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Designing Collaborations IJetween Community Based Organizations and Schools to Produce Curriculum Models for Service-Learning Programs (University of Minnesota)

University of Minnesota Extension Service

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Designing Collaborations Between Community Based Organizations and Schools to Produce Curriculum Models for Service-Learning Programs

Purpose of project, as stated in RFP:
1. To connect community based organizations with schools to produce curriculum models that focus on the learning activities in the community.
2. To produce curriculum models that demonstrate how the learning in the community meets Minnesota graduation standards contained in the basic skills and Profile of Learning.
Dads Make a Difference is a statewide paternity education project where senior high teens, male and female, are trained to teach a 4-lesson school curriculum about the importance of fathers in children's lives to youth in grades 6-8. Designed to help prevent too-early parenting, the curriculum helps older teens discuss the legal, financial, and emotional responsibilities of parenting with younger youth. The Dads Make a Difference middle school curriculum covers these topics: risks and risky behavior; the legal issues of fatherhood; how involved fathers make a difference in the well-being of children; and the importance of making responsible decisions.

Content Standard: People and Cultures: Community Interaction
Level: High School
Title of Package/Activity: Family and Consumer Science Internship

Summary Statement of Content Standard
A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience by:
1. Assessing and evaluating the impact of an issue, event or service on a target population, and;
2. Suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.

Summary of Service-Learning Activity
Tasks/Activities
1. Research teen pregnancy issues in your school and community
   a. Identify concerns regarding teen pregnancy in the school and community by interviewing school and community members
   b. Generate questions about statistics, needs and concerns regarding teen pregnancy in school and the community
   c. Write report evaluating the impact of teen pregnancy in the school and community
   d. Personal reflection about teen pregnancy issues
2. Examine the Dads Make a Difference (DMAD) Peer Education Program
   a. Examine and explore the program-obtain all information possible
   b. Personal Reflection
      1. Identify reasons for selecting the DMAD program
      2. Discuss important qualities of a father and explore personal feelings about fatherhood
      3. Articulate thoughts and feelings about peer education
      4. Reflect on personal goals in participating in the DMAD program
3. Participate in Dads Make a Difference training workshop to become a peer educator
   a. Participate in two-day training
   b. Create an action plan for teaching DMAD program
   c. Survey students you are teaching
   d. Contact prospective teachers/schools for teaching DMAD program
4. Teach *Dads Make a Difference* program according to action plan
   a. Prepare self for teaching experience through practice
   b. Teach lessons to class
   c. Reflect upon experiences through journaling
   d. Review and summarize pre- and post-teaching survey questionnaires
   e. Evaluate performance and effectiveness

Content Standard: **Decision Making: Individual and Community Health**
Level: **High School**
Title of Package/Activity: **Illustration of How Dads Make a Difference Program Fits This Standard**

**Summary Statement of Content Standard**
A student shall demonstrate the ability to make informed decisions that enhance individual, family, and community health in all six priority health areas:

<table>
<thead>
<tr>
<th>Promote</th>
<th>Reduce/Prevent</th>
</tr>
</thead>
<tbody>
<tr>
<td>healthful nutrition/dietary practices</td>
<td>tobacco use</td>
</tr>
<tr>
<td>physical fitness</td>
<td>drug/alcohol use</td>
</tr>
<tr>
<td></td>
<td>intentional and unintentional injuries</td>
</tr>
<tr>
<td></td>
<td>HIV/STD/unintentional pregnancies</td>
</tr>
</tbody>
</table>

by:

* Understanding how the priority health areas are interconnected in the areas of long-term health promotion and disease prevention, and community and/or societal influences; and

* Knowing community-based health care services, products, providers, and referral options

Summary of Service-Learning Activity
**Tasks/Activities**
1. Analyze how identified factors influence health maintenance and disease prevention decisions
   a. Analyze how media, technological advances, interpersonal communications, immediate and long-term risk factors influence health maintenance
2. Select information, products and/or services to respond to real or simulated situations of need
   a. Develop a referral list of community resources
   b. Select information, products, and/or services for personal, family, community, and the workplace
3. Create a plan for an in-depth study of one of the six priority health areas
   a. Research in-depth information needed
   b. Identify procedures required
   c. Discuss how this area is impacted by other health areas
   d. Identify options to demonstrate in-depth study (mentorship, internship, or service-learning)
Content Standard: **Write and Speak: Interpersonal Communication**
Level: **High School**
Title of Package/Activity: **Benchmarks**
*(Package written by Minnesota Department of Children, Families, and Learning adapted to fit DMAD curriculum)*

**Summary Statement of Content Standard**
A student shall demonstrate effective communication skills in personal, family, community, and/or work situations.

**Summary of Service-Learning Activity**

**Tasks/Activities**
1. Analyze communication strategies in simulated or authentic situations
   a. Create written analysis of short film or film segment
   b. Examine simulated dialogues and use to discuss parenting skills
2. Participate in a dialogue in which student demonstrates effective speaking and listening skills
   a. Dialogue around fathering, families, parenting, media, teen pregnancy, and absent fathers
3. Plan and implement a group project to apply verbal and nonverbal strategies
4. Maintain a reflection log

Content Standard: **People and Cultures: Institutions and Traditions in Society**
Level: **High School**
Title of Package/Activity: **The R Factor: Building Resiliency in Young Adults**

**Summary of Service-Learning Activity**

**Tasks/Activities**
1. Conduct a study to help define problems which influence the family institution
   a. Discuss history of fathering
   b. Discuss the role of government in families
   c. Examine statistics related to parenthood in the US
   d. Journal
2. Study specific issues related to the family institution based on problems identified in Task One
   a. Examine role of gender socialization in families
   b. Discuss impact of media on developing gender identity
   c. Journal
3. Investigate possible solutions to problems influencing the family institution
   a. Discuss risk and protective factors
   b. Research articles by experts related to parenting
   c. Formulate an action plan to minimize the risk factors and maximize the protective factors related to parenting issues
   d. Journal
4. Create a personal plan of action related to lessons learned in previous tasks
   a. Develop written and oral presentation of personal story
   b. Trust building activities in small groups
   c. Share personal stories in large group
Content Standard: Decision Making: Personal Health
Level: Middle School
Title of Package/Activity: Sexual Responsibility*
* Partial Package

Summary Statement of Content Standard
A student shall make informed decisions based on information to promote personal health.

