

Sample Questions for Selected English Texts

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A Christmas Carol (1843)

By: Charles Dickens

Genre: Fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. What kind of character did Scrooge have at the beginning of the story?
 - a. generous
 - b. **mean**
 - c. helpful
 - d. lazy

2. Why did Marley's ghost have to suffer by walking around carrying heavy chains?
 - a. because he had been lazy in his lifetime
 - b. because he had been cruel to his family and friends
 - c. **because he had been selfish and hadn't cared about other people's problems**
 - d. because he had been a thief

3. What message did the ghost of Christmas Present give to Scrooge?
 - a. **that poor people with love in their hearts are happier than rich, lonely people**
 - b. that Christmas is a time for giving presents
 - c. that Christmas is a time for eating good food
 - d. that the only people who are happy are rich people

4. What word best describes the character of Bob Cratchit?
 - a. lazy
 - b. selfish
 - c. **hardworking**
 - d. disloyal

5. What word best describes the character of Tiny Tim Cratchit?
 - a. pure-hearted
 - b. sulky
 - c. sorry for himself
 - d. unhappy

6. What is the main message in the story?
 - a. That Christmas is a time to celebrate
 - b. That if we are kind to people we can help to improve everybody's lives
 - c. That there really is such a thing as ghosts
 - d. That rich people can never be happy.

7. What is the main human value that this book tells us about?
 - a. peace
 - b. love
 - c. honesty
 - d. happiness

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Q. Compare and contrast Scrooge's character before the visits from the ghosts and after.

Contrast: Find 5 words to describe Scrooge's character before the ghosts' visits and 5 opposite words (antonyms) to describe his character after their visit

	Before the ghosts' visits	After the ghosts' visits

Compare: List 3 things about Scrooge that didn't change after the ghosts' visits:

- 1.
- 2.
- 3.

Conclude: Did Scrooge mostly change or mostly remain the same after the ghosts visited him?

Tell all the ways in which Scrooge changed and all the ways in which he remained the same. Present your conclusion about whether he changed or not, using your evidence to support it.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Contrast: Find 5 words to describe Scrooge's character before the ghosts' visits and 5 opposite words (antonyms) to describe his character after their visit

	Before the ghosts' visits	After the ghosts' visits
	selfish	generous
	mean-spirited	kind, loving
	lonely	family-oriented
	angry	happy
	unfair	fair

Compare: List 3 things about Scrooge that didn't change after the ghosts' visits:

1. *He was still rich.*
2. *He still had memories of his lonely childhood.*
3. *He still needed to make sure his employees worked hard*

Conclude: *Did Scrooge mostly change or mostly remain the same after the ghosts visited him?*

There were some things about Scrooge that stayed the same, but these were mostly physical things and his memories. In all aspects of his character he changed to the complete opposite after the ghosts' visits.

Tell *all the ways in which Scrooge changed and all the ways in which he remained the same. Present your conclusion about whether he changed or not, using your evidence to support it.*

Task 2

Q. What are the important messages in this story?

What are the main messages in the story about:

Christmas?	
Being rich?	
Being poor?	
The best ways to be happy in life?	
Love?	
Families?	

When you have made your list, tell the messages to your group. Read aloud some sentences in the story that back up what you have written.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as

many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Christmas	a time for sharing and giving
Being rich	being rich is of no use unless you share your wealth with others who are in need.
Being poor	even if you are poor you can be happy if you have love in your heart for your fellow human beings
The best ways to be happy in life	
Love	love is the most important emotion of all. If we don't feel it we make ourselves and others miserable. If we do feel it, we make everyone around us happy.
Families	in our families we should be able to accept and support each other in good times and bad times

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

Describe the most significant experiences that Scrooge had which caused him to change. List them in order, starting with the one that had the most impact on him.

The Black Hat is judgment-the devil's advocate or why something may not work.

Do you think it is believable that Scrooge would have been so strongly affected by the visits from three ghosts? What are some of the things that he might have said/thought/done that would spoil the effect of the ghosts' visits?

The Red Hat signifies feelings, hunches, and intuition.

Who is the character in this book that you admire the most? Give reasons why you admire him/her.

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

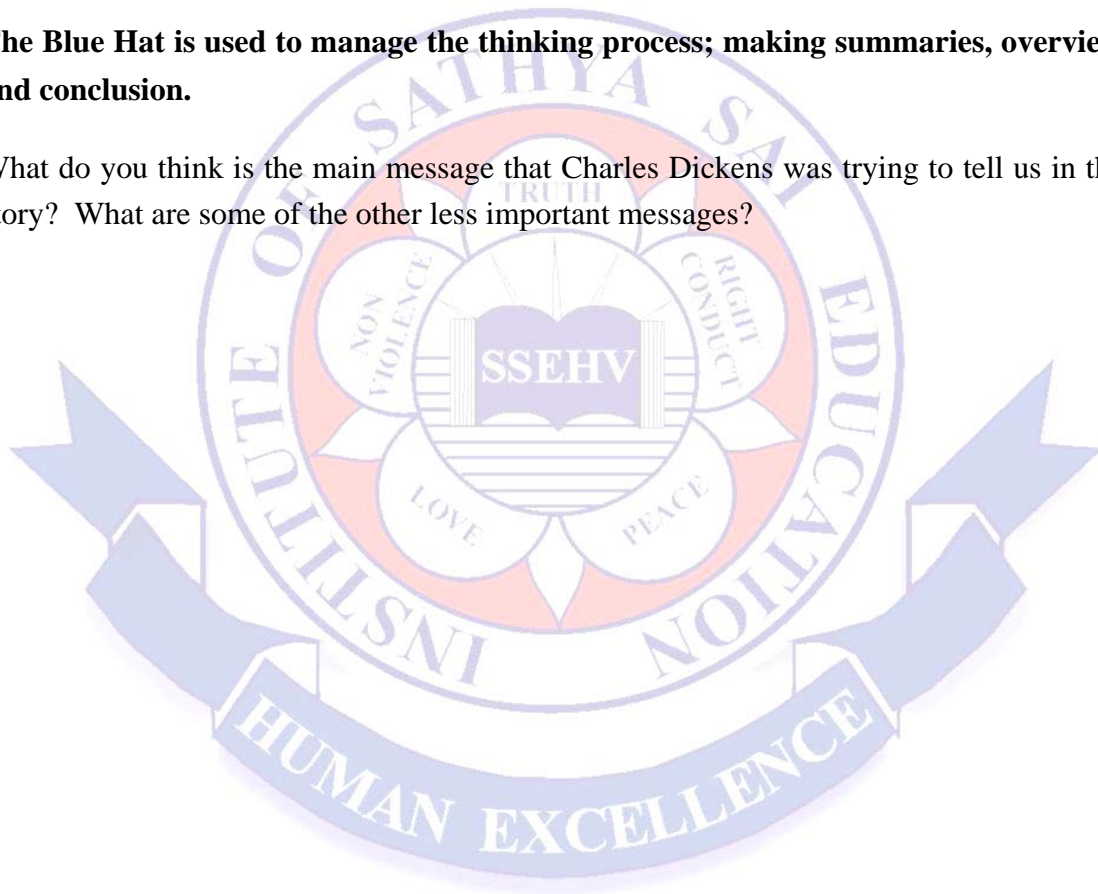
Imagine that Scrooge had only believed two of the ghosts and not all three of them. Describe which one you think he would have been the most likely not to believe, and how the story might have been different if he had not believed this one.

