

I Think. I Can. – iThink. iCan!



Education Week
March 6-12, 2011



**Education Week 2011
Resource Book
March 6-12, 2011**

**I Think. I Can. – iThink. iCan!
Penser, c'est pouvoir – iPenser. iPouvoir!**



A Message to Teachers from NLTA President Lily B. Cole

Dear Colleague,

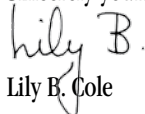
Education Week has always been about celebrating education and the importance of learning. This year's theme, "I Think. I Can. – iThink. iCan! • Penser, c'est pouvoir. iPenser. iPouvoir!", is broken down into separate sentences for emphasis and combined with the popularity of technological devices such as iPhones and iPads. The words of the philosopher Descartes' famous quote "I think, therefore I am" also comes into play as does the children's book "The Little Engine That Could". By also using "I Think. I Can." the theme will encompass other elements with three sub-themes of technology, community, and personal development.

Education Week can be an enriching experience for students, teachers and parents. We encourage primary and elementary teachers to continue their practice of observing this week with their students. We especially encourage intermediate and high school students to become involved in the week as it presents an exciting opportunity to promote school spirit. Our students have much to contribute and would grow and learn from their involvement in Education Week activities.

Our sincere thanks to all those who have assisted in planning the Education Week Resource Kit. We value the input of our fellow educators and assure you that your efforts are appreciated.

We trust you will find this resource to be useful and that your activities during Education Week and every week of the school year are truly a celebration of education. Have a great week!

Sincerely yours,



Lily B. Cole
President

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Using this Booklet

This Education Week resource booklet has been designed to provide a list of suggested activities, as well as some pages that can be photocopied and used in class or given to students to take home.

The activities listed on the following pages are meant to provide ideas only – use any you feel might work, modify as you think best, or develop your own. To determine the grade level for which the activity is designed, check the letters listed by the title.

P – Primary Students/Primaire (K-3)

E – Elementary Students/Élémentaire (4-6)

I – Intermediate Students/Intermédiaire (7-9)

S – Senior High Students/Secondaire (10-12)

Attention French teachers!

The majority of the activities listed in the booklet can be adapted for French, English, or ESL students.

Pour les professeurs de français

La plupart des activités proposées dans ce livret peuvent être adaptées pour les élèves en français, en anglais et même en anglais langue seconde.

The NLTA website contains a section about Education Week.

It is located at www.nlta.nl.ca.

Suggestions for Planning an Opening/Closing Ceremony

Opening Ceremonies

- Plan an assembly for your school.
- Have your school choir or singing group sing the Education Week song or a medley of songs about the Education Week theme or one of its sub-themes.
- Invite schools in your district to come together to plan an Opening Ceremony.
- Invite community members, retired teachers, parents, etc. to take part in the Opening Ceremonies.
- Set up a mural in each classroom or one for the entire school to display various activities completed during the opening and theme days throughout the week.
- Have your Learning Resources teacher set up a display of materials related to the Education Week theme.
- Select a book or poem that you could read to the class on the day of the Opening Ceremonies.

Closing Ceremonies

- Have a closing assembly and put together a program of songs, dances, skits, role-plays etc. which students worked on throughout the week.
- Invite parents to the celebration. Students can design their own invitations.
- Set up displays (in your classroom or the school gymnasium) of the projects completed during the week and invite parents to come and view them.
- Visit other classes in the school or visit another school in your area to see how others celebrated Education Week.
- Throughout Education Week, have someone do a video tape or take pictures of various activities completed during the week. Have a popcorn party and view the tape or pictures.

Activities/Ideas

Community • la communauté

A Better School (E, I, S)

Students can collaborate on ways to improve the well-being of their school. They can submit their ideas to the school improvement committee, to the student council or the administration.

A New Life (P, E, I, S)

It's the year 2055 and your class has been chosen to start a new life on a planet that's just been discovered. Ask them to map out a plan for what they'll need to prepare for and what they might want to avoid. Make sure they concentrate on the good things they want to accomplish.

A Positive Environment (P, E, I, S)

Create a display of photos that remind students about positive experiences, times of celebration or accomplishments. Discuss with the class how important a positive environment can be.

Adopt-a-Spot (E, I, S)

Have students identify potentially unsafe or neglected areas in their school, neighbourhood, or community, and work to improve them. They can clear the area of trash, remove graffiti, improve lighting, prune trees or shrubbery, and even create public art. Potential sites for improvement include a bus shelter, pedestrian walkway, a fence or a parking lot.

Being Helpful (P, E)

Do something helpful for someone in your family or in your community. Discuss it in class or write about it. You could hang the writing on "The Helping Tree" in your classroom.

Book Drive (P, E, I, S)

Students can organize a book drive to help stock the school or local public library. All students are asked to donate at least one book in good condition that they have enjoyed. Be sure to encourage the donation of all types of books.

Buddy Reading (P, E)

Pair older students with younger students in your school. The older student begins reading to the younger student. He/she could discuss the cover to predict what the story is about, pictures and relevance/clarity to the story. When finished reading, the older student can ask questions about the story. They can discuss if they like the story or not, and why. The activity finishes with the pair drawing an illustration to tell about the story.

Buddy System (P, E, I, S)

Have older students in your school become a buddy to younger students during Education Week. The students would spend recess and lunchtime with their buddies where the older student could have a fun game planned like "I Spy", charades, an art activity, or reading together.

Communication (P, E, I)

Have students take turns being the "leader", going to the front of the class to describe to the others a drawing which the rest of the class cannot see. Other students are asked to draw the image on their own paper according to the description spoken by the leader. Compare drawings when description is done. Repeat with 2-3 "leaders". Discuss the need for leaders to explain things clearly to others.

Community Helpers (P, E)

Arrange an assembly for the school to honor community helpers that help in the school, like the nurse, the police, chair of the school council, volunteers and the like. Each grade should make one card to thank the particular community helper assigned to their class. Then in the assembly a student from that class presents the card to the community helper and thanks them on behalf of the school. If this assembly is arranged early enough in advance, the older students could write invitations to the community helper.