Summary of Service-Learning Activity
Tasks/Activities:
1. Create a public service announcement describing how to recognize and respond to abusive behaviors
   a. Investigate issues of harassment and abuse including appropriate responses
   b. Create public service announcement for students
2. Create imaginary life stories
   a. Imagine someone's life from birth to death
   b. Develop two alternative timelines for this person's life: in one timeline the person becomes a teen parent
3. Write reflective paper regarding decision-making approach to sexual responsibility
4. Design and take part in a role play demonstrating sexual responsible behavior
   a. Work with partner or team to create a realistic scene
   b. Write script for scene
   c. Present role play in class
   d. Alternate characters in role play

Skills and Knowledge Goals:
The goals of the curriculum are to increase male involvement in relationships, mentoring, fathering, and parenting; to educate young adults about the impact on children when growing up without a father; to provide opportunities for young men and women to practice effective communication and collaboration skills; and to increase preparation and planning for responsible parenting while advocating for the establishment of legal fatherhood. Students gain a framework to look at their past in order to plan for an intentional future as healthy individuals, partners, parents, or family members. Students also gain communication skills, learn how to postpone sex until they are ready, and gather information about specific methods of pregnancy and STD prevention.
Final Summary Report
Designing Collaborations Between Community-Based Organizations and Schools to Produce Curriculum Models for Active Learning Programs

A Grant Received from University of Minnesota Department of Work, Community, and Family Education

Prepared for:
Michelle M. Kamenov Coordinator
Graduation Standard Project August 1998

Submitted by:
Jan Hayne
Dads Make a Difference
University of Minnesota Extension Service
2020 White Bear Avenue
St. Paul, MN 55109
651 / 704-2062
Materials relating to Grad Standards / Performance Packages for:

Dads Make a Difference Teen Teachers
Content Standard: People and Cultures / Community Interaction  Level: High School

Title of Package / Activity: Family and Consumer Science Internship / Community Interaction

Summary Statement of Content Standard
A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience by:

- Assessing and evaluating the impact of an issue, event or service on a target population, and;
- Suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.

Description of Student Performances
Task 1: Research teen pregnancy issues in your school and community
Task 2: Examine and select the Dads Make a Difference Peer Education Program
Task 3: Participate in Dads Make a Difference training workshop. Create an action plan for teaching the Dads Make a Difference Program.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria:
4 – Performance on this standard achieves and exceeds expectations of high standard work.
3 – Performance on this standard meets the expectations of high standard work.
2 – Work on this standard has been completed, but all or part of the student’s performance is below high standard level.
1 – Work on this standard has been completed, but performance is substantially below high standard level. No package score is recorded until ALL parts of the package have been completed.
PERFORMANCE PACKAGE TASK 1
Family and Consumer and Consumer Science Internship

Content Standard: People and Cultures / Community Interaction  Level: High School

Title of Package / Activity: Family and Consumer Science Internship / Community Interaction

Specific Statement(s) from the Standard:
Assessing and evaluating the impact of an issue, event, or service on a target population.

Product(s):
Written report and evaluation of teen pregnancy data collected.

Task Description:
Identify concerns regarding teen pregnancy in your school and community by interviewing school and community members about their knowledge regarding the impact of teen pregnancy. Possible people to contact are:

School Nurse
School Counseling Staff
School Social Worker
CEC / PIE Program Coordinator
Teen Clinics in your area
State Human Services Department
Community Family Resource Centers
Teen Parent

Students will develop between six and eight interview questions about statistics, need, and concerns regarding teen pregnancy in their school and community. Student needs to have interview questions approved by teacher before interviews are conducted. Student needs to conduct interviews with at least one school professional, one community agency professional, and one teen parent.

After the interviews are completed, the student needs to write a report evaluating the impact of teen pregnancy on the school and community. The report should include a summary of the interview responses and a personal reflection regarding teen pregnancy.

Special Notes:
PERFORMANCE PACKAGE TASK 1
Family and Consumer and Consumer Science Internship

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his / her work relative to the content standard. Have the standard available for reference.

E = Excellent
S = Satisfactory
N = Needs Improvement

-----  A minimum of three interviews were conducted, one from each area including school, community, and a teen parent.

-----  Interview questions were designed to access needs and concerns of teens, school, and community.

-----  Written report includes summary of the interviews and personal reflection.

-----  Report is clearly written and well organized.

Teacher

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the learning processes, and problems to be addressed):
PERFORMANCE PACKAGE TASK 2
Family and Consumer and Consumer Science Internship

Content Standard: People and Cultures / Community Interaction  Level: High School
Title of Package / Activity: Family and Consumer Science Internship / Community Interaction

Specific Statement(s) from the Standard:
Suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.

Product(s):
Paper stating reasons for selecting Dads Make a Difference (DMAD) Project and student's personal goals for project involvement.

Task Description:
Examine and Explore the Program
Contact the coordinator of the DMAD Program at your school. Obtain all the information you can about the program. Your coordinator will have brochures available explaining the program. You may want to talk to students in your building who are currently participating in the program to gain firsthand information on their thoughts about the program.

Personal Reflection
Write a 1 – 2 page paper identifying your reasons for selecting the DMAD Service Project. Include your personal feelings regarding fatherhood, and why you think it is important for teens to be informed about the issues regarding fathers. If you are male and hope to be a father someday, what are the important qualities of dads? If you are female and hope to have children someday, what are the important qualities you would like the father of your children to possess?

Method
Include any thoughts and feelings you have about peer education. Have you ever been taught by peers? If so, what was the experience like for you? Do you think there is a different impact on teens when they learn from peers as opposed to adults?

Personal Goals
Write about your personal goals in participating in the DMAD Project. What do you hope to learn and accomplish?

Special Notes:
PERFORMANCE PACKAGE TASK 2
Family and Consumer and Consumer Science Internship

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his / her work relative to the content standard. Have the standard available for reference.

E = Excellent
S = Satisfactory
N = Needs Improvement

<table>
<thead>
<tr>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons for selecting the Dads Make a Difference Project are clearly defined.</td>
</tr>
<tr>
<td>Opinions regarding peer education are stated in your writing.</td>
</tr>
<tr>
<td>Personal goals are identified.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
</tr>
</thead>
</table>

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the learning processes, and problems to be addressed):
PERFORMANCE PACKAGE TASK 3
Family and Consumer and Consumer Science Internship

Content Standard: People and Cultures / Community Interaction  
Level: High School

Title of Package / Activity: Family and Consumer Science Internship / Community Interaction

Specific Statement(s) from the Standard:
Suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.

Product(s):
- Certificate of Completion
- Written reflection of Dads Make a Difference (DMAD) training experience.
- Action Plan

Task Description:
Contact the teacher at your school who coordinates the DMAD Project. You will be required to make arrangements through your school's coordinator to obtain all information about upcoming DMAD training dates. Obtain, from the coordinator, all permission slips to be signed you and a parent / guardian, training dates you plan to attend, and transportation information. Since the DMAD curriculum is usually taught in teams of two (one male and one female) you may want to check if there are other students in your school planning to train. The coordinator of your program will be available to help you with this information and may be able to team you up with another student.

After you have completed all the above tasks and have turned in your permission slip(s), you will be required to attend a two-day training where you will be taught how to become a peer educator in the DMAD Program. The DMAD program is a mix of hard work and fun. You will meet other young people from different schools around the state. If you have some doubts or fears about the training, be assured that by the time you finish the training, you will feel confident and prepared to become a peer educator. The coordinator at your school will be available to assist you with any questions or help you may need following your training.

You are required to turn in a copy of the certificate of completion you receive at the end of the DMAD training session. Also, write a one-page reflection paper about the training including what you learned from teaching DMAD, and what you would say to someone interested in teaching DMAD.

Now that you are trained in the DMAD Program and feel confident in teaching the program to younger peers, you need to make arrangements to begin that task. Again, contact the coordinator at your school to obtain the names of teachers you will need to contact at the junior high or middle school in your district. You will need to contact the teacher in whose classroom you plan to teach. If the teacher is familiar with the DMAD Program, you will simply need to introduce yourself and ask for the dates he / she has available for you to come into the classroom and teach the four lessons in the DMAD curriculum. If this is the first time the
FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his / her work relative to the content standard. Have the standard available for reference.

