LEARNING AND EVALUATION SITUATION
SECONDARY CYCLE ONE CORE ESL PROGRAM

DOES BIRTH ORDER INFLUENCE PERSONALITY?

TEACHER’S GUIDE

This learning and evaluation situation consists of the following:

- a Teacher’s Guide
- a Teacher’s Resource Booklet
- a Student Booklet
- a Text Booklet

Important note

This learning and evaluation situation is to be used in the course of learning to regulate learning. It is very structured and students are guided by the teacher. However, as students progress, they should be put in situations that are less guided.

The image editing in this booklet was done by Alain Graillon.
# DOES BIRTH ORDER INFLUENCE PERSONALITY?

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This learning and evaluation situation contains the following documents:

- **Teacher’s Guide**
  This document includes important information about the learning and evaluation situation and about evaluation. It also provides an overview of the situation and a step-by-step procedure.

- **Teacher’s Resource Booklet**
  Documents such as extension tasks and evaluation tools are included in the Teacher’s Resource Booklet. These documents and tools are available in a format that can be edited so you can adapt them to the needs of your class. The Teacher’s Resource Booklet also includes examples of how to use the evaluation tools to regulate student learning.

- **Student Booklet**
  The Student Booklet includes the tasks and activities for this learning and evaluation situation. It is suggested that teachers photocopy the Student Booklet in the form of a booklet, using 11” x 17” sheets.

- **Text Booklet**
  The Text Booklet includes all the texts that the student is required to read throughout this learning and evaluation situation.

Other Resources Available From the MELS for English as a Second Language (ESL) Teachers

Many resources related to the new ESL programs are readily available to all ESL teachers in Québec. These resources include:
- The Response Process Handbook
- FAQ about Vocabulary and Functional Language
- Functional Language Posters
- Posters with Prompts for the Response, Writing and Production Processes
- Strategy Posters

These resources can be downloaded from the following Web site:

The English version of Chapters 1 to 3 of the *Programme de formation de l’école québécoise* can be downloaded from the following Web site:
Important Information

*Does Birth Order Influence Personality?* is the first learning and evaluation situation (LES) produced by the MELS for the Secondary Cycle One Core ESL program. It is to be used in Cycle One as a tool to regulate learning. This LES is but one model of how to implement the *Programme de formation de l’école québécoise* (PFEQ) in your ESL classroom.

The focus of this LES is to regulate learning for Competency 1, *Interacts orally in English* and Competency 3, *Writes and produces texts*. Competency 2, *Reinvests understanding of texts*, is not being evaluated.

More than 25 teachers from various regions of Québec, in both the public and private sectors, field-tested this LES. These teachers met in focus groups and gave the authors valuable feedback.

**What Is a Learning and Evaluation Situation (LES)?**

Many terms have been used to describe a LES: learning situation, learning and evaluation situation, complex task, etc. Regardless of the term used, what matters is understanding the concept.

A LES includes the following elements:

- **a complex question to answer**, e.g. *Does Birth Order Influence Personality?*  
  *or*  
  **a problem to solve**, e.g. *Mystery: Who Took the Principal’s Pet Llama?*  
  *or*  
  **a challenge to meet**, e.g. *Writing for Peace*

- **tasks that activate the competencies**  
  Getting students to discuss a topic in small groups will activate Competency 1, *Interacts orally in English*. However, if students are simply required to formulate or answer simple questions without responding to or building on each other’s ideas, they will not be in a competency situation, but rather in an enabling activity.

- **Tasks and activities that are relevant and meaningful**  
  Tasks and activities in the LES are determined by answering one important question: *What do students need to do* to answer the complex question, solve the problem or meet the challenge?

- **contextualized teaching**  
  Teaching is determined according to the resources students are expected to mobilize successfully to complete the LES. Therefore, the teaching in a LES is purposeful and relevant to the student.

- **a focus on both process and product**  
  The *how* matters as much as the *what*. Students need to develop strategies, learn to interact with others, use resources and reflect on their learning. These important skills are developed throughout the LES.
About enabling activities

Enabling activities, such as language-focus activities (e.g. vocabulary-building activities, exercises on sentence structure) enable students to do something. Although these are great teaching tools, they should not be used to evaluate students’ competencies, as this should only be done when students are put in a competency situation, not in a series of decontextualized activities.

Teacher’s Role in Evaluating to Regulate Learning

This LES has been designed to regulate learning and assess the development of competencies in the course of learning (PFEQ, p. 10). Evaluating for regulation, i.e. to support learning, means that the teacher "regularly informs students about their strengths and weaknesses and offers appropriate enrichment and support measures."1 Students need to know what is expected of them and how they will be evaluated; be transparent with your students regarding your expectations and the evaluation criteria.

