe ways to stop stereotyping or none at all.
/20				

### **Comments & Observations**

HSS 2030: Perspectives on Interpersonal Relationships

**Activity E: Post-trip Online Surveys (5% of course grade)**

	2	1
<b>Completed Post Trip</b> Survey #1 -within 7 days of returning to school.  /2	Survey completed within 7 days of return to school.	Survey completed, but AFTER 7 days passed.
<b>Completed Post Trip</b> Survey #3 - Final reflections  /2	Survey completed by the due date.	
  /4		



CONNECTIONS™  
Program

Career and  
Technology Studies

HSS 1080:  
Leadership  
Fundamentals

Course  
Materials



HSS 1080: Course Outcomes:



Element of the program that addresses this outcome*		Pre-Trip	Onsite experience (specify which)**	Post-Trip Reflection	Project
Outcomes: The student will:					
<b>1. evaluate the characteristics and qualities of effective leadership based on basic principles of leadership</b>					
1.1	define leadership	Online Discussion			
1.2	describe the characteristics and qualities of effective leaders	Online Discussion			
1.3	describe various types of leadership styles, such as democratic, laissez-faire, transformative, inclusive and authoritarian	Online Discussion			
1.4	evaluate personal leadership characteristics and qualities based on experience within a leadership team	Online Discussion			
2.	<b>create a personal growth plan for leadership development</b>	Online Discussion			
2.1	evaluate personal core values	Online Discussion			
2.2	create a personal leadership philosophy such as a mission statement	Online Discussion			
2.3	design at least two SMART (specific, measurable, attainable, realistic, timely) goals for personal leadership development			Online Discussions	
2.4	identify strategies for achieving goals			Online Discussions	
2.5	evaluate personal leadership development			Online Discussions	
3.	<b>evaluate the behaviours, skills and roles that contribute to the effective functioning of a leadership team</b>				
3.1	<b>describe strategies for overcoming challenges and obstacles typically encountered by leaders, including:</b>				
3.1.1	conflict resolution		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
3.1.2	stress management		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
3.1.3	time management		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
3.1.4	financial management		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
3.2	<b>explain behaviours and skills that contribute to the effective functioning and goals of a leadership team</b>				
3.3	<b>demonstrate fundamental leadership behaviours and skills while participating in a specific leadership team, including:</b>				
3.3.1	effective communication skills		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
3.3.2	interpersonal skills		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
3.3.3	personal management skills		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
3.3.4	empowerment of other team members		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
3.4	<b>explain several different roles and responsibilities often associated with high performing teams</b>				
3.5	<b>negotiate roles and responsibilities with other team members, including defining the scope of responsibilities of team members</b>				
3.6	<b>observe individual team members to identify:</b>				
3.6.1	positive contributions to the team		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
3.6.2	the effective fulfillment of assigned team roles		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
4.	<b>demonstrate basic competencies</b>	Online Discussions		Online Discussions	
4.1	<b>demonstrate fundamental skills to:</b>	Online Discussions		Online Discussions	
4.1.1	communicate	Online Discussions		Online Discussions	
4.1.2	manage information	Online Discussions		Online Discussions	
4.1.3	use numbers	Online Discussions		Online Discussions	
4.1.4	think and solve problems	Online Discussions		Online Discussions	
4.2	<b>demonstrate personal management skills to:</b>	Online Discussions		Online Discussions	
4.2.1	demonstrate positive attitudes and behaviours	Online Discussions		Online Discussions	

4.2.2	be responsible	Online Discussions		Online Discussions	
4.2.3	be adaptable	Online Discussions		Online Discussions	
4.2.4	learn continuously	Online Discussions		Online Discussions	
4.2.5	work safely	Online Discussions		Online Discussions	
4.3	<b>demonstrate teamwork skills to:</b>				
4.3.1	work with others		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
4.3.2	participate in projects and tasks		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
5.	<b>make personal connections to the cluster content and processes to inform possible pathway choices</b>				
5.1	<b>complete/update a personal inventory, e.g., interests, values, beliefs, resources, prior learning and experiences</b>		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		
5.2	<b>create a connection between a personal inventory and occupational choices</b>		<i>Leadership Activities-Introduction, Activities, and Debrief</i>		



HSS 1080: Leadership Fundamentals  
Marking Rubrics

**Student Evaluation**

Student name: \_\_\_\_\_

Activity	Grade	Weighted Grade	Totals
<b>Activity A</b> <u>Pre-trip</u> Online Discussion 5 & 7	/16	_____ x 0.10 (15% of grade)	=
<b>Activity B</b> Tuesday <u>Onsite</u> Leadership Activities	/16	_____ x 0.40 (40% of grade)	=
<b>Activity C</b> <u>Onsite</u> General Discussions and Informal Interactions with Peers throughout the Week	/20	_____ x 0.40 (40% of grade)	=
<b>Activity D</b> <u>Post-trip</u> Online Discussions	/10	_____ x 0.10 (5% of grade)	=
Grade			/100%

## HSS 1080: Leadership Fundamentals

### **Activity A: Pre-trip Online Discussion # 5 and #7 (10%)**

	4	3	2	1
Discussion #5: Defines leadership /4	Leadership is clearly defined and understood. In-depth examples are provided.	Leadership is clearly defined and understood. Examples are provided.	Leadership is defined. Some details missing. Examples are general or missing depth.	Inadequate understanding of leadership is displayed. No examples provided.
Discussion #5: Personal leadership characteristics /4	Student evaluates their own leadership style by clearly identifying and describing their own personal leadership qualities. In-depth details and examples are provided.	Student evaluates their own leadership style by identifying and describing their own personal leadership qualities. Details and examples are provided.	Student evaluates their own leadership style by identifying and describing their own personal leadership qualities. Details and examples may not always be provided.	Student does not evaluate their own leadership style in any manner. OR Student states their style but does not provide any examples.
Discussion #5: Characteristics and qualities of leaders /4	Student clearly identifies and describes the characteristics and qualities of effective leaders. In-depth examples are provided.	Student clearly identifies and describes the characteristics and qualities of effective leaders. Examples are provided.	Student identifies and describes some characteristics and qualities of effective leaders. Some general examples are provided.	Student does not display an understanding of characteristics and qualities of effective leaders. Or lists them but does not develop them to show enough of an understanding.
Discussion #7: Resources /4	Student critically thinks about the task, choosing media that is insightful and effective.	Student critically thinks about the task, choosing media that is relevant.	Student's critical thinking of the task is weak and general, choosing media that is not always relevant.	Student does not demonstrate critical thinking about the task choosing media that is not always relevant or does not choose any media.
/16				

### **Observations and Comments:**

## HSS 1080: Leadership Fundamentals

### **Activity B: Tuesday Onsite Leadership Activities and Discussions (40% of course grade)**

As you observe student participation during the Tuesday leadership activities, watch their participation, action and contribution to the group. Remember that there are many kinds of leadership styles, and not all students demonstrate leadership in the same way.

