Empowering Unique Learners for College Success

Empowering Unique Learners for College Success

A Teaching Resource

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FANSHAWE COLLEGE PRESSBOOKS
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Contents

Acknowledgements

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The web version of this resource has been designed to meet Web Content Accessibility Guidelines 2.0, level AA. In addition, it follows all guidelines in Appendix A: Checklist for Accessibility of the *Accessibility Toolkit – 2nd Edition*. In addition to the web version, additional files are available in a number of file formats including PDF, EPUB (for eReaders), MOBI (for Kindles), upon request made to oer@fanshawec.ca

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Collaborators

This project was a collaboration between the author and the team in the OER Design Studio at Fanshawe. The following staff and students were involved in the creation of this project:

- Andrew Stracuzzi – *Faculty Lead, Instructional Design, and Quality Assurance*
- Shauna Roch – *Project Coordinator*
- Robert Armstrong – *Graphic Design*

How to Use this Book

Resource Introduction

Hello Fellow Instructors!

After 30+ years of working with unique learners, I can appreciate the resiliency and flexibility required to meet each students individual learning needs. This resource was developed with adaptability in mind. It offers instructors teaching strategies with varying levels of content and assessments to meet each student's unique learning needs.

College is now a destination for many unique learners and this resource will support instructors in preparing students with some of the necessary skills for their success in college.

Think of this book as an "all you can eat" buffet of teaching resources for you to choose what you like and leave the rest! Each topic offers different resources to address your students unique learning style.

The focus is on the soft skills that students don't often learn in school but are essential for independence and success in college and life.

I would encourage you to adapt the tools in this resource to your unique learners needs and offer a selection of ways to demonstrate comprehension. The principals of Universal Design for Learning (UDL) are incorporated throughout each unit and is only limited by your imagination.

Each unit contains:

- Learning Outcomes for the unit
- PowerPoint Slide Presentation(s)
- Activities for all Levels of Learners to Engage with the Content
- Videos for classroom use that are relevant to each unit's topic
- Teacher Resources Including: Interactive H5P activities, Fillable Word Documents, Printable PDFs, and Online Resources for Further Learning
- Applied Learning Assessments for all levels of students

Please Note: each unit contains 3 levels of assessment options, and they are titled level 1,2 and 3. I would recommend that you not use these titles when presenting them to students and that students are only shown the level that they are completing. This avoids comparisons amongst students and respects the diversity and privacy of each student. I might suggest that you choose titles that are non-categorical such as blue, yellow and green, etc.

Teaching Tools

The following are some technology platforms that teachers and students can use to present and synthesize the information and demonstrate their knowledge.

- **Videos and Skits :** YouTube, Screencast-o-matic, iMovie, Flipgrid
- **Presentations:** PowerPoint, Google Slides, Nearpod
- **Story Boards**: Storyboarder, Studio Binder, Powtoon
- **Music/Songs:** GarageBand, Audacity, Sound Bridge
- **Social Media:** Facebook, TikTok, Instagram
- **Infographics/Creativity Software**: Canva, Lunacy, Piktochart

I hope that you enjoy using this resource and adapt it to fit each of your unique learner's needs.

Your feedback is welcome regarding what you liked, didn't like or would like to see included in the future. Please email me at rfrkovic@fanshawec.ca

I would like to acknowledge all the unique learners I have had the privilege to work with over the years as they have been my greatest teachers!

Respectfully,

Robin Frkovic, MEd, BSc

UNIT 1: TEACHING ORGANIZATIONAL SKILLS

Learning Outcomes

As an instructor, in this unit you will learn to:

- **Explain** the concept and application of time management strategies for success.
- **Discuss and reflect** on habits and how to build productive habits for success
- **Define** procrastination and develop a plan for overcoming procrastination
- **Discuss** problem solving and demonstrate a step by step model for problem solving

1.1 Time Management

Instructor Preparation and Summary

To prepare for this discussion, ask the students to use the daily time log sheet provided in "Instructor Tools" below to fill out what they do with their 24 hours for 2 consecutive days. Then ask them to bring it into the next class. You can print off paper copies or have a fillable PDF for them to use electronically. Students needs will vary.

Next class when they bring the completed time log to class, you will have a discussion about what they spend their time on and if those tasks are helping them achieve their life goals. The PowerPoint Slides provided are a tool for you to use to facilitate this discussion. Students will complete the worksheet for their appropriate comprehension level to assess knowledge acquisition.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

The exercises in this lesson will help students to:

1. **Discuss** what their dream life looks like,
2. **Identify** what tasks they are spending the most time on each day ,
3. **Recognize** if these tasks are helping them reach their dream life goals,
4. **Implement** time management strategies to plan ahead, schedule their time and reward themselves.
5. **List** potential obstacles that can prevent students from using time wisely.

Classroom Activities

Weekly Schedule Template:

- Unit 1.1 – Weekly Schedule Template (MS Word).
- Unit 1.1 – Weekly Schedule Template (PDF)

Assignment Planner (Breaking down into smaller chunks)

- Unit 1.1 – Assignment Project Planner Template (MS Word)
- Unit 1.1 – Assignment Project Planner Template (PDF)

Video

Click the video below to view. Use a daily to-do list to accomplish your key priorities each day.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=5#h5p-19

Applied Learning Assessments

Click to reveal the daily activity worksheets for each level

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=5#h5p-1*

Downloads digital version of the above worksheets:

- Unit 1.1 – Daily Task Worksheet – Level 1 (MS Word)
- Unit 1.1 – Daily Task Worksheet – Level 1 (PDF)
- Unit 1.1 – Daily Task Worksheet – Level 2 (MS Word)
- Unit 1.1 – Daily Task Worksheet – Level 2 (PDF)
- Unit 1.1 – Daily Task Worksheet – Level 3 (MS Word)
- Unit 1.1 – Daily Task Worksheet – Level 3 (PDF)

Instructor Tools

Slide Deck

- [Unit 1.1 Time Management](#) (MS PowerPoint)

Worksheets

- [Unit 1.1 – 2 Day Time Log Template](#) (MS Word)
- [Unit 1.1 – 2 Day Time Log Template](#) (PDF)

Image Resources

Time Management Matrix With Examples

- [Unit 1.1 – Blank Time Management Matrix Sheet](#) (Fillable PDF version)

URGENCY

HIGH **LOW**

IMPORTANCE **HIGH**

Q1 **Do Now**

Strategy:

Just do it

Example:

assignment that is due today, medical emergency

Q2 **Schedule on Calendar**

Strategy:

Schedule it

Example:

exercise, meal preparation, attending class, doing homework, doing chores

IMPORTANCE **LOW**

Q3 **Delegate, Automate, or Decline**

Strategy:

Delegate / Push Back

Example:

answering emails, other people's urgent situation, answering phone calls

Q4 **Delegate, Automate, or Decline**

Strategy:

Don't do it

Example:

time wasters (netflix, tiktok, social media), procrastination, binge watching, doing irrelevant work, checking email

Fig 1.1 Time management matrix as described in Merrill and Covey 1994 book "First Things First," showing "quadrant two" items that are important but not urgent and so require greater attention for effective time management. This is also called an "Eisenhower decision matrix". This work is a derivative of "Merrill Covey Matrix" by Rory Bowman and is in public domain.

