
UNIT 2: EMERGING ADULthood

UNIT OVERVIEW

This unit looks at the transition into adulthood for young Canadians in the 21st century. Because people are living longer and because our society is more complex than it used to be, becoming independent individuals takes longer than it did for previous generations. In Unit 2, sociological research will be examined to determine when and how Canadians leave home to live independently, finish their education, and find jobs. Psychological research that explains how emerging adults manage the transition, and how relationships within the family and with others support this transition, will also be explored. Finally, some of the issues that are currently affecting how your generation will become adults will be investigated.

CHAPTER OVERVIEWS

CHAPTER 3: BUILDING THE DREAM

As an emerging adult, the transition to adulthood is the next step in your development. In this chapter, anthropological, historical, and sociological approaches will be used to examine this transition. What are the criteria for defining someone as an adult? This chapter outlines the experiences of earlier generations of emerging adults in Canada and other cultures. It explores the changes in educational achievement and employment that enable emerging adults to become financially independent. It examines when and how emerging adults leave home and become independent from their parents. This chapter will establish the social context in which your generation will enter adulthood.

CHAPTER 4: BECOMING AN ADULT

Becoming an adult is a complex personal process that no longer follows the timetable set by physical maturity. In this chapter, a psychological approach to contemporary life-course theories will be used to examine emerging adulthood. The psychological tasks of the transition to adulthood will be identified. The development of men and women will be compared. How an individual's identity is influenced by family, school, and work will be investigated. The factors that influence the decisions individuals make as they prepare for an occupation will be explored. Finally, we will study the important relationships young people develop, which serve to provide support for them as they become adults.

CHAPTER 5: ISSUES IN EMERGING ADULthood

In this chapter, some issues about emerging adulthood in Canadian society will be examined in greater detail. Current perceptions, opinions, and demographic trends in Canada will be studied, focusing on specific changes, challenges, and life events. Various theoretical perspectives will be applied to each issue in an attempt to understand the effect on individuals and their families during emerging adulthood. How the social systems and structures of Canadian society influence each issue and provide support for individuals will also be explored. The issues might provide interesting opportunities for further independent study.

Unit at a Glance Organizer Chart (assumes 75-minute periods)

UNIT 2: EMERGING ADULTHOOD			
Unit Overall Expectations			
<ul style="list-style-type: none"> • Describe the diversity in individual behaviours and practices in various cultures and historical periods • Demonstrate an understanding of the influence of various social institutions on decisions and behaviours of individuals in early adulthood • Explain theories and research about individual development • Explain current trends and issues affecting individual development • Create an appropriate research plan, locate and select/collect relevant information related to individuals and families 			
Unit Summative Evaluations			
<ul style="list-style-type: none"> • Unit 2 Culminating Activity—Emerging into Adulthood • Unit 2 Test—Emerging Adulthood • Life-Course Theories Case Study • Independent Study Phase 2 • Post-Secondary Studies Questionnaire • Seminar Group and Written Report 			
Lesson	Lesson Focus	Chapter Resources	Estimated Time
1	<ul style="list-style-type: none"> • Laying the Foundation—Emerging Adulthood • Introduce Unit Culminating Activity 	Chapter 3 pp. 58–63 BLM 2.12	75 minutes
2	<ul style="list-style-type: none"> • Emerging Adulthood Trends from a Historical and Cultural Perspective 	Chapter 3 pp. 64–72 BLM 2.4	150 minutes
3	<ul style="list-style-type: none"> • Coming of Age—Common Statistics and Trends 	Chapter 3 pp. 73–89	150 minutes
4	<ul style="list-style-type: none"> • Life-Course Theories of Young Adulthood 	Chapter 4 pp. 90–91, 96–113, 121 BLM 1.8, 2.2, 2.8, 2.9, 2.13, 2.14	225 minutes
5	<ul style="list-style-type: none"> • Independent Study Phase 2 	Chapter 4 pp. 81, 99–112, 120 BLM 2.7, 2.15, 2.16, 2.17	150 minutes
6	<ul style="list-style-type: none"> • Socialization for Adulthood 	Chapter 4 pp. 114–131	75 minutes
7	<ul style="list-style-type: none"> • The Influence of Gender 	Chapter 5 pp. 134–145 BLM 2.18	150 minutes
8	<ul style="list-style-type: none"> • Cultural Diversity 	Chapter 5 pp. 145–151	75 minutes
9	<ul style="list-style-type: none"> • Education 	Chapter 5 pp. 152–157 BLM 2.19	150 minutes
10	<ul style="list-style-type: none"> • Work Period on Culminating Activity 	Chapter 3, 4, 5 BLM 2.12	75 minutes

