

# JUST DON'T DO IT



## Newspaper Activities

from RP Productions



■ Look through your newspaper for a story about a newsmaker who probably would not have wanted the news to be printed. What did he or she do that was embarrassing? Could the person have changed the situation or were circumstances out of their control? Explain.

■ Read letters to the editor in your newspaper. Underline all of the opinions. Circle all of the facts. Write your own letter expressing your views concerning a topic discussed in Just Don't Do It. Mail your letter to your local newspaper. Keep reading the newspaper to see if it is published.

■ Over a period of time, collect newspaper clippings on topics such as drugs and alcohol. Write a summary of each article. Use your articles and summary in a classroom discussion.

■ From your newspaper, circle or cut out 10 interesting words. Using all 20 words, create an original poem. You may add other words to your poem but the original 20 must be included as well.

■ Read a movie review in your newspaper. Did the reviewer like the movie? Which words or phrases suggested the reviewer's opinion? Does the review make you want to see the movie? Write your own review of a movie, television show or book.

■ Methamphetamine is in the news more and more. Look through your newspaper for stories about meth or other illegal drug use. How did this drug affect the quality of life for its user? What kind of future does the user have? Has the use of the drug affected others? Can things be turned around for the better? Explain.

■ A good way to maintain your brain is by using it. Try the crossword puzzle, Sudoku or other puzzles you find in your newspaper.

■ Study the advertisements in your newspaper. Notice the use of propaganda. Design your own ad persuading others not to use drugs or alcohol. Share your ad with your class.

■ Use your mind! Look through your newspaper for 20 unfamiliar words. Make a crossword puzzle using these words using their definitions. Share your puzzle with a friend.

■ For several weeks, scan your newspaper for articles about car accidents. What was the cause of the accidents? Make a graph showing your findings. What percentage involved alcohol?

■ Select a community problem that appears often in your newspaper. Over time, read news articles, features and editorials. How does the story develop from day to day? Does the story grow longer or shorter? Does the topic change from its original location in your newspaper? Why do you think the newspaper editors moved the story?

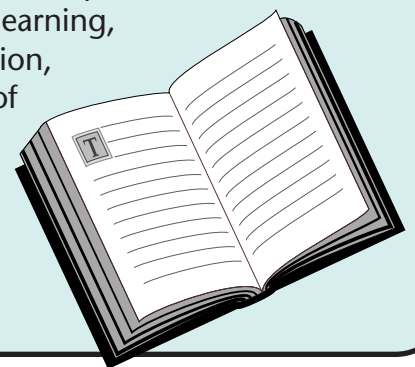
# Aligning the Newspaper with National Curriculum Standards

## Activities

*related to Just Don't Do It  
and reading the newspaper  
may achieve these  
National Curriculum Standards*

## Language Arts Standards

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



# Mathematics Standards

## ***Standard 5: Data Analysis, Statistics, And Probability***

Mathematics instructional programs should include attention to data analysis, statistics, and probability so that all students:

- Pose questions and collect, organize, and represent data to answer those questions.
- Interpret data using methods of exploratory data analysis.
- Develop and evaluate inferences, predictions, and arguments that are based on data.
- Understand and apply basic notions of chance and probability.

## ***Standard 8: Communication***

Mathematics instructional programs should use communication to foster understanding of mathematics so that all students:

- Organize and consolidate their mathematical thinking to communicate with others.
- Express mathematical ideas coherently and clearly to peers, teachers, and others.

- Extend their mathematical knowledge by considering the thinking and strategies of others.
- Use the language of mathematics as a precise means of mathematical expression.

## ***Standard 9: Connections***

Mathematics instructional programs should emphasize connections to foster understanding of mathematics so that all students:

- Recognize and use connections among different mathematical ideas.
- Understand how mathematical ideas build on one another to produce a coherent whole.
- Recognize, use, and learn about mathematics



$$1x+6=26$$

# Science Standards

## *Content Standard F: Science In Personal And Social Perspectives*

- F1. Personal and community health
- F5. Natural and human-induced hazards

## *Content Standard G: Science As Inquiry*

- G1. Science as a human endeavor
- G2. Nature of scientific knowledge

# Social Studies Standards

## *V. Individuals, Groups, And Institutions*

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

- Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems

## *X. Civic Ideals And Practices*

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- Locate, access, analyze, organize, synthesize, evaluate, and apply

information about selected public issues™ identifying, describing, and evaluating multiple points of view.

- Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.
- Participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