References

The following section has been adapted from:

- [Time Management for Busy Students](#) by Kwantlen Polytechnic University is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#), except where otherwise noted.Enter your references here
- [The Liberated Learner (UNDER CONSTRUCTION)](#) by McMaster University; Trent University; University of Windsor; Seneca College; Cambrian College; Brock University; and Nipissing University is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

1.2 Creating Habits For Success

Instructor Preparation and Summary

This topic is based on information in the two following books:

- Clear, J. (2018). [Atomic habits: An easy & proven way to build Good Habits & Break Bad Ones.](#) Avery Penguin Random House.
- Fogg, B. J. (2020). [Tiny Habits: The small changes that change everything.](#) Virgin Books.

There are two PowerPoint presentations for instructors to use based on the level of comprehension and ability of the learner. One presents a very simple 3 step approach to habit creation based on Dr. BJ Fogg's book, *Tiny Habits*. The other presentation is based on a more complex approach with many steps and is based on the book Atomic Habits by James Clear. This presentation also discusses how to break bad habits in addition to creating good habits.
 Instructors have the expertise to choose which approach is most suitable for their student. The principles of Universal Design for Learning are incorporated into the variety of activities in this unit. The exercises in this lesson will help some students to:

- **Identify** a good habit they would like to create in their life.
- **List and use** the steps to successfully create a new habit
- **List and use** the steps to break a bad habit
- **Use** a daily habit tracker to track their progress

Classroom Activities

Videos

Click through the following interactive video carousel to view each video. There are 2 in total.

📊 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=32#h5p-10

Web Resources

- Tiny Habits Recipe Maker
- Free 5 day Tiny Habits Training Program
- Online Printable PDF Habit tracker logs
- Habitica – Free habit tracking app that has a gaming aspect
- Habitshare – Free habit tracking app that has a social aspect to share habits with friends

Applied Learning Assessments

Click to reveal the assessments for each level

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=32#h5p-2*

Worksheets

- Unit 1.2 – Breaking a Bad Habit Worksheet – Level 2 and 3 (MS Word)
- Unit 1.2 – Breaking a Bad Habit Worksheet – Level 2 and 3 (PDF)

Instructor Tools

Slide Decks

- Unit 1.2 Tiny-Habits – A simple 3 step approach (MS PowerPoint)

- [Unit 1.2 Creating Habits for Success](#) – A complex approach with many steps (MS PowerPoint)

References

For this section, the following sources have been consulted:

Clear, J. (2018). Atomic habits: An easy & proven way to build Good Habits & Break Bad Ones. Avery Penguin Random House.

Fogg, B. J. (2020). Tiny Habits: The small changes that change everything. Virgin Books.

1.3 Overcoming Procrastination

Instructor Preparation and Summary

In this instructor resource, there are many tools for instructors to choose from to best meet their unique learner's needs. In my experience, the 3-2-1 method of responding to procrastination has been quite successful for learners. It is a basic tool that all levels of learners can use. The Pomodoro technique is more complex and more suitable for Level 2 or 3 learners. The videos in this unit demonstrate the use of the techniques for learners that are visual and auditory learners. This unit breaks down the complex concept of procrastination into simple, hands-on strategies to respond to this obstacle to success. It reassures learners that many people procrastinate and they learn some strategies to respond to procrastination in their own lives.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

This unit will help some students to:

- **Define** procrastination.
- **Identify** if they procrastinate.
- **Discuss** the reasons and possible solutions for procrastination.
- **Describe** the 5 second method to break the habit of procrastination.
- **Describe** the 3-2-1 Method to help overcome procrastination.
- **Describe** the Pomodoro technique to help students maintain focus.
- **Implement** the 3-2-1 method and / or 5 second method in their every day life.
- **Implement** the pomodoro technique while doing schoolwork.

Classroom Activities

Procrastination Exercise 1

For each item, select one answer.

NOTE: This exercise is not graded on responses. The purpose is to help learners see when and what tasks they are most likely to procrastinate on. When complete, select "Show Results" at the end to view the learner's choices.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=35#h5p-8*

Procrastination Exercise 2

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=35#h5p-9*

Download a digital version of the above exercises:

- Unit 1.3 – Procrastination Exercises Worksheet (MS Word)
- Unit 1.3 – Procrastination Exercises Worksheet (PDF)

Videos

Click through the following interactive video carousel to view each video. There are 4 in total.

> 📑 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=35#h5p-6*

Interactive: Reasons for Procrastination and Possible Solutions

Identifying the cause of procrastination can help you move towards a solution. Click on the common reasons for procrastination below to view suggested solutions.

> 📑 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=35#h5p-3*

Interactive: Apply the Pomodoro Technique

Watch the following video on the Pomodoro Technique for completing tasks and then take the quiz to test your knowledge.

> 📑 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=35#h5p-18*

Quiz: Test Your Knowledge

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=35#h5p-4*

Web Resources

- **Free Pomodoro Timer:** Go online to https://pomofocus.io/ and download this Chrome extension to your laptop/computer.