The Yellow Hat symbolizes values and benefits and why something may work.

What are the main changes that took place in Scrooge's character? Beside each of the changes that you have listed, describe the event that had the most impact on bringing about that change.

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

What do you think is the main message that Charles Dickens was trying to tell us in this story? What are some of the other less important messages?



Buddhism: A Very Short Introduction (1996)

By: Damien Keown

Genre: Non-fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. What is the message in the story of the blind men and the elephant?
 - a. that nobody can really describe what an elephant is like
 - b. that only blind people can really understand what things are like
 - c. that it is difficult to get people to agree about things
 - d. that something can look different to different people depending on how they look at it
2. Which of the following is the best way to describe the purpose of Buddhism?
 - a. sacrifice
 - b. self-transformation
 - c. religion
 - d. self-denial
3. Which words best describe the Buddha as a child?
 - a. spoilt and selfish
 - b. a slow learner
 - c. helpful to the poor people living outside his home
 - d. precocious but considerate
4. What does the book mean when it talks about “karma”?
 - a. We all need to look after ourselves because nobody else will.
 - b. We should always think about what we say and do.
 - c. We are caught up in a cycle of birth, death and rebirth.
 - d. Good deeds enable us to move upward and bad deeds make us move backwards.

5. Which kind of world is described in the book as the most likely to be successful?
- one in which the people are wise and virtuous**
 - one in which the people are ignorant and selfish
 - one in which everyone works as hard as possible to become wealthy
 - one in which there is no unhappiness
6. Which of the following is NOT described in the book as being one of the Four Noble Truths of Buddhism?
- Suffering is caused by craving.
 - Suffering can have an end.
 - Suffering is something we have to avoid at all costs.**
 - There is a path that leads to the end of suffering.
7. How does the book describe suffering?
- as not getting what we want**
 - as being homeless or having no money
 - as having a physical disability
 - as having no family or friends
8. How does the book describe Nirvana?
- getting everything we want
 - extinguishing greed, hatred and delusion**
 - feeling overcome by a great feeling of lightness
 - having a vision of something spiritual
9. How does the book describe meditation?
- losing your awareness of what is going on around you
 - seeing images that nobody else can see
 - becoming mentally concentrated and reducing mental chatter**
 - chanting
10. How does the book describe Dharma?
- following rules to avoid feeling guilty

- b. following rules because we are told to
- c. following rules for the right reasons
- d. following rules to avoid punishment

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Q. For one week, put into practice one of the principles of Buddhism.

Report to your classmates on what you did and what the outcomes were (for your inner feelings, for other people around you, for your ability to concentrate on your work etc.)

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- I decided to put meditation into practice. Every day I sat quietly and listened to music for a few minutes before going to school. I found that I was able to concentrate better on my work. I think my ability to do my work improved as well.
- I decided to practise cultivating positive states of mind. Whenever I had a problem I told myself that I would be able to find a solution. I found after a week that things were working out well for me and I was solving my problems easily.
- I chose to concentrate on right speech – that is telling the truth and speaking in thoughtful and sensitive ways. I stopped yelling at my brother and sister and tried to see things through their eyes before I shouted at them. I found that after a week they were not annoying me as much. My parents were very happy because we were fighting less.
- I decided to spend my week doing good deeds for other people. I helped the old couple next door to do their shopping and did some cleaning for them. They were very happy and even gave me some gifts. It made me feel really good to be doing something for them, and it made them feel happy as well.

Task 2

Q. Imagine that you are the Buddha and you are roaming around telling people about how to reach Nirvana. Share with your classmates what you consider to be the most important messages.

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- It's OK to feel good and bad emotions – but it is important that we don't keep holding onto them so that they damage us. It is better if we let go of them.
- It is important to think about how we speak and act so that we don't hurt ourselves or others.
- Meditation is a good way to help us to concentrate better and to be more at peace with ourselves.
- It is important that we don't kill, steal etc.
- If we learn to rise above craving for things we will no longer need to suffer.

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

Describe the ideas and basic concepts and practices of Buddhism that the book tells us about.

The Black Hat is judgment-the devil's advocate or why something may not work.

Why do you think we have still not achieved world peace even though the Buddha taught about peace and his ideas have spread widely to many countries?

The Red Hat signifies feelings, hunches, and intuition.

If you were Siddhartha Gautama, had lived all of your life in luxury in a palace, and then went outside and saw what it was really like in the world, how would you feel? Imagine that you are him, and write a diary about your feelings during your first visit to the world outside your palace.

