

Career  
Life  
Work

# Personal Management Skills

Instructional Resource

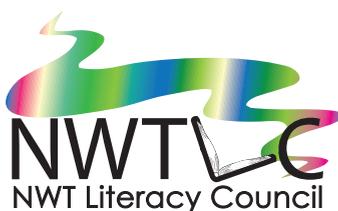
## Acknowledgements

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There are 10 manuals and workbooks in the *Career – Life – Work* series. You will find a list of them on the last page of this manual. You can find the whole series online at [www.nwt.literacy.ca](http://www.nwt.literacy.ca) under the adult resources section. If you would like print copies, please contact the NWT Literacy Council.



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### Introduction

This section is about personal development and reflection. The activities provide lots of opportunity for learners to reflect on their own lives as well as relate things to the working world.

Looking at our lives and working through personal development issues is not an easy task. We have learned behaviours that we have developed over a life time. This section provides an opportunity for learners to reflect on their strengths and build overall confidence.

1. **Building Confidence and Self-esteem:** self-esteem activities, affirmations, positive characteristics, thinking about your future
2. **Strategies for Healthy Living:** healthy eating, alcohol and drugs, active living, smoking
3. **Values and Ethics:** your value system, virtues, ethics in your personal life, ethics at work
4. **Diversity:** cultural universals, your culture, stereotypes, discrimination, learning styles, multiple intelligences
5. **Money Management:** The Financial Literacy Module 1 should be used in this section of the Personal Management module. Module 1 includes: budgeting terms and definitions, my relationship with money, wants versus needs, income and expenses, and household budgets.

This is an instructional resource with handouts for learners to support the Career-Life -Work curriculum at the 120 level. There are a lot of activities in each section. You do not need to do them all. Choose the ones that would be best for your learners.

### About Journals

Give learners a journal at the beginning of this program. Journals allow learners to reflect on their own learning and express their feelings and ideas. Many of the activities throughout this program ask learners to reflect on the content through journal writing.



Shows instructor notes and activities for each topic



Shows learner handouts for each activity. Copy enough handouts before you start the activity.



# Building Confidence and Self-esteem

## Learning Activity 1

6 Handouts

### 1.1: Define Self-esteem

Ask learners to get into groups and come up with a definition for “self-esteem.” Compare definitions.

Quite simply, self esteem is your opinion of yourself. High self esteem is a good opinion of yourself and low self esteem is a negative opinion of yourself. It is based on the beliefs you hold about yourself including:

- Your sense of personal worth
- Your ability to love and be loved
- Your strengths and weaknesses
- Your confidence in yourself
- Your ability to stand up for yourself
- Your ability to make your own decisions
- Your ability to relate well to others

Next ask these questions. What does it mean to have low self-esteem? What causes low self-esteem? When do you think self-esteem begins to form?

Self-esteem is crucial and is a cornerstone of a positive attitude towards living. It is very important because it affects how you think, act and even how you relate to other people. It allows you to live life to your potential.

People who have experienced demeaning circumstances in childhood may have a negative view of themselves (low self-esteem). We get our positive and negative feelings about ourselves from our childhood experiences.

### 1.2: What We Heard in the Past? (handout)

Ask learners to reflect on the different messages they heard about themselves when they were younger. Share some of your own. You may have heard that you were the smart one in the family and your sister was the pretty one. You probably think this is still true. Your teacher might have told you that you were a terrible singer and you probably still don't sing in front of people. Our view of ourselves has been greatly shaped and molded by how others see us.

Ask learners to think about what they heard about:

- My school smarts
- My musical skills
- My athletic skills
- My appearance

Next ask learners to fill in the handout about these things. They write down what they heard and then they write down the truth. For example: I heard that I wasn't very smart in school. The truth is that I am really good with my hands and can fix anything. I just learn in a different way.

### 1.3: Good and Not So Good Traits

Ask learners to fold a piece of paper in half lengthwise. On one side, ask them to list all the things they don't like about themselves. On the opposite side, ask them to list the things they like about themselves. Ask the learners to compare the two lists. Ask them what was easier to list – the good things or the not so good things – about themselves. Why?

### 1.4: Make Affirming Lists (2 handouts)

Go over the list of different positive attributes on the first handout together. Then ask learners to use the first handout to help them fill in the second handout on their positive attributes. Ask them to share with others. Encourage them to

reread them often, and rewrite them from time to time when they are feeling low. The handout asks learners to make a list of:

- At least five of your strengths, for example, persistence, courage, friendliness, creativity.
- At least five things you admire about yourself, for example the way you have raised your children, your good relationship with your brother, or your spirituality.
- The five greatest achievements in your life so far, like recovering from a serious illness, learning to use a computer, raising your child, going back to school.
- Five things you can do to make yourself laugh.
- Five things you can do to help someone else.
- Five things you can do to make you feel good about yourself.

### **1.5: Reinforcing a Positive Self Image**

Set a timer for seven minutes or note the time on your watch or a clock. Ask learners to write down everything positive and good they can think of about themselves. Tell them to include special attributes, talents, and achievements. Learners can use single words, clauses or sentences. Tell them they can write the same thing over and over if they want to emphasize something in particular. Tell them not to worry about spelling or grammar. Tell them to make sure they avoid making any negative statements or using any negative words – only positive ones.

When the seven minutes are up, ask learners to read the paper over to themselves. They may feel conflicted about what they have written. Some cultures really frown upon “bragging” or being immodest. Tell them this is not bragging as no one else will see their paper. Encourage learners to keep their list with them and reread it often. If they feel comfortable, they can share their list with a good friend or family member.

### 1.6: Developing Positive Affirmations<sup>1</sup> (handout)

Tell learners that “Affirmations are positive statements that you can make about yourself that make you feel better about yourself. They describe ways you would like to feel about yourself all the time. They may not, however, describe how you feel about yourself right now.” Write the following affirmations on the board or flipchart paper.

- I feel good about myself.
- I take good care of myself. I eat right, get plenty of exercise and do things I enjoy.
- I spend time with people who are nice to me and make me feel good about myself.
- I am a good person.
- Many people like me.

Ask learners to make a list of their own affirmations or they can fill in the handout on positive affirmations. Tell them to keep this list in a handy place, like their pocket or purse. Tell them to read their affirmations over and over again. Affirmations can change the way we think about ourselves. They can also change the way we act and react to things.

### 1.7: We Appreciate You (handout)

Give out the handout to learners. Ask learners to write their name at the top of the sheet and then pass it to the next person. Each person writes a positive statement about each other. “I like \_\_\_\_\_ because \_\_\_\_\_.” Tell learners to read their sheet when everyone has had a chance to write a positive statement. Ask for volunteers to share. Ask learners how it feels to hear such positive things about themselves from others.

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<sup>1</sup> Activities 1.1 – 1.5 come from <http://www.athealth.com/Consumer/disorders/self-esteem.html>

### 1.8: Ranking Traits

Ask learners to rip a piece of paper into ten strips. On each they write a word or phrase that describes themselves. Assure learners that no one will see what they have written, so a learner can be extremely honest. Then the learner arranges the traits in order from what s/he most likes about her/himself to what s/he least likes. When done, say, "Do you like what you see? Do you want to keep it? Now give up one trait. How does the lack of that trait affect you? Now give up another. Give up three. Now what kind of person are you?" After giving up six of the qualities, have learners regain the traits one by one.

You may see great tension as learners decide which traits they will give up. You may hear comments about how incomplete the learner feels without those traits, and you may see great relief, and a new understanding of the importance of those traits, as they are regained. After the session, ask learners to write in their journals what traits they kept and what they learned about themselves from the experience.

### 1.9: Vision of Your Future

Ask learners to think about the future. This is sometimes called visualization. Ask learners to make a collage about what they would like their life to be like in the future. Tell them to focus on being positive. They can use pictures from magazines or the Internet, drawings or words to depict their lives in the future. Some things to think about are:

- Health – body, mind and spirit
- Family and friends
- Work
- Where you live
- Finances
- Fun
- Thoughts and feelings

Ask learners to write a short paragraph about their future life. Tell them to use the present tense and to focus on what they want, not on what they don't want.

