

**Situations Tasks on  
Organization of  
Business**

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## Whole-class Discussions: Four Corners

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### Introduction to Business: Role and Impact of Business

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In this strategy, students individually consider an issue and move to an area in the room where they join others who share their ideas. The beauty of this strategy is that it is flexible and can be used for any topics, questions, and subject areas.

#### Purpose

- Allow students to make personal decisions on various issues; encourage critical thinking.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussion of these ideas.

#### Payoff

Students will:

- make up their own minds on an issue.
- speak freely in a relaxed environment.
- think creatively and critically.

#### Tips and Resources

- Encourage students to make up their own mind concerning home-based businesses.
- Possible various variations:
  - Consider using more than four areas for response – even six responses can work well.
  - Try using only two responses; draw a line dividing the room and ask students to stand on one side of it depending on their decision.
  - Vary the approach by creating a value line. Ask students to rank themselves by lining up in a single line of a continuum, from strongly agree to strongly disagree. This will make student exchanges a necessity so that students can discover exactly where they fit on the line.
  - This strategy would work well as a forum in which students could share a product they have created. In this case students would take their work to one of the corners to share, compare and discuss with other students. This is a very helpful option for student prior to handing work in to the teacher.
- For more information, see:
  - Student Resource, *Four Corners*.
  - Teacher Resource, *Four Corners 2*.

#### Further Support

- The teacher may need to encourage some students and promote equal responses in groups.
- For students with special needs, provide a chart that models specific questions like "Do you know anybody who owns a home based business? Where is it situated in the house? Do they have a separate phone line? Entrance?" etc.

**Whole-class Discussions: Four Corners**

**Introduction to Business: Role and Impact of Business**

**Notes**

	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Make a transparency of both resources.</li> <li>• Organize the room into four areas (corners) and label with: strongly agree, agree, disagree and strongly disagree.</li> <li>• Read the statement to the class.</li> <li>• Give students ample opportunity to think about the question and take a stance. Students need to be encouraged to make their own choices.</li> <li>• A minute or two should be ample time; ensure that this time is spent quietly, so that students make their own choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully understand the statement posed.</li> <li>• Carefully ponder the question, making a personal decision as to the position they will take.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to move to the corner that best represents their stance on the statement.</li> <li>• Direct students to get into groups of three (if possible) to discuss the reasons for their choices. In cases where the groups are not large enough, pairs may be formed. In cases where only one student is in a group, the teacher could act as the other member on the pair. Ask each group to select a recorder.</li> <li>• Provide clarification about home-based businesses as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Move to the corner that best describes their personal views on the statement.</li> <li>• Engage in an exchange of ideas with other members of their group, remaining open and communicative.</li> <li>• Ensure that everyone is heard and that everyone in the group shares equally.</li> <li>• Prepare to speak to the class about the group's discussions, noting common reasons and differing opinions.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Call upon various groups to share information gathered in small-group discussions with the whole class.</li> <li>• Show the class <i>Four Corners 2</i> on a transparency to summarize the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight their group's main points with the class, pointing out commonalities and discrepancies.</li> <li>• Ensure that each member of the group has something to share with the class.</li> <li>• Record the summarized material from the discussion or from the Teacher Resource, <i>Four Corners 2</i>.</li> </ul>



## Four Corners

1 Strongly agree	2 Agree
<div data-bbox="537 877 1060 1278" data-label="Text"><p><b>I would love to operate a home- based business.</b></p></div>	
3 Disagree	4 Strongly disagree



## Four Corners 2

<p>1 Strongly agree</p>	<p>No commute No transportation costs Flexibility and autonomy No dress code Stay at home (children), Lower insurance costs (auto, home) Lower cost for start up</p>	<p>2 Agree</p>
<p><b>I would love to operate a home-based business.</b></p>		
<p>3 Disagree</p>	<p>No separation between the job and home Too many distractions Isolation Not taken seriously Lack of space Little room to expand Less structure and routine Too small scale Limited opportunities</p>	<p>4 Strongly disagree</p>

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## Presentations: Presentation Modelling

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### Introduction to Business

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Many students are hesitant to give presentations in class; they are uncomfortable or nervous and do not clearly understand what an effective presentation looks like. By demonstrating an ineffective presentation, modelling an effective presentation, and facilitating student collaboration, teachers will ease student stress and clearly define an effective presentation.

