

## STUDENT SEEKS TO BUILD RELATIONSHIPS AND IMPROVE ENGLISH COMMUNICATION SKILLS



### Self-assessment and critical analysis

---

Throughout the *self-assessment and critical analysis* component of his capstone preparation (see pages 15–21 in the Career Education 10-12 Guide for more information about the components of capstone), the student talked to his Career-Life Connections (CLC) teacher-mentor about the challenges he has faced as a recent immigrant to Canada, including difficulties integrating into his new community, learning to speak English well, and building relationships and friendships. His teacher-mentor suggested that he might want to use the capstone *presentation and representation* as an opportunity to further develop relationships with peers and staff at the school, and to create connections in the local community. This would enable him to build social resources, both for now and for post-graduation. The teacher-mentor suggested that as part of the process he could share his personal story as a new immigrant. This would be interesting to his audience and would enable him to introduce himself to others.



### Process and representation

---

Learning focus: Developing relationships and improving English communications skills

Learning topic: Transitioning from life in China to Canadian society

#### Context

---

The student is a recent immigrant from China and an English Language Learner (ELL) at school. He decided to tell about his move from Guangdong Province in China to British Columbia, Canada, as part of his capstone, hoping the *personal story* process would help him build relationships in the school and broader community as well as further develop his English communication skills. The student was seeking to build stronger connections and relationships with his peers, teachers, and support staff at the school and with possible employers in his local community. Through his experiences, he hoped to share how moving to Canada had been a significant transformative experience that deeply changed who he was and his hopes for post-graduation.

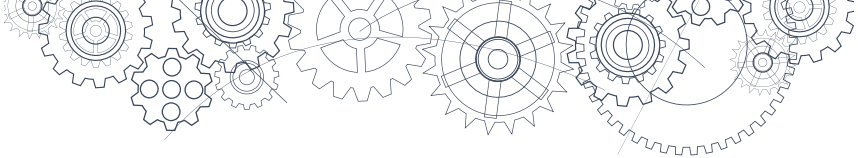
#### Connections

---



##### **Curricular or domain connections**

Career Education – Analyzing internal and external factors to inform personal career-life choices for post-graduation; Assessing personal transferable skills, and identifying strengths and those skills that require further refinement; Collaborating with teacher-mentor; Cultivating community relationships to support plans for post-graduation; Reflecting on learning experiences and personal development in the Core Competencies; Preparing for next steps in personal lifelong learning journey



English Language Arts – Exploring how story deepens understanding of diverse, complex ideas about identity, others, and the world, gaining a repertoire of communication skills, including the ability to share in ways that engage the audience; Appreciating and understanding how language constructs personal, social, and cultural identities; Constructing meaningful personal connections between self, text, and the world; Evaluating how literary elements and new media techniques reflect different purposes and audiences

Social Studies – Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures

### **Community connections**

School community

Local community

### **Connections to First Peoples Principles of Learning**

*Learning is embedded in memory, history and story:* By sharing his personal story, the student created a bridge between two cultures and highlighted communities' responsibilities to welcome newcomers and build trusting relationships with them

*Learning ultimately supports the well-being of the self and the community:* In the telling of his personal story, the student was able to tackle his struggles to build relationships, and the community benefited from his knowledge as an immigrant to better address how to welcome newcomers

### **Core Competencies connections**

Communicating – Connecting and engaging with others

Creative Thinking – Creating and innovating

Positive Personal and Cultural Identity – Understanding relationships and cultural contexts; Identifying personal strengths and abilities

Personal Awareness and Responsibility – Self-advocating

Social Awareness and Responsibility – Building relationships; Valuing diversity

## **Personal story process**

---

### **Identify purpose and intent**

The student decided to incorporate the following topics into his personal story about transitioning to Canadian life:

- Explaining why he and his family moved to Canada
- Comparing and contrasting life in China and Canada, including differing perspectives about family and education, and similarities in teen interests and activities
- Describing how this move changed his life and who he is, relating personal struggles and successes, and his hopes for the future as a new Canadian

Overall, he hoped to communicate how extremely challenging it had been to become part of a new and very different culture, and to include suggestions on how schools and communities could support youth in building new friendships and connections.



## **Plan and design**

The student created a storyboard to map out the story, including the organization of events and images. In CLC class, peers provided feedback and suggestions to enhance his plans, suggesting that he include more about his feelings related to the events.

Because he felt unsure of himself as a presenter in front of English-speaking audiences, the student decided to create a short video of his immigration journey that he could share with an audience.

