

# Appendix C – Student activity masters

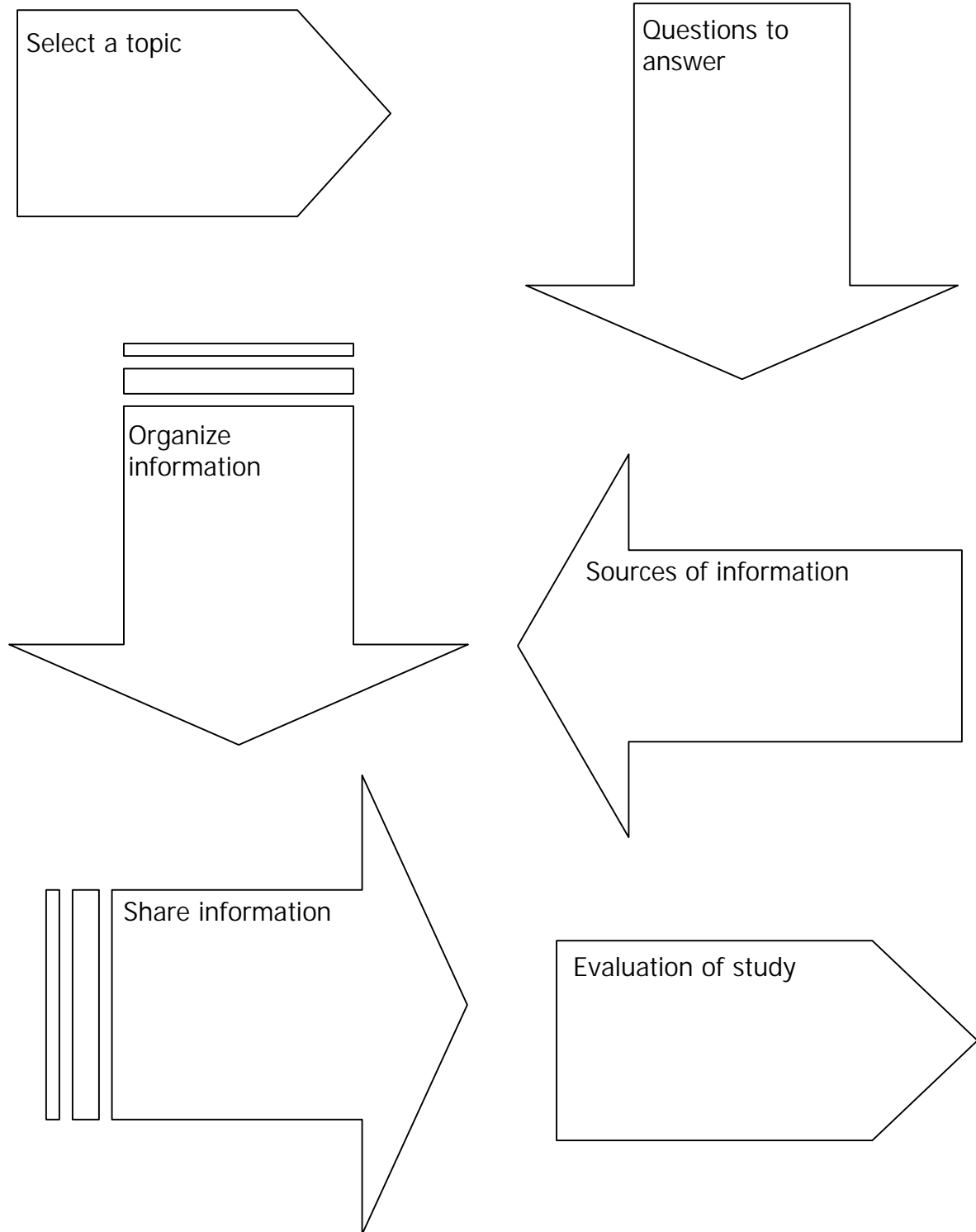
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### Independent study and research



### Idea builder

1. Key idea  
\_\_\_\_\_

↓

2. Draw it  
\_\_\_\_\_

→

3. Facts  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

↓

4. Sample sentence  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

↙

5. Examples  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Non-examples  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

↓

7. Definition  
\_\_\_\_\_  
\_\_\_\_\_

Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

T-chart

**Title/Topic:**

---

**Looks like:**

**Sounds like:**

**Feels like:**

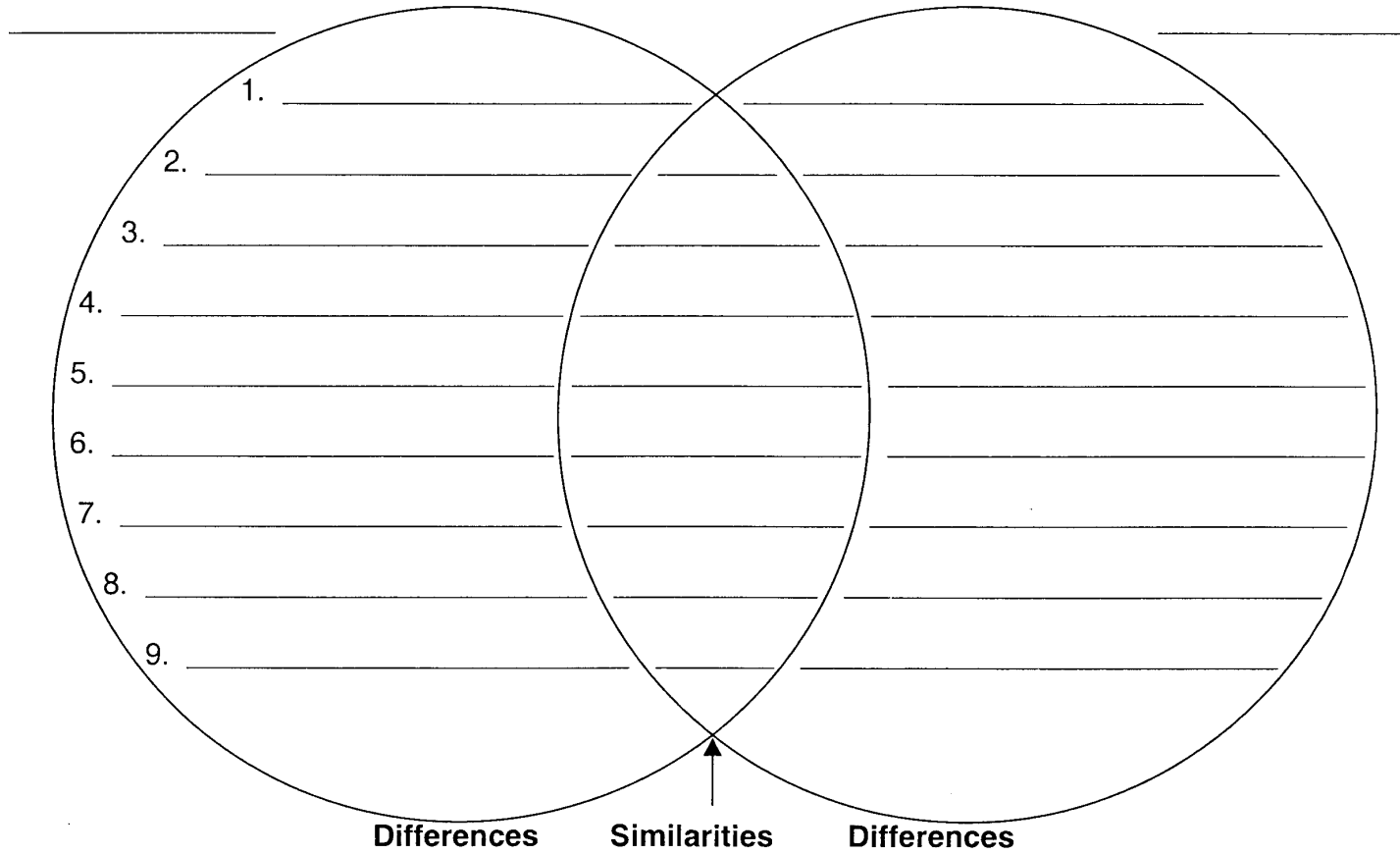
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Student activity master #4

