

Course Overviews 6-10 Experiential Learning, UWC Thailand 2017-2018

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade 6

Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	UWC Values and Service Learning outcome	General outline	Content (topics / knowledge/ subject specific skills)
What is sustainability Knowledge phase	Global interactions Choice Sustainability	Globalization and sustainability	Understanding systems thinking processes and the United Nations Sustainable Development goals helps us develop better sustainable practices	Factual: What are the global development goals? Factual: What is sustainability? Conceptual: What are the benefits of having sustainable practices? Debatable: Climate change is a natural feature of planet Earth?	<ul style="list-style-type: none"> Personal responsibility and integrity Respect for the environment A sense of idealism Action and personal example <p>Learning outcome 6: Demonstrate engagement with issues of global significance</p> <p>The student:</p> <ul style="list-style-type: none"> recognizes the global implications of local issues is able to identify global issues in the local or national community shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally Gets involved in service projects addressing global issues in a local, national or international context develops awareness and responsibility towards a shared humanity. 	<ul style="list-style-type: none"> What are the global development goals What is sustainability - sustainability is about reducing our ecological footprint while simultaneously improving the quality of life that we value—the 'liveability' of our society. Why do we need to adopt sustainable practices What is systems thinking 	<p>Exploring a sustainability issue by identifying trends in family, school or local community relating to:</p> <ul style="list-style-type: none"> ecosystems & biodiversity local water use resources, products, waste & pollution (including food) built environments, travel & transport Energy. <p>Taking a big picture view - looking at systems</p> <ul style="list-style-type: none"> Identify and explain issues, goals, and/or problems within a system as a series of interrelated details or processes Explain how parts of a system link or interrelate to make a whole. Interpret existing systems models of an issue. Create a model of a system and use it to demonstrate how change to a part of the system affects the whole system.
What matters to me Research	Change Choice & Process	Globalization and sustainability	Having detailed knowledge and understanding about the problem helps us develop a direction of action	Factual: Passionate advocacy will raise awareness and end in a positive result. Conceptual: Our actions for change can be seen and demonstrated in many ways Debatable: For change to happen all members of the community need to be on board		<ul style="list-style-type: none"> Students will research and make a case for change—exploring a sustainability issue, assessing the current situation, investigating sustainability concepts and ideas, and stating a case for change; Students will define the scope for action—exploring options for making a change, identifying available resources and constraints, seeking consensus, and developing a statement of the agreed direction for action; 	<ul style="list-style-type: none"> Investigating ideas or concepts necessary to understand the current situation including: ecosystem and human system ideas or concepts needs and wants and values of the UWCT community <p>Stating a brief for action that:</p> <ul style="list-style-type: none"> advocates a case for change recognises the views, interests and values of the UWCT community
Taking action to make a difference	Development Power & Resources	Globalization and sustainability	Having a detailed proposal to follow will help in the success of the plan	Factual: When working as a team we all have skills that can contribute when implementing a plan Conceptual: How can we do a sustainability audit of UWCT Debatable: Setting up a sustainability project will have an immediate economical benefit to the community		<ul style="list-style-type: none"> Students will develop a proposal for action—generating and selecting ideas, developing and modifying these to make them ready for implementation, and preparing, communicating and agreeing upon the proposal; Students will implement the proposal—turning the proposal into action; Students will assess the degree of success of the action and the efficiency of the processes used, identifying possible future directions and the learning that has resulted from the action. 	<p>Development of plans with detailed timelines.</p> <p>Students will identify their roles and hold each other accountable.</p>
Preparation for the Christmas Fair	Development Power & Resources	Globalization and sustainability	The christmas fair an opportunity to raise funds to support our sustainability campaign	Factual: Sustainable products are easy to find for the christmas fair Conceptual: We have to disregard profit when trying to sell sustainable products.		<p>Students will</p> <ul style="list-style-type: none"> Research sources of products for the christmas fair. Cost products outs Determine margins or profit and loss Develop a campaign of awareness to draw customers as part of their advocacy campaign 	<p>Research</p> <ul style="list-style-type: none"> Writing and presenting proposals Developing ideas for the christmas fair <ul style="list-style-type: none"> Understanding all aspects of a small business Profit / loss Budgeting Marketing Sales