## **Create and review**

The student created a video that included a collection of photographs, voiceover to narrate his story, and text that highlighted the main themes of the message he wanted to convey. Topics addressed making the move to Canada, his associated feelings about the move, his confusions and struggles, and how he accessed supportive resources. The student shared how his participation on the basketball team and in the school's ELL program were helping him connect with people and helping him learn to speak English better. However, he was still hoping to meet more people and make friends, especially for life post-graduation. His video provided some ideas on ways to welcome new immigrants, and described his aspirations for his future as a Canadian.

## **Present**

For the purpose of building relationships with peers, the student decided he would share the video with students in both his CLC and ELL classes. In order to introduce himself to others beyond the school community, he also decided to include the video as part of his post-secondary scholarship applications. Because the video was well received by these audiences, he gained more confidence and agreed to share it with the Student Leadership class. The video inspired members of that class to brainstorm ways to encourage and support both the student and other ELL students to participate in more social activities and events that the Leadership class organized. The student was also invited to volunteer with the class at some events, which helped him to begin building more friendships outside the classroom.

Reflecting on his experience through the *personal story* process, developing and sharing his story, the student expressed increased confidence in communicating with others in English in spite of ongoing struggles with vocabulary, as he felt others were now more empathetic and patient during interactions. He was also enjoying the continued opportunities to make more friends.

## **Teaching and mentoring tips**

---

- Beginning with a brainstorming of memories and/or ideas can help students determine relevant themes to include before organizing their narrative. Analyzing exemplars of storytelling can also help students identify formats and elements that best suit their own stories and audiences.
- Storyboard graphic organizers can be a helpful tool when students are ready to structure and sequence their narrative.
- Remind students that their personal story can be told in many effective ways, such as an exhibition of photographs accompanied by either a written or oral narrative, a paper-based or digital product, and/or a presentation in front of a live audience.



## Formative assessment

---

- The student and his CLC teacher-mentor co-developed the assessment criteria related to his learning goals, and reviewed the *personal story* process criteria for effective narrative creation and presentation (see page 90). The student used both these criteria to frame the topics to discuss in his reflections throughout the process, and used a graphic organizer to record his reflections (see page 91).
- The student used his reflections to share his progress with the teacher-mentor during their check-in conversations in CLC class. The teacher-mentor also provided the student with feedback on his developing story, and gave suggestions to help with identified challenges and next steps throughout the process as needed.
- Input and feedback from his peers helped the student refine his story plans to be more engaging for the audience.



## Showcase and celebrate

---

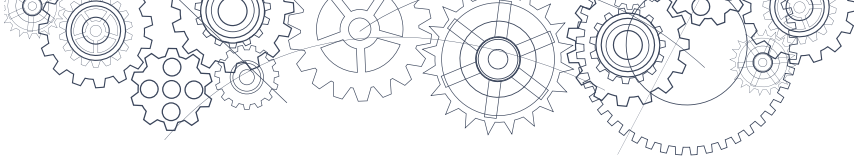
On his CLC class's capstone showcase day, the student included highlights from his personal storytelling experience, showcasing his lifelong learning journey and plans for post-graduation, for an audience of classmates, family, and invited staff and guests.



## Personal Story Process Criteria

| Narrative components   | Criteria   | Feedback (from teacher-mentor and/or peers) |
|------------------------|--|---|
| Ideas and Organization | <p><b><u>Purpose</u></b><br/>The message is purposeful and focused.</p> <p><b><u>Opening</u></b><br/>The introduction is clear and engages the audience.</p> <p><b><u>Development of Ideas</u></b></p> <ul style="list-style-type: none"><li>• Components of the narrative (e.g., description, details, characters, dialogue) develop experiences, events, and characters.</li><li>• Narrative includes personal reflection in a logical sequence of events.</li></ul> <p><b><u>Conclusion</u></b><br/>The conclusion is clear and reveals the impact of the experience.</p> |   |
| Craft and Style        | <p><b><u>Word Choice and Tone</u></b></p> <ul style="list-style-type: none"><li>• Precise and descriptive words draw the audience into the experience.</li><li>• Language helps to establish and maintain an appropriate tone.</li></ul>   |   |
| Oral Presentation      | <ul style="list-style-type: none"><li>• The speaker considers the audience when presenting (e.g., voice projection, body language, eye contact, etc.).</li><li>• Supporting resources are integrated within the presentation and improve the communication of ideas.</li></ul>   |   |

Adapted from White, 2018.



### **Student Reflection Graphic Organizer**

| <b>Narrative Components</b> | <b>Strengths related to criteria (with evidence)</b> | <b>Challenges</b> | <b>What I am learning/<br/>Progress with my goals</b> | <b>Next steps</b> |
|-----------------------------|--|-------------------|---|-------------------|
| Ideas and Organization      |  |                   |   |                   |
| Craft and Style             |  |                   |   |                   |
| Oral Presentation           |  |                   |   |                   |