Name \_\_\_\_\_

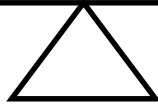
Date \_\_\_\_\_

Venn diagram



### P-M-I decision-making chart

**Question:** \_\_\_\_\_



Choice 1

Choice 2

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

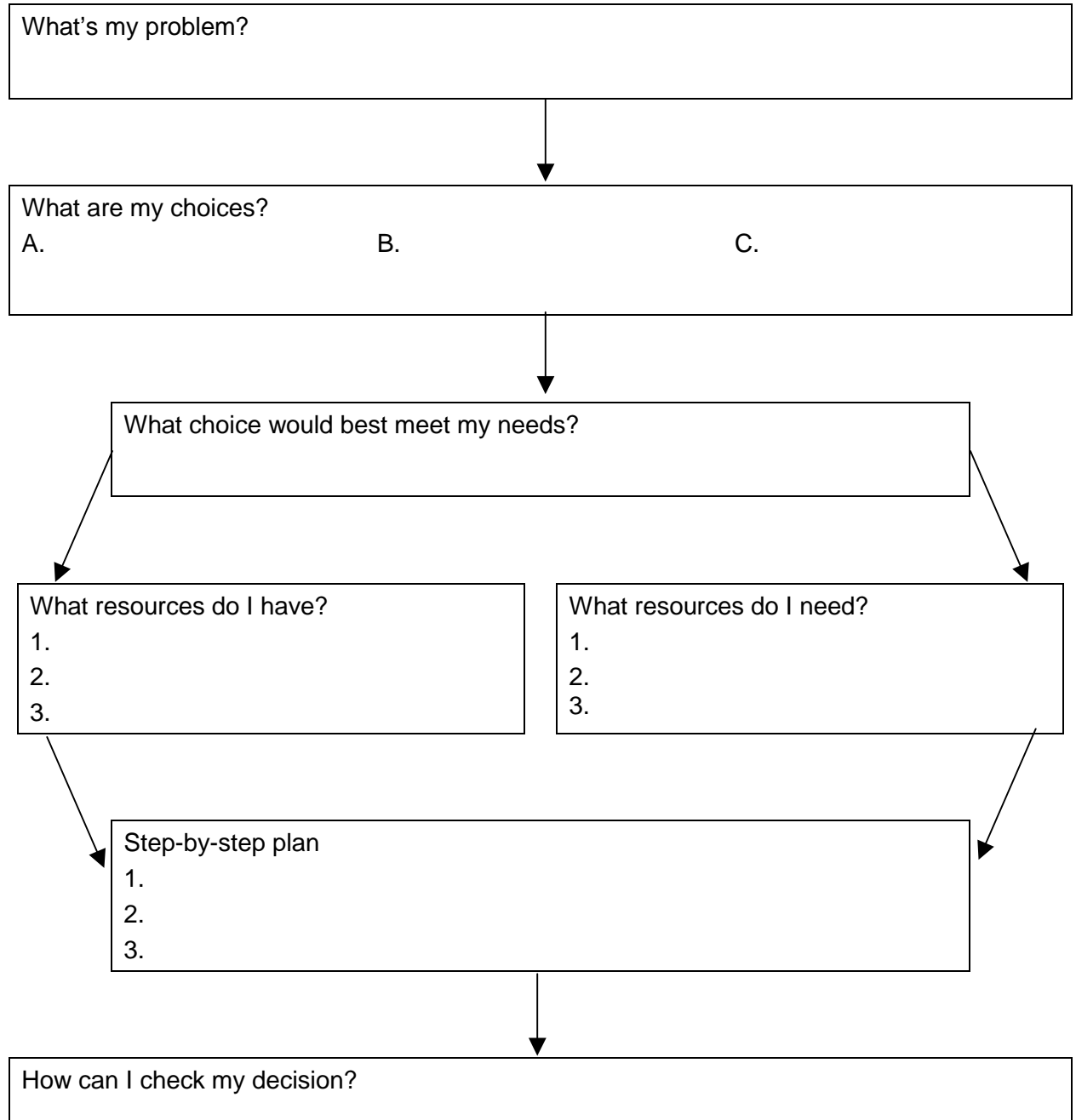
Plus	Minus
<b>Interesting</b> (Give reasons why)	

Plus	Minus
<b>Interesting</b> (Give reasons why)	

**My decision**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### What I have, What I need



Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

K-W-L chart

K	W	L
<i>(List what you already <b>know</b> about the topic.)</i>	<i>(List questions about what you <b>want to know</b> about the topic.)</i>	<i>(Using your questions as a guide, write all the information you <b>learned</b>.)</i>

**Student activity master #8**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Choosing a service project

Identified Need: \_\_\_\_\_

1. List reasons this is an important need for the class to address.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is one short-term project the class could do to address this need?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What is needed for this project? (Think about expenses, materials, adult help, transportation.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What challenges or barriers might keep this project from being successful?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What are *two* long-term projects the class might carry out to address this need?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 65. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

**Student activity master #9**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Making it happen

### Service Project Plan

1. The need we will address: \_\_\_\_\_  
\_\_\_\_\_

2. A brief description of our project: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Our project goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Our committee: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Jobs to be done	Who will do them?	Timelines
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 66. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

**Student activity master #10**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Reviewing the service learning project**

Answer the following questions.