Lesson	Lesson Focus	Chapter Resources	Estimated Time
11	<ul style="list-style-type: none">• Seminar Group—Homelessness	Chapter 5 pp. 158–163 BLM 2.2	75 minutes
12	<ul style="list-style-type: none">• Culminating Activity (due)• Test Review• Unit Test	Chapter 3, 4, 5 BLM 2.12, 2.20	150 minutes

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ASSESSMENT OF LEARNING CHART—SUMMATIVE PROJECTS ONLY

Activity	Overall Expectations	Supporting Learners
Unit 2 Culminating Activity— Emerging into Adulthood	<ul style="list-style-type: none"> • Demonstrate an understanding of the influence of various social institutions on decisions and behaviours of individuals in early adulthood • Explain theories and research about individual development • Explain current trends and issues affecting individual development • Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences 	<p>Learning in this unit will support students to complete the Unit 2 Culminating Activity. Throughout this unit, students will have the opportunity to gain knowledge about the issues related to this stage of the life cycle and examine the various theories and research about the development of the young adult. Throughout the unit, students will also learn about the many social institutions that support development.</p>
Unit 2 Test— Emerging Adulthood	<ul style="list-style-type: none"> • Describe the diversity in individual behaviours and practices in various cultures and historical periods • Demonstrate an understanding of the influence of various social institutions on decisions and behaviours of individuals in early adulthood • Explain theories and research about individual development • Explain current trends and issues affecting individual development • Create an appropriate research plan, locate and select/collect relevant information related to individuals and families • Process: evaluate, analyze and synthesize information related to individuals and families in a diverse society 	<p>Learning in this unit will support students to complete the Unit 2 Test. In addition to acquiring the knowledge necessary to complete the Unit 2 Test successfully, students will also be provided with the skills needed to support their learning. Time should be provided for students to review content, discuss concepts and theories with the teacher and their classmates, and learn and apply different note-taking and study strategies.</p>

Activity	Overall Expectations	Supporting Learners
Independent Study— Literature Review Phase 2	<ul style="list-style-type: none"> • Explore: develop a topic/issue that focuses on individuals and families in a diverse society using appropriate social-science research and inquiry methods • Create an appropriate research plan, locate and select/collect relevant information related to individuals and families • Process: evaluate, analyze, and synthesize information related to individuals and families in a diverse society • Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences 	<p>Learning in this unit will support students to complete Independent Study Phase 2. Students will be instructed on how to prepare a literature review. Students will continue to work with the plan started in Unit 1. Phase 2 will be scaffolded into a number of steps: developing an outline, gathering appropriate sources, citing sources using APA referencing style and, through the editing process, the writing of a final copy of their literature review.</p>
Life-Course Theories Case Study	<ul style="list-style-type: none"> • Explain theories and research about individual development • Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences 	<p>Learning in this unit will allow students to demonstrate their understanding of the different theoretical perspectives through the creation of a case study about the transition to adulthood.</p>
Post-Secondary Investigation Activity	<ul style="list-style-type: none"> • Explain current trends and issues affecting individual development • Explain theories and research about individual development • Explore: develop a topic/issue that focuses on individuals and families in a diverse society using appropriate social-science research and inquiry methods • Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences 	<p>Learning in this unit will support students to explore the factors that affect individuals' decisions to attend post-secondary studies. Through the creation of a questionnaire and the collection of data, students will evaluate, analyze, and synthesize information related to their research question.</p>

Activity	Overall Expectations	Supporting Learners
Seminar Group and Written Report	<ul style="list-style-type: none">• Explain current trends and issues affecting individual development, and intimate and family relationships• Demonstrate an understanding of the influence of various social institutions on decisions and behaviours of individuals throughout the lifespan• Explore: develop a topic/issue that focuses on individuals and families in a diverse society using appropriate social-science research and inquiry methods• Process: evaluate, analyze, and synthesize information related to individuals and families in a diverse society• Create a final product and effectively communicate the results of research and inquiry and reflect on the process and product to extend and transfer learning to future experiences	Learning in this unit will support students to explore the issue of youth homelessness. Students will raise and evaluate the important questions that examine the causes of youth homelessness, its impact on development, and how society can best address the issue.

