

# **Introduction to Business**

**BBI 10/20**

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## Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

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### Introduction to Business

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Students are required to learn, on average, over 2 000 words each year in various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior school years. A *word wall* is a wall, chalkboard or bulletin board listing keywords that will appear often in a new unit of study, printed on card stock and taped or pinned to the wall/board. The word wall is usually organized alphabetically.

#### Purpose

- Identify unfamiliar vocabulary and create a visible reference in the classroom for words that will appear often in a topic or unit of study.

#### Payoff

Students will:

- practise skimming and scanning an assigned reading before dealing with the content in an intensive way. Students will then have some familiarity with the location of information and with various elements of the text.
- develop some sense of the meaning of key words before actually reading the words in context.
- improve comprehension and spelling because key words remain posted in the classroom.

#### Tips and Resources

- *Skimming* means to read quickly – horizontally – through the text to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly – vertically or diagonally – to find single words, facts, dates, names, or details.
- For directions, see Student Resource, *Skimming and Scanning*.
- Before building the word wall, consider using **Analysing the Features of Text** in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, to help students become familiar with the text.
- Consider posting certain words for longer periods (for example: words that occur frequently in the unit, words that are difficult to spell, and words that students should learn to recognize on sight).
- Have students refer to the word wall to support their understanding and spelling of the words.
- For a sample word wall, see Teacher Resource, *Word Wall Samples*.
- For more information see:
  - Student Resource, *Personal List of 10 Unfamiliar Words*.
  - Student Resource, *Group Master List of 10 Unfamiliar Words*.

*Words, Words, Words* pp. 70-71.

*When Kids Can't Read, What Teachers Can Do*, Chapter 10.

*Reaching Higher – Making Connections Across the Curriculum*, p. 7-8.

#### Further Support

- Add a picture to the word cards (preferably a photograph from a magazine) as a support for ESL students and struggling readers.
- Provide students with sticky notes to mark the page in the text where the vocabulary words appear.
- Provide each student with a recording sheet so that they can make their own record of the keywords for further review.
- If it appears that students will need additional support, review the terminology on the word wall in the two classes following this activity, using **Take Five** or **Think/Pair/ Share**, which are described in the Oral Communication section of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

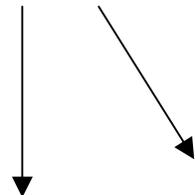
Introduction to Business

| What teachers do  | What students do  |
|---|---|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Before class, preview “The World of Business” chapter 18 – International Interdependence for key vocabulary.</li> <li>• Prepare strips of card stock (approximately 4” x 10”) for words.</li> <li>• Divide students into groups of 3.</li> <li>• Have a marker available for each group.</li> <li>• Explain to students that together the class will find key vocabulary in chapter 18, and will help each other to understand and spell the key vocabulary by creating a “word wall” in the classroom that they can refer to for the duration of the unit.</li> <li>• Distribute Student Resource, <i>Skimming and Scanning</i>; read and clarify the techniques with students.</li> <li>• Have available a map of the world.</li> </ul> | <ul style="list-style-type: none"> <li>• Follow along on the handout as the teacher reviews skimming and scanning.</li> </ul>   |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to skim chapter 18 to get a general sense of what’s in it and where things are.</li> <li>• Engage students in a brief discussion about articles of clothing they are wearing and where they are made. Locate all the countries on a map.</li> <li>• Direct students to independently scan the chapter and complete Student Resource, <i>Personal List of 10 Unfamiliar Words</i>.</li> <li>• Direct students in small groups to compare personal lists and create a group master list using Student Resource, <i>Group Master List of 10 Unfamiliar Words</i>.</li> <li>• Distribute eight pieces of card stock and marker to each group.</li> </ul>   | <ul style="list-style-type: none"> <li>• Skim chapter 18. Focus on illustrations, quotes and business facts in left column, charts, headings, subheadings, and words in bold.</li> <li>• Scan chapter 18, for words they do not know, focus on the words in bold.</li> <li>• Each student completes Student Resource, <i>Personal List of 10 Unfamiliar Words</i>.</li> <li>• In groups, students compare personal lists and complete Student Resource, <i>Group Master List of 10 Unfamiliar Words</i>.</li> <li>• In each group, print the key vocabulary words in large letters on card stock (leave room for the definition) and be prepared to place the words on the bulletin board alphabetically. (Allow for duplication to visually demonstrate to students the words in common they do not know). When the word wall is complete, remove the duplicates.</li> </ul> |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Lead some discussion of the words and ask students to speculate on their meaning. Encourage the students to rely on personal knowledge and experience rather than the glossary at this point. Discuss prefixes like <u>export</u>, <u>import</u>, and <u>international</u>.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use the glossary in the textbook to find the meaning of the words.</li> <li>• Present their words to the rest of the class.</li> <li>• Add the meaning to the words on the cards in smaller letters.</li> <li>• For students needing additional support separate on card stock the word and the definition (mix them up) and have the students at a table match the word and definition.</li> </ul>  |

Notes

## Skimming and Scanning

| Skimming   |   |
|--|---|
| What is it?  | When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.   |
| Why do I skim?   | Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.   |
| How do I skim?<br><br>Read in this direction.<br><br> | <ol style="list-style-type: none"> <li>1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information.</li> <li>2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences.</li> <li>3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text.</li> <li>4. Remember: You do <b>not</b> have to read every word when you skim.</li> <li>5. Generally, move your eyes horizontally (and quickly) when you skim.</li> </ol> |

| Scanning   |   |
|--|---|
| What is it?  | When you SCAN, you move your eyes quickly down a page or list to find one specific detail.  |
| Why do I scan?   | Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.  |
| How do I scan?<br><br>Read in these directions.<br><br> | <ol style="list-style-type: none"> <li>1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date.</li> <li>2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary?</li> <li>3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you toward the detail for which you are looking.</li> <li>4. Aim for 100% accuracy!</li> </ol> |



## Word Wall Samples

| Word Wall                 |                       |                      |
|---------------------------|-----------------------|----------------------|
| <b>absolute advantage</b> | <b>exchange rate</b>  | <b>import</b>        |
| <b>balance of trade</b>   | <b>excise tax</b>     | <b>quotas</b>        |
| <b>dumping</b>            | <b>export</b>         | <b>tariff</b>        |
| <b>embargo</b>            | <b>global economy</b> | <b>trade deficit</b> |
| <b>European Union</b>     | <b>global product</b> | <b>trade surplus</b> |

### Word Cards with Definitions

**balance of trade**  
 the relationship between a country's imports and exports

**exchange rate**  
 the value of one currency compared to the value of another currency



## Personal List of 10 Unfamiliar Words

STUDENT NAME: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



Student Resource

## Group Master List of 10 Unfamiliar Words

Group Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Engaging in Reading: Reading Between the Lines (Inferences)

### Introduction to Business: Conducting Business in a Competitive Marketplace and in the Changing Workplace

*An inference is the ability to connect what is in the text with what is in the mind to create an educated guess.* (Beers, 2003)

Making inferences from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences.

#### Purpose

- Draw meaning from text – through explicit details and implicit clues.
- Connect prior knowledge and experiences to the text in order to make good guesses about what is happening, may have happened, or will happen in the future.

#### Payoff

Students will:

- develop greater awareness that texts can be understood on more than one level.
- become capable and confident in comprehending the subtle meanings in texts.

#### Tips and Resources

- *Explicit details* appear right in the text (for example, names, dates, descriptive details, facts).
- *Implicit details* are implied by clues in the text. Readers are more likely to recognize implicit details if they relate to prior knowledge and experiences.
- Inferences are conclusions drawn from evidence in the text or reasoning about the text. *“Readers transact with the text, constructing meaning from the information that the author provides in the text and the information they bring to the text.”* – Beers, 2003
- You can encourage students to make inferences by providing sentence starters similar to the following:
  - I realize that...
  - Based on...I predict that...
  - I can draw these conclusions...
  - Based on this evidence, I think...
- For more information, see:
  - Student Resource, *Reading Between the Lines to Infer Meaning*.
  - Student Resource, *Preparing For a Job Interview*.

*When Students Can't Read: What Teachers Can Do*, Chapter 5.

*Reading and Writing for Success, Senior*, pp. 262-263.

*Cross Curricular Literacy; Strategies for Improving Middle Level Students' Reading and Writing Skills*, pp. 34-35, 58-59.

*Cross Curricular Literacy; Strategies for Improving Secondary Students' Reading and Writing skills*, pp. 26-27, 48-49.

#### Further Support

- Provide additional opportunities for students to practice making inferences with subject-specific texts in a supported situation – perhaps in a small group with the teacher acting as the facilitator.
- ESL students may benefit from pairing with a partner who speaks the same first language so they can clarify concepts in their first language and build more confidently on their prior knowledge.

**Engaging in Reading: Reading Between the Lines (Inferences)**

**Introduction to Business: Conducting Business in a Competitive Marketplace and in the Changing Workplace**

| What teachers do   | What students do   |
|--|--|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>Explain to students that some information is stated explicitly in the text (for example, names, dates, and definitions). On the other hand, sometimes readers must draw a conclusion about what is meant based on clues in the text. This strategy is called “making inferences” or good guesses, and is also referred to as “reading between the lines.”</li> <li>Distribute Student Resource, <i>Reading Between the Lines to Infer Meaning</i>.</li> <li>Ask students to pick out the explicit information in the first item on the handout, and then to infer meaning, or draw a conclusion about the person.</li> </ul> | <ul style="list-style-type: none"> <li>Read the first item on the handout and pick out the explicit information about the person.</li> <li>Make an inference about the meaning of the person.</li> </ul> |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>Direct students to read the remaining examples on the handout.</li> <li>Engage the whole class in discussion about the meaning to be inferred from each statement.</li> </ul>  | <ul style="list-style-type: none"> <li>Infer meaning from the clues in each statement on the handout.</li> <li>Provide various interpretations of the situations described in each statement.</li> </ul> |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>Help students to transfer the skill of inferring meaning by providing a job advertisement such as Student Resource, <i>Preparing For a Job Interview</i>.</li> <li>Ask students to complete the handout.</li> <li>Discuss the students’ responses.</li> </ul>   | <ul style="list-style-type: none"> <li>Practise inferring meaning by completing the questions from the handout.</li> <li>Contribute ideas and information to the discussion.</li> </ul>                  |

**Notes**



## Reading Between the Lines to Infer Meaning

|  |
|--|
| <b>SITUATION 1</b>   |
| A person returns to school to take business and computer courses.  |
| Explicit details:  |
| Implicit details: I can conclude that...   |
| <b>SITUATION 2</b>   |
| An assembly line turns out 1 000 units per hour, 24 hours per day, 7 days a week. During the weekend, there is only a custodian on duty.   |
| Explicit details:  |
| Implicit details: I can conclude that...   |
| <b>SITUATION 3</b>   |
| Your enterprising friend has applied for a patent. He rents a warehouse and takes delivery of truckloads of old car tires.   |
| Explicit details:  |
| Implicit details: I can conclude that...   |
| <b>SITUATION 4</b>   |
| A company issues free public transportation passes to its employees during the hot summer months.  |
| Explicit details:  |
| Implicit details: I can conclude that...   |
| <b>SITUATION 5</b>   |
| The Canadian government passes a law to protect “whistle blowers” who report abuses in government activities.  |
| Explicit details:  |
| Implicit details: I can conclude that...   |
| <b>SITUATION 6</b>   |
| During the holiday season, on a cold early morning when all the other stores and restaurants are closed, a police officer directs a long line up of men, women and children, who are waiting their turn to enter a fine dining restaurant. |
| Explicit details:  |
| Implicit details: I can conclude that...   |



## Preparing for a Job Interview

### Administrative Assistant

This full time position requires the individual to perform administrative functions including word processing, preparation of contracts and telecommunications, as well as providing general assistance to the Production Manager and other members of the Production Team.

Candidates should be productive, self-starters, able to work within a team environment. Some weekends may be required. Salary and benefit package to be negotiated.

**ABLE GLASS MANUFACTURERS COMPANY** is one of Canada's leading glass manufacturers with offices in Toronto, Calgary, Montreal, St. John's and New York.

1. How might you prepare for an interview for the job listed above, considering the requirements listed in column 1?
2. In column 2, add information that shows your qualifications.

| Requirement   | Possible things to say |
|---|------------------------|
| Productive  |                        |
| Self-starter  |                        |
| Teamwork  |                        |
| Telecommunication skills<br>(administrative function) |                        |

3. Why is teamwork an important requirement for this administrative assistant job?
4. Why would some weekends be required?
5. What are some of the qualifications and factors that would be considered in determining the salary and benefit package?

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**Engaging in Reading: Sorting Ideas Using a Concept Map**

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**Introduction to Business: Role & Impact of Business**

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A *concept map* is a way to visually organize your understanding of information. It is hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into sub-topics and details.

**Purpose**

- Record ideas during reading.
- See the relationships among ideas, and distinguish between main ideas and supporting details.

**Payoff**

Students will:

- remember important details from the text.
- organize information in a memorable and accessible way to help with studying.

**Tips and Resources**

- Brain-based research shows that visual organizers, such as concept maps, can be highly effective in helping students who struggle with reading and writing.
- If possible, provide students with several samples of concept maps that look different so that they get a sense of how concepts can be organized.
- Concept maps usually have words written on the lines that join the bubbles to show the relationships between the items.
- Concept maps generally do not use colour or pictures. They are meant to show the connections between ideas and the hierarchy of those ideas.
- Spend time deconstructing the concept map and pointing out the connections between the various topics and ideas.
- To help students get started with concept mapping, see Student Resource, *Concept Map –Buying a Car*.
- To see concept mapping in action, turn to Teacher Resource, *Concept Map – Buying a Car*. Both the partial and completed concept maps can be made into overheads for use with the whole class.
- Student/Teacher Resources, *Sample Template - Maslow's Hierarchy of Needs* and *Sample Template – Needs, Wants, Demand and Business Opportunities*, are provided as examples to show the students other types of concept maps.
- For more information, see:
  - *Student Resource, Concept Map – Buying a Car*.
  - *Teacher Resource, Concept Map – Buying a Car*.
  - *Student/Teacher Resource, Concept Map – Maslow's Hierarchy of Needs*.
  - *Student/Teacher Resource, Concept Map – Needs, Wants, Demand and Business Opportunities*.

*Beyond Monet, Chapter 10. Reading and Writing Skills, Grades 6-8, pp. 44-45.*

**Further Support**

- Pair students or put them in groups to read the text and create their concept maps.
- Encourage students in pairs or groups to choose one person who will read the text aloud first while a partner or group member records single words that represent main ideas or details.

