

SURVIVAL SKILLS FOR THE STUDENT AT RISK

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STUDENT AT RISK FOR THE SURVIVAL SKILLS

Presented by the College of Education, University of North Carolina at Charlotte

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SURVIVAL SKILLS

FOR THE STUDENT AT - RISK

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FOREWORD

WHO IS "AT-RISK"?

A student described as "at-risk" is one who is in danger of failing to complete his or her education with an adequate level of skills. Risk factors include low achievement, retention in grade, behavior problems, poor attendance, low socio-economic status and attendance at schools with large numbers of poor students. Various other risk factors contribute in individual cases, however, each of these factors is closely associated with the dropout rate and can be used to predict with remarkable accuracy which students will drop out of school and which will stay to complete their education. A practical criterion for identifying students at-risk is eligibility for Chapter 1, special education, or other remedial services under today's standards.

STRATEGIES THAT ARE INEFFECTIVE:

One of the most frequently used strategies to deal with at-risk students is also the least effective: flunking them. The long-term effects of flunking on achievement are negative. Another widely used program is the traditional diagnostic/prescriptive pullout program. And pullout programs, at best, do no more than keep at-risk students in the early grades from falling further behind their peers. According to research, pullout programs have been criticized on the grounds that they provide instruction that is poorly integrated with students' regular classroom instruction, that they disrupt students' regular instruction, and that they label students.

WHAT DOES WORK FOR AT-RISK STUDENTS?

The most effective at-risk programs fall into three broad categories: prevention, classroom change, and remediation. Intensive prevention programs in the early grades may reduce students' risk of school failure later on. First grade prevention programs are based on the argument that success in reading is the essential basis for success in school; therefore, the key moment for intensive intervention is first grade. By the time students are in third grade, prevention intervention can be ruled out. Other effective methods have been prescribed for older students. One of the most successful methods of reducing the number of children who will ultimately need remedial services is to provide the best possible classroom instruction in the first place. Research indicates that the most effective instructional methods include "continuous progress programs" (students proceed at their own pace through a sequence of well-defined instructional objectives) and "cooperative learning programs" (students work in small learning teams to master material initially presented by the teacher). Remediation can also be effective for the post-third grade student (remediation other than pullout program remediation). The supplementary/remedial programs that have proven effective include remedial tutoring programs (one-to-one tutoring, often with older students, volunteers or peers in addition to regular classroom instruction) and some computer-assisted instruction (10/20 minutes per day

in addition to regular class time).

HOW DOES THIS TRANSLATE FOR THE SECONDARY STUDENT?

John V. Henry, in a recent article entitled "How to Get An 'A' On Your Dropout Prevention Report Card" (ASCD's **EDUCATIONAL LEADERSHIP** Magazine), reports that "a coordinated effort by all segments of society, led by the schools, can decrease the number of dropouts, increasing the chances that more young people will lead productive lives." He describes eight areas "where schools can make a difference" (especially the secondary schools). In the area of: **AWARENESS**, keep the parents and community informed; **ATTENDANCE**, keep the students coming to school; **ATMOSPHERE**, keep them in a safe and secure environment; **ALTERNATIVES**, keep students directed and focused (offering students alternative goals and alternative means to the same goal); **ADVOCACY**, keep the community involved (schools must take the lead in speaking out for children, and likewise, communicate to students that the school is for them and that it supports them in their efforts to learn). **ACHIEVEMENT**, **ADAPTATION** and **ATTITUDE** (the remaining three areas) are areas where schools can make the biggest difference in the lives of at-risk students.

ACHIEVEMENT: Students who reach the middle or upper grades unable to read at a functional level and who have already been retained once or twice are prime candidates to drop out. One of the most effective ways to keep students in school is to keep them continuously learning something relevant. Henry says, "Students don't drop out of school because they do not want to learn. They drop out because they are failing to learn. Everyone wants to learn if the outcome serves a purpose and the process is more positive than negative, because competence gives us power, and power gives us confidence. Keep the students learning."

ADAPTATION: Rapid changes in our society have caused schools to accept a variety of responsibilities once fulfilled by other segments of the community. Therefore, in addition to teaching basic academic skills and transmitting general cultural knowledge, schools have found it necessary to provide students with job training and personal coping skills. Schools can involve students at all grade levels in both instructional and real-life situations that force them to confront issues of personal living; for example, interpersonal skills, money management, family living and parenting, leisure time management, personal hygiene and self-care, lifelong learning, and citizenship responsibilities. Keep the students coping by providing an understanding of real-life situations.

ATTITUDE: "The totality of beliefs and attitudes we hold about ourselves and our place in the scheme of things is what we call an identity," according to Henry. "Identity develops as we come to see things as a real part of us and as we come to attach strong emotional ties to people and things in our world. We constantly seek confirmation of ourselves as individuals." This view is important in understanding why so many young people drop out of school. Simply speaking, they perceive school as a threatening place and want to escape

the aversiveness they feel there. Schools must develop and communicate a philosophy that each and every student is a worthwhile individual deserving the best the school has to offer, and likewise, the school is a better place because of the relationship it builds with each student. Schools must provide an environment that keeps the students involved, enhanced, and "engaged".

Engagement involves participation, connection, attachment and integration in particular settings and tasks. As such, engagement is the opposite of alienation. Persons are engaged to a greater or lesser degree with particular other people, tasks, objects or organizations. Thus, engagement helps to activate underlying motivation and can also generate motivation. Students' levels of engagement in academic work can be inferred from the way they complete academic tasks: the amount of time they spend, the intensity of their concentration, the enthusiasm they express and the degree of care they show. Disengaged students may get by in school by making a token effort. That is, they can tune out, complete some of their work with minimal concentration, and even cheat. This behavior yields only short-term knowledge retention, which is unlikely to be applied or transferred beyond a few school tests. According to Fred M. Newman (Director, National Center on Effective Secondary Schools), students simply cannot meet the proper cognitive demands of secondary education through passive listening and reading.

Recent research suggests the importance of five factors that enhance student engagement in school work: students' need for competence, extrinsic rewards, intrinsic interest, social support, and a sense of ownership. As stated earlier in this chapter, most people have a powerful need to develop and express competence. Competence can be rewarded in many ways. However, extrinsic rewards that are powerful for some students may have little or no effect on the engagement of others. Only when students perceive that it will lead to rewards they value, will their engagement increase. Students may invest in or withdraw from learning depending on how interesting they find the material, regardless of the extrinsic rewards. What a student finds interesting often depends not simply upon the subjects or topics themselves but upon the way the topics are presented (the format, the instructional material, the method of presentation). To build students' confidence and willingness to invest in themselves, schools must offer special forms of social support. Learning involves risk taking: making mistakes and trying again. Unless one can trust teachers and peers to offer support for working hard, the learning process may be too punishing to try. Fear of failure can suppress engagement in academic work. Engagement with learning also depends to a large degree on the opportunities students have to "own" the work: opportunities for students to ask questions and to study topics they consider important, opportunities for students to construct and produce knowledge in their words, rather than merely parroting the language of others.

In summary, the key ingredients are meaningful instruction provided by competent teachers, and a school environment characterized by care and concern.

BEGINNING WITH MEANINGFUL INSTRUCTION:

One of the most effective instructional instruments for teaching the at-risk student is the daily newspaper. The newspaper, as an instructional tool, addresses the students' target needs regarding ACHIEVEMENT, ADAPTATION and ATTITUDE. As discussed in the preceding paragraphs, some of the most effective ways to keep students in school are:

1. Keep them continuously learning something relevant.
2. Involve them in real-life situations that force them to confront issues of personal living, including lifelong learning and citizenship responsibilities.
3. Provide students with interesting instructional material so that students will invest in their own learning through the process of engagement.
4. Encourage student "ownership" of their work by providing opportunities for study of current topics: topics they consider important.

The newspaper is the most timely curriculum resource available today that addresses all of the above methods for focusing on the at-risk student.

Student interest is heightened if lessons relate to what students see as real-life concerns. This is where the newspaper is critical.

It is my hope that the newspaper lessons in this book will provide a foundation for the student not only to survive in school, but by opening the door to a lifetime of education through a lifetime of newspaper reading.

Carol J. Hatcher

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SELF-ACTUALIZATION EXERCISES:

**Survival Lessons
For Awareness
And Motivation**

EXERCISE #1: Clarifying Personal Values

OBJECTIVE: The student will be able to give examples of specific character traits which they respect in others and would like to develop in themselves.

OVERVIEW: In this lesson, the teacher will lead the students in a discussion about character traits that they admire and respect in themselves and in other people they know. The class will speculate about how they or others learned or developed these qualities.

APPLICATION #1:

1. Have the students scan today's newspaper for articles or features on various celebrities: athletes, entertainers, politicians and local personalities.
2. As a class, read some of these articles together and discuss the personalities involved. Talk about how they became successful. What qualities do they have that aided in their rise to fame? Are these qualities necessarily admirable? Are any of these qualities ones which the students themselves have or aspire to?
3. Instruct the students to complete the accompanying worksheet.

APPLICATION #2:

1. Ask the students to select another person in the news who they admire or find interesting.
2. Using examples from stories in the newspaper have the students list the characteristics they admire as well as those characteristics that they do not find admirable.
3. If necessary, students may be required to do further research outside of class on the person they select.
4. Ask the students to write an analysis of the person listing their good or bad qualities. Do they still feel the same about this person after their research?

WORKSHEET: Clarifying Personal Values

Procedure: Scan the newspaper for various celebrities such as athletes, entertainers, politicians and other local personalities. List their special qualities and traits. Give a brief explanation about why you selected this person or why you find them interesting.

CELEBRITY or Person Admired	SPECIAL QUALITIES and TRAITS	EXPLANATION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

EXERCISE #2: Creative Problem Solving

OBJECTIVE: The student will practice constructive decision-making skills

OVERVIEW: In this lesson, the teacher will explain the steps involved in problem solving to the students:

- Naming the problem.
- Naming the possible solutions.
- Evaluating the pros and cons of each solution.
- Choosing the solution(s).
- Acting on that choice.
- Evaluating the choice.