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

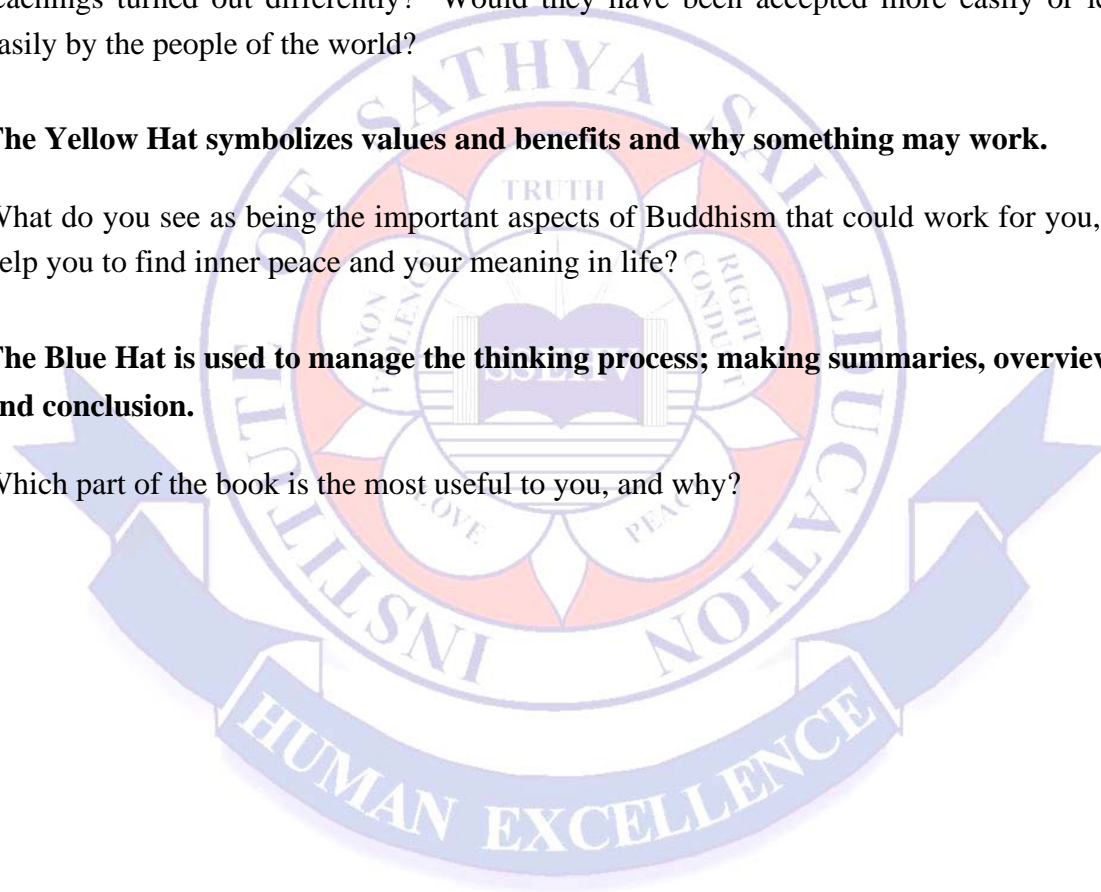
What would have happened if Siddhartha Gautama had not left his palace? How could he have helped the people he wanted to help? How might his experiences and his teachings turned out differently? Would they have been accepted more easily or less easily by the people of the world?

The Yellow Hat symbolizes values and benefits and why something may work.

What do you see as being the important aspects of Buddhism that could work for you, to help you to find inner peace and your meaning in life?

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

Which part of the book is the most useful to you, and why?



Chinese Cinderella (1999)

By: Adeline Yen Mah

Genre: Non-fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. What did Adelina yearn for more than anything else?
 - a. to be top of the class at school
 - b. to be the president of her class
 - c. **to be loved and understood by her family**
 - d. to be admired by her friends

2. Which of the following is the most important message the author wanted to tell us?
 - a. **that each of us has something precious and unique**
 - b. that brothers and sisters can sometimes be selfish
 - c. that it is lonely living with a stepfamily
 - d. that it was difficult growing up in China at the time of her childhood

3. What does the author tell us is the greatest cause of poverty?
 - a. not having enough food to eat
 - b. not having stylish new clothes to wear
 - c. not living in a luxurious house
 - d. **loneliness and feeling unwanted**

4. What did Adelina do to help to escape from her unhappiness?
 - a. She visited her friends.
 - b. **She wrote.**
 - c. She played with imaginary friends.
 - d. She went for long walks around the neighbourhood.

5. Why did reading the book *The Little Princess* have an impact on Adelina?

- a. because it was the first foreign story she had every read
- b. because she realized that there was hope to overcome her sad situation if she tried to be like a princess on the inside
- c. because she cried over the sad things that happened to the little princess
- d. because it was a sad story with a happy ending

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Q. On p.65 of the book, Third Brother said to Adelina, “As for Big Sister, don’t trust her. Don’t trust anyone. *Be a cold fish, just like me.* Never get involved. That’s my motto. I hurt no one. And no one can hurt me.” Imagine that you are Adelina and tell Third Brother whether or not you think this is a good way to live your life, and why.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- I agree that if you stay a “cold fish” and don’t get affected by how the others treat you, you are protecting yourself from getting hurt. I also agree that it is important that you don’t do anything to hurt anyone else. These are both good, important things to follow in your life.
- On the other hand I think that you are going to miss out on some special experiences in your life if you just live your life trying not to get hurt. Sometimes we need to take the risk of getting hurt so that we can live our lives fully. But I think it’s important that if we do get hurt, we don’t dwell on it – we can feel the hurt and then let it go rather than holding onto it and letting it damage us.

Task 2

On p.69 the author describes Third Brother’s lack of integrity. This means that he was nice to her when he was alone with her, but joined the other two brothers in being mean to her when they were around. Weigh up the pros and cons for Third

Brother of behaving like this, and report to your class on whether or not you think this is a good way to behave.