E = Excellent
S = Satisfactory
N = Needs Improvement

Student Turn in a copy of the Dads Make a Difference Training certificate of completion to your teacher. Teacher

One page written paper includes reflection on training and experience. Teacher

Action plan contains relevant steps taken to teach peers at the junior high / middle school. Teacher

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the learning processes, and problems to be addressed):
PERFORMANCE PACKAGE TASK 4
Family and Consumer Science Internship

Content Standard: People and Cultures / Community Interaction
Level: High School

Title of Package / Activity: Family and Consumer Science Internship / Community Interaction

Specific Statement(s) from the Standard:
Assessing and evaluating the impact of an issue, event, or service on a target population.

Product(s):
- Reflection Journal
- Written evaluation of survey results

Task Description:
As you teach each lesson in the Dads Make a Difference (DMAD) Program, you will come to know the program better and your confidence in teaching will increase. You are required to keep a journal recording your experience each time you teach a lesson. In the journal you should assess what happened and reflect on how the experience affected you. Answer each of these questions when you journal:

- What happened?
- What was the impact of the lesson on the students you taught?
- What were the positive parts about teaching?
- What did you learn?
- Were there any problems?
- What would you change?
- How do you feel about this experience?

At the end of your journal, write any overall comments and feelings you have about the DMAD Program and peer education.

After you receive the pre- and post-teaching survey questionnaires, review and summarize the surveys. Write a report on the data you collected from the surveys showing any changes in the students' knowledge about dads and related issues before you taught as compared to after you taught.

Special Notes:
PERFORMANCE PACKAGE TASK 4  
Family and Consumer and Consumer Science Internship

FEEDBACK CHECKLIST FOR TASK 4

The purpose of the checklist is to provide feedback to the student about his/hers work relative to the content standard. Have the standard available for reference.

E = Excellent  
S = Satisfactory  
N = Needs Improvement

Student

______ The journal contains an adequate record of the work the student accomplished through regular journal entries.

______ The journal reveals what has been learned.

______ Accomplishments and achievements are clearly noted.

______ The student critically evaluates overall performance and effectiveness of the project. Includes findings from the pre- and post-student surveys.

Teacher

______

______

______

______

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the learning processes, and problems to be addressed):
Assessment of Incorporating Dads Make a Difference Into the Minnesota Profile of Learning
(Prepared by Katherine McMonagle, North High School, North St. Paul)

Content Standard: Decision Making / Individual and Community Health Level: High School

Title of Package / Activity: Illustration of How Dads Make a Difference Program Fits This Standard

Summary Statement of Content Standard
A student shall demonstrate the ability to make informed decisions that enhance individual, family, and community health in all six priority health areas:

Promote
- healthful nutrition / dietary practices
- physical fitness

Reduce / Prevent
- *tobacco use
- *drug / alcohol use
- *intentional and unintentional injuries
- *HIV / STD / unintentional pregnancies

by:
- Understanding how the priority health areas are interconnected in the areas of long-term health promotion and disease prevention, and community and / or societal influences; and
- Knowing community-based health care services, products, providers, and referral options.

Description of Student Performances

Task 1: Analyze how identified factors influence health maintenance and disease prevention decisions.

Task 2: Select information, products and / or services to respond in real or simulated situations of need.

Task 3: Create a plan for an in-depth study of one of the six priority health areas.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria:
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level. No package score is recorded until ALL parts of the package have been completed.

In addition:
- Tasks must reflect the interconnectedness of the six priority health behavior areas as defined by the Centers for Disease Control and Prevention and the National Health Education Standards.
- In order to achieve at high standard level (earning a score of 3 or 4 for this standard), students must complete an in-depth study as planned in task 3.

*Dads Make a Difference involvement contributes to the completion of this standard, but does not fulfill all of the requirements for completion of this standard. Dads Make a Difference (DMAD) Teen Teachers learn something about these priority health areas at a DMAD training and teach middle school-age youth about them in relation to risky behavior in Lesson 1 of the DMAD curriculum.


Assessment of Incorporating Dads Make a Difference Into the Minnesota Profile of Learning
(Prepared by Katherine McMonagle, North High School, North St. Paul)

PERFORMANCE PACKAGE TASK 1
Illustration of How Dads Make a Difference Program Fits This Standard

Content Standard: Decision Making / Individual and Community Health

Title of Package / Activity: Illustration of How Dads Make a Difference Program Fits This Standard

Specific Statement(s) from the Standard:

Understanding how the priority health areas are interconnected in the areas of long-term health promotion and disease prevention, and community and / or societal influences.

Product:

Task Description:

Analyze how the following factors influence health maintenance and disease prevention decisions.

- Media
- Technological advances
- Interpersonal communications
- Immediate and long-term risk factors

* By attending a DMAD training, Teen Teachers will learn and teach about how families and fathers are portrayed on television, how families differ from one another, and how fathers and mothers provide support for their children. They will also cover how child support works in Minnesota and the impact technological advances have had on child support collections. All lessons cover the importance of interpersonal communication when making choices / decisions about risky behavior and being planful for parenting. Lesson 2 covers the impact of father absence and teen pregnancy on children. Lesson 4 covers decision making, how risks can alter one’s future, and how people are responsible for their choices.
Assessment of Incorporating Dads Make a Difference
Into the Minnesota Profile of Learning
(Prepared by Katherine McMonagle, North High School, North St. Paul)

PERFORMANCE PACKAGE TASK 2
Illustration of How Dads Make a Difference Program Fits This Standard

Content Standard: Decision Making / Individual and Community Health  Level: High School

Title of Package / Activity: Illustration of How Dads Make a Difference Program Fits This Standard

Specific Statement(s) from the Standard:
Understanding how the priority health areas are interconnected in the areas of long-term health promotion and disease prevention, and community and / or societal influences.

Knowing community-based health care services, products, providers, and referral options.

Product:
Develop own referral list of community resources for selected situation of need.

Task Description:
Select information, products and / or services to respond in real or simulated situations of need for:
• Personal / family
• Community / workplace

* The Dads Make a Difference (DMAD) program could be included as a prevention resource for youth when looking at the issues of teen pregnancy and the importance of fathers in children’s lives.
• Teen teachers in your school district involved in DMAD could be listed as resources.
• DMAD lesson plans could be used as a resource.
• DMAD video could be used as a resource.
• Utilize the DMAD Internet site (to be available fall 98) as a resource.
Teen Teachers could offer to do a class presentation and / or be involved in a health fair to present information about DMAD to their peers, in addition to teaching the 4-lesson curriculum to middle school-age youth.
Assessment of Incorporating Dads Make a Difference Into the Minnesota Profile of Learning
(Prepared by Katherine McMonagle, North High School, North St. Paul)

PERFORMANCE PACKAGE TASK 3
Illustration of How Dads Make a Difference Program Fits This Standard

Content Standard: Decision Making / Individual and Community Health Level: High School
Title of Package / Activity: Illustration of How Dads Make a Difference Program Fits This Standard

Specific Statement(s) from the Standard:
Understanding how the priority health areas are interconnected in the areas of long-term health promotion and disease prevention, and community and / or societal influences.
Knowing community-based health care services, products, providers, and referral options.

Product:
Written plan for in-depth study as outlined below.
Implementation of study from plan.

