Unit 6

Students in a university club want to help others, but they can only choose one project per year, which one of the following is best? (300 words minimum)

1. Help those students in a nearby primary school with reading and mathematics;
2. Help people who cannot afford to build a house or rent a home;
3. Visit and assist elderly people with daily tasks.

Steps –

1. Define decision
2. Make a list of benefits for each option
3. Are there any negative considerations that must be considered
4. Each option must be looked at in a separate paragraph
5. Students – university students, learners, those at the end of the education curve,
6. Old people – elderly, those in care, senior citizens
7. Homeless – under-privileged, disadvantaged, lost individuals and families,
8. Structure – opening paragraph that tells the reader why you are writing, look at each option as a subsequent paragraph, in the conclusion make a recommendation

Unit 6 (a)

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2. Help people who cannot afford to build a house or rent a home;
3. Visit and assist elderly people with daily tasks.

When a group of people have to make a decision, whereby the subsequent outcome with have consequences for everyone involved, it is important view the available options objectively, so that the outcome can benefit as many people as possible. A university program that allows university students to give back to the community is a good case study.

The first option is assisting primary students with their education. This is a worthwhile opportunity helping young people in the community. The second option is helping the underprivileged find suitable accommodation. Again, something that is vitally important in any community. The final option is to visit the elderly. Giving back to those who are responsible for making the community what it is today.

Having reached the final stages of their own education, university students provide the perfect role models and mentors for young people to look up to. Assisting primary school students in the areas of reading and mathematics is likely to achieve greatest participation from the group, as most would already have these skills. Furthermore, because they have only just left school themselves, there is no big generation gap, and most would be natural teachers in the two given subject areas. On the other hand though, the project in itself provides no long term work experience that can be put on a resume.

Option two, helping those who the system has failed, in terms of finding accommodation is certainly a worthy cause. This valuable experience would be something that the students would readily get involved in and would provide fantastic long term experience. Though, whether the students would have the necessary skills at this stage in their lives would need further examination.

The final option of giving back to the elderly, is again another project that the students could participate in, without stretching outside their comfort zones too far. With the only cost being time, this is a project that could be organized quickly and easily.

Certainly, all three projects are worthy. However, only one of the projects would push the students beyond their current levels of knowledge enabling them to grow and develop further. They would need good communication skills, research skills and resourcefulness. It is for this reason that the obvious choice for this case study, would be finding suitable accommodation for those in desperate need of housing.

Unit 6 (b)

Which one of the following is most important for a teacher of high school?

1. The ability to help students plan for their future;
2. The ability to find students who need help most and help them;
3. Teach students how to learn outside the classroom.

Steps –

1. Define teacher
2. Make a list of why each skill is important
3. Are there any negative considerations that must be considered
4. Each option must be looked at in a separate paragraph
5. High Students – students, learners, adolescents
6. Learn outside – self-reliant, self-learners, self-educators
7. Need help – disadvantaged, slow, slower learners, those left behind,
8. Future – projection, later in life, objective
9. Structure – opening paragraph that tells the reader why you are writing, look at each option as a subsequent paragraph, in the conclusion make a recommendation

Unit 6 (b)

Which one of the following is most important for a teacher of high school?

1. The ability to help students plan for their future;
2. The ability to find students who need help most and help them;
3. Teach students how to learn outside the classroom.

Today high school teachers, or any teacher for that matter, must not only educate students, but also carry the responsibility of helping students in many other areas of their lives. These responsibilities include but are not limited to assisting students with their future aspirations, ensuring that no students is left behind and helping them become self-learners, experience that they will need when they enter the workforce.

To determine which of the above tree additional skills is most important, we must look at each in turn, weighing each objectively, so that a final recommendation can be given.

At high school, it is clear that the majority of students have no idea is which direction that their lives will head and are ill-equipped to make such a decision. It is therefore a teacher's responsibility to make available to students the various options that they can peruse in the future. This is more a caring or nurturing gesture though, as it would be unwise to push students of a particular direction at this stage in their young lives. A classic example here is a teacher pushing a student to become a doctor because of his aptitude, but in the long run he suffers a mid-life crisis, stuck in a profession that makes him unhappy every day.

The second goal of a teacher as he or she stares out at a sea of faces from the front of the classroom, is to know that each student is very much a unique individual. They learn at different speeds, gravitate towards different subjects at different stages in their lives, and have varying degrees of aptitude. Teaching too slowly benefits those that need extra help at the expense of the gifted learner, while teaching too quickly disadvantages the slower learners in the room. Rather than taking a position here and looking after just one group, the modern teacher must adapt and mold his or her teaching style pushing every student to learn to the limit of his or her potential.

The final teaching skill is perhaps the most important. Producing a classroom of students that have the capacity to teach themselves will provide the greatest long term benefit to not only individual students, but to society as whole. If we can find teachers that have the ability to do this in every classroom, then we create a community that becomes self-reliant. To put this another way, we create young leaders who can take action for themselves rather than waiting for others to intervene and assist them.

Given the above three options it is very apparent that the greatest victory for a teacher in the current classroom, is to create an environment that fosters a room full of students with the passion and motivation for self-education and learning.