GETTING READY

- Read Chapter 3, 4, and 5 of *Individuals and Families: Diverse Perspectives*.
- Reserve an overhead projector and/or LCD projector for displaying various Blackline Masters and student presentations.
- Gather various articles about contemporary issues relating to youth, education, immigration, cultural diversity, and homelessness.
- Reserve a DVD and/or television if needed for student presentations.
- Reserve the library and/or computer lab for class research as indicated under each activity.
- Gather various textbooks, journals, and articles as indicated for each activity.
- Many of the following lessons will suggest using media to engage student learning. The resource section and teaching/learning strategies have listed several movies, television shows, and audio material as clips to preview in class. Since every school board has purchased its own particular copyright privileges, please check with your board's resource centre before previewing any of the suggested resources.

RESOURCES

Print

American Psychological Association. (2009). *Concise rules of APA style*. (6th ed.). Washington, DC.

American Psychological Association. (2009). *Publication manual of the American psychological association*. (6th ed.). Washington, DC.

American Psychological Association. (2010). Retrieved from <http://www.apa.org/index.aspx>

Bibby, R.W. (2001). *Canada's teens: Today, yesterday, and tomorrow*. Toronto: Stoddart.

The Vanier Institute of the Family. (2004). *Profiling Canada's families III*. Ottawa, ON.

Magazines and Journals

Canadian social trends. Online publication from the Government of Canada. Available at <http://dsp-psd.pwgsc.gc.ca/Collection-R/Statcan/11-008-XIE/11-008-XIE.html>

eContent Management Pty Ltd. *Journal of Family Studies*. Queensland, Australia. Online publication available from <http://jfs.e-contentmanagement.com/>

National Council on Family Relations. *Journal of Family Theory & Review*. Minneapolis, MN.

The Vanier Institute of the Family. (2009, Winter). *Transition: Community Vitality*, 39(4). Ottawa, ON. Available online at <http://www.vifamily.ca/library/transition/394/394.pdf>

Videos and CDs

Delmos, M. (Director), & Lee, A. (Producer). (2008). *Everybody's children*. [Film]. Montreal, QC: National Film Board of Canada. Available at http://www.nfb.ca/film/everybodys_children

PBS Video. *Frontline: Young & restless in China*. [DVD]. USA: McIntyre Media Inc. Available at <http://www.mcintyre.ca/education/titles/041034DV>

Web Sites

American Psychological Association: <http://www.apa.org>

APA Style: <http://www.apastyle.org/>

Canada.com: <http://www.canada.com>

Canadian Council on Social Development: <http://www.ccsd.ca>

CBC Digital Archives. *A lost heritage: Canada's residential schools*, <http://archives.cbc.ca/society/education/topics/692/>

Government of Canada Services:

Health Canada: <http://www.hc-sc.gc.ca>

Service Canada: <http://www.servicecanada.gc.ca>

Historical Literacy. *Turn-of-the-century child*. Available at <http://www.noodletools.com/debbie/projects/20c/turn.html>

The National Archives. *Child emigration to Canada*. Available at <http://www.nationalarchives.gov.uk/podcasts/emigration-to-canada.htm>

National Council of Welfare: <http://www.ncwcnbes.net>

Statistics Canada: www.statcan.gc.ca

Status of Women Canada: <http://www.swc-cfc.gc.ca>

The Vanier Institute of the Family, publications: <http://www.vifamily.ca/library/publications/publications.html>

Young Immigrants to Canada: <http://retirees.uwaterloo.ca/~marj/genealogy/homeadd.html>

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LESSON 1 LAYING THE FOUNDATION— EMERGING ADULTHOOD

ESTIMATED LESSON TIME: 75 minutes

GETTING READY

- Duplicate the following Blackline Master:
BLM 2.12: Unit 2 Culminating Activity—Emerging into Adulthood

RESOURCES

Individuals and families: Diverse perspectives, pages 58–63

Robinson, B.A. (2006). *Coming-of-age-rituals: In many faiths & countries*. Retrieved from Religious Tolerance.org web site: <http://www.religioustolerance.org/wicpuber.htm>

ASSESSMENT FOR LEARNING CHART

Task/Product	Assessment Tool	Type of Assessment	Category of Achievement Chart and/or Learning Skill
Mind Map	Teacher observation	Diagnostic	Knowledge and Understanding

PRIOR LEARNING

As this is the introductory lesson to the unit, use this as a diagnostic to find out what students already know about emerging adulthood.