Task Description:
Create a plan for an in-depth study of one of the six priority health areas.
Identify in-depth information needed.
Identify procedures required.
Identify how this area is impacted by other priority health areas.
Identify options for completing in-depth study (mentorship, internship, service learning).

*DMAD connects to topic area covering HIV / STD / unintentional pregnancies. Proper parenting or lack of it and too-early parenting can have a correlation to all other priority health areas. The plan for an in-depth study could include looking at issues around teen pregnancy and /or father absence within own school and community through statistics, interviews, etc. The plan could also include getting more information about DMAD and how to get involved in the program. Actual involvement in DMAD including attending a training and teaching the curriculum to middle school-age youth could be part of the implementation of the plan. DMAD involvement could be considered an internship or service learning opportunity.
EMBEDDING DMAD INTO THE GRAD STANDARDS

Submitted by:
Kay Guenther - July 21, 1998
Carver-Scott Educational Cooperative
Chaska, MN 55318
492-2133(H) 368-8812(W)
Content Standard: Write and Speak: Interpersonal Communication
Level: High School

Overview: DMAD can be embedded into the Benchmarks package in the following ways:

1. In the pre-teaching of interpersonal communication skills and strategies, problem-solving and decision-making.

2. As an activity for TASK 1 - analyze video

3. As an activity for TASK 2 - participate in a dialogue and demonstrate effective speaking and listening skills.

4. As a source of project ideas for TASK 3.

PRE-TEACHING

1. DMAD TRAINING - Students will practice communication techniques, interact 1:1 and/or in groups, engage in problem solving and participate in class discussion on films that show people interacting.

2. Supplemental Activities: 1 - Assertiveness and Respect, 4 - Moms and Dads, 5 - Your Attitude Is Showing - all are lessons which focus on diversity and systems - allows students to check out their own assumptions about gender, family roles, family systems and how these factors affect communication and understanding. Activity 6 - Your Life In Art - Sharing and Listening practise - Expand by assigning students to write a biography of another student in class or introduce his partner.

Classroom teacher could incorporate these lessons into the pre-teaching curriculum quite easily.
TASK 1 - Analyze communication strategies in simulated or authentic situations
Written analysis of short film or film segment.

In Supplementary Activity 1, Students could use the situation or “play”
for analysis of communication strategies or part of a
video could be used such as “Teen Father” or a role play could be
used as a simulated or authentic situation.

NOTE: Maybe the revised video could include a dialogue that
would be appropriate for this activity - (must show people
of various ages and from diverse backgrounds interacting
with each other, engaged in a variety of verbal and non-verbal
communication behaviors both effectively and non-effectively,
characters engaged in problem-solving or decision-making
both effectively and non-effectively. (The TV movie “Teenage
Father” may provide some good clips.) Use a clip to illustrate
Co-parenting.

TASK 2 - Participate in a DIALOGUE in which student demonstrates effective speaking
and listening skills.

1. DMAD Training - Opportunities for dialogue exist in the curriculum - Practise sessions could be
expanded to include time for observation and documentation of the team’s
performance - the Feedback Checklist For Task 2 could be applied.

NOTE: The subject matter provides opportunity for diverse viewpoints -
DMAD could develop or use existing questions that students would
discuss in pairs or small groups.

2. CLASSROOM - Teacher could structure and implement discussion around fathering, families,
parenting and media, parenting, teenage pregnancy, absent fathers. Supplementary
Activities 2 and 3 could provide themes for discussion. Feedback Checklist
would be used - students would also act as Observors. There may be some
classroom management problems with a large class - videotaping the dialogue
would be ideal if this is possible. Could modify role play about John from Lesson 2
to fit this task.

TASK 3 - Plan and implement a GROUP PROJECT in which students apply verbal and non-verbal
strategies in a variety of simulated or authentic situations and maintain a
REFLECTION LOG.

DMAD PROVIDES NUMEROUS PROJECT POSSIBILITIES.

1. DMAD PEER TEACHING (includes training, teaching and evaluation)

NOTE: Students would begin their reflection log at training and maintain until the end
of the teaching assignment. BENCHMARKS includes detailed performance criteria, planning sheets and feedback checklist that can be used with little modification.

2. SUPPLEMENTAL ACTIVITIES: 2- Parenting and the Media: create a cast for a tv show about a real family.
3- You and the News: Suggests action group ideas
7- You're Outta Here - the Egg Project
8- It's Your Life - Create a board game.

Note: Teacher could suggest other ideas or students could come up with their own. The main purpose of the projects is to apply communication strategies and the key assessment is the Reflection Log.

Note: The personal journal requirements on pg. 78 (Activity 8) matches TASK 3 criteria quite closely.

HOW DMAD AND BENCHMARKS COULD BE USED IN THE SCHOOL:

1. Could be part of several disciplines or subject matter including FACS, Health, English, Social Studies.

   Note: Could be part of a FACS Child Dev or Family Life class esp. since the addition of Risks and Protective Factors.

2. Could be team taught or individual teacher. (Team could also include social workers, psychologist, special ed teacher, paraprofessional - a great opportunity for interdisciplinary teaching!!!)

3. Time frame estimated to be 1 quarter to trimester - maybe part of semester class.

4. Some time needs to be built into the class for teachers to meet with groups when doing TASK 3. While not all students would be teen trainers, all students would be doing a project.

5. If students come from various classes to do DMAD, they would only be completing TASK 3 (They would have to do the Reflection Log). They would need to have completed Task 1 and 2 in other classes. In some settings Task 1 and 2 might be part of one class and Task 3 part of another.

FOLLOWING IS AN IMPLEMENTATION PLAN FOR OUR NEW BEGINNINGS PROGRAM AT AN ALC:

COURSE NAME: INTERPERSONAL COMMUNICATIONS (English credit)

CONTENT STANDARD: Benchmarks of Interpersonal Communication

STAFFING: Interdisciplinary - FACS, ENGLISH TEACHER, SPECIAL ED AND PSYCHOLOGIST (1 LEAD TEACHER)
TIME FRAME: 2 SIX WEEK PERIODS OR 1 TRIMESTER

1ST 6 WEEKS - PRE-TEACHING COMMUNICATIONS CURRICULUM

COMPLETE TASK 1 AND 2

2ND SIX WEEKS -

* SELECT PROJECTS (Include DMAD training)
  IMPLEMENT PROJECTS
  EVALUATE AND PRESENT PROJECTS

*We already have several peer teaching projects as part of our program and we would have students choose which project they want to do. Choices would probably include DMAD, any of the supplementary projects listed in DMAD curriculum, our MADD Project, FAS/FAE Project (Thunder Spirit) and our RAP Program (Teenage Pregnancy Prevention)

EMBEDDING DMAD INTO SERVING THE COMMUNITY

DMAD fits best into TASK 3 which is performing community service, maintaining a journal and monitoring and evaluating skills used.

DMAD does not address TASK 1 which is Examine and research quality of life indicators in the community, however the risk and protective factor stuff related to quality of life.

TASK 2 is selecting a Community Service Project and creating a Service Plan - DMAD could be chosen as a suitable project.

Is it long enough to qualify? Does it have enough "rigor"?

Does this project show growth over time? Is it part of a larger project?

Is there advantages to a short-term service project?

Journal is important. DMAD curriculum might develop more reflection opportunities though already includes lots of suggestions. Refer to Journal criteria in Serving the Community.