### **1.10: Tips for Improving Self-esteem** (handout)

Ask learners to work in pairs to make a poster on tips for improving self-esteem. The poster can be made with bristol board or can be done on the computer. First brainstorm some tips for improving self-esteem with the whole group and then ask learners to choose their top five tips and make a poster. Go over the handout Ten Tips for Improving Self-Esteem together.

### **1.11: Can One Person Make a Difference?**

Write the statement "Can one person really make a difference?" on the board. Ask them if they know who Mother Theresa was. Tell them a bit about her – she was a nun, and worked in India to help the poor. She worked her whole life to help others. She was awarded the Nobel Peace Prize in 1978.

Ask learners to think of people in their community or people that they know who make a difference in the lives of others. It could be an Elder who volunteers at the school or a friend who tirelessly volunteers at community events.

Now ask them to think of attributes these people have (e.g. honest, positive, friendly, etc).

Ask learners to think of how they themselves make a difference in other people's lives. They might be a good mother, a loving daughter, an honest employee, etc. Ask them to write their ideas down in their journal.



### Building Confidence and Self-esteem Learning Activity 1.2

#### What We Heard in the Past

What did you hear about the following?

- My school smarts
- My athletic skills
- My musical skills
- My appearance

Write what you heard in the first column and write what the truth is in the second column.

What I Heard	The Truth



### Building Confidence and Self-esteem Learning Activity 1.4a

#### Positive Attributes

Look at these positive attributes. Use them to help you fill in the next handout about your positive attributes.

- Accurate
- Ambitious
- Articulate
- Artistic
- Assertive
- Assume responsibility
- Attentive to detail
- Bold
- Broad-minded
- Businesslike
- Caring
- Clear-thinking
- Competitive
- Confident
- Consistent
- Dependable
- Detail-oriented
- Determined
- Eager
- Efficient
- Empathetic
- Enthusiastic
- Firm
- Flexible
- Friendly
- Generous
- Good listener
- Good-natured
- Helpful
- Honest
- Imaginative
- Independent
- Individualistic
- Intellectual
- Inventive
- Kind
- Knowledgeable
- Logical
- Loyal
- Meticulous
- Modest
- Motivated
- Natural
- Open-minded
- Organized
- Original
- Persistent
- Practical
- Quick learner
- Realistic
- Reliable
- Responsible
- Results-oriented
- Risk taker
- Self-confident
- Stable
- Strong-willed
- Supportive
- Teachable
- Tenacious
- Thorough
- Thoughtful
- Tolerant
- Trusting
- Trustworthy
- Understanding
- Versatile
- Willing to learn new things



### Building Confidence and Self-esteem Learning Activity 1.4b

#### Make Affirming Lists<sup>2</sup>

Write down five of your strengths, for example: friendly, happy, generous, etc.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Write down five things that you admire about yourself, for example: the way you have raised your children, your good relationship with your brother, or your excellent work ethic.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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<sup>2</sup> <http://www.athealth.com/Consumer/disorders/self-esteem.html>

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5. \_\_\_\_\_

Write down the five greatest achievements in your life so far, like recovering from a serious illness, learning to use a computer, raising your children, going back to school, etc.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Write down five things you can do to make yourself laugh, like watching a funny movie, calling a friend who always makes you laugh, etc.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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Write down five things you can do to help someone else, like taking care of their children for an evening, visiting someone in the hospital, etc.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Write down five things you can do to make yourself feel better, like calling a friend, going for a walk, having a bath, etc.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### Building Confidence and Self-esteem Learning Activity 1.6

#### Positive Affirmations

1. I am happiest when I \_\_\_\_\_.
2. I know how to \_\_\_\_\_.
3. Everyone thinks I am excellent at \_\_\_\_\_.
4. I always smile when \_\_\_\_\_.
5. Lots of people wish they could \_\_\_\_\_ like me.
6. I am a \_\_\_\_\_ worker.
7. I am a \_\_\_\_\_ friend.
8. I am a \_\_\_\_\_ parent.
9. I believe \_\_\_\_\_.
10. I am most proud of \_\_\_\_\_.



**Building Confidence and Self-esteem**  
**Learning Activity 1.7**

**We Appreciate You**

Name: \_\_\_\_\_

I like \_\_\_\_\_ because \_\_\_\_\_ .



### Building Confidence and Self-esteem Learning Activity 1.10

#### Ten Tips for Improving Self-Esteem<sup>3</sup>

1. **Become aware of and change your negative self-talk.** Learn to recognize the negative things you say to yourself. Replace your negative thoughts with positive thoughts.
2. **Stop comparing yourself to others.** There will always be people who are smarter, taller, shorter, thinner, heavier, cuter, more handsome, richer, have better jobs, make better grades, etc. If you play the comparison game, you're sure to depress yourself because you will always run into people who seem to have it all.
3. **Make decisions that fit with your values.** When we decide to do something that we know is not right we feel bad. Do things that make you feel good about yourself.
4. **Focus on your strengths.** Make a list of at least 10 of your positive qualities and review your list often.
5. **Start your day on a positive note.** Picture how you would like your day to go. You are happy, productive and feel good. You can make it happen. You have the ability to create a positive day!
6. **Practice gratitude.** Ask yourself: "What am I happy about in my life?" "What am I proud of?" "What am I grateful for?" "What good things are happening in my life right now?"

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<sup>3</sup> [http://prtl.uhcl.edu/portal/page/portal/COS/Self\\_Help\\_and\\_Handouts/Personal\\_Self-Help/Self\\_Esteem/Tips](http://prtl.uhcl.edu/portal/page/portal/COS/Self_Help_and_Handouts/Personal_Self-Help/Self_Esteem/Tips)

7. **Make a list of your past accomplishments.** They can be anything you're proud of, such as being a good parent, playing on the volleyball team, reading a book, doing well on a test or assignment, etc.
8. **Take good care of yourself.** On a physical level, this means eating healthily, exercising, getting plenty of sleep, learning to relax or perhaps going out on the land. On an emotional level, it might mean avoiding negative people and giving yourself the encouragement and support you need.
9. **Cultivate a social life.** Isolation can lead to loneliness and depression so make an effort to include other people in your life. Invite friends out or to your home – don't wait for them to call you. Become a volunteer with an organization you value – giving to others always takes our minds off ourselves.
10. **Go out on the land.** Go and spend time with nature and feel the pressures of life drop away. Go for a long walk with a friend or your dog. Spend time with family and friends out at the cabin or tent frame. Enjoy Mother Nature!





# Strategies for Healthy Living

## Learning Activity 2

10 Handouts

### 2.1: What is Healthy Living?

Ask learners, in small groups to brainstorm what they think encompasses healthy living. When each group has generated a list, ask them to pass their list to another group. Groups read the list and then choose their top five choices. Once each group has done this, they pass their paper to another group. Then each group chooses their top three choices for healthy living. Each group presents their top three. This tool is called 3-Way Rotation.

### 2.2: Healthy Eating: Cathy's Story (handout)

Read the story on the handout together with your learners. Ask learners to reflect on Cathy's story. Ask learners to complete the sentences below and then share their ideas with others.

1. I think healthy eating is...
2. I think Cathy ...
3. I would tell Cathy to ...

Some people eat healthy food and other people don't. In small groups, brainstorm why you think people don't eat healthy food. Write your ideas on a piece of flipchart paper. When all the groups are finished, compare your lists.

### 2.3. What Do You Think? (handout)

Ask learners to work in groups of two or three. Give each group one scenario to discuss in their group. Tell them to write down on a flipchart paper what the problem is and some specific ways to deal with it.

1. Kate has diabetes—a disease that occurs when your body has difficulty using sugar. In the past, doctors didn't find diabetes among Aboriginal peoples.

Now it's an increasing health problem among that group. By 2016, one in four Aboriginal adults may have diabetes.