Reasons why Third Brother should behave this way	Reasons why Third Brother should not behave this way

Having weighed up the evidence, my conclusion is

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Reasons why Third Brother should behave this way	Reasons why Third Brother should not behave this way
He will save himself from being bullied by his two brothers.	It is not fair to Adelina that he is unkind to her just to keep on the good side of his brothers.
	He seems to be basically a good person, so he probably has to deal with his conscience that must be telling him it is wrong to treat his sister badly.
	He will lose his own integrity and slowly lose his good character.
	He obviously likes Adelina, because he is nice to her when they are alone, but he will lose her friendship if he continues to behave like that.

Having weighed up the evidence, my conclusion is that Third Brother should be more even in his behaviour and treat Adelina the same way whether his brothers are around or not.

Task 3

Q. Adelina went to her friend Wu Chun-mei's birthday party when her family thought she was at school. Was she deceitful doing this?

Work with a partner to have a debate about this topic. One partner argues that she was being deceitful and the other that she was not. Each person has two turns to speak, so you can have a chance to rebut (argue against) the points your partner makes.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Some arguments to support the case:

- She was deceitful because she went off in her school uniform, and the family thought she had gone to school.
- She had already been told not to visit any of her friends, so she was disobeying her parents' orders.
- She was deliberately trying to deceive her parents by going home for lunch so they would not suspect she was not at school.

Some arguments against the case:

- Adelina's case was a special one because her parents were so strict that she would never be able to do anything fun.
- She was not doing anything wrong because it was a holiday from school and the family didn't want her to be in the house.

- She went to the party not for her own sake but for the sake of Wu Chun-mei's happiness.

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

Describe the events that happened in the author's life that made her feel she was unloved by her family.

The Black Hat is judgment-the devil's advocate or why something may not work.

Why do you think Adeline was never able to find the happiness she was looking for, even though she wanted it so much?

The Red Hat signifies feelings, hunches, and intuition.

How does Adeline's life story make you feel for her? Give examples of the different emotions that her different experiences arouse in you.

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

If you were in the same situation as Adeline, how would you deal with some of the problems that she experienced? Give some examples of some of the most difficult situations she encountered and compare and contrast the way she dealt with them and how you would.

The Yellow Hat symbolizes values and benefits and why something may work.

Do you think Adeline's father was doing the right thing by allowing his second wife to treat her own children better than her step-children. Give examples from the story of his behaviour and comment on the fairness of the things he did. What effects do you think his behaviour had on shaping Adeline's character?

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

Why do you think the author called her story “Chinese Cinderella”? What do you think she wanted us to learn about ourselves from reading her story?



Daddy-Long-Legs (1912)

By: Jean Webster

Genre: Fiction, Romance

Sample multiple choice question that creates opportunities to talk about values and good character:

1. What is the main message in this book?
 - a. that every girl should try to find a rich husband
 - b. that no matter how unlucky a start somebody may have in life they still have the chance to become successful
 - c. that it is not very nice to live in an orphanage
 - d. that poor people should do whatever they can to become rich

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

What are some of the important messages about life that we can learn from Judy? Share these messages with your classmates.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- There is enough happiness available in the world for everyone to share, as long as we learn to be happy with what we have.
- It is important to be interested in life and to want to learn about new things (books, people etc.)
- Imagination is important, especially when we are going through difficult times.
- Everybody, even the poorest orphan, can succeed if they are prepared to work hard and accept opportunities.

- There are some very generous people in the world who, like Daddy-Long legs, do a lot to help the less fortunate.

Task 2

Q. Some people say that the book *Daddy-Long-Legs* has survived for so long because it has inspired so many young women.

Work with your group to decide what this means – whether you are a girl or a boy, what are the ways in which Judy has inspired you?

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- She keeps happy and looks for the best in situations, even when she is in very bad situations.
- She studies hard and does well with her studies – she even receives a scholarship.
- Through a mixture of good luck, hard work and being a good person she is able to move upwards in the world.
- She reminds me that it is important to help others.

Great Football Stories (1960)

By: Russ Williams

Genre: Non-fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. What advice did George Graham give to anyone offered a bribe?
 - a. Accept it.
 - b. **Say no strongly and firmly.**
 - c. Think about it.
 - d. Agree but then report it to the authorities.

2. Do the football associations encourage cheating?
 - a. Most of them do.
 - b. **No, they punish people heavily for cheating.**
 - c. Some of them pay the players extra to cheat.
 - d. They know it happens but they pretend not to see it.

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

- Q. Describe some of the different methods mentioned in the book as ways in which people cheat. Comment on whether you think some are more serious than others, or whether you think they are all equally wrong.**

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- **running onto the field**

- throwing extra balls onto to the field to confuse the players
- kidnapping players
- bribing players or teams to lose
- using tactics to scare players

I think that there are some differences in the severity of these things. For example, running onto the field or throwing balls onto the field are less severe because they are less likely to hard people. But I don't think that any form of cheating is OK and that they should all be punished equally so that people are discouraged from doing it at all.

Task 2

Q. This book talks about the negative side of football. Give the opposite side of the picture by sharing your views about the positive side.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- It's good for health
- It encourages team spirit and people to support each other.
- It provides entertainment for a lot of people.
- It 's a way for people to work off their aggressive energy in a controlled environment

Task 3

Q. Do you think the game of football is worth all the negative behaviour (such as cheating and violence) that it generates?

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

What are the main points that are made in this book?

The Black Hat is judgment-the devil's advocate or why something may not work.

**How does this book agree or disagree with the saying “Cheats never prosper”?
What evidence does it give that cheats never prosper even if they are very clever
with their ideas for cheating?**

The Red Hat signifies feelings, hunches, and intuition.

How do you feel about the game of football, its players and its fans after having read this book? In what ways has the book changed your thoughts or feelings about these things?