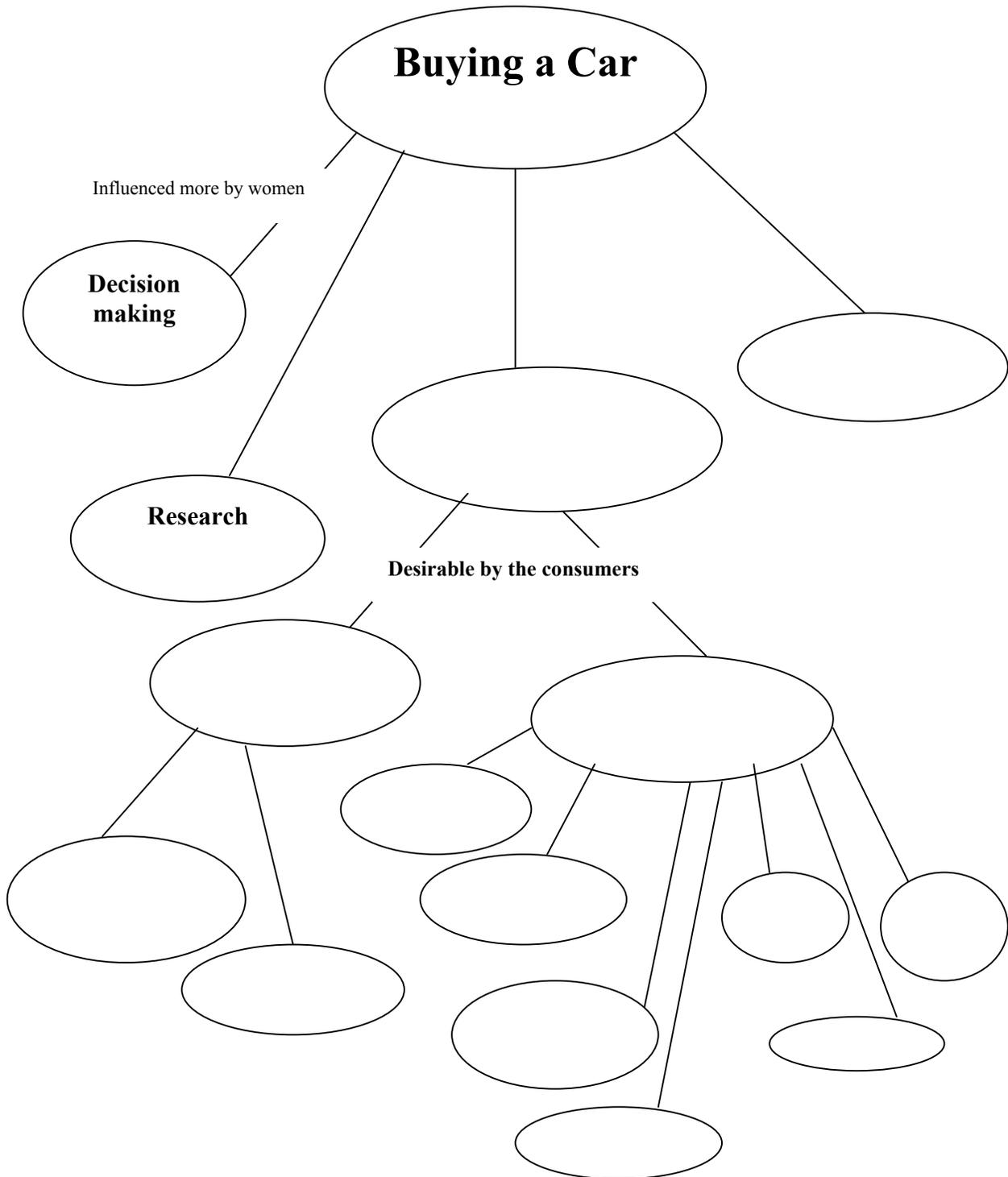
**Engaging in Reading: Sorting Ideas Using a Concept Map**

**Introduction to Business: Role & Impact of Business**

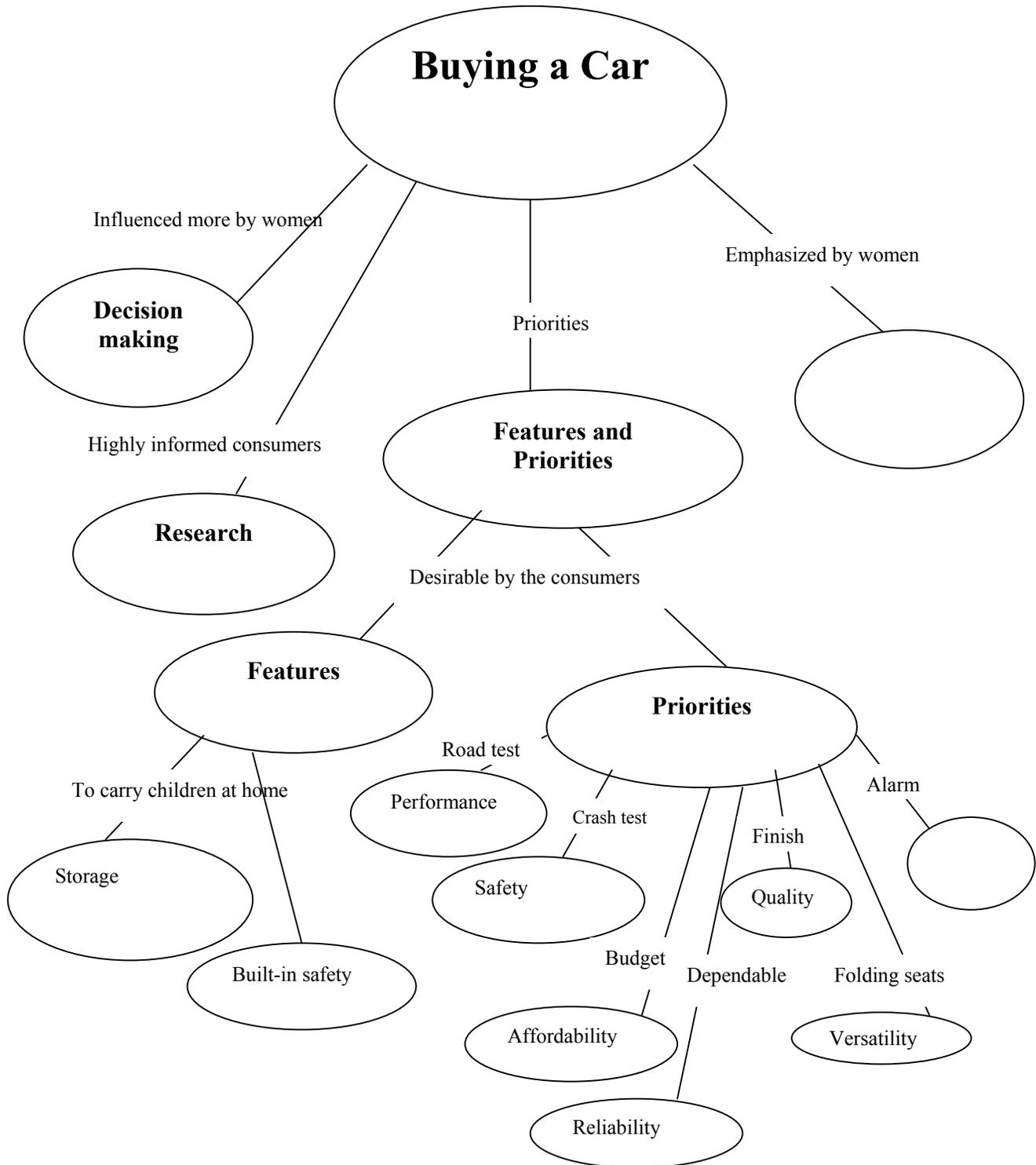
| What teachers do  | What students do   |
|---|--|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Select a case or article from your text or another source about consumer preferences when buying a car. Note: Do not tell students the topic ahead of time.</li> <li>• Make an overhead of each of the following:                     <ul style="list-style-type: none"> <li>- Student Resource, <i>Concept Map – Buying a Car</i>.</li> <li>- Teacher Resource, <i>Concept Map- Buying a Car</i>.</li> <li>- Student/Teacher Resource, <i>Concept Map - Maslow’s Hierarchy of Needs</i>.</li> <li>- Student/Teacher Resource, <i>Concept Map, Needs, Wants, Demand and Business Opportunities</i>.</li> </ul> </li> <li>• Read the case or article aloud to the class, asking them to listen for and note the ideas that stand out in their minds or are of greatest interest.</li> <li>• Engage students in discussion about the ideas that captured their interest.</li> <li>• Show the Student Resource, <i>Concept Map – Buying a Car</i> and ask students to suggest some topic headings and details to get them started.</li> <li>• Ask students to suggest words to write on the lines between the concept cap bubbles in order to describe the connections between the items.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen and record ideas of greatest interest as the teacher reads the text.</li> <li>• Contribute ideas and suggestions to the class discussion.</li> </ul>   |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Provide students with miniature stick-on notes.</li> <li>• Assign the case or article on consumer preferences when buying a car.</li> <li>• Ask students to begin creating a concept map – based on the overall topic, sub-topics, and details – by drawing bubbles in the correct hierarchy.</li> <li>• Use the overhead Teacher Resource, <i>Concept Map – Buying a Car</i> for individual assistance.</li> </ul>   | <ul style="list-style-type: none"> <li>• Read the case or article and use stick-on notes to identify topics, sub-topics, and details.</li> <li>• Create a concept map using stick-on notes to guide them to the ideas they need to include.</li> <li>• Complete the concept map, except for the words on the lines joining the bubbles.</li> </ul> |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Put students in pairs to share and compare their concept maps.</li> <li>• Ask students to discuss and reach consensus on the main ideas and details.</li> <li>• Challenge students to add their suggested words to the connecting lines between the bubbles.</li> <li>• Show the students the completed Teacher Resource, <i>Concept Map – Buying a Car</i>.</li> <li>• Show students other samples of concept maps.</li> <li>• Encourage students to use this strategy whenever they read complicated texts.</li> </ul>   | <ul style="list-style-type: none"> <li>• Compare and discuss differences between their concept maps.</li> <li>• Reach consensus on the topics, sub-topics, and details.</li> <li>• Confer to add words that show the connections between the topics, sub-topics, and details.</li> </ul>   |