	4	3	2	1
Introductory leadership discussion  /4	Student clearly identifies challenges experienced by a leadership team including conflict resolution, stress, time constraints, and financial limitations. Student offers realistic solutions to typical problems using in-depth examples.	Student identifies challenges experienced by a leadership team. Student offers solutions to typical problems using some examples.	Student identifies some challenges experienced by a leadership team.	Student fails to identify any challenges within a leadership team.
Leadership initiatives: listening and speaking  /4	Is always attentive to others when they speak and is not distracted. Does not interrupt others.  Speaks consistently respectfully and confidently when expressing ideas. Clarifies position when required with patience.	Is always attentive to others when they speak and is not distracted. Interrupts others only with their permission; interruption helps delivery of message.  Speaks frequently respectfully and confidently when expressing ideas. Clarifies position when required with patience most of the time.	Is occasionally inattentive to others when they speak; distracts others' listening. Interrupts others without their permission; interruption interferes with delivery of message and may or may not cause speaker problems  Confidently speaks when expressing ideas. Is sometimes impatient or disrespectful of others when they required clarification.	Is consistently inattentive to others when they speak for a wide variety of reasons. Is consistently disruptive to others; interruptions interfere with delivery of message and clearly causes speaker problems.  May or may not express ideas of their own.
Leadership initiatives: self-management and empowerment of team members  /4	Independently recognizes when to step forward with ideas and when to step back and be more supportive and encouraging; serves as a resource for the group; delegates; provides members with confidence in their ability to complete tasks.	Steps forward with ideas and steps back to be more supportive and encouraging when prompted; serves as a resource for the group; provides members with confidence in their ability to complete tasks.	Is respectful of group members and supports the decisions of the groups but does not step forward to voice their own opinion on how to complete tasks.	Is disrespectful when considering the opinions and ideas of other group members. Behaviour discourages group members from participating in completing tasks.
Debrief  /4	Student clearly identifies personal and group member skills and behaviours that contributed to the effective functioning of team during activities. Student uses in-depth examples in explanations.  Student recognizes and affirms the positive contributions of other group members in formally-assigned and unassigned roles.	Student identifies personal and group member skills and behaviours that contributed to the effective functioning of team during activities.  Student recognizes the positive contributions of other group members.	Student identifies some skills and behaviours that contributed to the functioning of team during activities. Descriptions are vague and lacking detail.  Student is not specific about group members contributions.	Student does not identify skills or behaviours of a successful leadership team,  Student does not discuss roles or contributions of group members.
/16				

**Observations and Comments:**

## HSS 1080: Leadership Fundamentals

### Activity C: Onsite General Discussions and Conduct throughout the Week (40% of course grade)

- To be evaluated on Thursday evening following the final Family Group debrief discussions.

	4	3	2	1
Problem Solving /4	Develops in-depth and logical solutions to problems faced throughout the week. Effectively communicates information to others.	Develops solutions to problems faced throughout the week. Communicates this information to others.	Occasionally develops solutions to problems and communicates this information to others.	Does not problem solve or communicate effectively.
Attitude /4	Shows respect to all group members, facilitators, and activities throughout onsite program.  Gives recognition and encouragement to everyone onsite.	Shows respect to all group members, most of the facilitators or activities throughout the onsite program.  Gives recognition and encouragement to almost everyone onsite.	Shows respect to some group members, but may at times, during activities or with interactions with others, show some disrespectful tendencies.  Some recognition or encouragement may be shown but not consistently.	Shows limited respect to group members, facilitators and/or activities.  Only recognizes their own self OR shows limited recognition and encouragement to others.
Risk Taking /4	Makes frequent attempts to take risks throughout the onsite portion of the program. Student pushes themselves to experience all aspects of the program, challenging their own comfort zone.	Makes attempts to take risks throughout the onsite portion of the program. Student pushes themselves to experience most of the aspects of the program, but may choose to refrain from always challenging their own comfort zone.	Takes some risks throughout the onsite program. Student occasionally pushes themselves to experience the program, but refrains often and rarely leaves their own comfort zone.	Student does not take risks throughout the program and never leaves their comfort zone.
Engagement /4	Engages enthusiastically in all activities throughout the week.	Engages enthusiastically in most of the activities throughout the week.	Engages in all or most of the activities throughout the week, but not always engaged.	Student only engages in certain activities throughout the week.
Team Work /4	Always encourages, motivates, and works well with other people. Seeks and respects the opinions of everyone. Demonstrates willingness and ability to collaborate with other people.	Attempts to encourage, motivate, and work well with other people. Seeks and respects the opinions of others. Demonstrates willingness to collaborate with other people.	Sometimes encourages, motivates, and at times works well with other people. Respects the opinion of others most of the time. Usually willing to collaborate with other people.	Rarely encourages or motivate others, does not make any attempts to work with others.
Contribution /4	Provides relevant responses to discussion topics and makes meaningful contributions. Interacts with respect. Asks thoughtful questions of other group members in discussions.	Provides relevant responses to discussion topics and makes meaningful contributions. Interacts with respect. Asks some questions of other group members in discussions.	Provides responses to discussion topics and makes contributions. Interacts, but may not always be respectful. Asks basic questions of other members of the group	Makes little or no effort to participate in learning community as it develops. Interaction is not respectful. Does not ask questions of other members of the group.
/20				

Observations and Comments:





## HSS 1080: Leadership Fundamentals

### **Activity D: Post-trip Online Discussion # 1 and #3 (10%)**

	4	3	2	1
Discussion #1: Reflections on CONNECTIONS  /4	Student identifies and explores the highlights of the program in personal detail.	Student identifies and shares the highlights of the program in a general manner.	Student lists the highlights of the program with some detail.	Student lists the highlights with minimal detail.
Discussion #3: Awareness  /4	Student critically thinks about the information, presenting an insightful analysis and evaluation. Clear connections are made to both real life situations and/or previous content.	Student critically thinks about the information, presenting evidence of analysis and evaluation. General connections to real life situations are made but are sometimes too obvious or not clear.	Student's critical thinking of the information presented is weak and general. An attempt at analysis and evaluation is made. Connections to real life situations are limited and/or vague.	Student does not demonstrate any critical thinking skills. Little analysis or evaluation of information is offered.. Little or no connections with other material made.
/8				

Observations and Comments:



CONNECTIONS™  
Program

Career and  
Technology Studies

HSS 1910:  
Project A

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Materials



## HSS 1910 (Project A): CONNECTIONS™ Project Planning Information

Each student that participates in the CONNECTIONS™ Program will complete a project that meets the following curricular guidelines and expectations.