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

Choose at least three of the cheating/bribing strategies described in the book and suggest solutions to prevent or overcome these.

The Yellow Hat symbolizes values and benefits and why something may work.

If you were the president of the world's football association, what would you do to encourage people to benefit more from the good aspects of the sport?

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

Which part of the story shocked you the most?

Genetic Engineering (1998)

By: Sally Morgan

Genre: Non-fiction: Moral Dilemma

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Q. Through the book there are some boxes with questions that pose moral dilemmas. Choose one of these that interests you and present your answer to the class. Use evidence from the book to back up your opinion.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Question: Do you think it is right to induce cows to make more milk?

I can understand that it would be helpful to the world food shortage if more foods could be produced more cheaply. However, I do not think it is natural to give cows genetically engineered hormones to help them to produce more milk. If the cow is being injected with the hormones, they must go into the milk and we don't know enough yet about whether these hormones will harm humans who drink it. Also this kind of treatment does not seem to be very fair to the cows. There is evidence that they get sick more often and have to be given antibiotics – then the antibiotics will also go into the milk that we drink, which is not good for our health. It was found that the farmers could reduce the amount of food that they gave the cows and still get more milk produced. This is not natural, as cows need food in order to manufacture their milk and remain healthy.

Task 2

Imagine that it is 10 years from now. Give a talk about the way in which genetic engineering is affecting people's lives.

To be able to do this, you will need to read what the book says about current and possible future uses, and then make your own prediction about which ones will be common in ten years' time.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- Genetically engineered food is being grown in developing countries. However it is not being supplied to supermarkets in most developed countries because once it became law for genetically engineered products to be labeled, people refused to buy these products and there was not enough profit to be made.
- Great breakthroughs have been made in modifying genetic diseases. All children are screened before birth and they are undergoing modifications to defective genes before birth.
- Organ transplants are being performed regularly on human beings using organs from animals. Patients usually have a good chance of survival because the DNA is matched to their own. However, animal rights activists are protesting about using animals for this purpose.

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

What are the main things that genetic engineering has been used for?

The Black Hat is judgment-the devil's advocate or why something may not work.

Recently a famous genetic engineering scientist has been caught faking his data. How do you think this is going to affect the general public's views about genetic engineering (for example eating genetically modified food)?

The Red Hat signifies feelings, hunches, and intuition.

What are your feelings about whether or not genetic engineering is a good thing?

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

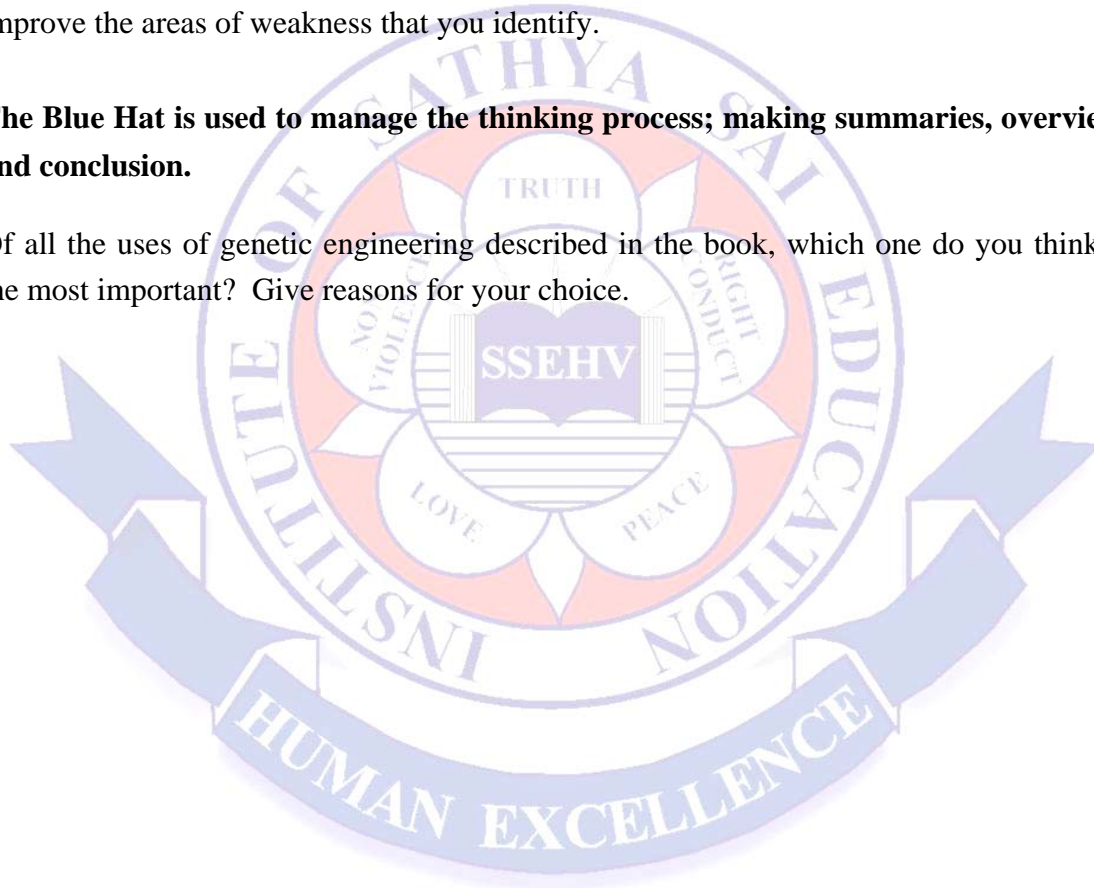
Suggest some other ways in which genetic engineering might be used in future that are not mentioned in the book. (Use the things mentioned in the book to give you some basis for your suggestions.)

The Yellow Hat symbolizes values and benefits and why something may work.

Do you think enough is being done to make sure that the results of genetic engineering are going to be safe? Suggest some ideas that scientists and governments could follow to improve the areas of weakness that you identify.

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

Of all the uses of genetic engineering described in the book, which one do you think is the most important? Give reasons for your choice.