**Notes**

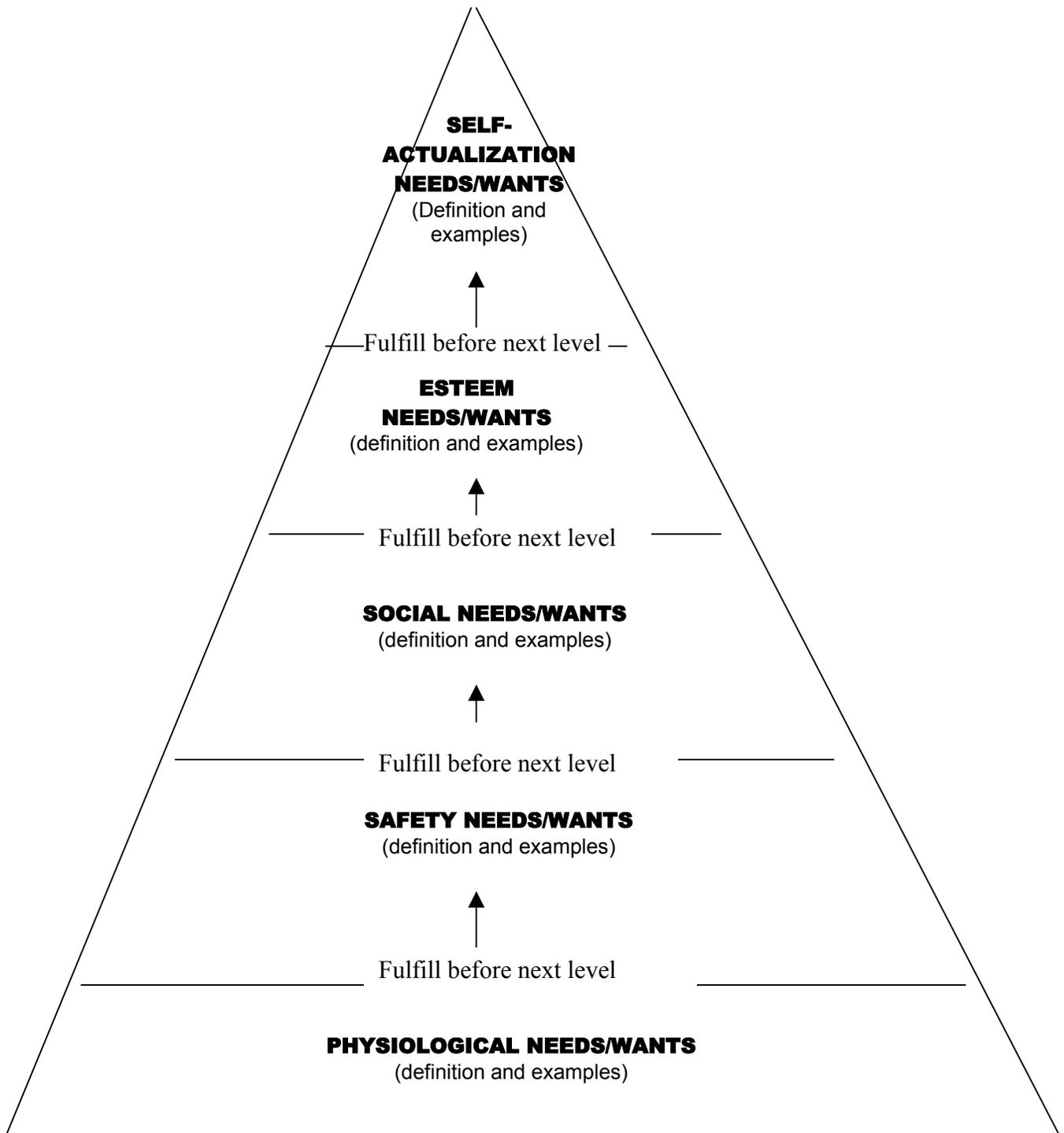
### Concept Map – Buying a Car



## Concept Map – Buying a Car

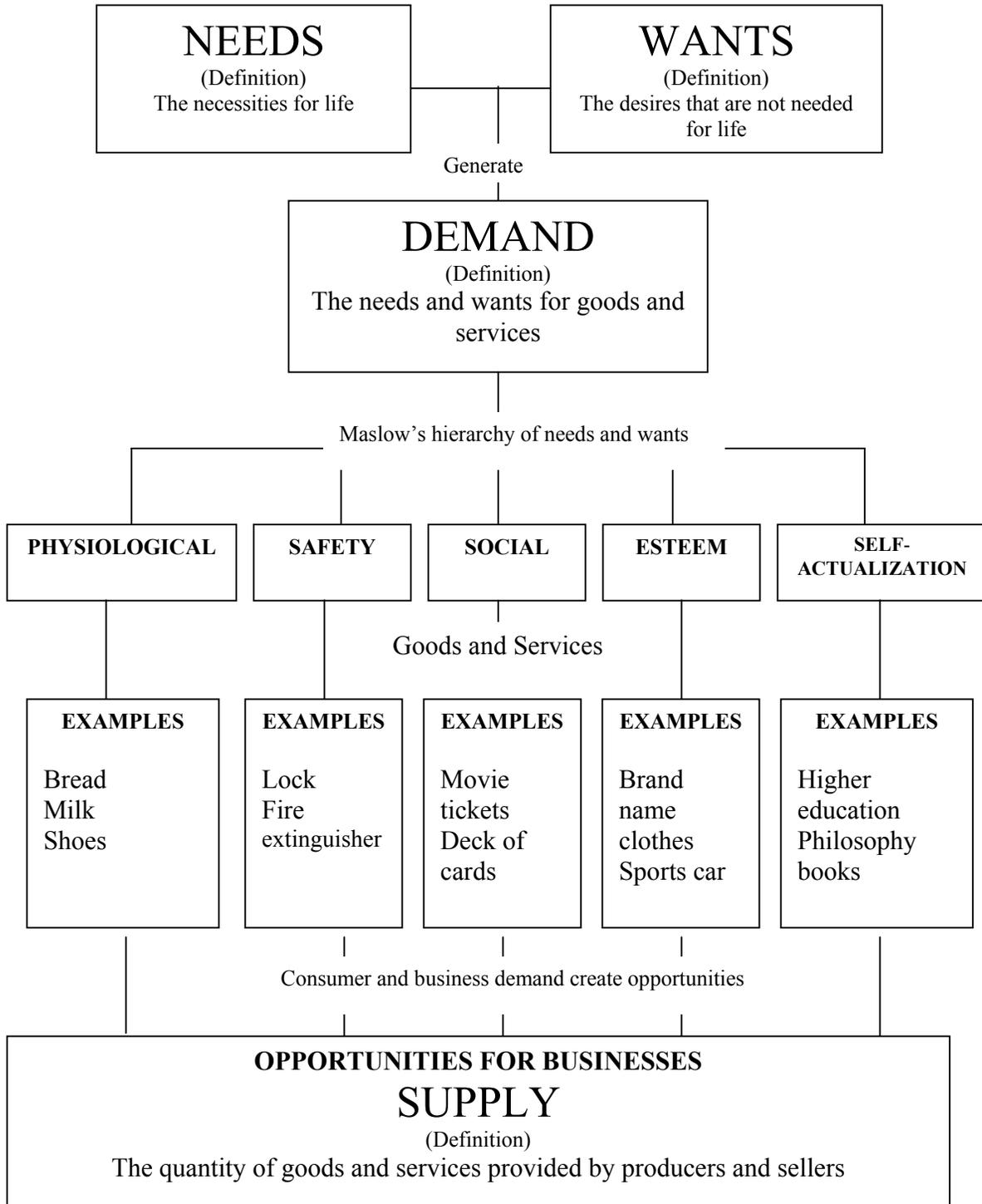


### Maslow's Hierarchy of Needs





**Concept Map, Needs, Wants, Demand and Business Opportunities**



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**Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)**

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**Introduction to Business**

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Readers draw conclusions based on the ideas and information that they read from one or more sources. Providing a graphic organizer before reading helps students to organize their thinking *during reading* in order to analyze, make inferences and draw conclusions *after reading*.

**Purpose**

- Actively use prior knowledge and experiences when reading.
- Read and respond to the important concepts and issues in the course, making inferences and drawing conclusions.

**Payoff**

Students will:

- develop content and opinions for persuasive writing.
- become thoughtful speakers during whole-class and small-group discussions.

**Tips and Resources**

- *Drawing* conclusions involves gathering information and deciding what the information means. For example, a report may **describe** effects of increased traffic on the Trans Canada Highway during the months of July to September (e.g., more injured wildlife, increased damage to roads, air pollution/smog complaints, visible litter); it may **draw a conclusion** about the information (increased vacation traffic is a local environmental concern); and it may **offer recommendations**.
- See Teacher Resource, *I Read/I Think/Therefore - Sample Response*. This annotated sample illustrates the thinking process that a reader might follow to gather information, reflect, and draw a conclusion.
- Also see Student Resource, *Template for Drawing Conclusions*. This graphic organizer helps students to organize their thinking while they are reading or conducting research that will require them to make inferences and draw conclusions. In column one (I Read), students record the relevant information from the text. In column two (I Think), students record what they know about that information and what they think it means. In the bottom row (Therefore), students record their conclusion based on all of the information gathered and their prior knowledge.

*Cross-Curricular Literacy: Strategies for Improving Middle Level Students' Reading and Writing Skills, Grades 6-8*, pp. 60-61.

*Cross-Curricular Literacy: Strategies for Improving Secondary Students' Reading and Writing Skills*, pp.50-51.  
*Reading in the Content Areas: If Not Me Then Who?* pp. 41-55.

**Further Support**

- Encourage students to use their real-life experiences as models for drawing conclusions.
- Create a wall chart to illustrate the strategy I Read/ I Think/ Therefore and post it as a reference for students.

**Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)**

**Introduction to Business**

**Notes**

| What teachers do  | What students do   |
|---|--|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Read the article Student Resource, <i>King of Cones- Hot Business in Cool Cones</i>.</li> <li>• Reading prompts – Are young people at an advantage or disadvantage when setting up a business? What characteristics of an entrepreneur do Tim and Ryan demonstrate? What do you think Tim and Ryan learned from setting up their own business?</li> <li>• Use Teacher Resource <i>I Read/I Think/Therefore</i> to demonstrate how to draw a conclusion based on gathered information. See Tips and Resources on the previous page.</li> <li>• Provide students with a graphic organizer to record their thinking as they read the article. See Student Resource, <i>Template for Drawing Conclusions</i>.</li> <li>• Provide students with copies of Student Resource, <i>King of Cones</i> and ask them to preview it.</li> <li>• The purpose of the reading is to encourage awareness of the realities of young entrepreneurship.</li> <li>• Use a transparency of the graphic organizer to model for students how to read and record information and inferences. Read the first two or three paragraphs to model the process.</li> </ul> | <ul style="list-style-type: none"> <li>• Preview the article to get ready to read.</li> <li>• Clarify the purpose for reading (prompt or question).</li> <li>• Observe how to complete the graphic organizer.</li> <li>• Read the article “King of Cones” and make inferences based on the information.</li> <li>• Make a conclusion.</li> <li>• Observe the teacher’s thinking process for drawing a conclusion.</li> </ul> |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to complete the reading task and the “I Read” and “I Think” columns of the graphic organizer.</li> <li>• Partner the students so they can share and discuss the information and their thinking.</li> </ul>   | <ul style="list-style-type: none"> <li>• Read the article King of Cones, pausing to record important information, and make inferences.</li> </ul>  |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Review the information gathered in the “I Read” section. Note responses and ask students to account for similarities and differences.</li> <li>• Compile information on the transparency of the graphic organizer.</li> <li>• Discuss the students’ responses in the “I Think” section. Model how to make inferences (conclude from facts or evidence, to imply) and complete the section on the transparency.</li> <li>• Review the information and inferences. Ask students to suggest conclusions that can be made based on the information gathered so far. Discuss possible “Therefore” conclusions.</li> <li>• Model how to make a conclusion based on gathered information.</li> <li>• Ask students to use this thinking process to read a short passage on the same topic. Ask students to share and compare their conclusions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Reread their graphic organizers. Identify similarities and differences among responses.</li> <li>• Draw a conclusion based on the information and inferences in the chart.</li> <li>• Compare own conclusion with those of others.</li> <li>• Apply their learning to a different reading task or experience.</li> </ul>  |

## I Read/I Think/Therefore – Sample Response

Students are encouraged to use the graphic organizer, *Template for Drawing Conclusions*, while reading and responding to text. However, they can also use it to accumulate information about a topic from several sources before drawing a conclusion. The example below can be used to model the thinking that one might go through while reading a text.

The **text says** that there are some things that job seekers can do to protect themselves from threats to privacy and safety. **I think** it is extremely important for job seekers to be aware of and apply these tips.

The **text says** that there are a number of types of ways to seek jobs online. **I think** that I need to learn more about the different types of sites so I can understand how they work and the benefits of them.

The Internet has changed the way that people look for and get jobs. Countless Web sites exist to help people find jobs online. Some sites contain listings of jobs posted by employers. People looking for jobs can use the built-in search engines on those sites to find jobs that meet certain criteria (e.g., industry, location, type of work). Some even specialize in posting only certain types of jobs (e.g., only technology-related jobs). Other sites allow job seekers to post their resumés online so that employers can look at them online and select people that they might want to hire. Many employers require job seekers to send their resumés electronically – either by e-mail or interactive Web sites. Some employers even use software to sort resumés they receive based on keywords!

It all sounds wonderful – and many times it is. But when information is transmitted electronically, there are always some cautions. If you decide to search for a job online, you need to be aware of some serious security and privacy concerns. Think about the personal information that resumés or job applications contain – name, address, telephone number, job history, education, and so on. Most people would want to be sure that their personal information does not get into the wrong hands. Some of the possible pitfalls of electronic job hunting (especially where your resumé is posted online) include:

- if you already have a job, your current employer might find your resumé there – which can be a problem if he/she does not know that you're looking for another job.
- depending on the type of information transmitted, someone could steal your identity.
- someone interested in harming you could find you easily.
- you could be added to mailing or spam lists by devious marketers.
- you might be invited to an “interview” with somebody posing as an employer who has devious intentions.

There are many things you can do to make your job search safer and more productive. First, avoid posting your resumé on unknown sites or sending it to unknown companies or people. Make sure job sites to which you share/post your resumé have privacy policies. Leave out as much personal information as possible. Finally, keep track of where you send your resumé.

The **text says** that information that job seekers post can be used in inappropriate ways. **I think** that this should be monitored to protect people from problems such as identify theft and personal safety.

### Therefore...

Though the Internet can help people find jobs, it is extremely important for job seekers to be cautious when looking for and applying for jobs online to protect their safety.



## King of Cones – Hot Business In Cool Cones

From good old-fashioned vanilla and strawberry to chocolate truffle decadence and marshmallow blue blast in an Oreo cone, Tim and Ryan’s Little Ice Cream Shop is doing a hot business in cool cones.

Tim Bridge and Ryan Norris opened their shop, located at 813 Main St. W. in Listowel, on May 18 and have been busy scooping 22 flavours every day since then.

“We figure our best deal is four scoops of any flavours, in a dish for \$2.50.” Tim said. The baby cone costs a loonie, the single scoop is \$1.50, the double scoop is \$2.00, and any additional scoop is just 50 cents. They also sell ice cream by the tub. So far the most popular flavour has been cotton candy, with favourites such as pralines and cream, tiger tail, Smarties, Turtles and New York cherry cheese cake not far behind.

Tim had thought for a couple of years of opening an ice-cream shop at his home in Atwood but got involved in a part-time job and band instead. He and Ryan began planning their Listowel business in early April. Finding time after their jobs at the Petro Canada station across the street, they spent long hours renovating the former video store in front of Snappy’s Car Wash. Holes from screw nails that had held the shelves were filled and the dry wall was refinished and painted, part of the carpet was cleaned and part was removed and the cement floor painted. By opening day the shop was spotless.

### PERSEVERANCE

Not everything went smoothly on the way to opening day, however. At 17 and 18, the entrepreneurs had no credit rating and could not get a loan to start their business. “Adults in general did not take us seriously.” Tim said.

“We invested our own savings in the business. We also looked into government grants and loans for students starting their own business, but for one Ontario program you have to be 19 to 29, and you can’t be in school full time, so that put us out of that one,” Ryan explained.

They looked at another Ontario program, Summer Company, and found it prohibits partnerships.

“Being partners really helps though,” Tim said. “It’s just too much to go into business for yourself, with school and other jobs. So we had no help at all, not even to get started. We think the government should consider different programs or tax breaks for students.”

Time was running out, so although there was at least one other loan program to look into, Tim and Ryan found a silent partner who provided a small start-up loan and agreed on interest payments being paid in ice cream.

The next hurdle was a supplier. Because of the partners’ youth, companies were not willing to trust them and never phoned back, and for opening day they had to resort to ordering through their employer at Petro Canada.

To be sure their business would conform to all health rules, they called Perth District Health Unit at the first of April, and were promised a package of necessary information.

“It hasn’t come yet,” Tim said. “So we had to go on our own. We looked on the Internet and found the regulations and interpreted and implemented them by ourselves. We kept calling, and my mother kept calling but we never got any response so we opened on our own.”

“And last week someone from the health unit dropped in for an inspection,” Ryan added. They said we should have waited for approval, but we had been calling endlessly. We wanted to be open for the long weekend, to catch the traffic and so people would know we are here and stop in on their way home or on their next trip.”

The scrupulously clean shop passed inspection and just required a second sink and a few other small changes.

“We haven’t run into anything that wasn’t trouble -- except our customers,” Tim and Ryan agreed. “They are great, and they are surprised we own the business.”

As well as owning their own business and keeping their other jobs, the partners have a band, Wide Awake, with a busy performance schedule, so they have a few friends on call to help out in the busy shop.

They will have to close down at the end of Labour Day weekend to return to LDSS for their final year of high school. Tim plans to attend the accountancy program at the University of Waterloo, and Ryan will attend Humber College’s program for funeral directors.

“Although it hasn’t all been easy, things are going well, and owning our own business is good experience for both of us,” Tim said. “We are looking forward to a busy season and hoping for a good hot summer.”

“Tim and Ryan’s Little Ice Cream Shop” sold out of ice cream on the May 24 weekend and their shop was a popular spot right through the summer. By the end of the summer the ice cream supplier informed Tim and Ryan that they were selling more ice cream than any store in Grand Bend.

On October 25, Tim and Ryan were presented with the North Perth Chamber of Commerce Entrepreneurs of the Year Award. “Adults took us a lot more seriously and were much more interested in talking to us once we made our venture happen,” Tim said. “Next year is another story, said Tim, this was a lot of fun, and we made it happen, but also a lot of work.”

Helen Hewitt, Reporter for the Listowel Banner

Adapted with permission for this project by Don Lawrence.



### Template for Drawing Conclusions

| I read       | I think |
|--------------|---------|
|              |         |
| Therefore... |         |
|              |         |



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**Reading Different Text Forms: Reading Graphical Texts**

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**Introduction to Business: Personal Finance**

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Graphical text forms (such as diagrams, photographs, drawings, sketches, graphs, schedules, maps, charts, timelines, and tables) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Providing students with an approach to reading graphical text also helps them to become effective readers.

**Purpose**

- Become familiar with the elements and features of graphical texts used in any course.
- Explore a process for reading graphical texts, using a range of strategies for before, during and after reading.

**Payoff**

Students will:

- become more efficient at “mining” graphical texts for information and meaning.
- practise essential reading strategies and apply them to different course-related materials.

**Tips and Resources**

- Sometimes a complicated idea or concept can be communicated more easily through a chart, graph, diagram or illustration. Many informational texts include graphics to supplement the main ideas and provide clues to the important concepts in the text. Some of the features of graphical texts include:
  - print features (such as typeface and size of type, bullets, titles, headings, subheadings, italics, labels, and captions).
  - organizational features (such as tables of contents, legends, keys, pronunciation guides, labels and captions).
  - design features (such as colour, shape, line, placement, balance, and focal point). Design features can also include images.
  - organizational patterns (such as sequential, categorical, and explanatory).
- Each graphical text uses these elements and features in different ways to effectively present information in a condensed format. For example, a flow chart may illustrate key information in boxes with lines and arrows to show connections and directions and a title that describes the main idea or subject.
- Many of the strategies for reading informational literary texts can also be used effectively to read graphical texts.
- Focus on one or two tips at a time to help students before, during and after the assigned reading. Add tips as needed to guide the students as they read.
- For more information, see:
  - Student Resource, *Sources of Individual and Family Income*.
  - Student Resource, *Tips for Reading Graphical Texts*.