<b>Project Course Code</b> HSS 1910	<b>Project Course Title</b> Project A
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<b>CTS courses that the project course connects with</b>	<b>When the credits were or will be awarded?</b>	<b>Occupational Area(s)</b>
<b>CTS introductory course</b> <i>Fundamentals of Leadership (HSS 1080)</i>	<i>Indicate Date</i>	<i>Human and Social Services (HSS)</i>
<b>CTS introductory/intermediate course</b> <i>Perspectives on Interpersonal Relationships (HSS 2030)</i>	<i>Indicate Date</i>	<i>Human and Social Services (HSS)</i>

### Project Details

Students will create a project within their school that demonstrates their learning from the pre-trip, post-trip, and onsite components of the CONNECTIONS™ Multicultural and Environmental Leadership program. Students will write a proposal and a plan for the completion of this project and carry it out before the end of the school year. This project will raise awareness concerning issues of discrimination and diversity within their schools and communities.

What are the attitudes, skills and knowledge that will be enhanced and extended by completing this project?

This project will create the opportunity for students to share the knowledge that they gained at the CONNECTIONS™ Program with regards to interpersonal relationships, conflict resolution, and creating safe and caring spaces within their schools and communities. It will be an opportunity for students to make a difference and a positive change at their schools.

What will be needed to accomplish this project (e.g., tools, materials, money, people, time)?

See attached “SAMPLE CONNECTIONS™ PROGRAM Group Project Planning Sheet” for planning details.

Connected courses	Outcomes being linked
<b>Course Name and Code</b> <i>Fundamentals of Leadership</i> (HSS 1080)	<b>Student will:</b> 2. create a personal growth plan for leadership development 2.3 design at least two SMART (specific, measurable, attainable, realistic, timely) goals for personal leadership development 2.4 identify strategies for achieving goals <b>Student will:</b> 3.3 demonstrate fundamental leadership behaviours and skills while participating in a specific leadership team, including: 3.3.1 effective communication skills 3.3.2 interpersonal skills 3.3.3 personal management skills 3.3.4 empowerment of other team members
<b>Course Name and Code</b> <i>Perspectives on Interpersonal Relationships</i> (HSS 2030)	<b>Student will:</b> 1.3 compare how elements of attitude, respect, cooperation, reciprocation and etiquette support the healthy development and maintenance of all types of relationships <b>Student will:</b> 3.3 demonstrate effective strategies for preventing problems or conflicts 3.3.1 early intervention 3.3.2 avoiding labelling, stereotyping and bias 3.3.3 making constructive personal changes where possible and appropriate 3.3.4 walking away from a fight 3.3.5 changing the subject 3.3.6 refocusing a conversation to the positive 3.3.7 controlling reactive responses and emotions

What will be accomplished by linking these Outcomes in this project? Why were these courses and key Outcomes chosen?

The CONNECTIONS™ program gives students the opportunity to explore issues in their community around stereotyping, discrimination, and diversity education. This project gives students the opportunity to expand their own understanding and knowledge by teaching others about what they have learned. These particular outcomes are focused on these issues and will ensure that student projects reflect the program priorities of creating more compassionate, caring, and empathetic communities.

HSS 1910 Project A

## Marking Rubrics

Student evaluation

<b>Activity</b>	<b>Grade</b>	<b>Weighted Grade</b>	<b>Total</b>
<b>Activity A</b> Proposal & approvals	/16	_____ x 0.15	
<b>Activity B</b> Planning and organization	/16	_____ x 0.35	
<b>Activity C</b> Execution	/8	_____ x 0.30	
<b>Activity D</b> Reflection & clean up	/16	_____ x 0.20	
Grade	/100%		

HSS 1910 Project A

**Activity A: Creation of a Proposal (25%)**

	4	3	2	1
Relates Final Project to Connections Program.(This can be done in verbal or written form) /4	Gives an insightful explanation of how knowledge, skills and attitudes gained from the CONNECTIONS™ Program connects with the final project.	Gives a thoughtful explanation of how knowledge, skills and attitudes gained from the CONNECTIONS™ Program connects with the final project.	Gives a relevant explanation of how knowledge, skills and attitudes gained from the CONNECTIONS™ Program connects with the final project.	Need others to explain details of how knowledge, skills and attitudes gained from the CONNECTIONS™ Program connects with the final project.
Proposal development /4	Takes a leading role in the development of proposal that includes preparing a detailed work plan that includes events, ideas and timelines. Explains relevant terms, and processes involved in the project in a thoughtful manner.	Takes an active role in the development of proposal that includes preparing a detailed work plan that includes events, ideas and timelines.. Explains relevant terms, and processes involved in the project in a general manner.	Take a supporting role in the development of proposal that includes preparing a work plan that includes events, ideas, timelines, and budget. Explaining some relevant terms, and processes involved in the project, but may not have a full understanding.	Listen while others work on the development of proposal. Does not explain or offer suggestions.
Obtaining permissions /4	Contributes to the creation of a letter, and met with administrators to gain necessary approvals. Takes an active leading role.	Contributes to the creation of a letter, and met with administrators to gain necessary approvals. Takes a supporting leading role.	Listened but did not actively participate in letter preparation. Met with administrators and addressed some questions to gain necessary approvals.	Did not participate in letter writing process. Listened but did not participate in discussion with administration.
Defining indicators for success /4	Clearly states the goals and defines what success looks like. Specifically identifies barriers and challenges to success and specific ways to address these in planning.	States the goals and defines what success looks like. Generally identifies barriers and challenges to success and general ways to address these in planning.	Stating the goals and defines what success looks like. Identifies a few barriers to success and considers ways to address these in planning.	Needs the support of the teacher to define success. Unable to identify barriers or address them in planning without support.
/16				

