

Essential Skills Survivor Challenge

Activity Summary

- In this activity, students will:
- ♦ Create a half-day presentation and interactive workshop on the **Essential Skills** to Grade 8 classes at feeder school(s)
 - ♦ Facilitate a presentation and interactive workshop in the form of an **Essential Skills** Survivor Challenge

Prior Knowledge

- **Essential Skills**
- Interactive Presentations (workshop)

Teaching Planning Notes

- Review assignment including prior knowledge required and assessment and evaluation tools
- Provide students with supplies/materials to create activities
- Provide students with computer and internet access
- Provide students with teacher contact information for feeder schools
- Show clips from “Survivor” television series
- Modify number of students per activity as class size dictates
- Host teacher can create a reciprocal assignment after the activities with Grade 8 students (reflection on workshop)

Assessment of Student Achievement

| Task | Tool / Type |
|------------------------------|---|
| PowerPoint Worksheet | Essential Skills Survivor Challenge PowerPoint Worksheet (Formative) |
| PowerPoint Presentation | Essential Skills Survivor Challenge Presentation Rubric (Summative) |
| Host Teacher Assessment Tool | Essential Skills Survivor Challenge Host Teacher Assessment Tool (Formative) |
| Activities Worksheet | Essential Skills Survivor Challenge Activities Worksheet (Formative) |
| Activities | Essential Skills Survivor Challenge Activities Assessment Tool (Formative) |

Activities and Assessment Materials

- Assignment Sheet
- PowerPoint Worksheet
- Presentation Rubric
- Host Teacher Assessment Tool
- Activities Worksheet
- Activities Assessment Tool



FOCUS ON LEARNING

Essential Skills:

Oral Communication

Presentation and Facilitation of Activities

Writing

Create Interactive Presentation

Working with Others

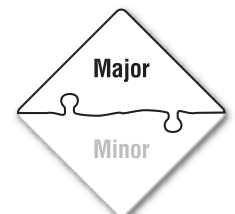
Presentation and Facilitation of Activities

Continuous Learning

Create Interactive Presentation

Computer Use

Create Presentation (PowerPoint)



Curriculum Linkages For Ontario Educators

Essential Skills truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- Leadership and Peer Support – GPP 3O

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

Leadership and Peer Support – GPP 3O

| Coded Overall Expectations | Coded Specific Expectations |
|---|--|
| IKV.02 – demonstrate an understanding of and use theories and strategies related to effective communication. | IK2.02 – describe the elements of effective communication (e.g., active listening, non-judgemental statements, paraphrasing) and demonstrate their use in selected leadership and peer support roles in the school or community (e.g., tutoring, mentoring, coaching, mediating, assisting with school or community projects). IK2.03 – use feedback effectively and appropriately to help others identify their strengths and areas needing improvement. |
| IKV.03 – demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals. | IK3.02 – demonstrate the skills required to help others define and achieve their goals (e.g., action planning, coaching). |
| EOV.02 – demonstrate the effective use of program design techniques to design peer support/leadership programs to address needs they have identified in the school. | EO2.03 – demonstrate the ability to design programs to meet identified needs (e.g., welcoming students who are new to the school). |
| EOV.03 – evaluate their own suitability for selected leadership and peer support opportunities (e.g., fundraising, peer mentoring, tutoring). | EO2.01 – describe selected peer support roles (e.g., tutoring, mentoring) in terms of responsibilities of the role, skills required, time commitments, and benefits and challenges for the volunteer, and evaluate their own suitability for these opportunities. |

Essential Skills Survivor Challenge

Get out the aloha aloha music – it is time to play survivor! Actually, it is time for you to have Grade 8 students play survivor. Your job is to create the presentation, detailed activities and facilitate the actual activities in a grade 8 classroom setting.

Challenge 1: Your Tribal Name and Identity

As many of you know, Survivor is made up of tribes. Your first challenge is to come up with a name for your “tribe”. Using an internet language translator, take a word in English that best describes your group and type it into the translator. Choose the most suitable translation in a foreign language. This is your new name. Next, create some form of identification for your tribe – either a flag, armbands, headbands, etc. – something that will be eye catching and get the Grade 8’s and your tribe fired up!