Applied Learning Assessments

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=35#h5p-5*

Instructor Tools

Slide Deck

- [Unit 1.3 Overcoming Procrastination](#) (MS PowerPoint)

Worksheets

- [Unit 1.3 – Overcoming Procrastination – 321 Worksheet](#) (MS Word)
- [Unit 1.3 – Overcoming Procrastination – 321 Worksheet](#) (PDF)
- [Unit 1.3 – Overcoming Procrastination – How Did I Do Using the Pomodoro Timer?](#) (MS Word)
- [Unit 1.3 – Overcoming Procrastination – How Did I Do Using the Pomodoro Timer?](#) (PDF)

References

Nissila, Phyllis. (V. 2.2). [Chapter 14: Procrastination](#) in [Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies](#), is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

1.4 Problem Solving

Instructor Preparation and Summary

This unit provides a concrete way for learners to follow a step by step process to problem solve. Unique learners often benefit from having a black and white or concrete way to respond to a problem. The learners will be introduced to the problem solving steps and then work in groups to apply the six step model to different scenarios. Working in small groups also introduces learners to the challenges that can be encountered in group problem solving. Conflict Resolution is addressed in another chapter of this resource. There is also an opportunity for learners to apply the 6 step model to real problems as they encounter them in their own lives. A worksheet is provided to support learner's by organizing their thoughts when using this model in real life.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

The resources in this unit will help some learners to:

1. **Discuss** how they have problem solved in the past.
2. **Identify** the importance of having effective problem solving skills.
3. **Discuss** a six step model of problem solving.
4. **Apply** the six step model of problem solving to real world examples.
5. **Practice** the six step model of problem solving in their own life.
6. **Reflect** on the efficacy of using the 6 step model of problem solving in their life.

Classroom Activities

Videos

Click through the following interactive video carousel to view each video. There are 2 in total.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=38#h5p-13

Applied Learning Assessments

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Instructor Tools

Slide Deck

- [Unit 1.4 Problem Solving Skills](#) (MS PowerPoint)

Worksheets

- [Unit 1.4 – Real Life Problem-Solving Scenarios Worksheet – Level 1](#) (MS Word)
- [Unit 1.4 – Real Life Problem-Solving Scenarios Worksheet – Level 1](#) (PDF)
- [Unit 1.4 – Real Life Problem-Solving Scenarios Worksheet – Level 2 and 3](#) (MS Word)
- [Unit 1.4 – Real Life Problem-Solving Scenarios Worksheet – Level 2 and 3](#) (PDF)
- [Unit 1.4 – Your Real-Life Problem-Solving Worksheet](#) (MS Word)
- [Unit 1.4 – Your Real-Life Problem-Solving Worksheet](#) (PDF)

Web Resources

- [Problem Solving Games, Activities & Exercises for Adults](#)
- [Games That Promote Problem-Solving Skills](#) (PDF)

UNIT 2: TEACHING REFLECTION SKILLS

Learning Objectives

As an instructor, in this unit you will learn to:

- **Introduce** Reflective learning and discuss it's importance in lifelong learning.
- **Introduce and discuss** two Reflective Learning Models.
- **Support** student Reflective Learning by introducing a Reflective Journal.
- **Discuss and demonstrate** a social autopsy as a tool to reflect and correct social errors.
- **Discuss** social media use and reflect on its impact on mental wellness.
- **Introduce** and implement a social media addiction assessment.
- **Assess** student knowledge acquisition of reflective learning, social autopsies and social media self awareness.
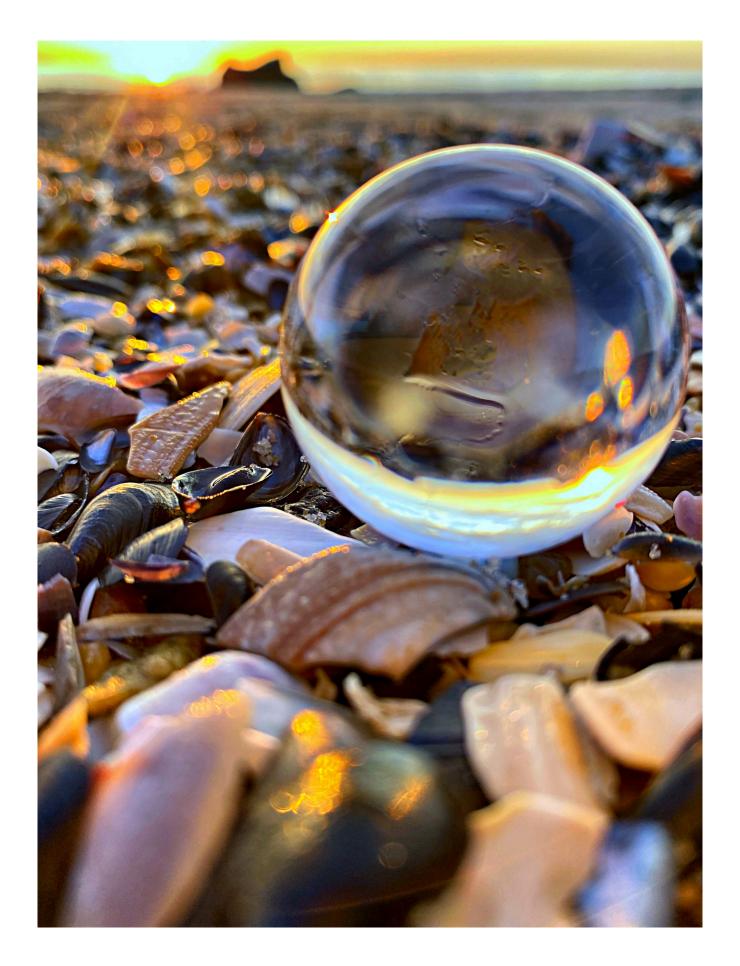
Image : Tidal Lines series by Erin O'Brien – [erinfitzob4.smugmug.com](). [CC BY-NC-ND 4.0](). Used by permission from the author for this resource.

2.1 Reflective Learning Skills

Instructor Preparation and Summary

This unit focuses on teaching students the importance of being a reflective learner. Two models of reflective learning have been highlighted in this unit. Instructors can choose which model is most appropriate for each unique learner.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

The resources in this unit will help some learners to:

1. **Define** Reflective Learning and it's importance in life-long learning.
2. **Discuss** two models of Reflective Learning.
3. **Practice** using a Reflective Learning model in a journal throughout the term.
4. **Demonstrate** their knowledge of Reflective Learning by completing an interactive quiz.