APPLICATION #1:

1. Together as a class, locate a news article in the newspaper that interests the students (i.e. a local trial, a drug problem in the area, the rising crime rate, a search for a missing person). Read the article together.
2. Have the class brainstorm possible solutions to the problem presented in the article.
3. List all of their ideas on the board or on a large sheet of butcher paper. (At this point do not judge the suggestions or allow them to be judged by the students). After you have written all of their "solutions", consider each one individually looking at the positive and negative aspects.
4. Choose one "best" solution and rank the other possible solutions in order of most to least desirable.
5. Follow the story each day in the news and compare the actions taken and the story's outcome to the suggestions made by the class. Review and evaluate both the actual and the student outcomes.

APPLICATION #2:

1. Have the students select individual topics from the newspaper.
2. Review the above steps with the class then ask the students to go through each of these steps with the problem they have chosen.
3. Using the accompanying worksheet, have the students list the possible solutions, the evaluation of each of these solutions, their choice of the solutions, and, if possible, the actual outcome.

WORKSHEET: Creative Problem Solving

I. THE PROBLEM:	
II. POSSIBLE SOLUTIONS: A. B. C. D. E.	
III. PROS AND CONS: A. PRO: CON: B. PRO: CON: C. PRO: CON:	 D. PRO: CON: E. PRO: CON:
IV. SOLUTION BY ORDER OF SOLUTIONS: A. B. C. D. E.	
V. ACTION:	
VI. EVALUATION OF OUTCOME:	

EXERCISE #3: Keeping A Journal

OBJECTIVE: The student will be better able to express and clarify feelings and thoughts honestly and openly by writing daily in a journal.

OVERVIEW: Learning to keep a journal helps a person become more comfortable with expressing his/her thoughts in writing as well as sort out and clarify feelings on different issues. Any comments made by the teacher should be positive and constructive. The student needs to feel good about himself/herself and see that his/her feelings and ideas have value.

APPLICATION #1:

1. Pre-select an article from the newspaper each day that deals with ethics, morals, or values.
2. Have the students read the article themselves and respond to the article commenting on it in their journals. Continue with this exercise daily.

APPLICATION #2:

1. Allow the students to find their own article in the newspaper (something they would like to comment on in their journal).
2. Using the accompanying worksheet as an outline, have the students list their thoughts, feelings and comments before writing in their journals. (It will help them organize their ideas.)

WORKSHEET: Keeping A Journal

Procedure: Locate three articles in the newspaper that you find interesting and would like to comment on. Write the issue below and list your personal thoughts, feelings and comments on the subject.

ISSUE	PERSONAL THOUGHTS AND FEELINGS	COMMENTS
#1		
#2		
#3		

EXERCISE #4: Predicting Outcomes

OBJECTIVE: The student will develop stronger decision making skills by looking at problematic situations and predicting outcomes.

OVERVIEW: Success in decision making often stems from studying similar problems and predicting outcomes. People want to know, in advance if possible, the good and bad things that might happen as a result of playing out each possible action or role.

APPLICATION #1:

1. Explain to the students that rehearsing the outcomes of each possible action or problem before deciding on the action to take, usually helps a person to be much better prepared for whatever role he/she decides to play or choice to make. Discuss the fact that success in decision making often stems from studying similar problems and predicting outcomes.
2. Have the students scan the newspaper to find the comics section. Look at the problem situations that are presented in the comic strips. Comics are wonderful for this type of exercise because everyone can identify with at least one problem situation presented on the comics page on any given day (and usually many more). Have the class select any three comic strip examples and discuss the problems presented, the solutions given and the outcome for each of the characters.
3. Have the class, then, create their own alternative scenarios. In other words, have your students recreate several solutions or alternative scripts that could have been written. Have the class determine if the outcomes would have remained the same or could they predict different outcomes as a result of the change in the decision or choice for solution.
4. Have the students complete the accompanying worksheet.

APPLICATION #2:

1. Have the students think about a problem or decision they made recently in their own lives. Have them think about other possible choices or "roles" they could have played to alter the outcome (positively or negatively).
2. Have the students recreate the problem on paper and develop at least four alternate scenarios with the predicted outcomes. Have them predict how well each role would have worked for them.

WORKSHEET: Predicting Outcomes

Procedure: Scan the newspaper for the comics section. Look for any problem or decision making situation presented in today's comic strips. Select one comic strip that involves a situation that interests you and describe it in the column below. Think of four possible roles to take for solving the problem and write these solutions in roles 1 through 4 below. Then, write the best thing (+) and the worst thing (-) that could result from each solution in order to see how well each role might work for you (put yourself in the role of the character).

PROBLEM	POSSIBLE SOLUTIONS	PREDICTED OUTCOMES
	Role 1 →	+
		-
	Role 2 →	+
		-
	Role 3 →	+
		-
	Role 4 →	+
		-

EXERCISE #5: Evaluating Choices And Solutions

OBJECTIVE: The student will identify and evaluate different roles or behaviors an individual may assume in the decision making process.

OVERVIEW: Decision making is a process of reviewing and evaluating actions or roles. Playing back one's decisions to see what did and what did not go well helps one to know what roles work best. (A person is his/her own best critic.)

APPLICATION #1:

1. Have each of the students consider an important decision that each has made recently. Instruct them to re-run that decision in their minds (like an old movie) in order to consider the following questions:

What decision did you act on?

What was the problem you were trying to solve?

What was the best outcome of your decision?

What was the worst outcome of your decision?

Would you make the same decision and take the same action again?

Why or why not?

How well did your decision work to solve your problem?

If you could act on your problem again what would be your decision?

2. Personal problems are often aired in the newspaper, especially in the form of a letter to an advice columnist. People write the columnists with problems and situations that are common to or familiar to many readers. Have your students scan the newspaper to find one or more of the advice columns (Dear Abby, Ann Landers, Hints from Heloise, etc.) Have the class choose a problem that they can relate to and wish to discuss. Have the students consider the following:

What is the problem?

What is the columnist's decision?

What are the possible outcomes for that decision?

Do you agree/disagree/why?/why not?

How would you advise this person?

3. Have the students complete the accompanying worksheet.

APPLICATION #2:

1. Have the students consider another problem from an advice column that they find particularly interesting. Have them consider the questions outlined in #2 above.
2. Instruct the students to pretend that they are the advice columnist writing for the local newspaper. Have them respond to the person by writing a letter giving advice and a solution to the problem. Instruct them to evaluate all possible outcomes.

WORKSHEET: Evaluating Choices And Solutions

Procedure: Look in the proper section of your newspaper for advice columns (Dear Abby, Ann Landers, Hints from Heloise). Clip and save these columns for a one week period. Choose any ten columns that deal with problems that are familiar to you and decide whether or not you agree with the columnist's answer. Why or why not?

COLUMN & DATE	PROBLEM AND SOLUTION	AGREE OR DISAGREE	WHY? OR WHY NOT?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

EXERCISE #6: Conflict Resolution

OBJECTIVE: The student will be able to make decisions that involve choosing between two or more values.

OVERVIEW: When playing a part, an actor must always ask the question, "What does this character want out of life?" Every action a person takes is a result of needs, desires, goals and beliefs (values). Everyone must make decisions that involve choosing between two or more values. These are the most difficult decisions to make.

APPLICATION #1:

1. Have the students create a list of things they value. Begin with these examples:

freedom	safety
respect	happiness
good health	friends
parents' love and approval	world peace
2. Facilitate a class discussion allowing the students to share their thoughts and lists with classmates. Have the students number their lists in order of importance, placing a #1 beside the most important value.
3. Create hypothetical situations that challenge the students' decision making process. Then, have the students decide which values are in conflict and list them. Have the students make a choice in each situation and see if this choice is in line with the order of importance on their values lists. For example:

SITUATION: You have been invited to a party. Most of your friends will be there and it is really important that you be there too, since you have had trouble in the past being "accepted" by this group of students. If your parents knew who was giving this party they would not let you attend. (The older brother has been charged numerous times with drug dealing and the parents will be out-of-town, unable to supervise the party).

(friends/respect/freedom) vs. (parents' love and approval)

4. Have the students scan the newspaper to find conflict situations in life, similar to the hypothetical situations given in class. Instruct them to complete the accompanying worksheet.

APPLICATION #2:

1. Encourage your students to choose any one conflict situation from their worksheet activity (one they can identify with), and have them write an essay describing their reaction and resolution.
2. Have them read their news story/article to their classmates as they share their essay with the class.

WORKSHEET: Conflict Resolution

Procedure: Scan your newspaper to find three news stories or articles involving a conflict situation similar to those discussed in your class activity. On the chart below describe each conflict, list the values challenged, state the given resolution and explain why you agree or disagree.

CONFLICT SITUATION	VALUES CHALLENGED	RESOLUTION	AGREE OR DISAGREE? EXPLAIN
1.			
2.			
3.			

EXERCISE #7: Judgment Calls

OBJECTIVE: The student will evaluate and make judgments on the basis of the information given, distinguishing fact from opinion.

OVERVIEW: In this lesson, the teacher will review with the class the standards for making evaluations. Emphasis should be placed on language, objectivity, facts presented and the writer's general knowledge.

APPLICATION #1:

1. Have the students locate the feature and editorial sections of the newspaper. Together locate and read various feature articles, editorials and "viewpoint" columns.
2. Have the class evaluate each article: discuss the facts given, language used, emotional tone, generalizations made, conclusions drawn, and the writers general knowledge on the subject. (Point out how these same guidelines can help them in evaluating decisions and choices that are made in daily living.)
3. Have the students complete the accompanying worksheet.

APPLICATION #2:

1. Have the students scan the newspaper for examples of "objective" writing and examples of more "focused" or "opinionated" writing.
2. Have them distinguish between fact and opinion and instruct them to critique each article or editorial using the standards of evaluation which were discussed earlier.

WORKSHEET: Judgment Calls

Procedure: Locate the editorial section of your newspaper. Select any three articles that interest you and read them thoroughly. On the chart below, list the facts and opinions given in each article and any key words which work to influence the reader.

HEADLINE FROM ARTICLE	FACTS	OPINIONS	KEY WORDS
1.			
2.			
3.			

EXERCISE #8: Substance Abuse

OBJECTIVE: The student will be able to hypothesize about patterns of crime and irrational behavior as it relates to substance abuse.

OVERVIEW: This lesson is intended as a continuing lesson, extending over several months. Students locate information about drug abuse in the newspaper and track individual news stories. After several months, patterns start to emerge. The teacher should then lead students to draw their own conclusions about the effects of substance abuse on an entire community based on the information gathered.