In addition, students need to evaluate the skills and competencies they are using in the community service experience through focus groups and self-evaluation. (See SCANS tool and Checklist)

It seems to me that DMAD can be offered in a class as a way to meet TASK 3 of this Standard, but is only one part of the Standard.
Materials relating to
Grad Standards / Performance Packages for:

Curriculum Delivery
to High School Students
"The R Factor"
THE R FACTOR
BUILDING RESILIENCY IN YOUNG ADULTS
A DADS MAKE A DIFFERENCE PROGRAM

THE R FACTOR:
AN INDICATOR OF A PERSON'S RESILIENCY

RESILIENCY:
THE ABILITY TO BOUNCE BACK FROM OR RESIST
STRESS AND CRISIS

PEOPLE WITH HIGH R FACTORS ARE:

• RESPECTFUL
• RESPONSIBLE
• RELATE WELL TO OTHERS
• REALISTIC AND PLANFUL
• RETAIN BALANCE IN THEIR LIVES
Introduction to the Dads Make A Difference™ Project

Current research in fathering, resiliency, attachment, and change theory are the catalysts for The R Factor™. This curriculum examines how the recent trends in fathering and too early parenting affect children. Innovative simulations and activities engage young adults in positive relationship-building skills. They gain a framework to look at their past in order to plan for an intentional future as healthy individuals, partners, parents, or family members.

The ambitious goals of the curriculum are to:

- increase male involvement in relationships, mentoring, fathering, and parenting;
- educate young adults about the impact on children when growing up without a father;
- provide opportunities for young men and women to practice effective communication and collaboration skills; and
- increase preparation and planning for responsible parenting while advocating for the establishment of legal fatherhood;

HISTORY - MIDDLE SCHOOL CURRICULUM

The Dads Make A Difference™ project began in 1993 as a collaboration between four Minnesota agencies — Children's Defense Fund; Family Tree Clinic in St. Paul; Ramsey County Attorney's Office, Child Support Enforcement; and the University of Minnesota Extension Service-Ramsey County — in search of high quality materials to increase the positive involvement of the future generation of fathers in the lives of their children. The group applied for and received original funding from a Ramsey County Innovations Grant. They hired a coordinator, conducted focus groups with adolescents, and hired a middle school teacher who developed paternity education materials, which included a four-lesson middle school curriculum and an 18 minute video. At the end of 1994, child support awareness money allocated to the Office of the Minnesota Attorney General, Hubert H. Humphrey, III, was used to send a copy of the curriculum, free of charge, to every public, private, and alternative middle school in Minnesota.

Also, in 1993, the Minnesota legislature passed a law to allow voluntary establishment of paternity in hospitals at a child's birth and additional legislation to promote and fund male responsibility and responsible fathering programs. Dads Make A Difference received a grant to hire a full-time urban community program specialist to coordinate and supervise paternity education in the Minneapolis/St. Paul urban school systems. The Minnesota Department of Human Services - Child Support Enforcement Division committed to funding the project beginning in January 1996. Since its inception, the project has been housed and marketed by the University of Minnesota Extension Service-Ramsey County office. With the success of Dads Make A Difference™ in Minnesota,
From this work, The R Factor, a school-based, teacher-led paternity education curriculum, was developed.

This high school curriculum offers students an invaluable opportunity to inquire, assess, reflect, and make changes in their own lives by:

• studying the impact of attachment theory and life experience
• examining current relationship and interpersonal skills
• reading research-based articles from local experts
• analyzing case studies for predictors of risk and protective factors
• creating an individual plan of action to prepare for an optimistic future

The R Factor™ takes paternity education a step further by instructing students to think purposefully about their partners and timelines for parenting. This curriculum provides an in-depth examination of the impact of father absence in families and encourages students to be active in defining their futures.

All young adults benefit from sexuality education that teaches them communication skills, helps them postpone sex until they are ready, and provides information about specific methods to prevent pregnancy and STDs. (Sex and America's Teenagers, The Allan Guttmacher Institute, NY, 1994). Young people must develop the skills to assess their own readiness to deal with adult issues. They need to build protective factors, effective communication skills, support systems; and, design a plan for their intentional future. The Dads Make A Difference™ project gives young adults a chance to begin building a vision.
LESSON ONE: DEFINING THE PROBLEM
Father absence is a national concern. Statistics can be used to measure the impact of father absence on children and families. They also can be used to find solutions. Lesson One examines the complexities of fathering in America.

PRE-ACTIVITY — THE TIES THAT BIND
Pre-activity Assignment .................................................. one week prior
Introduction ................................................................. 20 minutes
Activity: Binding the Seams ............................................. 30 minutes
Summary ................................................................. 5 minutes
• Homework Assignment

PRESENTATION OPTIONS
✓ 90-minute block
✓ Two 50-minute class periods

LESSON OUTLINE
Introduction ................................................................. 5 minutes
Activity: A brief history of fathering ................................ 10-15 minutes
Discussion: What is the role of government in families ....... 10 minutes
Puzzle Activity: Putting a face on today's statistics .......... 15-20 minutes
Discussion: Forming families ........................................... 5 minutes
Small Group Activity: It's a baby! ..................................... 15-20 minutes
Summary ................................................................. 10-15 minutes
• Journal assignment in the Scrapbook
• Extended Activity

OVERHEAD AND HANDOUTS
• History of Fathers ................................................. 1-9
• History of Fathers (Copy/Key) ................................... 1-10
• Puzzle Art .............................................................. 1-11
• Primary Statistics ..................................................... 1-13 – 1-14
• Family Cards ........................................................... 1-15
• Snapshot: Birth ......................................................... 1-16 – 1-17
• Fathering ... A look back in time ............................... 1-18
• Paternity Establishment ........................................... 1-19
• Cycle of Risk:
  • Abusive Relationship ........................................... 1-20
• Teen Pregnancy ....................................................... 1-21
• Goals of the Project ................................................ 1-22
• Attachment Theory .................................................. 1-23
• How Do You Rate .................................................... 1-24 – 1-26
LESSON TWO: EXAMINING THE CAUSES

Socialization is how people learn to adapt and participate in a community. Gender socialization is how people learn what it is to be female and male. The family plays the primary role in the socialization of children. Yet, new technological discoveries challenge the families' ability to promote healthy messages about sexuality, masculinity, femininity, and relationships. Lesson Two examines how these causes are igniting cycles of risk in families.

PRESENTATION OPTIONS
✓ 90-minute block
✓ Two 50-minute class periods

LESSON OUTLINE
- Discussion: Impact of media ........................................ 20 minutes
- Summary ......................................................... 5-10 minutes
- Small group activity: Gender socialization .................. 20 minutes
- Activity: Connecting the thoughts ......................... 10 minutes
- Simulation: Gender War and Peace ....................... 20-25 minutes
- Summary ......................................................... 5-10 minutes
- Lesson Summary .................................................. 5-10 minutes

- Homework Assignment
- Journal Assignment in the Scrapbook
- Learning Extension Activity

OVERHEADS AND HANDOUTS

Faye Wattleton quote ................................. 2-7
Gender War and Peace
Scenarios ................................................. 2-8
Scoring Scale ........................................... 2-9
Family Snapshot: Growing Up ............ 2-10 - 2-11
LESSON THREE: CREATING SUCCESSFUL SOLUTIONS
Risk factors are the problem, protective factors are the solution. This lesson focuses on solutions. Lesson Three models the collaborative process by utilizing local experts who share their current research findings. The case studies show real steps people can take to build a stronger self.