As students carry out the various tasks in this LES, you will need to observe them in action and provide feedback. You will be teaching, prompting and guiding students throughout the LES. It is important to record your observations using tools such as observation grids, rubrics and/or anecdotal records. The evidence you collect will also be used to report on students’ development of competencies for report cards and other forms of communication.

The tools included in the Teacher’s Resource Booklet are to be used to help you regulate your students’ learning in this LES. The evaluation criteria referred to in these evaluation tools are prescribed by the program. To fully understand what is meant by these criteria, refer to the focus, the key features and the end-of-cycle outcomes for each targeted competency (PFEQ, p. 180-185).

Notes About This Learning and Evaluation Situation

- This LES should take about five hours to complete.
- This guide includes Program Alerts that will help you link what students are doing to the PFEQ. These Program Alerts explain what elements of the program are being applied. The PFEQ page number is included as a reference.
- The guide also includes Notes. These contain additional information that can help you adapt the tasks to the needs of your students.
- You will also notice this icon placed next to certain tasks. This indicates when evaluation to regulate learning can take place. Evaluation tools are included in the Teacher’s Resource Booklet and can be adapted to your needs. It is important to note

that it may not be possible to observe each of your students every class. Nevertheless, there are many opportunities to observe your students in action throughout this LES.
DOES BIRTH ORDER INFLUENCE PERSONALITY?

General Description
- Students learn about the birth order theory and decide whether or not this theory has any validity. This LES should take about five hours to complete.

Educational Aims
- By comparing the characteristics usually associated to their birth order with their own personality traits, students reflect on who they are and learn more about themselves, thus addressing a broad area of learning and further developing a cross-curricular competency. Finally, after testing the theory, they come to a conclusion regarding the question *Does Birth Order Influence Personality?*

Broad Area of Learning
- **Personal and Career Planning** (developing one’s potential, becoming aware of one’s strengths and weaknesses)
  Students reflect on their own personality characteristics in order to gain a better understanding of who they are.

Cross-Curricular Competency
- **Exercises critical judgment**
  Students are brought to question the birth order theory through various tasks, thereby developing critical judgment.

Evaluation

<table>
<thead>
<tr>
<th>ESL competencies</th>
<th>Evaluation criteria</th>
<th>Evaluation tools</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Competency 1, *Interacts orally in English* | - Participation in oral interaction  
  - Articulation of the message    | Anecdotal record, grid or rubric         | 5, 7, 8 |
| Competency 3, *Writes and produces texts* | - Pertinence of the message  
  - Formulation of the message  
  - Use of resources           | Grid or rubric                   | 10    |

Targeted Related Content

<table>
<thead>
<tr>
<th>Functional Language</th>
<th>Expressing an opinion, comparing, agreeing, disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Vocabulary</td>
<td>Birth orders (oldest, first-born, etc.)</td>
</tr>
<tr>
<td></td>
<td>Personality characteristics (determined, likes to be the centre of attention, etc.)</td>
</tr>
<tr>
<td>Focus on Form</td>
<td>Verb to be, comparatives</td>
</tr>
<tr>
<td>Strategy</td>
<td>Infer (as a reading strategy to find the meaning of unknown vocabulary)</td>
</tr>
</tbody>
</table>
## Required Materials

- Student Booklet for each student
- Text Booklet for each student
- Copies of the selected evaluation tools (Teacher’s Resource Booklet, p. 19 to 28)

## Background Information for Teachers

### What is the birth order theory?

Simply put, the position you were born into your family determines your personality. This means first-borns, for example, will share certain characteristics, such as being perfectionists. Whether they believe this or not, students looking into this theory will take a good look at who they are and examine their strengths and weaknesses. At a time when many teenagers are searching for their identity, the tasks in this LES may prove useful.

### Not only one factor

As interesting as it may be, birth order is not the only factor that determines who we are. It is only one of many. Our genetics, our life experiences and family dynamics are all elements that shape our personalities.

### Not that simple

The birth order theory is not clear-cut. For example, if a second child is at least five years younger than his or her older sibling, he or she may exhibit many characteristics of a first-born. Similarly, a second-born who is a first son will likely exhibit many characteristics of a first-born. It is therefore likely that many of your students will tell you that they don’t clearly fall into one category.