Classroom Activities

Videos

Click the following video below to view.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=325#h5p-17

- [Unit 2.1 – Reflective Learning Skills – Video Transcript](#) (MS Word)
- [Unit 2.1 – Reflective Learning Skills – Video Transcript](#) (PDF)

Applied Learning Assessments

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=325#h5p-21

Reflective Learning Quiz

Complete the reflective learning quiz below. There are a total of 5 questions. Take a screenshot of your final score at the end and submit it to the instructor.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=325#h5p-20

Instructor Tools

Slide Deck:

- [Unit 2.1 Reflective Learning Skills](MS PowerPoint)
- [Unit 2.1 Reflective Learning Kolbs Model](MS PowerPoint)

Worksheets

- [Unit 2.1 – Reflective Learning Skills – Kolb Reflective Learning Journal](MS Word).
- [Unit 2.1 – Reflective Learning Skills – Kolb Reflective Learning Journal](PDF)

References

Solent University. (n.d.). [7. feedback and reflection](). Course: 7. Feedback and Reflection. Retrieved February 13, 2022, from https://learn.solent.ac.uk/course/view.php?id=31636%C2%A7ion#tabs-tree-start

2.2. Social Skills Reflection

Instructor Preparation and Summary

People that have challenges with navigating the social world and often make mistakes in social situations can benefit from performing a social autopsy on the situation. This process involves guidance from an instructor to help a student look back at the social interaction and figure out what went wrong. Using the social autopsy worksheet provided, instructors can help students learn from their social mistakes, correct them and perform differently in future social situations. This approach is an explicit reflection strategy that works well for concrete learners that may struggle with abstract thinking.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

This unit will help some students to:

1. **List** the parts of a social autopsy for social skills improvement.
2. **Demonstrate** the steps of using a social autopsy to improve social skills in a practice scenario.
3. **Apply** a social autopsy to a real life social error that has occurred.

Classroom Activities

Click through the following interactive video carousel to view each video. There are 2 in total.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=50#h5p-22

Applied Learning Assessments

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=50#h5p-23

Slide Deck

- [Unit 2.2 Social Skills Reflection](#) (MS PowerPoint)

Worksheets

- [Unit 2.2 – Social Skills – A Social Autopsy Worksheet](#) (MS Word)
- [Unit 2.2 – Social Skills – A Social Autopsy Worksheet](#) (PDF)

Resources

[Foundations of Academic Success: Words of Wisdom](#) by Thomas Priester is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

[Interpersonal Skills for Life and Work for College Students on the Autism Spectrum](#) by Dr. Michael W. Duggan, LCPC, CRC is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

Ohio Center for Autism and Low Incidence. (n.d.). *Social autopsy*. OCALI. Retrieved February 4, 2022, from https://www.ocali.org/project/resource_gallery_of_interventions/page/social_autopsy

2.3 Social Media Self Reflection

Instructor Preparation and Summary

In this unit, students will explore their use of the internet and specifically social media. Internet safety and biases are discussed to increase awareness of strategies websites use to influence their audience. There is an informal internet addiction quiz link included that may help students to reflect on their internet usage and behaviour and its impact on their everyday life. At the conclusion of the slide show there is a social media challenge that some students choose to do and journal on how their life was when they didn't access social media for 7-14 days.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

This unit will help some students to:

1. **Discuss** the impact of social media on mental health
2. **Assess** their level of internet addiction
3. **Discuss** information that should not be shared online.
4. **Discuss** how the internet uses a cognitive anchoring bias to get people to buy things.
5. **Introduce** the idea of a social media free life.
6. **Implement** a break from social media and journal about the experience.

Classroom Activities

Click through the following interactive video carousel to view each video. There are 4 in total.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=55#h5p-24*

Web Resources

- [Internet Addiction Test (Self-Assessment)](#) from psycom.net

Applied Learning Assessments

> *An interactive H5P element has been excluded from this version of the text. You can view it*

online here:
https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=55#h5p-27

Social Media Self Reflection Exercise

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=55#h5p-25

Instructor Resources

Slide Deck

- Unit 2.3 Social Media Self Reflection (MS PowerPoint)

Worksheets

- Unit 2.3 – Social Media Self Reflection – Challenge Journal (MS Word)
- Unit 2.3 – Social Media Self Reflection – Challenge Journal (PDF)

References

[Interpersonal Skills for Life and Work for College Students on the Autism Spectrum](#) by Dr. Michael W. Duggan, LCPC, CRC is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

UNIT 3: TEACHING RESILIENCY SKILLS

Learning Objectives

As an instructor, in this unit you will learn to:

- **Introduce** resiliency and the importance of it in our lives.
- **Explain** common traits in resilient people.
- **Apply** resilience tools to life scenarios.
- **Teach** effective student presentation skills.
- **Explain** self beliefs and growth and fixed mindset.
- **Demonstrate** how to adopt a growth mindset.
- **Evaluate** student's current mindset.
- **Discuss** that failure is critical for growth and learning.
- **Teach** strategies to use to overcome feeling overwhelmed and wanting to quit.
- **Introduce** the concept of GRIT and apply it to a real life goal.
- **Explain** good stress and bad stress and how to respond to stress in a healthy way.
- **Teach** students to distinguish between what is within their control and not within their control in their lives.

Image: Robin Frkovic, photo of crashing waves. London: Personal Photo. CC BY-NC-SA 4.0.

3.1 What is Resilience?

Instructor Preparation and Summary

Resilience is a popular word used in the world today since the COVID-19 pandemic began. This ability to "bounce back" from adversity is something that many unique learners have demonstrated consistently in their lives while coping with their everyday challenges. In this unit, there is a short and simple self-assessment of resilience (Brief Resilience Scale) and an engaging video series with follow up questions and students can receive a "digital badge" when they complete the questions correctly. There is also a Resilience Tool Presentation assignment that involves students presenting their own resilience tools to the class. A diagram of a "Resilience Plant" is useful for the visual learners and engages more creative students to list their support systems, positive thoughts and health and wellness habits that contribute to their resilience.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

This unit will help some students to:

- **Define** resilience.
- **Identify** the importance of resilience in our lives
- **Assess** informally their own level of resilience
- **List** the different categories of resilience tools and provide examples of each.
- **Present** a resilience tool that they use in their life to the class.
- **Identify** common traits in resilient people.

Classroom Activities

1. [Brief Resilience Scale](#) (PDF Link) from The Ohio Sate University
2. **Resilient Plant Labelling Activity** is available in MS Word and Adobe PDF formats

    ◦ [Unit 3.1: Resilient Plant Labelling](#) (MS Word)
    ◦ [Unit 3.1: Resilient Plant Labelling](#) (PDF)

Resilient Plant Labeling Diagram by Robin Frkovic / Fanshawe College. [CC BY-NC 4.0](#). [Click to enlarge].