				Debatable: All campaigns need financial support for success.			<ul style="list-style-type: none"> Roles and responsibilities Ethical choices
Taking and evaluating action to make a difference	Development Power & Resources	Globalization and sustainability	Evaluating our action plan will help refine a project	<p>Factual: What are the strengths and weakness of our project?</p> <p>Conceptual: Why is it important to constantly evaluate our progress?</p> <p>Debatable: Can evaluation tools help turn a projects around.</p>		<p>Students will</p> <p>Evaluating the action in relation to success criteria, including:</p> <ul style="list-style-type: none"> planning and implementing evaluation strategies using a variety of methods using quantitative and qualitative data to make evaluation judgements recognising the validity and possible weakness of data from their investigations and research developing strategies to monitor short and long-term impact and to inform future action. <p>Reacting on success of the action in relation to:</p> <ul style="list-style-type: none"> potential impacts, both short-term and long-term, on the environment and on stakeholders efficiency, effectiveness and appropriateness of processes used to design and implement it. 	<p>Explaining why a particular action is right or desirable, including reference to sustainability</p> <p>Negotiating agreement with peers or adults who have different viewpoints in regard to issues being addressed at school.</p>
Outdoor and adventurous activity - Climbing IDU with PHE	Development Environment	identities and relationships	What choices must I make to ensure that I contribute to a safe environment for everyone at the climbing wall?	<p>Factual: What are the ABC of climbing</p> <p>Conceptual: What is the relationship between the climber and the belayer?</p> <p>Debatable: Visualising the route I am going to climb will lead to increase levels of success.</p>		<ul style="list-style-type: none"> Safety zones Proper care and use of equipment Set-ups and breakdowns at climbing wall Safety checks Safety communication while climbing Belaying Decision-making Safe behaviors 	<ul style="list-style-type: none"> Belaying Lowering off Safety communication Collaboration Decision-making to determine safe courses of actions Communication and refusal skills to avoid risky situations

Grade 7

Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	UWC Values and Service Learning outcome	General outline	Content (topics / knowledge/ subject specific skills)
Who are we	Identity Communication	Identities and relationships	Understanding our past creates a strong identity for the future	<p>Factual: Mapping out our family tree helps us understand our past.</p> <p>Conceptual: How does the concept of family differ across cultures?</p> <p>Debatable: Is there a connection between likes, dislikes, and physical characteristics of my family members and myself?</p>	<ul style="list-style-type: none"> International and intercultural understanding Celebration of difference Personal responsibility and integrity Mutual responsibility and respect <p>Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process</p> <p>The student:</p> <ul style="list-style-type: none"> participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences is willing to become involved in unfamiliar environments and situations acquires new skills and abilities 	<ul style="list-style-type: none"> Understand short conversations about family members and simply descriptions of people Understand simple questions about family and friends Identify relationships between family members and short readings about families. Describe family and friends Ask and answer questions about this topic. Talk about family in relationship to me 	<ul style="list-style-type: none"> Creating a family tree or album. Develop research skills Develop confidence in interviewing people and write up the inview Presentation skills to peer and and an audience
On site at home for Elderly	Identity and culture	Orientation in time and space	Making connections and building relationships with families, friends, communities and cultures requires empathy and sensitivity to others points of view.	<p>Factual: Students will explore what structure of family is. What do we consider a basic family unit?</p> <p>Conceptual: Students will</p>	<ul style="list-style-type: none"> participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences is willing to become involved in unfamiliar environments and situations acquires new skills and abilities 	<ul style="list-style-type: none"> Students will review and reflect on the IB learner profile Identify when working with our seniors how we demonstrate aspects of the profile and UWC values Developing the art of conversation 	<ul style="list-style-type: none"> Create a rubric based on learner profiles - identifying what we need to work on when visiting the site Developing conversation and understanding the role of body language when interaction with a someone who speaks a different language or has a disability Students will have the chance to learn specific craft and recreation skills to work with the elderly