APPLICATION #1:

1. Have the students scan the newspaper for news stories or features related to the use and abuse of drugs. These articles may deal with the social as well as personal effects of substance abuse.
2. Facilitate a class discussion about the articles the students find interesting. Have the students note how many of the articles deal with violence or traffic accidents/fatalities or attempts to control drug trafficking.
3. Consult the newspaper daily for several months and see if the number of incidents goes up or down. Have the student track their results.
4. Instruct the students to complete the accompanying worksheet.

APPLICATION #2:

1. Using the information in Application #1, have the students look through the paper for possible causes in the increase or decline in crime/violence or traffic accidents/fatalities. These may include a shift in the unemployment rate, housing or cost of living fluctuations, the onset of warm weather, or the holiday season. Have them determine the role substance abuse plays in relation to these factors.
2. Based on the information they have gathered from the newspaper, have the students draw their own conclusions about the effects of substance abuse and outline a possible plan that could help in the control of such abuse.

WORKSHEET: Substance Abuse

Procedure: Scan the newspaper for five news stories or feature stories related to the use and abuse of drugs. Read each article and determine the following information:

TYPE OF DRUG(S)	SITUATION	IMMEDIATE EFFECTS	COMMUNITY EFFECTS	AREA OF CITY
1.				
2.				
3.				
4.				
5.				

EXERCISE #9: Career Opportunities

OBJECTIVE: The student will explore career choices including new and emerging occupations.

INTRODUCTION: In this lesson, the teacher will begin by passing out the accompanying worksheet and facilitating a class discussion.

APPLICATION #1:

1. Have the students scan the newspaper for the classified section.
2. Divide the class into groups of three or four, assigning each group two or three different job categories from the worksheet.
3. Explain to the students that they are going on a "Scavenger Hunt." Each group is to locate as many jobs as they can under each category on their list. At the end of 15 minutes have the students share their lists of jobs.
4. Have them determine which categories presently have the greatest opportunity available. Determine which skills are needed for each job.

APPLICATION #2:

1. From the list of job categories, ask the students to select an area which interests them.
2. Using the newspaper's classified section instruct the students to find the jobs available in their category, the job locations, salary ranges, skills necessary and experience needed. Have them put this information on index cards.
3. Periodically have the students update their files.

WORKSHEET: Career Opportunities

Procedure: The following is a list of jobs by career category classification. Use the classified section of your newspaper to see how many jobs you can locate from this list that are available in today's market.

Art

Designers
Graphic Artists

Athletics

Athletes
Recreation workers

Building Construction & Maintenance

Architects
Bricklayers
Building custodians
Carpenters
Cement Masons
Construction laborers
Construction machine operators
Iron workers
Painters
Plumbers
Roofers

Child Care & Education

Day-care workers
Elementary school teachers
Teacher's aides

Computers

Computer operators
Computer programmers
Computer service technicians
Systems analysts

Customer Service

Bartenders
Car rental clerks
Cashiers
Hair Stylists
Hotel housekeepers
Hotel managers and assistants
Retail sales workers
Travel agents

Economics & Finance

Accountants and auditors
Bank officers and managers
Bank tellers

Economists

Securities sales workers
Tax return preparers

Electronics

Broadcast technicians
Electrical and electronics technicians
Electricians
Telephone installers and repairers

Engineering

Electrical Engineers
Industrial Engineers
Mechanical Engineers

Engine Repair

Automotive mechanics
Diesel mechanics

Food Services

Cooks and Chefs
Dieticians
Waitresses and waiters

General Business

Office machine operators
Personnel specialists
Public relations specialists
Receptionists
Secretaries

Health Care

Chiropractors
Clinical lab technicians and technologists
Dental assistants
Dental hygienists
Dental lab technicians
Dentists
Health services administrators
Licensed practical nurses
Medical assistants
Nursing aides and orderlies
Opticians
Optometrists
Pharmacists

Physical therapists

Physicians
Podiatrists
Psychologists
Registered nurses
Respiratory therapists
Speech therapists
Surgical technicians
Veterinarians
X-ray technologists

Miscellaneous

Airline pilots
Assemblers
Correction officers
Guards
Lawyers
Legal assistants
Office machine repairers
Real estate agents
Social workers
Surveyors
Truck drivers

Performing Arts

Actors and actresses
Dancers
Radio & TV broadcasters
Singers

Publishing

Editors and writers
Reporters

Science & Mathematics

Biological scientists
Chemists
Geologists
Mathematicians

Tool & Metal Work

Machinists
Toolmakers and diemakers
Tool programmers
Welders

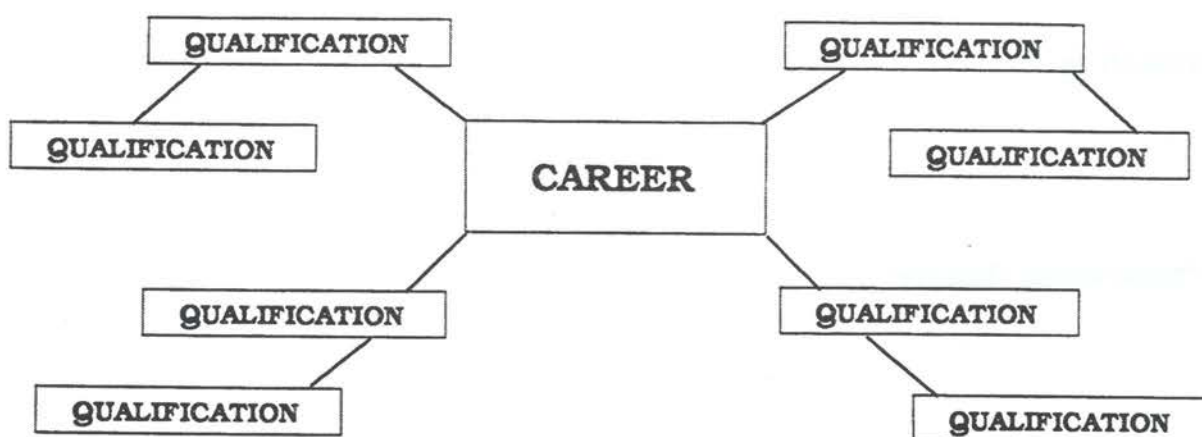
EXERCISE #10: Resumes

OBJECTIVE: The student will be able to develop a resume which is appropriate for seeking employment.

INTRODUCTION: In this lesson, the teacher will explain to the students the proper form to use when writing a resume, discussing how to vary the basic form to meet a variety of needs when applying for different jobs.

APPLICATION #1:

1. As a class look through the classified section of the newspaper and select a job that most students are interested in.
2. Using the "webbing" technique as shown below, list the qualifications necessary for that job.



3. List the qualifications which some or all of the students may already possess. Ask the students to suggest skills they have which may not be direct qualifications but may complement or be easily turned into the necessary skills.
4. Refer to the accompanying worksheet. Have the students follow along as it is filled in on the board.

APPLICATION #2:

1. Ask the students to select a job they are interested in from the newspaper's classified section.
2. On a separate sheet of paper have them list the necessary skills required for the job and then list the skills they have.
3. Using the basic form from the worksheet, have the students write their own resume.

WORKSHEET: Resumes

RESUME

Personal Information:

(Name)

(Address)

(City, State, Zip)

(Phone Number)

Job Objective:

Education:

Employment History:

Specific Skills/Training:

Hobbies:

References:

NEWSPAPER IN EDUCATION:

A Critical Thinking Experience

Any thoughtful analysis of current domestic or international issues inherently involves making decisions and solving problems. A variety of models are available for leading students through this process. Such a model is provided for you below.

PROBLEM SOLVING/DECISION-MAKING MODEL

1. Identify situations where a decision is required or a problem must be identified.
2. Identify likely sources of information about the issues(s).
3. Collect relevant information.
4. Classify, interpret, analyze, summarize, synthesize, and evaluate the information.
5. Recognize values related to the decision.
6. Prioritize values.
7. Identify alternative courses of action.
8. Predict the likely consequences of each alternative.
9. Make a decision based on the data you have and your most desired outcome.
10. Act to implement your decision.
11. Assess the results of implementing your decision.
12. Recognize the need to change your decision when warranted by new information.
13. Recognize gaps in information and areas needing further study.

CRITICAL THINKING ACTIVITIES:

**Survival Lessons In The
Curriculum Areas**

ACTIVITY #1: Consumer Awareness: Cancer

OBJECTIVE: The student will identify consumer skills as they affect human well-being as it relates to cancer.

OVERVIEW: Students will be asked to find articles that apply to the detection, treatment, research and education of the public about cancer. They are to analyze the articles to develop a better understanding of this collection of diseases.

APPLICATION #1:

1. Distribute newspapers to students and instruct them to locate articles which have "cancer" as a part of their headlines.
2. Ask students to read the news articles and determine the newsworthiness of the article. List the information found by the students on the chalkboard. Group the student list into "patient education," "therapeutic intervention," "improved life-expectancy," and "research" categories.
3. Distribute the accompanying worksheet and have each student complete the worksheet as it relates to their article.
4. Conclude the lesson by asking the students to speculate on the likelihood that they will have to deal with cancer treatment for a friend, family member, or themselves. Ask them to consider the following questions:
 - a. What are actions they can take that will lead to early detection, reducing risks, or survival?
 - b. What role does industry serve in the reduction of cancer risks in your community?
 - c. What role does the government serve in funding programs that educate the community to cancer risks, research new treatment options, regulate carcinogenic substances, and/or help pay for the treatment of the indigent?

APPLICATION #2:

1. Students are to compile a collection of articles about cancer and keep a log of the different types of cancer mentioned in the newspaper over a six week period.
2. Using their collected data, each student should report on one particular form of cancer including information about the following:
 - a. What type of cancer did they find in their research that drew their interest? Why?
 - b. What is the likelihood of an individual surviving this type of cancer?
 - c. What treatment options would one have if they contracted this type of cancer?
 - d. Are there any steps that people can take to reduce their personal risk to contracting this form of cancer?
 - e. Are there steps that either government or industry could take to reduce the risk of this form of cancer in their community?
 - f. What assistance do you believe the government should provide for the treatment of this form of cancer?

WORKSHEET: Consumer Awareness: Cancer

Procedure: Complete the following questions as they relate to your newspaper article.