PRESENTATION OPTIONS
✓ Three 50-minute class periods
✓ Two 90 minute blocks

LESSON OUTLINE
DAY ONE: Case Studies
Introduction: Risk and protective factors ..................... 15 minutes
Activity: Case studies ........................................... 30–40 minutes
• Journal Assignment in the Scrapbook
• Homework Assignment
• Optional Debate Activity

DAY TWO: What the Experts Say
Discussion: Rock sharing ........................................ 10 minutes
Reading Groups: What the experts say ...................... 20–30 minutes
Discussion: Creating a parenting vision .................... 20–30 minutes
• Journal Assignment in the Scrapbook

DAY THREE: Public Service Announcement [OPTIONAL]
Review: What the experts say ................................ 5 minutes
Activity: Creating the message ......................... 40–90 minutes
• Action Plan: Putting the message to work

OVERHEADS AND HANDOUTS

Day One
Impact of Risk & Protective Factors .... 3-4
Case Studies ..................... 3-5 - 3-20

Day Two
Building Protective Cycles ...... 3-24 - 3-25
Expert Article Report ............. 3-26
Expert Articles .................. 3-27 - 3-53
LESSON FOUR: TAKING ACTION!

Self-assessment is a valuable tool for self-understanding. Tools to build self-understanding, reflection and the projection of a positive future are introduced. Lesson Four provides a framework for students to apply the learning by creating a personal plan of action. The goal is self-improvement.

PRESENTATION OPTIONS

✓ Three 50-minute class periods
✓ Two 90 minute blocks

LESSON OUTLINE

DAY ONE: Writing the Script
Small Group Activity:
Sharing stories..........................20 min.
Summary ..................................5–10 min.
Activity: Your StoryLines© ..........20 min.
• Homework Assignment

DAY TWO: Reality Check
Activity: Building trust ...............10 min.
Activity: Circles of support ..........10 min.
Summary ..................................5–10 min.
Activity: Creating a parenting rubric ..........20–25 min.
• Homework Assignment

OVERHEAD AND HANDOUTS

Day One
Sharing Stories .........4-4 – 4-9
StoryLines Exercise .........4-10
The Reality Check ........4-11

Day Two
No Man is an Island ..........4-17
Circles of Support ..........4-18
Parents That Groove ..........4-19
Parents That Groove Continuum Scoring ..........4-20
Medicine Wheel ..........4-21
Day Three
The Blue Print ..........4-24 – 4-25
Performance Package Example
Minnesota Profile of Learning

Developed by
Julie Herrity-Weidenbomer, FACS Teacher, Hinckley-Finlayson
and
Julie Endersbe, Language Arts Teacher, Eagan, MN

Content Standard: People and Cultures: Institutions and Traditions in Society
Level: High School
Title of Package/Activity: The R Factor: Building Resiliency in Young Adults

Summary Statement of Content Standard:
Understand the interaction among individuals, groups and institutions.

Description of Student Performances: (Tasks)

1. Conduct a study, to help define the problem(s) influencing the family institution, and to determine its structure, interactions and impacts on the related individuals, groups, and institutions.

2. Conduct a study of the issue(s) related to the family institution to aid in examining and exploring the causes to the problem(s) identified in task #1.

3. Explore, identify and hypothesize the outcomes of the possible solutions to the problems identified in the tasks stated above.

4. Formulate an action plan to minimize the risk factors and maximize the protective factors related to the issues uncovered in the above stated tasks.

Definition of terms:

1. Individuals: Primarily, but not always exclusively, the separate members of the family.

2. Groups: May include a variety of types, numbers and members smaller than an institution; however, most of the groups referred to are ones related to the family institution.

3. Institution: The primary institution referred to in the above tasks is the family; however, it can be used more broadly to incorporate those institutions related to or influenced by the family.
PERFORMANCE PACKAGE TASK 1
Interaction and Social Change in Society

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y = Yes
N = Needs Improvement

<table>
<thead>
<tr>
<th>Student</th>
<th>Scrapbook</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Reflect the individual personal history</td>
<td>_______</td>
</tr>
<tr>
<td>_______</td>
<td>Reflect the individual life experiences</td>
<td>_______</td>
</tr>
<tr>
<td>_______</td>
<td>Reflect the individual's character</td>
<td>_______</td>
</tr>
</tbody>
</table>

**Family Institutions**

| _______ | Examine pertinent statistics and how they relate to the family institution. | _______ |
| _______ | Analyze the impact of statistics on children, families and society. | _______ |
| _______ | Create a cycle showing the risk factors children face in the family institution. | _______ |
| _______ | Identify the attachments indicators within the family. | _______ |
| _______ | Predict future interactions between the individual, groups and institutions over time. | _______ |
| _______ | Describe how individuals and institutions make adjustments over time. | _______ |
| _______ | Complete a survey assessing ones readiness for various relationships. | _______ |
PERFORMANCE PACKAGE TASK 2
Interaction and Social Change in Society

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y = Yes
N = Needs Improvement

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Analyze the impact of the media and other institutions on the socialization of the individuals, groups and institutions.</td>
<td></td>
</tr>
<tr>
<td>Analyze the impact of various institutions on the interactions among and between genders and various groups and individuals.</td>
<td></td>
</tr>
<tr>
<td>Identify the impact of various influences on an individuals development over time.</td>
<td></td>
</tr>
<tr>
<td>Discuss how various forms of influence affects ones continuity and may or may not require change or adjustment.</td>
<td></td>
</tr>
</tbody>
</table>

**Observation Notes**

| Visualy demonstrate a variety of interactions among individuals and discuss the impact(s) of their behaviors on other groups and institutions. | |
| State and explain possible patterns of interactions between individuals, groups and institutions during points of both conflict and cohesion. | |
| Observation notes clearly focus on the sociological issues related to gender socialization. | |
FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y = Yes
N = Needs Improvement

<table>
<thead>
<tr>
<th>Student Report</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the risk and protective factors in families.</td>
<td></td>
</tr>
<tr>
<td>Identify and analyze the protective factors that influence individuals, groups and institutional continuity.</td>
<td></td>
</tr>
<tr>
<td>Explain cultural differences and influences on various individuals, groups, and institutions.</td>
<td></td>
</tr>
<tr>
<td>Examine how roles, status and social class affect interaction between individuals, groups, and institutions.</td>
<td></td>
</tr>
</tbody>
</table>

**Expert Articles**

| Explore, summarize and report to others current expert opinions and research. |         |
| Analyze expert opinions and research for possible solutions and/or answers to current problems influencing individuals, groups, and institutions. |         |
| Analyze current research for its usefulness and applicability to today's individuals, groups and institutions. |         |
| Identify the tensions between individuals and conformity within the family institution. |         |
| Explore and research expert articles to identify protective factors that help facilitate positive family institutions. |         |
PERFORMANCE PACKAGE TASK 4
Interaction and Social Change in Society

Content Standard: People and Culture: Institutions in Society Level: High School

Specific Statement(s) from the Standard:

A student shall demonstrate understanding of institutions and traditions in society by:
A. creating a story reflecting ones future vision of their goals, plans and strengths while incorporating various groups and institutions.
B. creating an effective parenting rubric that reflects positive interaction between the various related individuals, groups and institutions.
C. creating an action plan for the individual, that reflects ones personal goals, plans and strengths, to serve as a guide in building positive experiences with various individuals, groups, and institutions, in order to achieve their envisioned future.