TEACHING/LEARNING STRATEGIES

1. Ask students to individually complete an organizer or mind map that reflects on the following questions on emerging adulthood:
 - a. As a social scientist, what information would you need to develop a clear definition for “adulthood?”
 - b. How would you use and manipulate the research of others to help your process?
 - c. If left to your own devices, who would you interview to gather information that could support your definition?

Ask students to share their responses. Discuss the role of social history in the work of Family Studies and explain the important use of primary research as a means of acquiring data and defining a topic.
2. Have students refer to the Key Terms on page 60 in the textbook and work in pairs to explore their current understanding of the upcoming chapter terminology.
3. Have students refer to the word wall created in Unit 1 of the course. Discuss the value of the word wall and how students used it throughout the previous unit to support their understanding of key concepts and terminology. Remind students who have been assigned a chapter for this unit of the due dates and expectations established during Unit 1.

4. In preparation for the Unit 2 Culminating Activity, distribute to students **BLM 2.12: Unit 2 Culminating Activity—Emerging into Adulthood**. Discuss your expectations of the assignment and share previous exemplars where available, to guarantee students' success. Students will determine their groups, brainstorm ideas about what their project will look like, and begin to assign tasks.
5. Have students prepare for the next class by reading pages 64–72 for homework.

DIFFERENTIATED INSTRUCTION TECHNIQUES

Brainstorming

Have students do a Think-Pair-Share for Teaching/Learning Strategy 1. Ask students to brainstorm individually, then in pairs, then share with class their ideas related to emerging adulthood.

Diagnostic

Create a diagnostic assessment that establishes what understandings students currently hold about the tasks, challenges, and concerns surrounding the transition into adulthood.

Graphic Organizer

In Teaching/Learning Strategy 1, have students create a KWHL chart related to emerging adulthood.

PERSPECTIVES TO CONSIDER

Religious

Many faith traditions have specific routines that demonstrate the transition from adolescents into adulthood. Ask students to use the resource by B.A. Robinson entitled *Coming-of-Age-Rituals: In many faiths & countries* to compare this transition using one of the following faith combinations: Catholic Youth and Sikh Youth, Jewish Youth and Hindu Youth, or Christian Youth and Mennonite/Hutterite Youth.

ADDITIONAL SUPPORT

Literacy

- To help students' memory retention and vocabulary, ask them to use annotating when reading pages 64–72 for homework.
- Have the whole class read together the pages related to emerging adulthood, and come up with the important concepts and vocabulary that should be displayed on the class word wall.

LESSON 2 EMERGING ADULTHOOD FROM A HISTORICAL AND CULTURAL PERSPECTIVE

ESTIMATED LESSON TIME: 150 minutes

GETTING READY

- Assign the reading of pages 64–72 in the textbook prior to class.
- Prepare chart paper and markers.
- Duplicate the following Blackline Master:

BLM 2.4: Emerging Adulthood from a Historical and Cultural Perspective

RESOURCES

Individuals and families: Diverse perspectives, pages 64–72

Central Lake Ontario Conservation. (2010). *Programs & services*. Retrieved from <http://www.cloca.com/progserv/index.php>

Environment Canada. (2009). *Great lakes wetlands conservation action plan 1994–2001*. Retrieved from <http://www.on.ec.gc.ca/wildlife/docs/glwcap1994-2001-e.html>

Ravanera, Z.R., Rajulton, F., & Burch T.K. (2003). Early life transitions of Canadian youth: Effects of family transformation and community characteristics. *Canadian Studies in Population*, Vol. 30(2), 327–353. Retrieved from <http://www.canpopsoc.org/journal/CSPv30n2p327.pdf>

ASSESSMENT FOR LEARNING CHART

Task/Product	Assessment Tool	Type of Assessment	Category of Achievement Chart and/or Learning Skill
Graph Interpretation	Teacher observation	Diagnostic	Thinking
Jigsaw Groups	Teacher observation and conferencing	Formative	Thinking Communication Collaborative Skills Reliability

PRIOR LEARNING

From previous courses in both the social sciences and history, students may have some knowledge of youth and their life experiences in historical times.