Community History (P, E, I)

Research the history of your community. Read about the first settlers, and the many changes that have taken place over the years. If possible, invite the mayor to speak to the class or take the class to visit the Town/City Hall.

Connections (P, E, I, S)

Invite a grandparent or senior in the community to talk about growing up in Newfoundland and Labrador when they were young.

Crafts and More (P E I S)

Have people visit the school to demonstrate quilt making, net-making or other types of crafts and handiwork from your community.

Donation (P, E)

Donate to the Food Bank or similar community service.

Family Garage Sale (P, E)

Design a brochure to advertise your family's garage sale. Highlight items that show how your family members no longer require certain items because they have grown either physically or emotionally.

Family Newspaper (P, E)

Create a family newspaper or website that highlights your family's growth. This could include headlines, articles and advertisements that pertain to both your family's physical growth as well as how your family learns to work and live together.

Family Trees (I, S)

Have students research and complete as much of their family trees as possible.

Field Trip (P, E)

Organize a field trip to an educational setting in your community such as a fire station, museum, etc.

Flea Market (P, E, I)

Organize a school-wide flea market and have the students decide on which organization in their community should benefit from the fundraiser. Maybe there is a food bank, etc. Students need to realize that everyone needs to help each other in their community.

Green Team (P, E, I, S)

Have students start up a recycling project to help the environment – reduce, reuse, recycle. The project could be as simple as holding “Trashless Tuesdays” where

students try to reduce the amount of garbage they throw out at lunchtime, or you could hold a recycling day at your school to raise money. To introduce this activity you can have your class do a T- chart of the advantages of recycling and the disadvantages of not recycling. Or draw pictures explaining the advantages of recycling. The following day there should be an announcement telling all the students in the school the amount of money raised through the recycling and how it will be spent.

Guess Where I Came From? (E, I)

Ask students to interview their grandparents (older relatives or friends) to see where their ancestors came from. They may share this information with their classmates. They may be surprised to find that their class has roots from the far corners of the world. What a connection!

Helping Others (P, E, I)

Invite someone from organizations such as UNICEF, Red Cross, etc. to talk about the work they perform to help others.

I Love My School (E, I, S)

Have students design a pamphlet, flyer or website outlining and highlighting positive aspects of their school or community.

I'm Puzzling (E, I)

On a sheet of 8 1/2 x 11 paper have students design a puzzle that contains seven pieces. In the pieces of the puzzle print the following: Favorite book; Favorite subject; I would like to be...; My hero; I'm good at...; My name; My family. Photocopy these onto white card stock. Have students fill in each piece and then cut the puzzle apart. Distribute puzzles around the class so that others can learn about their classmates.

Local Music (P, E)

Invite local musicians into your school to perform with and for the students. A question and answer session could follow to focus on their life, family roots, their musical training/schooling, etc.

Media Critique (I, S)

Have each student bring an interesting or appealing advertisement from a magazine to class. Divide the students into groups and have them discuss each advertisement and to which of the senses it most appeals. They should discuss whether or not it is a good ad and how the ad and other advertising affects our choices. Have them brainstorm the characteristics of an appealing print advertisement. They may also create their own ads to sell a product of their choice. Have students present their product and advertisement to the class.

My Community (S)

Populations in many of our communities have been changing dramatically in recent years. Some communities have been losing people, whereas others are growing. Contact your town hall and find statistics showing: a) population, b) number of housing starts, c) number of business applications, and d) tax revenue for the past ten years. Use bar graphs to show housing starts and business applications and a line graph for tax revenue. Use the population numbers and graphs to determine if your town is in a period of growth or decline. Use graphing calculators where possible. Interview your mayor or have him/her come to your class to discuss the impact (positive or negative) of the changes which have taken place in your community in the past ten years. What has the Town/City Council done to deal with these changes? Further statistical information about your community may be found at: <http://ceps.statcan.ca/english/profil/PlaceSearchForm1.cfm>

My Family (P, E, I, S)

Have students bring in something from home (ex.: quilt) and show to class. They can tell a story about the object, answering questions like: What is it? Who does it belong to? How does it celebrate their family?

Part of My Community (E, I, S)

Have students research a volunteer group in their city/town. They can make a pamphlet educating people on why this group is important to the community.

Peace in My Community (P, E, I)

Have students think of a person they admire who often tries to help people cooperate. This could be a teacher, coach, or church leader. Have them make a list of this person's positive qualities and/or write a note to this person to express their appreciation to him or her for working at keeping the peace.

People Working Together (P E)

Make a collage of pictures of people in a community who work together to help us.

Read In (P E)

Invite local writers to the school to read with the students. Students can read a book by a local author or the teacher can choose a "read-aloud" book from this category.

Saltwater Joys (P, E, I, S)

No matter where Newfoundlanders and Labradorians move to live and work, they always consider Newfoundland and Labrador to be home. Have students create a web of reasons why. Have students listen to the song "Saltwater Joys", written by Wayne Chaulk of Buddy Wasisname and the Other Fellers. Write a journal entry responding to the song.

Saving the Planet (P, E)

Encourage students to express their feelings about the environment. Students will learn that nature can be a source of inspiration and it should be protected. Have students draw a picture, write a poem or short story about an environmental issue, e.g. global warming, the rainforest.

Special People (P E I S)

Invite parents, grandparents, the mayor, senior citizens, or speakers on special topics to share stories, experiences, etc. with the students in your class.

Standing Up For Your Beliefs (S)

Have your students prepare a persuasive speech about their right to an education, the Charter of Rights and Freedoms, the Rights of the Child, or a topic of their choice concerning fundamental rights and freedoms.

The Little Engine That Could (I, S)

“The Little Engine That Could” is a well-known children’s story about the power of perseverance and the power that positive messages have in supporting perseverance. Divide the class into several student teams. Each team will create a motto or slogan that will help encourage others to achieve their goals. Goals might include: academic improvement, winning a competition (athletics, band, etc.), self improvement (controlling anger, losing weight, etc.), avoiding peer pressure (drugs, sex, crime), relationship improvements (family, friends, etc.), getting a job, etc. Teams will design an advertising campaign to promote their perseverance message at school. Have each team present or “pitch” their ideas to the class or to a neighboring class. Select one campaign to propose to the student leadership council as a school spirit campaign.