### Blended families

Blended families and adoptions cause confusion about this theory. As a rule, to determine their birth order, students should choose their original family, unless their situation changed when they were very young. The idea here is that personality, especially birth order personality, is determined at a fairly young age. However, it should come as no surprise that these students will not clearly fall into one category. The case of twins is also a bit different. Twins should determine their birth order according to who was born first and go from there.

### Caution!

Your students need to understand that birth order has nothing to do with their relationship with their parents. It is all about how siblings relate to each other. For example, an “only” child will have to cope with losing his “only” status when a baby brother or sister arrives, no matter how much the parents try to ease the transition.

### Characteristics

#### First-born or oldest:

First-borns and only children share similar characteristics. Of the first 23 NASA astronauts, 21 were a first-born or an only child. Many U.S. presidents have been first-borns. There is a lot of literature and research on first-borns, who tend to have big careers. Very often first-borns grow up to be architects, accountants or engineers.
Characteristics: perfectionists, punctual, organized, list makers, high achievers, self-critical, reliable, responsible, determined, competitive, straight-A students, want to succeed, demanding, focused, confident, often the leaders in teamwork, proud, active, conservative, workaholics, people pleasers, usually have just a few friends (not gang people), impatient, can be intolerant, good at making decisions, worriers, dwell on problems. First-borns may say that they are not organized, that their desk is a mess. However, this is often “organized chaos,” as most of them know exactly where everything is and don’t lose a thing.

Middle child:
The middle child is the most difficult to pinpoint. As a rule, the middle child will be the opposite of his or her older sibling. A second-born will be different from the oldest child; a third-born will be different from the second-born, etc. This means of course that the characteristics can vary greatly from one individual to the next. Middle children are often the most balanced children and adults though. Since they have always had to negotiate with the oldest and the youngest, they are excellent mediators and they often make excellent managers.

Characteristics: Depending on the older child before them, middle children can be driven and ambitious or laid-back; competitive or not; moody or easygoing; rebellious or relaxed; punctual or often late. However, most of them are usually outgoing, diplomatic, good at compromising and negotiating, sociable, generous, flexible, “people” people, independent, inventive, good at reading people and they have a lot of friends.

Last-born or youngest:
The last-born has been described as the cheerleader of the family! Last-born children will often choose a people-oriented career. They make excellent salespeople.

Characteristics: sociable, outgoing, absent-minded, not good with finances, creative, funny, like to take risks, affectionate, carefree, not punctual, expressive, sensitive, moody, have a good sense of humour, like attention, get bored easily, tend to embellish stories, blame others, spontaneous, honest, are good friends, caring, popular, make friends easily, patient, like detailed work, artistic, creative, messy, charming, can be manipulative.

Only child:
Only children are often like super first-borns. They will exhibit many of the characteristics of a first-born but enhanced: super organized, super conscientious, super dependable.

Characteristics: comfortable with adults, pleasant, hardworking, serious, get discouraged easily, ambitious, lose patience easily, have great memory, punctual, make decisions easily, perfectionists, like to help others, caring, energetic, active, responsible, don’t like to admit being wrong, hate criticism.
### OVERVIEW OF THE LEARNING AND EVALUATION SITUATION

Here is an overview of the LES. A detailed procedure begins on the next page.