1. Patient Education:

- a. Is the cancer in your article sex determined/biased? _____
- b. Is the cancer age-related? _____
- c. Is early detection an issue for the success of treatment? _____

2. Therapeutic Intervention:

- a. How is the cancer in your article treated?
 - 1. Through surgery? _____
 - 2. Through drug therapy? _____
 - 3. Through radiation therapy? _____
 - 4. Through a combination of therapies? _____
- b. Did you learn anything new about the treatment of cancer? _____

3. Improved Life-Expectancy:

- Is the cancer in your article "cureable"? _____

- a. In what percentage of the cases? _____
 - b. How do doctors determine a cure? _____
 - c. Does the article discuss any change in life-expectancy for this form of cancer? _____

4. Research:

Is this article about a change in funding for research in the treatment of cancer? _____

- a. How did the funding change? _____
- b. If the funding went down or was eliminated, which governmental body was responsible for the change? _____
- c. Does this change seem "fair" to you? Why? or Why not? _____
- d. If the funding improved, how did it improve? _____
- e. What will be done with the money? _____
- f. Who or what group is intended to benefit from this research? _____

ACTIVITY #2: Photosynthesis And The Environment

OBJECTIVE: The student will be able to describe the process of photosynthesis as the basis of life on the planet Earth and develop a better understanding of the Earth's environmental deterioration.

OVERVIEW: Students will be asked to find articles on the Greenhouse Effect. These articles will apply to the effects of air quality on humans, long-term effects on the environment, scientific research, and proposals for reversing the Greenhouse Effect. The students will be asked to analyze the articles in order to develop a better understanding of the Earth's environmental deterioration.

APPLICATION #1:

1. Distribute newspapers to students and instruct them to locate articles which have "Greenhouse Effect," "Ozone Layer," "Increase in Skin Cancer," or "Summer Skin Protection Tips" as a part of their headlines.
2. Ask students to read the articles and determine the newsworthiness of the article. List the information found by the students on the chalkboard.
3. Group the student list into: 1) effects of air quality on humans, 2) long-term effects on the environment, 3) scientific research and 4) proposals for reversing the Greenhouse Effect.
4. Distribute the accompanying worksheet to the students and have each student complete the worksheet as it relates to their article.
5. Conclude the lesson by asking the students to speculate on the effects of the Greenhouse Effect on their lives. (The warming of the Earth's average temperature will effect weather, rainfall, energy consumption and raise health issues: most notably skin cancer, as a result of tanning).

APPLICATION #2:

1. Over a six week period, have the students conduct a newspaper search into the Greenhouse Effect. The students should focus on the predicted world climate changes, cancer concerns, and contributions by man to the Greenhouse Effect.
2. Based on their research, the students should complete an outline map of the continents, color coding the weather, crop, cancer, and subsidence problems that are predicted.
3. The students should write a summary of their research, speculating on the economic effects that global-warming would have on their community.

WORKSHEET: Photosynthesis And The Environment

Procedure: List the information found in your newspaper article under the appropriate heading below.

1. EFFECTS OF AIR QUALITY FOR HUMANS:

2. LONG-TERM EFFECTS ON THE ENVIRONMENT:

3. SCIENTIFIC RESEARCH:

4. PROPOSALS FOR REVERSING THE GREENHOUSE EFFECT:

ACTIVITY #3: Man-Made Environmental Disasters

OBJECTIVE: The student will be able to affirm man's responsibility to the environment resulting from man's adaptations and consequent impact on the environment.

OVERVIEW: The newspaper frequently publishes examples of environmental disasters from forest fires to oil spills. This lesson is designed to increase the students' awareness of these "accidents" and the direct and indirect impact on their lives.

APPLICATION #1:

1. Distribute newspapers to students and instruct them to locate articles about industrial, mining, nuclear or chemical accidents, fire, oil spills, nuclear waste, or environmental cleanup as a part of their headlines.
2. Ask students to read the articles and determine the newsworthiness of the article. List the information found by the students on the chalkboard.
3. Group the student list into: "Affects," "Length of Time," "Cause of the Accident" and "Financial Costs."
4. Distribute the accompanying worksheet to the students and have each student complete the worksheet as it relates to their article.
5. Conclude the lesson by asking the students to speculate on the effects of environmental accidents on their lives. There should be special attention given to any of the accidents or disasters that may have occurred in the school's locality. The discussion should focus on the impact of these accidents on the quality of life as defined by the following:
 - amount of air, water, and land pollution discussed in the articles
 - cause(s) of the accident(s)
 - time span that will be required to return the environment to its original state
 - financial costs involved: cleanup, lost wages, losses to the local economy
 - governmental intervention that could prevent similar accidents in the future

APPLICATION #2:

Over a six week period, have the students research one particular accident and its aftermath. They should speculate on the economic impact of the disaster in their own lives.

<u>Direct Impact</u>	<u>Indirect Impact</u>
<ul style="list-style-type: none">- Did this occur in your community?- Does it affect the income of your family?- Will anyone lose their job?- How long will employment be altered?- Will local people be involved in the clean-up?- Can local government be influential in prevention for the future?- Will this accident affect the air, water or soil in your community?	<ul style="list-style-type: none">- Did this occur in your country?- Will this affect your life economically (higher prices, lost wages, or interrupted supplies of goods?)- Will this accident affect the quality of life in your world?- Will higher federal or state taxes be required in order to pay for the cleanup?- Should the state or federal government pass regulations to restrict the actions of others so that this type of accident is prevented in the future?

WORKSHEET: Man-Made Environmental Disasters

Procedure: Complete the following chart as it relates to your newspaper article.

Type of disaster: _____ Date of disaster: _____ Location of disaster: _____	
AFFECTS: _____ air _____ water _____ land _____ landscape _____ plant life _____ animal life _____ humans	LENGTH OF TIME: _____ short (0 - 12 months) _____ medium (1 - 5 years) _____ long (5+ years) _____ decades _____ 1/2 century _____ 100+ years
CAUSES OF THE ACCIDENT: _____ human error _____ planning error _____ mechanical error _____ human negligence _____ natural phenomenon	FINANCIAL COSTS: _____ amount of lost resources _____ amount of cleanup _____ economic losses _____ wages _____ community _____ other
EXPLANATION AND SPECULATION (about the effects of the disaster on the quality of human life): 	

ACTIVITY #4: Radioactivity, Friend Or Foe?

OBJECTIVE: The student will be able to identify the beneficial uses of radioactivity and its possible hazards.

OVERVIEW: This assignment is topical, relative to the development of nuclear power plants in your area, nuclear research and developments in medical technology. March 27th, for example, is the anniversary of the Three Mile Island melt down in Pennsylvania. Similar dates can serve as target dates for articles that center on the possible consequences of nuclear power.

APPLICATION #1:

1. Distribute newspapers to your students and instruct them to locate articles about "radioactivity," "x-rays," "nuclear power" or "radiation therapy."
2. Ask students to read the articles and determine the newsworthiness of the article. List the information found by the students on the chalkboard.
3. Group the student responses under the headings of: "beneficial" or "harmful."
4. Distribute the accompanying worksheet and have the students complete the worksheet as it relates to their article.
5. Conclude the lesson by having the class speculate on the differences in their lives if there were no medical uses of radioactivity.

APPLICATION #2:

1. Have each student conduct a three week search in the newspaper for information about one particular radioactive facility (i.e. nuclear power plant, medical facility, weapons installation or nuclear waste disposal facility).
2. Have each student submit a report based on their newspaper search. The report should consider potential benefits versus potential harm that may come to the facility's workers, neighbors, or the environment.

WORKSHEET: Radioactivity, Friend Or Foe?

Procedure: Place a check mark on each line that applies to your newspaper article(s). Then, list and describe the possible benefits and/or hazards of radioactivity based on the article(s) you have read.

MEDICINE <input type="checkbox"/> medical diagnosis <input type="checkbox"/> medical treatment <input type="checkbox"/> medical research	NUCLEAR POWER <input type="checkbox"/> utility company <input type="checkbox"/> space craft <input type="checkbox"/> naval vessel <input type="checkbox"/> environmental hazards
MILITARY <input type="checkbox"/> defensive weapons ("star wars") <input type="checkbox"/> offensive weapons (destroys targets) <input type="checkbox"/> power source	HAZARDS TO WORKERS <input type="checkbox"/> government/military <input type="checkbox"/> medical community <input type="checkbox"/> utility plants <input type="checkbox"/> industrial workers
DISPOSAL OF NUCLEAR WASTE <input type="checkbox"/> high level waste <input type="checkbox"/> low level waste (from medical or industry x-rays) <input type="checkbox"/> limited nuclear accident ___ military ___ reactor accident ___ United States ___ other _____	

Benefits	Hazards

ACTIVITY #5: Space Flight

OBJECTIVE: The student will be able to identify flight information from reference sources and describe the impact of space exploration on 20th century technology.

OVERVIEW: This activity should be planned at the time of an upcoming space mission. The articles that the students must find will correspond to the launches and/or missions of NASA, the USSR, or private space agencies such as Space Services of America, Inc. The focus of the lesson will center on the parts of the rocketry used, their intended performance, delivery of payloads, experiments conducted in zero gravity, the means of returning personnel or payloads to Earth and the general significance of space exploration for 20th century technology.

APPLICATION #1:

1. Announce and post the intended launch date of an upcoming space mission.
2. Pass out the accompanying worksheet and distribute newspapers to students so that the students may conduct a newspaper search for information concerning the upcoming launch.

(The worksheet will help them organize information derived from their readings.)

3. Have the students complete the worksheet over a given period of time.
4. Conduct a class discussion of the newspaper search, concentrating on the general topic areas of rocketry staging, payload experimental purposes and additional mission plans. The focus of the lesson will center on the parts of the rocketry used, their intended performance, delivery of payloads, experiments conducted in zero gravity and the means of returning personnel or payloads to Earth. Divide the class into groups of five, assigning each group an area of responsibility to report on to the class.
5. Conclude the lesson by asking the students to speculate on the impact of this mission and the entire Space Program on their lives, their community and their country in the past three decades.

APPLICATION #2:

Have the students research other older 20th century space missions by using historical newspapers and scanning the microfilm newspaper files at their local library.

WORKSHEET: Space Flight

Procedure: You are to conduct a newspaper search over the next six weeks collecting newspaper articles that pertain to one specific space flight or mission. Write a report about the mission you have researched. Please include information on the following topics in your report. You are encouraged to include illustrations from the newspaper.

I. Launch Data:

- A. Country/agency launching a vehicle.
- B. Date of scheduled launch.
- C. Purpose(s) of the mission.
- D. Duration of the mission.