Challenge 2: Tribal Policies

Next, now that you have a tribal name and identity, your challenge is to develop a set of policies for your group. You have many jobs and rules must be in place to minimize problems as you work your way through these assignments. Make sure all tribal members agree and sign your tribal policies and everyone is aware of the consequences for not following policies.

Challenge 3: Assignment of Responsibilities

Now that you have all potential problems looked after, the real work (fun) begins! Discuss what each of your strengths, weaknesses, likes and dislikes are and decide who wants to do what in your group. Record this information on your Worksheet.

Challenge 4: Project Management Control

Everybody has a job, everybody has responsibilities. It is the group’s responsibility to make sure the project is on schedule and deadlines are met. It is also the group’s responsibility to report any problems, so action can be taken immediately. One group member is responsible for keeping the Project Management Control Worksheet up to date and accurate.

Challenge 5: Execute Program

It is the day you have been waiting for! Have fun!

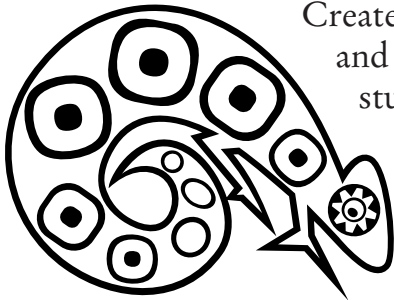
Essential Skills Survivor Challenge Assignment Details

Here are the main parts to this activity:

- create a brief PowerPoint presentation of the **Essential Skills** used in the workplace
- create nine (9) activities that challenge grade 8 students based on the nine **Essential Skills** for work
- facilitate the activities and record scores
- Provide the winning tribe with a small gift

The activities below describe each role's responsibilities, number of group members required and required **Essential Skills**. The **Essential Skills** are listed in order of importance for the position. Keep these in mind when selecting individuals for each job.

Part One: PowerPoint Presentation (10 Minute Presentation)



Create a brief PowerPoint presentation that describes the **Essential Skills** and how they are used in the workplace. It should be engaging to the students and fun to watch. Remember your audience! Towards the end of the presentation introduce the activities to come. Use appropriate “tribal” music and themes to get them fired up! (See PowerPoint Worksheet)

Number of Group Members: 3

Required Essential Skills: Computer Use, Writing and Reading Text

Essential Skills Survivor Challenge Assignment Details

Part Two: 9 Essential Skills Challenge Activities

(10 Minutes Each)

The activities students will engage in are based on the nine **Essential Skills** for work. There must be ONE ACTIVITY for each **Essential Skill**. They should be simple and brief. Keep in mind the time it takes to give detailed instructions. Challenges can include all members but do not necessarily have to include all members. When you are using computers for the “Computer Use” challenge, contact your host teacher to determine facility resources. Activities that involve athletic ability should keep in mind safety at all times. Each activity must have a detailed activity sheet completed for it. (see Activity Worksheet)

Number of Group Members: 9

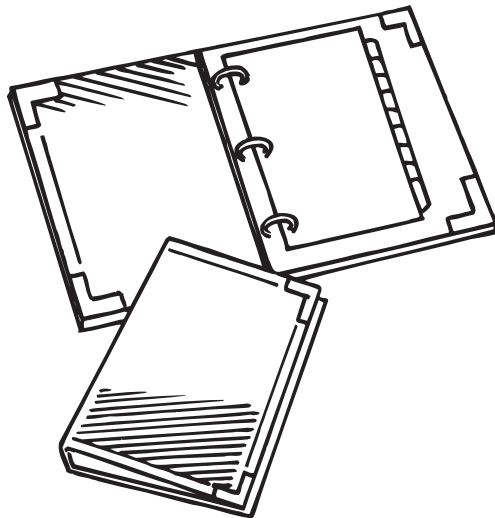
Required Essential Skills: Thinking Skills, Continuous Learning, Writing, Reading Text and Working with Others

Part Three: Facilitate and Record Scores

Individuals involved in these roles are responsible for getting the kids engaged in the activities. High energy and enthusiasm is important in these roles. Unbelievably great activities can die a slow death with the wrong individual(s). Choose these people wisely! These people are also responsible for monitoring the activities, although all members of your tribe will be helping out here. As well, they are responsible for recording those important scores and giving the winning tribe their prize.

