



English 10-2, 20-2
Can be modified for English 10-1 and 20-1

Resolving
Conflict
Peacefully

Living
Respectfully

Respecting
Diversity

Preventing
Prejudice

I Am More Than What You See

Lesson 2 Understanding Community

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Lesson Objective

This lesson is designed to assist students in recognizing how each member of a community contributes gifts and talents to build a stronger group. Students will examine the various roles, both positive and negative, that people play in groups in both real life and literature. Students will also examine the concept of motivation and its influence on the actions of characters in literature.

 **Time** One 50-minute class

Materials

Teacher Resource 1, 2 and 3
Student Handout 1a, b or c
Student Handout 2

Getting Started

Knowledge Now

Ask students to identify various groups that they belong to (for example, sports teams, families, peer groups, clubs and coworkers).

Engaging Interest

Ask students the following questions:

1. Why do each of these groups exist? What is the purpose of the group?
2. Does the group have common goals that they have created or discussed?
3. What roles or special duties do people have in each group? (For example, leader, boss, peacemaker, finances, recordkeeping and so on.)
4. Are they in these groups by choice or because they are required to be? How does this affect their feelings and commitment to the group?
5. What is their role in the group?

Use these answers to develop some notes on common characteristics of groups and the different roles and responsibilities needed to help a group operate smoothly.

Learning Activities

Lecture

Just as in real life, literature groups are often created by choice or by need, to fulfill a particular purpose or reach a goal. (For example, in *The Diary of Anne Frank*, the group in the Secret Annex comes together because of a common need to escape persecution. In *War of the Eagles*, the members of the army become part of the community because they are ordered to establish a base there.) Each person in a group plays a particular role, and influences others by his or her actions or lack of action.

In literature, characters are more believable if they have motives for their actions. Motivation is what causes a character to take action and is the character's goal in taking that action. It is the reason for behaviour. Motives can be selfish or unselfish and can focus on the individual or the group. By examining the motivations of a character, we can learn more about his or her personality. Asking why a character acts can provide insights into the character and his or her role in the story.

Use Teacher Resource 1 as an overhead to discuss with students some of the common roles in groups.

Go over some of the characteristics that contribute to group effectiveness using Teacher Resource 2.

Explain the role of the elder in Aboriginal cultures using Teacher Resource 3.

Activity:

Use a Jigsaw format for students to examine the different roles and responsibilities of characters in the group in the literature currently being studied. Use Student Handout 1a, b or c, depending on the literature you are working on with your students.

Divide students into groups of five, except for *Whale Rider* where you will need groups of four. Each member of the group has a different character to become the "expert" on. After the group members have received their assigned characters, they will move to their expert groups, where they will meet with other students who have the same character to report on. In the expert groups, students can share answers and discuss ideas about the characters. Students then return to their home groups and share their insights on each character with the entire group.

Assessment/Analysis

Ask students to share their findings using the following questions as a guide:

1. Which character(s) emerged as leaders of the group? What qualities did they have that made them leaders?
2. Which characters had negative roles in the group? Why did they become a negative influence on the group? Was this due to their personality or to their circumstances?
3. Which characters had qualities that helped the group to function successfully and to overcome conflicts?
4. Did anyone in the group assume the role of an elder?

5. What different motivations did characters have? Did these create any conflicts within the group?

Application

Students can explore their own contributions to a group or community by completing Student Handout 2 as a personal reflection. Students could also write a journal response in which they analyze their role in a group and their motivation for being part of the group.

Activities for Extension and/or Integration

Students may want to explore the concept of community by engaging in a team-building activity. The recent increase in reality television shows such as *Survivor* raises interesting questions about the creation of groups by accident, not by choice. Students may enjoy watching a segment of a reality show that involves group work and discussing how the participants fulfill the roles of group members or work successfully or unsuccessfully together and why.

Learner Outcomes for Subject and Level

Senior High English Language Arts

- 2.1.2 Construct meaning from text and context
 - Understand and interpret content
- 2.1.3 Engage prior knowledge
- 2.3.1 Connect self, text culture and milieu
- 5.2 Work within a group
 - Cooperate with others and contribute to group processes

Safe and Caring Topics and Concepts

- Examining rights and responsibilities
- Working cooperatively in groups
- Recognizing and appreciating that individuals, families and cultures are unique
- Building respect for diversity

Teaching Strategies

Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
	<ul style="list-style-type: none"> ▪ Jigsaw 	<ul style="list-style-type: none"> ▪ Problem solving 	<ul style="list-style-type: none"> ▪ Lecture

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> ▪ Literature 		<ul style="list-style-type: none"> ▪ Personal reflection ▪ Journaling 	<ul style="list-style-type: none"> ▪ Brainstorming

Supplementary Resources

- Alberta Teachers' Association (ATA). 2006. *Education Is Our Buffalo*. Edmonton, Alberta: ATA.
- Frances Goodrich and Albert Hackett. 1996. *The Diary of Anne Frank* (Dramatists Play Service)
- Eric Walters. 1998. *War of the Eagles* (Orca Book Publishers)
- *Whale Rider*, (film)

Teacher Resource 1

Roles in a Group

The following task roles specifically help the group to reach a goal:

1. Initiators get things started by outlining objectives, suggesting actions or outlining the problems that need to be addressed.
2. Information analysts provide information, facts and data to the group or suggest facts and information that the group needs.
3. Opinion seekers are good at finding out what others think and inviting people to share ideas and opinions with the group.
4. Encouragers help the group by providing positive energy, being supportive, friendly and showing concern for others.
5. Tension relievers are humourist who can lighten the mood with a joke or suggest a way for people to relax.
6. Peacemakers are skilled at helping people reach a compromise and reconcile their differences or helping the group to analyze their own behaviour.