#### Purpose

- To clearly define exemplary presentation skills.
- To create a comfortable, safe environment in which students may be successful in presentations.

#### Payoff

Students will:

- collaborate with each other and the teacher to improve the teacher's ineffective presentation.
- experience, first hand, examples of ineffective and effective presentations.
- observe their suggestions for improvement in action.

#### Tips and Resources

- Teachers may consider modelling only the effective presentation. Teachers need to be cautious when demonstrating the ineffective presentation - a sense of humour goes a long way to help your students be comfortable.
- It may be helpful to videotape both the teacher's first presentation and the improved presentation so that students may re-examine the changes.
- See the following resources:
  - Teacher Resource, *Ineffective Presentation*.
  - Teacher Resource, *Effective Presentation*.
  - Student Resource, *Effective Presentation Skills Rubric*.

#### Further Support

- Give careful consideration when determining pairs of students who will present together.
- Provide other presentation options for communicating a student's ideas to the class (e.g., students could make an audiotape instead of presenting in front of the class).

**Presentations: Presentation Modelling**

**Introduction to Business**

	<b>What students do</b>
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Distribute two copies of Student Resource, <i>Effective Presentation Skills Rubric</i> to each student and discuss the criteria it contains.</li> <li>• Review the ineffective presentation outlined on the teacher resource.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure understanding of criteria for effective presentations as articulated on Student Resource, <i>Effective Presentation Skills Rubric</i>.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Present the ineffective presentation to the class: <i>Canada and the Kyoto Protocol – Can we make a Difference?</i></li> <li>• Ask students to assess the presentation using Student Resource, <i>Effective Presentation Skills Rubric</i> as a guide.</li> <li>• Divide class into small groups.</li> <li>• Facilitate whole-class discussion about the areas needing improvement.</li> <li>• Discuss how these improvements might take place.</li> <li>• Present the effective presentation: <i>Canada and the Kyoto Protocol – Can we make a Difference?</i> Have students assess it using Student Resource, <i>Effective Presentation Skills Rubric</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the ineffective presentation using Student Resource, <i>Effective Presentation Skills Rubric</i> as a guide.</li> <li>• Discuss ideas with small group, compiling one list to be presented to the class.</li> <li>• Present ideas for improvement to the class.</li> <li>• Observe improved presentation.</li> <li>• Assess the effective presentation using Student Resource, <i>Effective Presentation Skills Rubric</i> as a guide.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Facilitate class discussion about whether any criteria are missing from Student Resource, <i>Effective Presentation Skills Rubric</i>.</li> <li>• Give students a topic for their presentations.</li> <li>• Divide class into pairs. These pairs will give each other constructive criticism as they prepare to present.</li> </ul>	<ul style="list-style-type: none"> <li>• Add any new ideas to their copies of Student Resource, <i>Effective Presentation Skills Rubric</i>.</li> <li>• Prepare presentations.</li> <li>• Practise presentations.</li> <li>• Work in pairs throughout practice sessions to give each other constructive criticism and helpful hints.</li> <li>• Before presenting, use handout as a checklist to ensure their presentations are effective.</li> <li>• Present to class.</li> </ul>

**Notes**



## Ineffective Presentation

### Canada and the Kyoto Protocol – Can we make a difference?

[Teacher walks to the centre of the classroom, then faces one side of class, completely ignoring the other side. Use poor posture. Do not make eye contact, and preferably read most of the presentation from a piece of paper close to your face.]

“The topic of today’s presentation is Canada and the Kyoto Protocol – How can we make a difference?”

I first heard about the Kyoto Protocol on the radio. I didn’t really, ah, know what they were talking about. I think it has, um, something to do with pollution. Canada has agreed to fight pollution. The idea is that we, ah, try to ah, stop polluting the planet. A lot of corporations are pumping a lot of pollution into the air and water. We have to breathe and drink don’t we. This is, ah, not good is it?

[The teacher scratches his/her ear with his/her index finger and wipes his/her mouth twice with the back of his hand.]

So, um, um, Canada is asking all the people to start to think about, ah, trying to save energy, like, ah, electricity, and gas. We are supposed to turn out the lights when we leave a room and try to drive our cars less. Fat chance of that, eh!

[Teacher looks at the class and laughs, Ha! Ha!]

