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ABSTRACT

This document is one in a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills, especially in vocational education. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group.) Divided into three parts, this module is designed (1) to provide guidelines and a framework for implementing a generic work skills curriculum into the classroom curricula or educational program; (2) to help the user acquire the instructional management skills needed to teach generic work skills; and (3) to help the user adapt the curriculum to the needs and constraints of his/her situation. Each section is organized so that the guidelines and a framework are presented first and then an application exercise. A self-evaluation activity is included at the end of the module.

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Instructional Leadership
Development for Generic
Work Skills Curriculum

MODULE 2:
CURRICULUM PLANNING,
IMPLEMENTATION, AND
EVALUATION

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March 1979

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PREFACE

Supported by a grant from the Vocational Education Research Program of the Bureau of Occupational and Adult Education of the U.S. Office of Education, the Far West Laboratory for Educational Research and Development designed, developed, and pilot-tested a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills.

This project used a research curriculum called INTERACTION, which was developed by the Far West Laboratory in 1975,* as a foundation for the personnel development program. The INTERACTION curriculum was designed to help high school students to learn cooperative group interaction skills in small task-oriented groups, in order to prepare them to make healthy adjustments to the requirements of most job settings.

The research curriculum facilitates the development of competence in:

- (1) communicating effectively;
- (2) identifying and utilizing group resources;
- (3) resolving conflicts;
- (4) planning to accomplish and to carry out tasks;
- (5) evaluating individual and group performance;
- (6) sharing leadership/membership responsibilities;
- (7) making group decisions; and
- (8) cooperating with group members.

The curriculum was pilot-tested in urban, suburban, and rural settings; in large and small schools; with academically motivated students and with under-achievers; and in vocational, experimental, and academic classes. Pilot test findings clearly indicated that in all settings the value and effectiveness of the curriculum is greatly enhanced: (1) if the teacher has had previous

* INTERACTION and the Effects of Learned Leadership/Membership Skills on Work Performance: Final Report (San Francisco, CA: Far West Laboratory for Educational Research and Development, 1975).

training in generic work skills, and (2) if the teacher is competent in planning and implementing curricula in generic work skills.

The Instructional Leadership Development program responded to the need outlined above. Accordingly, the project staff at the Far West Laboratory:

- designed a model of, and specifications for, a professional development program for Instructional Leadership in Generic Work Skills curriculum planning, implementation, and evaluation;
- developed training materials and procedures (based on the model) that enable educators to acquire competence in the planning, implementation, and evaluation of curricula and instructional programs in generic work skills; and
- pilot tested the program in a variety of professional development settings.

The products developed by the project include: an Orientation Guide; A Model for an Instructional Leadership Development Program in Generic Work Skills Curriculum; Foundations, a curriculum content module; Curriculum Planning, Implementation, and Evaluation, a curriculum management module; and a Final Report.

An essential aspect of the project was the involvement of educational practitioners in the research and development process. This was accomplished through cooperative arrangements with institutes of higher education and participating school districts.

In this document we present one of the two instructional modules that can be used as a resource in implementing an Instructional Leadership Development program.

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INTRODUCTION

The purpose of the Instructional Leadership Development (ILD) Program in Generic Work Skills (GWS) Curriculum is to assist educators--primarily vocational educators--in planning, implementing, and managing generic work skills curricula and instruction. The ILD program may be used by small groups of educators in a self-directive mode or as part of an inservice/preservice professional development program.

The complete set of program resources includes:

- Orientation Guide - designed to introduce the program;
- A Model for an Instructional Leadership Development Program in Generic Work Skills Curriculum - a description of the training program;
- Instructional Leadership Development Module #1: Foundations - a professional development module that provides teachers with the basic theories and knowledge upon which the concept of a generic work skills curriculum was developed;
- Instructional Leadership Development Module #2: Curriculum Planning, Implementation, and Evaluation - a professional development module on how to plan, implement, and evaluate a generic work skills curriculum; and
- INTERACTION - a cooperative group interaction skills (generic work skills) curriculum for students. (explained next)

The INTERACTION curriculum was designed by the Far West Laboratory in 1975 for use by high school students in learning how to interact effectively and act cooperatively in small, task-oriented groups. Because the skills are not content-bound and are almost universally required at the work place, they are also called generic work skills. It is assumed that the user of the two professional development modules has studied INTERACTION. Furthermore, it is assumed that the user of this module (Module 2) has completed the first module.

RELATIONSHIP BETWEEN THE INSTRUCTIONAL LEADERSHIP
DEVELOPMENT PROGRAM MODEL AND THIS MODULE

Section VI of A Model for an Instructional Leadership Development Program in Generic Work Skills Curriculum sets forth specifications for instructional resource materials for Generic Work Skills (GWS) curriculum management.

From any set of curriculum specifications, a number of alternative instructional/training programs can be developed. The module presented here was derived from the curriculum specifications, but it only exemplifies and partly represents those specifications; it does not fully implement them.

Furthermore, the module in its present state should be considered to be a first cut--pilot form--of an instructional resource material to be used in an Instructional Leadership Development Program in Generic Work Skills. It invites further "try-out" testing and revision based on that testing.

MODULE OVERVIEW

The purpose of the Implementation and Management module is (1) to provide you with guidelines and a framework for implementing a generic work skills curriculum into your classroom curricula or educational program; (2) to help you acquire the instructional management skills needed to teach generic work skills; and (3) to help you adapt the curriculum to the needs and constraints of your situation. As a result of completing this module, you will be able to:

- identify ways to use generic work skills in a classroom curriculum or educational program;
- decide how to use the generic work skills curriculum and materials;
- develop an implementation plan;
- develop introductory materials and activities;
- introduce generic work skills to a group;
- assess individual and group skill levels or readiness for generic work skills training;
- develop group tasks;
- facilitate and coordinate activities;
- evaluate group procedures and outcomes;

Figure 1 is a map of the content and objectives of this module. It depicts the content flow and the relationships between content and objectives.

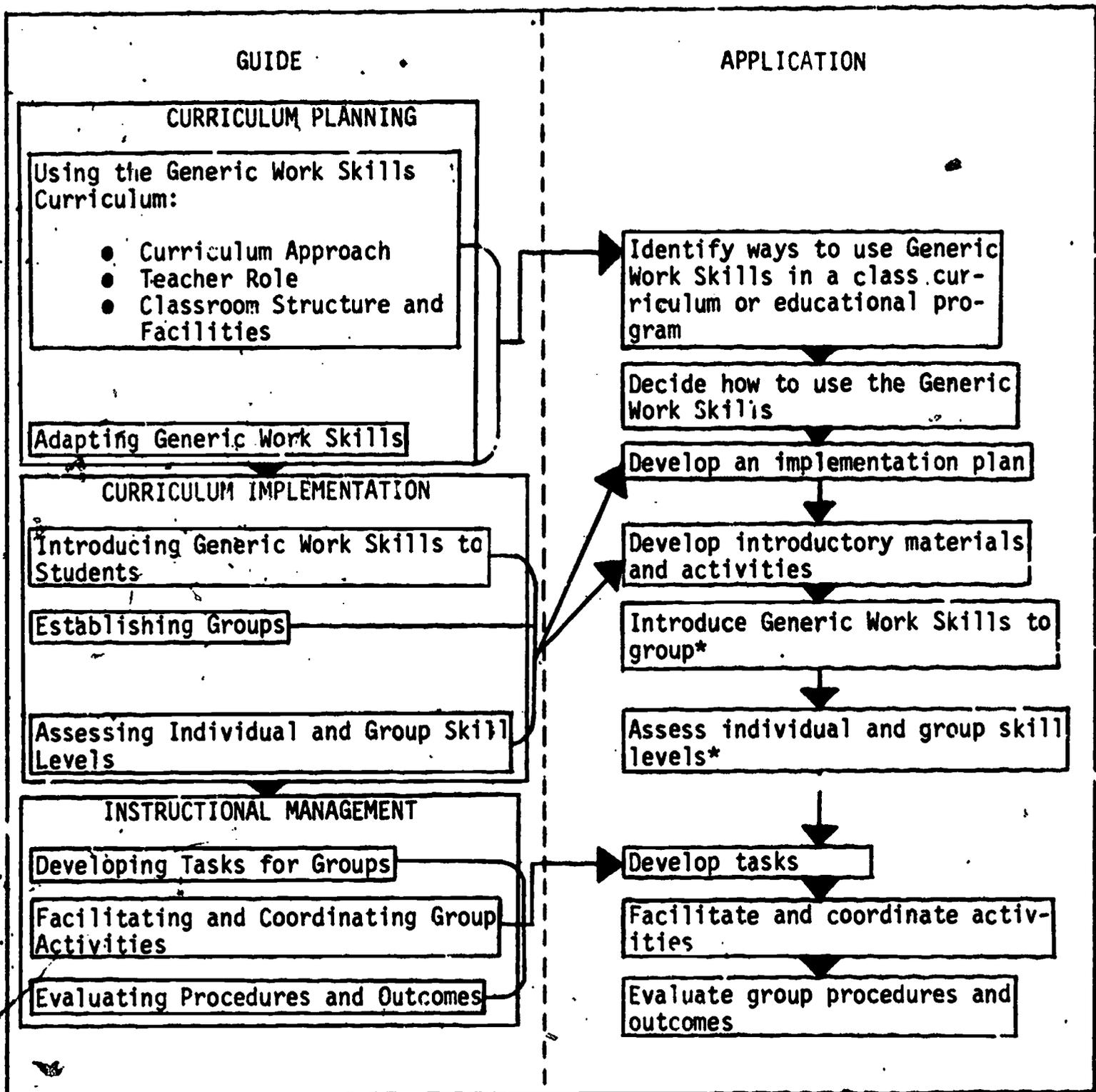
There are three major sections to the module: 1) CURRICULUM PLANNING; 2) CURRICULUM IMPLEMENTATION; and 3) INSTRUCTIONAL MANAGEMENT. Each section is organized so that first you are provided with guidelines and a framework for planning, implementing, and managing a generic work skills curriculum, and then you are asked to apply those guidelines. At the end of the module you are asked to evaluate your experience. You are also asked to reassess your own skills and the skills of the group in each of the eight competencies at the conclusion of

module activities.

Module 2, which builds on the information and exercises in Module 1, assumes that:

1. the INTERACTION curriculum was reviewed.
2. a Planning and Implementation Group has been formed to prepare an implementation plan and to adapt the generic work skills curriculum to your school program;
3. each member of the group has completed the first module.

If so, you are ready to begin. If not, complete the above steps not yet accomplished.



* Simulated activities.