Supervising Teacher name:	(comments)
signature:	
date of approval:	
Administrator name:	
signature:	
date of approval:	



## HSS 1910 Project A

### Activity B: Planning the project & leadership skills (25%)

	4	3	2	1
<b>Project Completion</b>  /4	Effectively monitors progress and makes significant adjustments for improvement throughout the process. Asks insightful questions when necessary. Consistently adheres to planned deadlines.	Monitors progress and makes some adjustments for improvement throughout the process. Asks thoughtful questions when necessary. Mostly adheres to planned deadlines.	Somewhat monitors progress and make appropriate adjustments for improvement. Asks relevant questions when necessary. Usually adheres to planned deadlines.	Follows the lead of others to monitor progress and make adjustments for improvement. Asks questions when necessary. Sometimes adheres to planned deadlines.
<b>Organization &amp; Time Management</b>  /4	<ul style="list-style-type: none"> <li>- Demonstrated exemplary organizational skills.</li> <li>- Developed an effective system of organization of all documents/files/materials involved.</li> <li>- Set and update goals on a regular basis.</li> <li>- Generated a reasonable timeline for the planning of the event, and consistently revisited the schedule to ensure timely completion of tasks.</li> <li>- Delegated tasks based on skill sets of team members.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrated organizational skills.</li> <li>- Developed a system of organization of all documents/files/materials involved.</li> <li>- Followed the goals and plan, but may not have updated.</li> <li>- Generated a reasonable timeline for the planning of the event, and sometimes revisited the schedule to ensure timely completion of tasks.</li> <li>- Followed the delegation of others.</li> </ul>	<ul style="list-style-type: none"> <li>- Developed a reasonably effective system of organization, but may have struggled to manage time and resources on occasion. → "I couldn't find..."</li> <li>- Could have made better use of time with better goal setting. → "I'll remember it in my head..."</li> <li>- May have struggled to maintain a necessary sense of urgency during key stages of the project. → "I will but, I'm waiting for..." "I was going to, but..."</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrated limited skills in organization.</li> <li>- Did not create a useful system of organization for project materials. → "I rarely know where things are..."</li> <li>- planning meetings were not very effective and time was often wasted.</li> <li>- Lacked a sense of urgency throughout the planning of the project. → "'We' can do that later..."</li> </ul>
<b>Communication</b>  /4	<ul style="list-style-type: none"> <li>- Demonstrated exemplary communication skills during team interaction.</li> <li>- Ensured both project team and advisors were up-to-date and aware of project progress.</li> <li>- Clearly recognized importance of two-way communication.</li> <li>- Demonstrated exemplary communication skills in interactions with other staff, students, community members, and businesses.</li> <li>- Conducted himself/herself in a clear, mature and respectful manner when managing situations of potential conflict.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrated strong communication skills during team interaction.</li> <li>- Knew what the project team was doing but not always updating the advisors of project progress.</li> <li>- Recognized importance of two-way communication, but not always active in it.</li> <li>- Demonstrated strong communication skills in interactions with other staff, students, community members, and businesses.</li> <li>- Conducted himself/herself in a respectful manner when managing situations of potential conflict.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrated generally strong communication skills during team interaction.</li> <li>- Team/advisor updates could have been more purposeful/more frequent/clearer. "He said/she said..."</li> <li>- May not have demonstrated a full appreciation of two-way communication. "Well I texted him/her..."</li> <li>- He/she didn't respond to my email so..."</li> <li>- Could challenge himself/herself to communicate in a more thoughtful manner when navigating team conflict.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrated limited communication skills during team interaction. → "I don't know"/ "Nothing..."</li> <li>- Did not share necessary updates with team and advisors: → Advisor: "Where have you been?" "Why were you gone so long?"</li> <li>- Did not communicate maturely or respectfully.</li> <li>- Had limited/ineffective communication with staff, students, community members, and businesses.</li> </ul>
<b>Problem Solving</b>  /4	<ul style="list-style-type: none"> <li>- Demonstrated exemplary problem solving skills.</li> <li>- Demonstrated a solution-focused approach to any issues.</li> <li>- Anticipated potential stress points and planned accordingly.</li> <li>- Demonstrated flexibility, while maintaining the set vision for the event.</li> <li>- Took ownership of mistakes and immediately took steps to rectify.</li> <li>- Consulted advisors for support when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrated strong problem solving skills.</li> <li>- Demonstrated a solution-focused approach to most issues.</li> <li>- Anticipated potential stress points and planned accordingly.</li> <li>- Demonstrated flexibility, while maintaining the set vision for the event.</li> <li>- Took ownership of mistakes and but may not have immediately took steps to rectify.</li> <li>- Asked for support when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Applied some general problem-solving skills, but approach may not have yielded the most optimal results.</li> <li>- May not have prepared for some predictable stress points.</li> <li>- May have been inflexible at times.</li> <li>- May have delayed dealing with problems, further complicating the issue.</li> <li>- May have deflected blame at times, rather than taking ownership. → "She/He didn't... so that's why..."</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrated limited problem solving skills.</li> <li>- Shut down when problems arose.</li> <li>- Avoided conflict and deflected blame.</li> </ul>
/16				

HSS 1910 Project A

**Activity C: Project performance/presentation/execution**

	4	3	2	1
<b>Leadership Presence</b>  /4	- 'owned' the event - leadership presence was felt in all stages of the project execution - demonstrated exemplary problem solving skills during the event itself - demonstrated exemplary communication skills during the event itself - led his/her team with a positive attitude and clear vision during the event - thoughtfully delegated tasks throughout the event to ensure all team members were engaged	- actively involved in the event - leadership presence was apparent in most stages of the project execution - demonstrated some problem-solving skills during the event itself - demonstrated strong communication skills during the event itself - led his/her team with a positive attitude - delegated tasks at times during the event to ensure all team members were busy	- a leadership presence may have been missing in some stages of the project execution - may have needed some prompting to effectively and efficiently problem solve during the event itself - at times, effective communication may have been prohibited by high levels of stress - may have struggled to maintain a positive attitude during the event - may have missed opportunities to delegate and further engage all team members at the event	- did not 'own' the event - lacked a leadership presence during the project execution - did not actively problem solve or effectively communicate during the execution of the event - demonstrated a negative attitude during the event
<b>Commitment</b>  /4	- Not only attended the event, but was the first to arrive and the last to leave, took initiative to ensure everything ran smoothly.	-Attended the event, completed their responsibilities and was committed.	- Attended the event itself, but may have missed portions of its execution.	- May have been absent at the event all together, or may have missed significant portions of the event.
/16				