				<p>distinguish what a family is and how family differs from culture to culture. How has the basic family unit changes in recent decades?</p> <p>Debatable: Students will explain their position about the evolution and meaning of family in different cultures. Is happiness so important that we are putting the family unit in peril for our own personal independence?</p>	<ul style="list-style-type: none"> • increases expertise in an established area • shows newly acquired or developed skills or increased expertise in an established area. 	<ul style="list-style-type: none"> • Completing a needs assessment - what can we do to interact with the elderly • What are the specific needs of individuals - how can we work with individuals who have disabilities. • Review, reflect and evaluate our interactions. 	<ul style="list-style-type: none"> ○ Manicures ○ Clay modelling ○ Dominoes ○ Chess ○ Mindful colouring ○ Knitting ○ Chair games and exercises • Demonstration of the 5 stages of learning <ul style="list-style-type: none"> ○ Investigation ○ Preparation ○ Action ○ Reflection ○ Demonstration
On site at home for Elderly	Comujicatun Play	Orientation in time and space	We can learn alot from our interactions with our elders	<p>Factual We all have the skills necessary to work alongside the elderly</p> <p>Conceptual: Social interaction alone can help improve someone's general health</p> <p>Debatable: All elderly will respond positively to our work and interactions with them</p>			
Preparation for the Christmas Fair	Development Power & Resources	Globalization and sustainability	The christmas fair an opportunity to raise funds to support our sustainability campaign	<p>Factual: All members of the team have skills to offer at the christmas fair</p> <p>Conceptual: Improving someones eye sight will have a positive impact on their physical, emotional and mental health</p> <p>Debatable: All campaigns need financial support for success.</p>		<p>Students will</p> <ul style="list-style-type: none"> • Research sources of products for the christmas fair. • Cost products outs • Determine margins or profit and loss • Develop a campaign of awareness to draw customers as part of their advocacy campaign 	<p>Research</p> <p>Working with the center to support the eye campaign</p> <ul style="list-style-type: none"> • Writing and presenting proposals • Developing ideas for the christmas fair <ul style="list-style-type: none"> ○ Understanding all aspects of a small business ○ Profit / loss ○ Budgeting ○ Marketing ○ Sales ○ Roles and responsibilities ○ Ethical choices
Outdoor and adventurous activity "Gr 7 Water safety/ snorkelling Aquatics - life saving 6 weeks A/C"	Concept Relationships Related Concepts Environment, Interactions & Choice	Scientific & Technical Innovation (How do we understand the world in which we live? The interaction between people and different environments)	<p>How can I use my knowledge and awareness of my own limitations to take appropriate actions in different water Environments?</p> <p>The interaction between people and environments affects choice</p>	<p>Factual What does it mean to be proficient and efficient in the water? (streamlining, stroke efficiency/length/technique, fitness) How can you enter the water safely? What do you need to consider? What can be useful as an effective survival or rescue aid? (bucket, ropes, branches, rod, stick, clothing) How can you conserve energy or minimise heat loss in cold water?</p> <p>Conceptual What would you do if you fell into water fully clothed? How can you use survival strokes in a survival or rescue situation? (personally or to assist another swimmer that is in difficulty) If you came across a swimmer in difficulty, how would you rescue them?</p>		<p>Students will</p> <ul style="list-style-type: none"> • use strokes confidently and appropriately for all aquatic activities • describe how they meet challenges and tasks set, • select appropriate approaches and pace their effort well • perform a range of personal survival and life saving skills • record a clear view of what each challenge or task offers and work well with others to select ways to achieve targets • describe how to prepare themselves effectively for the activities, suggesting activities for warming up • identify and describe good aspects of performance • make informed comments on what they see and do • analyse what could be improved and suggest ideas to make the improvement 	<p>Snorkel Skills and Theory training includes: Equipment Briefing Water Pressure and Equalization Techniques Snorkel Breathing Snorkel Clearing Swimming with Fins Mask Clearing Duck Diving Breath Holding Hand Signals Buddy System</p> <p>Water Safety- "Swimming - (free and back), Drill, stroke, and kicking drills to refine movement skills; to help with efficiency Lifesaving: safety, tows - contact and non contact, scenarios; HELP and HUDDLE -</p> <p>Scenario based life saving tasks will be given so students can demonstrate their ability to think and act calmly and appropriately in an emergency set up. Students will need to demonstrate the physical skills to complete the tasks, including appropriate technique in freestyle, backstroke and sidestroke swimming, with and without a patient.</p> <p>Skills covered -</p> <ul style="list-style-type: none"> • Straddle jump entry, • head first and feet first surface dives, • reaching tows, throwing (balls and ropes) tows, • contact and noncontact tows, • releases, securing a casualty,
IDU with PHE							