- 1. What skills did the class use to carry out this project?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2. What was accomplished through this project?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3. What can we do to improve our next project?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 67. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

Student activity master #11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is controversy?



Define controversy.

---

---

---

Describe three *causes* of controversy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe three possible *benefits* which can result from controversy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe three *dangers* which can result from controversy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 15.

Student activity master #12

Name: \_\_\_\_\_

Date: \_\_\_\_\_



What ... Me biased?

1. What is bias? \_\_\_\_\_  
\_\_\_\_\_

2. What causes people to become biased? \_\_\_\_\_  
\_\_\_\_\_

Think about this issue and answer the questions:

3. The community where you live has decided not to allow skateboarding and inline skating on public sidewalks.

a. How do you feel about this decision? \_\_\_\_\_  
\_\_\_\_\_

b. Do you skateboard and/or inline skate? \_\_\_\_\_

c. Who do you think will *agree* with the community's decision and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. In what ways might these people be biased? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

e. Who do you think will *disagree* with the decision and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

f. In what ways might these people be biased? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

g. Can you identify any of your own biases in relation to this issue? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 17.

Student activity master #13

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Research record



Issue/topic: \_\_\_\_\_

Source: \_\_\_\_\_

\_\_\_\_\_

Important information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Biased (circle your answer)?

YES

NO

If yes, in which way(s)? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

My thoughts:

(How does this information relate to the issue? Use the back of this sheet if you need to.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 51.



Talking the talk—Guest speaker report (continued)

BIASED: In your opinion, is this speaker influenced by personal bias?

---

Is the information based more on the speaker's opinion about the issue, or on facts?

---

---

How do you know?

---

---

---

---

---

How has this information affected your opinion?

---

---

---

---

---

---

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---

What is your position on this issue now and why?

---

---

---

---

---

---

---

Student activity master #15

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Making a decision

Issue: \_\_\_\_\_

Option: \_\_\_\_\_



**PROS +**

**CONS -**

Facts:		

Feelings:		

My new ideas:		

My decision on this option:	

My reasons for decision:	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.



Student activity master #17

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Planning to take action



What do you hope to achieve? \_\_\_\_\_

\_\_\_\_\_

What is your plan of action? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Can you stop or change your proposed action once it is started? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Examples of actions

- attend meetings
- begin (and/or sign) a petition
- conduct a public awareness campaign
- create displays, posters, brochures, media-related material
- discussions with parents, other students, teachers, others
- goods or services boycotts
- join or form a group
- learn more about issues, who makes decisions and how
- make a presentation
- make phone calls
- write a report
- write letters to: editors, politicians, decision makers, and other influential people

Brainstorm additional examples of actions:

\_\_\_\_\_

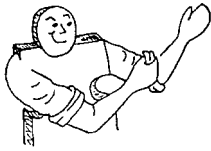
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Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 70.

Student activity master #18

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Let's do it—Defining your actions

Issue: \_\_\_\_\_

My position: \_\_\_\_\_

Action planning table					
Action	Type of action	Resources to be used	Group or individual	Dates for action	Anticipated results of action

My chosen action: \_\_\_\_\_

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 71.

Student activity master #19

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Did I make a difference?  
Evaluating your actions



Issue: \_\_\_\_\_

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this unit?	
How could I use the new information and skills from this unit in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

Student activity master #20

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rating scale

Partner work

1                      2                      3                      4  
never                sometimes            usually                always

**I cooperate with my partner by:**

- smiling
- looking at them
- sitting quietly
- nodding
- saying words like, "Good idea"
- asking them questions
- saying thank you
- doing my share

Student activity master #21

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Self-assessment

**How am I working on my own?**

*Colour the appropriate star as the teacher reads each question.*

Today—

	Yes	Sometimes	No
1. I listened carefully.	☆	☆	☆
2. I followed directions.	☆	☆	☆
3. I asked myself, "What do I need to do?"	☆	☆	☆
4. I got started right away.	☆	☆	☆
5. I tried my best.	☆	☆	☆
6. I worked on each task until it was finished.	☆	☆	☆
7. I checked over my finished work.	☆	☆	☆
8. I told myself, "Good job."	☆	☆	☆

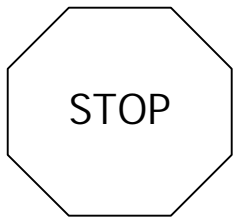
Adapted from Curriculum Support Branch, Alberta Education, *Social Studies, Grades 1–3: Teacher Resource Manual* (Edmonton, AB: Alberta Education, 1989), p. 102.

Student activity master #22 L-1.3

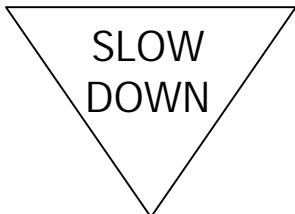
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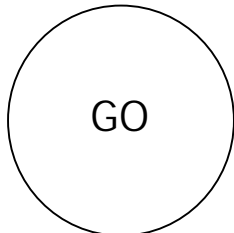
Date: \_\_\_\_\_

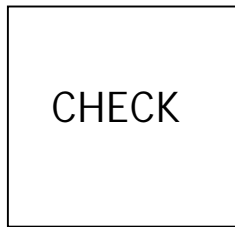
Use your decision-making steps

1.  What do I need to make a decision about?

or

2.  What do I need to think about?

3.  Choice (what I did)

4.  What did I learn?

Student activity master #23 R-2.6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rating scale