**Activity D: Post Project Reflection**

	4	3	2	1
<b>Clean-Up</b>  /4	- Demonstrated commitment to the clean-up process and worked to ensure spaces were left better than they were found; consistently worked and delegated work for an effective and timely completion.	- Demonstrated commitment to the clean-up, worked but may not have delegated work, may have been distracted at times. - Followed-up with advisors to ensure all project materials were out of classrooms.	- Demonstrated an awareness of the clean-up process, but needed some reminders. - Needed some reminders to clear out project materials from classrooms.	- Demonstrated very little commitment to the clean-up process. - Needed significant prompting to clear out project materials from classrooms.
<b>Expressing Gratitude</b>  /4	- Demonstrated a clear appreciation for the significance of expressing gratitude and its role in continued support of the program. - Took initiative in showing appreciation through verbal, written (thank you notes) in a timely manner.	- Demonstrated an appreciation for expressing gratitude and its role in continued support of the program. -showed appreciation through verbal, written (thank you notes) in a fairly timely manner.	- Demonstrated a general understanding of the significance of expressing gratitude. - Showed appreciation when prompted to, both verbally or written.	- Demonstrated a limited understanding of the significance of expressing gratitude. → "We got what we needed from them, so who cares?" - Did not show appreciation at all, or only in verbal or written.
<b>Project Reflection (Final post trip #5) x2</b>  /8	Effectively examines processes and strategies used in project completion and gives insightful and honest self-assessment.	Examines processes and strategies used in project completion and gives thoughtful self-assessment.	Examines processes and strategies used in project completion and gives self-assessment.	Need help to examine processes and strategies used in project completion.

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CONNECTIONS™  
Program

Career and  
Technology Studies

HSS 1090:  
Speaking and  
Presenting

Course  
Materials





HSS 1090: Course Outcomes:

Outcomes: The student will:	Element of the program that addresses this outcome*	
	Pre-Trip	Onsite experience (specify which)
1. explain basic principles of effective communication		Speech Analysis
1.1 define effective communication		Speech Analysis
1.2 describe the following verbal and nonverbal components of effective communication:		Speech Analysis
1.2.1 eye contact		Speech Analysis
1.2.2 facial expressions		Speech Analysis
1.2.3 characteristics of voice, including tone and clarity		Speech Analysis
1.2.4 pace of speech		Speech Analysis
1.2.5 physical proximity		Speech Analysis
1.2.6 gestures		Speech Analysis
1.3 explore traditional understandings related to verbal and nonverbal communication for different cultures		Oral Presentation
1.4 apply the principles of communication theory to oral presentations		Oral Presentation
1.5 describe current media and materials available for effective presentations; e.g., audio, visual, digital		Oral Presentation
1.6 describe key characteristics of the effective use of media in a presentation		Oral Presentation
2. evaluate significant speeches from history		Speech Analysis
2.1 summarize the main ideas of each speech		Speech Analysis
2.2 compare and contrast significant speeches, including:		Speech Analysis
2.2.1 content of presentation (clarity, accuracy, achievement of purpose)		Speech Analysis
2.2.2 delivery (speaking style and effectiveness, gestures)		Speech Analysis
2.2.3 effective use of technology, if applicable		Speech Analysis
2.3 summarize the strengths of each speech		Speech Analysis
2.4 recommend strategies for strengthening speeches		Speech Analysis
2.5 compare personal speaking styles to the styles of significant speakers		Speech Analysis
2.6 select goals for personal development as a speaker		Speech Analysis
3. prepare an effective oral presentation		Speech Analysis
3.1 differentiate between a speech and a presentation		Oral Present/Final Project Possibly
3.2 describe the characteristics of the intended audience		Oral Present/Final Project Possibly
3.3 select a purpose, such as informing, instructing, motivating or persuading		Oral Present/Final Project Possibly
3.4 compose an effective presentation, including:		Oral Present/Final Project Possibly
3.4.1 an engaging introduction		Oral Present/Final Project Possibly
3.4.2 content with clearly organized main ideas		Oral Present/Final Project Possibly
3.4.3 accurate details and references to support main ideas, where appropriate		Oral Present/Final Project Possibly
3.4.4 an effective conclusion		Oral Present/Final Project Possibly
3.5 select effective audiovisuals and/or gestures to emphasize the main points of the presentation		Oral Present/Final Project Possibly
3.6 prepare for possible disruptions in technology		Oral Present/Final Project Possibly
3.7 describe strategies for overcoming stage fright		Oral Present/Final Project Possibly
3.8 modify the presentation based on practice sessions, including considerations for:		Oral Present/Final Project Possibly
3.8.1 clarity of content		Oral Present/Final Project Possibly
3.8.2 appropriate use of body language and/or visual aids		Oral Present/Final Project Possibly
3.8.3 eye contact		Oral Present/Final Project Possibly
3.8.4 tone and pacing of voice		Oral Present/Final Project Possibly
3.8.5 effective use of pauses and/or rhetorical questions		Oral Present/Final Project Possibly
3.8.6 maintaining existing time constraints		Oral Present/Final Project Possibly

HSS 1090: Course Outcomes:



3.9 describe the characteristics of the venue, including considerations for:			Oral Present	Final Project	Possibly
3.9.1 sound quality			Oral Present	Final Project	Possibly
3.9.2 lighting			Oral Present	Final Project	Possibly
3.9.3 equipment needs			Oral Present	Final Project	Possibly
3.9.4 orientation to the audience			Oral Present	Final Project	Possibly
3.10 prepare responses to anticipated questions from the audience			Oral Present	Final Project	Possibly
4. apply principles of effective speaking in a variety of contexts			Oral Present	Final Project	Possibly
4.1 deliver a short speech or presentation, including the use of technology where appropriate			Oral Present	Final Project	Possibly
4.2 demonstrate impromptu speaking skills on a variety of topics			Oral Present	Final Project	Possibly
4.3 evaluate personal presentation skills, including considerations for:			Oral Present	Final Project	Possibly
4.3.1 choice of topic			Oral Present	Final Project	Possibly
4.3.2 content of presentation (clarity, accuracy and achievement of purpose)			Oral Present	Final Project	Possibly
4.3.3 delivery (speaking style and effectiveness, gestures)			Oral Present	Final Project	Possibly
4.3.4 effective use of technology			Oral Present	Final Project	Possibly
4.3.5 fulfillment of school and/or community standards			Oral Present	Final Project	Possibly
4.4 assess the presentations of peers, including considerations for:			Oral Present	Final Project	Possibly
4.4.1 choice of topic			Oral Present	Final Project	Possibly
4.4.2 content of presentation (clarity, accuracy and achievement of purpose)			Oral Present	Final Project	Possibly
4.4.3 delivery (speaking style and effectiveness, gestures)			Oral Present	Final Project	Possibly
4.4.4 effective use of technology			Oral Present	Final Project	Possibly
4.4.5 fulfillment of school and/or community standards			Oral Present	Final Project	Possibly
5. demonstrate basic competencies			Oral Present	Final Project	Possibly
5.1 demonstrate fundamental skills to:			Oral Present	Final Project	Possibly
5.1.1 communicate			Oral Present	Final Project	Possibly
5.1.2 manage information			Oral Present	Final Project	Possibly
5.1.3 use numbers			Oral Present	Final Project	Possibly
5.1.4 think and solve problems			Oral Present	Final Project	Possibly
5.2 demonstrate personal management skills to:			Oral Present	Final Project	Possibly
5.2.1 demonstrate positive attitudes and behaviours			Oral Present	Final Project	Possibly
5.2.2 be responsible			Oral Present	Final Project	Possibly
5.2.3 be adaptable			Oral Present	Final Project	Possibly
5.2.4 learn continuously			Oral Present	Final Project	Possibly
5.2.5 work safely			Oral Present	Final Project	Possibly
5.3 demonstrate teamwork skills to:			Oral Present	Final Project	Possibly
5.3.1 work with others			Oral Present	Final Project	Possibly
5.3.2 participate in projects and tasks			Oral Present	Final Project	Possibly
6. make personal connections to the cluster content and processes to inform possible pathway choices			Oral Present	Final Project	Possibly
6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences			Oral Present	Final Project	Possibly
6.2 create a connection between a personal inventory and occupational choices			Oral Present	Final Project	Possibly

HSS 1090 Speaking and Presenting  
Marking Rubrics

Student evaluation

Activity	Grade	Weighted Grade	Total
<b>Activity A</b> Online Speech Analysis	/20	_____ x 0.20	
<b>Activity B</b> Oral Presentation Preparation	/18 or /22	_____ x 0.30	
<b>Activity C</b> Oral Presentation	/16	_____ x 0.30	
<b>Activity D</b> Presentation Self-Evaluation	/25	_____ x 0.20	
Grade	/100%		

## HSS 1090 Speaking and Presenting

### **Assignment A: Online Speech Analysis (20% of course grade)**

	4	3	2	1
Main ideas of each speech  /4	Student clearly and accurately identifies the topic of each speech and describes the main points from each.	Student identifies the topic of each speech and describes the main points from each.	Student identifies the topic of each speech and describes some of the main points from each.	Student does not identify the topic of each speech and/or fails to describe the main points from each.
Content  /4	Student clearly and accurately compares and contrasts the content of each speech including: clarity, achievement of purpose, and accuracy of the information contained within it.	Student compares and contrasts the content of each speech including: achievement of purpose, and accuracy of the information contained within the speech.	Student compares and contrasts some characteristics of each speech such as: clarity, achievement of purpose, and accuracy of the information.	Student does not analyze the content of the speeches.
Delivery  /4	Student clearly and accurately compares and contrasts the delivery of each speech including: speaking style, effectiveness, and gestures.	Student compares and contrasts the delivery of each speech including: speaking style, effectiveness, and gestures.	Student compares and contrasts some characteristics of the delivery of each speech such as: speaking style, effectiveness, and gestures.	Student does not analyze the delivery of the speeches.
Strengths and weaknesses  /4	Student clearly and accurately compares and contrasts the strengths and weaknesses of each speech and, where applicable, offers specific suggestions for improvement.	Student compares and contrasts the strengths and weaknesses of each speech and offers suggestions for improvement where applicable.	Student compares and contrasts some of the strengths and weaknesses of each speech.	Student does not analyze the strengths and weaknesses of the speeches.
Learning from presentations  /4	Student describes learning from each presentation that is in-depth and thoughtful.	Student describes learning from each presentation.	Student describes some learning from each presentation. Details are lacking.	Student does not describe learning from each presentation.
  /20				

### **Comments and observations**

mme

## HSS 1090 Speaking and Presenting

### Assignment B: Oral Presentation Preparation (30% of course grade)

	4	3	2	1
Rough copy:  /4	Student created a specific and detailed outline of presentation, complete with order of events, speeches and estimated timing of all activities.	Student created an outline of presentation, complete with order of events, speeches and estimated timing of all activities.	Student created a rough outline with at least one but not all the following: order of events, speeches and estimated timing of all activities	Student created a rough outline with little detail.
Rough copy revision  /3	Student worked actively with teacher (and group of peers if applicable) to edit, revise and adjust presentation based on practice and feedback.	Student worked hesitantly to edit, revise and adjust the presentation. Teacher input was minimal.	Student resisted attempts to edit, revise and adjust the presentation. Teacher input was rejected.	Student did not revise the presentation.
Submission of Good Copy  /3		Submitted good copy shows evidence of revision and polish.	Submitted good copy shows some evidence of revision.	Student's good copy does not differ from the rough copy.
Practice  /4	Student works actively to practice and prepare for the presentation, working on tone, speed and clarity and delivery of presentation.	Student works to practice and prepare for the presentation, working on most of these areas: tone, speed and clarity and delivery of presentation.	Student resists calls to practice and prepare for the presentation, working on at least 1 of these areas: tone, speed and clarity and delivery of presentation.	Student does not prepare or practice for presentation.
Strengths and weaknesses  /4	Student clearly and accurately recognizes the strengths and weaknesses of his or her speech and, where applicable, offers specific suggestions for improvement.	Student recognizes the strengths and weaknesses of his or her speech and offers suggestions for improvement where applicable.	Student recognizes some of the strengths and weaknesses of his or her speech.	Student does not analyze the strengths and weaknesses of his or her speeches.
Audience input (optional)  /4	Student actively listens to teacher / peer feedback and adjusts presentation based on comments.	Student listens to teacher / peer feedback and makes minor adjustments to presentation based on comments.	Student listens to teacher / peer feedback but does not make adjustments to presentation based on comments.	Student does not listen to teacher/peer comments.
/18 or ___/22				