II. Rocketry:

- A. Describe the payload delivery system.
- B. Describe the staging of the rocket boosters.
- C. Draw the proposed flight path, including apogee and perigee of orbits.
- D. Will this mission be using any modifications or innovations in rocket design?

III. Manned Flight Considerations:

- A. Will astronauts be a part of this flight?
- B. What experiments/duties will they have?
- C. Will there be an opportunity for the astronauts to work outside the space craft?

IV. Mission Goals:

- A. Is this mission intended to accomplish a specific goal (i.e. launching a satellite) or is it a part of a larger mission that is to be accomplished in stages (i.e. delivery of parts of a space station)?
- B. Are the goals of the mission designed to bring about immediate benefits (i.e. rocket design tests) or long-term benefits (i.e. deploying a weather satellite)?

V. Conclusions:

Draw some conclusions about the impact that this mission may have on your life. You need only analyze the mission from one of these perspectives:

- A. Describe how this mission benefits (economic, military, scientific, or in terms of world opinion or prestige) your:
 - 1. Community
 - 2. Country
 - 3. World
- B. Defend the position that the money, technology, and manpower would be better spent if it were spent on national social programs. By way of illustration, show how the budget for the space flight could be divided to fund particular social programs. You will need to document the funding requirements of your chosen agencies/programs from newspaper articles.

ACTIVITY #6: Cause And Effect

OBJECTIVE: The student will be able to distinguish between cause and effect.

OVERVIEW: In this lesson the students will learn how different facts or causes may lead to different effects and that the initial cause may not necessarily lead to the effect reported.

APPLICATION #1:

1. Have the students locate various short, high-interest news stories in the newspaper.
2. Divide the students into groups of three or four and have each group determine the causes and effects of the news events in the articles found.
3. Have each group read several examples to the class and discuss the group's selection process.

APPLICATION #2:

1. Have the students locate a longer, more complex news event that interests them. They should follow an event over time (past events, for example, would have been the John Tower nomination, Oliver North's trial, the Pan-Am bombing, the hostage crisis or any colorful local story).
2. For a given period of time have the students read current accounts of the event they have chosen and complete the accompanying worksheet. Discuss any changes in the events which may alter the circumstances or public opinion.

(At the end of the specified period of time the students should be able to give the factual causes and effects of the events.)

WORKSHEET: Cause And Effect

Procedure: Complete the chart below. Using this information, answer the questions.

CURRENT EVENT TOPIC: _____

CAUSE	EFFECT

1. Did the causes and effects change as the news story progressed over time? If so, how?
2. Do you feel that the evolution in circumstances affected the outcome of the event?
3. How did public opinion evolve or change?
4. Did your opinion change? If so, how?

ACTIVITY #7: Making Generalizations

OBJECTIVE: The student will be able to state a logical conclusion based on accurate generalizations.

OVERVIEW: In this lesson the teacher will review the process of "generalization": explaining what a generalization is and how it is formulated, giving examples of accurate and inaccurate generalizations. The explanation will be reinforced with newspaper applications.

APPLICATION #1:

1. Have the students scan their newspapers to locate a news story and an editorial dealing with the same topic area.
2. Read the news story aloud first and have the students list the facts on the chalkboard.
3. Now, read the editorial. Discuss whether the generalizations made by the writer are based on the facts presented in the news story and check for accuracy.
4. In your class discussion, discuss other generalizations which could be made based upon the same facts or using facts that the editorial writer has left out.

APPLICATION #2:

1. Instruct the students to locate a news story dealing with a current issue that interests them. (Such issues could include gun control, A.I.D.S., lowering the drinking age, or drug abuse.)
2. Distribute the accompanying worksheet and have them complete it. (The number of facts and generalizations may vary but there should be at least five of each.)
3. Have the students continue to follow their stories over time and have them check for the accuracy of their generalizations.
4. Share some of the student editorials with the rest of the class. Have your students submit them to the school newspaper and/or your local newspaper company.

WORKSHEET: Making Generalizations

Procedure: Locate a news story in your newspaper about a current issue that is of interest to you. List the facts from this news story and formulate your own generalizations. Next, write an editorial giving your opinion of this issue.

I. ARTICLE TITLE: _____

II. FACTS IN THE ARTICLE:

- A.
- B.
- C.
- D.
- E.

III. GENERALIZATIONS THAT CAN BE MADE:

- A.
- B.
- C.
- D.
- E.

IV. MY EDITORIAL TITLE: _____

V. EDITORIAL:

ACTIVITY #8: Power Writing

OBJECTIVE: The student will participate in prewriting activities utilizing a variety of words and sentence structures.

OVERVIEW: In this lesson the student will become more comfortable with putting thoughts down on paper and will work to increase writing spontaneity.

APPLICATION #1:

1. Select and read a headline from the newspaper to the class.
2. Give the students one minute to think about what they want to write.
3. Set a timer for five minutes and instruct the students to write for the full five minutes on what they think the story will be about.
4. At the end of five minutes the students are to count the number of words they have written and put the number at the bottom of the page. (Use the accompanying worksheet.)
5. Following the five minute period, allow the students additional time to correct any grammatical, spelling, or punctuation errors they may have.
6. Read or have the student read the actual news story to compare what they wrote to what the story was actually about.

(NOTE: Book, song, or album titles may also be used as long as they are unfamiliar to the students.)

APPLICATION #2:

1. Select a news or feature story from the newspaper.
2. Read the entire story to the class.
3. Give the students five minutes to write about some aspect of the story. Ask them questions such as: "How would you feel if you were _____?" "What would you do if you were the police?" "What do you think actually happened?"
4. Allow the students additional time (after the five minute period) to correct any errors they may have.

WORKSHEET: Power Writing

Procedure: In the space below, write the headline which has been selected. Create a story to go along with the headline. You will only have five minutes to write.

HEADLINE: _____

STORY:

Number of Words: _____

ACTIVITY #9: Context Clues

OBJECTIVE: The student will define unfamiliar words by using contextual and expectancy clues.

OVERVIEW: In this lesson the teacher should review with the students the four approaches which are used most often in defining a word within a given context, citing examples of definition and restatement, example, comparison and contrast.

APPLICATION #1:

1. Have the students find a specific article in the newspaper.
2. Read the article together noting any words the students seem to have trouble with.
3. List these words on the accompanying worksheet and ask the students if they found any additional words.
4. Have the students go back through the article and when they come to one of the unfamiliar words, define it by using one of the four strategies. (Complete column #1 and #2 on the worksheet.)

APPLICATION #2:

1. Assign each student an article to read independently.
2. From the article have the student create a list of words that are unfamiliar.
3. Ask the student to define the words on the list according to one of the four strategies discussed.

WORKSHEET: Context Clues

Procedure: List all the words from your selected newspaper article that are unfamiliar to you. Write the definition and give the strategy used to determine the definition.

WORD	DEFINITION	STRATEGY

ACTIVITY #10: Paragraph Writing

OBJECTIVE: The student will be able to write informative and persuasive paragraphs using the narrative, descriptive and classificatory modes.

OVERVIEW: In this lesson, the teacher should explain to the students that by varying the language used, the style of a paragraph changes. The aim of the paragraph will also change according to the way in which a writer's thoughts and facts are organized.

APPLICATION #1:

1. Have the students scan the newspaper for reviews of plays, concerts, movies, and books.
2. Discuss with the class the language used to describe each of the reviews. What are the similarities and differences in the writing styles of the critics?
3. Now, have the students find at least two reviews on the same book, concert, play or movie that are written by different critics. Have them complete the accompanying worksheet.
4. Have the students look at the feature pages. Ask them to read a feature story and note how the writer organizes his/her thoughts and what kind of language he/she uses to express ideas. Now, have them read a news story. Discuss how feature writing differs from factual accounts found in news stories.

APPLICATION #2:

1. Have the students scan the newspaper for a news story that interests them from a list of current events.
2. Instruct the students to read the story and list all of the facts given.
3. From their list of facts ask the students to write a persuasive and an informative paragraph using one of the three modes discussed.

WORKSHEET: Paragraph Writing

Procedure: Scan today's newspaper for two different reviews on the same book, movie, play or concert. Compare and list the similarities and the differences in each critic's presentation.

ITEM REVIEWED: _____

Critic #1: _____

Critic #2: _____

SIMILARITIES	DIFFERENCES

ACTIVITY #11: Third World Debt

OBJECTIVE: The student will be able to compare the effects of a country's gross national income and gross national product to its standard of living.

OVERVIEW: The problems associated with "Third World Debt" has become a problem in the banking community of the industrialized nations. The inability of many of these countries to even make payments on the interest of their loans has become a major concern of the banking community in both the West and the USSR.

APPLICATION #1:

1. Distribute the front page, world news, and business sections of the newspaper and ask the students to locate articles that concern "Third World Debt." Have the students read the articles they find and complete the accompanying worksheet.
2. Begin a discussion about the source of the loans and the reasons for the inability of debtor nations to repay their loans.
3. Conclude the lesson by having the students speculate on the policy they would formulate if they had an administrative role and were asked by a Third World government for a loan. What would be the economic, political, military, natural resource, and banking considerations?

APPLICATION #2:

1. Divide the students into groups of five. For a six week period each group will research one particular debt between the U.S. and a Third World country (i.e. Mexico, Brazil, and Venezuela all have enormous debts with U.S. banks and are in jeopardy of loan default).
2. Each group should submit a report including speculation about whether repayment of the debt is possible. The group needs to weigh the information collected under the three headings and speculate on the banking industry and U.S. government's need to keep the debtor nation friendly and solvent.

LOAN NEGOTIATIONS	ECONOMY	FOREIGN POLICY
Each group is responsible for researching the negotiations between the lending banks, the debtor nation, and the U.S. government concerning the repayment of interest, repayment of principle, and/or restructuring of debts.	Each group is responsible for researching the debtor nation's economy. Information on the debtor nation's gross national product and income, import/export balance of trade, natural resources, and possibilities for foreign investment and industrialization should be considered.	Each group is responsible for researching the military links between the U.S. and the debtor nation. The political alliances between the debtor nation and her neighbors often influence these sorts of decisions. The group needs to consider the make-up of the governments of the neighboring nations (i.e. communist, socialist, democratic, or military dictatorship).

WORKSHEET: Third World Debt

Procedure: For each article you find concerning Third World Debt, complete the following chart. Place a check mark by the appropriate blank. Include the monetary amount when applicable.

