

Step by Step Instructions

Teachers are invited to take whatever is helpful from the below instructions and leave whatever they do not need.

FIRST IMPRESSIONS

- Write the **Student Voices Question of the Month** on the board. Hand out index cards and have students write two sentences. The first sentence should answer the question and the second will explain why they feel that way.
- Have the students fold the card in two, printing their name on the outside of the card and pass them in. As part of a Pre-Writing activity, the cards will be returned and students can see if their first impression about the question has changed after an analysis of the issue.

SEEING IS BELIEVING

- Select one or both **VIDEOS** from the [Topics](#) Archive and play them to the class.
- It is best to play a video twice. For the first time, have student concentrate on understanding the general topic and events.
- Then hand out the **Video Viewing Comprehension Worksheet** that corresponds to the video and have students read over the questions "*looking*" for the answers but **NOT MARKING THE SHEET**.
- Play the video again, having students take notes on the back of the worksheet. They should jot down any detail that might help them find the answers to the questions they just read.
- Have students complete the Video Viewing Comprehension Worksheet, exchange papers and correct them.

READING IS FUNDAMENTAL

- Hand out one or both **PRINT ARTICLES** from [Topics](#) Archive. Have student read them and highlight any facts or details that relate to the editorial question or the videos.
- Before any discussion about an article, hand out its corresponding **crossword puzzle** and have student locate the correct answers. Make this a timed activity and just prior to the allowed time elapsing, write the word list for the crossword puzzle on the board.
- Exchange papers and correct the puzzles. Instruct the students to locate the answers within the article and underline the sentence that contained the word. This is another activity that will become useful in the pre-writing activities.

NOW HEAR THIS

- Hand out the [Radio Listening Worksheet](#) and have students listen to one or both **NPR Radio Broadcasts**. Instruct students to take notes on any detail that relates to the editorial's topic. They should also take note of any facts that can be used to support their opinions and feelings.

DISCUSS, DEBATE, and DECIDE

- Return the folded index cards which contain the students' first impression on the editorial's question. Use these responses to discuss **WHAT** their **FEELINGS** and **OPINIONS** are **NOW**.
- For opinions that have **changed**, have students *list the reasons why their position shifted*. For students who still **follow their first impression**, have them list what *major details support their conclusions*.

EXPRESS YOURSELF

- Hand out the [Pre-Writing Worksheet](#) and have students fill it in with information they have learned.
- Distribute the [Writing/Video Recording Tip Sheet](#) and have student write a **FIRST DRAFT** of an editorial that will answer this week's question.
- Have students exchange papers and read each other's opinions. Allow discussion time for peer-review and small group discussion.
- Students will write a **FINAL DRAFT** of their editorials and **SUBMIT** it to www.powertolearn.com site.
- **VIDEOTAPE** the **EDITORIALS** and [UPLOAD](#) the media files for posting.