Figure 1:

MODULE CONTENT AND OBJECTIVES

KEY TERMS

- Instructional Leadership Development (ILD): refers to the professional development of educational personnel who are (or might be) involved in planning, designing, implementing, managing, and evaluating instructional/learning experiences in the domain of generic work skills.
- Generic Work Skills (GWS): refers to one set of skills in the generic work skills domain, namely those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among members of the group.
- Model: (a) an abstract representation of reality, or (b) an organized expression of a mental image. This image can be described, depicted, or otherwise displayed. Such a description can then be used to make the model real. In this work, the term model is used in the sense of a mental image--the image of an Instructional Leadership Development program in Generic Work Skills. The model document also outlines specifications for the components of the program and for the relationships among the various components. The model and specifications became the basis upon which a training program was developed and adapted to fit into a variety of institutional settings and implementation modes.
- Curriculum Content Module: an instructional resource to be used in implementing an Instructional Leadership Development program in Generic Work Skills that introduces: (a) the knowledge base for generic work skills; (b) a description of the content that can be used to introduce generic work skills curriculum and instruction; and (c) the specification of generic work skills competencies.
- Curriculum Management Module: an instructional resource that can be used to implement an Instructional Leadership Development program in Generic Work Skills that introduces arrangements and procedures for the purposing, planning, implementing, and evaluating of generic work skills curriculum and instruction.

CURRICULUM PLANNING

USING THE
THE GENERIC
WORK SKILLS
CURRICULUM

Implementing generic work skills in the classroom entails developing an instructional strategy somewhat different from that generally in use in most schools. It requires the formation of small groups to carry out specific tasks. It means infusing the INTERACTION activities into your course curriculum and identifying tasks that will achieve your curriculum goals and that are suitable for completion by small groups.

Every school and each program and curriculum within the school has its own design, course content, and instructional approach. How the generic work skills curriculum will be used and the extent to which it will be used in schools and educational programs will vary. The purpose of this section of the module is to provide you with guidelines and suggestions for how you might use the curriculum in your school. You will have to decide which curriculum approach to use, what adaptations must be made, and what additional materials, if any, ought to be developed.

As a result of completing this section of the module you will:

- identify ways to use generic work skills in a class curriculum or educational program;
- decide how to use generic work skills in your school; and
- develop an implementation plan.

CURRICULUM PLANNING - GUIDE

USING THE GENERIC WORK SKILLS CURRICULUM

USING THE GENERIC WORK SKILLS CURRICULUM

The generic work skills curriculum can be introduced into the regular school curriculum in one of two ways:

1. it can be used as the basis of an elective course; or
2. generic work skills activities and instructional strategies can be adapted to and infused with some other subject matter, such as social studies, or, more appropriately, career or vocational education classes.

In planning how to use the generic work skills curriculum in your school, consider the adjustments that must be made in the teacher role and in classroom structure and facilities. Each of these issues--curriculum approach, teacher role, and classroom structure and facilities, is addressed separately on the following pages.

Curriculum Approach

In planning your curriculum approach, you should consider several factors, including the degree of competence the students possess in generic work skills, the content and goals that must be addressed by the class, and any constraints that must be taken into consideration. At the time you are planning a curriculum, you will not be able to assess the individual skill levels of students in the eight competencies; but you should be able to estimate general skill levels based on your prior experience. (See page 24 for a discussion on the assessment of individual and group skill levels.) The following questions about course content and goals and constraints should be answered when deciding which curriculum approach to use.

1. Content and Goals

- Can the established course goals readily be achieved through small group work?
- If not, can the goals be modified?
- What proportion of the required class curriculum can be accomplished through small group work?

2. Constraints

- Can classroom space be adapted to small group work?
- Will classes in adjoining rooms be disturbed by a somewhat noisier neighbor?

Generic Work Skills as an Elective. Generic work skills can be taught as a separate, elective course or in conjunction with an extracurricular activity such as student government, the school yearbook, athletic clubs, interest clubs (e.g., ecology, future teachers), the student newspaper, and drama productions.

For example, one field test site for the generic work skills curriculum was a leadership class for student body officers at a high school in a northern California school district. This class decided to complete the modules on communication, conflict resolution, planning, and cooperation in order to learn skills to help them plan and lead student body activities, programs, and projects. A major project of the class was the production of the school's awards assembly.

The advantage to this approach is that after students have mastered the rudiments of generic work skills they can practice and improve their competencies in activities in which they have already expressed a strong interest. The drawbacks stem from potential scheduling, crediting, and attendance problems.

CURRICULUM PLANNING - GUIDE

USING THE GENERIC WORK SKILLS CURRICULUM

Scheduling problems are likely to arise if the class is taught in conjunction with an extracurricular activity, because it will impose extra after-school time burdens on students. If students do not perceive the usefulness of the class to their extracurricular interests, attendance problems may result. Credit for participation may stimulate attendance; however, declining enrollments and other budget constraints will likely preclude the addition of a new elective.

Generic Work Skills as Part of an Existing Class. The alternative to teaching generic work skills as a separate elective course is to incorporate portions of the curriculum into that of another class, e.g., a work experience related instruction class, a vocational education course (shop, auto body, mechanics), or a business class. Although only portions of INTERACTION could be included in the curriculum of such classes because of the constraint of time, the instructional strategies, class structure, and concepts can be used very effectively as an instructional methodology.

For example, an innovative, career-oriented high school in northern California used the INTERACTION modules on communication, conflict resolution, planning, and evaluation as the primary content in a business management course. Students were responsible for evaluating various student enterprises at the school, such as the food service concession. They used generic work skills they learned in the class to evaluate and recommend improvements in these enterprises. They also organized a Student

Loan Company, which continued to operate successfully throughout the following semester. Other classes in which generic work skills content and instructional strategies have been infused successfully within standard subject matter, include a U.S. history class in a high school in coastal Oregon, and a sales class in a central California high school.

It is advisable to devote time to teaching the eight competencies that make up the generic work skills curriculum prior to asking students to work in small groups in order to learn the course material. The activities in INTERACTION can be used as they appear in the book; they can be supplemented with other similar activities; or they can be adapted to the course content.

[see Adapting Generic Work Skills (page 10) for further guidelines on adapting the curriculum to specific course contents.]

It may be helpful to use at least some portion of INTERACTION as a means of assessing individual and group skill levels in the competencies, to help students acquire enough skill in competencies to work in small groups on course material, and to help students understand the purpose of generic work skills.

When planning to incorporate generic work skills into your curriculum you will need to: (1) identify curriculum goals that can be attained by cooperative group activity; (2) devise useful contexts that involve a specific task; and (3) select appropriate strategies for conveying generic work skills. Such strategies include:

CURRICULUM PLANNING - GUIDE

USING THE GENERIC WORK SKILLS CURRICULUM

- instructional approaches;
- learning activities (e.g., case studies, field trips, interviews, demonstrations, role-plays, simulations);
- inquiry methods; and
- value analysis and clarification exercises.

In planning your curriculum you will also have to analyze and allocate the resources available to you and your students for achieving the course objectives. Methods of developing tasks that will enable students to accomplish curriculum goals and objectives are discussed beginning on page 36.

Teacher Role

This module assumes that the person who adapts the generic work skills curriculum to local needs and constraints and who plans its implementation, will also teach it. Thus the role of the teacher will incorporate the functions of:

- group leader (since the teacher will form a group to help him or her);
- curriculum designer;
- curriculum planner;
- teacher;
- learning facilitator and coordinator;
- instructional manager.

These roles are not unique to generic work skills, nor are they new to most teachers. For planning purposes, however, you should be aware of the variety of functions you will need to fulfill,

with assistance from the Planning and Implementation Group you have formed.

Using small groups as an instructional method alters the role of the teacher by involving the students to a greater degree in the planning and selection of learning activities. The aim of generic work skills is to allow each group as much autonomy as is possible and appropriate to its capabilities. Therefore, the teacher becomes more of a learning facilitator and coordinator than an instructor or conveyor of specific information. Remember, however, that in order for the groups to be able to work together effectively, they must have some instruction in generic work skills first. That is, you must teach them what generic work skills are and how they can be used by going through some of the exercises in INTERACTION (or comparable ones of your own) until they are sufficiently competent to apply their skills to tasks more germane to the course content.

An adjustment that students and teachers must make to the generic work skills curriculum approach is in the changes in roles it requires:

- Teachers become instructional managers as well as designers and implementers.
- Teachers become partners and major stockholders in a learning corporation.
- Students are responsible for the products of other students, since the products of each group member affect all other group members.

CURRICULUM PLANNING - GUIDE

USING THE GENERIC WORK SKILLS CURRICULUM

- Students become members of the learning corporation, and are therefore responsible for corporate management of scarce resources such as time, information, and talent.
- Students are made aware of the need for help from other persons if the job is for a single individual.
- Students become aware of the necessity of sharing as a prerequisite for sufficient understanding.

Classroom Structure and Facilities

Some changes must be made in the structure of the classroom for students to be able to work in small groups. If the classroom consists of desks bolted to the floor, students could sit in groups of four to six adjacent desks, with some students sitting sideways while they are working together. If there are more desks than students, empty ones can be used to separate the groups.

If the classroom is an amphitheatre-style lecture hall, a similar method can be used so that the groups of students have as much distance from one another as possible, so that they will not disturb each other while working.

Noise level may prove to be a problem for adjacent classrooms. If so, it may be possible to use another room that is more isolated from the rest of the classes. If not, students will have to be reminded frequently to speak softly, so that conflicts with other teachers will be avoided.

REVIEW/SUMMARY:
USING THE GENERIC WORK SKILLS CURRICULUM

Generic work skills can be
taught as:

An elective course
Part of an established course

Using a generic work skills curriculum involves planning the curriculum approach, modifying the teacher's role, and rearranging the classroom structure and facilities.

When planning to incorporate
generic work skills into an
existing class:

Identify curriculum goals attain-
able by group effort
Devise useful contexts involving
specific tasks
Select appropriate strategies
for conveying generic work
skills
Analyze and allocate available
resources

ADAPTING GENERIC WORK SKILLS

ADAPTING GENERIC WORK SKILLS

The activities in INTERACTION can, of course, be used as they appear in the book. Generic work skills can be more naturally presented, however, if they are adapted to course content and goals. Adaptation of the curriculum to your course content will help students perceive the relevance of generic work skills to the subject matter of the class.

This section presents examples of how specific INTERACTION activities and exercises can be adapted to various standard school subjects. The examples have been chosen more or less at random from the student activities in the eight competency modules. Many of the activities are already appropriate for some classes. For example, the communication module is suitable for language arts classes. For other classes, however, considerable adjustments may be necessary. This section also offers guidelines for revising your entire curriculum to fit the generic work skills instructional approach by forming groups and developing and assigning tasks that will enable students to meet your course goals.