Number of Group Members: 6

Required Essential Skills: Oral Communication, Thinking Skills, Numeracy and Document Use



Essential Skills Survivor Challenge PowerPoint Worksheet

Keeping in mind the objective of this presentation, using this template, provide a brief description of the contents of each slide – this is a formative assessment. Along with regular graphics and text design, your presentation must include, sound (music), slide transitions and timing sequences. You will be evaluated on your effective use of communication skills. If you want to create your own template with more detail space – go ahead!

| | |
|----|----|
| 1 | 11 |
| 2 | 12 |
| 3 | 13 |
| 4 | 14 |
| 5 | 15 |
| 6 | 16 |
| 7 | 17 |
| 8 | 18 |
| 9 | 19 |
| 10 | 20 |

Essential Skills Survivor Challenge Presentation Rubric

| CATEGORIES/ CRITERIA | LEVEL 1 (50-59%) | LEVEL 2 (60-69%) | LEVEL 3 (70-79%) | LEVEL 4 (80-100%) |
|--|------------------------|--------------------------|----------------------------------|--------------------------------|
| Knowledge and Understanding Demonstrates an understanding of theories and strategies related to leadership and group dynamics. | Limited | Some | Considerable | Thorough |
| Thinking and Inquiry Effectively evaluated their suitability for various leadership opportunities in the assignment. | Limited | Somewhat | Considerable | Thorough |
| Communication Uses effective communication skills to work with group. | Limited | Somewhat | Considerable | High Degree |
| Application Effectively designed activities to address assignment criteria. Effectively helps individuals and group achieve their goal. | Limited Limited | Moderate Moderate | Considerable Considerable | High Degree High Degree |

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Essential Skills Survivor Challenge Host Teacher Assessment Tool

Please complete this assessment sheet based on the presenters from our Grade 12 class.

Scoring: 1 = least, 2 = sometimes, 3 = most of the time, 4 = all the time, 5 = 110%

Student Name _____

| | | | | | |
|--|---|---|---|---|---|
| 1. Student was prepared | 1 | 2 | 3 | 4 | 5 |
| 2. Student was poised and confident | 1 | 2 | 3 | 4 | 5 |
| 3. Student was articulate and audible | 1 | 2 | 3 | 4 | 5 |
| 4. Student was enthusiastic and engaged students | 1 | 2 | 3 | 4 | 5 |
| 5. Student was knowledgeable | 1 | 2 | 3 | 4 | 5 |
| 6. Student was organized in facilitating events and recording scores | 1 | 2 | 3 | 4 | 5 |
| 7. Student showed genuine interest in students | 1 | 2 | 3 | 4 | 5 |



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Essential Skills Survivor Challenge Activities Worksheet

Group _____ Name _____

This activity sheet template will help you prepare your activities. It will also help me determine if there are any areas that you might want to revisit before finalizing the activities. The assessment for these activities is formative. Your host teacher will assess the actual activities on site. He/she will get a copy of your final activity sheet and compare it to the actual delivery.

Activity Title: _____

Essential Skill: _____

Objective(s): _____

Time Allowed: _____

Resources: _____

Handouts: _____

Scoring Method: _____

Facilities Needed: _____

Rationale for Activity (how does this activity demonstrate the **Essential Skill**?
Is it easy to follow? Is it easy to score? Why would students like this activity?)

Essential Skills Survivor Challenge Activities Assessment Tool

Activity: _____ Group: _____

Part One: Written Activity

| CRITERIA | <input checked="" type="checkbox"/> | COMMENTS |
|--|-------------------------------------|----------|
| Complete and easy to follow | <input type="checkbox"/> | |
| Correct (spelling/grammar) | <input type="checkbox"/> | |
| Other components meet objectives (i.e. resources = objectives) | <input type="checkbox"/> | |
| Rationale is thorough (supports your activity!) | <input type="checkbox"/> | |

Part Two: Performed Activity

| CRITERIA | <input checked="" type="checkbox"/> | COMMENTS |
|--|-------------------------------------|----------|
| Instructions were easy for students to follow | <input type="checkbox"/> | |
| All resources were available and used | <input type="checkbox"/> | |
| Activity met objectives (<i>Essential Skill</i> = activity) | <input type="checkbox"/> | |
| Students were enthusiastically engaged in activity | <input type="checkbox"/> | |

Comments: _____

