



In Focus

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Name _____

Directions: Use the following chart as a tool to measure and analyze bias in the visual media. Based on percentages of total video time spent in each category, pro and con, is the video biased? Based on your overall impression, is the video biased? Explain.

News broadcast _____

Date _____ **Time** _____

VIDEO ANALYSIS	PRO	CON
<p>Statements, Facts and Figures</p> <p>List those that support or refute one side or the other. This might best be accomplished with audio only.</p>	<input type="text"/> %	<input type="text"/> %
<p>Visual Appeals</p> <p>Include number, timing and description of visuals that might appeal to one side or the other. This might best be accomplished with sound off.</p>	<input type="text"/> %	<input type="text"/> %
<p>Interviews</p> <p>Include timing, number and, if applicable, type and/or comparative authority of experts</p>	<input type="text"/> %	<input type="text"/> %

Adapted with permission from Teachable Tech.





ABCs of Feelings

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Name _____

Directions: You have five minutes to jot down as many words to describe emotions or feelings that begin with each of the letters below. Depict a wide range of feelings.

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





When Bad Things Happen

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Name _____

We share many common emotional and physical responses in the aftermath of a personal, local, national or international emergency or disaster—whether natural or human-caused.

Emotional Responses

- Sadness, including crying more easily or wanting to cry
- Anger
- Fear
- Guilt, because you are OK and others are not
- Trouble falling asleep or staying asleep, or having nightmares
- Changes in appetite—eating too much or not being hungry
- Problems in school and having a hard time concentrating
- Feelings of helplessness
- Wanting to be alone more often than usual, or not wanting to be alone at all
- Moodiness and irritability

These are all normal responses. They may even go away for a while and then come back again when something makes you think of the event. That's to be expected.

You may find that loud noises startle you more easily, or that smells or the sight of objects associated with the disaster can cause a reaction. Don't be surprised at these responses. They will slow down and disappear on their own.

Physical Responses

You may also have some physical problems that come from being upset.

- Stomachaches
- Headaches
- Increased allergies
- Rashes
- Colds and flu-like symptoms

When Will I Feel Better?

When the event is less and less in your thoughts and you are not reminded of it, the feelings and reactions will fade, especially as you get back to your usual routine and focus your attention on other things. It doesn't mean that you care less about what happened; it's just that you have put your feelings about the event in their own special place. As this happens, you will find that your physical problems will disappear. Remember, though, it's normal for these bad feelings to come back from time to time, especially when triggered by a smell, television image, sound or person connected to the event.

Everyone feels stress in different ways, so don't compare yourself with your friends and family members, or judge their reactions or lack of reactions.





When Bad Things Happen

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What Can I Do?

- Avoid media coverage of the event. Repeatedly reading about or seeing pictures of the disaster and hearing about how frightening it was can seriously slow your ability to get over the stress of the disaster.
- Talk it out! Talk about feelings and thoughts with somebody you trust, such as a family member or guardian or another relative, a school counselor or a spiritual leader. Talking makes it easier to work through what happened and deal with the pain and fear.
- Ask for help when you need it. If you find that your feelings are still as strong and you are still having nightmares or physical problems in four to six weeks, you should ask your family to find someone else you can talk to who will help you sort through your feelings.
- Listen to other people.
- Be especially kind to others. Reassure yourself that there is kindness and caring in the world. Offer your assistance to someone who needs help.
- Spend time with your family and/or friends.
- Return to your usual routine.
- Sit under a tree; look at a brook, lake, river or ocean.
- Remind yourself of other times when you were afraid or sad. Remember that you were able to deal with those emotions—they don't last forever.
- Do something that could help others—take a first aid or CPR class.

What Else Can I Do?

Each of us has special things we do to make ourselves feel better when something bad happens. List at least three ways you've acted as your own "feel good" friend.





The Feel Good Chart

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Name _____

Sometimes, in the aftermath of a tragic event or disaster, it's hard to make yourself do the positive things that make you feel better about yourself or your situation. But, when it comes to taking care of yourself, you can be your best friend.

Directions: Begin a chart to record positive actions you take each day and how these actions make you feel, emotionally and/or physically. You may find that, on the first day or so, you have to think hard to find even one positive action. But, as you continue tracking yourself, you might need another page just to record all the positive actions you take in a single day.

Day/time	What I did	How it made me feel





My Weekly Schedule

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Name _____

Directions:

1. Set up a complete color-coded system to classify your activities.

Blue: Sleep

Purple: Classwork

Brown: Sports/hobbies

Red: Eat

Green: Read/homework

Pink: E-mails/phone
conversations

Lavender: Computer
games/Internet

Orange: Personal hygiene

Yellow: Watch TV

Gray: _____ : _____ : _____

2. As you start and complete activities each day, color in the chart below to show how you spent your time.

Time	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
NOON							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							
MIDNIGHT							
1:00 a.m.							
2:00 a.m.							
3:00 a.m.							
4:00 a.m.							
5:00 a.m.							