1  
never

2  
sometimes

3  
usually

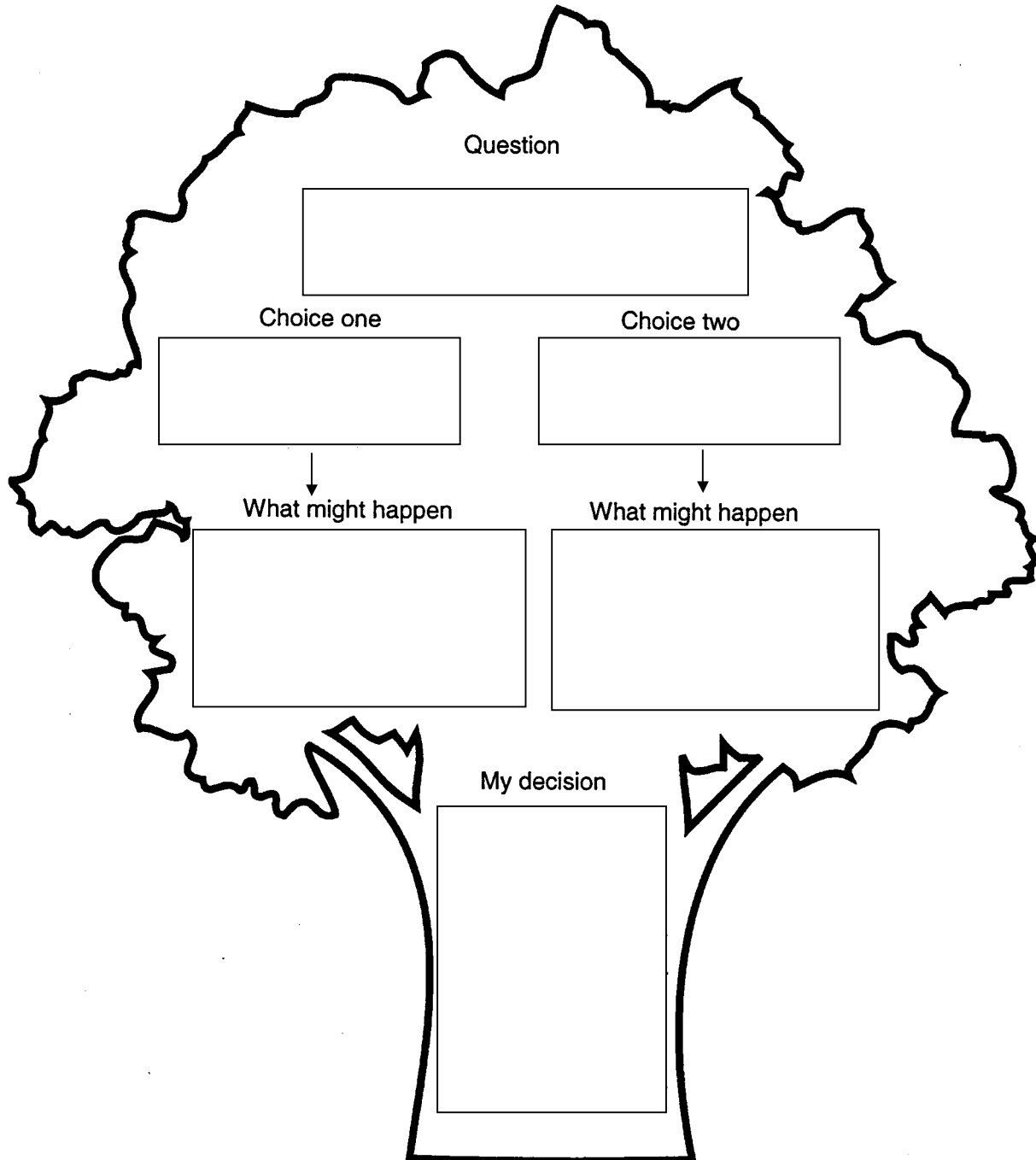
4  
always

**I show respect for others:**

- by smiling
- by looking at them
- by sitting quietly
- by nodding
- by saying words like, "Good idea"
- by asking them questions
- by saying thank you.

The rating scale consists of seven horizontal lines, each with four dots at the ends, representing the four rating levels (1, 2, 3, 4). Each line corresponds to one of the seven behaviors listed on the left.

### Decision-making tree



From Curriculum Support Branch, Alberta Education, *Social Studies, Grades 1-3: Teacher Resource Manual* (Edmonton, AB: Alberta Education, 1989), p. 12.

Student activity master #25 L-2.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Goal sheet

My goal is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I am choosing this goal because

\_\_\_\_\_

\_\_\_\_\_

To reach this goal I will:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

It will take me \_\_\_\_\_ days to reach my goal.

Did I make my goal?

- yes
- almost
- no

Student activity master #26 R-3.7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Effects of conflict

Conflicts make me feel  
(circle your feelings):



Conflicts make other people feel:



I have conflicts with other people  
because I want

---

---

---

Other people have conflicts with me because  
they want

---

---

---

To handle conflicts better, I can:

★ \_\_\_\_\_  
\_\_\_\_\_

★ \_\_\_\_\_  
\_\_\_\_\_

★ \_\_\_\_\_  
\_\_\_\_\_

## Student activity master #27 R-3.8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Rate your cooperation skills

Circle the number to show if you demonstrate this behaviour:

1 – none of the time

2 – some of the time

3 – most of the time

4 – all of the time

	None of the time	Some of the time	Most of the time	All of the time
<b>A. Follow the rules</b>				
• I follow the rules of the group.	1	2	3	4
<b>B. Contribute</b>				
• I help the group plan its activities.	1	2	3	4
• I help others to achieve group goals.	1	2	3	4
<b>C. Work cooperatively</b>				
• I understand my job in the group.	1	2	3	4
• I finish my job.	1	2	3	4
• I help to avoid or settle disagreements.	1	2	3	4
• I help the group stay on topic and finish its job.	1	2	3	4
<b>D. Communicate</b>				
• I share my ideas.	1	2	3	4
• I support the opinions of others with facts.	1	2	3	4
• I do not interrupt others.	1	2	3	4
• I listen to the ideas of others.	1	2	3	4
• I ask for information.	1	2	3	4
• I thank others for their ideas.	1	2	3	4