The Walking School Bus (P, E, I, S)

Start a walking school bus program in your community. Responsible older students would follow a designated route to school and pick up younger students along the way.

They Can Do It, Why Can’t I? (E, I, S)

Have students research someone who has turned their life around, i.e. adopted a healthier lifestyle (e.g. became more active). Students can look at what motivated this person and how they were able to achieve their goal(s).

Track Meet (P, E, I, S)

Have older students organize a track meet for younger students in your school. They can set up routes, start and finish lines; get judges and timers; create sign-up sheets and pass out information. On the day of the ‘meet’ allow students to run the fun day. (Variation: older students can organize a sports day for younger students.)

Tutoring (E, I, S)

Find individual students who might be interested in tutoring younger students in various subject areas. Arrange with a teacher from a younger grade for some of your students to come and help with any problems they might be having.

Volunteerism (P, E, I, S)

Have students visit a senior’s home or hospital in your community. Students could entertain the seniors/patients, read to them, wrap gifts, or play cards and other games. Perhaps this could become a regular event for the class.

What Concerns You? (P, E, I, S)

Have students discuss an issue which is important to their school or local community (or province). Have them write a letter to the town council, or MHA, voicing the concerns of the class. After students have discussed the issue, have them ask other students if they would like to sign the letter (as a petition).

Who Am I? (P, E)

Have students dramatize people working at different occupations. Other students have to guess the occupation, as in a “Who Am I” game.

Technology • la technologie

At Your Fingertips (P, E, I, S)

The world is at our fingertips. If something newsworthy happens half way around the world, we know about it almost immediately. During Education Week, have students read through the paper or browse the web and create either a bulletin board or poster of headlines from around the world.

Celebrating Change (P, E, I, S)

Have students invite guests to your school to talk about things from the past, how their customs and habits have changed through the years, and how today wouldn't be today if it weren't for yesterday. Typical questions to ask could include:

- Where did you go to school?
- How did you get to school each morning?
- How many students were in your class?
- Describe your desks, pencils, and paper.
- Where was your library?
- How did you do research?
- How did you view educational films/videos?

Education Obstacles (E, I, S)

Have students reflect on obstacles students from 50 years ago may have encountered in their attempt to complete their formal education. Have them research the "obstacles" and determine if they still exist today.

E- environment/E-wasted (E, I, S)

Have students research and investigate the components of common technological devices. They may also research the path of old, worn-out technology to the recycle center or garbage disposal. What is the impact on the environment? Create some public awareness to this issue.

E-Pals (E, I, S)

Make contact with a school in another country (use www.epals.com to make the contact). Have your students use email (they can word process the content and you can send it if the class does not have its own email address) to exchange greetings with the students in the

other class. Have your students tell them about their school and community. Have them ask about the other students' school and community.

E-tally (P, E, I)

Survey the class and discover how your students use technology. They can create a pie chart, bar graph, etc. of the most common uses of technology, or the amount of time engaged with technology.

Evaluating Web Pages (E, I)

The Internet offers a wealth of information to students, but much of the information is misleading or incorrect. Anyone can publish a page on the Internet. They do not have to go through any editing as you would when writing a book. Students need to be taught how to critically evaluate a website. There are many sites that offer guidelines for you such as www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html. Pre-select a couple of web pages for your students to evaluate. As a group go over the evaluations and discuss.

Future Innovations (E, I, S)

Have students speculate on possible innovations that will occur in schools by the year 2025.

Getting the Message (E, I, S)

Have students brainstorm all the ways we use technology with others. Have them arrange their list according to the ways they think are most important to least important. They should share their list with the class and discuss their choices.

Invention Inventory (P, E, I, S)

Have students in your class take inventory of things in their homes that wouldn't have existed 30, 40 or 50 years ago. Have students compare how this has affected the way of life in our province.

Making History (E, I, S)

Have students draw a cartoon of a historical character making a momentous discovery. They could indicate in a speech balloon what the individual might have said at that particular moment (i.e. Marconi receiving the first wireless message).

Old vs. New (E, I, S)

Have students compare the physical realities of the classroom in the past with that of the present. Resources: old textbooks, old photographs, old report cards, interviews, etc. (This activity and any material gathered will form the basis of student writing in the areas of dramas, short stories, essays, and poetry in English, reports in the area of culture, etc.)

On the Net (E, I, S)

Have students develop a web page about their school, or education in the past, present and future.

Past Inventions (E, I, S)

Have students write an advertisement for an invention that was developed in the past.

Positive Partnerships (P, E, I)

Partner with another school in our province through either the Internet, letter writing or actual visits. Share ideas about how to help make our school and community great places to live, work and learn. Involve students in a class discussion of their ideas.

Technology and Me (P, E, I, S)

Have students identify the ways they use technology at home, at school and at play. Do they think their lives are better because of the technology they use in their lives? Involve students in a class discussion of their ideas.

Techno Music (E, I, S)

Ask your students to focus on music technology to identify how far music has come. A demonstration of the capabilities of the modern synthesizer could be arranged and compared with earlier models.

The Effects of Computers (I, S)

Have students write a research report on the "History of Computers". Discuss how this technological advancement has both positive and negative consequences.

This Old House (E, I, S)

Have students compare and contrast a house of today with one of past years or centuries. How has the construction of houses changed? How have the wants/needs of families changed?

Wave of Information (E, I, S)

Have students discuss how the reporting of natural disasters (i.e. Hurricane Igor, earthquake in Haiti) has changed since the Newfoundland tsunami in the 1930's. Students can interview family members or friends that lived in Newfoundland during the time of this disaster and find out such things as how long it took for them to find out what had happened. They could reference *Tsunami: The Newfoundland Tidal Disaster* by local author Maura Hanrahan.

What Would I Do Without... (P, E, I, S)

Have students/teachers stop using all forms of modern technology for a day, e.g. calculators, computers, overheads, photocopiers, microwaves, etc. Discuss the impact this may have on daily living.