Gladiator (2000)

By: Dewey Gram

Genre: Fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. When they were fighting in Rome, what did Maximus tell the gladiators to do to save their lives?
 - a. **work together as a team**
 - b. split up and fight separately
 - c. surrender
 - d. keep fighting until they were killed

2. Why did Maximus decide not to kill Tigris after he defeated him and the tigers?
 - a. because he didn't think it had been a fair fight
 - b. **because he thought he had fought honorably**
 - c. because he thought it was wrong to kill somebody
 - d. because he wanted to fight him again the next day

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

This is a story with a lot of violence. However, there are also some important messages to us about life. Tell your classmates about some of these messages.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- **Marcus was an unselfish leader who wanted the best for his people. This reminds us that it is important to think of what other people need, not just ourselves.**

- When Maximus and the other gladiators were fighting in the Colliseum, he told them they would be more successful if they co-operated and worked together as a team. This worked and they were the winners. This reminds us that we are much stronger if we work together and support each other.
- Maximus is a good example of strength and persistence. Even when he was hurt or in danger he would keep concentrating and finish his task. This reminds us that concentration and perseverance are important.
- Most of the members of the Senate were good people and wanted the best for the people. This reminds us to be unselfish and not just want our own honour and glory.

Task 2

(Adapted from T. Johnson & Luis, D. 1985. Literacy Through Literature. Sydney: Methuen)

There are many moral issues in this book – many things that might make you wonder whether or not they were the right way to behave. Select one incident in the story and make your own moral judgement about it to share with your classmates. The following sentence beginnings may help you.

Maximus should...

Maximus should not....

Commodus should....

Commodus should not....

It would be a mistake if.....

Maximus would regret it if.....

If I were Maximus I would.....

People should.....

People should never.....

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as

many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

The scene I have chosen is the one in which Maximus tells the other gladiators to work together as a team to defeat the charioteers.

Maximus did the right thing taking charge and trying to protect his men by suggesting they work together.

Maximus should not kill so many people, he should try to find more ways to avoid the attacks, which is what he did in this scene.

Commodus should find other ways of providing entertainment and games for his people.

Commodus should not allow so much killing of innocent people to take place.

It would be a mistake if the gladiators had not worked together to protect themselves.

Maximus would regret it if his plan had failed and the gladiators had suffered more.

If I were Maximus I would probably have done the same thing because there was no choice between killing or letting his men be killed.

People should refuse to watch this kind of sport, because then there would be no point to organize it.

People should never allow something like this to happen, where other human beings or animals are being hurt or killed.

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

Make a timeline to show the main events that happened in this story.

The Black Hat is judgment-the devil's advocate or why something may not work.

What might have happened to the other main characters in the story and the people of Rome if Commodius had won the fight with Maximus?

The Red Hat signifies feelings, hunches, and intuition.

How did you feel when you read about the gladiators having to fight to either kill or be killed? How do you think you would have felt if you had been a gladiator, in the few minutes before the fight began?

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

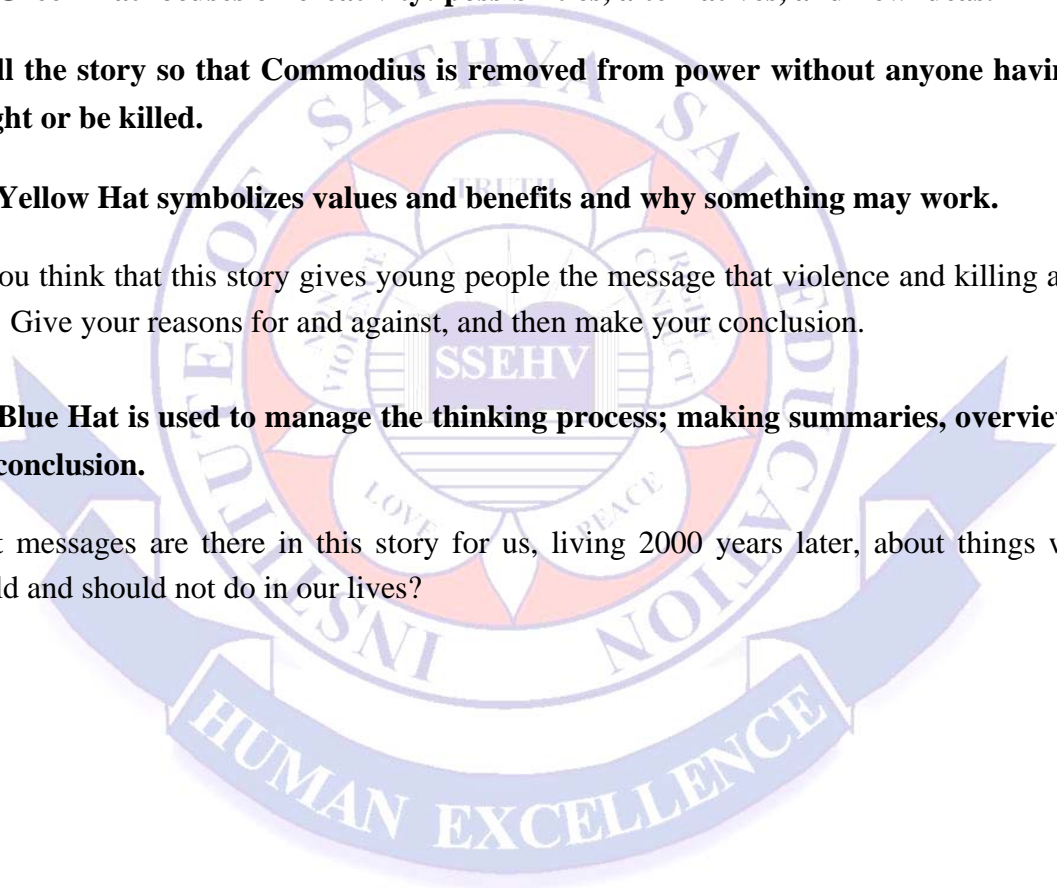
Retell the story so that Commodius is removed from power without anyone having to fight or be killed.