<table>
<thead>
<tr>
<th>PREPARING</th>
<th>Tasks</th>
<th>Materials needed</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are introduced to the LES and key vocabulary.</td>
<td>Student Booklet, p. 1 Teacher's Resource Booklet, p. 5 (optional)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students listen to a text that introduces the birth order theory.</td>
<td>Teacher's Guide p. 14 (transcript) Student Booklet, p. 2</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students complete an enabling activity on reading strategies.</td>
<td>Teacher's Resource Booklet, p. 6 (optional) Student Booklet, p. 3-4</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students take a quiz to begin reflecting on who they are.</td>
<td>Student Booklet, p. 5</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students make a personality web to continue reflecting on who they are.</td>
<td>Student Booklet, p. 6</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students read texts about their own birth order individually and then work in pairs to compare and complete their information.</td>
<td>Text Booklet, p. 1-4 Student Booklet, p. 7-8</td>
<td>C1</td>
</tr>
<tr>
<td></td>
<td><strong>Extension task:</strong> to get a better understanding of the theory, students complete the task <em>It’s Not That Simple!</em> about exceptions to the theory.</td>
<td>Teacher's Resource Booklet, p. 7</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students compare their own personality characteristics to those of their birth order.</td>
<td>Student Booklet, p. 8</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students read texts about the remaining birth orders individually and then work in pairs to compare and complete their information.</td>
<td>Text Booklet, p. 1-4 Student Booklet, p. 9</td>
<td>C1</td>
</tr>
<tr>
<td></td>
<td><strong>Extension task:</strong> to get a better understanding of the theory, students complete the task <em>Going for Deeper Understanding.</em></td>
<td>Teacher's Resource Booklet, p. 8-9 Text Booklet, p. 1-4</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Students reinvest their understanding of the theory by reading texts on four celebrities and guessing their birth orders.</td>
<td>Text Booklet, p. 1-5 Student Booklet, p. 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Extension task:</strong> students do the task <em>Can You Guess Their Birth Orders?</em>, which consists of predicting the birth orders of other celebrities.</td>
<td>Teacher's Resource Booklet, p. 10 Text Booklet, p. 1-4</td>
<td>C1</td>
</tr>
<tr>
<td>10.</td>
<td>Students explore how to write a text.</td>
<td>Student Booklet, p. 10</td>
<td></td>
</tr>
<tr>
<td>CARRYING OUT THE LES</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students engage in the writing process as they answer the question <em>Does Birth Order Influence Personality?</em></td>
<td>Student Booklet, p. 11-12</td>
<td>C3</td>
</tr>
<tr>
<td>12.</td>
<td>Students reflect on what they have learned about themselves during this situation.</td>
<td>Student Booklet, p. 12</td>
<td></td>
</tr>
</tbody>
</table>
PROCEDURE FOR CARRYING OUT THE LES

PREPARING

**Task 1: Birth Orders in the Class**

**Purpose:**
- to introduce the topic and key vocabulary
- to determine the different birth orders in the class

**Step 1**
- Hand out the Student Booklet and use the picture on p. 1 to introduce the topic and the key vocabulary.
- Have students fill out the section *Getting Started* in their Student Booklet.
- Write each birth order on the blackboard and conduct an informal survey about the students’ birth orders. For each birth order, write down the number of students who hold this position. Students should check who has the same birth order as they do, since they will have to work with a partner of the same birth order later on.

**Step 2**
- Explain what the learning and evaluation situation is about. Students will:
  o find out about the birth order theory
  o determine if the characteristics associated with their birth order fit their own personality
  o test the validity of this theory
  o answer the question *Does Birth Order Influence Personality?*
  o reflect on their learning

**CARRYING OUT THE LES**

**Task 2: The Birth Order What???

**Purpose:**
- to introduce the birth order theory

**Step 1**
- Tell students that this task is to introduce the concept of the birth order theory.
- Ask them to read the instructions and the questions for Task 2 on p. 2 of the Student Booklet.
- Explain that key words are bolded in the Student Booklet. This may be a good opportunity to go over the concept of identifying key words in a sentence.
- If necessary, introduce students to key vocabulary.

Note:
*There is a picture on p. 5 of the Teacher’s Resource Booklet that can be copied onto an overhead transparency.*

To determine birth order in blended families, students should indicate their original birth order, unless they were very young when the family blended. A second-born or third-born out of four is considered a middle child. For twins, whoever was born first is considered the first-born.

Note:
*Depending on your students’ language level, you may choose to explain this LES in detail once students have more knowledge of the birth order theory.*

Program Alert!
Encourage students to use resources such as dictionaries to better understand the instructions and questions. *PFEQ, p.183*
Step 2

- Read the text *Birth Order and Personality* to students (read it twice or more, if necessary). Students answer the questions in the Student Booklet individually.

**Text: Birth Order and Personality**

*What is the birth order theory? According to this theory, your position in your family has a big influence on your personality. Listen to this: of the first 23 NASA astronauts, 21 were the oldest or the only child in their family… Coincidence? Probably not!*

One thing you need to understand is that the birth order theory has nothing to do with your parents. Think about it: you probably are very different from your brother or sister but you have the same parents and you live in the same house.

Remember that many other factors also contribute to shaping your personality. For example, your friends have a great influence on you, but genetics and your environment also play an important role.

At the end of the situation, maybe you will believe in the birth order theory or maybe you will not, but for sure, you will learn more about yourself by reflecting on your strengths and weaknesses.

Step 3

- As you go over the answers, have students express their reactions to what they heard. These types of questions help students begin to think critically about the birth order theory, thus developing the cross-curricular competency *Exercises critical judgment*. For example, you can ask:
  
  a. What do you think about the fact that 21 out of 23 astronauts were the oldest or the only child in their family?
  b. Does this support the theory or not?