Personal Development • l'épanouissement personnel

10 Good Things About Being a Friend (P, E)

Read the story “The Tenth Good Thing About Barney” by Judith Viorst. Discuss with the class the importance of doing good things – being a good friend. Have your students sit in a circle and have them each take turns saying one good thing about the person sitting to their left. When completed, brainstorm the qualities of a good friend. Record the responses on the board or chart paper. Then have students create a poster titled, “The ten good things about being a friend”.

A Day on the Job (I, S)

Arrange for students to enter the workforce for one day or part of a day or have students and teachers change roles ... where a principal or teacher can swap places with a student.

A “Me” Collage (P,E, I)

A collage is a dynamic art process. Have students create a collage that reveals who they are – what they like, things they have done, their family, etc. They may use various materials such as pictures, medals, trinkets, and other items that are important to them.

Alike or Different? (E, I, S)

Have students compare themselves to a character in a book or story they have read. Consider appearance, personality, interests, and the way they act. Have them list words they think about that describe a common quality and list words that describe different qualities. Did they realize something about themselves that they had not really thought about before?

And the Award Goes To... (P, E, I, S)

Develop a class awards program for perseverance. Students should nominate other students, a current public figure, and a historical figure who demonstrate perseverance. In the nomination itself, students must explain how each of the nominees exemplifies perse-

verance and why he or she deserves such recognition. Decide as a class how to best honor these individuals.

Autobiographies (P, E, I, S)

Have students write their own autobiographies. Have them include their own memories as well as information they gather from interviewing friends, relatives and even teachers.

Bring It On (E, I, S)

Have students make a list of negative and positive statements like “This is useless”, “There’s no hope”, or “I can do this” and “Bring it on”. Have them circle the ones that they know they need to say more often.

Express Your Feelings (E, I, S)

Have students begin each day with a journal entry that would only be read by the teacher with the student’s permission. In the journal, have students write how they coped or solved a problem. Have students write about their feelings at different stages in resolving the problem, especially if the problem is resolved. If a student is uncomfortable with this idea, they could respond to problems/difficulties characters are experiencing in books they are presently reading, telling how they would feel if they were the character or how they would try to solve the problem. The student could also write how a poem or story has made them feel.

Fitness Plan (P, E, I, S)

Have students make a list of physical activities they would enjoy doing. Have them create a fitness plan for each of the five days of Education Week, incorporating the activities they have chosen. Included in the fitness plan should be a goal they want to reach. Have them use a table with the following headings: Things That Will Motivate Me to Achieve My Goal; Barriers That Make It Hard for Me to Reach My Goal; and What I Can Do to Overcome the Challenges. Students may also want to include How I Know I Have Achieved My Goal and Length of Time Spent on the Activity Each Day. They can compare with other students.

Good for Me! (P, E, I)

Too often students forget about their own strengths and focus on their weaknesses. Have students make a list of what they're good at and then set aside time to share their special talents with classmates. You could also ask them to think of things they once found hard but now find easy – new skills they've learned, new strengths they've developed, new things they've discovered.

Guess My Occupation (I, S)

Have students research a particular career. Teachers may wish to provide a list of occupations/careers for students to use. Each student or pair of students writes five clues that describe the occupation (e.g. they might list the education requirements, tools used at work, etc.). The clues are listed from general to specific. In turns, each student reads their first clue. The first student to guess the occupation with one clue gets 25 points. If no one can guess from one clue, the next clue is read. Each clue read results in five marks deducted from the maximum score. The student with the highest score at the end of the game wins.

How I Make Decisions (E, I)

Have students think of a time when they had to make a choice between a healthy and unhealthy decision. For example, it is picture day at school and Stephanie wants to look her best. She has fixed her hair but she is still not happy with it. She has not yet had breakfast and is running out of time before she has to leave for school. She decides to skip breakfast so she can be happy with her appearance. Have students discuss what they would do in this type of situation. Was it a healthy decision? What could she have done to avoid the situation?

How Often Do You Wash Your Hands? (E)

Have students discuss what hygiene they practice and why, with emphasis on dental hygiene, sharing combs and makeup. Now explain that students should keep a journal for two days that will be private. Next have them respond to their own journal. Do they feel they practice good hygiene? Do they need to change anything? Why do they feel they need to change?

How Well Do You Know Your Peers? (E, I, S)

Ask students to write one fact about themselves that they feel most other students in the class would not know. Create a rubric for the class with these facts. Each student is to complete the sheet by finding a student to whom each fact applies and write his/her name in the block on the rubric. The object is to complete the rubric. This activity could be passed out on Monday to be passed in on Friday, rather than to use class time.

I Think I Can, I Think I Can... (P, E, I, S)

Have students engage in a new experience to help them develop a sense of accomplishment. They may find a talent they never knew they had. Some examples include beginning an exercise program, taking music lessons, reading a story.

I Think I Can – I Know I Can (P, E)

Create a chart. On one side write: I THINK I CAN; on the other side write: I KNOW I CAN. Have students come up with different examples (e.g. I think I can... tie my shoes by myself; be nice to my classmates; help my teacher tidy the classroom) and then sign their name on the chart when they have achieved a goal.

<http://atmybest.ca/teachers/emotional-health/kindergarten-activities>

I'm a Star (P, E)

For self-esteem development, children need to feel important to both themselves and others. Have students talk about what they consider to be their best quality. This quality (e.g. I am a good friend) is put on a star. When all stars are completed they might be put on a blue bulletin board representative of a sky.

Lend a Hand (P, E, I, S)

Have students offer to help someone each day during the week. It can be something simple from helping their little brother or sister tie their shoe to putting out the garbage without being asked. They can help someone they know with anything they need help with.

Lessons in Life (I, S)

The more students know about a given situation, the more information they will have to help come up with creative solutions for current problems that are inducing stress. Have them ask, “What can I learn from this experience?” Have students think of a situation that easily improves how they feel and have them write down the reasons why it makes them feel better.

Let’s Break the Ice (I, S)

If you have a group of students who are new to your school (i.e. Grade 7 students who have come to the school and are unfamiliar to the Grade 8s), this one can work. Students wander around an open space, away from each other. A caller asks them to put up a hand and raise between 1 - 5 fingers. Afterwards, students must locate another student with the same number of fingers up (but not from their own grade). When they pair up, students ask each other for their name, home-room teacher and if they have any siblings. They then split up and wander again. Caller repeats finger signal and new pairs ask each other for other items of information (beginning with names, though). Round continues until people get to know at least 4 - 5 new people.