**Further Support**

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts to guide them through the reading task.



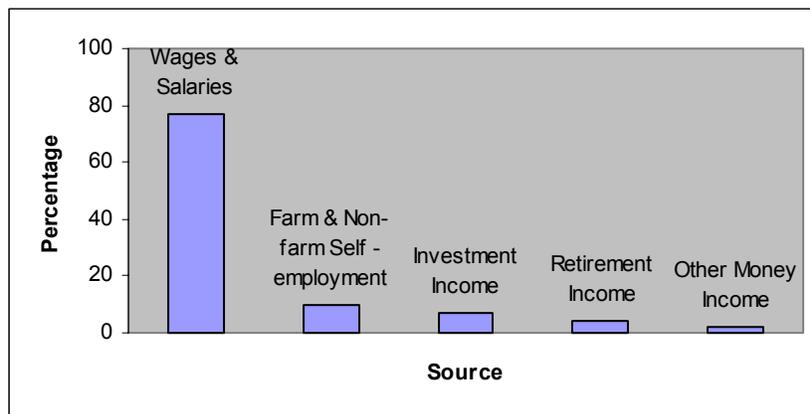
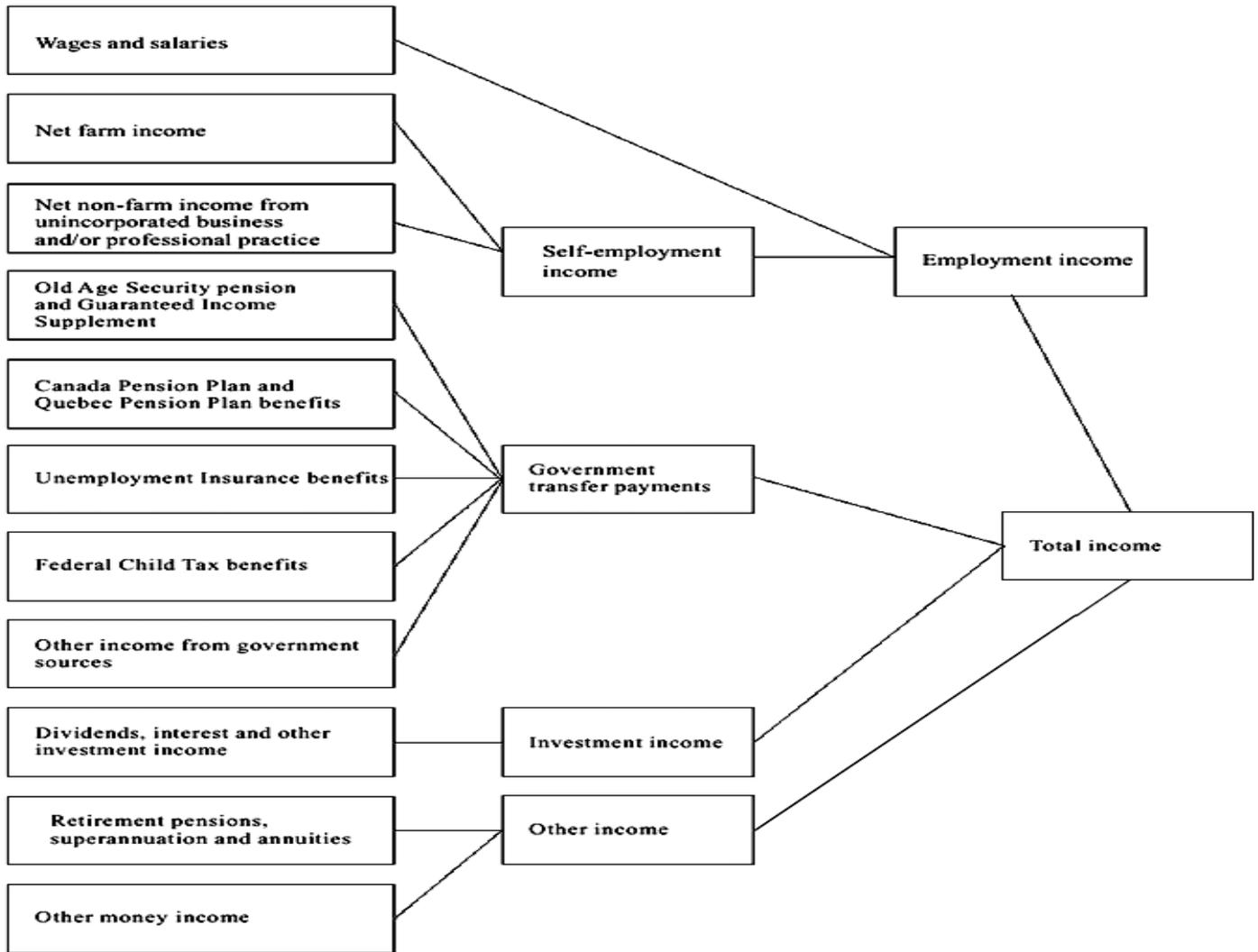
**Reading Different Text Forms: Reading Graphical Texts**

**Introduction to Business: Personal Finance**

| What teachers do   | What students do  |
|--|---|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Photocopy a class set of the Student Resources, <i>Sources of Individual and Family Income</i> and <i>Tips for Reading Graphical Texts</i>.</li> <li>• Before reading, help students to connect new content and ideas to their prior knowledge by encouraging them to think about what they already know about individual and family income.</li> <li>• Ask students to <b>brainstorm</b> the sources of income. Record the responses on the board.</li> <li>• Provide students with prompts about various life situations (e.g., during school, unemployment, maternity, retirement).</li> <li>• Ask the students to determine the <b>purpose</b> for reading graphical text. They should be reading about the sources of personal and family income.</li> <li>• Invite students to ask questions about the graphic’s purpose and the information in it.</li> <li>• Explain how to <b>skim, scan</b> and <b>sample</b> the graphical text to make informed predictions.</li> <li>• Distribute the Student Resource, <i>Sources of Individual and Family Income</i>.</li> </ul>  | <ul style="list-style-type: none"> <li>• Individually <b>brainstorm</b> to <b>recall</b> what they already know about income.</li> <li>• Determine the reason for the graphic.</li> </ul>                 |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• During reading, help students to connect the information and ideas in the graphical text to what they already know as they monitor their understanding. (“Monitoring understanding” means recognizing when confusion occurs and identifying strategies that help to regain meaning.)</li> <li>• Have students describe and model the different reading strategies they might use, such as predicting, questioning, <b>activating prior knowledge, inferring, reading slowly, and rereading</b>.</li> <li>• Model (using “think aloud”) strategies for pausing and thinking about the text. Encourage students to examine parts of the text, <b>read, pause, think, and ask questions</b> or <b>make notes</b> about how this information relates to other parts of the text.</li> <li>• Demonstrate how to <b>paraphrase</b> the information presented. For example, use the sentence stem “This means...”</li> <li>• Ask students <b>focus</b> questions such as:             <ul style="list-style-type: none"> <li>- What is the purpose of this graphic?</li> <li>- What information is provided?</li> <li>- Is all of the important information included? What information is missing?</li> <li>- How is the information organized?</li> <li>- How does this information relate to what you already know about the topic?</li> <li>- Is this a useful source of information?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Contribute to the discussion</li> <li>• Make connections with their personal experiences regarding sources of income.</li> </ul>                                 |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• After reading, help students to <b>consolidate</b> and <b>extend</b> their understanding of the content.</li> <li>• Pair students and ask each partner to <b>restate</b> or <b>paraphrase</b> what they have read and to note similarities and <b>differences</b> in rephrasing.</li> <li>• Have students suggest possible ways to <b>check accuracy and reliability</b> of the information presented.</li> <li>• Ask students to organize the information in a different way and share and compare their interpretations with their partners.</li> <li>• Distribute the Student Resource, <i>Tips for Reading Graphical Texts</i> and review the process the students used. Invite questions from the students for clarification.</li> </ul>   | <ul style="list-style-type: none"> <li>• Listen to partner’s paraphrase and share and compare.</li> <li>• Use the information from the graphical text to produce an individual graphical text.</li> </ul> |

Notes

### Sources of Individual and Family Income



Source: Canada. Statistics Canada, 1996 Census Dictionary: Catalogue Number 92-351-XPE.

## Tips for Reading Graphical Texts

### Before Reading

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to determine what type it is and which elements are used.
- Examine the title, headings, captions and images. Start with the title. The title tells you what the graphic is about. The captions may also use words and phrases from the text to show how the graphic is related to the information in the written text (e.g., Source, Figure 1.6).
- Recall what you already know about the topic or subject.
- Record some questions you might have about the information presented.

### During Reading

- Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- Look for the use of colour or symbols to emphasize important words and information. Some graphical texts have a legend or a key to explain the meaning of specific colours or symbols.
- Study the image carefully. See if you recognize the details in the image. Read the text near the picture to find an explanation of the information in the graphic. Use the figure number or title and key words to find and read the related information in the written text.
- Identify the relationships among the visuals and information presented.

### After Reading

- Interpret the information conveyed in any of the graphics (e.g., diagrams, charts, graphs, maps). Ask yourself why this information might be important.
- Rephrase information orally or in writing. Imagine that you are explaining the graphic to someone who has not read it.
- Create your own graphical text (e.g., graph, map, diagram, table, flow chart) to represent the important information.



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## Generating Ideas: **Rapid Writing**

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### Introduction to Business: Conducting Business in a Competitive Marketplace and in the Changing Workplace

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When students engage in *rapid writing* at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

#### **Purpose**

- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

#### **Payoff**

Students will:

- rapidly generate fresh ideas about topics in any subject area.
- write down ideas without self-editing.
- generate raw material for more polished work.
- complete writing activities on time, overcome writer's block, and improve test-taking skills.

#### **Tips and Resources**

- This strategy may be used in a number of ways, including: prewriting; brainstorming for a specific question; or writing for reflection, learning logs, work journals, etc.
- This strategy may also be used as a pre-reading strategy, similar to a KWL..
- Use this strategy to review what students remember about classroom work.
- Use rapid writing regularly in the classroom, and have students select the day's topic. Possible topics might include factors that influence employees' attitudes and the quality of their work, how market prices are affected by supply and demand, or the functions of human resources and effective people management.
- Students can apply this strategy when writing tests or examinations by "scribbling down" information they are afraid of forgetting just before they begin responding to the questions.
- Use rapid writing drafts to give students practice in proofreading and reviewing their writing for flow of ideas. When students use this strategy at the computer with the monitor turned off, they will be amused by how many errors in proofreading they have made. Be prepared for some laughter in the classroom when using this approach.
- For more information, see:
  - Student Resource, *Tips for Rapid Writing*.
  - Teacher Resource, *Rapid Writing Exercise*.

#### **Further Support**

- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners and for students who have poor aural memory.
- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- Use timed writing for parts of a task - e.g., as many words as possible in three minutes, then as many more as possible in the next three min., etc.
- Vary criteria: some students may need to work in point form, or stop and break after three minutes.
- Save completed rapid writing samples to use later to teach writing conventions or organization of ideas.
- Vary the amount of time you give to students.
- Post the topic-related vocabulary in the classroom as an aid for struggling students.



**Generating Ideas: Rapid Writing**

**Introduction to Business: Conducting Business in a Competitive Marketplace and in the Changing Workplace**

| What teachers do  | What students do  |
|---|---|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Explain that the purpose of rapid writing is to allow students to record what they know about the topic without worrying about repetition, spelling, grammar, or any other error.</li> <li>• Give directions for rapid writing. See Student Resource, <i>Tips for Rapid Writing</i>.</li> </ul>   | <ul style="list-style-type: none"> <li>• Read the Student/Teacher Resource, <i>Tips for Rapid Writing</i>.</li> <li>• Ask for clarification if required.</li> </ul>   |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Review directions. See Student Resource, <i>Tips for Rapid Writing</i>.</li> <li>• Read and record the topic on the board from Teacher Resource, <i>Rapid Writing Exercise</i>.</li> <li>• Give the signal to begin.</li> <li>• Time the students (3 to 7 minutes).</li> <li>• Give the signal for students to stop writing. (You may want to give them a one-minute warning.)</li> </ul>   | <ul style="list-style-type: none"> <li>• At the starting signal, write or type as quickly as possible without stopping or making any corrections.</li> </ul>  |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Debrief.</li> <li>• Ask students to count the number of words they have written.</li> <li>• Ask who has at least “x” words, until only one or two hands remain up.</li> <li>• Discuss the topic, based on what the students have written. Encourage students who don’t usually participate.</li> <li>• Focus the students’ attention on how their rapid writing can be the starting point for more polished pieces.</li> <li>• <b>Alternatively</b>, as a follow-up direct students to begin classifying and organizing their ideas.</li> <li>• <b>Alternatively</b>, organize students into small groups to share their rapid writing and to compose a short collaborative paragraph on the topic.</li> </ul> | <ul style="list-style-type: none"> <li>• Count and record the number of words.</li> <li>• Discuss the topic by reading aloud parts of what they have written.</li> <li>• In pairs, explain the thinking behind the categories used.</li> <li>• One student from each group reads the paragraph to the class.</li> </ul> |

**Notes**



## Tips for Rapid Writing

- **Write as fast as you can.**
- **No corrections or erasing allowed.**
- **Write until your teacher says “STOP” – do not stop before!**
- **Don’t lift your pen/pencil from the paper or remove your hands from the computer.**
- **If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.**
- **When your teacher says “STOP”, count and record the number of words you have written.**
- **Be prepared to discuss your topic; use the writing you have done to start you off.**



## Rapid Writing Exercise

### Topic:

What are the factors that have contributed to the success of Canadian companies and entrepreneurs?

### Possible Responses:

- Risk taking
- Vision
- E-Business
- Passion
- Perseverance
- Teamwork
- Recognizing market niches
- Global markets
- Proximity to US
- Ability to respond to change
- Natural resources



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## Developing and Organizing Ideas: **Webbing Ideas and Information**

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### Introduction to Business: Personal Finance

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Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

#### **Purpose**

- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

#### **Payoff**

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- reread notes, gathered information and writing that are related to a specific writing task.
- organize ideas and information to focus the writing task.

#### **Tips and Resources**

- Strategies for this webbing and mapping activity includes:
  - Clustering – looking for similarities among ideas, information or things, and grouping them according to characteristics.
  - Comparing – identifying similarities among ideas, information, or things.
  - Contrasting – identifying differences among ideas, information, or things.
  - Generalizing – describing the overall picture based on the ideas and information presented.
  - Sorting – arranging or separating into types, kinds, sizes, etc.
- For more information, see:
  - Student/Teacher Resource, *Webbing Ideas and Information*.
  - Student/Teacher Resource, *Webbing Ideas and Information 2*.

#### **Further Support**

- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes- e.g., cluster (webs), sequence (flow charts), compare (Venn diagram).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue, for marking and manipulating their gathered ideas and information.
- Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they still have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic, groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among the stick-on notes. Display the groups' thinking.