				<p>(rescue techniques; throw, rope, wade, reach, search, two, rescuer safety first)</p> <p>Debatable Would a strong swimmer ever get into difficulty in the water? Can communication impact on the effectiveness of the rescue? (conserve energy, encouragement, positive, be seen, signalling, eye contact) Do some aquatic environments present greater challenges to the rescuer? (consider different aquatic environments in regard to entries, types of rescue, identifying conditions/dangers)</p>			<ul style="list-style-type: none"> use strokes confidently and appropriately for either survival or lifesaving
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Grade 8

Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	UWC Values and Service Learning outcome	General outline	Content (topics / knowledge/ subject specific skills)
<p>What does it mean to be displaced.</p> <p>Investigation of the needs of Ban Ya Literacy Centre</p>	<p>Global Interactions</p> <p>Processes, disparity and equity, causality</p>	<p>Orientation in space and time</p> <p>Fairness and development</p>	<p>The choice that people make to migrate is connected to the idea of equity and processes within their countries which leads to new challenges and opportunities.</p>	<p>Factual: What role does the Good Shepherd play within Phuket</p> <p>Conceptual: Understanding the reasons for displacement will help develop a greater appreciation of how we can support Ban Ya</p> <p>Debatable: What is the best way that we can support Ban Ya</p>	<p>UWC values</p> <ul style="list-style-type: none"> International and intercultural understanding Celebration of difference Personal responsibility and integrity Mutual responsibility and respect <p>Learning outcome 3: Demonstrate how to initiate and plan a service experience The student:</p> <ul style="list-style-type: none"> is able to articulate the experiential stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a service experience 	<p>Students will have regular participation at Ban Ya Literacy center.</p> <ul style="list-style-type: none"> Understanding the role of Good Shepherd Centre Understanding the work that Ban Ya literacy centre does - inside and outside the center Appreciating the reason why people are displaced or choose to leave their country Understanding the social, emotional, financial, and environment issues that the families face Building a relationship with faculty and students. Developing plans to provide regular help and support for the centre Look for opportunities to reciprocal learning opportunities and collaborative projects. Designing and implementing projects that are in line with the needs of Ban Ya literacy centre Assessing the effectiveness of the project against a student developed rubric Reflection and refinement of the project 	<p>Students will have the opportunity to</p> <ul style="list-style-type: none"> demonstrate in practice the IB learner profiles Research, interview and create stories about displaced families Understand the role that Good Shepherd organization plays in Phuket Understanding and developing a needs assessment Research and implement action plans Demonstration of the 5 stages of learning <ul style="list-style-type: none"> Investigation Preparation Action Reflection Demonstration Working collaboratively with UWCT peers and Ban Ya Writing and presenting proposals
<p>Preparation for the Christmas Fair</p>	<p>Development</p> <p>Power & Resources</p>	<p>Globalization and sustainability</p>	<p>The christmas fair is an opportunity to work collaboratively with Ban Ya to raise well needed funds.</p>	<p>Factual: All members of the team have skills to offer at the christmas fair</p> <p>Conceptual: Working collaboratively at the fair with Ban Ya will raise greater funds</p> <p>Debatable: Who should determine how funds are spent?</p>	<ul style="list-style-type: none"> demonstrates knowledge and awareness by building on a previous service experience shows initiative by launching a new idea or process suggests creative ideas, proposals or solutions integrates reflective thoughts in planning or taking initiative is aware of roles and responsibilities when designing an individual or collective service experience shows responsible attitude to service project planning is able to develop a coherent action plan taking into account the aim or purpose, activities and resources. 	<ul style="list-style-type: none"> Building a relationship with faculty and students. Developing plans to provide regular help and support for the centre Look for opportunities to reciprocal learning opportunities and collaborative projects. Designing and implementing projects that are in line with the needs of Ban Ya literacy centre Assessing the effectiveness of the project against a student developed rubric Reflection and refinement of the project 	<ul style="list-style-type: none"> Writing and presenting proposals Developing ideas for the christmas fair <ul style="list-style-type: none"> Understanding all aspects of a small business Profit / loss Budgeting Marketing Sales Roles and responsibilities Ethical choices
<p>Plans in to action at Ban Ya</p>	<p>Development</p> <p>Resources</p>	<p>Fairness and development</p>	<p>Having a detailed proposal to follow will help in the success of the plan</p>	<p>Factual: When working as a team we all have skills that can contribute when implementing a plan</p> <p>Conceptual: Ban Ya literacy center will have a crucial role in the planning,</p>	<p>Learning outcome 5: Demonstrate the skills and recognize the benefits of working</p>	<p>Students will review and reflect on the success of their interaction at Ban Ya</p> <ul style="list-style-type: none"> Demonstration of the 5 stages of learning <ul style="list-style-type: none"> Investigation Preparation Action Reflection 	