**Put a star (\*) beside the one behaviour you want to do more of.**

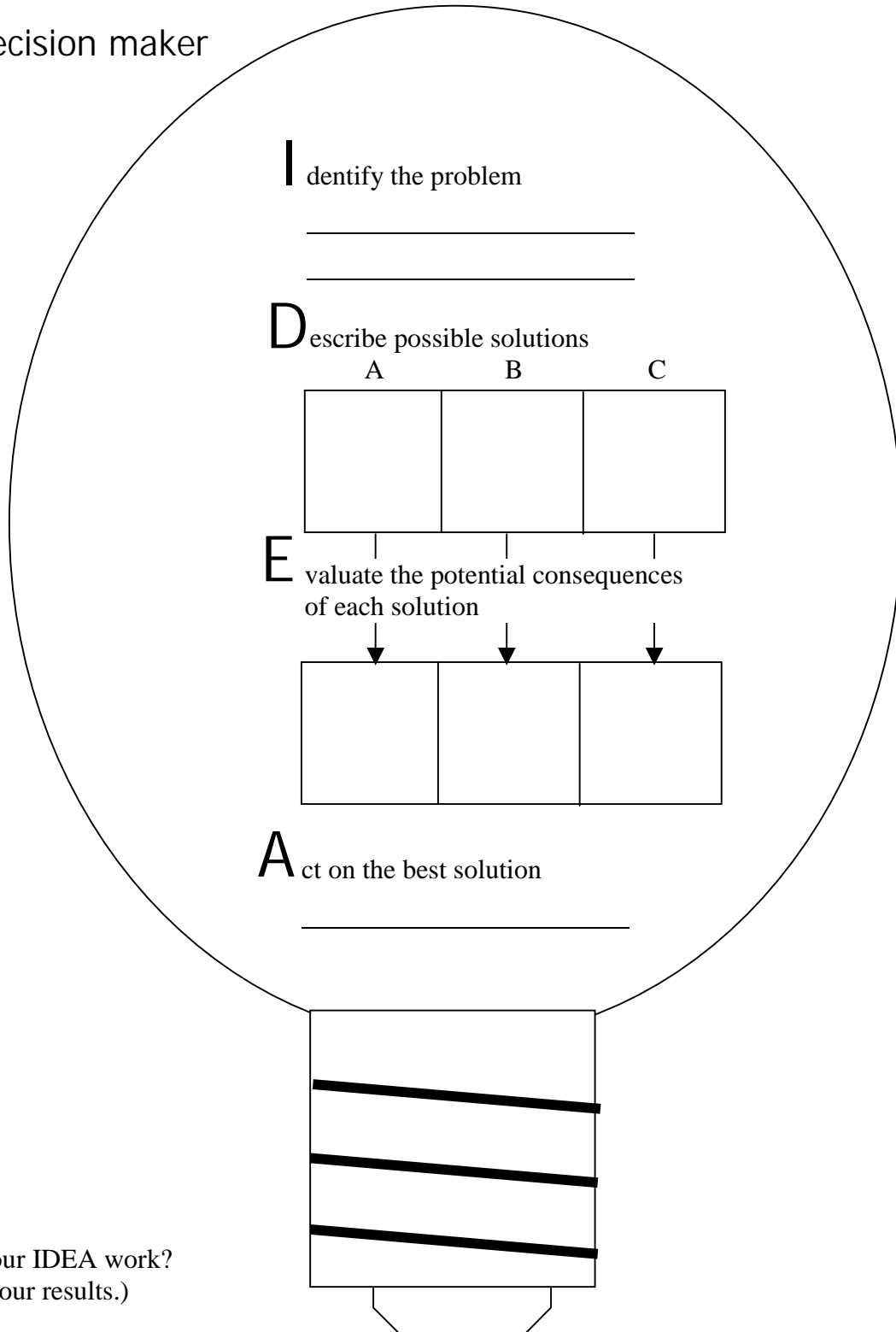
Adapted with permission from Barrie Bennett, Carol Rolheiser-Bennett and Laurie Stevahn, *Cooperative Learning: Where Heart Meets Mind* (Toronto, ON: Educational Connections, 1991), p. 140.

Student activity master #28 L-3.3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

IDEA decision maker



How did your IDEA work?  
(Evaluate your results.)

Student activity master #29 L-3.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Goal-setting sheet



Goal My goal is to \_\_\_\_\_  
\_\_\_\_\_

Rationale I chose this goal because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action plan To reach this goal I will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Measurement How will I know if I am successful?

	Monday	Tuesday	Wednesday	Thursday	Friday
Week #1					
Week #2					

Evaluation Did I make my goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What would I do differently in the future? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted from Special Education Branch, Alberta Education, *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1-9* (Edmonton, AB: Alberta Education, 1998), p. 52.

Student activity master #30 R-4.8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

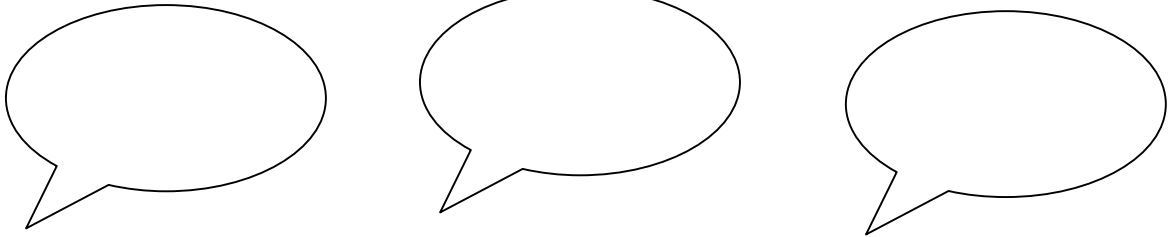
How I contribute to group work

My role in this group is \_\_\_\_\_  
\_\_\_\_\_.

I do my job by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I say things like:



The most challenging part of this job is \_\_\_\_\_.

The best part of this job is \_\_\_\_\_.

I would rate my performance in the role of \_\_\_\_\_  
as \_\_\_\_\_.

Student activity master #31 L-4.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Goal planning: Start small

My long-term goal is \_\_\_\_\_  
\_\_\_\_\_ by \_\_\_\_\_

The smaller steps that will help me reach this goal are:

Short-term  
Goal A

Short-term  
Goal B

Short-term  
Goal C

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

To reach this goal  
I will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_

To reach this goal  
I will:

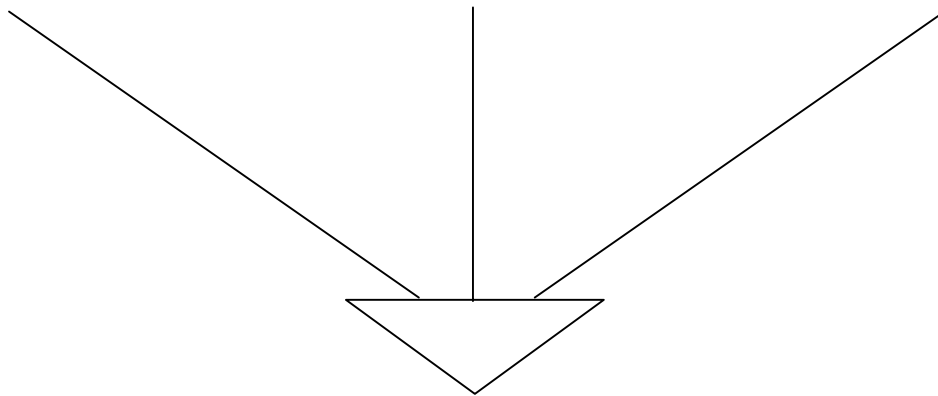
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_

To reach this goal  
I will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_



I will know I have reached my long-term goal when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student activity master #32 R-5.8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### How I can help my group

During group work, when someone:

☆ keeps interrupting, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ argues, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ puts down others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ complains, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ fools around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ bosses others around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ doesn't listen to others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is off-topic, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is very quiet, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

Student activity master #33 L-5.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What can affect your goals?