**Developing and Organizing Ideas: Webbing Ideas and Information**

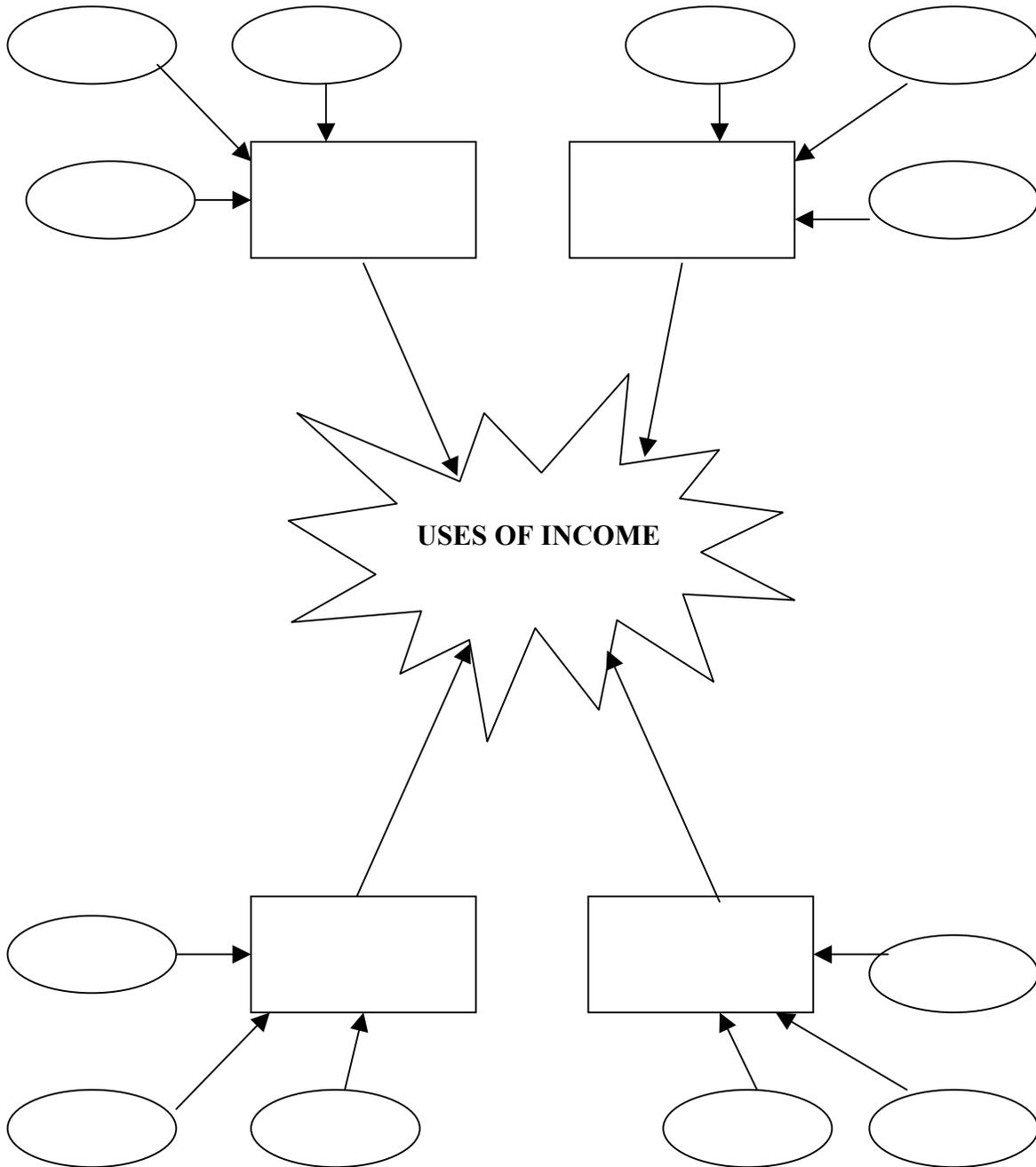
**Introduction to Business: Personal Finance**

| What teachers do   | What students do  |
|--|---|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare a transparency of each of the resources.</li> <li>• Photocopy a class set of Student/Teacher Resource, <i>Webbing Ideas and Information</i>.</li> <li>• Ask the class to brainstorm uses of income and record the response on the board. One scenario is to ask the students what they would do if they were given \$1 000 without any strings attached.</li> <li>• Model and demonstrate the webbing strategy using the Student/Teacher Resource, <i>Webbing Ideas and Information</i>, for one of the uses such as Savings. Show the students how to make connections among the ideas and information that they provided.</li> <li>• Using a strategy such as webbing makes it easier to see connections and relationships. Writers often create a graphic organizer to manipulate and group their information into meaningful clusters.</li> <li>• Use a web to demonstrate the process of rereading notes and arranging key points to show the connections and relationships.</li> </ul> | <ul style="list-style-type: none"> <li>• Recall personal needs and wants.</li> <li>• Contribute in listing the uses of income.</li> <li>• Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences of their own thinking.</li> <li>• Recall past use of a webbing strategy to record or organize thinking.</li> </ul> |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to contribute to the web by identifying important ideas and key information and by suggesting how to place the points to create a web.</li> <li>• Use Student/Teacher Resource, <i>Webbing Ideas and Information</i> as a guide for the students.</li> <li>• Ask students questions to clarify the decisions. For example:             <ul style="list-style-type: none"> <li>- Is this important? Why?</li> <li>- Are there commonalities and connections?</li> </ul> </li> <li>• Model for students how to use the web to create a possible outline or template for writing a first draft. Consider the generalizations and/or categories that emerge from the connections and relationships, to help identify the headings and structure.</li> </ul>   | <ul style="list-style-type: none"> <li>• Contribute to the discussion.</li> <li>• Note the similarities and differences in the responses.</li> <li>• Construct a web for uses of income based on the class list and personal ideas and information.</li> </ul>  |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Ask students to compare their web to others in the class.</li> <li>• Use Student/Teacher Resource, <i>Webbing Ideas and Information 2</i> to provide an overview of a finished web.</li> <li>• Ask students to reread their webs and make changes as required.</li> <li>• Ask students to use their webs to create an outline for writing.</li> </ul>   | <ul style="list-style-type: none"> <li>• Share and compare webs.</li> <li>• Use the class discussion and overview of a finished web to re-organize their web as required.</li> <li>• Make the connection between the web and possible ways or organizing the ideas and information into a template for writing.</li> </ul>  |

**Notes**

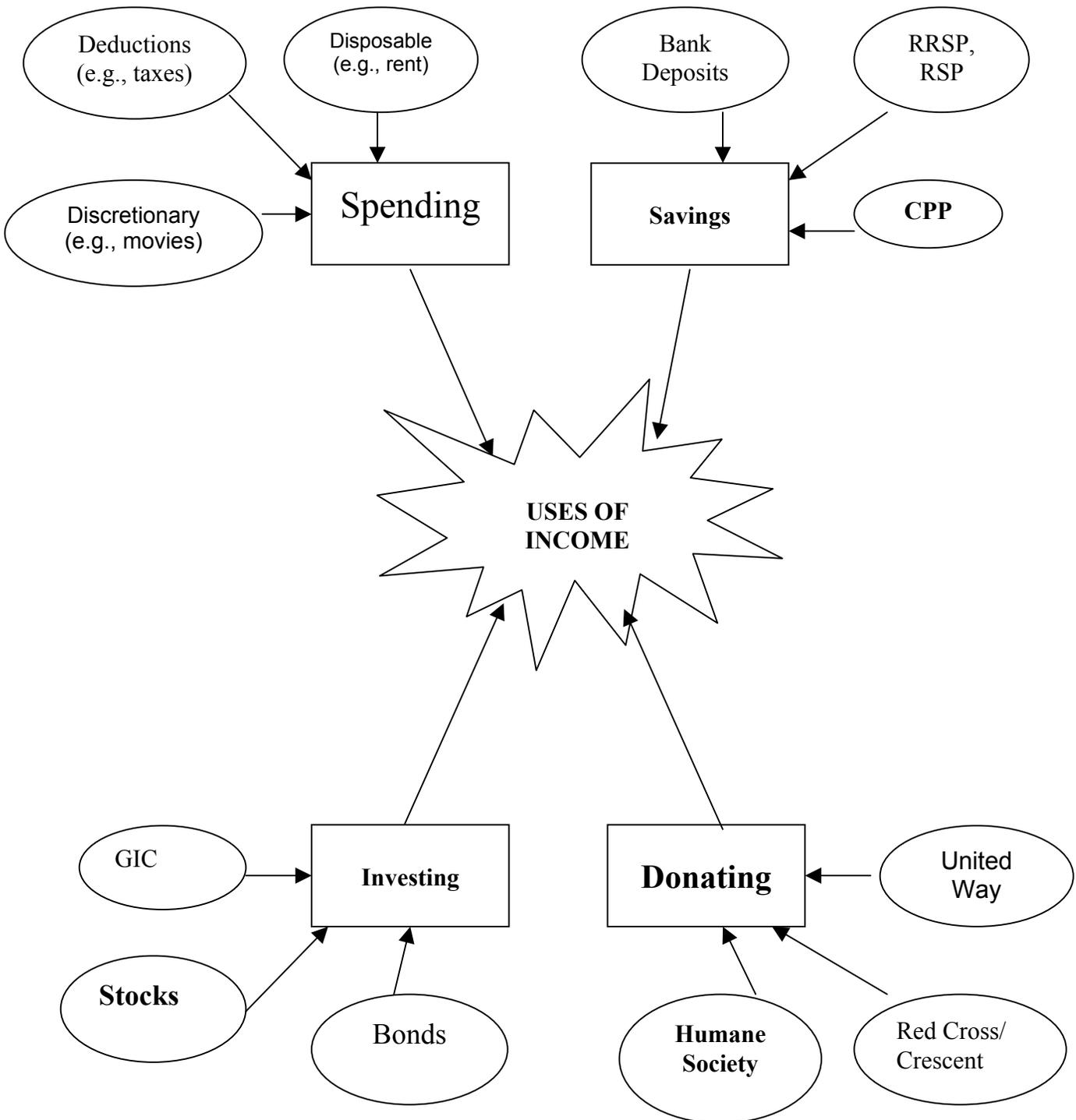


## Webbing Ideas and Information





## Webbing Ideas and Information 2





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## Developing and Organizing Ideas: **Supporting the Main Idea**

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### Introduction to Business: The Role and Impact of Business

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In this strategy, students learn how to select the better of two possible main ideas to use as a topic sentence in an information paragraph, and then learn how to choose details to support it. Student samples are selected from a variety of subject areas. Samples may also be used to teach summary writing.

#### **Purpose**

- Distinguish main ideas and supporting details for a paragraph.

#### **Payoff**

Students will:

- write well-organized paragraphs, with supporting details.
- demonstrate a clear understanding of the topic.
- improve reading comprehension by spotting main ideas and supporting details.

#### **Tips and Resources**

- Use this strategy to deal with word problems or to argue a point.
- “Main Idea”: a broad statement that includes a topic that can be expanded. It usually begins a paragraph. e.g., Business activities have resulted in changes in local communities. Businesses can generate wealth and influence standards of living.
- Write the sentences into a paragraph, starting with the most general and writing the remaining sentences in order of importance (most to least or least to most).
- This strategy can help students to understand how to do the task on information paragraphs in the Ontario Secondary School Literacy Test.
- For more information, see:
  - *Student Resource, Supporting the Main Idea.*
  - *Student Resource, Supporting the Main Idea Exercise 1.*
  - *Student Resource, Supporting the Main Idea Exercise 2.*
  - *Teacher Resource, Supporting the Main Idea Answer Key.*

#### **Further Support**

- Alternative methods:
  - Complete the activity on paper.
  - Work either individually or in pairs.
  - Read groups of sentences.
  - Look for the best-supported general statement.
  - Cross off statements that do not fit the general statement selected.



**Developing and Organizing Ideas: Supporting the Main Idea**

**The Role and Impact of Business**

| What teachers do   | What students do   |
|--|--|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Make transparencies of the Student Resources, <i>Supporting the Main Idea</i>, and <i>Supporting the Main Idea Exercise 1</i>.</li> <li>• Make photocopy class sets of Student Resources, <i>Supporting the Main Idea</i> and <i>Supporting the Main Idea, Exercise 1</i>.</li> <li>• Hand out <i>Supporting the Main Idea</i> and <i>Supporting the Main Idea Exercise 1</i>.</li> <li>• Model the strategy on the overhead.</li> <li>• Emphasize how to find the main ideas in the statements (see Tips and Resources).</li> <li>• Distribute Student Resource, <i>Supporting the Main Idea, Exercise 2</i>, and instruct the students to order the sentences into a paragraph starting with the most general and writing the remaining sentences in order of importance.</li> <li>• <b>Alternatively</b>, have students work in pairs or groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Read through the handouts with the teacher.</li> <li>• Annotate statements for Exercise 1 while the teacher models.</li> </ul>  |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Circulate through the class.</li> <li>• Ask students how they know which statement is the best-supported generalization.</li> <li>• Point out that if students have more sentences crossed out than they have left to work with, they have probably selected the wrong generalization.</li> </ul>  | <ul style="list-style-type: none"> <li>• Work individually or in pairs or small groups.</li> <li>• Read the group or sentences.</li> <li>• Look for the best-supported general statement. (If there is more than one main idea: choose the one that has the most supporting statements.)</li> <li>• Place an <b>n</b> beside the statements if they do not support the selected main idea.</li> <li>• Place an <b>y</b> beside the statements if they support the selected main idea.</li> </ul> |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Review and discuss the statements in Exercise 2 along with the students' work.</li> <li>• Model how to use sentences to write a paragraph using the paragraph template.</li> <li>• Demonstrate how to write a concluding sentence. The basic style is to reword the first sentence/generalization.</li> </ul>   | <ul style="list-style-type: none"> <li>• Review the statements with the teacher.</li> <li>• Rewrite the statements starting with the best-supported general statement and then order the statements (from most to least or least to most).</li> <li>• Write sentences into a paragraph in the space provided below the statements in the paragraph.</li> </ul>   |

**Notes**



## Supporting the Main Idea

1. Look at the scrambled statements in the paragraph.
2. Identify two main ideas in the paragraph.
3. Choose which main idea is best supported by the other statements given – this will be your main idea for the paragraph.
4. Cross off (with an “n”) or remove the statements that do not belong in the paragraph (that do not support your main idea).
5. Order the statements in the paragraph (most to least or least to most).
6. Share and compare your ideas with others.
7. Write your final paragraph.



## Supporting the Main Idea Exercise 1

### Paragraph

Business owners obtain wealth from their investments in their businesses.

Business activities have impacted their communities.

Jobs are created for employees.

Money is important as a universal medium of exchange.

Businesses supply other businesses and consumers with goods and services.

List the types of business organizations.

Businesses operate in the global environment.

Businesses pay taxes that allow governments to provide community services.



## Supporting the Main Idea Exercise 2

### Paragraph

More people are employed.

There are more people employed in the service section than in the manufacturing sector.

A strong business environment provides benefits to the people in a community.