TEACHING/LEARNING STRATEGIES

1. Ask students to recall their focus question from the previous day, and have them offer suggestions of where a researcher might begin to learn about the process that leads us into adulthood. Explain that many researchers explore the past or earlier stages of the life cycle to understand how individuals develop the ideas that lead them to make decisions later in life.

2. Using the board, an interactive whiteboard, or chart paper, present students with the same expectations explored by Bibby's 2001 study (see Figure 3-3 on page 62 in the textbook). Ask students to use coloured dots or check marks to identify which of these they expect to incorporate into their future plans. To note differences between genders, ask males and females to use different colours. Tally the class results and compare them to the research conducted by Bibby. Ask students to describe the differences between Bibby's research and the class responses. Have students identify clear distinctions between male and female responses, and the factors that may have influenced the differences between generations as well as genders.
3. Have students refer to Figure 3-4, Life Transitions for Emerging Adults, on page 63 in the textbook. As part of a class discussion, complete questions 1–4. Have students work in pairs to support the following quote: “the timing and sequencing of traditional markers of adulthood—leaving home, finishing school, starting work, getting married, and having children—are less predictable and more prolonged, diverse, and disordered” (Furstenberg, Rumbaut, and Setterson, 2005, p. 5)
4. To help students refocus attention for the approaching assignment, have them answer the following focus question: As a social historian, what historical periods would you explore to help you define the important details connected to becoming an adult? Give students a few minutes to generate a response, and then record responses on board or chart paper.
5. **Jigsaw Groups:** Place students in groups of 5, assigning each student 1 of the following time periods/topics: earlier/primitive societies, pre-industrial youth, industrialization and urbanization, development of schooling, changing workplaces in the 20th century, the transition in Middle-Eastern Islamic families. Have students work in their expert groups using the textbook to examine the role of children and adolescents as it relates to their assigned topic. Have students complete **BLM 2.4: Emerging Adulthood from a Historical and Cultural Perspective** as they share with the home groups the information learned. Lead class in a review of the main points.
6. Have students prepare for the next class by reading pages 73–89 for homework.

DIFFERENTIATED INSTRUCTION TECHNIQUES

Brainstorm

Have students work in groups to brainstorm their understanding of what constitutes “social history.”

Presentation Style

As part of Teaching/Learning Strategy 5, have students work in groups to create a 5-minute presentation about their assigned time period and its connection to the required roles and responsibilities of children and adolescents.

PERSPECTIVES TO CONSIDER

Equity

- Poverty needs to be explored as a situation that causes a great deal of inequity among community members. Have students read the work of Ravanera, Rajulton, and Burch (2003), and explain how poverty could reduce the ability to complete the goals of emerging adulthood, such as finishing school, and starting a job.

- Based on the research of Shaienks and Gluszynski (2009), is there a difference between employment income for women and men? Have students explore if this is a worldwide phenomenon and support the reasons the textbook offers as explanations for the findings of the above researchers.

Environmental

Growth continues to impact our nation. While community resources continue to be required, they are also having a massive impact on our environmental stability. Encourage students to understand their role in maintaining a healthy environment for all as they make choices and become responsible adults. Ask students to learn more about the methods used today to ensure the safety of our resources (e.g., reforestation projects, recycling programs, reducing paper consumption through the use of computer technology, government incentives such as Eco-Status for schools and communities, etc.). They can do this by exploring web sites that are dedicated to change, such as Ontario Conservation and Environment Canada.

ADDITIONAL SUPPORT

Literacy

- In Teaching/Learning Strategy 5, encourage students to use annotating skills while they are reading the textbook to gather information for their expert groups.
- Encourage students to use annotating skills when they are reading pages 71–81 for homework.

Numeracy

In Teaching/Learning Strategy 2, have students create a graph or chart to demonstrate their personal responses to the questions before they compare them to Bibby's results.