Student activity master #34 R-6.1

Name \_\_\_\_\_

Date \_\_\_\_\_

Choose your reaction

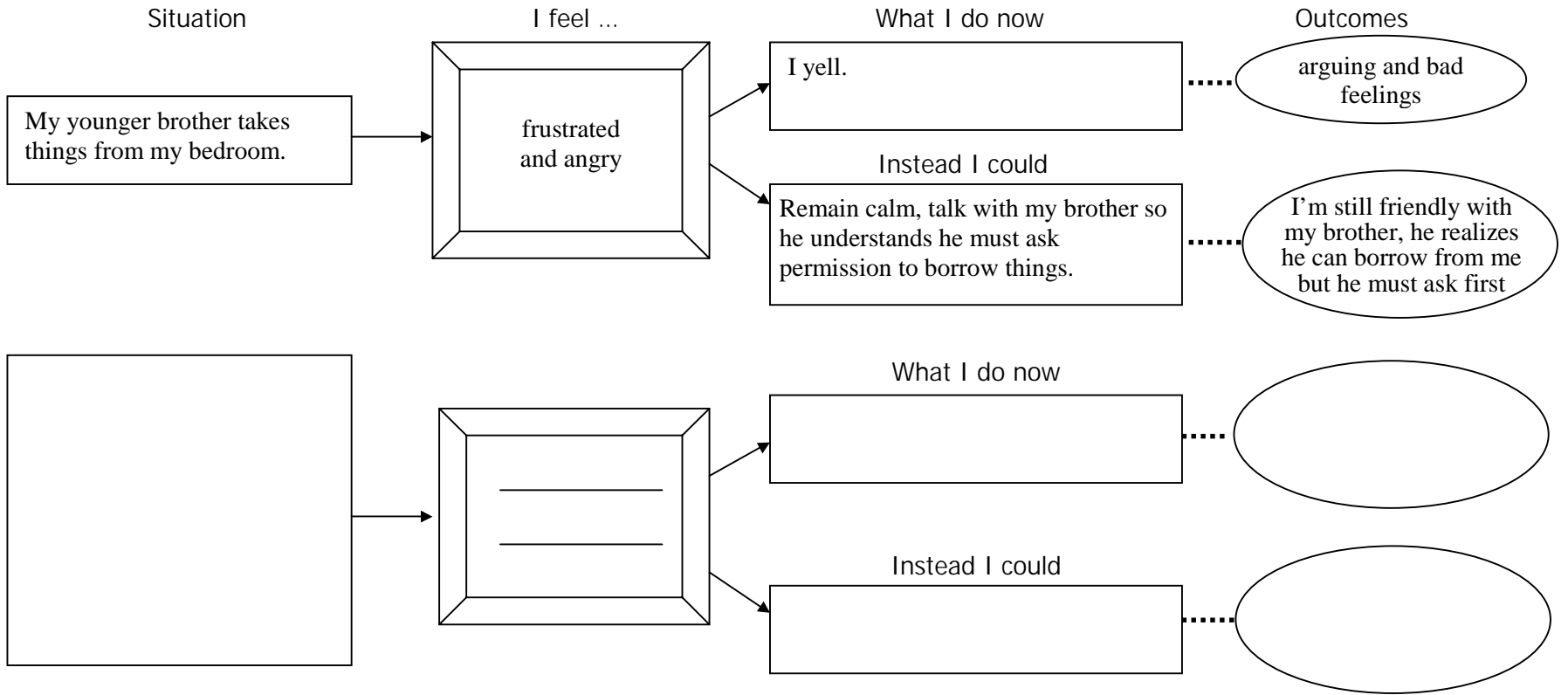
Two kinds of situations I manage successfully are:

1. \_\_\_\_\_
2. \_\_\_\_\_

Two kinds of situations I would like to manage better are:

1. \_\_\_\_\_
2. \_\_\_\_\_

Use the following flowchart to outline the type of situation you would like to manage better. A sample is done for you.



Student activity master #35 R-6.2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### How do I express myself?

Check the statements that describe how you express the following feelings. Use the lines to list other ways you might react.

When I feel angry, I:

- |  |  |                                |
|--|--|--------------------------------|
| <input type="checkbox"/> talk about it to a friend | <input type="checkbox"/> shout or scream   | <input type="checkbox"/> _____ |
| <input type="checkbox"/> break something           | <input type="checkbox"/> go for a jog      | <input type="checkbox"/> _____ |
| <input type="checkbox"/> pretend not to be         | <input type="checkbox"/> take deep breaths | <input type="checkbox"/> _____ |
| <input type="checkbox"/> sulk                      |  |                                |

When I feel sad, I:

- |  |   |                                |
|--|---|--------------------------------|
| <input type="checkbox"/> talk about it         | <input type="checkbox"/> go off alone         | <input type="checkbox"/> _____ |
| <input type="checkbox"/> cry                   | <input type="checkbox"/> hide the feeling     | <input type="checkbox"/> _____ |
| <input type="checkbox"/> tell myself I'm silly | <input type="checkbox"/> find something to do | <input type="checkbox"/> _____ |

When I'm afraid, I:

- |  |  |                                |
|--|--|--------------------------------|
| <input type="checkbox"/> tell myself I'm silly | <input type="checkbox"/> talk about it | <input type="checkbox"/> _____ |
| <input type="checkbox"/> try not to be         | <input type="checkbox"/> cry           | <input type="checkbox"/> _____ |

When I feel bored, I:

- |   |  |                                |
|---|--|--------------------------------|
| <input type="checkbox"/> bug someone        | <input type="checkbox"/> hide the feeling    | <input type="checkbox"/> _____ |
| <input type="checkbox"/> complain           | <input type="checkbox"/> talk about it       | <input type="checkbox"/> _____ |
| <input type="checkbox"/> blame other people | <input type="checkbox"/> do something useful | <input type="checkbox"/> _____ |

Put a star beside your best strategies for handling each of those feelings.

#### How I recognize my feelings

I know I'm feeling angry by \_\_\_\_\_.

I know I'm feeling sad by \_\_\_\_\_.

I know I'm feeling frightened by \_\_\_\_\_.

#### Choosing a place and time

Safe places to express my feelings

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_




Safe times to express my feelings

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Student activity master #36 R-6.4

Barriers to communication

Add two more communication barriers to this list.