There is less dependence on the part of the government to collect employment insurance premiums.

More skills are required to obtain higher paying jobs.

Technology has improved the efficiency of producers.

The standard of living may rise as expected income levels may stabilize or increase.

People are more able to assist those people in need.



## Supporting the Main Idea Answer Key

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### Exercise 1 Paragraph

- y Business owners obtain wealth from their investments in their businesses.
- \* Business activities have impacted their communities.
- y Jobs are created for employees.
- n Money is important as a universal medium of exchange.
- y Businesses supply other businesses and consumers with goods and services.
- n List the types of business organizations.
- n Businesses operate in the global environment.
- y Businesses pay taxes that allow governments to provide community services.

### Exercise 2 Paragraph

- y More people are employed.
- n There are more people employed in the service section than in the manufacturing sector.
- \* A strong business environment provides benefits to the people in a community.
- y There is less dependence on the part of the government to collect employment insurance premiums.
- n More skills are required to obtain higher paying jobs.
- n Technology has improved the efficiency of producers.
- y The standard of living may rise as expected income levels may stabilize or increase.
- y People are more able to assist those people in need.

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## Revising and Editing: Reorganizing Ideas

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### Introduction to Business

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Writers revisit their writing as they draft to add, delete and change ideas and information. There are specific strategies writers use to revise their writing. One strategy writers use is ARMS (add, remove, move, substitute). (Faigley and Witte, 1981)

#### Purpose

- Identify different strategies for reorganizing content.
- Examine and determine effectiveness of sentence and paragraph order.

#### Payoff

Students will:

- organize writing effectively for different purposes in different subject areas.
- organize ideas and information for clarity and emphasis.

#### Tips and Resources

- Revising is the process of making sure that the writing says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones. For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized, then look at style, grammar, spelling and usage. Sometimes it is helpful to consider reviewing the writing by looking at paragraphs, then sentences, and finally words and phrases.
- See Teacher Resource, *Paragraph Compare*.

“Analysing Revision” *College Composition* 32: 400-410.

#### Further Support

- Have students select a section of a current writing task that they want to revise, and read it aloud to another student. The partner summarizes/paraphrases the content. The student author notes changes, misunderstandings, and omissions, and then clarifies the partner’s paraphrase. The partner asks questions about the content and the elements of style to clarify the writing’s content and organization. The student author uses the feedback to revise his or her writing.
- Provide students with opportunities to use the computer cut/paste/copy/delete functions to demonstrate their skills in using electronic technology to revise their writing.
- Encourage students to read their writing aloud, and then circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. This process can also be used to edit writing by circling words and phrases that they wish to improve or that have been overused.



**Revising and Editing: Reorganizing Ideas**

**Introduction to Business**

**Notes**

| What teachers do   | What students do   |
|--|--|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare an overhead of the Teacher Resource, <i>Paragraph Compare</i>, Venture Plan Description.</li> <li>• Have groups read the paragraphs and discuss which is more effective. Ask students to share responses and justify their reasoning (each version has strengths and weaknesses).</li> <li>• Have students make suggestions for improving the writing (e.g., Add, Remove, Move, Substitute) and determine possible revising questions such as:             <ul style="list-style-type: none"> <li>- Who is the audience?</li> <li>- Does it make sense?</li> <li>- Is the main idea clear?</li> <li>- Are there enough reasons/details to support the main idea?</li> <li>- Is there a closing sentence or conclusion?</li> </ul> </li> <li>• Record the revision prompts.</li> </ul>  | <ul style="list-style-type: none"> <li>• Read the paragraphs and summarize the main idea and details.</li> <li>• Contribute to discussion by identifying the strengths and weaknesses of each paragraph (e.g., “strong topic sentence,” “supporting details and logical,” “uses evidence to support main idea,” “uses strong words to convince me,” “not enough facts and examples”).</li> <li>• Reread the revision prompts and ask questions about the prompts.</li> </ul> |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Using an overhead of Teacher Resource, <i>Paragraph Compare</i>, make revision notes such as cross-outs, scribbles, stick-on notes, margin notes, arrows, and inserts.</li> <li>• Use a revision strategy to demonstrate revising and reorganizing ideas in a piece of writing; e.g.             <ul style="list-style-type: none"> <li>- Add something to the writing.</li> <li>- Remove something that confuses or repeats.</li> <li>- Move a section of the text.</li> <li>-Substitute a word, phrase, sentence or example.</li> </ul> </li> <li>• Note that some writers reread their writing and then use numbers to indicate how they want to reorganize their writing. Other writers use scissors to cut up their draft writing to reorganize the ideas and information, then tape it together as a new draft. You may wish to demonstrate this strategy for reorganizing ideas and information.</li> </ul> | <ul style="list-style-type: none"> <li>• Recall writing that they have revised or wanted to revise. Identify the sorts of changes they wanted to make.</li> <li>• Make connections between their revising strategies and the strategies demonstrated by the teacher.</li> <li>• Decide which strategies they might try using to revise their writing.</li> </ul>   |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Have students refer to a draft writing task that they want to revise or have students create their own paragraph describing a business they would like to start.</li> <li>• Ask pairs to read their drafts aloud, and use the revision question prompts to provide feedback to their partner’s writing.</li> <li>• Ask students to use the feedback and the ARMS or cut-and-paste strategy to revise their draft.</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen to partner’s writing and paraphrase or summarize the content.</li> <li>• Note changes, misunderstandings, and omissions, and then clarify the partner’s paraphrase.</li> <li>• Decide which revision strategies to use to improve own writing.</li> </ul>  |



## Paragraph Compare

Read the two paragraphs below and identify the strengths and weaknesses of each. Which do you think is more effective? Justify your decision.

### Sample Paragraph 1

#### Venture Plan Description

You can be heard. Your opinion counts. It's time for the teenagers in this community to speak up and be heard. Our own school newspaper where we can give our opinion, share our artwork, short stories and poetry. Ask our Dear Laura columnist for advice. Write a letter to the editor. Consider becoming our music and movie reviewer or sports writer. Our venture project will involve the whole school. As an entrepreneurial project we are going to start a school newspaper "The Proclaimer". The newspaper will be free to students and distributed to the community through our local merchant advertisers. Our revenue will come from advertisements. Your participation in our venture will ensure "The Proclaimer's" success.

### Sample Paragraph 2

#### Venture Plan Description

The enterprise we are prepared to develop is a school newspaper called "The Proclaimer". It will focus on student work and student opinions, (not teacher opinions). It will let parents of students know what's going on in the school and how people feel about certain issues. There will be a variety of things on the page. For example: artwork, advice, opinions, student work, etc. It will also inform the community about what's going on with the students and what is on our minds. Our goal is to inform and interest people about what goes on with regards to our school. Also, we want to be a success. We will sell advertisements to local businesses to cover our costs and make a reasonable profit to make our efforts worthwhile. The newspaper will be free to students and staff and distributed to the community.



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**Writing for a Purpose: Using Templates: Business-Style Report**

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**Introduction to Business**

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When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft. Essay maps are another type of template.

**Purpose**

- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

**Payoff**

Students will:

- learn the common expectations for the form and components of a particular writing assignment.
- organize their writing and ensure that it meets the requirements of the assignment.

**Tips and Resources**

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the template to write in a specific form, give them an example of the same kind of writing and have them use the template to identify the example’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- Use examples from the Ontario Curriculum Exemplars.
- See the explanations and templates for writing in various forms in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*:
  - *Writing a Procedure- Template for Writing a Procedure*
  - *Writing a Report*
  - *Information Report Template*
  - *Information Report Template-Blank*
  - *Business-Style Report Template*
  - *Writing an Explanation*
  - *Template for Writing an Explanation*
- For more information, see Student Resource, *Sample Business Report*.

*Cross-Curricular Literacy: Strategies For Improving Middle Level Students’ Reading and Writing Skills*, pp.72-91.

*Cross-Curricular Literacy: Strategies For Improving Secondary Students’ Reading and Writing Skills*, pp.64-79.

*Reading and Writing for Success Senior*, Chapter 12.

*Adolescent Literacy, Part III, Cross Curricular Connections*, pp. 24-33.

**Further Support**

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of paragraphs or supporting details, create differing expectations for research, or for the complexity of the main idea, etc.



**Writing for a Purpose: Using Templates: Business-Style Report**

**Introduction to Business**

**Notes**

| What teachers do   | What students do   |
|--|--|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Make copies of the Student Resource, <i>Business Report Template</i> and Student Resource, <i>Sample Business Report</i> for students to use to deconstruct an exemplar and construct a report.</li> <li>• Model the method for deconstructing the exemplar using the <i>Business Report Template</i> focusing on the headings: Introduction; First Subtitle; Second Subtitle; Third Subtitle; and Conclusion.                     <ul style="list-style-type: none"> <li>- Tell students the form of writing is a report.</li> <li>- Ask aloud, “What happens in paragraph/part of the report?”</li> <li>- Answer that question: “This first paragraph of the report is called a summary. In a few sentences, it gives me a sense of what this report is all about and provides two major recommendations.”</li> </ul> </li> <li>• Ask students to work in groups of four to deconstruct the rest of the example.</li> <li>• Engage students in a whole-class discussion following their group work, and record responses about what happens in each part or paragraph of the example.</li> </ul> | <ul style="list-style-type: none"> <li>• Read the <i>Personal Finance Report</i>, following the teacher’s oral deconstruction.</li> <li>• Work in groups to determine what happens in each subsequent paragraph or part of the example by asking, “What happens in this paragraph/part of the piece of writing?”</li> <li>• Contribute responses to the whole-class discussion.</li> </ul> |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Distribute the template to students to help them consolidate their understanding of what happens in each part of the assigned piece of writing.</li> <li>• Share a sample of a template that has been partially completed. (See <i>Information Report Sample</i>, with instructions and examples).</li> <li>• Direct students to use this template to organize the information they have prepared/researched for this assignment.</li> <li>• Monitor students’ work as they begin completing the template.</li> </ul>  | <ul style="list-style-type: none"> <li>• Begin completing the template by adding (in the appropriate places) the information they have researched or prepared for it e.g., results of data gathered through a survey, or background information searched on the Internet.</li> </ul>   |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Assign a completion date for the template.</li> <li>• Use peer, self, or teacher assessment of the completed template in a subsequent class, before students begin drafting their report, procedure, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• May complete the template as a homework assignment.</li> <li>• May participate in peer or self-assessment of completed templates in a subsequent class.</li> </ul>  |



## Sample Business Report

Source: The Ontario Curriculum – Exemplars, BBI, Business Studies

### *PERSONAL FINANCE*

### *REPORT ON FINANCIAL SERVICES INVESTMENT ALTERNATIVES, AND CONSUMER CREDIT*

#### **Introduction**

I am writing this report as a financial advisor for Reiner Jones. Reiner has recently graduated from Mohawk College of Applied Arts and Technology, and started his first full-time job. He is moving into an apartment and needs to purchase a car to get to work. He needs furniture and an entertainment system for the apartment, and has balance already owing on his credit card. This is a time of low interest and low inflation.

As a financial planner I would recommend keeping his money readily accessible, having constant access to it, and having low interest loans to help pay for his purchases. In the following paragraph I will go into more detail and give my reasoning for recommendations.

#### **Financial Services**

One financial service that I would definitely recommend for Mr. Jones is overdraft protection. This is because he will be making a lot of significant purchases in a very short time and it is almost certain that he will not have enough money to pay for it all at once. With overdraft protection if he is just a little bit short but really needs something, the money can be forwarded to him free of hassle. Another service I would recommend is PC banking. This will allow him to keep totally up to date on his funds, and his credit options. It will also allow him to make transactions at any time from any place. The final financial service I would suggest he get is automatic bill payment. This will simply make his busy schedule easier because it will make one less thing for him to have to worry about financially. Also, with automatic bill payment he will ensure that his bills will be paid on time which will give him a good credit rating. This will be important if he wished to borrow money for some of his purchases.

#### **Investment Alternatives**

I suggest a savings account which you put a little of your paycheck into each week. This will give you money you can use for anything that comes up. If interest rates suddenly go up, you will have some money in here with which you can pay down your debts so that you are not paying too much interest. Another thing I would suggest is to put some of your money into treasury bills. I recommend these because they will earn a little more interest than a regular bank account, but they are also easily accessible and don't tie up your money too much. This will be your reserve money that you should only take out if you desperately need it. For this reason, I do not recommend GICs or Mutual Funds, for these are meant to be long-term investments. Also, with interest rates so low, GICs would not earn much either. If you want something like this, I would recommend Canada Savings Bonds instead. These are more liquid than GICs or Mutual Funds, and at this time in your life you will be making a lot of purchases and might need to get at the money quickly.



## **Credit Options**

I recommend that you take advantage of the low interest rates right now and put a lot of your purchases on low interest credit. This would include a line of credit with a low interest rate that you can put your major purchases on and then pay off once you have settled down and saved up a bit of money. You may use your credit card if you are short for cash, but only if you are sure you can pay the money off and not carry a balance, since they will have a much higher interest rate. Finally, since you are going to be buying a car, I suggest leasing for the first little while. You already have enough big purchase to make, and you might as well take advantage of the low interest rates. Once you have paid down some of your other debts, you can either buy the car, or cancel the lease depending on what you think of its performance. The only thing you will have to remember with all this use of credit is to pay all bills on time. This will give you a good credit rating that will help you a lot given the position you are in now.

## **Conclusion**

In conclusion, I think if you manage your money wisely, keep it available for use, and make use of the low interest rates, such as on things like a line of credit that is ongoing, and most of all keep up a good credit record by paying all interest on time, you will be able to achieve all of the objectives you have outlined.



## Business Report Template

### Summary

Provide a 3 to 5 sentence summary of the facts or findings of your report.

Key recommendation:

### Introduction

Summarize the background of the situation you investigated.

### First Subtitle

Explain the investigative process: How did you find the facts and information?

### Second Subtitle

What key information and facts were discovered?

### Third Subtitle

Compare the situation under investigation or similar situations and explain the solutions in the comparisons that may work in this situation.

### Conclusion

Write several recommendations:

- 1.
- 2.
- 3.



## Information Report Sample

**Introduction:**

Introduce topic and classify it or put it in a category e.g., “Lasers are an exciting new tool in industry and medicine.”

In two or three sentences, give the reader a “map” of what you plan to do with the topic. Essentially you are naming your sub-topics – e.g., “ In industry and manufacturing, lasers revolutionizing both the design process and the production of goods. In medicine, lasers are changing surgical procedures with some remarkable results. The future possible uses for lasers are very exciting.”

**First sub-topic:**

Define your topic and give some general information about it e.g., say what a laser is, and give some brief history. You may also choose to provide this information in your introduction.

Make several key points with information from your research.

Write a transitional sentence or question e.g., “While lasers may be a marvel of physics, they have some very practical applications.”

**Second sub-topic:** e.g., “Lasers in industry and manufacturing”

Make key points from your research.

Write a transitional sentence.

**Third sub-topic:** e.g., “Lasers in medicine”

Key points from your research:

Write a transitional sentence.

**Conclusion:**

Re-state some of your key points e.g., key uses of lasers in manufacturing, of key use in medicine, such as reducing blood loss in surgery.