Adapting INTERACTION ActivitiesADAPTING
GENERIC
WORK SKILLS

The basic procedure for adapting activities from INTERACTION to your course is as follows:

1. Identify skill areas in which your students need instruction (these should correspond to assessed needs as discussed on pages 24-25, and should also relate to course goals and objectives).
2. Turn to the INTERACTION module that addresses these areas and select the activities you wish to use.
3. Analyze each activity, identifying the parts that are generic (the actual group interactions such as discussing, deciding, ranking, outlining plans, etc.) and those parts that present the context in which the skills are used.
4. Using the given context presentation as a model, write new instructions that feature examples and situations appropriate to the course content.

Examples of INTERACTION activities that have been adapted to various courses are included in Appendix A.

In addition to adapting INTERACTION activities to your course, you will also need to identify a variety of tasks that small groups could accomplish while at the same time accomplishing your course curriculum goals.

CURRICULUM PLANNING - GUIDE

ADAPTING GENERIC WORK SKILLS

Adapting the generic work skills curriculum to your course requires a shift from dealing with the class as a set of individuals, to dealing with it as a set of groups, each of whose members must work together in order for the group to accomplish the course goals and objectives. This shift is achieved by giving the groups responsibility for accomplishing course assignments that can be divided into segments for different group members to accomplish. Thus, each member of the group will be carrying out a different task, and each task will be necessary to accomplish the group's assignment. The success of the group will depend on every member, and group success will depend on members helping each other. This learning structure makes the development of group assignments an important step in implementing the generic work skills curriculum. (The development of tasks is discussed on pages 36-40.) When revising your course to incorporate the teaching of generic work skills and a group learning approach, be sure to consider the following:¹

¹Adapted from guidelines developed for and used by teachers who participated in the pilot test of the ILDGWSP materials.

- *Content.* Should students master existing course content via a group approach or can comparable (although somewhat different) content be taught through group projects? Will it be possible to assign different tasks to each group and then have each group instruct the others on their work? Or will it be necessary for the groups to work on the same tasks simultaneously?
- *Performance.* What are the minimum performance standards you expect your students to meet? What criteria will you use for their performance? How will you translate performance into grades?
- *Task Analysis.* What information must all students know as a result of participating in the course? What kinds of learning outcomes can vary from student to student? The answers to these two questions will determine, by and large, whether every group must work on the same or similar tasks, or whether each group can carry out different tasks that together comprise the total curriculum. Tasks need to be developed that will enable students to acquire the information and skills that are considered central and critical to the course.
- *Time and Resource Analysis.* How much time is available to students for working in groups? How much time will be needed to bring students' generic work skills to a level necessary for them to be able to work well enough in groups to learn the course material? Can the class be scheduled so that, if necessary, students can stay after class to spend extra time working together? Can the tasks chosen be accomplished during the regular class period? Are necessary equipment, materials, and monetary resources available for students to carry out their tasks? If not, have you considered how they can be obtained, and have you allowed time for obtaining them?
- *Population Analysis.* What is the composition of your class? Have students' skills and abilities been taken into consideration in planning tasks? Have such factors been considered in planning how groups will be formed and in determining appropriate size and composition?

REVIEW/SUMMARY: ADAPTING GENERIC WORK SKILLS

Adapting generic work skills
can entail:

Modifying activities in
INTERACTION to suit the
interests, needs, and course
area of your class
Revising your course curriculum
to incorporate the teaching of
generic work skills and the
use of a group approach to
learning

When revising a course curriculum, examine the course content for potential learning activities for groups; develop performance standards and criteria; analyze the curriculum for tasks suitable for completion by small groups; evaluate available time and other resources needed to accomplish tasks; and ensure that the revised curriculum is suitable to your target population.

PLAN YOUR CURRICULUM

Convene the Planning and Implementation Group you formed during the final activity in Module 1 ("Form a Group").

This group will plan the curriculum, participate in a simulated implementation of it, and evaluate individual and group procedures and outcomes. This first activity in Module 2 has three parts:

1. Identify ways to use generic work skills in your school --as a separate elective class, as part of an extracurricular activity, or as part of an existing course. Record the list of alternatives the group develops. Beside each, identify its advantages and disadvantages, including specific information about the needs and constraints of your local situation.

2. Decide how to use the generic work skills curriculum in your school. Record the rationale for that decision, including such information as teacher interest, administrative support, available resources, classroom structure and facilities, student interest, scheduling problems, and adaptability of generic work skills to the content of courses considered for its implementation.

3. Develop an implementation plan. This plan should include a list of tasks that must be accomplished, individual responsibilities within the group for accomplishing them, roles and functions of group members, and a deadline for the accomplishment of each task. Include in the implementation plan individual

CURRICULUM PLANNING - APPLICATION

responsibilities for evaluation (e.g., who will monitor procedures, who will evaluate the development of small group tasks from the course goals). The records that result from this activity will contribute to the final evaluation of the work of the Planning and Implementation Group.

CURRICULUM IMPLEMENTATION

INTRODUCING GENERIC WORK SKILLS

Depending on the needs of the students, the first small group activity in which they participate will be either an exercise from the INTERACTION text, an adaptation of one, or a task aimed at the achievement of the course curriculum goals (e.g., learn the entrance requirements of four careers). In any case, you will have to introduce the concept of generic work skills and help students form the groups in which they will work.

This section of the module is designed (1) to help you develop introductory materials and activities for your generic work skills curriculum approach; (2) to provide guidelines for establishing groups; and (3) to offer suggestions and guidance in assessing individual and group skill levels. As a result of completing this part of the module you will be able to:

1. develop introductory materials and activities for a generic work skills curriculum;
2. introduce generic work skills to a group; and
3. assess individual and group skill levels.

INTRODUCING GENERIC WORK SKILLS

INTRODUCING GENERIC WORK SKILLS TO STUDENTS

Slightly different introductions to generic work skills are necessary for students in an elective course than for students in other classes in which generic work skills will be infused. In the former case, the entire semester (or year) will be devoted to the topic, giving you ample time to reinforce GWS competencies. In the latter, generic work skills will be used as a process rather than a content and in that way will play a secondary role to the course content that must be conveyed. In both cases, however, there are two types of information to communicate to students: (1) information about how the class will be structured and organized; and (2) guidelines for group work.

Structuring the Class

Whether generic work skills are taught as a separate elective course or incorporated into another course curriculum as an instructional approach, the single most important impact it will have on the class will be on how the class is organized and structured. Therefore, it is very important that the students be given information on the generic work skills instructional approach at the very beginning of the class. Below are several points that should be made.

1. People learn things in a number of different ways:
 - by working independently, e.g., reading, constructing things, studying nature, conducting experiments;
 - by being given information in a passive group, e.g., watching a film, listening to a lecture, watching a play or other performance; and
 - through group interaction, e.g., discussion groups, problem-solving groups, and task-oriented groups.

2. A small group or team is one of the basic units of human organization. The family group, the household, a hunting party, a farm crew, an army platoon, a kitchen staff, and a research team are all examples of this basic unit--the most common arrangement for work situations.

3. Because of the importance of the ability to work well in small groups, and because of its effectiveness in accomplishing tasks, this class will be structured into small groups for the entire semester.

INTRODUCING
GENERIC
WORK SKILLS

Explain to students the method you have selected to form the groups (see page 21) and discuss with them why you have selected that method.

Guidelines for Group Work

Before students actually form groups and begin work, they should be told the ground rules for working in small groups. These include:

1. The teacher will present the basic task to be accomplished, derived from curriculum goals; thereafter she/he will function primarily as a learning coordinator and facilitator. The teacher will (a) help students decide how to accomplish the task; (b) serve as a source of information, supplies, and advice as needed; (c) intervene to help resolve conflicts and to solve problems when necessary; and (d) help groups to stay on track in accomplishing their tasks.

INTRODUCING GENERIC WORK SKILLS

2. Every member of each group is needed to accomplish the task. Students should remember that no two people are alike, and therefore each group member can contribute in a different, but equally important way. When students begin work on their tasks, they may find it useful to divide the work according to individual abilities. Students often think of "resources" as raw materials, money, and equipment. However, human beings are resources and a group cannot afford to ignore or waste them.
3. When a group is working on a task, the job should be more important than their feelings about each other. In a work setting, people who may not like one another very much have to learn to get along well enough to do their job and to do it well. This is equally true in a class that is organized into small groups.

ESTABLISHING GROUPS

The process of dividing students in a class into small groups opens the door to competition and an "us versus them" feeling among group members. In schools where there are already tensions among various social, ethnic, or racial groups, the handling of groups within a class must be done very carefully.

ESTABLISHING
GROUPS

Students may seek to be in the same group because of ethnic identity, neighborhood origin, or social status within the community or school. Students who perceive themselves as having low status may try to get into groups with the school leaders and may be upset if they are rejected. Groups that include two or three members who are close friends are likely to foster power struggles, hidden resentment, preferential treatment of some members, and unbalanced communication within the group. For the preceding reasons, and in order to help students learn to get along with a variety of people, it is preferable that you assign students to heterogeneous groups of five or seven members each.

Groups of such size are large enough to provide a practical group experience, yet small enough to allow the development of close communication and group cohesion. Groups should contain odd numbers of members so that stalemates cannot occur.

Ideally each group should reflect a balance of articulate, outgoing individuals, with quiet, less verbal ones; a balance of male and female students; students of various ethnic and racial backgrounds; and those who have high achievement records together with

CURRICULUM IMPLEMENTATION - GUIDE

ESTABLISHING GROUPS

those whose scholastic records are lower. You may wish, however, to let students select their own groups. Some researchers have found that positive benefits accrue from allowing students to work in groups of their own choice (Hallinan and Tuma, 1978; see Module 1). If you decide to establish groups by student choice, tell the students that no group should be larger than seven members and that each group should contain an odd number of students.

Before asking students to form small groups, study your class carefully. You should be very sensitive to potential problems arising from student choices and to hurt feelings that may result from rejection. Facilitate the group-forming process with tactful suggestions. You may also find it helpful to explain the procedure one day and to have students make their choices on another, in order to give them time to think about their decisions. Be sure to tell them that the groups are for the purpose of accomplishing tasks, rather than socializing.

On the day that groups are to be established the room should be sectioned off and designated in some manner. Tell students to leave their present places and move to one of the designated sections (leaving their books where they are for the time being). If too many people want to join a given group, they will have to divide up and either start a new group or join different groups. Remind students that they are going to be working together, not

engaging in social activities, so they should choose a group on the basis of who would be useful co-workers as well as who their friends are.

It will probably take considerable rearranging before everyone is settled. If some students are reluctant to join a group, or are not acceptable to existing groups, encourage them to join together (even if there are only three of them). If only one or two students are left over, find out which groups they would like to join and negotiate with those groups or find groups willing to accept another member.

When social hostilities exist in the class, or when some groups have been required to include unpopular members, it may be advisable to give them the opportunity to work through several of the INTERACTION activities on communication and cooperation. All the groups within the class should be managed in a cooperative, rather than a competitive manner. Just as a task may be divided among group members, all of whom must do their part to complete it, a larger project may be divided among several groups, which depend on each other to carry it out.