2. Jim is a single parent with two children. He has no job and lives on income support. He lives in a small community where food has to be flown in, so it's expensive. He watches his money carefully, but even then he finds it difficult to feed his children well.
3. Jean is pregnant. She wants her baby to be healthy, but she doesn't know what kinds of food she should eat.
4. Matt is a single guy who lives on his own. He doesn't like to cook much, so he eats lots of processed foods like frozen pizza and chicken fingers. He went to the health clinic to get a physical done for a job he was applying for and he found out that he has really high blood pressure. Matt is only 29 years old.

### **2.4: Active Living Self-Assessment** (handout)

Ask learners "Why is active living important?" Discuss. Ask learners to fill out the self-assessment on active living. Are they surprised by the assessment? Ask them what kinds of things they can do to improve their score (if their score was low).

### **2.5: Active Living: Ken's Story: I'm Not a Couch Potato Anymore!** (handout)

Ask learners to read the story about Ken. Ask them to answer the questions on the handout. Discuss as a group.

### **Questions**

1. What do you think "active living" means?
2. What things did Ken do to become more active?
3. Do you think that you have more energy if you are more active? Why?
4. What things can you do to become more active?

### 2.6: Stop and Think: Smoking (handout)

Ask learners to think about smoking in their own lives. Give them the handout and ask them to think about the following questions. Ask them to get into groups and share their thoughts with one another.

**Non-smokers** 

1. Have you ever tried smoking?
2. Why did you decide not to smoke? Or, why did you stop smoking?
3. How do you feel and what do you do if someone beside you lights up?

**Smokers** 

1. When did you first start smoking? Why?
2. Have you ever tried to quit smoking?
3. Were you successful?
4. How do you think smoking affects your life or the lives of your family or friends?
5. Do you know where to get support if you want to quit smoking?

Then ask them to brainstorm all the possible reasons why people smoke. Ask them to write their ideas on a piece of flipchart paper. When all the groups are finished, compare lists.

### 2.7: Smoking Rates in the NWT (handout)

First go over the term “statistic” with learners. Give them some examples of statistics. You can find examples on the Statistics Canada website.

The NWT has extremely high rates of smoking.

- In groups of two or three, choose one of the statistics on the handout.
- Talk about the statistics.

- How did you feel when you read this fact?
- Why do you think this is the case?
- Share your statistics and ideas with others in the class.

As a whole group discuss:

- What statistic surprised you the most?
- What do you think should be done about the situation?

### **2.8 Smoking is Expensive** (handout)

Learners calculate how much money a person would spend if they smoked  $\frac{1}{2}$  pack a day at the cost of \$12 per pack for one week, one month, one year, two years, five years and ten years.

Ask learners what they would do with the money that they saved from not smoking.

### **2.9: Design a Poster** (handout)

Learners can work individually or in pairs. Ask them to choose one of the topics on the handout, or they can choose their own topic. Tell them to design a poster that will teach people something about the topic.

### **2.10: Stop and Think: Alcohol**

Discuss

1. Why do people drink?
2. Does alcohol play a part in your life? How much?
3. How much is too much?
4. How can you help someone with a drinking problem?
5. Where can you go to get help with a drinking problem?

### **2.11: Agree/Disagree** (handout)

Ask learners to fill in the chart on the handout. Photocopy and give each learner the cards that say Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree. Read each statement and ask learners to hold up the card that corresponds to what they think. Ask learners to defend their position.

### 2.12: Is Your Drinking a Problem? (handout)

Each group reads one scenario from the handout. They decide if the person in the scenario has a drinking problem or not and state why or why not. Ask each group to read out their scenario and discuss it with the group.

Make a list on the board of all the characteristics of someone who has a drinking problem. Talk about the difference between a binge drinker and a chronic drinker.

- **Binge drinker**—you don't drink every day, but when you do drink, you drink a lot.
- **Chronic drinker**—you probably drink every day, but might not seem drunk.

Here are signs that might show you have a drinking problem:

You drink every day.

You drink to feel better.

You drink by yourself.

You try to stop drinking or to drink less, but you can't.

You lie to your friends and family about your drinking.

You sneak drinks.

You need a drink to get you going in the morning.

You lose your friends, or your job.

You can come up with lots of reasons to drink.

You have blackouts and forget things.

You miss school or work because you are drunk or have a hangover.



### Strategies for Healthy Living Learning Activity 2.2

#### **Cathy's Story: The Year I Lost 60 Pounds**

This story is about my weight problem. When I was a child, I ate lots of junk food, I kept getting bigger and heavier. By 1993, when I was 16 years old, I weighed one hundred and ninety pounds. My friends bugged me about my weight throughout the years and finally I decided to do something about my weight problem. Nobody would tease me anymore. I went to the health program at the Health Centre for some help. The nurses told me what to do about getting in shape and feeling good about myself. So I followed the instructions: I started doing exercises such as pushups, sit-ups, and walking up and down the stairs, every day. I did this a couple of times a day, for half a year. I also did something about my eating habits by starting to eat healthy foods like vegetables and fruit, whole wheat bread, low-fat dairy products and fish and lean meat.



I knew that if I ate right I would lose some weight. When I did start to lose weight slowly in a month's time, I felt so wonderful because I was getting thinner.

Today I'm glad that I did this exercise and ate healthy foods. I know that it's important to be healthy. I'm sure I will keep these healthy habits and I will be in good shape. Now if I eat junk food, fast foods and fatty foods, it makes me so miserable and I know my weight will increase if I keep on eating junk food. But I will give you a hint: do not lose too much weight because you could run into problems. You could get really sick and end up in the hospital for a period of time until you get back on track with your health. If you eat right and exercise every day, you will stay in shape. You will also be strong and have good posture. Don't be a couch potato! Stay healthy and be proud of yourself.



### Strategies for Healthy Living Learning Activity 2.3

#### What Do You Think?

Kate has diabetes—a disease that occurs when your body has difficulty using sugar. In the past, doctors didn't find diabetes among Aboriginal peoples: now it's an increasing health problem for them. By 2016, one in four Aboriginal adults may have diabetes.

Jim is a single parent with two children. He has no job and lives on income support. He lives in a small community where food has to be flown in, so it's expensive. He watches his money carefully, but even then he finds it difficult to feed his children well.

Jean is pregnant. She wants her baby to be healthy, but she doesn't know what kinds of food she should eat.

Matt is a single guy who lives on his own. He doesn't like to cook much, so he eats lots of processed foods like frozen pizza and chicken fingers. He went to the health clinic for a physical for a job he was applying on and he found out that he has really high blood pressure. Matt is only 29 years old.



### Strategies for Healthy Living Learning Activity 2.4

#### Active Living Self-assessment

Give yourself 3 points for “yes,” 1 point for “sometimes,” and 0 points for “no.”

Activity	Yes	No	Some- times	Points
I walk to work or school.				
I ride my bike to work or school in the spring, summer and fall at least twice a week.				
I go for a walk at least three times a week.				
I play a sport like hockey or volleyball once a week.				
I play outside with my kids at least once a week like sliding, road hockey, going to the park, etc.				
I use the stairs even if an elevator is available.				
I shovel the driveway or walkway in the winter.				
I ski or snowshoe in the winter at least twice a month.				
I go hiking in the summer and fall at least twice a month.				
I exercise at home doing push-ups, sit-ups, or other exercises.				
<b>Total Points</b>				

- 20-30 points**    You are very active. Keep up the good work!
- 10-20 points**    You are doing some activities, but you need to do more!
- 0-10 points**     You really need to start doing more activities to help you stay in shape.



### Strategies for Healthy Living Learning Activity 2.5

#### Ken's Story: I'm Not a Couch Potato Anymore!

I'm nineteen. I drive the water truck in the community. It's a great job—I love it. I drive the truck and Johnny, my partner, gets out and fills up the water tanks.



After work, I used to go home, have supper, then watch TV. We have a satellite dish, so there's always something good on. I would lie on the chair with some potato chips watching the "boob-tube". On weekends, I'd hang out with my friends and play cards or video games.

Then I met Sara. I really like her. She's got so much energy. She didn't say I was a couch potato, but I knew she thought that. One day I asked her, "How come you have so much energy?" She told me it was because she looked after herself. She tries to eat healthy food and she likes to be active. She thinks if you're active, you'll be healthier and have lots of energy. She said I should try to be more active.

I told her I was no "jock," that I didn't like sports. She said that didn't matter. Being active is not just about playing sports. She talked about something called "active living" —about people being active every day. Sara said you could do almost anything—walk, do chores like chopping wood, run dogs. 'The important thing,' she said, 'is to pick some things you like doing and do them every day. You can do different things for 10 minutes at a time. Then add them up, until you have between 30 to 60 minutes.'



I decided I'd give it a go. Boy, it was hard getting started! At first I just got out of the water truck and gave Johnny a hand with the hose. That wasn't too bad! Then I decided I'd walk to work instead of driving—I live only ten minutes away anyway. Then Johnny asked me to help him build a skidoo shack. We hauled wood, and

climbed up and down the ladder. Now I try to do things every day. I feel pretty good about myself—and I can see Sara feels pretty good about me too.

### Questions

1. What do you think “active living” means?

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2. What things did Ken do to become more active?

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3. Do you think that the more active you are the more energy you have? Why?

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4. What things can you do to become more active?

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### Strategies for Healthy Living Learning Activity 2.6

## Smoking

Think about the following questions. Share your thoughts with others.

### Non-smokers

1. Have you ever tried smoking?
2. Why did you decide not to smoke? Or, why did you stop smoking?
3. How do you feel and what do you do if someone beside you lights up?

### Smokers

1. Have you ever tried to quit smoking?
2. Were you successful?
3. How do you think smoking affects your life or the lives of your family or friends?
4. Do you know where to get support if you want to quit smoking?



### Strategies for Healthy Living Learning Activity 2.7

#### NWT Statistics on Smoking

1. In 2006, 41% of adults in the NWT over the age of 15 smoked, compared to 25% in southern Canada. That's about 12,000 adults in the NWT who smoke. To be the same as the national rate, 4,600 smokers in the NWT would have to quit.
2. In both the NWT and Canada, smoking is more common among young adults between 18 and 24 years of age.
3. Overall in the NWT, more men (44%) smoke than women (37%). And 46% of 15-24 year olds smoke.
4. There is a significant difference in rates of smoking between those who have not completed a high school diploma (57 %) and those who have completed university (16%).
5. The smoking rate for adults varies widely across the NWT. It is 30% in Yellowknife, 46% in regional centres and 54% in small communities.
6. There is a significant difference in rates of smoking between the Aboriginal (54%) and non-Aboriginal (29%) populations.



### Strategies for Healthy Living Learning Activity 2.8

#### Smoking is Expensive

Calculate the cost of smoking. Assume that one pack of cigarettes costs \$12 and that the person smokes  $\frac{1}{2}$  pack each day.

One day (1/2 pack of cigarettes)	\$6.00
One week (7 days)	
One month (31 days)	
One year (365 days)	
Two years	
Three years	
Four years	
Five years	
Ten years	

What would you spend all that extra money on?



Strategies for Healthy Living  
Learning Activity 2.9

**Design a Poster**

Either individually or in pairs, choose one of the following topics, or you can come up with your own topic. Design a poster that will teach people something about the topic.

 <p>The dangers of smoking during pregnancy</p>	<p>Smoking around children</p> 
 <p>Making your home smoke-free</p>	<p>Selling tobacco products to minors</p> 
 <p>The cost of smoking</p>	<p>Cigarettes and health</p> 

**Put your posters up around the community.**



### Strategies for Healthy Living Learning Activity 2.11

#### Agree/Disagree

On your own, read the statements on this page. Decide how much you agree or disagree with each statement and put an 'X' in that column.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The legal drinking age in the NWT is too young. I think it should be raised.					
I will take a ride from someone who has been drinking					
It's OK for pregnant women to drink alcohol.					
I respect people who do not drink.					
Friends have a lot of influence on whether I decide to drink or not.					
If someone at my house is drunk, I will cut them off and not give them any more alcohol.					
I will stop drinking if it is hurting my family.					
If my friend has a drinking problem, I will tell him/her to quit.					
I can easily say "No" to alcohol.					
It's OK to drink alcohol if all your friends are doing it too.					

Photocopy and cut these cards out. Give cards to learners. Read each statement from the chart on the previous page and ask learners to hold up the card that corresponds with what they think.

**Strongly Agree**

**Agree**

**Not Sure**

**Disagree**

**Strongly Disagree**



### Strategies for Healthy Living Learning Activity 2.12

#### Is Your Drinking a Problem?

Tom goes to school at Aurora College. He doesn't have a lot of money but when he gets some he usually goes out on a bender. Once in a while he misses school because he is hung over. He is doing very well in school.

After the kids go to bed, Mary sometimes has a couple of glasses of wine to relax. She usually does this one or two nights of the week. Sometimes she wakes up with a slight headache, but a couple of Tylenol and some water usually do the trick. She is very punctual and reliable at work.

When Susan drinks her personality changes. She can become very mean and aggressive. Sometimes she gets into fights on the street. When she wakes up in the morning she always feels really bad about what happens and swears she won't drink again.

Roy likes to drink beer when he watches hockey on TV. Sometimes he has two or three beers while watching a game. He can get pretty rowdy, especially if the Edmonton Oilers are playing. His wife complains that he drinks too much but he thinks she is nagging him.





### Positive Values and Ethics

#### Learning Activity 3

8 Handouts

#### 3.1: What Are Values?

Values can be a tricky subject. It is important that people have the opportunity to talk about their values and beliefs in a non-judgmental situation. Review group agreements before you broach this subject.

Ask learners to come up with a definition of “values.”

*Values* are something that we consider to be important, good, and desirable. Values tend to be based on societal beliefs, with groups of people tending to think the same sorts of things are important and good. Your values are developed from your experiences with the world. Most values are judgments about things or thoughts about the way things should be. For example: If you say “a person should always try their best” it would mean that you value hard work. Values can differ from group to group, and from culture to culture. Values can change over time.

*Belief:* A belief is based on our knowledge or life experience, and refers to something that we believe to be true. Beliefs and values are linked and tend to go together. For example: If you value hard work you would probably believe that people who try their best are good, happy people who have good things happen to them. Now, the important thing to note here is that just because you believe this, doesn’t make it true. Beliefs are not always based on facts. Instead, they are based on our own knowledge and life experience. As we grow and learn new things our beliefs can change.

Then ask learners to brainstorm a list of different values (family, wealth, community, power, etc.).

### 3.2: Finish the Sentence (handout)

To start your conversation on values, ask learners to finish each sentence on the handout. When they have completed the sentence, ask them what values they think are represented in their answers. For example:

If I had a million dollars I would give some away to family and charities and I would buy a house and go on a vacation.

Values represented in this sentence are pleasure (vacation), security (home), community (giving to charity) and family.

### 3.3: What Do You Value? (handout)

Ask learners what they think is important in life. Ask learners to write down on cue cards three values that they have. Put all the cue cards together and mix them up. Next the instructor picks out a value and then draws it. It might be “spending time with family.” Learners guess what it is and then they write it down on a flipchart paper. Next ask each learner to pick one out and draw it for everyone to guess. Do this until all the cards have been guessed. By now you will have an extensive list of values (you may have many that are the same).

Discussion questions:

- Would everyone agree that these are the things that are important?
- Are there some values on the list that you think are more important than others?
- Why might some people have different values?

Read over the handout with learners and ask them to complete it. Ask learners to share their top five values with others (if they want to).

### 3.4: What about Virtues? (handout)

So what is a “virtue”? And how is it different from a “value”? Tell learners that “A value is what you or your culture value such as family, community, being on

time, being healthy, etc. Virtues are closer to expressing character and morals such as bravery, respect, honesty, kindness, compassion, courage, loyalty, honour, gratitude, etc.”

Review the handout together and then ask learners to fill in the chart. Then they should choose their top five virtues. Ask learners to share their top five virtues (if they want to).

### **3.5: Code of Ethics** (handout)

Learners use the information from the previous two exercises to develop a personal code of ethics (five sentences). First ask learners what they think a personal code of ethics is. A personal code of ethics puts into writing those ideas and philosophies that are the core of your life and allows you to say I will do this because I believe this. It is a document that learners can review as a reminder of what is important to them.

Read the handout together. Do a couple of examples with learners together before they tackle writing out their own sentences.

### **3.6: How My Value System Developed** (handout)

Ask learners where our values come from. Make a list on the board.

Tell learners that values come from our homes, school, society, friends, TV, church, music, books, families, culture, employers, time-period in which you were raised (70s, anti-establishment, peace, individuality; 80s, money, prestige, don't get caught, etc.; 90s, earth, green peace, health and fitness), etc.

Your age will greatly influence your values. Different people and things influence you at different ages:

- Ages 1-7 – parents, grandparents and other family members
- Ages 8-13 – teachers, heroes, peers (sports, rock stars, TV)
- Ages 14-20 – peers

- Ages 21+ your values are established, but you may test your values from time to time.

Ask learners to complete the handout “How My Value System Developed.”

### **3.7: My Own Value System** (handout)

Your values determine the actions you take, as well as the goals you set. Values vary from person to person and even from community to community and country to country. Ask learners to think about their own value system. Ask them to work with a partner and fill out the handout “My Own Value System.”

Review the section on what employers value. There will be more activities related to ethics in the workplace in the Career Management section.

### **3.8: Have You Ever?**

Read out the statements below and ask learners to think about them. They don't need to “confess” or talk about the situation – just listen and think.

1. Have you ever called into work sick even though you weren't sick?
2. Have you ever told someone's secret to someone else?
3. Have you ever lied to your partner about something?
4. Have you ever stolen from your workplace?
5. Have you ever told a “white lie” to your child to get them to go to sleep?
6. Have you ever had fun at the expense of someone else?
7. Have you ever gone on Facebook at work?

Tell learners that “ethics” are about how we behave or what we do in our lives.

### **3.9: What Would You Do?** (handout)

Learners work in pairs to discuss the ethical situations on the handout. Ask them to discuss the situation and decide what they think is best. Make sure they know that there is no right or wrong answer. If opinions vary in the classroom, set up a debate for learners to share their ideas.

### **3.10: Ethical Situations at Work** (handout)

Discuss this statement “You can't get ahead by being honest.” Ask learners if they agree or disagree? Explain.

Read and discuss the work scenarios and situations on the handout together. Ask learners to work in a group to act out one of the situations.

### **3.11: Ethical Decisions at Work**

Ask learners to think about five business situations in which people must make ethical decisions. Ask them to write these situations down. Tell them to think about situations from home, school, work, TV shows or movies. For each situation, they should state:

1. What ethical question was raised?
2. Do you think the answer was easy or difficult?
3. How was the question resolved?
4. How would you have resolved it?"



5. I like people who...

6. If I were a boss I would...

7. My favorite thing is...

8. On my next vacation I am...



### Positive Values, Beliefs and Ethics Learning Activity 3.3

#### What Do You Value?<sup>5</sup>

What do you value most in life? There are many values listed below. Place a check mark in the column across from each value that best represents you.

Values	Extremely Important	Important	Not Important
Wealth			
Skill			
Spirituality			
Recognition			
Power			
Pleasure			
Physical appearance			
Love			
Knowledge			
Health			
Creativity			
Job			

<sup>5</sup> <http://www.uen.org/Lessonplan/preview.cgi?LPid=562>

## Career Life Work

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Family			
Education			
Achievement			
Possessions			
Comfort			
Safety			
Friendship			
Community			
Independence			
Curiosity			
Order			
Inner peace			
The land			

**List your top five values in order of importance.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### Positive Values, Beliefs and Ethics Learning Activity 3.4

#### Your Principles and Virtues

Virtues	Extremely Important	Important	Not Important
Integrity			
Responsibility			
Compassion			
Forgiveness			
Honesty			
Trustworthiness			
Generosity			
Serving Others			
Faith			
Justice			
Self-control/discipline			
Obedience			
Courtesy			
Care for the environment			
Wisdom			

## Career Life Work

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Courage			
Loyalty			
Kindness/friendliness			
Humility			
Cheerfulness			
Determination			
Thrift			
Respect for others			
Respect for the land			
Caring			
Caring for self			

**List your top five virtues in order of importance.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### Positive Values, Beliefs and Ethics Learning Activity 3.5

#### Code of Ethics

Write five statements which summarize your beliefs about what is most important. Use the values and virtues from the previous activities as your guide to writing these statements. This is your code of ethics which forms the basis of your decisions.

For example, if you had community as one of your top five values and serving others as one of your top five virtues, you might write a statement like this:

- I will work to make our community a better place by working with and serving others.

If you had health as a value and caring for self as a virtue then you might have a statement like this:

- I will maintain my physical and emotional health through regular exercise, good eating habits and proper care of my body.

#### Your Turn!

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Career Life Work

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3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_



**Positive Values, Beliefs and Ethics**  
**Learning Activity 3.6**

### How My Value System Developed

Your values determine the actions you take, as well as the goals you set. Place an X in each column if family, culture or friends have influenced this value in your life. Each value column may contain more than one X.

Values	Family	Culture	Friends
Wealth			
Skill			
Spirituality			
Recognition			
Power			
Pleasure			
Physical appearance			
Love			
Knowledge			
Health			
Creativity			
Job			
Family			

## Career Life Work

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Education			
Achievement			
Possessions			
Comfort			
Safety			
Friendship			
Community			
Independence			
Curiosity			
Inner peace			
Influencing others			
The land			

Who or what has the most influence on your values? \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

Whose advice do you follow the most: parents, instructors, friends, Elders?

\_\_\_\_\_

Why?

\_\_\_\_\_



### Positive Values, Beliefs and Ethics Learning Activity 3.7

#### My Own Value System

Your values determine the actions you take, as well as the goals you set. Values vary from person to person and even from community to community and country to country.

List three valuables that you would want to take with you if your home suddenly caught on fire.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three values that you believe to be typically Northern.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three values that you believe would be important to a person in a third-world country.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Career Life Work

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List two values you have as an adult but you did not have as a teenager.

1. \_\_\_\_\_

2. \_\_\_\_\_

List three values you think are important for parents to have.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

List three values that you think are important to an employer.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



### Positive Values, Beliefs and Ethics Learning Activity 3.9

#### What Would You Do?<sup>6</sup>

Read the following scenarios. Decide what you would do or what you think is right. There are no right or wrong answers.

1. Someone asks you for money on the street. They look like they have had a really rough time in their life. You suspect that if you give them any money they will most likely head to the liquor store. What would you do?
2. A man has been sentenced to prison for robbery, and admits guilt, although he argues that he only robbed the grocery store because he needed food for his children. He pleads with the judge to understand his situation. He says that he was a residential school survivor and that he has difficulty holding down a job. He promises to get help. What do you think the judge should do?
3. A rich man and a poor man commit the same type of crime. The rich man is fined \$10,000 while the poor man is sent to jail for one year. Is this fair?
4. You run a childcare program and have had a hard time making ends meet. A car dealership offers you a new van worth \$15,000 for free if you will falsely report to the government that the dealership donated a van worth \$30,000. You really need the van and it will give you an opportunity to make the children happy. Do you agree to take the van?
5. You are shopping and notice a woman putting a bar of cheese into her purse. Do you report her?

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Adapted from <http://www.cariboo.bc.ca/ae/php/phil/mclaughl/courses/ethics/bioeth/dilLisas.htm>

6. You discover Bill Gates' wallet lying on the street. It contains \$1,000.00. Do you send it back to him without some or all of the money? Do you send it back to him with all its contents intact?



### Positive Values, Beliefs and Ethics Learning Activity 3.10

#### **Ethical Situations at Work<sup>7</sup>**

1. **Suppose you are a sales clerk in a store and some of your friends want you to let them shoplift. Answer the following questions.**
  - a. If you refused to let them shoplift, would that make you a disloyal friend? Explain your answer.
  - b. How would you respond if your friends said to you:
    - i. "Just turn your back. You won't even be involved."
    - ii. "Don't let it bother you. Everybody does it."
    - iii. "The store will never miss it."
    - iv. "This store rips everybody off. We're entitled to get even."
  - c. If they shoplift despite your objections, what would you do?
  
2. **There is an old saying "the customer is always right."**
  - a. What do you think that means?
  - b. Do you agree with it? Explain your answer.
  - c. What should you do if you think the customer is dead wrong?
  
3. **Suppose you are serving a customer who insults you with racist remarks and attitudes.**
  - a. Is this a problem for you?
  - b. What is the best way to deal with this person?

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<sup>7</sup> <http://www.goodcharacter.com/NFS/SchoolToWork.html>

4. **Suppose you have some personal problems that are troubling you.**
  - a. Is it okay to attend to these problems while you are at work?
  - b. To what degree (or under what circumstances) do you think it's okay to deal with your own personal affairs on company time?
  
5. **Suppose you are getting paid less than you think you deserve.**
  - a. Could that justify stealing from the company or goofing off on the job?
  - b. Explain your answer.
  - c. What other options might you have to remedy your dissatisfaction?
  
6. **You work at the local Northern Store. You notice that your supervisor is stealing from the store. You approach him about it and he says that you could take a few things each week too.**
  - a. Do you report your supervisor?
  - b. What responsibility do you have to the company?
  
7. **You are working at the gas bar in your community. A person that you don't recognize comes and fills up her rental truck. She is very friendly. She pays for her gas and drops a \$10 bill on the ground.**
  - a. Do you pick up the \$10 bill and run after her?
  - b. Do you pick up the \$10 bill and put it in your pocket?
  
8. **You are the lunchtime host at a popular restaurant. The waiting list is 30 minutes long. A customer offers you \$20 to seat his party next.**
  - a. Would it be ethical to accept the offer?
  - b. Explain your answer.





### **Diversity** **Learning Activity 4**

7 Handouts

#### **4.1: Similar and Different<sup>8</sup>** (handout)

Ask learners to work in pairs to find five similarities and five differences between each other. Ask them to find a new partner and do the same thing. Then, discuss and list similarities and differences as a class. Talk about how most of us have things in common as well as things that are different.

Ask learners to define “diversity”.

“Diversity is about acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences.”

Ask learners to fill out the handout titled “I Am” and “I Prefer” and then share their responses with others in the class.

#### **4.2: Cultural Universals**

Ask learners to list many, different, and unusual things that they consider to be “wrong”, that is, things that are not acceptable to do.

Each learner first makes a private list of things s/he considers to be “wrong” or unacceptable behavior. After about ten minutes, learners get in groups of two or three and share their lists. Then have people determine categories that the ideas fit into. This will determine how many different ideas there are.

Now learners make a group list. In order for an idea to be on the group list, each person in the group must agree to it. At this point the teacher may need to

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<sup>8</sup> Read more: Activities to Teach Diversity to Children | eHow.com  
[http://www.ehow.com/list\\_6690027\\_activities-teach-diversity-children.html#ixzz1BgtJ0DKI](http://www.ehow.com/list_6690027_activities-teach-diversity-children.html#ixzz1BgtJ0DKI)

remind people that everyone has his/her own culture that is a result of being raised in his/her family and his/her own ideas, but that what we are after are things everyone in the class can agree on.

When the groups have a common list, they join another group of two or three and repeat the process. At the end of this time, all the ideas from each group are written so that everyone can see them. At this point everyone has discussed and defended his/her ideas at least twice. For an idea to be a part of the class culture, everyone in the class has to agree that it is wrong. If there are disagreements, people may make short speeches presenting their ideas and reasons in an attempt to persuade other people of their viewpoint. In the end, the ideas that are left represent some of what is unacceptable behavior in this particular class.

### 4.3: Circle of My Cultural Self<sup>9</sup> (handout)

This activity explores identity and begins the discussion on stereotyping. Learners place their name in the center circle on the handout. Then they write an important feature of their identity in each of the circles around the larger circle. You should brainstorm different features so that learners have a good list to choose from. Some examples are: Aboriginal, male, female, mother, father, athlete, adult learner, employee, Elder, youth, short, Catholic, etc.

Once everyone has completed the first page of the handout ask learners to do the following:

1. Think of a story about a time you were especially proud to identify with one of the descriptors you used above. Share with a partner.
2. Think of a story about a time it was especially painful to be identified with one of your identifiers or descriptors. Share with a partner.
3. Ask if groups would like to share their stories with the larger group.

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<sup>9</sup> <http://www.edchange.org/multicultural/activities/circlesofself.html>

4. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are.

The next piece starts the discussion on stereotyping. Ask learners to fill in this sentence.

I am (a/an) \_\_\_\_\_ but I am NOT (a/an)\_\_\_\_\_.

**For example:**

- I am a youth but I am NOT a lazy out-of-control teen.
- I am Aboriginal but I am NOT lazy or drunk.
- I am a teacher but I DO have a good social life.
- I am blonde but I am NOT dumb.

Ask learners to read their stereotype statements to the whole class. Begin with your statement.

Next have a discussion about stereotypes. Where do stereotypes come from? Why do we stereotype people?

#### **4.4: What about Our Stereotypes** (handout)

Read the handout together.

You have the right to your own beliefs, just as others have the right to hold beliefs that are different from yours. Your beliefs are an important part of who you are. However, sometimes we have beliefs that are *biased* towards or against others. This means that we have beliefs that may result in us treating other people in a way that is unfair or prejudiced. Having biased beliefs is something that may lead you down the slippery slope of inadvertently oppressing someone who belongs to a certain group of people.

One type of bias is a stereotype. A *stereotype* is a rigid fixed belief that is held about all people who are members of a specific group of people. Stereotypes do not leave any room for individual differences. When you believe a stereotype

about someone, you assume that person will behave in a certain way without ever thinking or believing that the person may say or do something different than what you believe will happen. It is almost like your mind twists and changes the information that the person is sending you to make it *fit* the stereotype.

Ask learners to take a moment to think about some stereotypes that they know about the cultural group that they belong to. What are they?

Ask learners to fill out the handout on different stereotypes for different groups. Talk about the stereotypes that we have of other people.

### 4.5: Discrimination

Discuss the following:

1. Have you ever been in a situation where you felt you were discriminated against because of your gender, culture, language or any other characteristic?
2. Have you have been in a situation where you felt uncomfortable and different from everyone else, but did not know what to do about it?
3. Have you ever witnessed someone discriminating against someone else?
  - What were these situations?
  - What did you do?
  - Did you speak out or did you just go along with whatever was happening?
  - Why did you choose the course of action that you did?
  - Do you think that the other people knew how you felt? Why or why not?

### 4.6: Flower of Power (handout)

The *Flower of Power* is intended to get us thinking about dominant groups in society and our individual places of privilege or non-privilege. As a group fill in the *Flower of Power* together.

First, ask learners to fill in each of the small, inner petals of the flower by describing themselves according to each category (e.g. Social Class: middle class, working class, etc.; Religion: Christian, Muslim, Jewish, etc.). Since some information is of a more personal nature, it is important to let participants know that they do not need to share their answers with the rest of the group; this is an activity to help individuals become conscious of their own place in society.

Once everybody has completed their inner petals, the group comes back together and discusses who makes up the majority for each category. For example, in Canada under religion – Christian would be the dominant group. The answers go into the outer petals.

Ask these questions afterwards:

1. How many petals do you have for the majority?
2. How many petals do you have for the minority?
3. What do you think this information means for you?
4. How has this shaped your life?

### 4.7: What's Your Learning Style<sup>10</sup> (handout)

Ask these questions to learners.

1. Have you ever wondered why you have difficulty learning from a particular instructor, whereas another seems to explain things in just the right way?

2. Did you ever question why the course that your friend said was so easy turned into a struggle for you?

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<sup>10</sup> Money Instructor: <http://www.moneyinstructor.com/lesson/learningstyles.asp>

3. Have you ever noticed that you like to learn things differently from others? For example, you might like to have music on while you are studying or you might like to learn by doing something rather than just listening.

Tell learners: The reason behind some of these discrepancies may be differences in learning styles. Everybody has a preferred learning style. Knowing and understanding our learning style helps us to learn more effectively. Through identifying your learning style, you will be able to take advantage of your strengths.

Learners can take the quiz on the handout or they can do one on line.

#### **4.8: About Learning Styles** (handout)

Ask learners to read about their preferred learning style on the handout after they have completed the quiz. Ask them if they think the learning style reflects how they learn.

Compare results in the class. Ask all the visual learners to stand up and then ask the auditory learners to stand up and finally the tactile/kinesthetic learners to stand up.

#### **4.9: Multiple Intelligences** (handout)

Read over the handout together and then ask learners to go online to discover what their strengths are.

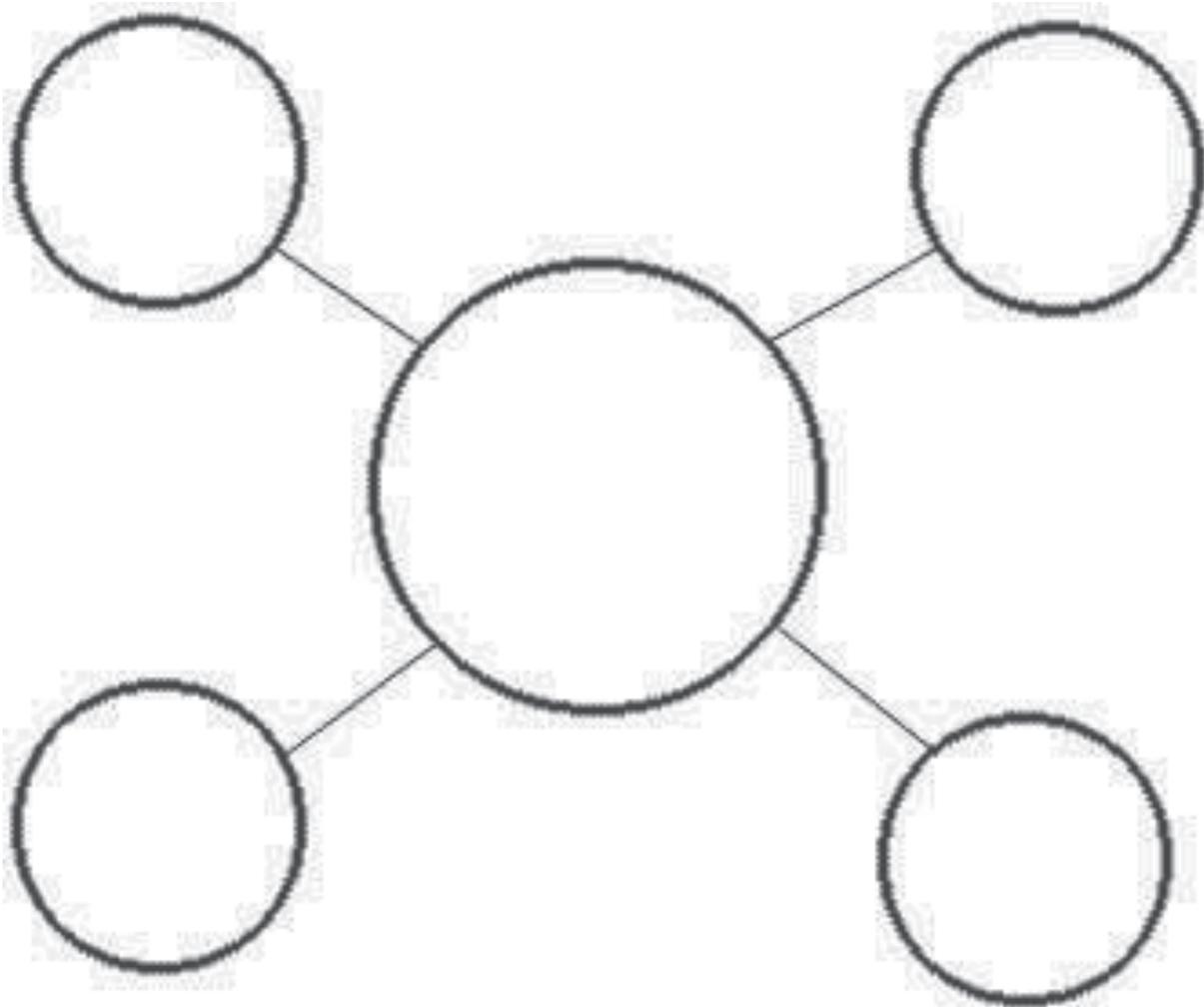




### Diversity Learning Activity 4.3

#### **Circles of My Multicultural Self<sup>11</sup>**

Place your name in the center circle of the mind map below. Write an important feature of your identity in each of the circles around the larger circle. This can include anything: Aboriginal, male, mother, athlete, adult learner, employee, Elder, youth, short, catholic, etc.



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<sup>11</sup> [http://www.edchange.org/multicultural/activities/circlesofself\\_handout.html](http://www.edchange.org/multicultural/activities/circlesofself_handout.html)

## Career Life Work

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1. Think of a story about a time you were especially proud to identify with one of the descriptors you used above. Share with your classmates.
2. Think of a story about a time it was especially painful to be identified with one of your identifiers or descriptors. Share with your classmates.
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

I am (a/an) \_\_\_\_\_ but I am NOT (a/an)\_\_\_\_\_.

**For example:**

I am a youth but I am NOT a lazy out-of-control teen.



### Diversity Learning Activity 4.4

#### Stereotyping<sup>12</sup>

You have the right to your own beliefs, just as others have the right to hold beliefs that are different from yours. Your beliefs are an important part of who you are. However, sometimes we have beliefs that are *biased* towards or against others. This means that we have beliefs that may result in us treating other people in a way that is unfair or prejudiced.

One type of bias is a stereotype. A *stereotype* is a rigid preconceived belief that is held about all people who are members of a specific group of people. When you believe a stereotype about someone, you assume that person will behave in a certain way without ever thinking or believing that the person may say or do something different than what you believe will happen.

Take a moment to think about some stereotypes that you know about the cultural group that you belong to. What are they?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<sup>12</sup> Family Violence Worker Training Program  
[http://www.hlthss.gov.nt.ca/english/publications/manual\\_results.asp?ID=89](http://www.hlthss.gov.nt.ca/english/publications/manual_results.asp?ID=89)

## Career Life Work

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What about stereotypes about other cultural groups? Write down as many stereotypes as you can for people who:

Are Asian

Are from the south

Are women

Are men

Have disabilities

Are homosexual

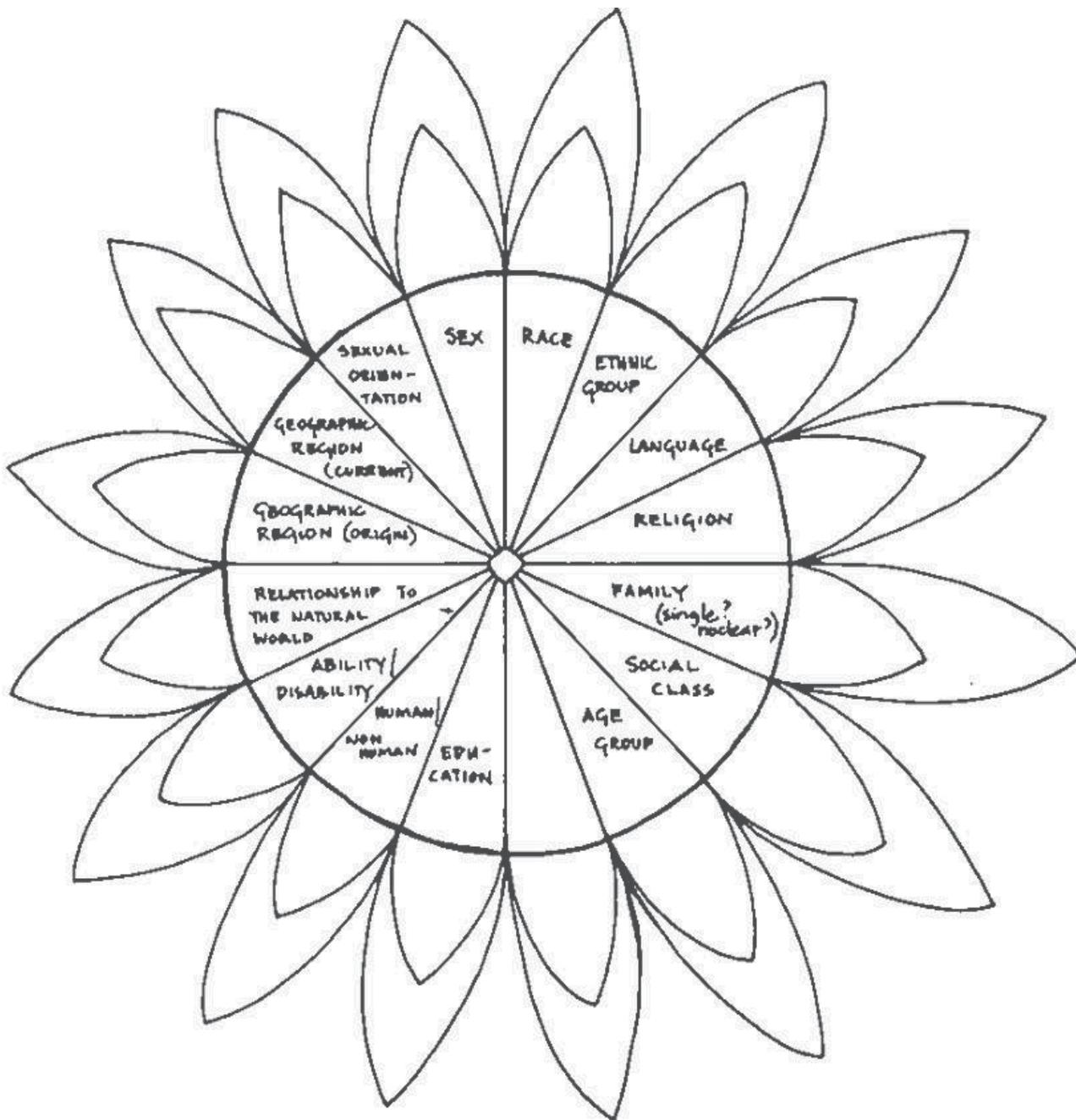
Are homeless

Have addictions



## Diversity Learning Activity 4.6

### Flower of Power





### Diversity

#### Learning Activity 4.7

### What is Your Learning Style?<sup>13</sup>

Circle the answer that best describes you. Scoring instructions are at the end of the quiz.

**1. When learning something new, do you:**

- (a) Like to use diagrams, posters, or see a demonstration?
- (b) Like to have spoken instructions?
- (c) Just go for it and try it out?

**2. When you are reading, do you:**

- (a) See pictures in your mind?
- (b) Enjoy the characters' conversations?
- (c) Sometimes read action stories, but really don't like to read much?

**3. When you are spelling, do you:**

- (a) Try to "see" the word?
- (b) Sound the word out before or as you spell it?
- (c) Write the word down to find out if it looks or "feels" right?

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<sup>13</sup> <http://members.shaw.ca/mdde615/lrnstylsquiz2.htm>

**4. When you are trying to study:**

- (a) Are you distracted by movement or a messy house?
- (b) Are you distracted by noise?
- (c) Do you have difficulty sitting still for even short periods of time?

**5. When problem solving, do you:**

- (a) Write the problem down or draw diagrams?
- (b) Talk to someone (or yourself) about it?
- (c) Try and use real things to find a solution?

**6. If you are putting something together, do you:**

- (a) Follow the instructions and look at the pictures?
- (b) Wish there was a video or tape explaining what to do?
- (c) Ignore the instructions and figure it out as you go?

**7. When trying to recall names, do you remember:**

- (a) The person's face but not their name?
- (b) The person's name but not their face?
- (c) The situation in which you met them?

**8. When giving directions to someone, do you:**

- (a) Draw a map?
- (b) Give clear spoken instructions?
- (c) Move your body and gesture as you give them?

**9. When you need help on the computer do you:**

- (a) Look for pictures or diagrams to explain the solution?
- (b) Ask someone for help or call a help desk?
- (c) Try to figure it out yourself?

**10. When you want to remember a list of items, do you:**

- (a) Write them down?
- (b) Say the list out loud?
- (c) Use your fingers to count the items off?

### Scoring

Add the total number for each letter (a, b, c) and record each total

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

Many people may have more than one learning style, so you may find you have some responses in each category. The category with the greatest number of responses may be your main learning style.

If the majority of your responses were for

**(a), you are a visual learner.**

If the majority of your responses were for

**(b), you are an auditory learner.**

If the majority of your responses were for

**(c), you are a kinesthetic or tactile learner.**



### Diversity Learning Activity 4.8

#### About Learning Styles

##### Visual Learners

Visual learners will be able to remember what they see and prefer written instructions. They enjoy reading silently. They like watching videos. They learn by observing and enjoy working with the following:

- Computer graphics
- Maps, graphs, charts, diagrams
- Cartoons
- Posters, graphic organizers
- Text with a lot of pictures

##### Auditory Learners

Learners with this style will be able to remember what they hear and prefer verbal instructions. They learn by listening and speaking. These learners enjoy talking and interviewing. They enjoy oral reading, choral reading, and listening to recorded books. They learn best by doing the following:

- Interviewing, debating
- Participating on a panel
- Giving oral reports
- Participating in oral discussions of written material
- Working in groups

### **Kinesthetic/ Tactile Learners**

Learners with this strength learn best by touching and manipulating objects. They need to involve their whole body in learning. And they learn best using manipulatives. They'll learn best by doing the following:

- Drawing
- Playing board games or games that use movement
- Making dioramas or models
- Following instructions to make something
- Setting up experiments



### Diversity Learning Activity 4.9

#### Multiple Intelligences?<sup>14</sup>

Some researchers claim that our intelligence or ability to understand the world around us is complex. Some people are better at understanding some things than others.

For some of us it is easy to understand how a flower grows but it is very difficult for us to understand and use a musical instrument. For others music might be easy but playing hockey is difficult.

Instead of having one intelligence it is claimed that we have several different intelligences. These are listed below:

- Body Smart (Kinesthetic)
- Number Smart (Logical)
- Myself Smart (Intrapersonal)
- Picture Smart (Visual)
- Word Smart (Linguistic)
- People Smart (Interpersonal)
- Music Smart (Musical)
- Nature Smart (Naturalistic)

#### **Body Smart**

You may be body smart. You will enjoy sports and are good at swimming, athletics, gymnastics and other sports.

#### **Number Smart**

You may be number smart. You will be good at mathematics and other number activities; you are also good at solving problems.

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<sup>14</sup> [http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks3/ict/multiple\\_int/what.cfm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm)

### **Myself Smart**

You may be myself smart. You will know about yourself and your strengths and weaknesses. You will probably keep a diary.

### **Picture Smart**

You may be picture smart. You will be good at art and also good at other activities where you look at pictures like map reading, finding your way out of mazes and graphs.

### **Word Smart**

You may be word smart. You will enjoy reading, writing and talking about things.

### **People Smart**

You may be people smart. You will like to mix with other people and you will belong to lots of clubs. You like team games and are good at sharing.

### **Music Smart**

You may be music smart. You will enjoy music and can recognise sounds, and timbre, or the quality of a tone.

### **Nature Smart**

You may be nature smart. You will like the world of plants and animals and enjoy learning about them.

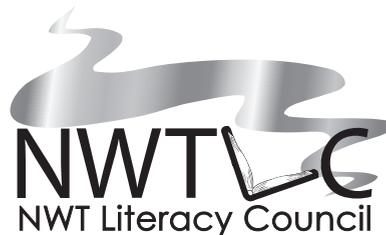
Find out what kind of smart you are at

<http://literacyworks.org/mi/assessment/findyourstrengths.html>

The *Career - Life - Work* Series consists of the following:

- Personal Management Skills Manual
- Communication Skills Manual
- Career Development Manual
- Job Success Strategies Manual
- Dealing with Conflict Workbook
- Getting the Job Workbook
- Soft Skills for Work Workbook
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