Write an emphatic concluding sentence e.g., “It is likely that many more uses will be found for lasers as we learn the capabilities of this powerful tool.”

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**Pair Work: Think/Pair/Share**

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**Introduction to Business**

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In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner.

**Purpose**

Encourage students to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.

**Payoff**

Students will:

- reflect on subject content.
- deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

**Tips and Resources**

- Use Think/Pair/Share in all subject areas for almost any topic. For example: in Business, discuss ethical business practices; in Math, solve a word problem together to better understand the task; in Science, exchange hypotheses before conducting an experiment.
- Use it to help students with their in-class reading. Ask them to read a chapter, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think/Pair/Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- See other strategies, including **Take Five** and **Discussion Web** for ways to build on the Think/Pair/Share strategy.
- For more information, see:
  - Student/Teacher Resource, *Entrepreneur in My Community*.

*Teaching Reading in Social Studies, Science, and Math*, pp. 266-269.  
*Beyond Monet*, pp. 94, 105.

**Further Support**

- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.
- Provide other presentation options for communicating a student's ideas to the class.

**Pair Work: Think/Pair/Share**

**Introduction to Business**

**Notes**

| What teachers do  | What students do   |
|---|--|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare a bank of community entrepreneurs that can be shared with students who do not have their own contacts.</li> <li>• Make copies of the Student/Teacher Resource, <i>Entrepreneur in My Community</i>.</li> <li>• Go over all questions on the resource to clarify the homework task.</li> <li>• Using large group discussion, brainstorm a list of effective interview techniques with the class (e.g., being prepared, making eye-contact, being polite, speaking clearly, using probes, etc.).</li> <li>• Prioritize the list as a large group.</li> <li>• In groups of three, have students alternate between roles of interviewer, interviewee, and note-taker to sharpen their interview skills.</li> <li>• Have students complete the Student/Teacher Resource, <i>Entrepreneur in My Community</i> as homework.</li> </ul> | <ul style="list-style-type: none"> <li>• Participate in brainstorming and prioritizing effective interview techniques.</li> <li>• Participate in mock/practice interviews as interviewer/interviewee, and note-taker. Provide meaningful and constructive feedback to classmates during this activity.</li> <li>• Complete the handout <i>Entrepreneur in My Community</i> for homework.</li> </ul>  |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Set clear expectations regarding the focus of thinking and sharing to be done.</li> <li>• Put students initially in pairs to share and clarify the results of their homework activity.</li> <li>• Monitor student’s dialogue by circulating and listening.</li> <li>• Combine two pairs of students and have them compare their ideas and form a conclusion on which viewpoint to support.</li> </ul>   | <ul style="list-style-type: none"> <li>• Review your homework assignment to prepare for sharing with a partner.</li> <li>• Share the results of your homework assignment with your partner.</li> <li>• Practise good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying their own ideas.</li> <li>• Share the results of your homework assignment with your group.</li> <li>• Each group of four students will prepare a summary of the results of their discussion to present to the whole class.</li> </ul> |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Call on groups of four to share their learning and ideas with the whole class.</li> </ul>  | <ul style="list-style-type: none"> <li>• Pinpoint any information that is still unclear after the group discussion, and ask the class and teacher for clarification (e.g., franchise, service, manufacturing, owner-operated, self-employed, profit, non-profit).</li> </ul>   |



## Entrepreneur in My Community

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

Answer the following questions about an entrepreneur in your community.

1. Name of entrepreneur \_\_\_\_\_
2. Name of business or organization \_\_\_\_\_
3. Is the person self-employed? \_\_\_\_\_
4. What consumer need or want does the business satisfy?  
\_\_\_\_\_
5. Is the business service based (e.g., plumber, electrician, travel agent, lawyer, optometrist, hairstylist, mechanic)?  
\_\_\_\_\_
6. Is the business manufacturing based (e.g., furniture, candy, clothing, hockey sticks, ice-cream, skates)?  
\_\_\_\_\_
7. Is the business an owner-operated business?  
\_\_\_\_\_
8. Is the business a franchise?  
\_\_\_\_\_
9. Is the business/organization intended as a profit-making venture or as a non-profit venture?  
\_\_\_\_\_
10. What contributions/support do you think the business makes to the community (e.g., employment, support for charitable causes, community events)?  
\_\_\_\_\_
11. Is there anything else you would like to share with us about the business (e.g., history, personal involvement, community support)?  
\_\_\_\_\_
12. Can you see yourself operating a business of your own someday? Why? / Why not?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Small-group Discussions: Jigsaw

### Introduction to Business: Conducting Business in a Competitive Marketplace and in the Changing Workplace

Jigsaw is a complex form of cooperative learning and it is important that students have experience with small group learning skills before they are involved in jigsaw. Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. Each student is assigned to a “home group” of three to five, and an “expert group” consisting of members from different home groups. Students meet in their expert group to discuss specific ideas or solve problems. They then return to their home group, where all members share their expert knowledge.

#### Purpose

- Encourage group sharing and learning on a particular task.
- Provide struggling learners with more opportunities to comprehend meaning and ask for explanations than they would get in a whole-class situation.

#### Payoff

Students will:

- increase their comprehension and have a compelling reason for communication.
- receive support and clarification from other students.
- share responsibility for each other’s learning as they use critical thinking and social skills to accomplish the learning task.
- gain self-confidence through their contributions to the group effort.

#### Tips and Resources

- Create mixed-ability expert groups so that students of varying skills and abilities have the opportunity to learn from each other as they become experts on the material.
- As students enter the classroom, hand out cards with the expert group numbers or on them, in order to manage the logistics of breaking off into expert groups. The various readings should also be coded in this manner for easier distribution.
- Provide a question sheet or chart to help the expert groups gather information in their particular area.
- Have the individual students make presentations to their home groups on their section material. During the presentations, each student takes cumulative notes resulting in a complete picture of the reading when all of the presentations have been done.
- For more information, see:
  - Student/Teacher Resource, *Rights and Responsibilities of Employees and Employers* - OHRC.
  - Student/Teacher Resource, *Rights and Responsibilities of Employees*.
  - Student Resource, *Employment Standards*.

*Beyond Monet*, pp. 158-159.

*Reading, Writing, and Learning in ESL*, pp. 337-338.

#### Further Support

- Give students a framework for managing their time on the various parts of the jigsaw task.
- Circulate to ensure that groups are on task and managing their work well. Ask groups to stop and think about how they are checking for everyone’s understanding and ensuring that everyone’s voice is heard.

**Small-group Discussions: Jigsaw**

**Introduction to Business: Conducting Business in a Competitive Marketplace and in the Changing Workplace**

| What teachers do  | What students do   |
|---|--|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• There are three readings for this activity.</li> <li>• Two readings are found in the Student/Teacher Resource, <i>Rights and Responsibilities of Employees and Employers – OHRC, Rights and Responsibilities of Employees</i>. The Student Resource, <i>Employment Standards</i>, refers to a more complex reading from a web site Employment Standards. (The questions for the web site reading could be divided into 2 parts to allow 4 expert groups to be selected.)</li> <li>• Select the home and expert groups in order to accommodate individual student needs. Keep in mind that expert groups should have students of varying skills and abilities.</li> <li>• Assign each student to a “home group” of three students.</li> <li>• Assign each student in a home group to an “expert group” by numbering each student in the home group from one to four.</li> <li>• Distribute the assigned reading to each expert group.</li> <li>• Inform the students that after the expert group activities, individuals will return to the home group to make presentations on their readings.</li> <li>• During the oral presentations, ask students to take cumulative notes in order to have a complete picture when all the presentations in their home groups have been done.</li> </ul> | <ul style="list-style-type: none"> <li>• Meet briefly in the home groups before breaking off into the expert groups.</li> </ul>  |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Have expert groups meet to read their selection and complete their task.</li> <li>• Remind the students that the experts will have to consider how they will teach the material to the home group members.</li> <li>• Convene home groups so that each student can share his or her expertise with all the members of the home group.</li> </ul>  | <ul style="list-style-type: none"> <li>• Work together to make sure that members in their expert group become “experts” on their particular part of the reading task, and help each other decide how to report the learning to the home group (e.g., questions and answers, chart or template).</li> <li>• Use small-group discussion skills to share “expert” knowledge with the home group until all members have arrived at a common understanding of the information.</li> <li>• When presenting information, monitor the comprehension of the group members by asking questions and rephrasing until it is clear that all group members understand the points.</li> <li>• Take notes in the home group to gather all the information presented by each expert.</li> </ul> |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Ask the students as a whole class to discuss the communication they used to help all the group members understand the material.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask the teacher to clarify any information that is still unclear or confusing.</li> <li>• Discuss what communication helped them to understand the material explained by others.</li> </ul>   |

**Notes**



## **Rights and Responsibilities of Employees and Employers - OHRC**

For the purposes of employment, The Ontario Human Rights Code (OHRC) states that it is illegal for employers to discriminate on the basis of race, ethnic origin, colour, religion, age, sex, sexual orientation, marital status, physical handicap or conviction of an offence that has been pardoned. The OHRC provides equitable treatment for all individuals seeking employment in Ontario as well as ensuring equality in the workplace for current employees.

Theoretically, individuals should be treated fairly and equitably. Many employers strictly adhere to the requirements of The OHRC and have in place anti-discrimination principles and programs. Their hiring practices mirror their anti-discrimination policies and provide those seeking work with equal opportunities. However, while most companies support the underlying principles of The OHRC, issues regarding equality in the workplace do arise.

Compliance on the part of employers can be difficult. For example, accessibility in some buildings is difficult for those with certain physical handicaps. The cost of installing access ramps or elevators and the structural feasibility to do so in older buildings are issues that must be considered for many employers.

If employees or job applicants believe that they have been discriminated against in respect to The OHRC, they may seek redress through the courts. It would then be up to the courts to judge the case.



## Rights and Responsibilities of Employees

In Ontario, employees must abide by the rules and regulations of their employers or professional regulatory bodies, provided that those rules and regulations adhere to the laws, codes, and principles in the province. Employees are required to follow the policies and practices of the company so that the company has the ability to be successful.

A company may require its employees to comply with a dress code in order to project a certain image or to maintain a level of health or safety. A dress code could include uniforms for franchises as well as safety boots around construction sites. In an office environment, an employee may be required to be appropriately dressed when meeting clients.

Adherence to start and finish times of the workday is a fundamental employee responsibility. Most companies have policies and practices that govern the requirements of their employees on when they must report to work, what to do if they are late or absent, and the consequences if they fail to comply with the policies and practices.

Employees are expected to maintain a level of confidentiality that is often dependent on the type of activity in which they are employed. Confidential business information should not be discussed without the consent of the employer. Some employees may have to sign a confidentiality agreement as required by their employers.

Some employees are also members of professional regulatory bodies. These governing bodies also have rules and policies that must be followed. Some employees are hired upon the condition that they are members of specific professional regulatory bodies. For example, an employer may require an employee to maintain a professional accounting designation in order to be employed in the company.

Like employers, employees have responsibilities. Provided that the laws, codes and principles of the province are followed, an employee is required to follow company rules and regulations.



## EMPLOYMENT STANDARDS

Visit <http://www.e-law.gov.on.ca> and go to **Statues and Associated Regulations, E, Employment Standards Act, 2000**

### Sections/Questions

Note: The number before each question refers to the section of the Act where the answer can be found.

- |  |  |
|--|--|
| <p><b>2</b> Which individuals are covered under this Act?</p> <p><b>11</b> In which ways does an employer have to pay the employee? If an employee stops being employed, when must the person be paid?</p> <p><b>15</b> What records must an employer keep in regards to each employee? In general, how many years must records be kept?</p> <p><b>17</b> What is the normal workday and workweek? What are the maximum hours for a workweek?</p> <p><b>18</b> How many hours must be provided for an employee in each working day? What are the exceptions? How much free time must be provided in a workweek?</p> <p><b>20</b> How much time must be provided for eating for an employee? What is the exception?</p> <p><b>21</b> Does the employer have to pay an employee during the eating period?</p> <p><b>22</b> What is the basic overtime requirement? What is meant by "time off in lieu"?</p> <p><b>26</b> What amount is required for holiday pay? What happens if an employee doesn't work on the day before or after the holiday?</p> | <p><b>31</b> What is the basic holiday requirement for employers to give their employees?</p> <p><b>34</b> When must the holiday be taken? What is the required length of the holidays?</p> <p><b>35</b> How much money does the employer give to the employee for vacation pay?</p> <p><b>42</b> What is meant by equal pay for equal work?</p> <p><b>44</b> Employees can't be treated differently because of which characteristics?</p> <p><b>46</b> How many weeks must an employee be working for a company before a pregnancy leave must be granted? Must the employer pay the employee on pregnancy leave?</p> <p><b>50</b> How big must the company be in order for this section to apply to the company? How many days is the employee allowed for leave in this section?</p> <p><b>57</b> How much notification time must an employer give an employee (in a business with less than 50 employees) in order to terminate the employment if the employee has been working at that place between 1 and 3 years?</p> <p><b>69</b> Does an employee have to take a lie- detector test?</p> |
|--|--|



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**Small-group Discussion: Discussion Web**

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**Introduction to Business**

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In this strategy, students begin sharing their ideas in pairs, then build to a larger group. The discussion web provides practice in speaking, reading, and writing.

**Purpose**

- Give students the opportunity to develop their ideas about opposing sides of an issue and share them with classmates in a situation that requires critical thinking.

**Payoff**

Students will:

- be involved in discussion and critical thinking.
- take responsibility for developing and sharing their ideas.
- reflect on their own developing discussion skills.

**Tips and Resources**

- The discussion web works well in a variety of contexts (for example: “Should the composting of household organic waste be mandatory?” or “Should patents be granted on living organisms?”) The strategy guides students to think about an issue and gather evidence for both sides of the issue. It is important to choose an issue that has well-defined positions “for” and “against” a proposition.
- Model the process thoroughly to show how the discussion web works before having the class engage in the discussion web activity.
- For a framework to guide discussion in class, see **Discussion Etiquette** and “**Speaking Out**” in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.
- Prepare a T-chart graphic organizer for students to organize their supporting arguments. For an example, see Teacher Resource, *Discussion Web Chart*.

*Teaching Reading in the Content Areas*, pp. 160-162.

*Teaching Reading in Social Studies, Science, and Math*, pp. 269-273.

**Further Support**

- Some students may need support with note taking while they read, or clarification about arguments that support each side of the issue.
- Have students fill out the Yes/No T-chart together in pairs.
- For students with special needs who have difficulty taking notes, pair students so that one can be a scribe.