The Yellow Hat symbolizes values and benefits and why something may work.

Do you think that this story gives young people the message that violence and killing are OK? Give your reasons for and against, and then make your conclusion.

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

What messages are there in this story for us, living 2000 years later, about things we should and should not do in our lives?



**Louis Braille: The Boy Who Invented Books
for the Blind (1971)**

By: Margaret Davidson

Genre: Non-fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. How could Louis' blindness have been prevented?
 - a. He could have kept his promise to his father that he would not play with his tools
 - b. His father could have told him not to play with the tools.
 - c. His mother could have bathed his eye when it was injured.
 - d. He could have called for help as soon as he was hurt.

2. Why was music so important to Louis?
 - a. He could use it to bring up all sorts of happy and sad feelings.
 - b. He could earn his living from playing the piano.
 - c. It was something he was able to learn quickly.
 - d. It was a way for him to meet new friends.

3. What was the main quality in Louis that enabled him to succeed in inventing the Braille system?
 - a. his ability to invent the system quickly and easily
 - b. his inventive ideas
 - c. his willingness to persevere even when things went wrong or other people told him he could not succeed
 - d. his anger about being blind

4. What message has Louis Braille given us through his own behaviour?
 - a. that it is possible to teach blind people to read
 - b. that blind people can have good brains
 - c. that able people need to be kind to people with disabilities

- d. that people with disabilities are capable of achieving anything if they are given the right tools

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Q. Share evidence from the book that Louis Braille was a person of good character

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- He persisted if he believed in something, rather than giving up.
- He wanted to share his ideas with people who could benefit from them.
- He was a patient teacher who remembered what it was like to be a new boy in the school.
- People owed him a lot of money but he asked for their IOUs to be destroyed.

Task 2

Q. Louis Braille's story is inspiring because he had to persevere against many obstacles. Share with your classmates some of these obstacles, and describe how you would have coped if you had been Louis.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- He was blind.
- He had nobody to help him with his idea to develop an alphabet for the blind.
- His early ideas were not successful and he had to abandon them.
- He was poor and did not have money to develop his ideas.

- A lot of people were jealous of him and didn't want him to succeed.
- He had bad health.

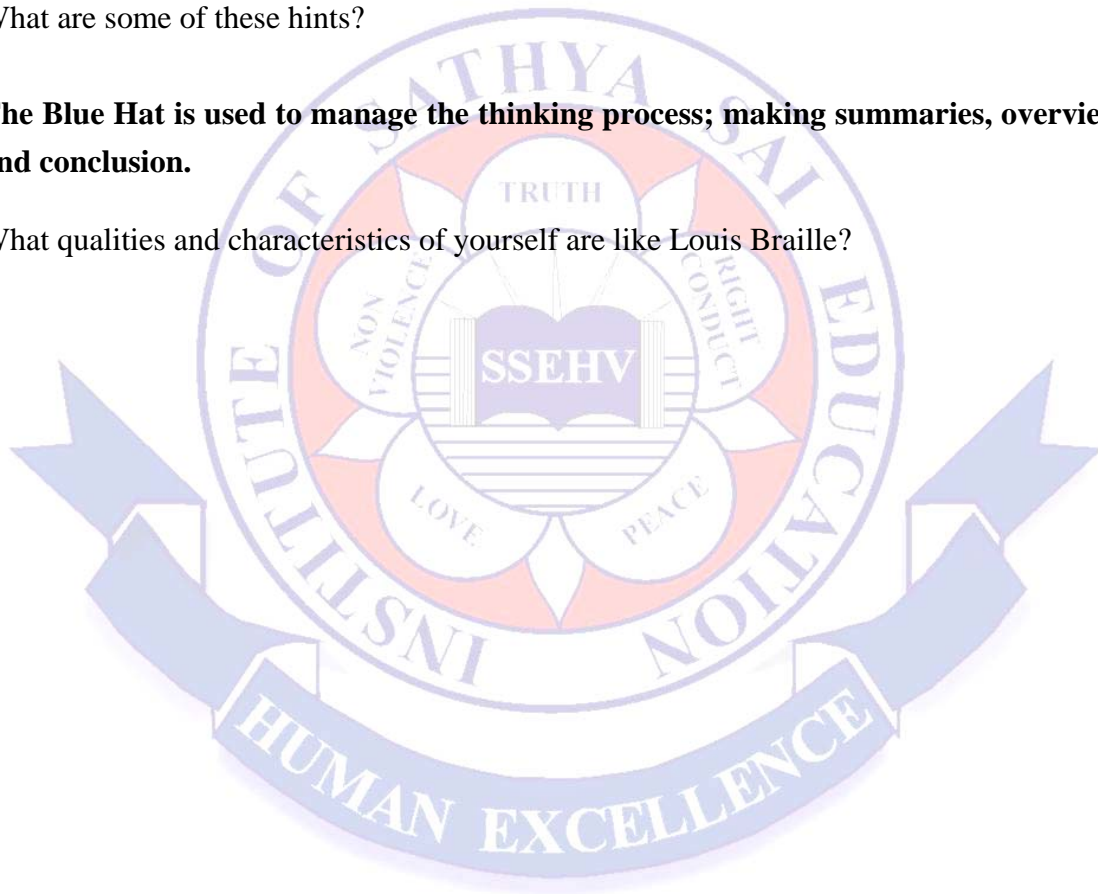
Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

The Yellow Hat symbolizes values and benefits and why something may work.

There are many hints in the book that Louis Braille was a person of very strong character. What are some of these hints?

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

What qualities and characteristics of yourself are like Louis Braille?