3. [Resilience: Plans for Success and Bounces Back from Failure](#) resource from New World of Work *

   ◦ **Instructions:** On the webpage above, the participant will explore one of the "Top 10" 21st Century Skills. The participant can watch all 5 videos and answer the multiple-choice questions. If the participant gets a passing score, they'll be able to earn a Learner Digital Badge for the skill. An email will be sent to the participant from [Badgr](#), and they can claim their badge to share and post online for all the world (and potential employers) to see!

Source: All of New World of Work's 21st Century Skills curriculum, video, and assessment content are ([CC BY-NC-SA](#)).

Applied Learning Assessments

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=60#h5p-28*

Interactive Plant Labeling Activity

As an alternative to the paper-based labeling activity option above, you can also use this interactive H5P, which will allow users to export a copy of their responses to a text-based document (such as MS Word).

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=60#h5p-29*

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Slide Deck

- [Unit 3.1 What is Resiliency](#) (MS PowerPoint)

Worksheets and Web Resources

- [Brief Resilience Scale](#) (PDF link) from The Ohio Sate University
- [The Brief Resilience Scale](#): Instructions and Scoring
- [Resilience Plant Diagram](#) (MS Word)
- [Resilience Plant Diagram](#) (PDF)
- [Resilience Plant Diagram](#) (Full-scale Image)
- [Resilience Tool Presentation Questions and Plan](#) (MS Word)
- [Resilience Tool Presentation Questions and Plan](#) (PDF)

References

New World of Work. (n.d.). [Resilience: Plans for Success and Bounces Back from Failure](#). 2[1st Century Skills: Resilience](#). Retrieved March 3, 2022, from https://www.oercommons.org/courses/21st-century-skills-resilience. This work has bee licensed under a [Public Domain Mark 1.0](#)

3.2 Belief and Growth vs Fixed Mindset

Instructor Preparation and Summary

In this unit, we introduce learners to the concepts of beliefs and mindset. Throughout the unit, the focus is on empowering learners to examine their mindset and beliefs and realize that they have the power to change either if they desire. The PowerPoint is lengthy as these topics encompass a lot of information and instructors may prefer to split it into two different topics. Students can complete a questionnaire to assess their own mindset and use an infographic to reflect on their mindset in different areas of their life. Students can also conduct research on the internet to find videos of people demonstrating a growth mindset in their lives.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

This unit will help some students to:

- **Define** the term belief.
- **Describe** the term belief as it relates to themselves.
- **Identify** their limiting and empowering beliefs.
- **Discuss** the relationship between beliefs and mindset.
- **Define** fixed and growth mindsets.
- **List** areas in their lives that they have a fixed mindset.
- **Identify** ways to change a fixed mindset into a growth mindset.
- **Research** a growth mindset on the internet.

Classroom Activities

- [Unit 3.2 Growth vs Fixed Mindset Questionnaire](#) (MS Word)
- [Unit 3.2 Growth vs Fixed Mindset Questionnaire](#) (PDF)

Interactive Questionnaire

Below is an H5P interactive based on the *Growth vs Fixed Mindset Questionnaire* listed above. The H5P will automatically score the users based on their answers. The higher the total score the more likely a user has a growth mindset. The lower the score the more likely the user has a fixed mindset.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=62#h5p-33*

Interactive Mindset Continuum Activity

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=62#h5p-48*

Videos

Click through the following interactive video carousel to view each video. There are 4 in total.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=62#h5p-30*

Applied Learning Assessments

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=62#h5p-31*

See the Interactive Mindset Activity above as an alternative to the fillable PDF option included in the level 2 and 3 assessments.

Instructor Resources

Slide Deck

- [Unit 3.2 Belief and Growth vs Fixed Mindset](#) (MS PowerPoint)

Worksheets and Images

- [Unit 3.2 Growth vs Fixed Mindset Questionnaire](#) (MS Word)
- [Unit 3.2 Growth vs Fixed Mindset Questionnaire](#) (PDF)
- [Unit 3.2 Growth vs Fixed Mindset – Mindset Continuum Reflection](#) (MS Word)
- [Unit 3.2 Growth vs Fixed Mindset – Mindset Continuum Reflection](#) (PDF)
- [The Mindset Continuum Infographic](#) (PDF Color)
- [The Mindset-Continuum Fillable](#) (PDF – Blank Fillable)
- [The Mindset Continuum Image File](#) (PNG)

For more resources on Growth Mindset, Carol Dweck, who coined the term "Growth Mindset", has many videos and books on the subject.

References

- [Mindset Continuum: Going beyond "Fixed V's Growth" to a deeper understanding of Mindsets](#) (PDF) by James Anderson
- [Develop a Growth Mindset](#) in [University 101: Study, Strategize and Succeed](#) by Kwantlen Polytechnic University ([CC BY-SA 4.0](#))
- [Put the Growth Mindset into Practice](#) in [University 101: Study, Strategize and Succeed](#) by Kwantlen Polytechnic University ([CC BY-SA 4.0](#))

3.3 Failure, Quitting and GRIT

Instructor Preparation and Summary

In this unit, students are introduced to the concept of GRIT and how it relates to failure and quitting. There are a number of videos in this unit that demonstrate the concepts being discussed. In particular, the video by Angela Duckworth about GRIT is an essential element to understanding the concept of someone having GRIT in order to succeed. The game of " Scramble" is a fun game for all levels of learners and is meant to be frustrating to students. I would not recommend this game for students that become aggressive when frustrated. During the debrief after the game, students are taught how the game relates to real life and how we deal with frustration and wanting to quit.

This unit is lengthy and may be best suited for students to break down into smaller units. The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

This unit will help some students to:

- **Explain** the important role of failure on the road to success.
- **List** real life examples of successful people who have failed.
- **Discuss** how and why the brain grows when someone makes a mistake.
- **State** when quitting is a viable option.
- **Describe** a strategy for deciding on whether to quit something or not.
- **Write** activities that can improve someone's life when they are feeling overwhelmed and want to quit.
- **Define** the term GRIT.
- **Identify** the small short term goals (steps on a GRIT ladder) needed to achieve their long term goal.
- **Compose** a small short term goal for the semester on the GRIT/GROWTH WALL that they want to become more comfortable with.