**Small-group Discussion: Discussion Web**

**Introduction to Business**

| What teachers do   | What students do  |
|--|---|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Use before-reading strategies to prepare students before assigning a reading selection on a relevant topic.</li> <li>• Read the section on “Allowances” page 238 in the textbook <i>The World of Business</i>, 4<sup>th</sup> edition, published by Nelson.</li> <li>• Ask a question to focus the reading: <i>Should a high school student’s allowance be based on how much work he/she does around the house?</i></li> <li>• Present the discussion web question to the class.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Read the section on “Allowances” page 238 in the textbook <i>The World of Business</i>, 4<sup>th</sup> edition, published by Nelson.</li> <li>• Think about the point made or position stated in the reading selection and individually try to construct support for both sides of the issue.</li> </ul>   |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Explain to students that they will have to develop support for both viewpoints by citing specific reasons.</li> <li>• Allow enough time for students to contemplate and write down reasons for each viewpoint.</li> <li>• Put students in pairs to share their written ideas.</li> <li>• Combine two pairs of students and have them compare their ideas and form a conclusion on which viewpoint to support.</li> <li>• Call on a representative from each group to share the group’s conclusion with the class.</li> </ul> | <ul style="list-style-type: none"> <li>• Think about and individually record ideas on both sides of the issue, using a T-chart format.</li> <li>• Share ideas with a partner, adding any missing ideas to their T-chart.</li> <li>• Move on to sharing ideas in a group of four, adding any additional points to the T-chart; the larger group must then decide which side of the issue to support, based on both the quantity and quality of the arguments on each side.</li> <li>• Reach a conclusion as an entire class about the viability of each position.</li> </ul> |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Follow up by asking students to individually write a paragraph about their own position and the reasons for taking it.</li> <li>• Provide time and a framework for students to reflect on the discussion skills they used during the activity, their strengths, and how they can improve.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write about their position and reasons for it.</li> <li>• Reflect on the discussion skills they used and how they can improve their participation and effectiveness in small group discussions.</li> </ul>   |

**Notes**



### Discussion Web T-Chart

**Should a high school student's allowance be based on how much work they do around the house?**

| Yes | No |
|-----|----|
|     |    |



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**Whole-class Discussions: Four Corners**

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**Introduction to Business: Role and Impact of Business**

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In this strategy, students individually consider an issue and move to an area in the room where they join others who share their ideas. The beauty of this strategy is that it is flexible and can be used for any topics, questions, and subject areas.

**Purpose**

- Allow students to make personal decisions on various issues; encourage critical thinking.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussion of these ideas.

**Payoff**

Students will:

- make up their own minds on an issue.
- speak freely in a relaxed environment.
- think creatively and critically.

**Tips and Resources**

- Encourage students to make up their own mind concerning home-based businesses.
- Possible various variations:
  - Consider using more than four areas for response – even six responses can work well.
  - Try using only two responses; draw a line dividing the room and ask students to stand on one side of it depending on their decision.
  - Vary the approach by creating a value line. Ask students to rank themselves by lining up in a single line of a continuum, from strongly agree to strongly disagree. This will make student exchanges a necessity so that students can discover exactly where they fit on the line.
  - This strategy would work well as a forum in which students could share a product they have created. In this case students would take their work to one of the corners to share, compare and discuss with other students. This is a very helpful option for student prior to handing work in to the teacher.
- For more information, see:
  - Student Resource, *Four Corners*.
  - Teacher Resource, *Four Corners 2*.

**Further Support**

- The teacher may need to encourage some students and promote equal responses in groups.
- For students with special needs, provide a chart that models specific questions like "Do you know anybody who owns a home based business? Where is it situated in the house? Do they have a separate phone line? Entrance?" etc.

**Whole-class Discussions: Four Corners**

**Introduction to Business: Role and Impact of Business**

| What teachers do  | What students do   |
|---|--|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Make a transparency of both resources.</li> <li>• Organize the room into four areas (corners) and label with: strongly agree, agree, disagree and strongly disagree.</li> <li>• Read the statement to the class.</li> <li>• Give students ample opportunity to think about the question and take a stance. Students need to be encouraged to make their own choices.</li> <li>• A minute or two should be ample time; ensure that this time is spent quietly, so that students make their own choices.</li> </ul> | <ul style="list-style-type: none"> <li>• Fully understand the statement posed.</li> <li>• Carefully ponder the question, making a personal decision as to the position they will take.</li> </ul>  |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to move to the corner that best represents their stance on the statement.</li> <li>• Direct students to get into groups of three (if possible) to discuss the reasons for their choices. In cases where the groups are not large enough, pairs may be formed. In cases where only one student is in a group, the teacher could act as the other member on the pair. Ask each group to select a recorder.</li> <li>• Provide clarification about home-based businesses as required.</li> </ul>        | <ul style="list-style-type: none"> <li>• Move to the corner that best describes their personal views on the statement.</li> <li>• Engage in an exchange of ideas with other members of their group, remaining open and communicative.</li> <li>• Ensure that everyone is heard and that everyone in the group shares equally.</li> <li>• Prepare to speak to the class about the group's discussions, noting common reasons and differing opinions.</li> </ul> |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Call upon various groups to share information gathered in small-group discussions with the whole class.</li> <li>• Show the class <i>Four Corners 2</i> on a transparency to summarize the discussion.</li> </ul>  | <ul style="list-style-type: none"> <li>• Highlight their group's main points with the class, pointing out commonalities and discrepancies.</li> <li>• Ensure that each member of the group has something to share with the class.</li> <li>• Record the summarized material from the discussion or from the Teacher Resource, <i>Four Corners 2</i>.</li> </ul>  |

**Notes**



### Four Corners

|  |                        |
|--|------------------------|
| 1<br>Strongly agree  | 2<br>Agree             |
| <div data-bbox="537 877 1060 1278"><p><b>I would love to<br/>operate a home-<br/>based business.</b></p></div> |                        |
| 3<br>Disagree  | 4<br>Strongly disagree |



Teacher Resource

## Four Corners 2

|  |  |                                |
|--|--|--------------------------------|
| <p>1<br/>Strongly agree</p>                                  | <p>No commute<br/>No transportation costs<br/>Flexibility and autonomy<br/>No dress code<br/>Stay at home (children),<br/>Lower insurance costs (auto, home)<br/>Lower cost for start up</p>   | <p>2<br/>Agree</p>             |
| <p><b>I would love to operate a home-based business.</b></p> |  |                                |
| <p>3<br/>Disagree</p>  | <p>No separation between the job and home<br/>Too many distractions<br/>Isolation<br/>Not taken seriously<br/>Lack of space<br/>Little room to expand<br/>Less structure and routine<br/>Too small scale<br/>Limited opportunities</p> | <p>4<br/>Strongly disagree</p> |

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**Presentations: Presentation Modelling**

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**Introduction to Business**

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Many students are hesitant to give presentations in class; they are uncomfortable or nervous and do not clearly understand what an effective presentation looks like. By demonstrating an ineffective presentation, modelling an effective presentation, and facilitating student collaboration, teachers will ease student stress and clearly define an effective presentation.

**Purpose**

- To clearly define exemplary presentation skills.
- To create a comfortable, safe environment in which students may be successful in presentations.

**Payoff**

Students will:

- collaborate with each other and the teacher to improve the teacher's ineffective presentation.
- experience, first hand, examples of ineffective and effective presentations.
- observe their suggestions for improvement in action.

**Tips and Resources**

- Teachers may consider modelling only the effective presentation. Teachers need to be cautious when demonstrating the ineffective presentation - a sense of humour goes a long way to help your students be comfortable.
- It may be helpful to videotape both the teacher's first presentation and the improved presentation so that students may re-examine the changes.
- See the following resources:
  - Teacher Resource, *Ineffective Presentation*.
  - Teacher Resource, *Effective Presentation*.
  - Student Resource, *Effective Presentation Skills Rubric*.

**Further Support**

- Give careful consideration when determining pairs of students who will present together.
- Provide other presentation options for communicating a student's ideas to the class (e.g., students could make an audiotape instead of presenting in front of the class).

**Presentations: Presentation Modelling**

**Introduction to Business**

**Notes**

| What teachers do  | What students do  |
|---|---|
| <p><b>Before</b></p> <ul style="list-style-type: none"> <li>Distribute two copies of Student Resource, <i>Effective Presentation Skills Rubric</i> to each student and discuss the criteria it contains.</li> <li>Review the ineffective presentation outlined on the teacher resource.</li> </ul>  | <ul style="list-style-type: none"> <li>Ensure understanding of criteria for effective presentations as articulated on Student Resource, <i>Effective Presentation Skills Rubric</i>.</li> </ul>   |
| <p><b>During</b></p> <ul style="list-style-type: none"> <li>Present the ineffective presentation to the class: <i>Canada and the Kyoto Protocol – Can we make a Difference?</i></li> <li>Ask students to assess the presentation using Student Resource, <i>Effective Presentation Skills Rubric</i> as a guide.</li> <li>Divide class into small groups.</li> <li>Facilitate whole-class discussion about the areas needing improvement.</li> <li>Discuss how these improvements might take place.</li> <li>Present the effective presentation: <i>Canada and the Kyoto Protocol – Can we make a Difference?</i> Have students assess it using Student Resource, <i>Effective Presentation Skills Rubric</i>.</li> </ul> | <ul style="list-style-type: none"> <li>Assess the ineffective presentation using Student Resource, <i>Effective Presentation Skills Rubric</i> as a guide.</li> <li>Discuss ideas with small group, compiling one list to be presented to the class.</li> <li>Present ideas for improvement to the class.</li> <li>Observe improved presentation.</li> <li>Assess the effective presentation using Student Resource, <i>Effective Presentation Skills Rubric</i> as a guide.</li> </ul> |
| <p><b>After</b></p> <ul style="list-style-type: none"> <li>Facilitate class discussion about whether any criteria are missing from Student Resource, <i>Effective Presentation Skills Rubric</i>.</li> <li>Give students a topic for their presentations.</li> <li>Divide class into pairs. These pairs will give each other constructive criticism as they prepare to present.</li> </ul>  | <ul style="list-style-type: none"> <li>Add any new ideas to their copies of Student Resource, <i>Effective Presentation Skills Rubric</i>.</li> <li>Prepare presentations.</li> <li>Practise presentations.</li> <li>Work in pairs throughout practice sessions to give each other constructive criticism and helpful hints.</li> <li>Before presenting, use handout as a checklist to ensure their presentations are effective.</li> <li>Present to class.</li> </ul>                  |



## Ineffective Presentation

### Canada and the Kyoto Protocol – Can we make a difference?

[Teacher walks to the centre of the classroom, then faces one side of class, completely ignoring the other side. Use poor posture. Do not made eye contact, and preferably read most of the presentation from a piece of paper close to your face.]

“The topic of today’s presentation is Canada and the Kyoto Protocol – How can we make a difference?

I first heard about the Kyoto Protocol on the radio. I didn’t really, ah, know what they were talking about. I think it has, um, something to do with pollution. Canada has agreed to fight pollution. The idea is that we, ah, try to ah, stop polluting the planet. A lot of corporations are pumping a lot of pollution into the air and water. We have to breath and drink don’t we. This is, ah, not good is it?

[The teacher scratches his/her ear with his/her index finger and wipes his/her mouth twice with the back of his hand.]

So, um, um, Canada is asking all the people to start to think about, ah, trying to save energy, like, ah, electricity, and gas. We are supposed to turn out the lights when we leave a room and try to drive our cars less. Fat chance of that, eh!

[Teacher looks at the class and laughs, Ha! Ha!]

So like we are all going to ride bicycles, right! I don’t think so. Who are they kidding!

[The teacher starts to scratches his/her head and starts tapping his/her foot on the floor.]

Canada and a bunch of other countries have decided to do this. Canada didn’t even ask the people if they wanted to do it. Ralph Klein thinks it is stupid. The United States, thinks it is stupid. The, ah, oil companies think it is a waste of time and money.

OK! By joining the, ah, Kyoto agreement Canada is just trying to, um, um, look good. No one in Canada will ever go along with it. In fact it is impossible to reduce our consumption of energy to the amount they are suggesting. If we want to succeed as a country we have to find more oil and gas.  
Thank you.”

## Effective Presentation

### Canada and the Kyoto Protocol – Can we make a difference?

[Teacher puts up a power point slide picture of the earth from outer space with the following quote.]

“The earth looks so fragile, so delicate, that if you touched it with a finger it would crumble and fall apart” (U.S. astronaut James Irwin)

“Imagine you are part of the crew on a spaceship headed for Mars. Your mission will keep you in space for at least eight years. Everything you need to stay alive is on board: food, water, oxygen, heat, and light. It is not possible to replenish any of your supplies. Once you run out of something, it cannot be replaced. Your whole mission could be lost. Now, if you were really up in space, wouldn't you want to be careful about using your supplies, your non-renewable resources? Your life could depend on it!

Well, in fact, you are in that situation, in real life. The spaceship is the planet Earth. The crew is all of us living on Earth. Everything we need for life is on spaceship Earth, but many of the resources are limited and non-renewable (once used, gone forever) like oil and gas, copper, salt, gravel. When they're used up, they can't be replaced. Don't you think we should be very careful about how we use and take care of our resources and the effect using them has on the environment? Our lives do depend on them!”

The Kyoto Protocol is an attempt to address the problem of using up our non-renewable resources. Fossil fuels are polluting our air, water, and causing climate change. The Kyoto Protocol is an international treaty signed by countries like Canada requiring countries to cut greenhouse gas emissions (carbon dioxide) that cause pollution and global warming.

Many scientists confirm that greenhouse gases, those produced by the burning of gas in our cars, natural gas in our homes, oil that drives our industry, and coal to produce electricity are causing the earth's temperature to rise at drastic rates and pollute our air and water. The risks of continuing to burn fossil fuel at the rate we are doing now are:

- Pollution of our air and water
- Melting of the polar ice caps
- Climate change
- Water levels to rise
- Temperatures to increase
- Wind and weather patterns to change
- Amount of rain will increase
- More frequent and severe weather
- Floods
- Disastrous effects on the environment and humankind



### Effective Presentation continued

Can we make a difference? What can you and I do?

Each Canadian uses energy, in fact we are the largest per capita users of energy in the world. For the average Canadian, that's more than 5 tonnes of greenhouse gas emissions per year. How much is a tonne? The volume of one tonne of greenhouse gas emissions would fill a two-story, three-bedroom house. Each of us creates one tonne when we drive our car 20,000 km. per year. One tonne is the Canadian challenge. The Kyoto agreement challenges each and every Canadian to reduce our annual greenhouse gas emissions by one tonne. How? Use less energy. Turn off the lights. Conserve water and resources. Reduce waste. More specifically:

- Walk, bike or roller blade to school
- Drive less
- Take public transit
- Car-pool
- Don't idle the car (10 min. per day cost you \$70.00 and ¼ tonne per year)
- Drive smarter. (Combine your errands)
- Switching from an SUV to a mid-sized sedan saves 2 tonnes a year
- Checking your tire pressure can save you \$50.00 per year and 1/8 tonne
- Use fluorescent light bulbs, they last ten times longer and save 1/8 tonne per year
- Install programmable thermostat
- Choose energy-efficient appliances
- Use the air conditioner less
- Draft-proof your home
- Reduce household waste (composting saves 1/8 tonne per year)
- Encourage others to join the challenge (organize a walk or bike to school day)

The spaceship earth is crying out for help. Will our spaceship be destroyed for future generations? Will our air be breathable? Will our water be drinkable? Will our spaceship be livable? The answer is yes because we all will join the Canadian Kyoto One-Tonne Challenge. The Kyoto international agreement demonstrates that we are all in this together. Thank you.”