Observations and comments:

## HSS 1090 Speaking and Presenting

### Assignment C: Oral Presentation (30% of course grade)

	4	3	2	1
Choice of topic  /4	Student chooses a topic that is relevant to the learning from the CONNECTIONS™ program and appropriate to the audience it is being presented to. The topic is explored in adequate/ appropriate detail for the audience.	Student chooses a topic that is relevant to the learning from the CONNECTIONS™ program and appropriate to the audience it is being presented to.	Student chooses a topic that is somewhat relevant to the learning from the CONNECTIONS™ program.	Student does not choose a topic that is relevant to the CONNECTIONS™ program.
Clarity of presentation  /4	Student speaks clearly and confidently. The language and tone appropriate to the audience. The message of the presentation is clear and presented at the appropriate level of understanding for the audience.	Student speaks clearly but lacks confidence at a few points. The language and tone are for the most part appropriate for the audience but at times the audience appears confused.	Student speaks clearly at times. It is often difficult for the audience to follow the presentation.	Student does not speak clearly during the presentation. It is difficult to follow the presentation.
Delivery of presentation  /4	Student delivers presentation with confidence. Student adjusts to the audience and responds to audience questions accordingly. It is clear that student has adequately prepared for the presentation and practiced.	Student delivers presentation with confidence with a few lapses. Student adjusts to the audience but may have struggled to answer some audience questions. It is clear that the student has prepared for the presentation and practiced.	Student does not adjust to the audience and may struggle to answer question. More practice is needed.	Student does not appear prepared to deliver material. More practice is clearly required.
Use of technology  /4	Technology use, where applicable, is creative and adds to overall experience of the presentation. It is clear that student has practiced with the technology beforehand. Any technological problems do not distract from the presentation and there is a clear plan for technological failures.	Technology use is used appropriately for enhancement of the presentation. It is clear that the student has practiced with the technology beforehand. Technological problems minimally distract from the presentation and there is a plan for technological failures.	Technology at times distracts, rather than enhances, the experience of the presentation. It is not clear that the student has practiced with the technology beforehand. Technological problems distract from the presentation and there is no clear plan for technological failures.	Technological use is inappropriate to the presentation. It is not clear that the student has practiced with the technology beforehand. Technological problems distract from the presentation and there is no clear plan for technological failures.
/16				

Observations and comments:

## HSS 1090 Speaking and Presenting

### Assignment D: Student Self-Assessment (20%)

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

1. What did you do well during the presentation?

2. What could I next time to improve my presentation?

3. Was my presentation effective? How do I know?

	4	3	2	1
Choice of topic  /4	I choose a topic that is relevant to the learning from the CONNECTIONS™ program and appropriate to the audience it is being presented to. The topic is explored in adequate/ appropriate detail for the audience.	I choose a topic that is relevant to the learning from the CONNECTIONS™ program and appropriate to the audience it is being presented to.	I choose a topic that is somewhat relevant to the learning from the CONNECTIONS™ program.	I did not choose a topic that is relevant to the CONNECTIONS™ program.
Clarity of presentation  /4	I spoke clearly and confidently. The language and tone appropriate to the audience. The message of the presentation is clear and presented at the appropriate level of understanding for the audience.	I spoke clearly but lacks confidence at a few points. The language and tone are for the most part appropriate for the audience but at times the audience appears confused.	I spoke clearly at times. It is often difficult for the audience to follow the presentation.	I did not speak clearly during the presentation. It is difficult to follow the presentation.
Delivery of presentation  /4	I delivered my presentation with confidence. I adjusted to the audience and responds to audience questions accordingly. I believe I was adequately prepared for the presentation.	I delivered my presentation with confidence with a few lapses. I adjust to the audience but may have struggled to answer some audience questions. I believe I was prepared for the presentation.	I did not adjust to the audience and struggled to answer question. I needed more practice.	I was not prepared for the presentation. I should have practiced a lot more.
Use of technology  /4	Technology use, where applicable, is creative and adds to overall experience of the presentation. It is clear that I had practiced with the technology beforehand.  Any technological problems do not distract from the presentation and there is a clear plan for technological failures.	Technology use is used appropriately for enhancement of the presentation. It is clear that I had practiced with the technology beforehand.  Technological problems minimally distract from the presentation and there is a plan for technological failures.	Technology at times distracts, rather than enhances, the experience of the presentation. I did not really practice before hand, so I was not as prepared as I should have been.  Technological problems distract from the presentation and there is no clear plan for technological failures.	Technological use is inappropriate to the presentation. It is not clear that the student has practiced with the technology beforehand.  Technological problems distract from the presentation and there is no clear plan for technological failures.
/16				

## Assignment A: Speech Analysis

name: \_\_\_\_\_

Follow the link to the <http://www.emersonkent.com/index.htm>. The website has audio links and full text for many speeches. Pick two speeches that interest you and analyze them below using the comparison table.

Here are some ideas if you are not sure where to start.

[http://www.emersonkent.com/speeches/last\\_lecture.htm](http://www.emersonkent.com/speeches/last_lecture.htm)

[http://www.emersonkent.com/speeches/womens\\_rights\\_human\\_rights.htm](http://www.emersonkent.com/speeches/womens_rights_human_rights.htm)

<http://www.emersonkent.com/speeches/auschwitz.htm>

[http://www.emersonkent.com/speeches/i\\_have\\_a\\_dream.htm](http://www.emersonkent.com/speeches/i_have_a_dream.htm)

Watch the links on the **CONNECTIONS™** website or choose speeches of your own and complete the following comparison table.