Let’s Talk (E, I, S)

It often seems easy to help someone else find solutions to problems in life. Have students write an imaginary conversation they would have with a character from a book they have read. Have them offer the character advice about a problem. How did they feel about giving suggestions to another person/character?

Making New Friends (P, E, I)

Have each student interview a class member who they don’t usually spend time with. Have them find out their interests, favourite colour, food, activities, etc. This can be shared with the class, posted where others can read it or assembled in a book to be shared by the class.

Me in the Year 2025 (E, I, S)

Ask students to create an illustration or write a story about where they hope to be and what they hope to be doing in the year 2025.

Me voici... en 2025 (E, I, S)

Demandez aux élèves de faire un dessin ou d’écrire une histoire au sujet de ce qu’ils aimeraient faire ou quelle profession ils auront en 2025.

Me Masks (E)

Have students create masks using papier mache and a balloon. When the papier mache has dried have students prime the masks with white paint. Then ask them to decorate their mask to resemble themselves. They can use paint, markers, pictures, etc. Have students write a journal entry explaining why they decorated the masks the way they did. Also, have each student present their mask to the class and give a brief description of it.

Outside Interests (P, E, I)

Have students tell their classmates about a favourite hobby or other activity they’re involved in outside school. Students might want to describe something they learn at ballet or hockey, music or art class, or even talk about a project they are working on at home with a family member.

Overcoming Obstacles (P, E, I, S)

Have students research how people they know have overcome obstacles and reached their goals. These can include parents, friends, relatives, ancestors, or famous people. What were the obstacles? What steps did they take to overcome these obstacles?

Perseverance (E, I, S)

Have students define the word perseverance and discuss why it is important in reaching goals. Have students write acrostic poems using the word perseverance.

Qualities that Count (E, I, S)

Have students think about a person whom they admire and have them list the qualities that this person has that make him/her admirable. Have them ask, “Am I like this person? How?” and consider how they might try to improve themselves so that they, too, are an admired person.

Reach Your Goals (P, E, I, S)

Students should set a goal for the week and make sure

they follow through on their goal. Have students seal their goals in an envelope to be opened on a certain date or at the end of the week.

Remember When... (P, E, I)

Have your students bring along pictures from home to create their own personal photo albums. Share the photo albums around the room. Make a display for parents. If students do not have photos to use, use clippings from magazines to create stories about their own lives (pets, games, parties, etc.) This activity could also be done as a timeline or a collage.

Secret Helper (E, I, S)

Put all student names in a bag. Each student draws out a classmate's name. All week long that student becomes their "secret helper". The secret helper secretly does nice things for their classmate (e.g. straightening their desk, bringing a small present each day, etc.). At the end of the week everyone tries to guess who their secret helper was. Anyone not identified will tell who they helped. To make it more difficult to be identified, the secret helper could get "caught" doing a nice thing for other students during the week.

Setting Goals (E, I, S)

Ask students to identify long and short term goals. Have them categorize their personal goals as short or long term.

Sharing Life's Experiences (P, E, I, S)

Invite students to share some of the experiences of their everyday lives that might be very different from those of their classmates.

Stories From Other Lands (E, I, S)

Ask students from other places to share the story of their move with their classmates.

Talent Show (P, E, I, S)

Organize a talent show for the class and/or school. Encourage all students to participate. The talent show can encompass any type of talent that the students may have – singing, dancing, magic, gymnastics, etc.

The Little Engine That Could (P, E)

Have students discuss the story "The Little Engine That Could" by Watty Piper (or a similar story about struggle and success) and then have them write a paragraph about a time they needed perseverance to succeed.

The Meaning in a Name (P, E, I, S)

Have students research the meaning of the family names of all the students in their class; have them find out where the name originated, etc.

The Real You? (P, E, I)

Have each student divide a sheet of paper into at least 14 blocks. Have students write the letters of his/her name in each of the blocks. After decorating the blocks containing the letters, have students fill in the remaining boxes with designs that match their personality, hobbies, etc. Display the finished product on a bulletin board.

Time to celebrate me! (P, E, I, S)

Have students compile a list of ten things that they feel happy about themselves. Using the list they will create a collage/picture explaining the type of person they are.

To Bully or Not to Bully, That is the Question (E, I)

Have students collect information on bullying and its effect on students in the school. Using the information collected, they can write a script and perform a skit or play regarding bullying. Or have students role-play a bullying situation and how to deal with it. Then have the class discuss how they would have dealt with the same situation.

Truly Unique (P, E)

Have students explore the meaning of the word "unique" in a class discussion. As a class, they can draw a truly unique person. Each student draws only one feature on the person (example, one student draws the eyes, another, the nose, etc.). When the picture is complete the class can discuss the positive qualities of this person and how it's what's on the inside that counts.

What Will I Be? (E, I, S)

Have students develop a project on a chosen career and identify steps to obtain employment in that particular field. The career possibilities, required skills and education, future trends and anticipated changes should be highlighted. They could share what they learned with others and develop a booklet, multi-media presentation, or web page.

When I Grow Up (P, E)

“When I grow up, I want to be . . .” Students could write an essay, a story, or even simply post their wishes on poster board or as signs around the school. Imagine the halls filled with a path of wishes that students could see everyday for the month of March.

When I Look Inside Me... (E, I)

When I look inside me... This is everything I see... Have students use these two lines as the start of a poem they finish and share with their classmates.

Where Would We Be? (E, I, S)

Ask students to develop a list of everything they would have difficulty doing in the run of a normal day if they couldn't read or write. Then discuss ways students can get involved with literacy efforts.

Wonderful Me (E, I)

Have students write a journal entry or letter to themselves where they include only positive aspects and things they do not want to change about themselves. This will encourage positive self-esteem.