**Answers:**

1. How many of the first 23 astronauts were a first-born or an only child? 21
2. Which statement is true? b
3. What else can influence personality? *Friends, Your environment, Genetics*
4. What is your reaction to what you have just heard? *Answers will vary.*
• Students then complete the *How did I do?* self-evaluation on p. 2 of their Student Booklet.
• Lead a discussion with your students to encourage them to share the strategies they used to answer the questions.

### Enabling Activity: Reading Strategies

**Purpose:** - to have students practice the strategy of inferring meaning to discover key vocabulary

#### Step 1

• Before students practise strategies on their own, explain and model the different ways they can find the meaning of unknown vocabulary words, using the text about Will Smith on p. 3 of the Student Booklet. One option is to put this text on an overhead transparency so that students can follow your explanations. See p. 6 of the Teacher’s Resource Booklet for an enlarged version.
• You may want to further model the strategy by selecting other words from the text.

#### Step 2

• In pairs, students read the texts on Julie Payette and Jacques Villeneuve on p. 4 of the Student Booklet. They must find the meaning of the words listed in the chart and identify which strategies they used to find it.

### Task 3: Quiz

**Purpose:** - to have students reflect on their own personality characteristics in order to develop the targeted broad area of learning.

• Ask students why people take personality tests and quizzes and what they may learn from such tests.
• Students take the quiz individually. Answers are personal and do not have to be shared with the class.
Task 4: My Personality Web

Purpose: - to have students continue exploring vocabulary related to their own personality characteristics and further develop the targeted broad area of learning

- Model how to create a personality web using the example of Véronique Cloutier.
- Individually, students make their own web on p. 6 of the Student Booklet by listing at least five characteristics.
- Students can refer to their answers to the quiz in Task 3 for ideas.
- With a partner, students discuss their answers and try to add to their web. Students may identify more characteristics if they work with someone they know.

Task 5: My Birth Order

Purpose: - to have students discover the characteristics associated with their own birth order
- to evaluate Competency 1, Interacts orally in English
- to develop the cross-curricular competency Exercises critical judgment

Step 1
- Model how to carry out this task, using the texts on Julie Payette and Jacques Villeneuve from the enabling activity (p. 4 of the Student Booklet).
- Individually, students find the two people who share their birth order, on pages 1 to 4 of the Text Booklet. They read about these two people.
- As they read, they write all the characteristics mentioned in the two texts on p. 7 of the Student Booklet.
Step 2

Evaluation for regulation

The purpose of evaluating for regulation is to support learning. Your main goal is to collect specific, meaningful data as to how students are developing the competency and to give them feedback on their strengths and areas that need improvement. The data you collect will also help you plan future learning tasks that will meet the identified needs of your students.

Several types of evaluation tools can be used to regulate learning. The tools provided in the Teacher's Resource Booklet are available in a format that can be edited so you can adjust them to better meet the needs of your students. Remember that you must use the evaluation criteria prescribed by the program. Suggested evaluation criteria for Competency 1 in this LES are Participation in oral interaction and Articulation of the message (PFEQ, p. 181).

Evaluation must be transparent, i.e. students need to know what will be evaluated and how it will be evaluated prior to doing the task. However, determining a focus for your evaluation does not exclude you from noting other important information that can help you regulate student learning.

Students also need to know what is expected of them. Therefore, it is a good idea to explain and model the type of interaction you expect.

As you walk around and observe students, record evidence using your evaluation tool. You may also prompt students to participate and give immediate feedback whenever possible. For example, if you observe and note that a student is working hard to keep the discussion going, you can immediately give this student positive feedback.

You may not be able to evaluate all your students during one task, but there will be other opportunities to do so.

- Select one of the evaluation tools included in the Teacher's Resource Booklet, p. 19-23.
- Tell students what will be evaluated and how.
- Explain the task and model the type of oral interaction that is expected from students. With a partner of the same birth order, students are to:
  - compare and complete their lists of characteristics by telling their partner which characteristics they wrote down, e.g. I put organized. Did you? They should use a different colour pen; this way, they will see how they benefit from working with a partner.
Task 6: The Birth Order Theory and Me

Purpose:  
- to have students compare their own personality characteristics with the ones they listed in Task 5  
- to have students examine the validity of the birth order theory, further developing the cross-curricular competency *Exercises critical judgment*  

- Students look at their answers to the quiz and the personality web.  
- They compare this information to the characteristics they listed in Step 1 of Task 5 and then answer the questions on p. 8 of their Student Booklet.  
- Discuss with students why they believe or don’t believe in the birth order theory at this point in the LES.