Classroom Activities

Videos

Click through the following interactive video carousel to view each video. There are 8 in total.

> 📄 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=64#h5p-35*

Grit Ladder Activity

- Unit 3.3 Grit Ladder Sample Answer to Activity (MS Word)
- Unit 3.3 Grit Ladder Sample Answer to Activity (PDF)
- Unit 3.3 Grit Ladder Template (MS Word)
- Unit 3.3 Grit Ladder Template (PDF)

Applied Learning Assessments

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=64#h5p-36

Instructor Resources

Slide Deck

- [Unit 3.3 Failure, Quitting and GRIT](#) (MS PowerPoint)

Worksheets

- [Unit 3.3 Grit Ladder Template](#) (MS Word)
- [Unit 3.3 Grit Ladder Template](#) (PDF)
- [Unit 3.3 Failure Quitting and GRIT – When You Want to Quit Worksheet](#) (MS Word)

- [Unit 3.3 Failure Quitting and GRIT – When You Want to Quit Worksheet](#) (PDF)
- [Unit 3.3 Failure Quitting and GRIT – Celebrity Pathway to Success Worksheet](#) (MS Word)
- [Unit 3.3 Failure Quitting and GRIT – Celebrity Pathway to Success Worksheet](#) (PDF)
- [Unit 3.3 Failure Quitting and GRIT – Movie Worksheet](#) (MS Word)
- [Unit 3.3 Failure Quitting and GRIT – Movie Worksheet](#) (PDF)
- [Unit 3.3 Failure, Quitting and GRIT – GRIT Ladder Image](#) (PNG)

Web Resources

- **E-Book for GRIT and Growth Mindset Activities**:
  Mielke, C. (2016). [G words: 20 Strategies for fostering grit and growth mindset](#). Affective Living.

References

Mielke, C. (2016). G words: 20 Strategies for fostering grit and growth mindset. Affective Living. Retrieved March 24, 2022, from https://affectiveliving.files.wordpress.com/2016/03/g-words-20-strategies-for-fostering-grit-and-growth-mindset.pdf

3.4 Stress Management

Instructor Preparation and Summary

In this unit, you will teach students how to cope in a positive way with stress in their lives. College is a fertile ground to develop stress and it is no different for students with unique learning needs. Stress is an abstract concept and abstract concepts can be challenging for many students. This unit provides some concrete ways to engage with the concept through H5P activities, hands on activities and group work. The group activity provides an opportunity for students to discuss their feelings of stress and choose some healthy coping strategies as a group.

Stress impacts our mental health and by opening up the discussion on this topic, you can begin to decrease the stigma attached to discussing mental health. There is a great deal of content to cover in this unit, and it might be preferable to divide the unit into chunks to meet your students needs.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

This unit will help some students to:

- **Define** Stress
- **Describe** the difference between good stress and bad stress.
- **List** the physical and emotional problems that can result from stress.
- **Identify** things in their life that they can and can't control.
- **Explain** healthy responses to stress.
- **Apply** healthy responses to stress in their own life.

Classroom Activities

Videos

Click through the following interactive video carousel to view each video. There are 3 in total.

> 📄 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=66#h5p-37*

Interactive Elements

Below is an alternate version of the Stress Knowledge Quiz (*which appears in the level 2 and 3 assessments below*) in an Interactive H5P format:

> 📄 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=66#h5p-39*

Below is an alternate version of the Things I Can and Can't Control Activity (*which appears in the level 1 assessment below*) in an Interactive H5P format.

Instructions: Look at the list of things that are listed below the circles. Now think about if this is something that is in your control or not. If it is something you *can* control, then **drag it** to the circle that has *Things I Can Control* in it.. If it is something that you *can't* control, then **drag it** to the circle that has *Things I Can't Control* in it.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=66#h5p-40

Applied Learning Assessments

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=66#h5p-38

Instructor Resources

Slide Deck

- [Unit 3.4 Stress Management Skills](#) (MS PowerPoint)

Worksheets

- [Unit 3.4 Stress Management Skills – Things I Can and Cant Control Activity Level 1](#) (MS Word)
- [Unit 3.4 Stress Management Skills – Things I Can and Cant Control Activity Level 1](#) (PDF)
- [Unit 3.4 Stress Management Skills – Things I Can and Can't Control Activity – Level 2 and 3](#) (MS Word)
- [Unit 3.4 Stress Management Skills – Things I Can and Can't Control Activity – Level 2 and 3](#) (PDF)
- [Unit 3.4 Stress Management Skills – Meditation Reflection Log Level 2](#) (MS Word)
- [Unit 3.4 Stress Management Skills – Meditation Reflection Log Level 2](#) (PDF)
- [Unit 3.4 Stress Management Skills – Reduce Your Stress Level Activity Level 3 Worksheet](#) (MS Word)
- [Unit 3.4 Stress Management Skills – Reduce Your Stress Level Activity Level 3 Worksheet](#) (PDF)
- [Unit 3.4 Stress Management Skills – Stress Knowledge Quiz](#) (MS Word)
- [Unit 3.4 Stress Management Skills – Stress Knowledge Quiz](#) (PDF)
- [Unit 3.4 Stress Management Skills – What Would You Do Activity – Stress Scenarios](#) (MS Word)
- [Unit 3.4 Stress Management Skills – What Would You Do Activity – Stress Scenarios](#) (PDF)
- [Unit 3.4 Stress Management Skills – Good2Talk Counselling](#) (MS Word)
- [Unit 3.4 Stress Management Skills – Good2Talk Counselling](#) (PDF)

References

A Guide for Successful Students by Irene Stewart and Aaron Maisonville is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted. (*Adapted: for paraphrased key takeaways and students responses to stress*)

University Success – 2nd Edition by University of Saskatchewan is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted. (*Adapted: for student questionnaire into a list*)

Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies by Dave Dillon is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.. (*Adapted for Reduce Your Stress Activity*)

UNIT 4:TEACHING GROUP WORK SKILLS

Learning Objectives

As an instructor, in this unit you will learn to:

- **Explain** the importance of diversity in successful groups and traits of good group members.
- **Support** learners in evaluating their strengths and skills and identifying how they can contribute these skills during group work.
- **Teach** learners how to be an active listener.
- **Introduce** the seven communication mistakes people often make that make others not want to engage with them.
- **Support** learners to reflect on their own listening behaviour and make a plan to improve if needed.
- **Guide** learners through the four steps of conflict resolution and demonstrate their knowledge with hands on activities.