	Speech #1	Speech #2
Speaker		
Title of speech		
Describe what the speech was about in one sentence.		
Summarize the main ideas of the speech in point form		

<p>Describe the <b>content</b> of these two speeches including, where applicable:</p> <ul style="list-style-type: none"> <li>-clarity</li> <li>-accuracy of information</li> <li>-achievement of purpose</li> </ul>		
<p>Describe the <b>delivery</b> of these two speeches including:</p> <ul style="list-style-type: none"> <li>-speaking style</li> <li>-effectiveness</li> <li>-gestures</li> </ul>		
<p>What were the strengths of the speech?</p>		
<p>Are there possible improvements that could be made? Be specific why or why not.</p>		
<p>What can you learn from this speech to apply to your own public speaking?</p>		



Which speech more accurately reflects what you would like to have as a speaking style? Why?

You will need to create and deliver a presentation of your own. In the space below, set two or three goals for yourself for the presentation. These could be related to speaking clearly, being comfortable in front of people, getting your point across, etc.

HSS 1090 Speaking and Presenting  
Assignment B: Connections Oral Presentation

Student name: \_\_\_\_\_

1. Topic:

2. Who will you be presenting to?

3. What are the characteristics of the audience? (Attention span, interests, maturity, etc.)

4. How will you need to adjust your presentation for the audience you have? (Adjust the length, use of media, etc.)

5. What is the purpose of the presentation? (to inform, instruct, motivate, persuade, etc.)

6. What types of visuals would you like to use? (Powerpoint, posters, etc.)

7. What measures will you take for possible disruptions in technology?

8. How will you overcome any issues such as stage fright?

**Presentation Preparation**

Use the space below to compose the rough notes for your presentation. Attach a copy of your final presentation or email it to your teacher. Be sure to include an engaging introduction, clearly organized main ideas, accurate details and references to support main ideas where appropriate, an effective conclusion.

**Draft Copy**

Once you have your presentation prepared you will need to present it to your peers as a “rough draft”. Once you have done your rough draft you will need to revise and modify your presentation accordingly. Include considerations for the following:

When you complete your presentation you will need to see if there are any questions. Using your practice presentation as an indicator, what questions do you anticipate you may have? State these possible questions and prepare answers to these anticipated questions below.

What considerations do you need to make for the venue that you will be using? (sound quality, lighting, equipment needs, where the audience will be sitting, others)

Upon completion of your presentation, evaluate yourself below. Check which category applies to you. Provide comments on each category.

	Excellent	Very good	Good	Below average	Not acceptable	comments
Choice of topic						
Clarity of presentation						
Achievement of purpose						
Delivery of presentation						
Use of technology						

Additional Comments

## Connections Peer Evaluation

evaluator: \_\_\_\_\_

speaker/presenter: \_\_\_\_\_

Upon completion of your peer's presentation, constructively evaluate them below. Check which category applies to them and provide comments to help them improve.

	Excellent	Very good	Good	Below average	Not acceptable	comments
Choice of topic						
Clarity of presentation						
Achievement of purpose						
Delivery of presentation						
Use of technology						

 Additional Comments
 

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CONNECTIONS™  
Program

Career and  
Technology Studies

Appendix to  
HSS 1910:  
Project A-  
Supporting Materials  
for Project  
Development  
Course Materials

Course  
Materials





**CONNECTIONS™ Project  
Proposal**

Briefly describe your project below.

How does this project relate to residential component of the **CONNECTIONS™** Program?

Proposed Date of Project/Timeline for Completion

Location/ space required

Who will benefit from this project? Why and how?

Who is involved? Who is on the planning team and what are their roles?

What are the intended outcomes of the project? (Monetary Goal or Ideological Purpose)

Budget: How much will it cost? What will the money be used for?

Advertising: What advertising will you need and who is responsible for advertising?



**Describe what needs to be done.**

List all materials that need to be bought/picked up/acquired/donated.

<u>1</u>	<u>13</u>
<u>2</u>	<u>14</u>
<u>3</u>	<u>15</u>
<u>4</u>	<u>16</u>
<u>5</u>	<u>17</u>
<u>6</u>	<u>18</u>
<u>7</u>	<u>19</u>
<u>8</u>	<u>20</u>
<u>9</u>	<u>21</u>
<u>10</u>	<u>22</u>
<u>11</u>	<u>23</u>
<u>12</u>	<u>24</u>

List who is responsible for each item in the list above. State whether the item needs to be bought/borrowed/acquired/picked up/donated.

<u>1</u>	<u>13</u>
<u>2</u>	<u>14</u>
<u>3</u>	<u>15</u>
<u>4</u>	<u>16</u>
<u>5</u>	<u>17</u>
<u>6</u>	<u>18</u>
<u>7</u>	<u>19</u>
<u>8</u>	<u>20</u>
<u>9</u>	<u>21</u>
<u>10</u>	<u>22</u>
<u>11</u>	<u>23</u>
<u>12</u>	<u>24</u>

**Fundraising**

Do you need to fundraise for the event? If so, describe your fundraising strategies below. How much money do you need? Who is responsible for the fundraising? Attach fundraising schedule if necessary. Monetary Goal : \_\_\_\_\_

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**Supervision**

How many supervisors do you need for this event? \_\_\_\_\_

Who is responsible for contacting supervisors? \_\_\_\_\_

Who are your supervisors?

TEACHER'S NAME	Check here when you have confirmed that they will attend.

What other permissions do you need?

PERSON'S NAME	Check here when you have confirmed that they will attend.

**Venue**

Who is responsible for confirming the space needed? \_\_\_\_\_

Have you confirmed that the space you need is available? \_\_\_\_\_

What space is this? \_\_\_\_\_

Who did you confirm with? \_\_\_\_\_

**Signups/pledges**

Does this event require signups or pledges? \_\_\_\_\_

If so who is responsible for creating the form? \_\_\_\_\_

How will this form be distributed? Who is responsible for the distribution? If a schedule for distribution is required attach a copy of the schedule to this form.

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How will it be collected? Who is responsible for the distribution? If a schedule for distribution is required attach a copy of the schedule to this form.

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**Advertising**

Types of advertising (check the ones you are using and state who is responsible for it)

Type of advertising	Using?	Who is responsible?
Bulletin		
Podcast		
Posters		
Facebook page		
Google calendar		
Word of mouth		

Official Event photographer: \_\_\_\_\_

Confirmed photographer on: (date) \_\_\_\_\_