Program Alert!  
*Cross-curricular competencies such as Exercises critical judgment can only be developed if they are a focus of learning or if they are intentionally called upon.*  
*PFEQ, p. 33*

Task 7: Exploring the Other Three Birth Orders

Purpose:  
- to have students discover the characteristics associated with the other three birth orders  
- to evaluate Competency 1, *Interacts orally in English*  
- to have students continue reflecting on the validity of the theory
Step 1
- Individually, students read the texts about the other three birth orders. As they read, they complete the Characteristics Chart on p. 9 of the Student Booklet.

Step 2
Evaluation for regulation
- Tell students that you will continue to evaluate oral interaction during this task using the same tool and evaluation criteria as in Task 5.
- Explain the task and model what type of oral interaction is expected from students. With a partner of the same birth order, students:
  - compare and complete their lists of characteristics by telling their partner which characteristics they wrote down, e.g. *I put organized. Did you?* They should use a different colour pen; this way, they will see how they benefit from working with a partner.
  - discuss which characteristics apply to people they know and which ones do not. They give examples to explain why they apply or don't apply, e.g. *My sister is not punctual; she arrives late and my mother gets mad."
- Warn students against criticizing people. The goal of this task is to discuss the birth order theory, not people's qualities and faults.
- As students carry out the task, evaluate students you did not have time to observe in Task 5 and/or students you have already evaluated in order to see if they have incorporated the feedback you provided or to confirm previous observations.

Step 3
- Have students check and complete their answers to Task 5 and Task 7. The answer sheet is on p. 25 of this guide. One way to do this is by putting the answers on an overhead transparency.

Extension Task: Going for Deeper Understanding
- This task requires a higher level of language. You may want all or only some of your students to do the task (p. 8 of Teacher's Resource Booklet). The Answer Key is on p. 9 of the Teacher's Resource Booklet.
Task 8: Making Predictions

Purpose: - to have students broaden their understanding of the birth order theory by verifying if the theory holds true for some celebrities
- to continue to develop the cross-curricular competency Exercises critical judgment
- to evaluate Competency 1, Interacts orally in English

Step 1
• Review the strategies that were introduced in Activity 3 to help students find the meaning of vocabulary. Encourage students to explain and reflect upon how they have been using the strategies.
• Individually, students read the texts on celebrities on p. 5 of the Text Booklet.
• Based on what they know about the birth order theory, they make a prediction about each celebrity’s birth order on p. 10 of the Student Booklet.

Step 2
• Lead a class discussion to have students explain their hypotheses.
• Reveal the celebrities’ birth orders.
• Have students exercise their critical judgment by exploring why these four celebrities fit or don’t fit the birth order theory.

Answers:
Véronique Cloutier  oldest (younger sister Stéphanie)
Tiger Woods  only child
Madonna  middle child (the third of eight children)
Jim Carrey  youngest (three older siblings: Pat, John and Rita)

Extension Task: Can You Guess Their Birth Orders?
• To further evaluate oral interaction, have students do the task Can You Guess Their Birth Orders?, included on p. 10 of the Teacher’s Resource Booklet. In pairs or in small groups, students guess the birth orders of other celebrities based on their knowledge of the birth order theory. They give an example to support each prediction.
• Tell students that you will continue to evaluate their oral interaction during this task, using the same tool and evaluation criteria as in previous tasks.
• Once students have completed the task, go over the answers with them. (See p. 11 of the Teacher’s Resource Booklet for the Answer Key)
Task 9: Beyond Myself

Purpose: - to have students test the birth order theory
- to have students continue to develop the cross-curricular competency Exercises critical judgment

There are two options for this task.

Option 1

Step 1
- Give each student a copy of the handout Beyond Myself on p. 12 of the Teacher’s Resource Booklet.
- Explain and model what students must do:
  - Write the names of five people they know. They can select any five people with different birth orders or five people with the same birth order.
  - Write each person’s birth order and decide if the person’s personality fits the characteristics of the birth order theory or not.
  - Write at least two reasons to justify their opinion.
  - Select a way to report their findings to their classmates. (See Step 2)

Step 2
- Students can share their findings in a variety of ways:
  - Students present their findings to a small group (e.g. to four to eight students).
  - Half of the class sets up its findings and the other half of the class walks about to view the findings and then the groups change roles.
  - Students share their findings with the entire school through the student newspaper, school Web site or by posting work in the hallways.
  - Students make posters and put them up in the classroom for a Gallery Walk, where they walk around the classroom to view each others’ findings.