CURRICULUM IMPLEMENTATION - GUIDE

ASSESSING SKILL LEVELS

ASSESSING SKILL LEVELS

When preparing to use generic work skills in your class, you need to be able to judge how well students work in small groups before you assign them lengthy or involved projects. There are two ways you can do this: (1) you can have students complete some of the INTERACTION activities (as written or adapted to your curriculum) in their small groups; or (2) you can assign the groups brief tasks that are limited in scope.

The purpose of both the above approaches is to provide you with an opportunity to observe your students while they work in small groups so that you can gain an "initial reading" of their ability to work in cooperative task-oriented groups. You can then structure your program to their ability level. If necessary, you can have the students work through activities in each of the eight competence areas. If not, you can have them work on those competencies with which they are having the most difficulty. You may have one or two groups that do not need to spend additional time working through the INTERACTION activities, but rather are ready to begin larger assignments that are more directly related to the class curriculum.

Use the checklist on the following pages as a monitoring device. Completing it will help you to assess the skills of your class groups. (The skills of individual students can be assessed with the instruments that are included at the end of each section of INTERACTION.) The checklist may also be helpful to you as an

ongoing monitoring device for evaluating the effectiveness of each group and for identifying problem areas. The last section of this module (Facilitating and Coordinating Group Activities) offers suggestions and guidance for identifying problems and for helping groups to solve their problems.

ASSESSING
SKILL
LEVELS

CURRICULUM IMPLEMENTATION - GUIDE

CHECKLIST FOR ASSESSING GENERIC WORK SKILLS

Communicating

YES

NO

1. In class discussions, do students:

● keep to the subject?

● wait for others to finish before speaking?

● listen and respond appropriately to what others say?

● wait impatiently to state their own ideas?

2. When students disagree, do they:

● reject the idea entirely?

● offer constructive criticism?

● react strongly when their ideas are rejected?

3. Do students appear to be able to express their feelings honestly in front of one another?

Using Resources

4. Can students suggest how to find needed information?

5. Are students familiar with community resources:

● location?

● available services and information?

● range of resources available (e.g., social, recreational, cultural, economic, public service, etc.)?

CHECKLIST FOR ASSESSING
GENERIC WORK SKILLS (Continued)

<u>Resolving Conflicts</u>		<u>YES</u>	<u>NO</u>
6.	Do students confine their interactions to others of the same social or ethnic group?	<input type="checkbox"/>	<input type="checkbox"/>
7.	Is there peer pressure against academic achievement?	<input type="checkbox"/>	<input type="checkbox"/>
8.	Is the classroom atmosphere:		
		<u>YES</u>	<u>NO</u>
•	friendly	<input type="checkbox"/>	<input type="checkbox"/>
•	lively	<input type="checkbox"/>	<input type="checkbox"/>
•	alert	<input type="checkbox"/>	<input type="checkbox"/>
•	calm	<input type="checkbox"/>	<input type="checkbox"/>
•	hostile	<input type="checkbox"/>	<input type="checkbox"/>
•	subdued	<input type="checkbox"/>	<input type="checkbox"/>
•	apathetic	<input type="checkbox"/>	<input type="checkbox"/>
•	tense	<input type="checkbox"/>	<input type="checkbox"/>
9.	Are students unwilling to discuss certain topics?	<input type="checkbox"/>	<input type="checkbox"/>
10.	Can students disagree without becoming hostile or defensive?	<input type="checkbox"/>	<input type="checkbox"/>

Planning

11.	When given a task, do students:		
		<u>YES</u>	<u>NO</u>
•	horse around	<input type="checkbox"/>	<input type="checkbox"/>
•	ask minor questions	<input type="checkbox"/>	<input type="checkbox"/>
•	stare into space	<input type="checkbox"/>	<input type="checkbox"/>
•	begin work immediately	<input type="checkbox"/>	<input type="checkbox"/>
12.	Can students devise a simple plan for their activities in a given period of time?	<input type="checkbox"/>	<input type="checkbox"/>
13.	Do students seem frustrated or confused by the task?	<input type="checkbox"/>	<input type="checkbox"/>

CURRICULUM IMPLEMENTATION - GUIDE

CHECKLIST FOR ASSESSING GENERIC WORK SKILLS (Continued)

<u>Leading</u>		<u>YES</u>	<u>NO</u>
14. Do students prefer:	<u>YES</u> <u>NO</u>		
• autocratic leaders	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• democratic leaders	<input type="checkbox"/> <input type="checkbox"/>		
• laissez-faire leaders			
15. Does their preference for leadership style change when the leader is a student rather than a teacher?		<input type="checkbox"/>	<input type="checkbox"/>
16. Can students define leadership?		<input type="checkbox"/>	<input type="checkbox"/>
17. Are many class members "high participators"--willing to answer questions, volunteer for classroom jobs, etc.?		<input type="checkbox"/>	<input type="checkbox"/>
18. Are many class members "low participators"--needing to be coaxed to speak up in class, never volunteering, etc.?		<input type="checkbox"/>	<input type="checkbox"/>
19. Are one or two students more influential than the others, with class members paying the most attention to them during discussions?		<input type="checkbox"/>	<input type="checkbox"/>
20. Are there several students to whom little attention is paid, with class members looking blank, fidgeting, or whispering when they speak?		<input type="checkbox"/>	<input type="checkbox"/>
 <u>Making Decisions and Solving Problems</u>			
21. Given a choice of activities, do most students quickly make up their minds?		<input type="checkbox"/>	<input type="checkbox"/>
22. Are most students able to think through problems and to describe them clearly?		<input type="checkbox"/>	<input type="checkbox"/>
23. Do many students take care of their own clothes and rooms, handle their own money, assume responsibility for chores at home, or have part-time or odd jobs?		<input type="checkbox"/>	<input type="checkbox"/>

CHECKLIST FOR ASSESSING
GENERIC WORK SKILLS (Continued)

- | | <u>YES</u> | <u>NO</u> |
|---|--------------------------|--------------------------|
| 24. Can students state their career goals? | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Do students know what they want or need to do after they complete high school in order to pursue their goals (or to develop goals)? | <input type="checkbox"/> | <input type="checkbox"/> |

Cooperating

- | | | |
|--|--------------------------|--------------------------|
| 26. Have many students ever worked in small groups in a class before? | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Of those who have worked in small groups, did most enjoy it? | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Are the majority of the students "loners?" | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Are many of the students involved in extra-curricular group activities (e.g., drama productions, athletics, student body government, interest groups?) | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Do many students help one another with their school work? | <input type="checkbox"/> | <input type="checkbox"/> |

Evaluating

31. Do students judge one another on:

- | | <u>YES</u> | <u>NO</u> | | <u>YES</u> | <u>NO</u> |
|-----------------------|--------------------------|--------------------------|---------------------|--------------------------|--------------------------|
| • appearances? | <input type="checkbox"/> | <input type="checkbox"/> | • athletic ability? | <input type="checkbox"/> | <input type="checkbox"/> |
| • what they do? | <input type="checkbox"/> | <input type="checkbox"/> | • what they say? | <input type="checkbox"/> | <input type="checkbox"/> |
| • the way they speak? | <input type="checkbox"/> | <input type="checkbox"/> | • where they live? | <input type="checkbox"/> | <input type="checkbox"/> |

CURRICULUM IMPLEMENTATION - GUIDE

CHECKLIST FOR ASSESSING GENERIC WORK SKILLS (Continued)

32. Do students offer:

● constructive criticism?

● suggestions for improving group performance?

REVIEW/SUMMARY: CURRICULUM IMPLEMENTATION

Students need to know:

How the class will be structured
and organized

The guidelines for group work

Groups may be formed:

As heterogeneous units by teacher
assignment

By student selection

The ability of the students to work cooperatively in task-oriented groups should be assessed first so that needed skills can be developed through group activities.

CURRICULUM IMPLEMENTATION - APPLICATION

INTRODUCE YOUR CURRICULUM

There are two phases to this activity. In the first phase you will develop the introductory materials and activities needed to incorporate generic work skills into your class or educational program. Members of the Planning and Implementation Group (formed in the last activity of Module 1) can help; or each member could develop the materials needed for his or her own class.

In the second phase of this activity, you will form one or more small groups to test your materials and to give you an opportunity to practice forming groups, managing several groups at the same time (if you are able to form more than one), monitoring group activities, and assessing group skills. If possible, use students in this simulation; otherwise, use school faculty, staff and administrators.

Each member of the Planning and Implementation Group should have a specific role to play in this activity. For example, one member might form the groups, another observe the groups carrying out their activities, another introduce generic work skills to the groups, and another assess the generic work skills competence of the groups, using the Checklist (pages 26-30). Be prepared for the eventuality that you may be able to get only a few people to participate in this simulation--enough for just one small group; or that the simulation will have to be carried out within your Planning and Implementation Group. In either case, follow this

INTRODUCE YOUR CURRICULUM (continued)

activity as closely as you can, given the circumstances.

While you are conducting this activity, you should try to obtain the following information:

1. How did participants respond to the process of forming groups? Did they understand why groups were being formed? Were participants allowed to select their own groups or were they assigned? If assigned, was there any negative reaction to the assignments? If allowed to choose, did any of the participants have difficulty finding a group? Did the process seem to take an unusually long time to complete? Did you encounter logistical problems (e.g., not enough room for the groups to work without disturbing each other; furniture or other features of the room not conducive to small group activities, etc.)?
2. How did the participants respond to the materials and activities presented? Did they have trouble understanding their purpose? Did the materials and activities stimulate the kinds of discussions and other responses you had intended? Were they too lengthy? Too short?
3. Did the participants seem to understand the concepts underlying generic work skills? Did they ask a lot of questions? Did they appear confused?
4. What problems arose? For example, did you find yourself spending more time with one group than with another? Were the participants able to work within the groups? Were there any hostilities, conflicts of interest, or disagreements within the groups? Were the groups apathetic? Were any groups dominated by one or two members?
5. What worked well? Did the participants show interest in the activities and materials? Did they work well together? Did members help one another? Were groups able to resolve conflicts by themselves? Were you able to help them resolve conflicts?

More than one member of the Implementation and Planning Group (IPG) should observe the groups to record the above kinds of

CURRICULUM IMPLEMENTATION - APPLICATION

INTRODUCE YOUR CURRICULUM (continued)

information. These observations should be reported to the IPG, and their implications discussed. The information and conclusions that result from the discussion will contribute to the final evaluation of the work of the Implementation and Planning Group.