Types of communication barriers	To overcome these barriers ...		
	I can think 	I can say 	I can do 
Put downs (criticizes, hurts others' feelings)			
Interpreting (makes judgements about what others say and do)			
Talking "me me" (talks only about himself or herself all the time, shows no interest in others)			
Advising (tells people what to do and how to do it, thinks "I know best")			
Interrupting (shows lack of respect for others by cutting in when they are speaking)			

Student activity master #37 R-6.7

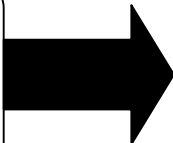
Name: \_\_\_\_\_

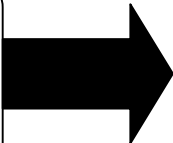
Date: \_\_\_\_\_

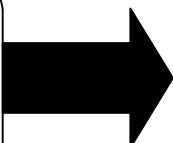
### Consider the alternatives

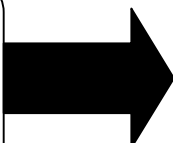
Decision-making situation or conflict to be resolved: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**1** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

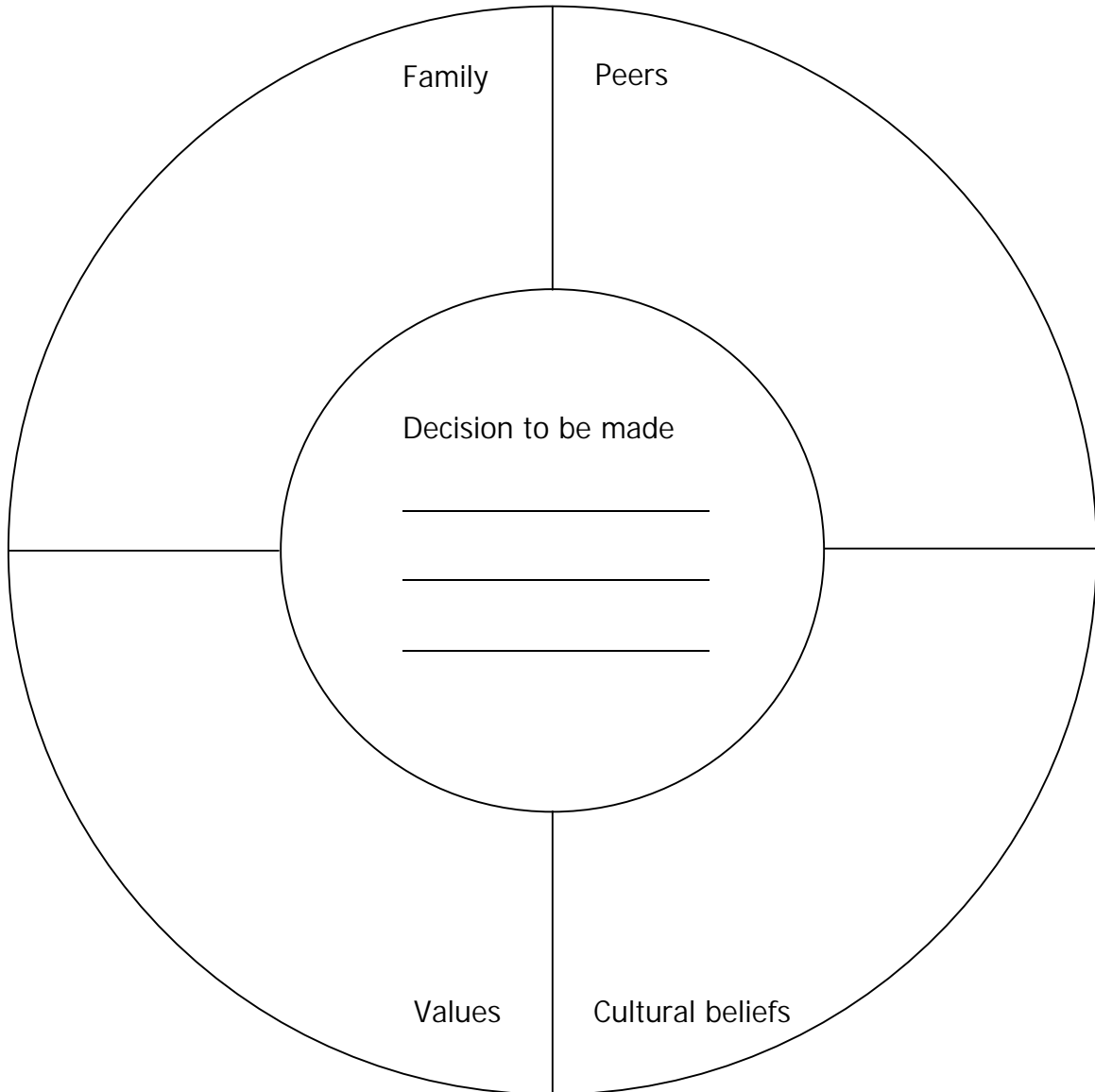
**4** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student activity master #38 L-6.3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Influences on decision making



Questions you need to ask to help you make this decision.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Student activity master #39 W-8.6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Make room for males

In each section, circle the statement that most closely matches your attitude.

#### Learning about fetal alcohol spectrum disorder (FASD)

- Girls and women are the only ones who need to learn about the possible effects of drinking alcohol during pregnancy.
- Young men and women should learn about FASD because they could someday be parents.
- Because FASD can affect everyone, not just babies and their families, everyone should know about how alcohol can affect the developing fetus.

#### Decisions about drinking during pregnancy

- If a pregnant woman decides to drink, there's nothing her partner can do about it.
- A man concerned about his pregnant partner's drinking should take charge and prevent her from drinking.
- Support and encouragement is the most effective way a man can help a pregnant woman avoid alcohol.
- Both a man and a woman should think about their alcohol use before they plan or risk a pregnancy.

#### Dad's drinking

- Since there is no firm proof that a man's drinking affects his unborn child, it's okay for him to drink.
- It's okay for a man to drink as long as he tells his partner not to drink.
- The best support a man can offer a pregnant woman who's having a hard time avoiding alcohol is to not drink himself.
- Since alcohol can damage sperm (although it is not known if this causes birth defects), a man should be concerned about this when planning a pregnancy.

Adapted from James Ottney, *Fetal Alcohol Syndrome Facts and Choices: A Guide for Teachers*, 2<sup>nd</sup> edition (Madison, WI: Wisconsin Clearinghouse for Prevention Resources, University of Wisconsin, 1991). Adapted with permission from the Wisconsin Clearinghouse for Prevention Resources.

## Student activity master #40 R-8.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Facts and myths about suicide

Think about each of the following statements and circle Fact (F) or Myth (M).

- F M 1. People who talk about their suicidal thoughts are unlikely to attempt suicide.
- F M 2. The rate of suicide is higher among the poor.
- F M 3. Most suicides take place with little or no warning.
- F M 4. It is best not to discuss suicide with someone you think might be at risk, because you may be giving him or her the idea.
- F M 5. It is easy to understand someone's motives for suicide.
- F M 6. Once a person has attempted suicide, he or she has eliminated the idea from his or her system and will be at lower risk.
- F M 7. A suicidal person clearly wants to die.
- F M 8. There is a strong relationship between alcohol, drugs and suicide.
- F M 9. If a person has been depressed and suddenly seems to be in an improved frame of mind, the risk of suicide decreases.
- F M 10. On average, women are more likely to attempt suicide than men.
- F M 11. Even though the reasons for specific suicides may vary, loss plays a major role in many suicides.
- F M 12. Hopelessness and helplessness are commonly expressed feelings prior to suicide attempts.
- F M 13. If you promise to keep a friend's suicidal thoughts a secret, you should always keep that promise.