				preparation and development of the action plan Debatable: Can UWCT really help in supporting the students of Ban Ya	collaboratively The student: <ul style="list-style-type: none"> • shares skills and knowledge • listens respectfully to proposals from peers • is willing to take on different roles within a team • shows respect for different points of view and ideas • makes valuable contributions • is responsible for participating in the group • readily assists others • is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through service experiences. 		<ul style="list-style-type: none"> ○ Demonstration What can we do to do better What have we learnt about our self and others in the process of our involvement.
Collaborative project with Ban Ya for Preparation Art Auction	Identity Visual Culture	identities and relationships	Working collaboratively towards a common goal fosters a sense of community and builds ensemble	Factual: What artists can we use to influence our work. Conceptual: To what extent does the identity of the artists impact the art work? Debatable: When is the process more important than the product?			<ul style="list-style-type: none"> ○ Demonstration Creating a collaborative art pieces will allow students <ul style="list-style-type: none"> • Decide and define groups • Research media • Collaborate and define a theme • Create an action plan • List resources and roles
Outdoor and adventurous activity - Climbing IDU with PHE	Development Environment	identities and relationships		Factual: What are the ABCs of climbing? Conceptual: What is the relationship between the climber and the belayer? Debatable: Visualising the route I am going to climb will lead to increase levels of success.	Personal challenge <ul style="list-style-type: none"> • We are committed to learning through doing. By taking the initiative and taking on challenges, we learn about ourselves and those around us, developing a sense of responsibility for others. 	<ul style="list-style-type: none"> • Recall and reinforce the ABCs of climbing • Develop confidence in ABCs of climbing through bouldering challenges • Demonstrate the bellringer technique effectively • Apply knowledge of knots, belaying and climbing to develop independence • Describe the correct belay technique • Solve climbing challenges 	<ul style="list-style-type: none"> • Agility, Balance and coordination games • Team and individual challenges • Reminder of safety and helmet fitting • ABC of climbing in practice • How to score bouldering competitions • Bouldering techniques • Recall bellringer method of belaying • Lowering a climber • Safe descent/abseil • Introduce footjam, hand jam and bridging" • Students to tie the climber in using retied figure of 8 • Bellringer method of belaying • Lowering a climber • Safe descent/abseil" • "Single belay method (v to the knee) introduced • Introduce layback and mantelling" • "Climbing using preferred belay method • Challenges linked to literacy/ numeracy

Grade 9

Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	UWC Values and Service Learning outcome	General outline	Content (topics / knowledge/ subject specific skills)
What is it to be a leader	Communities & relationships Interaction and Choice	Identities and relationships	The traits of a good leader are timeless and apply across a wide range of cultures, organizations and individuals	Factual: What makes a person an effective Leader? Conceptual: How can an individual develop effective leadership skills. Debatable: Everyone has the ability to be a successful leader	<ul style="list-style-type: none"> • Personal responsibility and integrity • Personal challenge • Action and personal example Learning outcome 1: Identify own strengths and develop areas for growth The student: <ul style="list-style-type: none"> • is aware of own strengths and weaknesses • is open to improvement and growth opportunities • is able to propose activities according to own interests and talents • is willing to participate in different activities • is able to undertake a thoughtful self-evaluation • is able to see themselves as individuals with various abilities 	<p>This unit explores leadership and how we can improve leadership to create positive interactions with other people.</p> <p>This includes active listening, motivating classmates, respecting each other and giving/receiving feedback.</p> <p>Students will participate in a range of co-operative and leadership activities, such a group problem solving tasks, pair communication challenges and exploring conflict resolution.</p> <p>These learning experiences will culminate in students planning and teaching a group of Primary students a selected activity in pairs, allow them to demonstrate and experience leadership first hand.</p> <p>Students will develop reflective skills to explain the effectiveness of their lesson and how they can make improvements for the future.</p>	<ol style="list-style-type: none"> 1. Intro to the course - vision and values 2. What makes a good leader 3. Define leadership 4. Significant world leaders 5. What characteristics do they have in common?; graph the characteristics. 6. Have you ever been a leader? 7. What makes you a good leader 2 ? - Values and attributes" 8. Values Inventor 9. Leadership Preferences/Four Frames of Leadership" 10. Leadership Styles 11. Ethical Decision Making 12. Communication 13. Listening" 14. Plan activities to teach PS 15. NAOMIE <ol style="list-style-type: none"> a. Method b. Implementation c. delegation of responsibilities