Behaviours that can hurt a group and limit its ability to reach a goal include the following:

1. Blockers stubbornly stick to their own ideas and refuse to listen to others. They reject other opinions and keep insisting on their original idea.
2. Aggressors criticize others, are hostile, use put-downs and try to dominate others using strength, power or cruel comments.
3. Actors distract the group with unrelated or inappropriate humour or remarks, or constantly try to focus attention on themselves. They may also withdraw or sulk if they do not receive attention or approval from the group.

Teacher Resource 2

Personal Characteristics That Contribute to an Effective Community

1. Listening when others speak
2. Participating actively
3. Interacting with all group members
4. Seeking and sharing information
5. Avoiding prejudices and biases
6. Expressing ideas, feelings and concerns openly
7. Accepting individual differences
8. Being genuine
9. Setting goals, planning and evaluating progress
10. Showing empathy for others; being sensitive to feelings and concerns

The Role of Elders

Elders are men and women regarded as the keepers and teachers of an Aboriginal nation's oral traditions and knowledge. Different elders hold different gifts.

Elders are vital to the preservation and transmission of culture. They are always to be treated with great respect and honour.

Elders may perform any or all of the following functions:

- Leading and giving prayers before meetings and celebrations
- Describing or performing traditional ceremonies
- Sharing traditional knowledge
- Giving spiritual advice to individuals
- Helping to solve conflicts between members of the community
- Demonstrating and teaching traditional crafts and practices

Elders will often use stories, much like parables, to respond to questions, give advice or teach a lesson.

Source: *Education Is Our Buffalo*, ATA, 2006

Motivation and Roles of Characters

The Diary of Anne Frank

You will be involved in a jigsaw activity to explore some of the motivations and roles of characters in the play. Each person in your home group will select or be given a different character to examine. You will meet with members from other groups to discuss your character. You will then return to your home group to share what you have learned about your character.

1. You will select or be assigned a character from the following list. Circle the character you have been assigned:

Mr Frank Anne Frank Mrs Van Daan Mr Dussel Miep

Think about the answers to these questions. Consider the information you have been given about roles in a group and personality characteristics. Then, with the help of others, students working on the same character create responses to share with your home group.

2. What was this character's primary role and responsibility in the group? Provide some specific examples from the play to support your answers.
3. What personality characteristics of this character helped or hindered the group? Provide specific examples from the play.
4. What motivated this character to behave the way he or she did?

Motivation and Roles of Characters

War of the Eagles

You will be involved in a Jigsaw activity to explore some of the motivations and roles of characters in the novel. Each person in your home group will select or be given a different character to examine. You will meet with members from other groups to discuss your character. You will then return to your home group to share what you have learned about your character.

1. You will select or be assigned a character from the following list. Circle the character you have been assigned:

Jedidiah Naani Murdock Jed's Mother (Naomi) the Major

Think about the answers to these questions. Consider the information you have been given about roles in a group and personality characteristics. Then, with the help of other students working on the same character, create responses to share with your home group.

2. What was this character's primary role and responsibility in the group? Provide specific examples from the play to support your answers.
3. What personality characteristics of this character helped or hindered the group? Provide specific examples from the play.
4. What motivated this character to behave the way he or she did?

Motivation and Roles of Characters

Whale Rider

You will be involved in a jigsaw activity to explore some of the motivations and roles of characters in the film. Each person in your home group will select or be given a different character to examine. You will meet with members from other groups to discuss your character. You will then return to your home group to share what you have learned about your character.

1. You will select or be assigned a character from the following list. Circle the character you have been assigned:

Pai Pai's Grandfather Pai's Grandmother Pai's Uncle

Think about the answers to these questions. Consider the information you have been given about roles in a group and personality characteristics. Then, with the help other students working on the same character, create responses to share with your home group.

2. What was this character's primary role and responsibility to the group? Provide specific examples from the play to support your answers.

3. What personality characteristics of this character helped or hindered the group? Provide specific examples from the play.

4. What motivated this character to behave the way he or she did?

Student Handout 2

Rate Yourself as a Community Member

Effective groups are made up of individuals who respect each other and work well together. The following statements will help you to examine your behaviour in a group. Think about a particular group you belong to as you rate yourself.

1. I offer facts, opinions, ideas and suggestions during discussions.
Never 1 2 3 4 5 Always

2. I am open and honest in my dealings with the group
Never 1 2 3 4 5 Always

3. I support other group members and am sensitive to their needs and concerns.
Never 1 2 3 4 5 Always

4. I accept responsibility to help resolve misunderstandings and conflicts.
Never 1 2 3 4 5 Always

5. I am open to new ideas.
Never 1 2 3 4 5 Always

6. I listen to what others are saying and think about their position.
Never 1 2 3 4 5 Always

7. I offer help and assistance to anyone in the group in order to improve the group's effectiveness.
Never 1 2 3 4 5 Always

8. I share materials, books, information and resources with other members of the group.
Never 1 2 3 4 5 Always

9. I respect different opinions and ideas and the diversity of the group.
Never 1 2 3 4 5 Always

10. I celebrate the achievements of other team members.
Never 1 2 3 4 5 Always