Words Will Break Your Heart (P, E, I, S)

Pass out one sheet of paper to each student. Have students cut out a heart and write his/her name on it. Go around the class and have students think of one negative or hurtful thing another person has said to them. As each student says the negative thing, have students crumple up a little piece of their paper heart. After everyone, including the teacher, has said one negative comment he/she has heard, the paper hearts will be completely crumpled up. Then go around the class again, except this time, have students share a positive

comment they've heard about himself/herself. After hearing each positive comment, gradually uncrumple the hearts and try to smooth them out. After everyone has given a positive comment, try to smooth the hearts out as much as possible. You will see that they'll never be completely smooth again. Discuss how mean words leave scars in our hearts, just as they do with the wrinkles on the paper. Next, glue the paper hearts on a piece of tagboard. On the tagboard, write “Sticks and Stones May Break Our Bones, but Words Will Break Our Hearts.” Hang it up in the front of the classroom as a constant reminder of the importance of being kind to each other.

Book Suggestions for Perseverance

Kindergarten:

The Little Engine That Could, Watty Piper

The Very Busy Spider, Eric Carle

The Carrot Seed, Ruth Kraus

Grade 1:

Are You My Mother?, P.D. Eastman

The Icky Bitsy Spider, Iza Trapani

Turtles Race with Beaver, Joseph Bruchac

Grade 2:

Princesses Are Not Quitters, Kate Lum

Tortoise and the Hare, Janet Stevens

Wanda's Rose, Pat Brisson

Grade 3:

Flossie and the Fox, Pat McKissack,

I Have a Dream, Margaret Davidson

Perseverance: The Story of Thomas Alva Edison, Peter Murray

Grade 4:

Amazing Grace, Mary Hoffman

More than Anything Else, Marie Bradby

Addy Saves the Day, Connie Rose Porter

Grade 5:

Wilma Unlimited, Kathleen Krull

Fly, Eagle, Fly, Desmond Tutu

I Knew You Could, Watty Piper

Suggested Web Sites

Top 4 Health Problems Caused by Computer

<http://heheli.com/business/top-4-health-problems-caused-by-computer-use/>

Health Problems Related to the Geek Lifestyle

www.tech-recipes.com/rx/2639/debate_health_problems_related_geek_lifestyle/

Children warned of net stranger danger

<http://news.bbc.co.uk/2/hi/health/678101.stm>

How to Stop Bullying

www.how-to-stop-bullying.com/cyberbullying.html

Internet Addiction Statistics: Facts, Figures & Numbers

http://techaddiction.ca/internet_addiction_statistics.html

Are We Digital Dummies?

www.cbc.ca/video/#/Shows/Doc_Zone/1242299559/ID=1651031614

Web Aware - Cyberbullying

www.bewebaware.ca/english/cyberbullying.html

Television and Video Game Exposure and the Development of Attention Problems

<http://pediatrics.aappublications.org/cgi/reprint/peds.2009-1508v1>

Understanding Internet Addiction: Facts, Symptoms and Risks

www.choosehelp.com/internet-addiction/understanding-internet-addiction-facts-symptoms-and-risks.html

Ontario Parents Try to Protect School Kids from Dangerous WiFi Rays

<http://blogs.discovermagazine.com/discoblog/2010/10/19/ontario-parents-try-to-protect-school-kids-from-dangerous-wifi-rays/>

Safer Internet Day

www.saferinternet.org/web/guest/safer-internet-day

Cmap Tools: Mind mapping, group creation and collaboration

<http://cmap.ihmc.us/>

FreeMind: free mind mapping software

http://freemind.sourceforge.net/wiki/index.php/Main_Page

Webspiration

www.mywebspiration.com/

Mindmeister: online collaborative mind mapping tool

www.mindmeister.com/

XMind: brainstorming and mind mapping

www.xmind.net/

Open Office: an office suite compatible with Microsoft Office

www.openoffice.org/

GIMP (GNU Image Manipulation Program)–graphics

www.gimp.org/

Inkscape: Vector graphics

www.inkscape.org/

Blender: 2D & 3D content creation suite

www.blender.org/

NVU: web editor

www.nvu.com/

Audacity: sound editor

<http://audacity.sourceforge.net/>

ePortfolios: Why and How

<https://efolio.educ.ubc.ca/whyandhow/>

e-Portfolio module: A conceptual overview of the processes of developing an e-Portfolio

www.cust.educ.ubc.ca/wstudents/tsed/modules/eportfolio/portfolio/index.html

UBC Faculty of Education – examples of successful and effective ePortfolios by UBC's Teacher Candidates

<https://efolio.educ.ubc.ca/examples/>

CommonCraft: Videos on Technology In Plain English

www.commoncraft.com/

eLearningLearning: A collection of blog posts and articles all around eLearning

www.elearninglearning.com/

Educators Reference Desk: articles, resources and lesson plans

www.eduref.org/

Looking for a Career? (E, I, S) (answers on page 22)

S T E V S A V B R K S C D P S R P C Y I
 Q R M B W L Y O O T E U L C N S I P E K
 Z A P Z H F E N S P D A G D O M G W P O
 A I L S U I X E O S N G O L I J E F I S
 D N O G S E R T V S B C A I S R C N X M
 C I Y X U E W A T O C J S K I L L S Z A
 M N A K T I N W J U V I Z P C C K S M R
 U G B N F E D E P N O I S S E F O R P K
 S P I L O U R A R H G A T A D V Y V F E
 P D L G N X T O N A F I N A N C E S L T
 I O I G B I Y U L C W E R A P E R P E G
 B X T P O D M D R P E A C F E S M A S C
 Q T Y N J B O X R E X R A E X P T M E E
 G M G V P P N R I I G E S S X E K R O W
 L L Y K T M O C H D G A X F A I D Y Q B
 K A U L W A C H C B Z S Z M D O P Y Z E
 N C X K E A E A D E W J W I X V E J Q H
 A J Q U O F W S A Q L O T U B L H R A Z
 P G U E U Q I J U G R T R V K R X Q T J
 Y H V K J V X L H K M H O R O N Q H N Q

ASPIRE
 AWARENESS
 DECISIONS
 ECONOMY
 EMPLOYABILITY
 EXPLORE
 FINANCES
 FUTURE

GUIDANCE
 INTERESTS
 JOB
 LIFE
 MARKET
 OCCUPATION
 PLANS
 PREPARE

PROFESSION
 SELF
 SKILLS
 TEAMWORK
 TRAINING
 WORK

Personal Development Scramble (E, I, S) (answers on page 22)