DEBT PAYMENT OWED	INTEREST PAYMENT OWED
<p>Loaning Nations:</p> <p>_____ U.S.</p> <p>_____ Europe</p> <p>_____ Soviet Block</p> <p>_____ Other: _____</p> <p>Borrowing Nations:</p> <p>_____ Central America</p> <p>_____ South America</p> <p>_____ Asia</p> <p>_____ Africa</p> <p>_____ Soviet Block</p> <p>_____ Other: _____</p>	<p>Loaning Nations:</p> <p>_____ U.S.</p> <p>_____ Europe</p> <p>_____ Soviet Block</p> <p>_____ Other: _____</p> <p>Borrowing Nations:</p> <p>_____ Central America</p> <p>_____ South America</p> <p>_____ Asia</p> <p>_____ Africa</p> <p>_____ Soviet Block</p> <p>_____ Other: _____</p>
EFFECT ON AMERICAN BANKING	U.S. GOVERNMENT RECOMMENDATION
<p>_____ interest to government to increase</p> <p>_____ interest to business to increase</p> <p>_____ interest to consumers to increase</p> <p>_____ loaning bank to become insolvent</p> <p>_____ loaning bank to go bankrupt</p> <p>_____ less money available for other countries</p> <p>_____ banks to ask U.S. government to cover losses</p>	<p>_____ dismiss/overlook debt</p> <p>_____ loan is necessary for friendly nation</p> <p>_____ government to help to collect the debt</p> <p>_____ government to guarantee future loans</p> <p>_____ government to underwrite future loans</p> <p>_____ government to help with bank's losses</p> <p>_____ loan is necessary for U.S. military purposes</p>
<p>TOTAL DEBT OWED: _____ INTEREST PAYMENT OWED: _____</p> <p>SCHEDULED PAYMENT OWED: _____</p>	

ACTIVITY #12: How A Bill Becomes A Law

OBJECTIVE: The student will be able to trace the process a bill takes on the road to becoming a law.

OVERVIEW: In this lesson, the teacher should discuss with the students the basic steps in the process of creating a law, beginning with how a bill is introduced and following the steps to the President's signature or veto and consequences of each. Similarities and differences between passage at the federal and state levels should also be discussed.

APPLICATION #1:

1. Have the students scan the newspaper for articles on upcoming or proposed legislation.
2. As a class project, select a bill to follow through to passage.
3. Consider the committee(s) the bill will be or has been sent to, the special interest groups concerned, and party support of the bill.
4. Periodically, check on the progress of this bill collecting data for the accompanying worksheet based on information found in your daily newspaper.

APPLICATION #2:

1. Have each of the students scan the newspaper to select a piece of legislation to follow, other than the one being charted by the class.
2. Have each student complete the worksheet as their bill progresses through both houses of Congress. Information regarding who voted for or against the bill; what special interest groups, if any, were for or against it; and how the political parties felt about it should be included. This information can be found each day in the newspaper.

NOTE: On both of these exercises the more controversial the bill is, the higher the student interest level will be.

WORKSHEET: How A Bill Becomes A Law

Procedure: Based on the information found in the newspaper, complete the following chart. Then answer the questions on the back of this worksheet.

NAME/TITLE OF PROPOSED LEGISLATION: _____

Proposed Bill Date: _____	Sent to Other House: _____ (House or Senate)	Vote On Compromise Bill: _____
Introduced in Congress: _____ (House or Senate)	Sent to House/Senate Committee: _____	Bill Signed By Speaker and Vice President: _____
Sent to House/Senate Committee: _____	Committee Holds Public Hearings: _____	President Signs: _____
Committee Holds Public Hearings: _____	Committee Debates and Votes: _____	President Vetoes: _____
Committee Debates and Votes: _____	House/Senate Debates and Votes: _____	House Passes by 2/3: _____
House/Senate Debates and Votes: _____	Bill Goes to Conference (if Houses Disagree:) _____	Senate Passes by 2/3: _____
		Bill Becomes a Law Date: _____

1. Who voted for and who voted against the bill in both the House and the Senate? Include the Representative(s) and Senators from your state.
2. How did each of the political parties feel about this bill?
3. Were any special interest groups working for or against this bill? If so, who?
4. If the President vetoed the bill, why did he do so?
5. What compromises were made?

ACTIVITY #13: Checks And Balances

OBJECTIVE: The student will develop an understanding of the constitutional powers and responsibilities granted to the Executive, Legislative and Judicial branches of government.

OVERVIEW: Articles I, II and III of the U.S. Constitution outline the specific powers and responsibilities granted to each branch of government. Prior to this lesson, the teacher should familiarize the student with the Constitution and the concept of "Separation of Powers."

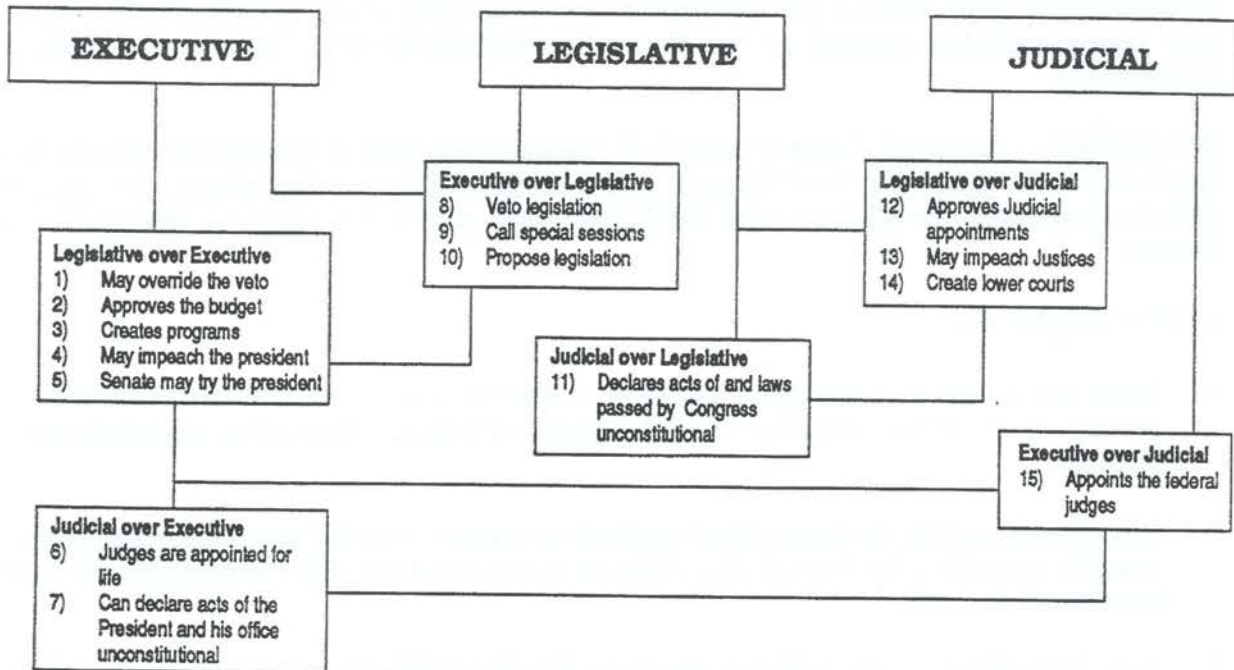
APPLICATION #1:

1. Have the students scan the newspaper to find articles that deal with the "check" powers of the three branches of our federal government: Executive, Legislative and Judicial.
2. Have them identify the branch(es) involved and what "checks" are being used by one branch over the other branch(es). Discuss the options the other branch has in each individual situation.
3. Now, have the students complete the accompanying worksheet identifying the specific "check" power and listing the news story headline, as well as a description of the situation.

APPLICATION #2:

1. Ask the students to select a long-term news story to follow such as the abortion question, a Supreme Court appointment, the President's stand on gun control or any other story involving one or more of the three branches.
2. Each day have them summarize any developments or changes in policy, etc. They should also identify the specific "check" involved and all other constitutional responsibilities. These articles and summaries can be kept in a notebook and turned in at the termination of the issue in question.

WORKSHEET: Checks And Balances



Procedure: The number below represents the constitutional power listed above. Look in today's newspaper for examples of "checks" that are being used by one branch of the federal government over another branch in each situation. List your examples next to the appropriate number for the appropriate check. Briefly explain each circumstance.

	HEADLINE/NEWS ITEM	EXPLANATION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

ACTIVITY #14: The Higher Courts

OBJECTIVE: The student will be able to describe recent constitutional developments reflected by amendments and court interpretations.

OVERVIEW: The Supreme Court of the United States hears arguments in October for each annual session. The Court renders decisions near the end of the school year. Mid-fall and late spring are the best times to find articles in the newspaper that will lead the student to an understanding of the process of judicial review and appellate jurisdiction.

APPLICATION #1:

1. Distribute newspapers to the class and ask the students to locate articles pertaining to overturned court decisions or to constitutional questions. Have them focus on headlines that contain words or phrases such as "Supreme Court," "Court Overturns Lower Court" or "Appeals Court."
2. Ask the students to read the articles and determine the type of case and the reported circumstances involved.
3. Distribute the accompanying worksheet and ask the students to complete the information as indicated.
4. Discuss the student findings and conclude the lesson by having the students speculate on the influence it has (or will have) on their lives. Some suggested questions to lead the discussion are as follows:
 - Are there more criminal cases than civil cases appealed?
 - Are there more cases appealed to State or Federal Courts?
 - Do criminal appeals encourage the criminals to break the law?
 - Do juries award too much money in civil cases?

APPLICATION #2:

1. Have your students scan their newspapers to find articles that have to do with recent decisions concerning constitutional questions or articles in the news concerning proposed constitutional amendments such as the abortion issue, the amendment issue concerning the American flag, the Equal Rights Amendment issue or similar national issues that could invoke a national movement toward amending the Constitution.
2. Have each student choose one question or issue from those they find and write a report defining both the pros and the cons of the problem. Instruct them to consider the following questions:
 - Is a constitutional amendment really necessary for this particular problem?
 - What are the effects of judicial review on personal freedom in America in this particular case?

WORKSHEET: The Higher Courts

Procedure: Look in your newspaper for articles pertaining to overturned court decisions or to constitutional questions. Clip the article out and number each newspaper clipping. After you read the article, determine what type of case it is and place the corresponding number in the appropriate blank below. Then answer the questions.