4.1 Group Diversity

Instructor Preparation and Summary

This unit includes a number of activities for learners to engage in at various comprehension levels. Unique learners that have not had a good experience with group work in the past will have an opportunity to examine the diversity in groups and the strengths each member can bring to the task.

"Skills to Pay the Bills; Mastering Soft Skills for Workplace Success" is a valuable resource designed specifically for unique learners that was developed by the U.S. Department of Labor's Office of Disability Employment (ODEP). This resource focuses on hands-on activities to do with learners to help them better understand the abstract concepts of soft skills in a concrete way. I highly recommend this resource to anyone working with students with unique learning needs.

There is a great deal of material and activities and instructors may choose to break it into two or three modules. The " Marshmallows and Spaghetti Tower" activity gives learners a hands on group experience to reflect on theirs and their group members actions during the task. Allow 30 minutes to complete this activity. The "Choose Your Own Adventure" activity is a lot of fun for learners and you will need to allow at least an hour for this activity. The free online escape room included in the resources is quite challenging and time consuming but suitable for a group of Level 3 learners. The Interpersonal Skills Assessment tool helps participants to evaluate what their strengths are and what areas they could improve in. The Shapes Activity is a playful way to help learners understand their strengths and challenges according to their personality traits.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

This unit will help some students to:

- **Participate** in a group activity to build a free standing structure.
- **Discuss** the successful strategies used in group work.
- **List** the 5 important traits of a good group member.
- **Identify** their personality strengths and skills through assessments and group activities.
- **Explain** the benefits of having a diverse group.
- **Apply** the group diversity knowledge acquired in a group decision making activity.

Classroom Activities

1. **Teamwork Video**:: *Soft Skills–Teamwork* (1:30s)
2. **Marshmallow and Spaghetti group activity**:

   - Establish groups of 4.
   - Select a group leader for this activity
   - Your group will have 15 minutes to build the tallest free standing structure out of marshmallows and spaghetti. (Adjust time according to learners needs)
   - The group leader may only offer instructions and supervise. They may not physically participate in this activity.
   - Set the timer and "Go!"
   - When time goes off, have a class discussion/debrief:
   - Besides group leader, what other roles did each person play in the group? How was each person helpful to the end goal? Was it better or not that the group leader couldn't physically participate in the activity? How did the group leader feel about their level of participation? How did your group work together? What worked well? What difficulties did you experience? What would you do differently if given a second chance at this activity?

3. **Shapes Activity**:

   - Print off 5 papers with a different shape on each.
   - Put up pictures of the 5 shapes on the slide on walls around the room.
   - Ask learners to go near the shape that they like best.
   - Once they are at their shape, read out what the different shapes mean in regards to their personality traits. (this is on page 70 of the Skills to Pay the Bills Free Download) Then discuss as a class if they agree that the personality traits of the shape they like are true to who they are. If not, why not? Encourage them to give examples of what traits are true and what traits are false.

4. **Self Assessment**: Interpersonal Skills Self Assessment from SkillsYouNeed.com
5. **Video**: 10 Ways to Become a Star Team Player (1:46s)
6. **Web**: 9 Choose-Your-Own-Adventure Games On YouTube & Netflix For Interactive Adventures From Home

   - Form small groups of no more than 3-4 learners.
   - Each group chooses one of the "Create Your Own Adventure" Games from the website below. Give groups 10 minutes to decide on a game if needed.

- Begin with the introduction and then start the game.
- During the game groups will need to make decisions before proceeding. Their decisions will affect their journey in the game. There are good decisions and not so good decisions.
- When faced with decision, the group will need to pause and all members will participate in making the decision. Then once they agree, they will proceed with the decision.
- It is important that all group members participate in the decision making process.
- Once groups have completed the adventure, each group member will fill out the 'Create Your Own Adventure" Feedback Worksheet and submit to the teacher.

Applied Learning Assessments

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=70#h5p-41

Instructor Resources

Slide Deck

- Unit 4.1 Group Diversity (MS PowerPoint)

Worksheets

- Unit 4.1 Group Diversity – Create Your Own Adventure Feedback Worksheet (MS Word)
- Unit 4.1 Group Diversity – Create Your Own Adventure Feedback Worksheet (PDF)
- Unit 4.1 Group Diversity – Set of Shapes for Activity (MS Word)
- Unit 4.1 Group Diversity – Set of Shapes for Activity (PDF)

Web Resources

- For the more advanced learners, a free online escape room can be used that is fun but tricky! It will take most people around an hour to solve.
- Interpersonal Skills Self Assessment from SkillsYouNeed.com
- Skills to Pay the Bills Curriculum Free Download (PDF)

References

Aksharanugraha, P. (2020, June 11). *9 interactive choose-your-own-adventure games on YouTube & Netflix*. TheSmartLocal. Retrieved April 6, 2022, from https://thesmartlocal.com/thailand/interactive-games-netflix-youtube/

[10.5 Team Diversity](#) in [Organizational Behavior](#) by Rice University is under a [Creative Commons Attribution-ShareAlike 4.0 International License](#), except where otherwise noted.

United States Department of Labor. (2014). *"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success.* Office of Disability Employment Policy. Retrieved April 6, 2022, from https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills

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[Working in Diverse Teams](#) by Cameron W. Piercy, Ph.D. is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#), except where otherwise noted.

4.2 Active Listening

Instructor Preparation and Summary

In today's fast paced world of technology and social media, we are often distracted and not listening to others speaking to us. This unit has some fun activities for students to engage and assess their own listening skills. Each student will need a piece of letter size paper and a cellphone or a fidget toy to participate in the activities. The topic of communicating in a way that others will want to listen to you is discussed and demonstrated during this unit. Students will reflect on their communication mistakes that they make in their lives and focus on improvement in these areas.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

In this unit, some students will learn to:

- **Identify** the difference between listening and hearing.
- **Discuss** the importance of two way communication.
- **List** the strategies of being an active listener.
- **Explain** the 7 Communication Mistakes people make that makes others not want to engage with them.
- **Reflect** on their own communication mistakes and how to improve on those areas.

