Appendix B:
General Blackline Masters
For each of the entries in your print media scrapbook, complete an identification form using the following template. Include a variety of categories of journalistic writing (e.g., news reports, investigative reports, opinion pieces—columns, editorials). Choose from a variety of news publications including major newspapers and magazines, regional and community newspapers, and publications intended for both general and special interest readership, including Aboriginal and non-Aboriginal readers.
### Media Scrapbook

#### Analytical Outline

<table>
<thead>
<tr>
<th>Type of Journalism (e.g., news report, editorial, column)</th>
<th>Writer, Publication, &amp; Date</th>
</tr>
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</table>

1. Describe the topic/issue in your own words:


3. How does each of the following elements (if applicable) affect the reader’s understanding of and response to the writing?
   - Headline
   - Key words/phrases
   - Location of the story (front page of a newspaper, cover story of a magazine)
   - Accompanying photograph(s)
   - Other

4. For what readership is the writing intended? How does this affect the choices the writer and editors have made?

5. Your response to the article . . .
### Issue-Based Article Analysis

<table>
<thead>
<tr>
<th>Title of article:</th>
<th>Date, author, source:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>List the issue(s) discussed in the article.</th>
<th>Summarize the main point of this article in one sentence.</th>
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</table>

<table>
<thead>
<tr>
<th>List five facts stated in this article.</th>
<th>What evidence is given to support each fact?</th>
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<tbody>
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<table>
<thead>
<tr>
<th>What is the author’s opinion on the issue(s)? Explain his/her supporting reasons.</th>
<th>What is your opinion on the issue(s)? Explain your supporting reasons.</th>
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<tbody>
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</table>

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<tr>
<th>Why is/are the issue(s) important?</th>
<th></th>
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</table>
Choosing a Service Learning Project

Name: __________________________________________

Date: __________________________________________

Identified Need: _________________________________________________________

1. List reasons this is an important need for the class to address.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. What is one short-term project the class could do to address this need?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. What is needed for this project? (Think about expenses, materials, adult help, transportations.)

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

4. What challenges or barriers might keep this project from being successful?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

5. What are two long-term projects the class might carry out to address this need?

______________________________________________________________________
______________________________________________________________________

Service Learning: Making it Happen

Name: ____________________________________________

Date: ____________________________________________

1. The need we will address:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. A brief description of our project:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. Our project goals:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

4. Our committee:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

<table>
<thead>
<tr>
<th>Jobs to be done</th>
<th>Who will do them?</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Reflecting on Our Service Learning

1. What skills did the class use to carry out this project?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. What was accomplished through this project?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. What can we do to improve our next project?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Answer as many of the following questions as are applicable when analyzing quotations.

Context:

- Who is the speaker? Describe the speaker.
- Who is the intended audience?
- Where and when was the statement made?
- How does this context affect your understanding of or response to the quotation?

What does the quotation reveal about the speaker?

How does the speaker’s choice of words (diction) affect the message?

What is the explicit (stated) message? Paraphrase (put in your own words).

Is there an implicit (unstated) message? If so, paraphrase (put it your own words).

Does the quote appeal to logic or emotion?

Respond logically and/or emotionally to the quotation based on your knowledge and experience.
# B-D-A Viewing Worksheet

**Name:** ______________________________  **Class:** __________________________

**Topic:** ___________________________  **Director:** __________________________

**Video/DVD Title:** _____________________  **Date:** _________________________

<table>
<thead>
<tr>
<th>Before Viewing</th>
<th>During Viewing</th>
<th>After Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>List three things that you know about this topic.</td>
<td>Briefly describe three effective scenes, moments, or images.</td>
<td>What do you think is the filmmaker’s purpose? Was the purpose achieved? How or why not?</td>
</tr>
</tbody>
</table>

A your expectations based on:
- the topic?
- the title?

How do you feel about what you see and hear?

Do **one** of the following:

Create an image on the back of this sheet that conveys the way you think or feel.

OR

Is this video/DVD important? Explain.
Answer as many of the following questions as you can when analyzing images.

What type of image is it (cartoon, photo, drawing, etc.)?

Who produced the image?

Who is the intended audience?

When and where was the image produced?

What does the image reveal about its creator?

Briefly describe the image. What is happening in the image?

What is the purpose of the image?

What is your response/reaction to the image? Explain.

What does the caption or title (if present) add to your understanding of the image?

Note: Students are encouraged to add their own questions to the above list.
Conducting an Interview

Preparing for the interview:
1. Prepare a topic and generate a list of possible people to interview.
2. Establish a purpose for the interview and write down questions you would like to ask.
3. Contact the person, introduce yourself, and describe the purpose of the interview.
4. Provide sample questions you would like to explore. Check whether the speaker is working on a voluntary or a fee-for-service basis.
5. Fix an interview date and time at the convenience of the interviewee. Explain how many people will be attending and the approximate time available for the interview.
6. Determine together what the agenda will be (e.g., a 15-minute talk on the topic, followed by 30 minutes of questions and answers, followed by refreshments).
7. Check with the person whether they have any special needs or requirements for equipment or materials.
8. Check ahead of time whether the person will permit photographs or video or audio taping, and if he or she can be quoted in a publication (e.g., school newsletter). Ask whether the person would prefer to have all questions in advance.
9. Once the topic and format are confirmed, finalize your questions in the light of what you know about the person.
10. Prepare a note-taking outline to help you take notes efficiently.

During the interview:
1. Introduce the speaker to the people who will be participating or listening, and announce how much time is available and the format to be followed.
2. Always be courteous and attentive to the speaker, making eye contact and actively listening throughout the visit.
3. Follow your interview outline but remain flexible according to the situation and the speaker.
4. Expect that the speaker will sometimes go beyond what you have asked in your questions. Never restate a question that the person has already answered as part of an earlier response.
5. Do not pose questions of a personal nature. Stick to the types of questions you gave the interviewee ahead of time.
6. Begin with factual questions that may be answered briefly, then proceed to more complex questions.
7. As much as possible, pose open-ended questions rather than yes/no questions (e.g., Why..., What do you think of..., Could you tell us a story about...).

Following the interview:
— Formally thank the person, making direct reference to what he or she has shared with you. Offer a card or a small token of appreciation on the part of your school or class.
— If you will be printing words or photos of the person in a school assignment or any other publication, send a complimentary copy to the person as soon as it is completed.
Conducting a Survey

The purpose of the survey is to gather information about____________________
__________________________________________________________

Step 1: Formulate Questions
Develop a set of 5 to 10 clear multiple-choice questions about the topic. Answers that provide a range of 3 to 5 options from “Strongly disagree” to “Strongly agree” are often the easiest to total and compare. Sample questions:

- The most important human rights issue in Canada today is:
  - equal job opportunities  □ the elimination of racism □ the elimination of poverty

- Citizens in Canada should be doing more to support human rights.
  □ Strongly agree □ Agree □ Disagree

Design an answer form that allows you to record all the answers to your questions.

Remember that it is harder to interpret answers from open-ended questions. If you wish, include only one open question at the end of your survey (e.g., What do you think is the most important thing Canadians can do to support human rights?).

Step 2: Gather and Record Data
Develop a system for recording your answers, and interview a minimum of 20 people. Try to have a variety of cultural backgrounds and ages represented in your sample. Do not influence the answers. Ask the respondents to fill out the answer form, or record all the answers yourself. (This permits telephone interviews as well.)

Step 3: Analyze Data
Prepare a chart that allows you to calculate the total responses in each category for each question. Compare and analyze the totals. Describe the general patterns you have observed, and ask yourself what these data tell you (e.g., Many of the younger respondents said they believed Canadians were not committed enough to supporting human rights. This may be because, in Canada, citizens tend to believe that we do not have any real human rights issues. Or it may indicate that Canadians feel there is a need to become more active in promoting universal human rights through awareness programs and citizen action programs.).

Step 4: Present and Reflect on Data
Prepare a report, including a visual summary in the form of a graph or a chart. Include your own reflections and theories to share with others. You may also wish to include some recommendations for an action plan to address concerns you have noticed.
Reflection Journal: Sample Questions

Knowledge

Values

Skills

Feelings

What have I learned about...?

What questions do I still have about...?

How can I express my learning concretely?

Why do I feel this way?

What have I learned to do?

How does this learning make me feel?

How have my beliefs been challenged/changed?

Why is this learning important to me?