CRIMINAL CASE	CIVIL CASE
_____ robbery _____ break in _____ manslaughter _____ driving _____ drug possession _____ drug sales _____ assault _____ public crime _____ crime in home _____ spying _____ rape _____ other _____	_____ divorce _____ banking _____ government _____ "white collar" _____ industrial accident _____ damage to public lands _____ separation of state _____ contract dispute: _____ labor/management _____ between businesses _____ between partners _____ medical malpractice _____ other _____
PERSONAL FREEDOM	MONETARY JUDGMENT
_____ criminal case _____ rights of accused _____ rights of unborn _____ rights of children _____ rights of women _____ rights of the ill _____ rights of prisoner _____ rights of dying _____ freedom of speech _____ The case to be appealed to Higher Court	_____ less than \$1,000 _____ less than \$5,000 _____ less than \$10,000 _____ less than \$100,000 _____ less than \$1,000,000 _____ less than \$10,000,000 _____ awarded to plaintiff _____ overturned _____ other _____

1. What kind of case is appealed most often? _____
2. Speculate on the frequency and types of cases reported: _____

ACTIVITY #15: Following The Stock Market

OBJECTIVE: The student will develop a basic understanding of the stock market.

OVERVIEW: Prior to this lesson, the teacher should prepare the students with an explanation about the stock market, a briefing on the different types of stock available and an explanation about buying & selling in the market place.

APPLICATION #1:

1. Have the students locate the business section in their newspapers and turn to the stock market report.
2. For a class project, select a company stock that everyone is interested in following. Watch it each day in the newspaper for a given period of time noting the price as it rises or falls. Plot the daily results on a graph or chart so that the students begin to develop an understanding of market trends.
3. Have the students complete the accompanying worksheet.

APPLICATION #2:

1. The students are to pick another company that they are interested in, preferably a large well-known company.
2. On their own, students are to follow the progress of their stock.
3. Each time the price rises or falls significantly the students are to determine what may have caused this change using political or business events reported in the newspaper to document their conclusions. (For example, what happened to Exxon stock after the 1989 Alaskan oil spill? Why? How did it effect other oil-related stock? What is the prediction for the future?)
4. Have the students clip newspaper articles to document their findings, continuing this project over a several month period.

WORKSHEET: Following The Stock Market

Procedure: Look in today's newspaper for the stock market report. Choose a stock that you'd like to purchase and follow it over an extended period of time. Determine a hypothetical amount of shares to purchase.

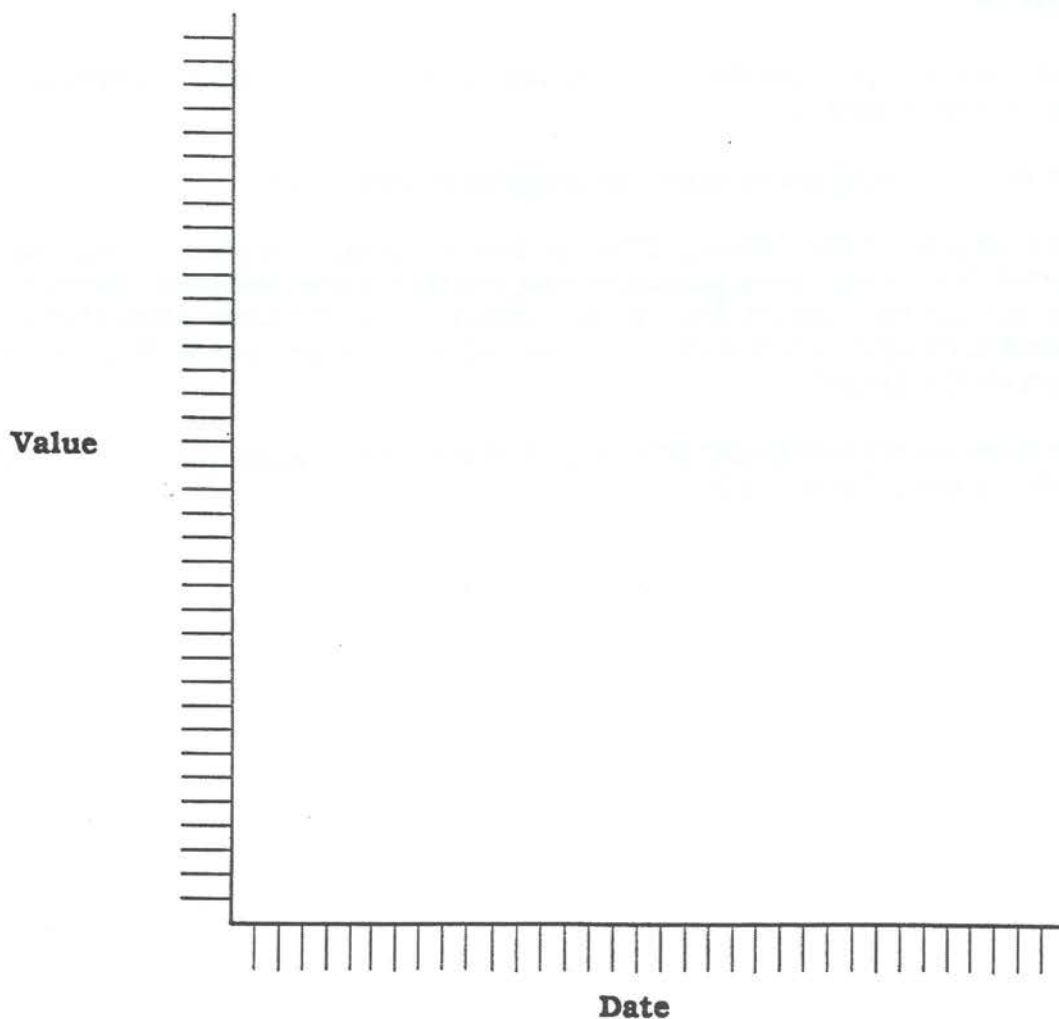
On the vertical line note the value of your stock at the time of your purchase. On each segment go up by 1, 5, 10, or 50 dollars, whichever is appropriate.

Each day check the progress of the stock for your company and plot the date and value on the graph.

Draw a line from the previous day to the most current point.

COMPANY: _____

SHARES OF STOCK: _____



ACTIVITY #16: Consumer Math

OBJECTIVE: The student will be able to use a line and/or bar graph to solve problems involving positive and negative whole numbers and/or money amounts.

OVERVIEW: The teacher will need to reserve this activity for a time when there is an appropriate graph in the newspaper. Graphs that are most workable are graphs that measure economic changes (i.e. hourly salaries, rental rates, consumer inflation rates, or housing/auto costs) over time. This lesson is designed to demonstrate the application of graphs to problem-solving with whole numbers that have varying place values.

APPLICATION #1:

1. Have the students scan the newspaper for the section of the paper that contains a graph that can be used to solve problems. Ask the students to read the article that accompanies the graph to gain an understanding of the item(s) being measured.
2. Roughly replicate the graph on the chalkboard, and lead a discussion outlining the parts of a graph.
[x-axis(time) units, y-axis(money values) units, mean or arithmetic average, mode or the most frequent x-axis value, median or numerical value that divides x-axis value into two equal groups, and slope or the trend of the graph as it progresses on the x-axis.]
3. Distribute the worksheet for this lesson and have the students complete the calculations as indicated.
4. Conclude the lesson by asking the students to speculate on the impact of the graph's data on their own lives.
 - A. Does the overall slope of the graph indicate an increase or a reduction for your community. If so, is the change good for the community (i.e. increase in the number of employed people, decrease in the number of crimes) or bad for your community (i.e. increase in the number of unemployed, or decrease in the number of homes being built in your community?)
 - B. How does the information in the graph effect the lives of the students? If so, is the effect direct, or indirect?

APPLICATION #2:

1. The students should scan their newspapers over a given time period in order to find a graph that can be used to solve problems. Instruct them to find a graph that illustrates an economic change of goods/services over time that some effect on their life (rental fees, housing/automobile costs, consumer interest rates, etc.)
2. The students should write a report about the effects of the information from the graph on their lives. They should include the answers to the following questions:
 - A. Does the trend of the graph mean you will have more or less money to spend?
 - B. Does the trend of the graph mean that goods/services will cost more or less?
 - C. Which of the "measures of central tendency"(mean, median, mode) helps you understand the graph best? Why?
 - D. Which of the slope changes helps you understand the graph best? Why?
 - E. What changes does the trend of the graph lead you to make in your plans for the future?

WORKSHEET: Consumer Math

Procedure: Scan the newspaper for a graph that measures economic changes over time. Answer the following questions as they relate to your graph.

1. What is the difference between the greatest value and the lowest value measured by your graph?
2. What is the difference in time between the highest point and the lowest point on the graph?
3. Which value on the y-axis of the graph occurs the most often? (This value is called the mode.)
4. Which value on the x-axis of the graph divides the x-axis into two equal parts? (This value is called the median.)
5. What is the average of all the values on the x-axis? (This value is called the mean.)
6. What is the difference between the mode and the mean?
7. What is the difference between median and the mean?
8. What is the difference between the mode and the highest value on the y-axis?
9. What is the difference between the median and the highest value on the y-axis?
10. What is the difference between the mean and the highest value on the y-axis?
11. What is the difference between the mode and the lowest value on the y-axis?
12. What is the difference between the median and the lowest value on the y-axis?
13. What is the difference between the mean and the lowest value on the y-axis?
14. What is the difference between the first value and the last value on the graph?
15. Is that value a positive number or negative number?
16. What is the difference between the highest value and the last value on the graph?
17. Is that value a positive number or negative number?
18. What is the difference between the lowest value and the last value on the graph?
19. Is that value a positive number or negative number?
20. What is the difference between the median and the last value on the graph?
21. Is that value a positive or negative number?
22. What is the difference between the mean and the last value on the graph?
23. Is that value a positive number or negative number?
24. What is the difference between the mode and the last value on the graph?
25. Is that value a positive number or negative number?

ACTIVITY #17: Sports "Stats" And Math

OBJECTIVE: The student will be able to apply probability and statistics related skills to problem solving for everyday situations.

OVERVIEW: Using the "stats" from the sports pages the teacher will develop a lesson that teaches students to predict the outcome of the professional sports league standings. The student will be able to relate the sports "stats" applications to apply the rules of statistics to everyday situations.