INSTRUCTIONAL MANAGEMENT

DEVELOPING TASKS FOR GROUPS

Since you will be working with your students in small groups rather than as a set of individuals, management becomes much more of a concern for you than usual. Once you have developed tasks that lead to the curriculum goals of your class and the small groups have begun working on those tasks, your primary function will be to facilitate, coordinate, and manage their work. While the intention of the generic work skills approach is for the groups to work as autonomously as possible, undoubtedly you will have to intervene with different groups at various points to help the groups function cooperatively in carrying out their tasks. You also need to monitor each group's activities so that when it is time for you to evaluate products, you can relate errors or inadequacies in the products to the way groups proceeded.

As a result of completing this section of the module you will:

1. develop tasks that will lead to your curriculum goals;
2. facilitate and coordinate activities with one or more groups in a simulated setting; and
3. evaluate the procedures and outcomes of the Planning and Implementation Group.

INSTRUCTIONAL MANAGEMENT - GUIDE

DEVELOPING TASKS FOR GROUPS

DEVELOPING TASKS FOR GROUPS

The most important point to remember when developing tasks is that each task must be divisible into subtasks, and it must be clear that the task can be performed most efficiently by task-oriented groups. For example, if the task assigned is to read certain chapters in a textbook, students will recognize that this is essentially an individual activity, and they will wonder why they have to sit in a group to do it. Assignment of activities that are seemingly unrelated to small group effort will inevitably have a negative impact on the attitudes of students toward cooperative group learning.

In order to use the generic work skills approach to classroom management you need to study the goals of your curriculum and select methods of achieving them that are appropriate to small, task-oriented groups. Figure 2 illustrates two examples of ways in which curriculum goals can be structured for achievement by groups of students. (Additional examples can be found in Appendix B.)

Development of group tasks necessarily must take into consideration the amount of time the tasks require for completion. When developing tasks, pose the following questions:

1. How much time is needed to accomplish the task?
2. How often can the groups meet?
3. How frequently can you (or other teachers) interact with the class groups?

<u>Goal</u>	<u>Objectives</u>	<u>Tasks</u>
<p>STUDENTS WILL DEMONSTRATE COMPETENCE IN BASIC MATHEMATICAL OPERATIONS INVOLVED IN RUNNING A SMALL BUSINESS.</p>	<ol style="list-style-type: none"> 1. Balance a checkbook. 2. Prepare a budget of operating expenses for a one-month period. 3. Compute sales tax for assorted items. 4. Figure interest to be paid on a \$500 loan at 4-1/2% over a 1-year period. <p>etc.</p>	<ul style="list-style-type: none"> • <i>The class will open a student store in which each function (e.g., sales, accounting, purchasing, inventory, advertising, and management) will be handled by a different group. The class will be authorized to borrow money from a bank in order to begin business.</i> • <i>Each group will make bimonthly reports to all the other groups. Each group will teach the others the mathematical skills needed for its function--e.g., the sales group will teach how to compute sales tax, the accounting group will teach how to balance a checkbook or ledger, the manager group will teach how to figure interest on a \$500 loan at 12% per year for one year, etc.</i>
<p>STUDENTS WILL BECOME FAMILIAR WITH JOB OPPORTUNITIES IN THEIR OWN GEOGRAPHICAL AREA.</p>	<ol style="list-style-type: none"> 1. List major businesses and industries in your region. 2. Describe the kinds of jobs available in each. 3. Explain what kind of training is needed for these jobs. 	<ul style="list-style-type: none"> • <i>The class will put on a career fair for the rest of the school. Each group will be responsible for researching a job area, and identifying and obtaining information, illustrations, and guest speakers.</i>

Figure 2:

EXAMPLES OF GROUP TASKS DEVELOPED FROM CURRICULUM GOALS AND OBJECTIVES

INSTRUCTIONAL MANAGEMENT - GUIDE

DEVELOPING TASKS FOR GROUPS

There is, of course, no point in assigning tasks that the students will not be able to complete.

When planning tasks for your class, you must also take into consideration the resources that are available. It is not necessary for you to be able to supply all the necessary resources. In fact, part of the challenge to the students is in their having to discover where and how to obtain resources, rather than having everything presented to them. Nonetheless, if you know that some essential materials are unavailable or very expensive there is no point in planning the task. Furthermore, the time students will need to acquire necessary resources must be figured into the total time estimated to complete the task.

Students should be given the opportunity to help select tasks. If they have a sense of "ownership" in what they are doing, they will be more active and enthusiastic participants. Therefore, if possible, offer them a choice among alternatives; or, if you have the time and inclination, present them with the curriculum goals the class must meet and involve them in the task development process. Involving the students in this process necessitates that the curriculum goals and objectives be stated very clearly and precisely. You can either write them on the board or hand out printed sheets. The groups can then devise tasks that will enable them to achieve the required goals and objectives.

Whatever direction you decide to take--either assigning tasks, allowing students to choose among several tasks, or involving

students in the development of tasks--they may need considerable guidance at first. Be very specific about what the end result of the activity should be--e.g., a written report or plan, a physical object such as a mural or model, an event or series of events, etc. If they have trouble identifying resources offer suggestions, ask leading questions, and let them know what information you can provide as a resource. You may even want or need to suggest the kinds of abilities students should look for in each other. If groups still have trouble getting started, you can advise them on how to divide the task into more manageable subtasks.

DEVELOPING
TASKS
FOR GROUPS

REVIEW/SUMMARY: DEVELOPING TASKS FOR GROUPS

Each task must be divisible into subtasks and must clearly be efficiently performed by task-oriented groups.

When developing tasks, consider:

Time needed for completion

Available resources

Available time

Student sense of "ownership" of tasks ensures their active involvement in completing them.

FACILITATING AND COORDINATING GROUP ACTIVITIES

FACILITATING
GROUP
ACTIVITIES

A group that has made a good start and is functioning well has certain characteristics. After an initial period of comparative inefficiency it becomes steadily more productive. It is flexible, adapting and developing to meet changing needs; and it has an internal cohesion that keeps its members together. The members have a positive sense of group identity without losing their individuality, and the group as a whole is able to provide support and assistance to individual members. The whole is more than the sum of its parts.

Groups of people that are being formed can operate effectively only if attention is given to maintaining them and to dealing with problems that appear before they become serious enough to threaten group stability. To do this, someone must be able to recognize early warning signals and to diagnose their causes. This will be done largely by you, the teacher. Some of your groups may develop sufficient maturity to maintain themselves; however, most will need your leadership and assistance.

Problem Indicators

There are several indicators of problems or potential problems you can watch for: signs that group members are having trouble communicating, resolving conflicts, using resources, cooperating, making decisions, sharing leadership, and planning

FACILITATING
GROUP
ACTIVITIES

and evaluating their work. Some indicators of these problems are as follows:

- Apathy, expressed by frequent yawns, restlessness, tardiness or absences, reluctance to assume responsibility, readiness to adjourn.
- Little evaluation of the possible consequences of decisions reached, changing of topics, discussions that are at cross purposes, inability to decide upon first steps, and discussions that get side-tracked to less central issues or tasks are all indicators of poor problem-solving, planning, and leadership skills.
- Lack of consensus about decisions that were made, little or no follow-through on decisions, unrealistic decisions, members contending that the group's decision is irrelevant, members competing to please the leader, and members feeling that their ideas are ignored are signs of lack of cohesion, poor cooperation, and weak decision-making and leadership skills within the group.
- Consistent disagreement between two or three members, inability to settle disputes or to reach accord, members taking sides in disputes, and personal attacks by members on each other indicate inadequate conflict resolution skills within the group.

There is not always a clear-cut relationship between an indicator of a problem and its source. For example, if two group members disagree, the problem may be poor communication skills rather than an inability to resolve the conflict--i.e., the members may be unable to accurately communicate their ideas and viewpoints to one another so that a conflict seems to exist where, in fact, none does.

Interpersonal conflict is an inevitable part of group work, regardless of the relative maturity of the members. You can help groups to reduce the amount of conflict they experience by:

- developing tasks and subtasks that are challenging but not beyond the scope of the group to achieve;
ensuring that the resources needed to accomplish tasks are accessible to the group;
- ascertaining that the groups understand what they are expected to accomplish and believe their goal(s) to be worthwhile; and
- monitoring the interpersonal relations and communications within groups in order to help group members identify and resolve interpersonal and communications problems.

The group should recognize that the problems of any individual member are potential sources of conflict for the entire group and thus ought to be addressed and solved for the good of the group. While resolution of group conflict must be an objective for all task groups, it is not possible for every conflict to be resolved; some differences of opinion must be left unresolved so that the group can accomplish its tasks.

If the task appears to be overly difficult for the group-- i.e., if members feel there is not enough time, no suggestion seems possible for practical reasons, group members express lack of confidence in the group's skills, and each member has a different perception of what the group is supposed to do--you may need to do one or more of the following things:

- Subdivide the task into smaller tasks.
- Reexamine the assignment with regard to curriculum goals and the capability of the students to determine whether an alternative more in keeping with their skills ought to be developed.

FACILITATING GROUP ACTIVITIES

- If the task is suitable to curriculum goals and the skills of the group, help the group begin by leading them through a few of the INTERACTION activities until they are working together well enough to tackle the assignment. For example, if the problem stems from the group's inability to decide how to begin, have it complete some of the activities on Planning or Using Resources, to give them practice. If students feel uneasy about the task but are not able to verbalize why, try assigning activities from the modules on Communication or Resolving Conflict, which are directed toward helping students clarify their feelings.

Encouraging Autonomy

Placing students in work groups and asking them to devise their own methods for dealing with a task and to function independently may elicit various latent feelings toward leaders in general, and toward you, the teacher, specifically. Some students may resent your authority and may consider this situation an opportunity to escape it. Since you are responsible for ensuring that the group focuses on completing the task as well as for facilitating the group's operation, you have to maintain some control. You will have to judge how much latitude to allow the group for controlling the behavior of such an individual and when to intervene.

At the other end of the spectrum are those students who are dependent on an authority figure for direction and who feel threatened by the expectation that they play a leadership role. These students usually ask numerous questions at the beginning of the task and require frequent reassurance from you that they are doing the right thing. Again, the group may be able to deal with this or it may require your assistance.

Some of the indicators that a group is mature, and therefore can function independently, include (1) balance in exchange of information by members; (2) equity in contributions of members to group efforts; and (3) flexibility in sharing leadership functions among members. A well-balanced group is characterized by the ability to complete its tasks in an appropriate amount of time, by its development of quality products, and by the active involvement of all its members. However, balance does not imply that every member must contribute at the same or equal levels of participation or skill. Rather, balance connotes contribution in accordance with each member's current skills and abilities and the development of new ones as the task demands.

It is important that you specify tasks for student groups in such a way that the members will be able to develop their skills further. It is essential to harmonious operations that each member feels that all the others are doing their share. A comparatively poor piece of work may be well-received by the group if it knows that the student is working to the best of his or her ability; whereas receiving a more skillful member has "just dashed off" may be received poorly by the group if it believes the author could have done a better job.