Classroom Activities

1. **Snowflake Activity**: (P.30 from [Skills to Pay the Bills](#))

   ◦ Give each participant one sheet of paper.
   ◦ Then verbally give them the following instructions pausing between instructions.:" *"Hold your piece of paper in front of you and close your eyes. Now listen to my instructions carefully as I will tell you what to do with your paper. There is no peeking and you cannot ask questions. Those are the rules:) OK. Now fold you sheet of paper in half.(pause) Then fold it in half again. (pause) Now tear off the lower left corner of the paper. (pause) Fold it in half again (pause) Now tear off the top right corner of the paper. Now fold it one more time in half. (pause) Now tear off the lower right corner."*
   ◦ *"Now open your eyes and unfold your paper. If I did a good job communicating and you were a good listener then all your papers should look the same!"*
   ◦ **Discuss:** Why don't they all look the same? People may need to receive information in different ways to be successful. What changes could we make to have everyone's snowflake look the same?
   ◦ **Summary:** Effective two way communication is essential in the workplace, home and in the community.

   > *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
   > *https://ecampusontario.pressbooks.pub/ empoweringuniquelearnersforcollegesuccess/?p=72#h5p-42*

3. **Communication Exercise:** *Listening with and without Distraction*

   ◦ For this activity, you CAN use your cell phone if you have one for the exercise. If you don't then your instructor can give you a fidget toy for the activity.
   ◦ Get into 2 circles with students facing each other. There will be an inside circle and an outside circle. If there is an odd number of students, have one group with three people.
   ◦ You are to have two conversations: First Conversation: both people can play with their phones or fidget toys while they are talking. Second Conversation: Both people put their phones or fidget toys away while they are talking. Each conversation lasts about 2 minutes.

- Then once you have had the two conversations with your partner, rotate the outside circle so that students then have a new partner and do the conversations again. Do this 3 times total. Afterwards, have a class discussion asking the following questions:

  - Did you notice a difference in the conversations when you had a phone/fidget compared to the ones when you didn't?
  - How much do you remember from the conversations?
  - The same amount from both types of conversations?
  - Different amounts from both types of conversations?
  - Why do you think that is?

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=72#h5p-43

Applied Assessments

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=72#h5p-44

Slide Deck

- [Unit 4.2 Active Listening](#) (MS PowerPoint)

Worksheets

- [Unit 4.2 Active Listening – 7 Mistakes of Communication Worksheet](#) (MS Word)
- [Unit 4.2 Active Listening – 7 Mistakes of Communication Worksheet](#) (PDF)
- [Unit 4.2 Active Listening – Active Listening Quiz](#) (MS Word)
- [Unit 4.2 Active Listening – Active Listening Quiz](#) (PDF)

References

[Interpersonal Skills for Life and Work for College Students on the Autism Spectrum](#) by Dr. Michael W. Duggan, LCPC, CRC is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

United States Department of Labor. (2014). *"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success.* Office of Disability Employment Policy. Retrieved April 6, 2022, from https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills

4.3 Conflict Resolution

Instructor Preparation and Summary

Conflict resolution can be a complex concept that many unique learners may struggle comprehending. In this unit, conflict resolution is broken down into 4 simple steps and contains hands on activities for more concrete learning. It is encouraged that instructors be creative with the demonstration of the understanding. This unit offers examples of skits that the learners can act out to practice their new knowledge of conflict resolution. Utilizing an online video platform might be fun for learners to create a short video of their skit to show to the class.

The principles of Universal Design for Learning are incorporated into the variety of activities in this unit.

In this unit, some learners will learn to:

- **Define** conflict
- **List** the 4 steps of conflict resolution.
- **Practice** the 4 steps of conflict resolution in scenarios
- **Demonstrate** the 4 steps of conflict resolution as a small group performing a short skit.

Classroom Activities

Videos

Click through the following interactive video carousel to view each video. There are 2 in total.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=74#h5p-45*

Applied Learning Assessments

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
>
> *https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=74#h5p-46*

Instructor Resources

Slide Deck

- [Unit 4.3 Conflict Resolution](#) (MS PowerPoint)

Worksheets

- [4.3 Conflict Resolution – Resolving Conflicts Worksheet](#) (MS Word)
- [4.3 Conflict Resolution – Resolving Conflicts Worksheet](#) (PDF)

Interactive Elements

Put Things in Order Activity (H5P Interactive)

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://ecampusontario.pressbooks.pub/empoweringuniquelearnersforcollegesuccess/?p=74#h5p-47

References

Fulton, L., & Silva, R. (2004). The transitions curriculum: From school to career and adulthood. James Stanfield Co.

Ancillary Resources

H5P Activities

View all of the H5P elements used in this resource in one location:

- [H5P Activities List](#)

Slide Decks

All of the Instructor Slide Decks (MS PowerPoint) included in this resource are linked below:

- [Unit 1.1 Time Management](#)
- [Unit 1.2 Creating Habits for Success](#) and [Unit 1.2 Tiny-Habits](#)
- [Unit 1.3 Overcoming Procrastination](#)
- [Unit 1.4 Problem-Solving Skills](#)
- [Unit 2.1 Reflective Learning Skills](#) and [Unit 2.1 Reflective Learning Kolbs Model](#)
- [Unit 2.2 Social Skill Reflection](#)
- [Unit 2.3 Social Media Self Reflection](#)
- [Unit 3.1 What is Resiliency](#)
- [Unit 3.2 Belief and Growth vs Fixed Mindset](#)
- [Unit 3.3 Failure Quitting and GRIT](#)
- [Unit 3.4 Stress Management Skills](#)
- [Unit 4.1 Group Diversity](#)
- [Unit 4.2 Active Listening](#)
- [Unit 4.3 Conflict Resolution](#)

Teaching Tools

The following are platforms that teachers and students can use to present and synthesize the information and demonstrate their knowledge.

- **Videos and Skits :** [YouTube](#), [Screencast-o-matic](#), [iMovie](#), [Flipgrid](#)

- **Presentations:** [PowerPoint](), [Google Slides](), [Nearpod]()
- **Story Boards**: [Storyboarder](), [Studio Binder](), [Powtoon]()
- **Music/Songs:** [GarageBand](), [Audacity](), [Sound Bridge]()
- **Social Media:** [Facebook](), [TikTok](), [Instagram]()
- **Infographics/Creativity Software**: [Canva](), [Lunacy](), [Piktochart]()
- **Quizzes:** [Quizlet](), [Nearpod](), [Survey Monkey]().

Versioning History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

Version	Date	Change	Affected Web Page
1.0	01 April 2021	First Publication	N/A