Step 3
- Lead a class discussion about the students' findings. For example, ask them:
  - Do most findings support the theory or not?
  - Which findings were the most surprising? Interesting?
  - Have you changed your opinion since the beginning of the LES? (Have the students refer to what they wrote in Task 6.)

Program Alert!
Differentiation is an element of the PFEQ. Not all students have to be working on the same option for this task. PFEQ p. 12

Program Alert!
Students should be able to present their results in a variety of ways. PFEQ, p. 175

Oral presentations in front of the class, where there is not real oral interaction, should not be used to evaluate Competency 1. PFEQ, p. 180

Program Alert!
These discussions develop students’ oral language ability as well as the cross-curricular competency Exercises critical judgment PFEQ, p. 40
Option 2

- You can propose your own ideas or students can make suggestions. What is important is that students test the theory on a large enough scale to be able to make a valid decision as to whether or not the theory makes sense. A Project Planner is included on p. 13 of the Teacher’s Resource Booklet. Here are some suggestions:
  - Prepare and conduct a class or school-wide survey to see if the birth order theory holds true.
  - Predict the birth orders of at least five people and verify the predictions.
  - Identify five people whose personality characteristics don’t fit the theory and examine the reasons why.

- Follow Step 2 and Step 3 from Option 1.
- Before students begin this task, you may need to discuss some important aspects of testing a theory. Here are some questions you may want to ask students:
  - What will ensure that your testing is valid? (number of subjects, criteria, etc.)
  - What kind of procedure will you use to gather your information?
  - How will you record your findings?
  - How will you report your findings?

INTEGRATING

Enabling Activity: Practising Writing an Opinion

Purpose: - to introduce a model for writing an opinion

- Go over important information on p. 10 of the Student Booklet (the Bag of Tricks, the Functional Language and the Example). Depending on the level of your students, you may want to:
  - provide more functional language
  - write a text with the class on the board to model the process
  - have students work in pairs writing an opinion text on a different topic
Task 10: Writing an Opinion

Purpose: - to have students engage in the writing process to answer the question *Does Birth Order Influence Personality?*
- to have students exercise critical judgment
- to evaluate Competency 3, *Writes and produces texts*

Evaluation for regulation

The purpose of evaluating for regulation is to support learning. Your main goal is to collect specific, meaningful data as to how students are developing the competency and to give them feedback on their strengths and areas that need improvement. The evidence you collect will also help you plan future learning tasks that will meet the identified needs of your students.

Several types of evaluation tools can be used to regulate learning. The tools provided in the Teacher's Resource Booklet are available in a format that can be edited so you can adjust them to better meet the needs of your students. However, remember that you must use the evaluation criteria prescribed by the program.

Evaluation must be transparent, i.e. students need to know what will be evaluated and how it will be evaluated prior to doing the task. However, determining a focus for your evaluation does not exclude you from noting other important information that can help you regulate student learning.

Students also need to know what is expected of them. Therefore, it is suggested to explain and model the type of product you expect (see previous enabling activity).

- Select one of the evaluation tools included in the Teacher's Resource Booklet, pages 24-28.
- Explain the task and remind students that the model in the enabling activity is similar to what you expect of them for this writing task.
- Tell students that you will be evaluating their writing by looking at the pertinence and formulation of the message, as well as their use of resources.
- Go over the evaluation tool with students, explaining your expectations. Use the model from the enabling activity to illustrate how you will evaluate writing.
- Go over the phases of the writing process with the students by focusing on the guidelines for writing a draft, what they should do when revising their work and then creating their final copy.
- As students carry out the task, you may want to observe their use of resources for regulation purposes.
Task 11: Reflection

Purpose: - to have students reflect on what they have learned about themselves during the LES, linking this to the targeted broad area of learning

- Model the steps you want students to follow to reflect on what they have learned.
- Ask students to write a response to the question on p. 12 of the Student Booklet. You can suggest they begin with the prompt, I learned that . . . and ask them to identify the top three characteristics for their personality.

EXTENSION TASKS

These extension tasks are optional.
- Students make their own personality quiz.
- Students write an advice column that gives advice to people of different birth orders.
- Students create a poster or engage in a debate on the pros and cons of personality quizzes.
- Students explore how this new information about birth order could be useful in their lives.
- Students create a Web page on the topic, geared to teens.
- Students create a birth order quiz for the school's annual open house.