<p>Outdoor and adventurous activity</p> <p>Duke of Edinburgh</p> <p>IDU with PHE</p>	<p>Communication Interaction Choice</p>	<p>Identity and Relationships</p>	<p>With the enjoyment of the outdoors comes the responsibility and commitment of minimizing impact on the environment.</p>	<p>Factual: The Duke of Edinburgh award aligns with the UWC vision and values</p> <p>Conceptual: The Duke of Edinburgh award allows students to become better ambassadors of UWC Thailand.</p> <p>Debatable:</p>	<p>and skills, some more developed than others.</p> <p>Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process</p> <p>The student:</p> <ul style="list-style-type: none"> participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences is willing to become involved in unfamiliar environments and situations acquires new skills and abilities increases expertise in an established area shows newly acquired or developed skills or increased expertise in an established area. 	<p>Introduction to the Duke of Edinburgh award</p> <p>Service – To develop and encourage a sense of community spirit and responsibility to others</p> <p>Skill – To encourage the development of personal interests and practical skills</p> <p>Physical Recreation – To encourage participation in Physical Recreation and improvement in physical fitness and performance</p> <p>Adventurous Journey – To encourage a spirit of adventure and discovery Gold-level Award</p> <p>Participants also undertake a fifth Section:</p> <ul style="list-style-type: none"> Some of the many benefits of completing your Duke of Ed include: The chance to get out of your comfort zone, increase your confidence and discover a real sense of adventure! Improved employability skills – the Award looks great on a resume and might just help you land that dream job! Increased confidence, self-esteem, maturity, self-leadership skills and resilience Increased resourcefulness and organisation, goal-setting and time-management skills The chance to meet new people as you engage with the community and environment The chance to maintain or improve your fitness Recognition for the amazing things that you're already doing! 	<ul style="list-style-type: none"> Camping basics on campus: tent set-up, fire construction, use of camp stoves, etc. Basic kayaking and seasafety skills Cook-off competition 4-night kayaking /camping trip to Phang Nga,
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Grade 10

Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	UWC Values and Service Learning outcome	General outline	Content (topics / knowledge/ subject specific skills)
Social entrepreneurship	<p>Global Interactions</p> <ul style="list-style-type: none"> creativity form, function, transformation 	<p>personal and cultural expression (entrepreneurship, practice and competency)</p>	<p>Surprises are the new normal. Resilience is the new skill - Entrepreneurs need to have to demonstrate resilient, flexible and adaptable</p>	<p>Factual: Most businesses fail, what do i need to do to be successful</p> <p>Conceptual: social entrepreneurship, impact should come first and profits second whereas entrepreneurs focus on profits first.</p> <p>Debatable: You can never predict all the risks and potential obstacles that your business will face.</p>	<ul style="list-style-type: none"> Personal responsibility and integrity Mutual responsibility and respect Compassion and service Personal challenge Action and personal example <p>outcome 7: Recognize and consider the ethics of choices and actions</p> <p>The student:</p> <ul style="list-style-type: none"> recognizes ethical issues is able to explain the social influences on one's ethical identity takes into account cultural context when making a plan or ethical decision identifies what is needed to know in order to make an ethical decision 	<ul style="list-style-type: none"> What is service The concept of entrepreneurship Creative thinking Maslow's hierarchy of needs, Sustainable / ethical products Business development Dragons den / sharks tank pitch Christmas Fair business implementation Service project development Defining reciprocal benefits Understanding how to start up a service project Development, reflection and evaluation of a project Aligning a project that meets grade 11 expectations Understanding what is required in Grade 11 CAS Creation of portfolio 	<p>What is service</p> <p>Types of service</p> <p>Why should we do Service</p> <p>Create an Elevator Pitch for Service</p> <p>Some of the best ideas are simple</p> <p>Brainstorm some ideas to your problem</p> <p>Intro to Entrepreneurship</p> <p>The concept of entrepreneurship</p> <p>The importance of social entrepreneurship</p> <p>Understand your role as a social entrepreneurs and how you can make a difference in your community</p> <p>Offer concrete opportunities to practice these skills</p> <p>Instill within you a business / project mindset</p> <p>Inspire you to prepare for careers as entrepreneurs</p> <p>Enables you to see opportunities, marshal resources to take advantage of opportunities and create products that fulfill a need</p> <p>Provides you with an opportunity to gain experience in networking and social opportunities</p> <p>Creative thinking</p> <ul style="list-style-type: none"> De bono