Technology

In Teaching/Learning Strategy 2, if you have access to remote controller technology, use it as a means in collecting, compiling, and presenting classroom results. Students can respond anonymously, but by gender, to the teenage expectations laid out in Bibby's 2001 research.

LESSON 3 COMING OF AGE—COMMON STATISTICS AND TRENDS

ESTIMATED LESSON TIME: 150 minutes

GETTING READY

- Chart paper or blank paper and markers
- Annolighting kit

RESOURCES

Individuals and families: Diverse perspectives, pages 73–89

ASSESSMENT FOR LEARNING CHART

Task/Product	Assessment Tool	Type of Assessment	Category of Achievement Chart and/or Learning Skill
Skit—Tasks of Emerging Adulthood	Teacher feedback	Formative	Knowledge and Understanding Communication

PRIOR LEARNING

Students will have an understanding of the historical influences on the transition into adulthood. Personal experience and the experiences of friends and families will provide background to support their understanding of the tasks involved in becoming an adult. Students will have varying experiences analyzing graphs and statistics. It is important to support learning by spending some time interpreting charts and graphs.

TEACHING/LEARNING STRATEGIES

1. Divide the class into groups of 4 to complete a placemat activity, in which students will identify what they know about the transition into adulthood for young Canadians in the 21st century. Provide each group with one large sheet of paper/placemat and a marker for each group member. Instruct each group to divide its sheet of paper/placemat into sections, with an area in the centre and four separate areas around the centre. Have them label the paper *Transitioning into Adulthood*. Ask students to individually record what they know about this topic as it relates to the tasks and challenges of this stage. Ask groups to discuss their responses and select the top 5 to record in the centre of placemat and share with the class. Discussing each team's selections will begin an examination of the key components involved in the successful transition into adulthood.
2. Separate students into 3 heterogeneous groups. Assign each group with 1 of the following tasks of emerging adulthood: education, employment, and leaving home. Have students answer question 3 on page 92 in the textbook as it relates to their assigned topic. Encourage students to use the textbook as a resource, and to back up their ideas and responses with statistical data. Ask them to create a skit that panels 3 individuals uniquely approaching the assigned task of adulthood. Ask each group to also identify methods for their panel members to transition through these tasks successfully.

3. At the beginning of the Day 2, have students create a graphic organizer they will use during the presentations to make jot notes of key concepts and terminology related to the tasks of emerging adulthood. Have them begin by outlining the important information from their own presentation. This organizer will be useful for studying and understanding the outcomes of education, employment, and leaving home in the lives of emerging adults. Allow students to finish off, practice, and finally present their skits.
4. Have students read for homework the Case Study feature, Going Home! on pages 90–91 in the textbook. Ask students to answer the accompanying questions to examine the reasons why Caitlin returned home to live with her parents, the impact of this move, and how she is transitioning to adulthood.

DIFFERENTIATED INSTRUCTION TECHNIQUES

Reflective Question

Have students write a journal reflection that answers the following critical thinking question: What markers will identify the transition from adolescence to adulthood for me?

Brainstorming

Have students do a Think-Pair-Share for Teaching/Learning Strategy 1. Ask students to brainstorm individually, then in pairs, then share with class their ideas related to emerging adulthood.

Mind Map

- Have students create a mind map of the challenges they expect to encounter with education, employment, and leaving home, as they transition through adolescence into adulthood.
- In Teaching/Learning Strategy 4, ask students to use the information from the Case Study to map out Caitlin's journey from adolescences to adulthood.

Jigsaw Groups

In Teaching/Learning Strategy 2, have students in their expert groups research information about education, employment, and leaving home as it relates to this transitional time, then share their information with their home groups.

Co-operative Learning Groups

Place students in heterogeneous groups of 4 to read and discuss the assigned Case Study in Teaching/Learning Strategy 4. This will allow for different background experiences to support the many unique interpretations of Caitlin's journey.

ADDITIONAL SUPPORT

Literacy

- To help students' memory retention and vocabulary, ask them to use annolighting when reading the Case Study for homework.
- In Teaching/Learning Strategy 2, ask students to write a reflective journal relating the material they explored to their own personal expectations for a successful movement through these tasks.

Technology

If you have access to an interactive whiteboard and related software, use the technology to project the Case Study and go over the important details as a class. At the same time, you may wish to demonstrate the proper use of annolighting techniques.