From Special Educational Services, Alberta Education, *Suicide Prevention and Coping: A Manual for Teachers, Counsellors and Administrators* (Edmonton, AB: Alberta Education, 1987), p. 2.

Student activity master #41 L-8.7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Your skills and volunteering

Volunteering is a great way to practise the skills you have and gain new skills that could be useful in getting work in the future. Stop a minute and take inventory of the skills you have. Chances are, you have more than you think you do.

First there are the **technical skills** that allow you to do special jobs not everyone can do. For example, play a guitar, speak Spanish or give First Aid. What special skills do you have that make you unique?

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**Personal skills** help you to handle day-to-day living. These include things like your habits and attitudes. For example, one person may be known for his or her sense of humour and flexibility, another for always being on time, and yet another for being willing to learn new things.

What habits or attitudes do you have that would be useful in a job?

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You also have many skills that are **transferable**. You learn them in one situation, but they can be equally useful somewhere else. For example, leadership skills gained while volunteering as a day camp leader might come in handy in a job as a teacher's assistant. Likewise, cash handling skills learned while volunteering at fund-raising events would be useful when applying for work as a cashier in a restaurant.

What transferable skills do you have that might help you in a future job?

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Reproduced with permission from *Volunteering: How to Build Your Career by Helping Others* (2001) (pp. 7-8). Government of Alberta, Human Resources and Employment.

Student activity master #42 L-9.7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### What I believe about volunteering

Volunteerism means \_\_\_\_\_

\_\_\_\_\_

The personal skills I have that would make me a good volunteer are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Three volunteer opportunities in my community that I'd like to try are

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

These would be a good match for my skills and interests because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Providing service to others in the community is important because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student activity master #43 L-9.4

Name: \_\_\_\_\_

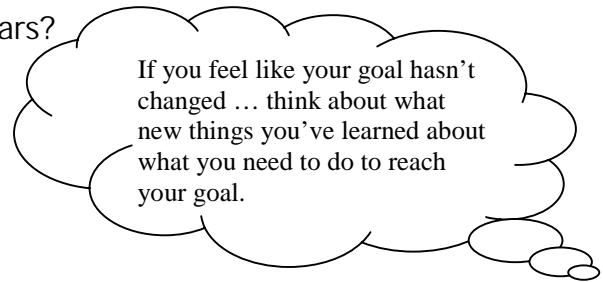
Date: \_\_\_\_\_

### Refining your goal

Personal goal  
for learning  
and career path

How has this goal changed over the last two years?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Why has your goal changed?

- new information
- interests changed
- discovered new strength or talent

- influence of another person
- paid or unpaid work experience
- other \_\_\_\_\_

Minimal education/training needed  
for your career goal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What steps do you need to take to reach  
your career goal?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

High school courses and minimum marks  
needed to be eligible for these post-  
secondary training opportunities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student activity master #44 L-9.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Paying for post-secondary education

	<b>Plus</b>	<b>Minus</b>	<b>Interesting</b>
Savings			
Family			
Jobs			
Government loans			
Government grants			
Scholarships and bursaries			
Co-op/Apprenticeships/ Applied programs			
Bank loans			
Other			

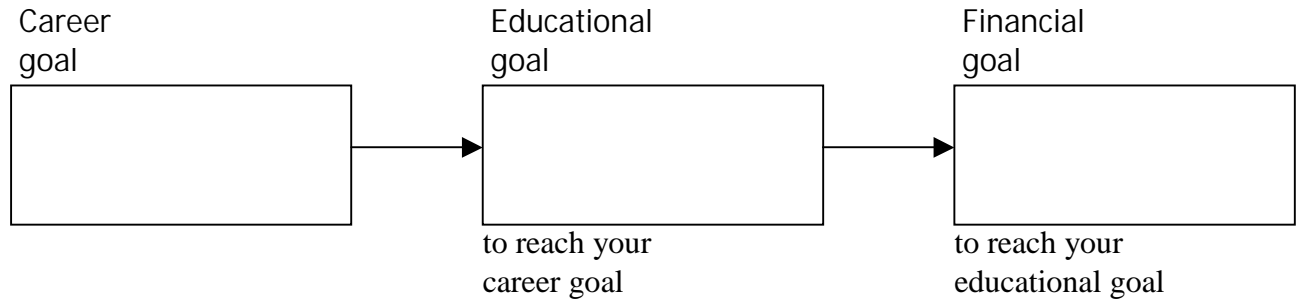
For more information on learner assistance go to [www.alis.gov.ab.ca](http://www.alis.gov.ab.ca).

Student activity master #45 L-9.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Financial goals



Action Plan to meet financial goal

What you can do now—

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What you can do during your post-secondary training—

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How much money will you need per year?

\_\_\_\_\_

How many years?

\_\_\_\_\_

Resources

Where can you find out more information about planning and saving for your post-secondary education?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Student activity master #46 R-9.9

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Meeting evaluation

Meeting name: \_\_\_\_\_

Meeting date: \_\_\_\_\_

Goal of meeting: \_\_\_\_\_

Check the rating that best describes how effectively our group works together.

	Low Effectiveness			High Effectiveness	
	1	2	3	4	5
How effectively did we use group members' ideas?					
Did we work effectively together?					
How well did we use our time?					
Did we have clear goals?					
How well did we complete tasks?					
How well did we resolve conflicts?					
What can be done to improve our working together?					

Name of observer \_\_\_\_\_

Student activity master #47

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Choices for learning

Topic \_\_\_\_\_

<p>Collect and display facts or ideas that are important to you.</p>	<p>Teach a lesson about your topic to our class. Include at least one visual aid.</p>	<p>Compare two things from your study. Look for ways they are alike and ways they are different.</p>
<p>Videotape or make an audiotape of a public service message about your topic.</p>	<p>Graph some part of your study to show how many or how few.</p>	<p>Demonstrate something to show what you have learned.</p>
<p>Survey others to learn their opinions and feelings about some fact, idea or feature of your study.</p>	<p>Dramatize something to show what you have learned.</p>	<p>Forecast how your topic will change in the next 10 years.</p>

I choose activities \_\_\_\_\_

Do you have ideas for alternative activities you'd like to do instead? If so, discuss with your teacher.

Student's signature \_\_\_\_\_

Date \_\_\_\_\_

Adapted from Susan Winebrenner, *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented*. (Minneapolis, MN: Free Spirit Publishing Inc., 1992), p. 64. Adapted with permission of Susan Winebrenner, author of *Teaching Gifted Kids in the Regular Classroom*, First Edition.