					<ul style="list-style-type: none"> articulates ethical principles and approaches to ethical decisions shows accountability for choices and actions is aware of the consequences of choices and actions regarding self, others involved and the community integrates the process of reflection when facing an ethical decision shows awareness of the potential and varied consequences of choices and actions in planning and carrying out service experiences. 		<ul style="list-style-type: none"> Thinkers key Creating a pitch - creative thinking task based on theories Maslow's hierarchy of needs, identifying the importance of satisfying these needs in pursuit of human development and growth.
Preparation for the Christmas Fair	Development Power & Resources	Globalization and sustainability	The christmas fair an opportunity to raise funds to support our sustainability campaign	<p>Factual: All members of the team have skills to offer at the christmas fair</p> <p>Conceptual: A small amount of money raised can make a big difference to the sigh of an elderly person.</p> <p>Debatable: All campaigns need financial support for success.</p>			<ul style="list-style-type: none"> Understanding of the roles that people play within the project Evaluate each others performance Feedback from participants Demonstration of the 5 stages of learning <ul style="list-style-type: none"> Investigation Preparation Action Reflection Demonstration
Putting action into practice	Development Power & Resources	Fairness and development	Creating a service project can lead to mutual and reciprocal benefits for all involved	<p>Factual: Following the The Five Stages of Service Learning can help implement a detailed project.</p> <p>Conceptual: How can I ensure that each week my project is successful.</p> <p>Debatable: What are the consequences / impact of my project.</p>			
Outdoor and adventurous activity Mountain Biking IDU with PHE				<p>Factual: When cyclists ride bikes that fit them well, they are more likely to ride with greater ease and more power</p> <p>Conceptual: Changing gears and understanding how to pedal effectively will enable riders to bike faster, longer, and on varied terrain.</p> <p>Debatable: Understanding proper etiquette and being exposed to trails are a wonderful way to explore the environment</p>	<ul style="list-style-type: none"> To learn safety cues and guidelines to be followed throughout this unit To learn how to properly fit a bike helmet To learn how to properly size a bike To identify parts of a bicycle To be able to wash, adjust, and lubricate a bicycle To be able to perform an ABC quick check • To be able to pedal using an efficient technique To know how to switch gears To understand what pedaling in a high or low gear means To know how to ascend a hill safely and using proper technique while on a mountain bike To be able to descend a hill safely and in control while on a mountain bike To understand how to be an environmentally friendly mountain biker To know the techniques for maneuvering the mountain bike around obstacles To be able to maneuver a mountain bike at a slow speed around obstacles To state the steps for properly maneuvering, ascending, and descending a hill on a mountain bike To effectively maneuver and ascend a hill at the same time To effectively maneuver and descend a hill at the same time To practice skills in a group setting To know and practice proper group-ride etiquette 	<ol style="list-style-type: none"> GETTING STARTED <ol style="list-style-type: none"> Bike and Pedestrian Safety Education Learning Parts of a Bike Bike Fit Body Position Riding Awareness & Vision BRAKING & STOPPING <ol style="list-style-type: none"> Dismounting Dynamic Braking/Stopping BALANCE & BODY POSITION <ol style="list-style-type: none"> Ready Position Body and Bike Separation Slow Ride Balance Low Obstacle Balance No Hands Riding SHIFTING & CADENCE <ol style="list-style-type: none"> Front Ring/Rear Cassette Shifting Gear Selection Cadence TERRAIN <ol style="list-style-type: none"> Uphill Downhill Transitions Cornering OBSTACLES <ol style="list-style-type: none"> Ratcheting Pedal Stab Wheel Up Roll Over Wheelie Drop Bunny Hop BIKE REPAIR & MAINTENANCE <ol style="list-style-type: none"> Basic Cleaning Front and Rear Wheel Removal Tire Pressure Check and Inflation 	