One method of helping groups work independently is to ensure that their members can work cooperatively. This can be done by:

INSTRUCTIONAL MANAGEMENT - GUIDE

FACILITATING GROUP ACTIVITIES

- enabling each member to "own," i.e., to have an investment in, the group objective;
- providing all members with information and access to resources relevant to the objective;
- ensuring that each member can interpret (i.e., paraphrase) communications from the other members; and
- seeing that members treat one another with common courtesy.

Getting Started

Oftentimes the most difficult part of a task is just getting started. This is as true for individual students working on a classroom assignment as it is for task groups working toward an objective. Any task can be accomplished in several ways. However, not every way will meet the same criteria. For example, if the task is to develop career exploration sites, how those sites are developed and what sites are developed will depend on the criteria the group (and the teacher) decide are important. Those criteria could include such things as:

- the number of sites;
- the career fields represented by those sites;
- the kinds of activities available to students at the sites;
- the number of students who may participate at each site;
- student interests and needs;
- the time available to develop sites;
- the distance of the sites from the school; and
- the availability of public transportation, school buses, and cars among the students.

Thus, one of the first things the group must do is to decide the criteria for accomplishment of the task. You can help your groups get started by making sure they realize the significance of such criteria for planning and for completing the task.

Once the group has established a hierarchy of criteria for the accomplishment of its tasks, it is ready to analyze the resources within the group to determine whether they are sufficient or if they need to be supplemented with outside resources. The group is ready to begin work when the members have shared their knowledge on how to perform the task--i.e., information that is needed to make decisions about the roles and responsibilities of members. After the group has decided what to do, how to do it, and in accordance with what criteria, it next must determine how to allocate its resources--time, equipment, consumable supplies, and support services--in completing its task. If resources seem adequate to enable the group to satisfy task criteria, the group can decide whether or not it is ready to begin work on the task itself.

One other thing to keep in mind is that resources may not be as accessible as they seem. For example, the school library may not be accessible to some students because of conflicts between its hours of operation and class schedules or extracurricular activities. Other students may not have the skills necessary to use the library effectively. Try to avoid making plans that ignore other demands on students' time. Sports schedules,

FACILITATING GROUP ACTIVITIES

requirements of other classes, or the need to work after school may interfere with the ability of a student to contribute to the group task. On the other hand, task assignments should not be so accommodating that students feel the work is unimportant or unchallenging.

Stresses Faced by Groups

In student task groups several kinds of stress may occur that threaten the balance of the group and test its maturity:

- The information presented is too complex for the students to grasp.
- The group has insufficient resources to carry out the task.
- The group is subjected to external distractions--e.g., shortened class periods, fire drills during work sessions.

As the group tries to deal with various stresses, leadership should shift among those individuals who can best serve the group at each point. Observation of groups that have developed into functioning work units indicates that it may be difficult to tell who is providing leadership at any given time. Yet if one interviews group members, they have no difficulty identifying the leader for a certain task.

The concept of shared leadership is central to the functions of group maintenance and growth, since stress may cause a group to abandon its task temporarily while it strives to maintain its integrity. Members in a mature group can share leadership because they are aware of the abilities of each member, and because they

can also recognize the kinds of stress they are confronted with. Observation of immature task groups shows that they find it difficult to decide who should act as leader when stress occurs, partly because they are inexperienced in recognizing just what is going wrong. In order to provide guidance, you must be familiar with the capabilities of students in relation to the group task. If the task is simple, a single leader will probably be able to cope with all the problems that arise; but if it is difficult, several leaders will be required to meet the needs of the group.

Groups with the best chances for success are composed of members who:

- have demonstrated an understanding of the task criteria;
- have demonstrated an understanding of the resources to be used;
- can identify their own contributions to group decision; and
- can identify at least one contribution made by every other member to group decisions.

Providing Feedback

The following guidelines are intended to help you facilitate small group work and to provide students with feedback and advice. These guidelines are based on Johnson's (1972) characteristics of helpful, non-threatening comments.² Feedback should be focused on:

² Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization (Englewood Cliffs, NJ: Prentice-Hall, Inc.), 1972.

INSTRUCTIONAL MANAGEMENT - GUIDE

FACILITATING GROUP ACTIVITIES

- behavior rather than the person;
- observations rather than inferences;
- descriptions rather than judgments;
- behavioral standards according to a scale rather than in black or white terms--i.e., low, medium, or high participation rather than good or bad participation;
- specific situations rather than generalities or abstractions (the more immediate the feedback the better, unless the situation would embarrass the individual receiving the feedback);
- sharing ideas and information rather than on giving advice--i.e., telling a person what to do is giving advice, while sharing ideas allows the person the opportunity to make his or her own decision;
- exploration of alternatives rather than on specific answers or solutions that may be premature;
- the value it will have for the receiver, not on the satisfaction of the person making the comment;
- the amount of information the receiver can use rather than on the amount you have to give;
- time and place (offering the right ideas and information at the right time and under the appropriate circumstances); and
- what is said rather than why it is said.

REVIEW/SUMMARY: FACILITATING AND COORDINATING GROUP ACTIVITIES

Groups need to be maintained in order to function effectively.

Group maintenance entails:

- Identifying and solving problems
- Developing group cohesion
- Resolving conflicts
- Helping members to acquire and to use good communication, conflict resolution, and decision-making skills

The teacher should encourage each group to act autonomously as a method for helping students to develop their generic work skills.

Help groups get started on their tasks by asking them to establish performance criteria for task completion.

After the group has decided what to do, how to do it, and in accordance with what criteria, it next must determine how to allocate its resources--time, equipment, consumable supplies, and support services--for completing its task.

Groups will undergo stress as they attempt to complete their tasks. You may need to provide necessary leadership to them in dealing with such stress. Ideally, however, each group should share the leadership role, in accordance with the differing abilities of its members for dealing with stressful situations.

Provide constructive, non-threatening feedback to groups. Feedback should be provided in a timely, problem-solving manner, and in a quantity appropriate to the needs of the receiver.

INSTRUCTIONAL MANAGEMENT - GUIDE

EVALUATING PROCEDURES AND OUTCOMES

EVALUATING PROCEDURES AND OUTCOMES

You need to plan your evaluation at the same time that you are planning the curriculum, so that evaluation is one component of your instructional management program plan. Do not make the mistake of leaving evaluation until the end with the assumption that by administering a test you will be able to obtain enough information to make some judgments about the effectiveness of the curriculum and your instructional strategies. You need to consider two phases when planning your evaluation: (1) instructional procedures; and (2) student learning outcomes.

Instructional Procedures

Your primary concern with regard to instructional procedures is to ascertain whether you in fact did what you planned to do and how well your procedures worked. It is not necessary to use particularly complex or sophisticated methods for collecting information. It may be very helpful to enlist the Planning and Implementation Group to assist with the data collection. For example, one or more members of that group could observe your class in order to provide you with feedback about the methods you use to manage the groups and the apparent effectiveness of your methods. Some questions you should consider are presented below, along with methods for gathering the data to answer the questions.

- *What procedures were, in fact, followed? How effective were those procedures? Did the procedures differ markedly from those planned? If so, why were the planned procedures not followed?*

A relatively simple method for recording information about what was done and why is to keep a daily or weekly journal in which you note the procedures you used, your perceptions regarding the impact of those procedures, and observations that caused you to stay with those procedures or to change them. This approach can be supplemented with a schedule of observations by a member of the Planning and Implementation Group or by some other teacher. If observations are used, the observer should be given guidelines regarding what to look for and should be instructed to take ample notes that can later be typed in a form that others can read and understand.

- *Did the composition of the student groups cause problems? What were those problems and how are they attributable to group composition? Might other methods of forming groups have avoided those problems? What methods?*

The use of a journal should also yield some information on questions regarding group size and composition. Interviews with students, or questionnaires for them to complete can provide additional information.

- *Were the generic work skills of students accurately assessed before tasks were assigned? Were students given sufficient time and opportunity to acquire needed skills by working through INTERACTION modules or comparable skill-building activities? Should other assessment methods or instruments be used?*

This is another question area that could be partially answered with a journal. The Checklist for Assessing Generic Work Skills (pages 26-30) can also be administered several times during the course to determine whether changes in student skills can be detected by this instrument. It may also be helpful to have someone else observe your groups to assess students' skills.

- *Were the tasks developed effectively? Did tasks provide students with sufficient challenge without being so difficult that students could not achieve them? Were tasks developed by the teacher alone, in conjunction with students, or by the students? Should there have been more teacher control or more student involvement in the development of tasks? Why?*

The journal and the student questionnaire (or interviews) can address these questions.

EVALUATING PROCEDURES AND OUTCOMES

- *Were the methods used to coordinate and facilitate the groups effective? Should there have been more guidance and control on the part of the teacher? Less? Why? Should different methods of intervening have been used? Why? What other methods might have been more effective? Did the methods used result in the achievement of a degree of independence by the groups?*

Observation, the teacher's journal, and student questionnaires all contribute information for answering these questions.

The above questions and the methods suggested for gathering data to answer them do not constitute a comprehensive list. However, they do represent the major areas that should be included in your plan for evaluating instructional procedures. As you can see, some of the data collection methods should be used on an ongoing basis throughout the term (e.g., the journal); others can be used only at specific times (e.g., observations at beginning, middle, and end of term; student questionnaires at end of term). Remember that the more varied your methods of data collection, the more reliable the findings that hold across the data. You will also obtain slightly different kinds of information from different data collection methods.

Student Learning Outcomes

Two facets of student learning outcomes should be considered:

1. the extent to which each student demonstrates growth; and
2. the extent to which the student groups become cohesive, well-functioning units.

Individual Growth. The individual growth of students can be measured (1) by administering the eight competency assessment instruments (in Module 1) as pre/post measures; and (2) by periodic quizzes or tests to measure the amount of content students have retained. These basic methods for collecting student outcome data can be supplemented with students' perceptions of what they have learned (as reported on the student questionnaire), and with your own observations as recorded in the journal. You can obtain some highly informative data if you concentrate your observation of individual students on a specific sample--e.g., one high achiever, one low achiever, and two average achievers--rather than trying to observe every student. Individual and group growth must be placed in a context that describes the size and composition of the class, i.e., number of students, number of groups, size of groups, socioeconomic background of students, grade level of students, standing of students in the school, race, sex, etc.

Group Growth. The extent to which each group has become a cohesive, well-functioning unit can be measured (1) by your own observations, recorded in your journal and on the Generic Work Skills Assessment Record Sheet (Figure 3), used in conjunction with the Checklist for Assessing Generic Work Skills; (2) by the quality of the products of each group (based on your assessment and on the assessment of the group producing the product); (3) by observations of an outsider (e.g., a member of the Planning and Implementation Group); and (4) through the responses of students to the questionnaire. Aggregations of individual growth will

Figure 3:

GENERIC WORK SKILLS ASSESSMENTS
RECORD SHEET

EVALUATING
PROCEDURES
AND
OUTCOMES

INSTRUCTIONS:

During each observation period record a "Y" (yes) or an "N" (no) in each box for every member of the group on all competencies observed. Use one sheet for each group observed. This record form must be used in conjunction with the "Checklist for Assessing Generic Work Skills" on pages 26-30.