Product(s):
* Answers to the "Storyline" questions. (See Lesson 4 in the curriculum)
* Complete the "Reality Check" activity. (See Lesson 4 in the curriculum)
* Complete a personal support network graph. (See Lesson 4 in the curriculum)
* Create an effective parenting rubric. (See Lesson 4 in the curriculum)
* Complete "Parents That Grove" assessment with at least 2 interviews. (See Lesson 4 in the curriculum)
* Compile information collected in product #5 and record it on the "Next Step" worksheet. (See Lesson 4 in the curriculum)
* Create a action plan for over coming areas of weakness or concern that also meets ones future goals and plans.

Task Description:
*Follow lesson three described in the curriculum.
3. Describe how individuals and institutions make adjustments over time.

2. Complete a survey assessing one's readiness for various relationships.
<table>
<thead>
<tr>
<th>1 &amp; 4</th>
<th>State and explain possible patterns of interactions between individuals, groups and institutions during points of both conflict and cohesion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Observation notes clearly focus on the sociological issues related to gender socialization.</td>
</tr>
</tbody>
</table>
Expert Articles

1K & 3K  Explore, summarize and report to others current expert opinions and research.

1D & 4D  Analyze expert opinions and research for possible solutions and/or answers to current problems influencing individuals, groups, and institutions.

4D  Analyze current research for its usefulness and applicability to today's individuals, groups and institutions.

1D  Identify the tensions between individuals and conformity within the family institution.

All  Identify protective factors that help facilitate positive family institutions.

Public Service Announcement

All  Analyze and produce a message promoting positive family relationships.
All Information collected contains quantitative data.

All Information collected contains anecdotal data.

**Action Plan**

All Plan clearly focuses on the sociological question and hypothesis.

All Plan incorporates the individuals personal vision, goals and plans.

All Plan clearly accentuates the individuals strengths.

All Plan builds the individuals experiences in their area of weakness or concerns.

All Plan is supported with relevant data from several sources presented in previously completed tasks in this package.

All Plan is presented clearly and thoroughly.
people and cultures

Understanding interactions among people and cultures

Institutions & Traditions in Society

(Standard with matching tasks from package)

Understand the interaction among individuals, groups and institutions.

What students should know:

1. Understand societal concepts (e.g. values, traditions, roles) that influence the interaction among individuals, groups, and institutions in society.

   **Aligned task(s) from package:**
   
   2A. understanding societal concepts (e.g. values, traditions, roles) that influence the interaction among individuals, groups, and institutions in society. (Task #2 item A)
   
   3A. understanding societal concepts (e.g. values, traditions, roles) that influence the interaction among individuals, groups and institutions. (Task #3 item A)

2. Understand how societal concepts and institutions develop and change over time.

   **Aligned task(s) from package:**
   
   1A. understanding how societal concepts and institutions develop and change over time. (Task #1 item A)

3. Understand that cultural diversity affects conflict and cohesion within and across groups and institutions.

   **Aligned task(s) from package:**
   
   3B. understanding that cultural diversity affects conflict and cohesion within and across groups and institutions. (Task #3 item B)
people and cultures

Understanding interactions among people and cultures

Institutions & Traditions in Society

Understand the interaction among individuals, groups and institutions.

What students should know:
1. Understand societal concepts (e.g. values, traditions, roles) that influence the interaction among individuals, groups, and institutions in society. (Tasks 2A & 3A)
2. Understand how societal concepts and institutions develop and change over time. (Task 1A)
3. Understand that cultural diversity affects conflict and cohesion within and across groups and institutions. (Task 3B)

What students should do:
1. Examine tension between individuality and conformity. (Task 3C)
2. Examine how roles, status and social class affect interaction in groups and institutions. (Task 3D)
3. Describe how institutions change over time. (Task 1B)
4. Analyze how institutions affect continuity and change. (Tasks 2C & 3E)

In addition:
1. Students who conduct social science observations must follow legal and ethical codes of behavior.
Materials relating to Grad Standards / Performance Packages for:

Curriculum Delivery to Middle School Students
### Lesson Outline

<table>
<thead>
<tr>
<th>Lesson #1 - Risky Business</th>
<th>Lesson #2 - Being a Legal Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Defining risk</td>
<td>• What it means to be a dad, legally and biologically</td>
</tr>
<tr>
<td>• Recognizing risky behavior</td>
<td>• Why paternity benefits the father, the mother, and the child</td>
</tr>
<tr>
<td>• <em>Dads Make A Difference</em> video</td>
<td>• How paternity can be established in Minnesota</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson #3 - Fathers and Their Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How families can differ from one another</td>
</tr>
<tr>
<td>• Ways in which fathers and mothers provide support for their children</td>
</tr>
<tr>
<td>• How child support works in Minnesota</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson #4 - Decisions are for the Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How risks can alter one’s future</td>
</tr>
<tr>
<td>• How people are responsible for their choices</td>
</tr>
<tr>
<td>• Creating a vision for the future</td>
</tr>
</tbody>
</table>
Assessment of Incorporating Dads Make a Difference
Into the Minnesota Profile of Learning
(Prepared by Barb Rinehart, Roseville Middle School and Karen Murray, Chaska Middle School)

PERFORMANCE PACKAGE TASK 4
Personal Health

Standard Code: Decision Making M.2

Topic: Sexual Responsibility

Specific Statement(s) from the Standard:

What students should know:
4. Know how to prevent communicable diseases, HIV / STD infection and pregnancy
*3. Understand sexual responsibility
9. Know basic structures and systems of the human body

What students should do:
*1. Analyze the relationship of physical, social and mental health during adolescence
*2. Apply a decision-making process to analyze health issues and attain personal goals
*3. Analyze how health-related decisions are influenced by internal and external factors (e.g., ability, risk, family, peers)
*4. Demonstrate communication skills (e.g., refusal, negotiation, listening) to express needs and enhance health

Product:
1. Public service announcement on recognizing areas of abuse: sexual, physical, harassment
2. Two timelines of life
3. Role play

Central Learning:
- Use evidence and reasoning to explain and support an idea.
- Identify and apply criteria to make judgments about a product, situation or idea.
- Represent abstract ideas through a written product, visual model, formula or another (accepted) means of communication.

Task Description:

Overview: Create a public services announcement describing how to recognize and respond to harassing or abusive behaviors. Develop two alternative timelines for your life. Compare the timelines in a summary statement. Design and take part in a role play demonstrating sexually responsible behavior.

*Dads Make a Difference (DMAD) Lesson 1 needs to be expanded on by teacher to include more emphasis on prevention of pregnancy and HIV / STD (#4 above of what students should know), but DMAD curriculum covers #8 sexual responsibility very well. A copy of the Lesson Outline is included for content information. Teacher will also need to teach harassment and abuse topic areas before Teen Teachers arrive. The Public Service Announcement could be tied in to Lesson 1 Risky Behavior or any number of family issues discussed throughout the DMAD curriculum.
Task Description, continued

1. Create a public service announcement describing how to recognize and respond to harassing or abusive behaviors.

You are responsible for communicating to a group of students how to recognize and respond to harassing or abusive behaviors. Decide on the kind of behaviors you want to address in your message. Use resources, class discussions and reference materials to gather background information, facts and examples of abusive and harassing behaviors.