Program Alert!
This question links to the broad area of learning addressed in this situation, which enables students to become aware of their strengths and weaknesses. PFEQ, p. 24
<table>
<thead>
<tr>
<th>List of Characteristics for Each Birth Order</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Only child</strong></td>
</tr>
<tr>
<td>• Perfectionist</td>
</tr>
<tr>
<td>• Conscientious</td>
</tr>
<tr>
<td>• Sets goals that are not realistic</td>
</tr>
<tr>
<td>• Loves to help people</td>
</tr>
<tr>
<td>• Takes on more projects than she can do</td>
</tr>
<tr>
<td>• Mature</td>
</tr>
<tr>
<td>• Ambitious</td>
</tr>
<tr>
<td>• Serious</td>
</tr>
<tr>
<td>• Demanding</td>
</tr>
<tr>
<td>• Loses patience easily</td>
</tr>
<tr>
<td>• Loves to read</td>
</tr>
<tr>
<td>• Has a great memory</td>
</tr>
<tr>
<td>• Makes decisions easily</td>
</tr>
<tr>
<td>• Punctual</td>
</tr>
<tr>
<td>• Hardworking</td>
</tr>
<tr>
<td>• Organized</td>
</tr>
<tr>
<td><strong>Oldest child</strong></td>
</tr>
<tr>
<td>• Hardworking</td>
</tr>
<tr>
<td>• Has good concentration</td>
</tr>
<tr>
<td>• Confident</td>
</tr>
<tr>
<td>• Organized</td>
</tr>
<tr>
<td>• Is often the leader</td>
</tr>
<tr>
<td>• Has conservative tastes</td>
</tr>
<tr>
<td>• Perfectionist</td>
</tr>
<tr>
<td>• Self-critical</td>
</tr>
<tr>
<td>• Gets frustrated quickly</td>
</tr>
<tr>
<td>• Worries a lot</td>
</tr>
<tr>
<td>• Responsible</td>
</tr>
<tr>
<td>• Reliable</td>
</tr>
<tr>
<td>• Determined</td>
</tr>
<tr>
<td>• Impatient</td>
</tr>
<tr>
<td>• Works too much</td>
</tr>
<tr>
<td>• Doesn’t like to make mistakes</td>
</tr>
<tr>
<td>• Likes to please people</td>
</tr>
<tr>
<td><strong>Middle child</strong></td>
</tr>
<tr>
<td>• Relaxed</td>
</tr>
<tr>
<td>• Happy</td>
</tr>
<tr>
<td>• Doesn’t stress over things</td>
</tr>
<tr>
<td>• Generous</td>
</tr>
<tr>
<td>• Flexible</td>
</tr>
<tr>
<td>• Is a good sport</td>
</tr>
<tr>
<td>• Deals with problems</td>
</tr>
<tr>
<td>• Is often late</td>
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<tr>
<td>• Workaholic</td>
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<tr>
<td>• Wants to succeed</td>
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<tr>
<td>• Ambitious</td>
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<tr>
<td>• Competitive</td>
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<tr>
<td>• Loves to deal with people</td>
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<tr>
<td>• Good at negotiating</td>
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<tr>
<td>• Loves to be in charge</td>
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<tr>
<td>• Rebellious</td>
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<tr>
<td>• Secretive</td>
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<tr>
<td>• Outgoing</td>
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<tr>
<td>• Moody</td>
</tr>
<tr>
<td><strong>Youngest child</strong></td>
</tr>
<tr>
<td>• Expressive</td>
</tr>
<tr>
<td>• Affectionate</td>
</tr>
<tr>
<td>• Not shy</td>
</tr>
<tr>
<td>• Doesn’t get embarrassed easily</td>
</tr>
<tr>
<td>• Doesn’t worry</td>
</tr>
<tr>
<td>• Not punctual</td>
</tr>
<tr>
<td>• Likes to be the centre of attention</td>
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<tr>
<td>• Likes to exaggerate</td>
</tr>
<tr>
<td>• Blames others</td>
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<tr>
<td>• Friendly</td>
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<tr>
<td>• Spontaneous</td>
</tr>
<tr>
<td>• Outgoing</td>
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<tr>
<td>• Funny</td>
</tr>
<tr>
<td>• Loves to get attention</td>
</tr>
<tr>
<td>• Gets mad easily</td>
</tr>
<tr>
<td>• Absent-minded</td>
</tr>
<tr>
<td>• Patient</td>
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<tr>
<td>• Concentrates on details</td>
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<tr>
<td>• Artistic</td>
</tr>
<tr>
<td>• Creative</td>
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<tr>
<td>• Persistent</td>
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</tbody>
</table>
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