GROUP	STUDENT									
	1	2	3	4	5	6	7	8	9	10
Competency										
Communicating										
1. a. _____										
b. _____										
c. _____										
d. _____										
2. _____										
3. _____										
Using Resources										
4. _____										
5. a. _____										
b. _____										
c. _____										
Resolving Conflicts										
6. _____										
7. _____										
8. a. _____										
b. _____										
c. _____										
d. _____										
e. _____										
f. _____										
g. _____										
h. _____										
9. _____										
10. _____										

Figure 3 (continued)

EVALUATING
PROCEDURES
AND
OUTCOMES

GROUP		STUDENT									
Competency		1	2	3	4	5	6	7	8	9	10
Planning											
11.	a.										
	b.										
	c.										
	d.										
12.											
13.											
Leading											
14.	a.										
	b.										
	c.										
15.											
16.											
17.											
18.											
19.											
20.											
Making Decisions and Solving Problems											
21.											
22.											
23.											
24.											
25.											
Cooperating											
26.											
27.											
28.											
29.											
30.											
Evaluating											
31.	a.										
	b.										
	c.										
	d.										
	e.										
	f.										
32.	a.										
	b.										

EVALUATING
PROCEDURES
AND
OUTCOMES

provide some information about how well the groups are functioning.³ However, aggregations of individual scores are insufficient and should be only one measure for assessing the development of generic work skills by the groups.

The students themselves should be actively involved in evaluating individual and group growth. Their evaluations will also contribute to the data you compile. Some of the methods the students can use include:

- keeping records of group meetings by assigning that responsibility to an individual member or rotating it among all the members of the group;
- assigning responsibility to one member, or rotating it among the group, for observing the group several times during the term to identify problems and difficulties of group operation (you can help the students by providing them with some guidelines on what to look for);
- evaluating the generic work skills of each member with the eight competency instruments (Module 1)--each student should evaluate his or her own skills and also those of every other member of the group;
- evaluating the generic work skills of the group, using the Checklist for Assessing Generic Work Skills (pages 26-30).

The students must be informed that the purpose of evaluating individual and group performance and products is to improve and to make changes, not to castigate or embarrass individuals. You, of course,

³ Studies have demonstrated that effective team and group learning structures can increase individual gains in the skills and knowledge being taught. Several of these studies are reported in the Fall, 1973 edition of the Journal of Research and Development in Education (Vol. 12, No. 1, Fall, 1978, Athens, Georgia), which addresses the topic, "Social Interdependence in the Classroom: Cooperation, Competition, and Individualism."

will need to help your students learn to offer one another constructive criticism when necessary and to praise, when it is due. It may be useful to limit the student evaluation to evaluation of group processes and products and to ask them for only individual evaluations of their own work.

EVALUATING
PROCEDURES
AND
OUTCOMES

REVIEW/SUMMARY: EVALUATING PROCEDURES AND OUTCOMES

Plan the evaluation when you plan the curriculum.

Evaluate:

Instructional procedures

Student learning outcomes

Use a variety of data collection methods.

Assess the extent to which:

Each student demonstrates growth

Student groups become cohesive,
well-functioning units

Involve students in assessing individual and group growth.

DEVELOP TASKS AND EVALUATE PERFORMANCE

In this activity, the Planning and Implementation Group will:

- develop tasks suitable for completion by small, task-oriented groups that will enable students to achieve curriculum goals and objectives; and
- evaluate the performance of the Planning and Implementation Group.

Developing Tasks. Develop a sample of tasks appropriate to the curriculum approach that will be followed in implementing the generic work skills curriculum. If generic work skills will be taught as a separate elective class, develop several tasks that could be completed as extracurricular activities or during class time. For each task include:

- the curriculum goals and objectives the task is intended to meet;
- the content group members are expected to master;
- performance standards and criteria;
- an analysis of the time and resources needed to complete the task;
- an analysis of the target population (this may have to be very limited as you may not yet know the composition of the class that will be taking the course);
- sample subtasks that could be carried out by individual members of the group; and if necessary
- a method for translating performance into grades.

If generic work skills will be infused into an existing course, also include in the sample task statements describing how the tasks relate to that curriculum. Decide whether every group must work on the

INSTRUCTIONAL MANAGEMENT - APPLICATION

DEVELOP TASKS AND EVALUATE PERFORMANCE (Continued)

same tasks or whether different groups could complete different but complementary tasks; your sample tasks should reflect your decision.

Evaluate Performance. With the development of sample tasks for use by students, you will have finished a major portion of the work of adapting the generic work skills curriculum for use in your school. By this time the Planning and Implementation Group should have:

- decided how the generic work skills curriculum will be used;
- developed a detailed implementation plan, including evaluation activities;
- developed and tested introductory materials and activities;
- practiced forming and working with one or more small groups; and
- assessed individual and group competencies.

You have also gained considerable group experience by establishing and running the Planning and Implementation group. In order to evaluate the work of that group thus far, the group will:

1. Complete the eight competency assessment instruments (in Module 1) for each member of the group (including him or herself).
2. Compile and analyze the assessments for each member and compare with the assessments completed earlier (Module 1, "Form A Group").
3. Discuss the results of the assessments.
4. Review and analyze the data collected as a result of the first two activities in this Module ("Plan Your Curriculum," page 15 and "Introduce your Curriculum," page 32).

INSTRUCTIONAL MANAGEMENT - APPLICATION

DEVELOP TASKS AND EVALUATE PERFORMANCE (Continued)

5. Discuss the problems, conflicts, decisions, and actions taken by the group. Consider the processes followed and the results of the group effort.
6. Arrive at a group consensus of the overall effectiveness of the group.
7. Discuss the implications of the group's evaluation of its effectiveness for implementation of a generic work skills curriculum for students.
8. Make changes in the planned curriculum according to the evaluation results.

**APPENDIX A: EXAMPLES OF INTERACTION
ACTIVITIES ADAPTED TO VARIOUS COURSES**

In the examples that follow, the original activity from the INTERACTION curriculum appears first. Our sample adaptations, along with explanatory notes, appear in italics on the facing page.

EXAMPLE 1

IGNORE ME

Your teacher is about to place a label on your forehead. This means that everyone but you will be able to read it. The label will tell the others in your group how to treat you during the next activity. For example, if your label says, "Ignore me," the others in your group will ignore everything you say or do. The way you are treated will help you figure out what your label says.

Once each member of the group has been labeled, work together to choose one of the three situations below. Then try to complete the task which that situation calls for. You have 20 minutes. During this time, remember to treat the others according to the labels they are wearing.

1. You are a group of movie critics who have just been asked to name the Ten Greatest Films ever made. Which films should you choose? What makes those films great? Work together to write your list. For each film, write at least one reason the group has chosen it as one of the Ten Greatest. No film may be put on the list unless a majority of the group members agree that it belongs there.
2. Your school is having a music festival. Mr. Dollars, a rich friend of the school, has donated \$10,000 so that you can invite some big name performers to appear. The only catch is that Mr. Dollars has to approve of whatever choices you make. Whom should you invite? How much should you offer to pay each performer? How can you convince Mr. Dollars that his money would be well spent? Discuss and list the answers to these questions.
3. You are a television news team. You are planning to put together a big news special on the three most important events of the past twelve months. Which three events should you choose? What makes those events important? Discuss and write down the events you will cover. For each event, list at least three reasons it is important.

EXAMPLE 1

IGNORE ME

Note: The instructions for the INTERACTION activity can be retained as they are, no matter how the activity is adapted. The situations can then be changed so that they are appropriate for specific classes, as the following examples illustrate.

Situation 1. (adapted for high school world literature class)

You are a group of literary critics who have just been asked to name the Ten Greatest Books ever written. What books should you choose? What makes those books great? Work together to write your list. For each book, write at least one reason the group has chosen it as one of the Ten Greatest. No book may be put on the list unless a majority of the group members agree that it belongs there.

Situation 2. (adapted for a junior high science class)

Your school is having a science fair. Mr. Dollars, a rich friend of the school, has donated \$10,000 so that you can invite some noted scientists to speak to the group. The only catch is that Mr. Dollars has to approve of whatever choices you make. Whom should you invite? How can you get names and addresses of people who would be good speakers? How much should you offer to pay them? How can you convince Mr. Dollars that his money would be well spent? Discuss and list the answers to these questions.

Situation 3. (adapted for a high school civics class)

You are members of a commission which is to report to the City Council on the three events which have had the most effect on the community during the past year. Which three events would you choose? What makes those events important? Discuss and write down the events you will report on. For each event, list at least three reasons it is important.

EXAMPLE 2

WHO SHOULD BE WHAT?

You are a high school newspaper team. During the next 20 minutes, study the six positions described below and decide which group member has the best resources for each position. When you finish, everyone in the group should have at least one position. Be ready to explain the reasons for each of your choices.

- EDITOR-IN-CHIEF. Will be in charge of the newspaper. Will write the front page stories. Must be very responsible. Must be aware of what's happening at school and in the community. Must be able to plan, organize, and carry out ideas. Must know how to deal with a lot of people.
- EDITORIAL PAGE EDITOR. Will write opinions about important issues at school and in the community. Must be a good thinker. Must have the courage to state opinions which may be unpopular. Must be willing to explain or defend opinions which are attacked by students, teachers, or members of the community.
- SPORTS PAGE EDITOR. Will write stories and articles about sports events and sports people. Must be interested in many different kinds of sports. Must be actively involved in at least one sport. Must be able to keep track of what's happening in the sports world at school. Must have the time to cover sports events after school or on the weekends.
- FEATURE PAGE EDITOR. Will write "human interest" stories. Must be able to see the unusual in an ordinary situation. Must be creative. Must be interested in people and their problems. Must be willing to meet and talk with many different kinds of people in many different kinds of situations.
- CARTOONIST. Will draw cartoons and do whatever artwork is necessary. Must be able to draw well. Must have a good sense of humor. Must be able to work well with others.
- ADVERTISING MANAGER. Will sell newspaper space to businesses and other organizations in the community. Must be able to present a good image of the newspaper. Must be a good sales person. Must be willing to talk and meet with business people in the community.
- BUSINESS MANAGER. Will keep track of the newspaper's money matters. Must be trustworthy. Must be able to work well with numbers. Must be very responsible.

EXAMPLE 2

WHO SHOULD BE WHAT? (adapted for a business math class)

Your group is meeting to set up a student bank. During the next 20 minutes, study the seven positions described below and decide which group member has the best resources for each position. When you finish, everyone in the group should have at least one position. Be ready to explain the reasons for each of your choices.