ICAHEVE

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USCCSSE

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GSOAL

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MAERD

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ETMARWKO

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OIRTPYOPUN

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ELIBEEV

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EPETOCORA

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NECROAGUE

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TAIPCNEE

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TTRUS

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ARLEN

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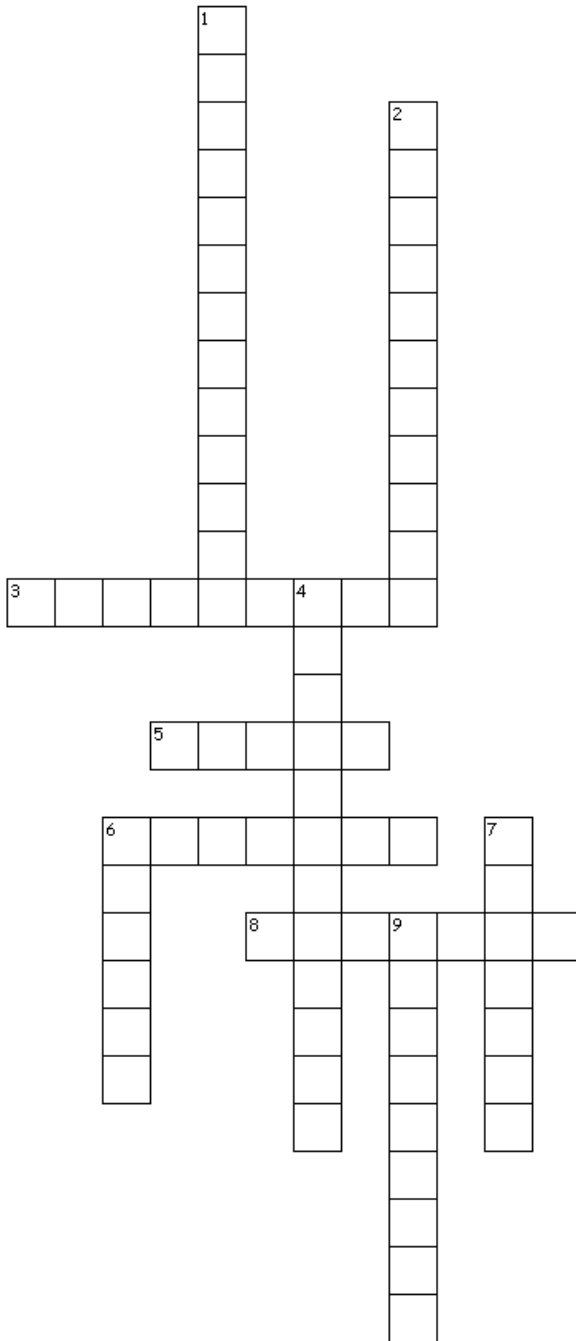
TTEIDTAU

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ECCFONDEIN

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Community Helpers (P, E) (answers on page 22)



Across

3. I drive kids to school every day.
5. I bake food in the oven, like breads, cakes, and cookies.
6. I care for your teeth and make sure you have a beautiful smile.
8. I bring letters and packages to your home.

Down

1. I enforce laws and keep order.
2. I put out fires and save people's lives.
4. I take care of animals.
6. I can help you when you're sick or hurt.
7. I help you learn to read and write.
9. I take care of libraries and help people find books.

Learn Well Word Search (E, I) (answers on page 22)

P R Q D Q D S E E W N L N M E
R E Q K S I T L N J D S E R N
I A V O G C B M W E T E E A I
D L B O O A T R C I T L U O L
E I Y V P L H I P S S K I T E
W S M A V Q S Z E B B D H G M
V T C G K I L F Q G N G O W I
W I Y P O N L E H P E W S M T
S C B N X E O X Z R P X D Q F
A Y S Q S C B W H I Q Y A X L
G N I K N I H T L A N R S Y D
L O G I C A L R U E Q A J H M
L O F P R I V D G I D N G X K
C O N F I D E N C E R G K R W
F P A F S K R E H T T Q E Y O

CAPABLE
CONFIDENCE
DECISIONS
KNOWLEDGE
LOGICAL
ORGANIZE

PRIDE
REALISTIC
SELF ESTEEM
THINKING
TIMELINE
WISDOM

Technology Scramble (E, I) (answers on page 22)

Unscramble each of the clue words.

Copy the letters in the numbered cells to other cells with the same number.