So like we are all going to ride bicycles, right! I don’t think so. Who are they kidding!

[The teacher starts to scratch his/her head and starts tapping his/her foot on the floor.]

Canada and a bunch of other countries have decided to do this. Canada didn’t even ask the people if they wanted to do it. Ralph Klein thinks it is stupid. The United States, thinks it is stupid. The, ah, oil companies think it is a waste of time and money.

OK! By joining the, ah, Kyoto agreement Canada is just trying to, um, um, look good. No one in Canada will ever go along with it. In fact it is impossible to reduce our consumption of energy to the amount they are suggesting. If we want to succeed as a country we have to find more oil and gas. Thank you.”



## Effective Presentation

### Canada and the Kyoto Protocol – Can we make a difference?

[Teacher puts up a power point slide picture of the earth from outer space with the following quote.]

“The earth looks so fragile, so delicate, that if you touched it with a finger it would crumble and fall apart” (U.S. astronaut James Irwin)

“Imagine you are part of the crew on a spaceship headed for Mars. Your mission will keep you in space for at least eight years. Everything you need to stay alive is on board: food, water, oxygen, heat, and light. It is not possible to replenish any of your supplies. Once you run out of something, it cannot be replaced. Your whole mission could be lost. Now, if you were really up in space, wouldn't you want to be careful about using your supplies, your non-renewable resources? Your life could depend on it!

Well, in fact, you are in that situation, in real life. The spaceship is the planet Earth. The crew is all of us living on Earth. Everything we need for life is on spaceship Earth, but many of the resources are limited and non-renewable (once used, gone forever) like oil and gas, copper, salt, gravel. When they're used up, they can't be replaced. Don't you think we should be very careful about how we use and take care of our resources and the effect using them has on the environment? Our lives do depend on them!”

The Kyoto Protocol is an attempt to address the problem of using up our non-renewable resources. Fossil fuels are polluting our air, water, and causing climate change. The Kyoto Protocol is an international treaty signed by countries like Canada requiring countries to cut greenhouse gas emissions (carbon dioxide) that cause pollution and global warming.

Many scientists confirm that greenhouse gases, those produced by the burning of gas in our cars, natural gas in our homes, oil that drives our industry, and coal to produce electricity are causing the earth's temperature to rise at drastic rates and pollute our air and water. The risks of continuing to burn fossil fuel at the rate we are doing now are:

- Pollution of our air and water
- Melting of the polar ice caps
- Climate change
- Water levels to rise
- Temperatures to increase
- Wind and weather patterns to change
- Amount of rain will increase
- More frequent and severe weather
- Floods
- Disastrous effects on the environment and humankind



## Effective Presentation continued

Can we make a difference? What can you and I do?

Each Canadian uses energy, in fact we are the largest per capita users of energy in the world. For the average Canadian, that's more than 5 tonnes of greenhouse gas emissions per year. How much is a tonne? The volume of one tonne of greenhouse gas emissions would fill a two-story, three-bedroom house. Each of us creates one tonne when we drive our car 20,000 km. per year. One tonne is the Canadian challenge. The Kyoto agreement challenges each and every Canadian to reduce our annual greenhouse gas emissions by one tonne. How? Use less energy. Turn off the lights. Conserve water and resources. Reduce waste. More specifically:

- Walk, bike or roller blade to school
- Drive less
- Take public transit
- Car-pool
- Don't idle the car (10 min. per day cost you \$70.00 and ¼ tonne per year)
- Drive smarter. (Combine your errands)
- Switching from an SUV to a mid-sized sedan saves 2 tonnes a year
- Checking your tire pressure can save you \$50.00 per year and 1/8 tonne
- Use fluorescent light bulbs, they last ten times longer and save 1/8 tonne per year
- Install programmable thermostat
- Choose energy-efficient appliances
- Use the air conditioner less
- Draft-proof your home
- Reduce household waste (composting saves 1/8 tonne per year)
- Encourage others to join the challenge (organize a walk or bike to school day)

The spaceship earth is crying out for help. Will our spaceship be destroyed for future generations? Will our air be breathable? Will our water be drinkable? Will our spaceship be livable? The answer is yes because we all will join the Canadian Kyoto One-Tonne Challenge. The Kyoto international agreement demonstrates that we are all in this together. Thank you."