- **BANK PRESIDENT.** Will be in charge of the bank and will make general policy. Must be very responsible. Must be aware of what is happening in the school, the community, and nationally on the economic scene. Must be able to plan, organize, and carry out ideas. Must know how to deal with a lot of people.
- **ACCOUNTANT.** Will be responsible for maintaining quality of financial management of the bank. Must be a good thinker and have the patience to double-check the work of other people. Must have the courage to tell people that they have made mistakes or that their procedures could be improved. Must be able to put accuracy above personal considerations.
- **PERSONNEL MANAGER.** Will be responsible for hiring and firing staff members. Must understand what qualities others need to be good at their jobs. Must be able to get along with all kinds of people, and to help people work together.
- **LOAN OFFICER.** Will interview people seeking loans and make recommendations on whether or not the loans should be granted. Must be interested in people and their problems, and able to judge their sincerity. Must be willing to meet and talk with many different kinds of people and to understand their situations and financial standing.
- **SECURITY GUARD.** Will be on guard when money is actually present in the office. Must be alert, patient, able to deal with people without losing temper. Must know how to deal with potential problems verbally, but be strong enough to physically remove those who will not cooperate.
- **PUBLIC RELATIONS OFFICER.** Will prepare information about the bank for the newspaper and other media. Must be able to present a good image of the bank. Must be a good salesperson. Must be willing to talk and meet with school administration.
- **TELLER.** Will actually receive and dispense money. Must be trustworthy and accurate. Must have a pleasant manner and be responsible.

WHAT'S THE PROBLEM?

As a group, choose one of the following situations.

1. You are members of a dance committee. You have the job of planning a winter dance in the school gym. What should the theme of the dance be? What kinds of decorations should you use? What kind of music should there be? How can you interest other students in coming?
2. Littering has become a big problem in and around your school. Another group tried to solve the problem by putting "Keep Our School Clean" and "Don't Be A Litterer" posters in different places around the school. But the littering problem just got worse. Your group has been asked to plan an imaginative campaign to inspire students to stop littering. What should you do?
3. The football team has lost every game so far this season. Hardly anyone goes to the games any more. The football coach has asked your group to do something--anything--to get students interested in the team again. What should you do?

You will have 20 minutes to discuss what you, as a group, should do in the situation you have chosen. Before you begin, however, your teacher will give each member of the group a set of Secret Instructions. The Secret Instructions you receive will describe a character that you should be during this activity. DO NOT TELL anyone what part you have received. Just act it out and see what happens.

8.

EXAMPLE 3

WHAT'S THE PROBLEM? (adapted for social studies)

As a group, choose one of the following situations:

1. You are members of a curriculum committee. You have the job of deciding what the topic for a new elective social studies class should be. What are the possibilities (history of a foreign country, sociology, economics, law, etc.)? What resources are available to contribute to it (natives of the country in the community, local experts, etc.)? How would the course be organized?
2. Your school has students from many ethnic groups. The community is concerned about how students from different groups get along in the school. Your group has been asked to plan an imaginative campaign to teach students about the history and contributions of different ethnic groups. What should you do?
3. Student government at your school is almost nonexistent. It is difficult to get anyone to run for office, and most of the students do not bother to vote. The principal has asked your group for help in getting people interested in participating in student government again. What should you do?

The directions at the bottom of this activity in the INTERACTION curriculum, and the "secret instructions" that follow it, are applicable to any content and do not need to be adapted.

LET'S GO TO A MOVIE

BIJOU	<i>Mid-air!</i> The Monster from Mars. Starring John Kains, Sylvia Stuart, and Little Shirley Lee. Shows at 2, 4, 6, 8, 10. 25th & Broadway
CASTLE	You and Me. The greatest love story ever told! Starring Ray Kowalski and Sylvia Stuart. Shows at 2:30, 4, 5:30, 7, 8:30, 10. 12th & Broadway
ORCHARD	The Day Vincent Vanished. Mystery and intrigue with Priscilla Thompson and Frank Eastwood. Shows at 5:45, 7:30, 8:45. 13th & Broadway
PITZ	Premiere showing! A laugh a minute! The Carrot Farm. Starring Henry Fynn and Little Shirley Lee. Shows at 6, 8, 10. 39th & Broadway
ROXIE	Monsieur Marvel et Le Monde. With Claude Deneuve and Jacques St. Jacques. English subtitles. Shows at 5:40, 7:10, 8:50. 17th & Broadway
SURF	The Mystery of the Shipwrecked Ship. A baffling whodunnit with Alice Anderson, Horace Morris, and Gustav Vanderbeek. Shows at 3:30, 5, 6:30, 8, 9:30. 44th & Broadway

Get ready to plan a trip to the movies. As a group, you will have 25 minutes to work out a plan that will suit everyone. Some questions you should try to answer are: Which movie should we see? What resources do we need? How can we share the resources we have? How will we each get to the theater? How will we each get home?

Before you begin this activity, each group member will receive a special set of facts that will affect the way that he or she must contribute to the plan. You will have 5 minutes to review the facts that you receive. Do not show your fact sheet to anyone else in the group.

THINGS TO CONSIDER

- Your school is located at Oak and Broadway. 1st Avenue is one block away. 2nd Avenue is 2 blocks away, 3rd Avenue is 3 blocks away, and so on. It is now 12:00 noon. The group will be in school until 3:00.
- If you go by car, allow minutes for finding a parking place. Add minute for each block you must travel.
- If you go by bus, allow minutes for waiting at the bus stop. Add minute for each block you must travel. Bus fare one way is 50¢.
- If you walk, allow minutes for each block you must travel.
- The price of admission at the Bijou is \$1.00. At the Roxie, it is \$3.00. At the other four theaters, it is \$2.00.

EXAMPLE 4

LET'S GO TO A _____

Adapt this activity for any subject area by substituting a field trip for the trip to the movies. For a science class you might offer a choice of museums. For an English class, a choice of plays or movies, etc. The questions to be answered will be approximately the same. List the possible choices, and be sure that each of them is located at one of the addresses given in the THINGS TO CONSIDER box. Adjust prices of admission.

Adapt the fact sheet on the back of the page by substituting characteristics of the choices you have offered. For instance, the first section can be the same except for the sentence, "You have heard that 'The Carrot Farm' is really good." For a science field trip you might substitute, "You have heard that the Museum of Science and Industry has a great exhibit on racing cars."

If possible, offer choices of activity that actually are available in your community, and provide factual information about them.

EXAMPLE 5

THE JOB INTERVIEW

HELP WANTED

SALES PERSON. Must be reliable, trustworthy, friendly, able to deal with all kinds of people. Previous sales exp. helpful, but not nec. Part-time wkday aft. & Sat. Prefer student. 821-4621.

A few blocks from school, there is a small dime store where everything from airplane models to stuffed zebras is sold. The owner has been looking for someone to help run the store from

3:30 PM to 5:30 PM weekdays and from 10:00 AM to 5:00 PM Saturdays. The person who gets the job will have the responsibility of watching the store, dealing with customers, and working the cash register. Since shoplifting has been a big problem in the store, the person who is hired must also share the responsibility of preventing thefts.

Three Things to Do

1. Your teacher will give three people in your group Secret Instructions for a role play. One person will play the part of the dime store owner. The other two will play the parts of two people who have applied for the job. Those who receive parts should study their Secret Instructions carefully and try to put themselves in the role of the persons they will play. Those who do not receive parts will be the evaluators. They should watch carefully as the play takes place and make notes about what happened. The play has a 15 minute time limit. At the end of the play, the evaluators will be asked to evaluate what happened.
2. The people who were the evaluators will receive Secret Instructions for another version of this role play. The people who were the players will become the evaluators. The play again has a 15 minute time limit. At the end of the play, the evaluators will be asked to evaluate what happened.
3. As a group, evaluate the two role plays. Compare and contrast what happened. Who got the job? Did that person most deserve the job? How did the owner reach a decision about who to hire?

EXAMPLE 5

THE JOB INTERVIEW

To adapt for any subject area, substitute for a dime store any other kind of business relevant to the subject matter of the class, as long as it involves dealing with people and handling money. Possibilities include:

Science: clerk for a Nature study supply store

junior lab assistant (job includes keeping track of supplies used)

English: receptionist for a theater company (includes selling souvenir programs)

Social Studies: tour guide at a State Historical Monument (includes selling souvenirs)

fund raiser for a community service agency

Physical Education: clerk in a sports supply store

salesperson in a food concession at school athletic events

Math: situation is probably sufficiently appropriate as is.

**APPENDIX B: EXAMPLES OF GROUP TASKS DEVELOPED
FROM CURRICULUM GOALS AND OBJECTIVES**

Example 1.

<u>Goal</u>	<u>Objectives</u>	<u>Tasks</u>
STUDENTS WILL UNDERSTAND THE MAJOR FACTORS CONTRIBUTING TO THE EXPANSION OF POPULATION WESTWARD IN THE 19th CENTURY.	<ol style="list-style-type: none">1. Describe the economic situation in New England and the South after the Civil War.2. List the main events in the California Gold Rush.3. Analyze the political pressures that led to the passage of homesteading legislation and the opening of Indian territories for settlement. <p>etc.</p>	<ul style="list-style-type: none">. <i>Each group will write and present a play about a New England family in 1862 who are deciding whether or not to move West and where to go.</i>. <i>Students will take the roles of Congressmen debating the opening of Oklahoma Territory. Each "Congressman" may call other members of his/her group as witnesses. All group members will do research to prepare the case.</i> <p>etc.</p>

Example 2.

<u>Goals</u>	<u>Objectives</u>	<u>Tasks</u>
STUDENTS WILL DEMONSTRATE UNDERSTANDING OF HOW THE CONCEPT OF THE FOOD CHAIN APPLIES TO ANIMALS AND MAN.	<ol style="list-style-type: none">1. Define "food chain."2. Give 2 examples of how pollution at one point in a food chain affects individuals at another.3. Trace the history of a salmon from original food source to the table.	<ul style="list-style-type: none">. <i>Groups will set up experiments to demonstrate the relationship between two indirectly connected members of a food chain.</i>. <i>Groups will prepare posters alerting the public to the dangers of indiscriminate use of pesticides.</i>

Example 3.

<u>Goal</u>	<u>Objectives</u>	<u>Tasks</u>
STUDENTS WILL BE ABLE TO EXPLAIN THE MEANING OF THE DICTUM - "THE MEDIUM IS THE MESSAGE."	<ol style="list-style-type: none">1. Describe the origin of the statement and explain McLuhan's philosophy.2. Explain the distinguishing characteristics of several available media, via print, cartoon, poster, video, radio, speaker, etc.	<ul style="list-style-type: none">• Prepare a program in which, after an introduction, the same "message" is presented via several kinds of media. Each presentation will be prepared by a different work group, which will later lead a panel discussion on the topic.