APPLICATION #1:

1. Using the accompanying sample worksheet, conduct a lesson about "statistics". Review the problems solved through the sample worksheet, working some of the problems on the board.
2. Instruct your students to turn to the sports pages in today's newspaper. Have them refer to the "stats" for the current seasonal professional sport (basketball, baseball, football or hockey).
3. Have the students create their own word problems using the information found in today's newspaper. In doing so, they will create their own worksheet (see worksheet procedure instructions). Have them exchange with a friend so they will have an additional set of problems to solve.
4. Conclude the lesson with a discussion of the likelihood that second place teams would/would not be able to overtake first place teams based on current records and the amount of improved performance necessary.

APPLICATION #2:

1. Over the next three weeks, have the students follow teams from other divisions, other conferences and other leagues.
2. Based on their research, have the students speculate on the ability of each second place team to overtake the first place team in their division before the end of the season.

WORKSHEET: Sports "Stats" And Math

Procedure: Look in today's newspaper to find the sports section. Refer to the "stats" for the current seasonal professional sport (basketball, baseball, football or hockey). Create your own word problem as you compare the 1st and 2nd place teams in the league standings. Substitute your information in the blanks below and answer each question based on your findings from today's newspaper.

This sample is taken from the 1989 Atlantic Division of the Eastern Conference of the National Basketball Association (NBA).

Sample Problem: Boston's record is 49 wins (w) and 20 losses (l), for a winning percentage (Pct) of .710, and is in first place. New York is in second place, and has a record of 45 w, and 24 l, for a Pct. of .652 and putting New York 4 games behind (GB) Boston.

- A. If New York played 100 games in a season and won the same percentage of games, what would their win/lose record be at the end of 100 games?

.652 = 65.2 games won out of 100, by rounding 65.2 to the whole number 65, at the end of 100 games, New York would have a record of 65 wins and 35 losses.

- B. What would New York's record be until the end of the season?

$$65 - 45 = 20, \text{ and } 35 - 24 = 11$$

New York's record until the end of the season would be: 20 wins, and 11 losses.

- C. Boston's record is 49 wins and 20 losses, for a winning percentage of .710, and putting New York 4 games behind Boston. If Boston continues to win at that percentage what will their record be at the end of the season?

$$.710 = 71.0 \text{ games won.}$$

- D. New York would have to win 72 games in order to be in first place at the end of the season. What would New York's record have to be in order to finish ahead of Boston?

1. difference between "projected wins" and "needed wins" : $72 - 65 = 7$

2. sum of "projected wins" and additional "needed wins" for remaining games:
 $7 + 20 = 27$

3. difference between "projected losses" and "losses allowed" for remaining games: $11 - 7 = 4$

4. record necessary to finish with 72 wins: 27 wins and 4 losses
 $27 + 4 = 31$, 27 divided by 31 = a percentage of .870

- E. What is the difference between this projected winning percentage and their current winning percentage?

$$.870 - .652 = .218$$

- F. This increase in the winning percentage can be rounded to what percentage?

$$.218 = 21.8\% \text{ rounded to } 22\%$$

- G. Does this increase seem likely?

Probably, not likely.

ACTIVITY #18: Comparison Shopping

OBJECTIVE: Given the percentage rate or percent and base, the student will demonstrate the ability to solve for the variable not given.

OVERVIEW: Using the advertising supplements of the daily newspaper, the teacher will construct a lesson that encourages the students to calculate the percent of discount and participate in "comparison" shopping for consumer awareness.

APPLICATION #1:

1. Have the students scan the newspaper for the advertising supplements or any product advertisements.
2. For the class lesson, pick one particular supplement and focus on the sales. Review the steps for determining percentage:
 - A. Subtract the sale price from the regular price.
 - B. Divide this number by the regular price.
 - C. The answer will appear as a decimal. Remind the student that this can be displayed in advertising as a fraction (" $1/3$ " off) or a percent ("33%" off).

Review also, the steps for determining the dollar amount discounted:

Given the regular price and the percentage of discount (33%), multiply the regular price by the percentage of discount using a decimal fraction (0.33).

3. Work selected problems from the newspaper on the board. Assign selected problems for additional practice. Using chart #1 on the accompanying worksheet have the students complete a comparison shopping exercise.
4. Conclude the lesson with a discussion of the discounts and sales in the various supplements, determining which had the "best buys."

APPLICATION #2:

1. Over a given period of time, have the students find and use the newspaper advertising supplements from different department/furniture stores. At the end of this assignment, they should write a report that tells what they would buy with their money, what they would save and what percentage of money they would save.
2. Have the students calculate the total cost of their own "best buys" from the two lists of items using chart #2 on the accompanying worksheet. They should calculate the total regular price, total sale price, total dollar amount of savings, and the percentage of the discount.

WORKSHEET: Comparison Shopping

Procedure: Scan today's newspaper for advertising supplements and any other product advertisements. Find similar products from two different stores and complete the following charts. Compute the percent of savings, the dollar amount of the discount and the savings amount based on the information given in the newspaper.

Comparable Products:	Store #1		Store #2		Best buy, which store?
	%	\$ discount	%	\$ discount	
1. cleaning					
2. laundry					
3. beauty					
4. hair care					
5. kitchen					
6. school					
7. office					
8. bathroom					
9. car					
10. gardening					

		Regular \$		Sale \$		Savings \$		% Savings	
Furniture Stores:		#1	#2	#1	#2	#1	#2	#1	#2
Living Room	1. Sofa								
	2. Chair								
	3. End Tables-2								
	4. Lamps-2								
	5. Coffee Table								
Kitchen	1. Stove/Range								
	2. Refrigerator								
	3. Kitchen Table								
Bedroom	1. Bed-Queen								
	2. Dresser								
	3. Chest of drawers								
	4. End Tables-2								
	5. Lamps-2								
Leisure	1. Television								
	2. Stereo System								
	3. Entertainment Ctr.								
	Totals								

ACTIVITY #19: Ratio And Proportion

OBJECTIVE: The student will be able to solve problems using ratio and proportion in consumer situations.

OVERVIEW: Using the classified section in the newspaper, the teacher will suggest lessons that deal with consumer situations (i.e. monthly payments: rent, automobile, utilities, other necessary expenses, etc.). The newspaper lessons allow for practical experience in creating problems that use ratio and proportion, equations with comparisons in dollar amounts and tabulation for debits and credits.

APPLICATION #1:

1. Have the students scan today's newspaper for the classified section. Have them locate the unfurnished apartments ads, the furnished apartment ads, home rentals, trailer rentals and condominium rentals (both furnished and unfurnished).
2. Instruct the students to "window" shop for the best buy, given a certain salary and other income stipulations. Have them compute the cost of renting each of the above for one year. Compare their tabulations.
3. Have the students complete the accompanying worksheet. When they have completed the exercise, have the class discuss their findings and speculate on choices for the future, explaining the reasoning behind their thoughts.

APPLICATION #2:

1. Have your students select a job from the classified section in the newspaper, calculate a net salary after taxes are withheld and find the "best buy" on an apartment (or dwelling of some sort). Do the same for an automobile, furniture, appliances and other necessary expenses.
2. Have the students calculate their monthly payments based on the current bank interest rate. They will have to estimate certain other expenses such as food and utilities.
3. Instruct them to set up a ledger similar to a checking account register and record all monthly expense transactions. Allow the students to go one step further by calculating a savings plan for themselves. For example, if they have a money market account, how much interest will the bank pay per month (based on current rates and the amount remaining in their account each month)?

WORKSHEET: Ratio And Proportion

Procedure: Find the classified section of the newspaper and locate the unfurnished apartments ads. Skim these ads for apartments that you would like to rent. Choose four ads. Find the monthly cost and compute the price of renting each apartment for a year. Which apartment is the most expensive? Which is the least expensive? Compute the difference between the two. Choose one apartment for yourself and pretend that you will share expenses with a friend. Now, how much will each of you owe every month for rent? Compute your share of the rent for a full year.

Apartment #1	Apartment #2	Apartment #3	Apartment #4
<p>Most expensive?</p> <p>Least expensive?</p> <p>Difference?</p>			
<p>Shared Expenses:</p>			

ACTIVITY #20: Purchasing On Installment

OBJECTIVE: The student will compute the actual cost of an item purchased on an installment plan.

OVERVIEW: Using the classified section in the newspaper, the teacher will suggest lessons that focus on consumer purchases using credit as a method of payment for large items that could not be purchased otherwise. The newspaper's classified section lists costly items such as automobiles, boats, furniture, condominiums and houses. The business section of the newspaper will give the current interest rate figures.

APPLICATION #1:

1. Have the class scan today's newspaper to find the classified section. Have them select ads for large items (autos, furniture, homes, etc.) that they find appealing and would like to purchase.
2. Instruct the students to turn to the business section of the newspaper and see if they can determine the current interest rate at banks and credit unions for installment purchases. Discuss the philosophy of "buying on installment." Discuss the consumer benefits of installment buying.
3. Ask your students to complete the accompanying worksheet.
4. Have the students compare their tabulations. Have them also compute 4 years and 5 years at the same interest rate. Have the class speculate on the best time-plan. What are the advantages and disadvantages of a long-term plan?

APPLICATION #2:

1. Have your students refer to the ads that they previously selected from the classified section for large items. Have them disregard the automobile ads and concentrate on the other items. Instruct them to figure the cost of each item for a 2 year, 3 year, and 4 year period. They should figure the houses and condominiums at 15 years, 20 years and 30 years.
2. Have the class compare their findings. Discuss the benefits and liabilities involved. Will the interest rates change? Will they be better prepared financially to purchase a larger home in future years by purchasing a smaller home now, even though they may not reach the full term of the loan by the time they'd like to sell? Or would they be better off to wait and purchase the larger home later, remaining in an apartment until that time?

WORKSHEET: Purchasing On Installment

Procedure: Look through the automobile listings in the classified section of your newspaper. Find and clip ads for three different cars that you would like to buy. Underline the cost of each car. Assume that you have been approved for a car loan from a bank offering the money at a 12% interest rate. Figure how much you would spend for each car over a three year period. How much would your monthly payment be on each?

Car #1	Car #2	Car #3
Kind _____	Kind _____	Kind _____
Price _____	Price _____	Price _____
3 years at 12% = _____	3 years at 12% = _____	3 years at 12% = _____
Cost per Month = _____	Cost per Month = _____	Cost per Month = _____

Calculations: