



WELL AWARE

# Teacher's Resource | 6



Dr. Linda M. Cameron

Linda Millar

Copyright © 2015 Pearson Canada Inc., Toronto, Ontario.

All rights reserved. This publication is protected by copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise.

Permission to reprint copyright material is gratefully acknowledged. Every effort was made to trace ownership of copyright material, secure permission, and accurately acknowledge its use. For information regarding permissions, please contact the Permissions Department through [www.pearsoncanada.ca](http://www.pearsoncanada.ca).

The information and activities presented in this work have been carefully edited and reviewed. However, the publisher shall not be liable for any damages resulting, in whole or in part, from the reader's use of this material.

Feedback on this publication can be sent to [editorialfeedback@pearsoned.com](mailto:editorialfeedback@pearsoned.com).

Pearson Canada Inc.  
26 Prince Andrew Place  
Don Mills, ON M3C 2T8  
Customer Service: 1-800-361-6128

1 2 3 4 5 WC 19 18 17 16 15  
Printed and bound in Canada

Publisher: Elynor Kagan  
Research and Communications Manager: Mark Cressman  
Managing Editor: Angelie Kim  
Coordinating Editor: Meredith Oberfrank  
Developmental Editor, Teacher's Resource: Carol Wells  
Developmental Editors, Student Books: David MacDonald, Monica Schwalbe  
Copy Editors: Erin Akerman, Allana Amlin, Anita Levin  
Proofreaders: Erin Akerman, Susan McNish  
Permissions Editors: Sue Petryckewycz, Joanne Tang  
Manager, Project Management K–12: Alison Dale  
Project Manager, Production: Jon Maxfield  
Cover and Interior Design: David Cheung, Zena Denchik, Alex Li  
Cover Image: Jasmin Merdan/Fotolia  
Composition: Lapid  
Vice-President, Publishing: Mark Cobham

**PEARSON**

ISBN 978-0-13-386592-9

# Well Aware

Teacher's Resource | 6

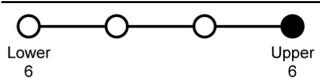
**Dr. Linda M. Cameron**

**Linda Millar**

**PEARSON**



**Level**



**Text Type**

- Interviews

**Genre**

- Non-fiction

**Line Masters**

- LM 11: Guidelines for Interviewing
- LM 12: My Dream Team
- LM 13: Book of Dreams Interview
- LM 14: My Plan
- LM 15: How Do I Say It?

**Invitation to Learning**

*Art Works*

by Kevin Sylvester and Laura Carlin

Purpose	Content Focus
<ul style="list-style-type: none"> <li>• To develop the self-confidence to creatively express feelings and emotions as an outlet for stressful situations</li> <li>• To explore ways to flourish and self-regulate; to be inspired and to inspire others</li> </ul>	<ul style="list-style-type: none"> <li>• Inspiration and Positive Role Models (p. 68)</li> <li>• Confidence and Perseverance (p. 69)</li> <li>• Creative Expression (p. 71)</li> <li>• Interviewing and Research Techniques (p. 72)</li> </ul>

**What You Need to Know**

**Inspiration and Positive Role Models**

Inspiration can come from many places. *Art Works* illustrates the power of positive role models in helping individuals achieve success and fulfill their dreams. It is important for young people to recognize that you do not need to be famous, wealthy, beautiful, or successful to be a good role model. Anyone can be a good role model if they possess the qualities that make the difference. According to Dr. Marilyn Price-Mitchell, founder of “Roots of Action,” a research-based model of positive youth development, the following are the five most important qualities for a role model to possess.

1. Passion and the ability to inspire
2. A clear set of values
3. Commitment to community
4. Selflessness and acceptance of others
5. Ability to overcome obstacles

(Source: Price-Mitchell, Marilyn <http://www.rootsofaction.com/what-is-a-role-model-five-qualities-that-matter-for-role-models/> 2015 Marilyn Price-Mitchell <http://www.rootsofaction.com/contact/>)

Students examine the qualities of positive role models and identify who might be a role model for them. They also explore how they may be a role model to others.

**See:** Activity #1: Dream Team, p. 68; Activity #2: Title Talk, p. 68; Activity #3: The Power of Words, p. 69



*“Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all.”*

**—Dale Carnegie**

### **TEACHER TIP**

In many cultures, including Aboriginal ones, the notion of *story* carries a great deal of meaning, from history and cultural passages to entertainment to life lessons. Many different artistic means, such as dance, words, music, or combinations of these may be chosen by the presenter to convey the story to the audience.

## Confidence and Perseverance

---

Confidence is strongly related to success and the ability to be resilient in difficult times. Two important components of confidence are **self-efficacy** and **self-esteem**. **Self-efficacy** is your belief in your ability to succeed in a particular situation. It affects your willingness to try when faced with a challenge, which in turn affects your ability to achieve goals, master skills, and carry on when setbacks occur. Factors that contribute to our self-efficacy include success, seeing others succeed, encouragement, and managing emotion when facing a challenging task.

**Self-esteem** is our own sense of worth and value. It includes feeling accepted and is often related to our perceptions of how others view us. It is important to understand that we can (and should) feel good about ourselves even if we experience a disappointing result or a setback; we need to know that success or failure at any one thing does not affect our worth and value as a person.

One of the most challenging lessons for individuals to learn is the importance of **perseverance**. Persevering in the face of rejection is hard, and pursuing a career in the arts requires being able to accept a great deal of rejection. The interviews in *Art Works* remind us of how important it is to keep trying. As artist Nina Matsumoto reminds us, we need to experience “successful failures.” We learn from our mistakes and we get stronger from constructive feedback.

**See:** Activity #4: Picture This! p. 69; Activity #5: Book of Dreams, p. 69; Activity #6: Learn and Keep Trying, p. 70; Activity #7: My Plan, p. 70

## Creative Expression

---

When children are given the tools to express themselves via drama, drawings, singing, dancing, etc., they can communicate without fear of being judged. For some children, art may be the only way they can help others to see their world. Artistic expression can help children convey their feelings openly, escape from challenges, or discover a talent they may not have noticed. This invitation provides opportunities for students to express themselves in a variety of ways.

**See:** Activity #8: I Mean It! p. 71; Activity #9: Funny Bone, p. 71

## Interviewing and Research Techniques

---

It takes a good question to gain good information. When we ask questions that only require a yes-or-no response, we learn very little. Open-ended questions invite the interviewee to talk and provide rich responses. Well-conceived questions can stimulate discussion and help draw out unexpected ideas and information.

**See:** Activity #10: Interview a Role Model, p. 72

## Curriculum Connections

The activities in this Invitation to Learning have connections to Language, the Arts, Health Education, and Character Education.

## TEACHER TIP

These notes provide a “menu” of ideas and strategies. Timelines and the choice of options to pursue under each step are left to your discretion, as you know your students best.

# Teaching Notes

---

## A. Before You Begin

**Centering:** *How do I prepare for this learning experience?*

Invite students to find a comfortable spot and take several deep breaths to clear their minds. Guide them through the following visualization activity.

Tell students that they have just received a letter in the mail. Before they open the letter, ask them to think of something that they have dreamed about happening in their lives. Once they have thought of a dream, ask: *How are you feeling? What reactions does your body have to the suspense? What possibilities are going through your mind?* Now, have them open the letter and find that whatever they had hoped for was either accepted or rejected. Ask: *How are you feeling? How is your body reacting?* Tell them to fold the letter and put it back in the envelope. Debrief the visualization by asking,

- *How many of you anticipated that the letter would be good news? How did you feel?*
- *How did you feel if you anticipated a letter of rejection? If this happened to you, what would be your next step(s)?*

Tell students to keep these thoughts in mind as you explore *Art Works*.

## B. Introducing the Text

**Contemplating:** *What is this text about, and why is it important to me?*

Have students preview *Art Works* for several minutes. Then ask:

- *What do you think this text is about? What did you see in your exploration that would make you believe this? Does the cover provide any additional information to you about what the contents may be?*
- *Did you notice anything different about the way the text is written? Explain.*
- *When you think of the term “The Arts,” what do you think of?*

Ask students whether they have heard of any of the people that are interviewed in this text. If so, what do they know about them? If not, what are they wondering about them?

This text is a collection of interviews carefully developed by Kevin Sylvester, an experienced media interviewer, and his co-author, Laura Carlin. It is challenging to conduct an interview that draws out information that will not only interest readers, but also get at what really matters to the person being interviewed. You might invite students to think of some questions that they could ask you or each other as if they were interviewing for a school news publication.



www.pearsoncanada.ca/  
wellawareauthors



Remind students that questions that elicit only a yes-or-no answer don't take the interview very far. Discuss what makes a good question. Discuss, as well, what qualities a good interviewer needs. Use **Line Master 11: Guidelines for Interviewing** as a reference to support these discussions.

## C. Reading the Text

**Connecting:** *What do I already know, and what do I need to know?*

Read the Introduction as a group. Ask: *What did you hear in this introduction that makes you want to learn more about the people interviewed?*

Point out the author's statement: "Sometimes things can be said through art that can't be shared or expressed easily in other ways." Have students think-pair-share to discuss how people might use the arts to express themselves if they were feeling angry, sad, happy, or frustrated.

Consider reading the rest of the text by dividing students into five groups and asking each group to read one of the artist interviews together. After they read the interview, groups discuss and record answers for the following questions:

- *How would you describe the qualities of the person who was interviewed?*
- *What surprised you most about this person?*
- *What would you say was the most important piece of advice this person shared in his or her interview?*

Following the reading, continue with one of the following options:

**Option #1:** Invite each group to summarize (or read aloud) the interview they studied and share the responses to the questions above with the class.

**Option #2:** Rotate the interview selections until all five interviews have been read and reviewed by each group. You may also invite students to read one or two more selections of their choice.

**Option #3:** Use a Readers' Theatre technique where you assign the role of interviewer to one student and have the rest of the students take one of the responses to read as if they were the person being interviewed.

Follow with a whole-group discussion. Ask students what qualities they find these artists have in common. Were there any messages or pieces of advice that appeared consistently among the interviews?

In the same groups, ask students to reread only the interview questions asked. What made them effective? You may have students develop further questions according to their own interests that they would like to ask these subjects.

## D. After Reading: Reflecting About the Text

**Confirming:** *How do I practise what I have learned?*

### TEACHER TIP

Inspiration comes from many different sources. In Aboriginal cultures, inspiration has often been linked with animals. For example, the bear is often portrayed as a sharer of wisdom who gives good advice. Invite students to share diverse forms that inspiration has taken for them.



[www.pearsoncanada.ca/wellaware](http://www.pearsoncanada.ca/wellaware)

Line Master 12

### Activities Related to ... Inspiration and Positive Role Models

#### Activity #1: Dream Team

Invite students to help you define the term *inspiration*. Ask:

- *Have you ever been inspired by someone? Who? What did they say or do that inspired you?*
- *What do you think are the qualities that someone would need in order to be an inspiration to others? Why have you selected these qualities?*
- *Did any of the interviews in Art Works inspire you in any way? Explain.*

Invite students to complete **Line Master 12: My Dream Team**, where they will have an opportunity to think about a dream they have and then put together a team that can help them reach their goal. After students complete the activity individually, ask them to find a partner and share their dream and their Dream Team. Invite volunteers to share with the larger group. Debrief by asking,

- *What role do you think that inspiration plays in trying to achieve your dreams?*
- *What characteristics were you looking for when you put together your Dream Team? Why were these important to you?*
- *How did this activity make you feel? Do you think the activity has inspired you to work toward a goal? Share.*

#### Activity #2: Title Talk

Have students work in small groups to review the five titles the authors gave to the interview write-ups. Ask:

- *Why do you think this title was chosen?*
- *Do you think the title helped you to understand and anticipate what you would find out in the interview?*
- *After reading the interview, did you have any further thoughts about the title?*

Explain that titles play a very important role. They are designed to whet your appetite without giving away all of the content. In *Art Works*, the authors were able to capture an important aspect of each interview in its title. In these groups, ask students to select one of the five interviews, reread it, and suggest an alternate title. Ask groups to share their ideas and the reasons behind them.

#### Activity #3: The Power of Words

Divide students into small groups. Ask them to reread *Art Works* and jot down statements made by the interviewees that would inspire others to achieve their

goals. Invite groups to think of a creative way to express one of these statements. They might create a visual piece, a short vignette, a rap, a poem or song—anything at all that would help to illustrate the interviewee’s message. Share and debrief.

- *Do these words of inspiration have meaning for you personally?*
- *Do you think that they may have more impact because they are coming from successful individuals? Why or why not?*
- *Could you be an inspiration for a younger person in some way?*

## Activities Related to ... Confidence and Perseverance

---

### Activity #4: Picture This!

Divide students into small groups and provide each with chart paper and markers. Invite half of the groups to illustrate a self-confident person and the other half to illustrate a person who has low self-confidence. Explain that they can draw a person if they wish, or they can use words, symbols, expressions, etc., to represent the characteristics they envision. Post and share results. Ask:

- *What similarities did you notice in the images? Why do you think these similarities occurred?*
- *What stands out most to you about the self-confident person? What stands out most to you about the depiction of the person who lacks self-confidence?*
- *Why do you think some people are more confident than others?*

Ask students to keep these thoughts in mind as they complete the next activity.

### Activity #5: Book of Dreams

Remind students that in *Art Works*, many of the individuals didn’t always have the self-confidence and self-esteem they needed to be successful. As a whole group, reread the interview about the Famous PEOPLE Players. Explain that in spite of challenges, the individuals in this troupe found their ways to success. Review the qualities that were recorded as the students explored the interviews earlier.

### Discussion Starter #2

Connect to **Discussion Starter #2**: *For these artists, becoming successful was not always easy. Which of their qualities and strategies do you think could help you achieve one of your key goals? Why?*

### TEACHER TIP

Some students may need some help to identify a quality or strength they possess. Consider brainstorming some ideas prior to the interviews.



[www.pearsoncanada.ca/  
wellaware](http://www.pearsoncanada.ca/wellaware)

Line Master 13

Share with students how important it is to have a “growth mindset” about ourselves. This means that our capabilities are not fixed. Our brains learn and change throughout our lifetime, and science is finding more and more ways that this is true. Saying “I can’t do ...” or “I’m not good at ...” is easy; it is important to remember that we all learn at different rates and in different ways. Making mistakes is part of learning and should not be a signal to quit or that no further improvement is possible. This is an important truth we need to grasp about how we learn. In pairs, invite students to interview each other using **Line Master 13: Book of Dreams Interview**. Share completed results and consider making a “Class Book of Dreams” by collecting all of the interviews and binding them together.

## Activity #6: Learn and Keep Trying

Invite the students to help you define the term perseverance. Ask:

- *What evidence of perseverance did you see in the Art Works text? Share.*
- *Do you believe in the adage “If at first you don’t succeed, try, try again”?*
- *Have you ever been in a situation where you were ready to give up but someone or something made you keep trying?*

The title for the interview with opera singer Measha Brueggergosman is “Be Disciplined and Be Humble.” She speaks of the importance of having a healthy respect for authority and remaining “teachable.” Ask students what this attitude would look like in practice. She also reminds us that it is not always easy to accept criticism but that we need to listen, learn, and think about how the feedback has made us feel. She reminds us that we need to be able to forgive ourselves for our faults and feel empathy for ourselves and others.

### Discussion Starter #4

Connect to **Discussion Starter #4**: *We may all have times when we feel we are not “good enough” or that we have to be perfect. How can these feelings affect our mental health? What messages can you find in these artists’ experiences to help deal with these feelings?*

## Activity #7: My Plan

In *Art Works*, the artists remind us of the importance of setting realistic, attainable goals and then taking the steps necessary to complete them. Marty Chan reminds us to try, learn and try again. Measha Brueggergosman believes that in order to grow, you need a willingness to get better. She reminds us that we need to practise, research, organize ourselves, and plan for success.

Invite students to complete **Line Master 14: My Plan** for the goal that they identified earlier in Activity #1: Dream Team and in their interview. Remind them that this is just the starting point and is designed to be a plan in progress where they can make changes as they research, watch, listen, practise, and celebrate their successes. Ask volunteers to share what they have written. Debrief by asking,

- *What did you learn about yourself in this activity?*
- *How useful has this activity been in helping you to think about your strengths and set a course for success? Has it helped you to feel good about yourself?*
- *Do you think that sometimes we don’t try things because we just assume we can’t do them?*

### Focus On

Self-Regulation



[www.pearsoncanada.ca/  
wellaware](http://www.pearsoncanada.ca/wellaware)

Line Master 14

## Activities Related to ... Creative Expression

---

### Discussion Starter #1



www.pearsoncanada.ca/  
wellaware

Line Master 15

### Activity #8: I Mean It!

Connect to **Discussion Starter #1**: *Many of the artists in this book talk about how their art allows them to say things they may not be able to say in other ways. How have you used art to express yourself in your own way? How did it help you?*

Have students think-pair-share and then work individually or in small groups to creatively express one of the situations on **Line Master 15: How Do I Say It?** (or one of their own choosing). They may choose any format, medium, or method to convey their message in their own way. Prompt them to think about how the use of different colours, fonts, music, facial expressions, creative movement, and other artistic techniques might also help to get their message across. Share and ask:

- *Do you feel that your product represents what you were trying to convey?*
- *Do you feel that expressing your thoughts, feelings, and actions through art is effective? Is it important? Why or why not?*

### Activity #9: Funny Bone

Connect to **Discussion Starter #3**: *Writer Marty Chan talks about how humour has helped him deal with some of his challenges. Do you think humour can be good for your mental health? How and why? Share responses.*

The truth is that laughing is beneficial. It makes us feel good. Sometimes it can help us to forget our troubles and see the lighter side of life. Ask students to share examples of times when humour helped them, or someone else, feel better.

Have students work in small groups to create a short comic, cartoon, or skit that they think might make the class laugh. Encourage creativity. Prepare and share. Debrief by asking,

- *What did you notice about the reactions of the audience to your presentation? Did anything surprise you? What did you learn?*
- *How did you feel when your group was planning your presentation?*
- *Do you ever try thinking about something funny when you are feeling down? What happens to your mood?*

Suggest that students remember what they liked most about this activity and think about it in challenging times. Encourage them to share these funny moments with others who may need to be cheered up too.

## Activities Related to ... Interviewing and Research Techniques

---

### Activity #10: Interview a Role Model

Connect to **Discussion Starter #5**: *The authors decided to provide interviews rather than articles about these artists. Why do you think they made this decision? Would you have preferred articles rather than interviews? Why or why not?*

### Discussion Starter #5

### TEACHER TIP

Establish some guidelines for students' comedic efforts.

- Humour directed at another person's challenges can be hurtful.
- Consider that what you find funny may not entertain others.
- Avoid inappropriate language or situations that might offend someone.



Invite students to pick someone who they are interested in learning more about and who they can access for an interview either in person or online. Share these steps:

1. Begin the process of researching via interview by getting permission to meet with your chosen person, telling him or her the purpose for the interview, and asking permission to publish what you learn.
2. Once you have found your subject, you need to decide what you want to learn about. Review **Line Master 11: Guidelines for Interviewing**.
3. Develop questions for the interview. Try having a partner listen to the questions to make sure they make sense and will elicit good information.
4. Book the interview. Be courteous by letting the person know approximately how long you will need to keep them.
5. Present the findings in a form such as that used in *Art Works* or in an article, blog entry, or other form that you feel would be effective.

This may be done as an individual project or in partners or groups.

## **E. A Step Further: Additional Learning Activities**

**Creating:** *What are some other ways I can use what I have learned?*

The goal of this section is to extend students' learning across the curriculum and beyond the classroom.

### Expressive Language, Mental Health, the Arts

Remind students that everybody has a talent of some kind. In *Art Works*, we see the talents of writing, dance, puppetry, song, and drawing. There are so many other talents to appreciate. Invite students to plan a classroom talent show. Be sure to put the focus on talents of any kind (e.g., juggling, acting, making animal sounds, any sort of "tricks"). Encourage participation from everyone!

### The Arts, Empathy, Mental Health

Reread the interview with the members of Famous PEOPLE Players. Ask:

- *Why do you think these individuals chose to use puppets as their way of communicating to their audience?*
- *Who do they perform for?*
- *How do you think the players feel while performing through the actions of puppets?*
- *Young children are often more at ease with watching puppets than live performers. What might be some reasons for this?*

Invite students to bring articles from home that would make good puppets: old socks, buttons, pieces of material, wool, old doll clothes, strings, etc. Challenge

them to create a short script for a puppet play about ways to make yourself feel happy. Remind them to select an appropriate target audience and to use humour, if possible! Provide guidance and time to create the puppets, stage or set, props, etc. Rehearse and perform. Debrief by asking:

- *Did you find it easy or difficult to take on the persona of a puppet in your performance? Explain.*
- *Do you think that your audience enjoyed your play? What makes you think so?*
- *Who else might appreciate your performance?*

If possible, share your plays with the school and community.

### **Throughout the Learning Experience— Celebrating “I can!”**

Celebration occurs at various points throughout the learning experience. See p. 7 of this resource for a discussion of celebrating learning.

An activity celebrating learning might ask students to complete the sentence “I can ....” This will help to promote confidence, self-efficacy, and self-concept. Here are ways you can incorporate celebration into this Invitation to Learning:

- Encourage students to tell their “Dream Team” about their plans and celebrate steps together along the way.
- Remind students to celebrate their talents and those of their friends and family members. Remember, everybody has a talent!
- Prompt students to give themselves a pat on the back any time they keep trying when at first they don’t succeed.

### **The Parent/Caregiver Connection**

Parents play an important role as part of the shared support system for children. Have students take home information on the websites of the artists in *Art Works* and share what they learn with their families.