Gather the following information:
- a definition of harassment or abuse
- examples of behaviors that are abusive or harassing
- ways to recognize these behaviors
- ways to respond to these behaviors
- the legal and social consequences of the behaviors
- how to report harassment or abuse.

Then create a public service announcement for students including the preceding information.

A possible format would be:
- Start with a strong example.
- Define the behavior in the example.
- Explain how you know what kind of behavior it is.
- Explain ways to respond to the behavior.
- Explain what the best response may be and why.
- Include both the legal and social consequences of the behavior.

Make your public service announcement powerful and persuasive. It should convince students to recognize these negative behaviors. It should help students know how to respond if they are the recipient of abusive or harassing behaviors.

2. Imagine someone's life from birth to death. Develop two alternative timelines for this person's life.

First, develop a timeline for what you view as a very desirable future for that person. Start with their birth. Mark milestones like learning to walk, the arrival of younger siblings, the first day of school, and special events. Include meaningful experiences like trips, vacations, school memories, moving and family changes. Use symbols, drawing or pictures to represent specific events.

*The Lifeline and Game of Life activities that are a part of DMAD Lesson 4 fit in very nicely with this timeline activity in the standard. While DMAD generally uses one timeline with discussion about the impact of risky behavior on the future, the activity could be easily adapted to do two timelines as required. The additional writing activity complements DMAD and can be easily given as a homework or classroom assignment after the Teen Teachers have finished teaching Lesson 4.*
Task Description, continued

Complete the timeline up to the present including high school graduation, career goals, promotions. You may include other milestones such as marriage, children, purchasing a home and trips. Include any other significant items that you would consider important.

Develop a second timeline for the person's life that includes the same past but a different future. For the second timeline, assume that they become a teen parent. Mark the birth of their child. Make note of the significant events in the child's life that will impact the teen parent. Imagine how their goals might turn out differently with the responsibilities of a child to care for. Make sure that your second timeline is a realistic one given the impact of early parenthood.

3. Write a paper about your outlines demonstrating the decision-making approach to sexual responsibility. In your paper include:

A. The differences in the timelines.
B. The changes that occurred as a result of the early parenthood.
C. The possible internal/external influences affecting sexual decisions.
D. The physical, social and emotional factors affecting sexual decisions.

*Classroom teacher should review decision-making process with his / her students to complement content being delivered by DMAD Teen Teachers.*
Assessment of Incorporating Dads Make a Difference Into the Minnesota Profile of Learning
(Prepared by Barb Rinehart, Roseville Middle School and Karen Murray, Chaska Middle School)

PERFORMANCE PACKAGE TASK 4
Personal Health

Task Description, continued

Be sure to apply the decision-making process to the situation. Describe each of the following:
• the problem - define exactly the problem you face in the situation
• your choices - list at least two different choices you have in responding to the situation
• the consequences of each choice - describe the kind of consequence that could result from each different choice
• make a recommendation - based on this process and considering your choices and their consequences, recommend a responsible response

4. Design and take part in a role play demonstrating sexually responsible behavior.

Work with a partner or team of classmates to write a role play demonstrating sexually responsible behavior. Decide together on a realistic situation and setting for the scene. In writing, describe the situation, the characters, the influences that impact the characters and the scene. Include the kinds of pressures that young people face in their relationships with others.

With your partners, take turns practicing refusal techniques in your role play situation. Present your role play in class. Take turns playing the roles so that you have a chance to be the one who says, “no” at least once.

During the role play when you use refusal techniques:
• use the word “no” at least once
• use an alternative form of refusal at least once
• clearly communicate the refusal message
• include a reason in your refusal
• repeat the refusal
• suggest an alternative
• sending “I” messages.

Task Management Skills:

Team Work
• Contribute with ideas, suggestions and effort
• Collaborate with a variety of people
• Does not distract others’ learning
• Manage conflict when it arises

*DMAD Teen Teachers could be asked to help plan and lead role plays with students that tie in to issues in DMAD curriculum.*
Assessment of Incorporating Dads Make a Difference Into the Minnesota Profile of Learning
(Prepared by Barb Rinehart, Roseville Middle School and Karen Murray, Chaska Middle School)

PERFORMANCE PACKAGE TASK 4
Personal Health

Special Notes:

1. Provide classroom experiences such as readings and discussions that provide students with information about abusive and harassing behaviors. Explain how sexual advances, request for sexual favors, or other visual, verbal or physical conduct constitutes sexual harassment. Describe how both young women and young men can both be victims of unwanted advances.

   Provide materials and methods for creating public service announcements.

2. Discuss life goals and goal setting with students. Diagram a model life timeline for students. Discuss events and milestones they may want to include in their timelines. Provoke discussions about what it might take to reach their goals. Also, include the time span and increments your students should include.

3. Discuss the kinds of situations students in your community face related to sexual responsibility. Lead students through a mock decision-making situation. Model defining the problem, identifying the options, determining consequences, evaluating options, and making recommendations. Help set the scene for writing a journal or diary entry.

4. To prepare students for the role plays, demonstrate and discuss effective communication skills and refusal techniques. Brainstorm with students situations and sexual behaviors that are harmful. Provide class time for students to work together to write their situations and practice role plays.
Assessment of Incorporating Dads Make a Difference Into the Minnesota Profile of Learning
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Performance Criteria:

CHECKLIST FOR TASK 4
Personal Health
Pamphlet, Timelines, Journal or Diary Entry and Role Play

E=Excellent
S=Satisfactory
N=Needs Improvement

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>Public Service Announcement on Abusive or Harassing Behaviors</td>
<td></td>
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<tr>
<td>Public service announcement effectively conveys accurate information.</td>
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<tr>
<td>Examples of abuse and harassment are realistic.</td>
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<tr>
<td>• ways to respond to these behaviors</td>
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<tr>
<td>Public service announcement adequately addresses all the required elements:</td>
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<tr>
<td>• definition of harassment or abuse</td>
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<tr>
<td>• examples of behaviors that are abusive or harassing</td>
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</tr>
<tr>
<td>• ways to recognize abusive and harassing behaviors</td>
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<tr>
<td>• the legal and social consequences</td>
<td></td>
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<tr>
<td>• how to report harassment or abuse.</td>
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<tr>
<td>Two Alternative Timelines</td>
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<tr>
<td>Timelines represent realistic milestones and goals.</td>
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<tr>
<td>Realistic changes occur as a result of the early parenthood.</td>
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<tr>
<td>Summary Paper</td>
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<tr>
<td>The differences in the timeline are described clearly.</td>
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<tr>
<td>Internal and external influences of the decisions are realistic.</td>
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<tr>
<td>Options are realistic and described clearly.</td>
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<tr>
<td>Physical, social and emotional influences are logically connected to the situation.</td>
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<tr>
<td>Consequences of the options are realistic and described clearly.</td>
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<td>The decision-making process shows a clear understanding of sexual responsibility.</td>
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<tr>
<td>Role Play</td>
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<tr>
<td>The situation described is a realistic one for adolescents.</td>
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<tr>
<td>Refusal messages are clearly communicated.</td>
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</tbody>
</table>

OVERALL EVALUATION

Notes following Performance: