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# PREFACE

From A to Z, *Advisory and Affective Education* presents high-interest activities to further students' understanding of themselves and the world around them. The collection of instructional tools, techniques, projects, and lessons has been designed to stretch the mind and increase problem-solving abilities while at the same time capturing and holding the students' interest and imagination.

Special features include activities:

- that use literature-based research for their design
- with established taxonomies and models for their organisational structure
- that focus on both directed and nondirected teaching methods for their delivery
- that provide options for both reinforcement and enrichment

In short, this book will provide educators of the Middle Years with a comprehensive resource featuring instructional and assessment strategies and techniques to integrate and enhance authentic instruction throughout the entire school year.

Teachers will find extensive use of Bloom's Taxonomy of Cognitive Development and Williams' Taxonomy of Creative Thought. Higher-order thinking skills and cooperative learning experiences have been infused throughout the book to add meaning and excitement to the established media and technology curricula and/or exploratory and enrichment courses. **Activities are designed to meet Level 4 and Level 5 Health Outcomes.**

Finally, the book features a comprehensive appendix featuring engaging ideas, an overall plan for a school spirit week, journal entry starters and writing ideas, discussion sparkers, independent study topics, and authentic assessment measures including research challenges, product challenges, performance challenges, and test challenges.



# IS FOR AUTOGRAPHS

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## INTERVIEW

Get better acquainted with your classmates by interviewing them to find one person who fits each description below. Once you have identified the 'fit,' ask that person to sign his or her name beside the description. Each person's name should appear only once on the page.

- \_\_\_\_\_ 1. Someone whose first name begins with *S, T, U, or V*
- \_\_\_\_\_ 2. Someone who loves computers
- \_\_\_\_\_ 3. Someone who exercises at least three times a week
- \_\_\_\_\_ 4. Someone who did all his or her homework last night
- \_\_\_\_\_ 5. Someone who travelled out of the country last year
- \_\_\_\_\_ 6. Someone who has a pet at home
- \_\_\_\_\_ 7. Someone whose favourite subject is maths
- \_\_\_\_\_ 8. Someone who has an after-school job
- \_\_\_\_\_ 9. Someone whose career goal is to be a teacher
- \_\_\_\_\_ 10. Someone who gave one or more compliments today
- \_\_\_\_\_ 11. Someone who prefers reading to watching television
- \_\_\_\_\_ 12. Someone who studies music, art, drama, or dance
- \_\_\_\_\_ 13. Someone who tries to be a true friend
- \_\_\_\_\_ 14. Someone who works hard to get good marks
- \_\_\_\_\_ 15. Someone who read more than one book last month
- \_\_\_\_\_ 16. Someone who has a shell or rock collection
- \_\_\_\_\_ 17. Someone who read the daily newspaper today
- \_\_\_\_\_ 18. Someone who is a jazz or country music fan

Review your list of autographs. Find out something special about everyone in your class whose name does not appear on the list. Add their autographs to your list and write the 'special something' about each person beside his or her name.



# IS FOR COMPLIMENTARY CONCLUSIONS

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## BLOOM'S TAXONOMY

### KNOWLEDGE

Write the dictionary definition of *compliment*. List three compliments you have received in the last month and three compliments you have given to someone else.

### ANALYSIS

Compare and contrast your feelings about an expected compliment and an unexpected gift. Then compare and contrast your feelings about an unexpected compliment and an expected gift.

### COMPREHENSION

Tell about a compliment you received that deep in your heart you felt was undeserved. Tell about a compliment you failed to receive that you felt was highly deserved. Then tell how you felt in each situation.

### SYNTHESIS

Write a note of appreciation to someone you feel deserves a special compliment from you. Deliver the note.

### APPLICATION

What specific compliment would you like to give . . .

- your school principal
- your closest friend
- a major political figure that you admire
- your sports or entertainment hero
- your favourite author

### EVALUATION

Why is it important to give people compliments? What is the difference in complimenting someone and flattering them? Plan to compliment at least three people during the next week. (Be sure they are compliments that you truly mean.)



# M IS FOR MINDSTRETCHERS

## BRAINSTORMING

Stretching your mind, straining your brain, and flexing your imagination make creative use of your native intelligence and help to make you a more interesting, better-rounded person.

Alone (or with a friend) complete the following alphabet mindstretchers.

Use letters from the alphabet to complete the following tasks. Be creative and original in your responses.

### **MATHS:**

Pretend that each letter of the alphabet is worth \$1.00 more than the letter before it. A=\$1.00, B=\$2.00, C=\$3.00, etc.

- a. How much is the whole alphabet worth?
- b. How much is your full name worth?
- c. What word do you like that is worth \$100.00?
- d. Write a sentence about yourself that is worth \$500.00.
- e. Find someone whose name is worth \$10.00 more than yours.
- f. What is the most expensive word you can write with no more than ten letters?

### **STUDY OF SOCIETY:**

Most people have a need to work hard. All human work is called labour. Labour includes a person's time, skills, and effort. There are thousands of different types of work or labour that people can do. On a piece of paper, write each letter of the alphabet down the side. List at least three jobs for each letter. Circle one of the jobs that you might like to have in the future.