ROWBESR

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MUCPEROT

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7

KOCFEABO

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6

DODWONAL

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5

MEORYM

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TERNINTE

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1

NEORWTK

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9

VIURS

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4

TAOFWRES

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8

TACH

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3

2

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1

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2

3

4

5

6

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1

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7

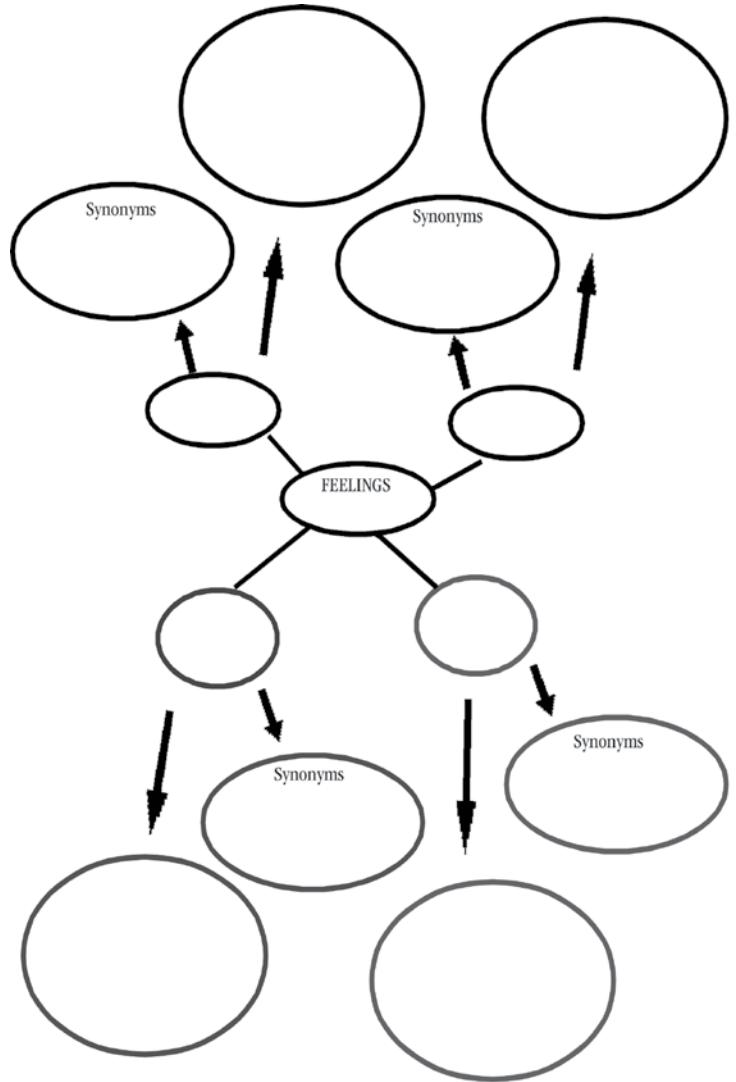
8

9



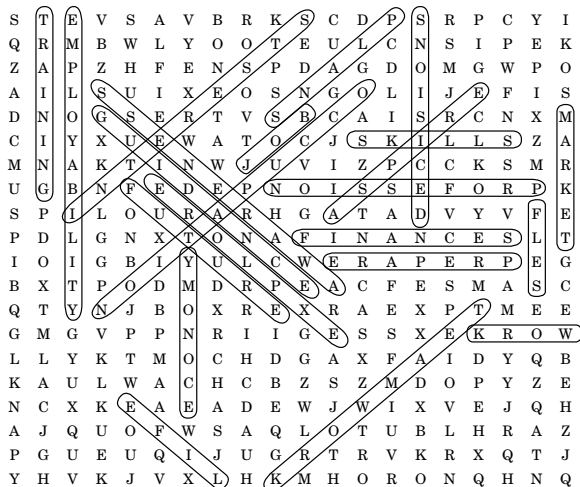
How Do I Feel? (P, E, I)

Brainstorm and list as many feelings/emotions as you can on the board. Also include synonyms for the emotions (other words that describe the same feeling) and examples of things or events that cause these emotions. Discuss with students the various emotions and have students volunteer to role-play them. Discuss that different things make us feel different emotions. Have students choose four emotions to complete the web below. (Print the four emotions on the web. Then for each one, list at least three synonyms and in the other balloon give at least one example of something that makes them feel that way.)



Activity Sheet Answers/Clé de Réponses

Looking for a career (page 16)



Community Helpers Crossword (page 18)

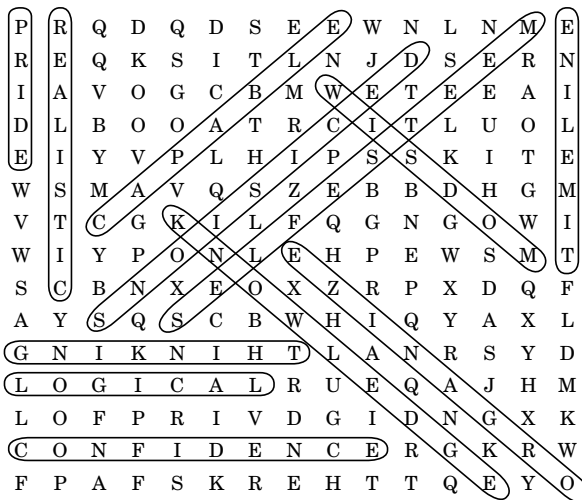
Across

3. Bus Driver
5. Baker
6. Dentist
8. Mailman

Down

1. Police Officer
2. Firefighter
4. Veterinarian
6. Doctor
7. Teacher
9. Librarian

Learn Well Word Search (page 19)



Personal Development Scramble (page 17)

- | | |
|--------------|----------------|
| 1. ACHIEVE | 2. SUCCESS |
| 3. GOALS | 4. DREAM |
| 5. TEAMWORK | 6. OPPORTUNITY |
| 7. BELIEVE | 8. COOPERATE |
| 9. ENCOURAGE | 10. PATIENCE |
| 11. TRUST | 12. LEARN |
| 13. ATTITUDE | 14. CONFIDENCE |

Technology Scramble (page 20)

- | | | |
|-------------|-------------|-------------|
| 1. BROWSER | 2. COMPUTER | 3. FACEBOOK |
| 4. DOWNLOAD | 5. MEMORY | 6. INTERNET |
| 7. NETWORK | 8. VIRUS | 9. SOFTWARE |
| 10. CHAT | | |

Solution: I THINK I CAN!

What were they thinking?

Computers in the future may weigh no more than 1.5 tons.

– *Popular Mechanics, forecasting the relentless march of science, 1949*

I think there is a world market for maybe five computers.

– *Thomas Watson, chairman of IBM, 1943*

This ‘telephone’ has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us.

– *Western Union internal memo, 1876*

The wireless music box has no imaginable commercial value. Who would pay for a message sent to nobody in particular?

– *David Sarnoff’s associates in response to his urgings for investment in the radio in the 1920s*

Who the hell wants to hear actors talk?

– *H.M. Warner, Warner Brothers, 1927*

Drill for oil? You mean drill into the ground to try and find oil? You’re crazy.

– *Drillers who Edwin L. Drake tried to enlist to his project to drill for oil in 1859*

Airplanes are interesting toys but of no military value.

– *Marechal Ferdinand Foch, Professor of Strategy, Ecole Superieure de Guerre*

Everything that can be invented has been invented.

– *Charles H. Duell, Commissioner, U.S. Office of Patents, 1899*

640K ought to be enough for anybody.

– *Bill Gates, 1981*

The concept is interesting and well-formed, but in order to earn better than a ‘C,’ the idea must be feasible.

– *A Yale University management professor in response to Fred Smith’s paper proposing reliable overnight delivery service. (Smith went on to found Federal Express Corp.)*

