

Name: _____

Date: _____

Unit 3 ~ Learning Guide

Student Instructions:

Complete the following learning guide as you work through the related lessons. You are required to **have this package completed BEFORE you go on to the next unit**. Do your best. Ask your home facilitator for help as needed and contact your teacher if you have further questions. See below for the Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as your student has completed a worksheet or two, please mark and go over the answers with him or her. Talk about sections where the student excelled and sections where the student had any difficulty. Students learn more if they can get feedback as they progress through the course.

Ideas and Content	No attempt was made to address any of the tasks. <i>0 points</i>	Overall a minimal effort was made to complete the tasks and/or it appears the selections were not read or viewed. <i>1 points</i>	While there is evidence of effort, one or more of the following is noted more than once or twice: 1. More detail is needed. 2. Readings were not understood. 3. Directions were not followed properly. <i>2 points</i>	Most work completed is accurate, and mainly shows evidence of careful analysis and thought. <i>3 points</i>	All or almost all work completed is accurate, and shows evidence of careful analysis and thought. <i>4 points</i>
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Note: While marking on a scale of 4 the total points will be out of 16.

Name: _____

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3.1 How Do YOU Define Yourself

Reading for Information

1. What difficulties did she face in life? How was she treated in school?

2. What are some of Lizzie’s positive traits (perseverance, resilience, positive attitude, focus on what is important in life, etc.) that contribute to her positive self-concept?

3. What about her do you most admire?

4. How might her positive traits inspire and help others?

5. How does Lizzie demonstrate that “beauty is on the inside”?

6. Who in her life supported her, and how did this help build her self-esteem?

7. If she were a student at your school, how could the school community support her?

Return to the online lesson book.



3.2 Personal Inventory

School Subjects

1. I like _____.
2. I do not like _____.
3. I am good at _____.
4. I am not good at _____.
5. I am good at this subject, but I do not like it: _____.
6. I am not good at this subject, but I like it: _____.

Activities

1. I like _____.
2. I do not like _____.
3. I am good at _____.
4. I am not good at _____.
5. I am good at this activity, but I do not like it: _____.
6. I am not good at this activity, but I like it: _____.
7. I prefer being involved in individual activities _____ or group activities _____. (Check one.)

Relationships with Friends and Adults (Write yes for the statements that apply to you.)

1. I am generally well liked: _____.
2. I am generally not well liked: _____.
3. I have a group of friends: _____.
4. I prefer having one or two friends: _____.
5. I am a leader: _____.
6. I am a follower: _____.
7. I prefer people who like the same things I like: _____.
8. I prefer people who like different things: _____.
9. I have the support of significant adults in my life: _____.
10. I have the support of a group of peers: _____.

Food Preferences

1. I like to eat _____.
2. I do not like to eat _____.
3. I do _____ do not _____ eat a balanced diet. (Check one.)

Relaxing

1. I relax by _____.
2. I like relaxing alone _____ or with other people _____. (Check one.)

Return to your online lesson book.

3.3 Positive Thought Strategies

Create your positive thought strategies list. Choose 3-6 strategies that will work best for you:

1. _____

2. _____

3. _____

4. _____

5. _____

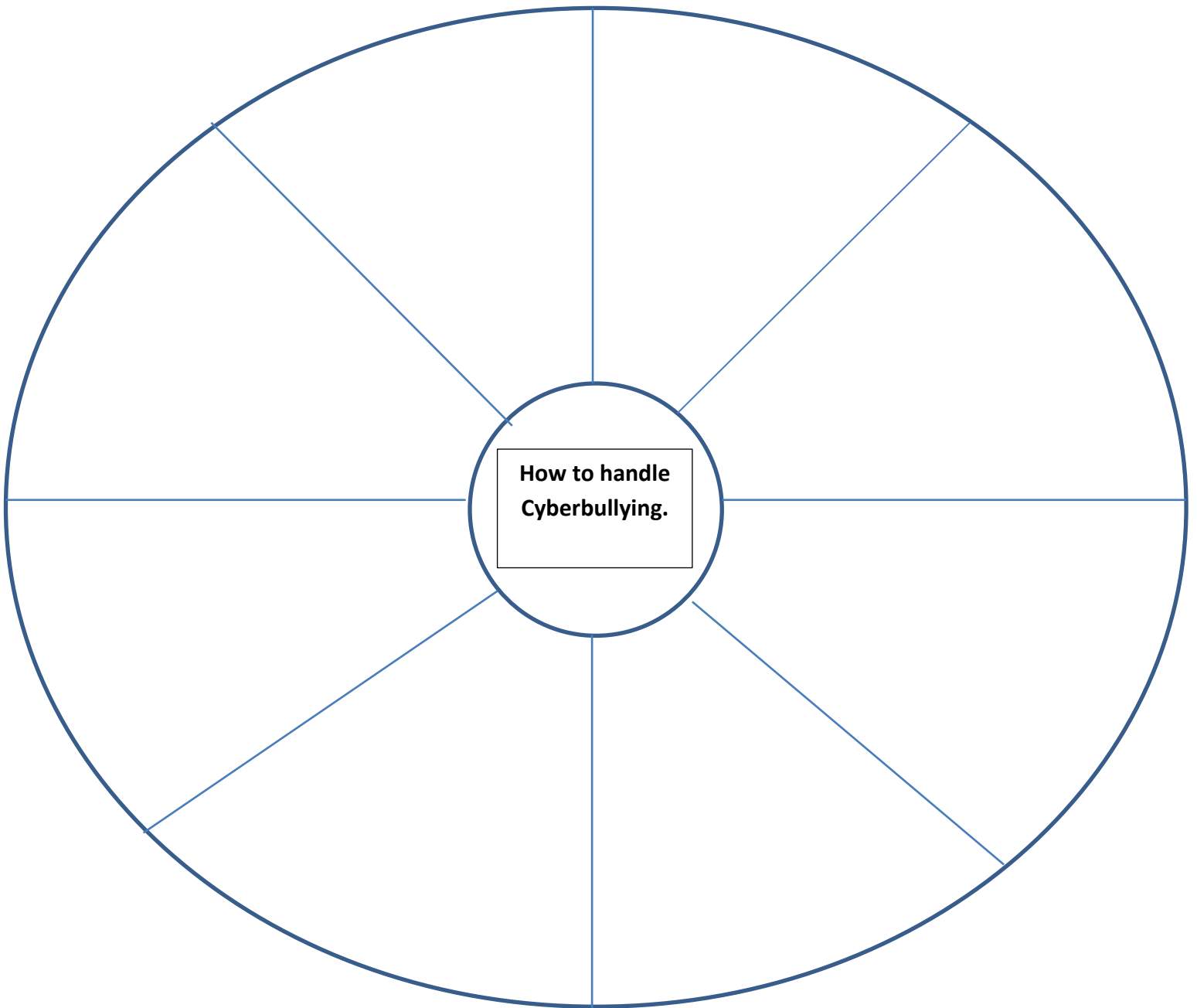
6. _____

Return to your online lesson book.

3.4 How to Stop Cyberbullying

Literary Elements

A. Fill-in the chart by identifying the main ideas and ways of dealing with cyber bullying as discussed during the video:



Return to your online lesson book.

3.5 The Sneetches

Making Inferences

Answer the following questions:

How do the Star-Belly Sneetches look? How do the Plain-Belly Sneetches look?

How is the language different for Plain and Star-bellied Sneetches?

Do you think the “star” on their bellies makes them feel differently about themselves? Why or why not?

What kinds of things do we use as “stars” that make people feel special or inferior to others?

The Sneetches all want to alter themselves in some way. Explain how this is similar to today’s society. Give some examples.

List 3 actions you will take to help everyone feel like they belong and are valued.

Literary Devices

What point of view is the story written from?

Find an example of symbolism in the story and identify what the author is trying to tell us.

Find an example of foreshadowing in the story and identify what the author is trying to tell us.

3.6 Deeper Thinking

Drawing Conclusions

Answer the following questions:

Write a definition for self-image.

What mental pictures do you have of yourself? How do others perceive you? Are these perceptions similar?

How does your self-image affect the way you act and how others see and treat you?

Can your self-image change? What kinds of things can you do to improve it?

**Submit this learning guide to your instructor
now.**