Analyzing My Weekly Schedule

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Name _____

Directions: Once you have completed **My Weekly Schedule**, it's time to look at how you have spent your time. As you answer the questions, think back to your previous hypothesis about how you spent time. Were you right?

1. How many hours of sleep did you get per day?

Do you believe you're getting enough sleep?

On average, how many hours did you sleep on weekday nights (Sunday through Thursday)?

On weekend nights (Friday and Saturday)?

2. How many hours did you spend watching TV each day?

On average, how many hours did you watch TV on weekdays?

On weekends?

3. How many hours did you spend playing video games or on the Internet each day?

On average, how many hours did you spend playing video games, on the Internet and on the phone or other communication device on weekdays?

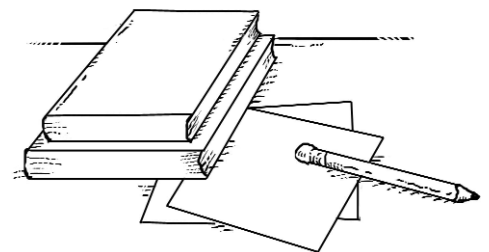
On weekends?

4. How many hours did you spend reading or doing homework each day?

Was that enough time to get all your homework completed?

On average, how many hours did you read or do homework on weekdays?

On weekends?





Analyzing My Weekly Schedule

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5. How many hours did you spend doing physical exercise or playing during the entire week? _____

What was the daily average? _____

6. Aside from sleep, what activity occupied most of your time during the entire week? _____

7. What activity is the most personally rewarding? _____

How much time did you spend on it during the week? _____

Was that enough time to make you feel good? _____



8. Consider all of the different activities you did during the week.

How much time did you spend with family? _____

With friends? _____

With pets? _____

9. If you had more free time, how would you spend it? _____

10. Do you think you need more or less structure in your life? _____

Why? _____

11. After analyzing your week, would you make any changes in your schedule to improve your health, accomplish more or feel better about yourself? Explain.





My New and Improved Weekly Schedule

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Name _____

Directions:

1. Set up a complete color-coded system to classify your activities.

Blue: Sleep

Purple: Classwork

Brown: Sports/hobbies

Red: Eat

Green: Read/homework

Pink: E-mails/phone conversations

Lavender: Computer games/Internet

Orange: Personal hygiene

Yellow: Watch TV

Gray: _____ : _____ : _____

2. Color code your new, improved weekly schedule, using the left-hand column under each day as your planned schedule. As the days pass, color code the right-hand column to show actual time spent. How closely have you stuck to your schedule?

Time	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
NOON							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							
MIDNIGHT							
1:00 a.m.							
2:00 a.m.							
3:00 a.m.							
4:00 a.m.							
5:00 a.m.							





Making Time for Sleep

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Name _____

Directions: Make the following calculations to determine the amount of free time you have each week.

1. How many hours are in the week?
2. Calculate time spent *each week* on the following necessary tasks:
 - Hours in school
 - Hours spent doing chores at home
 - Time spent on personal hygiene and getting dressed
 - Time spent eating
 - Time in extracurricular or physical activities (sports, clubs, etc.)
 - Time spent in transportation (to and from school, etc.)
 - Time spent doing homework

3. Add all the hours in #2.

4. Subtract the figure in #3 from the figure in #1.

This is how much time you have left in your week for sleep and free time—time to talk with friends on the phone, watch TV, play electronic games, e-mail, etc.

5. If you need about 9 hours of sleep each night, how many hours should you sleep each week?

6. Subtract the figure in #5 from the figure in #4.

This is the amount of time each week that is free time.

7. Do you currently spend more time in free time activities or less time? _____

8. If you spend more time, from which of the activities above do you cut time? _____

9. How can these calculations help you manage your time more effectively? _____





Out of My Comfort Zone

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Name _____

Directions: Often, we need to step out of our comfort zones to adapt to a changing situation. You may need to take a risk to find a new friend or get on a team or into a new club at school. You may have to find the right people to ask questions.

The center circle below is your comfort zone. What does it take for you to explore and to commit to your new situation and changing circumstances? The easiest steps to take are in the first circle closest to your comfort zone. The next circle is more risky, and the farthest circle is the riskiest.

Think of two or three things you'd like to make happen. Write these goals within the "Goal" sections of the circle. What do you need to do? For each goal you choose, write the first step toward the goal in circle 1, the second step in circle 2 and the third in circle 3. An example has been done for you.