Making Friends: A Guide to Getting Along with People (1990)

By: Andrew Matthews

Genre: Non-fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. What does the book suggest that many people who look confident really feel like on the inside?
 - a. as confident as they look
 - b. **scared of the other people who look confident**
 - c. that they are better than you
 - d. that they are not interested in somebody like you

2. According to the book, who is usually the last person to know about our irritating habits?
 - a. our parents
 - b. our best friends
 - c. our enemies
 - d. **ourselves**

3. What is the most important thing we need to do to become liked and likeable?
 - a. try only to do things that will please other people
 - b. only like people who we think are going to like us back
 - c. **learn to love ourselves first**
 - d. give people gifts and treats

4. Which of the following does the book describe as being a way to appreciate that “I am a unique individual and don’t have to be like anyone else”?
 - a. become a brag
 - b. **appreciate our own real selves**
 - c. look for the faults in others to make ourselves feel good

- d. try to fit in with what other people want to do even if it is not what we want
5. What is one of the things the book describes as being a mistaken idea about being happy?
- It is possible to be happy even if we are alone.
 - If we want to be happy we need to make up our minds that we will be.
 - We just need the right person to come along to make us happy**
 - It is important that we are happy all the time, and never have any sad feelings.
6. How does the author suggest we can become a good friend?
- by not forming a friendship until we are certain the other person will like us
 - by forming friendships without expecting anything in return**
 - by choosing friends who will do good deeds for us
 - by choosing the people who are the most like us to be our friends
7. What is one of the most important things we can do when we are talking to others?
- Make their lives richer and more enjoyable**
 - Tell them lots of interesting things about ourselves.
 - Talk a lot to make them feel more comfortable.
 - Tell them what you think they should do to become happier/healthier/richer.
8. Who, according to the author, is the most likely person to make us feel miserable?
- your boyfriend/girlfriend
 - Nobody can make you feel miserable without your permission.**
 - your parents
 - your classmates
9. What does the author suggest we should do if we want people to change?
- a. offer them some kind of reward if they are able to change
 - change ourselves**

- c. keep reminding them what they are doing wrong
 - d. shout at them if they do not take any notice of you
10. What happens if we praise others?
- a. It makes them get big-headed and brag.
 - b. **It makes them feel good as long as the praise is genuine.**
 - c. It makes us feel bad because we are praising them instead of ourselves.
 - d. It causes them to feel unhappy.
11. What is the most likely thing to bore people in a conversation?
- a. talking about things we have in common with them
 - b. **us talking too much about ourselves**
 - c. listening to/showing interest in what they have to say
 - d. showing them that we care about them
12. What is described as the best way of being a good listener?
- a. listening politely with one ear, while the other one is tuned in to other conversations going on around you
 - b. interrupting with your own story
 - c. starting to talk to somebody else in the middle of the conversation
 - d. **listening with 100% attention**
13. What is described as the best way to deal with arguments?
- a. keep repeating your point until the other person gives in and accepts it
 - b. **not to get involved but allow the other person freedom to believe what he/she wants to believe**
 - c. go away and find proof that you are right
 - d. don't argue back but sulk because the other person doesn't agree with you
14. Which of the following statements is mentioned in the book?
- a. **We will move closer to people if we don't judge or analyse them.**
 - b. We will move closer to people if we do judge or analyse them.
 - c. We will be close to people if we tell them what we think their faults are, if they don't ask us to tell them.

- d. We will be close to people if we judge/analyse their faults but keep them to ourselves rather than telling them.
15. How does the author suggest we should deal with gossip?
- a. It's OK to pass it on if you haven't been particularly asked not to tell anyone else.
- b. **Never believe it – always get the story first-hand from the source.**
- c. Gossiping is fun and a good way to make yourself feel part of the group.
- d. Gossiping is harmless, and nobody every gets hurt by it.

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

- Q. On p. 76 of the book there are some suggested activities for practising listening skills. With a partner, do one of these activities while your other classmates observe. Take turns to be Person A and Person B. Give the class feedback about your feelings and ask them to tell you about anything they have learned from observing you.**

Please note that it is not suitable to provide a sample answer for this activity.

Task 2

- Q. Select 10-15 of your classmates by drawing their names from a hat. (You may choose more if time allows.) One-by-one, tell them what you think are their best qualities. Make sure that you are genuine and sincere when you decide what to say to them.**

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- **You are very considerate to people who are not good at sport and always choose them to be on your team.**

- You are good at resolving fights or arguments between classmates.
- You have a very beautiful smile and it makes me feel good when you greet me.

The following is an inspirational story that has been doing the rounds on the Internet (source unknown), that gives us an idea of the impact of this kind of activity.

One day a teacher asked her students to list the names of the other students in the room on two sheets of paper, leaving a space between each name. Then she told them to think of the nicest thing they could say about each of their classmates and write it down. It took the remainder of the class period to finish their assignment and, as the students left the room, each one handed in the papers.

That Saturday, the teacher wrote down the name of each student on a separate sheet of paper, and listed what everyone else had said about that individual.

On Monday, she gave each student his or her list.

Before long, the entire class was smiling.

"Really?" she heard whispered. "I never knew that I meant anything to anyone!" and, "I didn't know others liked me so much." were some of the comments.

No one ever mentioned those papers in class again.

She never knew if they discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose. The students were happy with themselves and one another.

That group of students moved on. Several years later, one of the students was killed in Vietnam and his teacher attended the funeral of that special student. She had never seen a serviceman in a military coffin before. He looked so handsome, so mature. The church was packed with his friends. One by one, those who loved him took a last walk by the coffin. The teacher was the last one to bless the coffin. As she stood there, one of the soldiers, who acted as pallbearer, came up to her.

"Were you Mark's math teacher?" he asked. She nodded: "Yes."

Then he said: "Mark talked about you a lot."

After the funeral, most of Mark's former classmates went together to a luncheon. Mark's mother and father were there, obviously waiting to speak with his teacher.

"We want to show you something," his father said, taking a wallet out of his pocket. "They found this on Mark when he was killed. We thought you might recognize it." Opening the billfold, he carefully removed two worn pieces of notepaper that had obviously been taped, folded and refolded many times.

The teacher knew, without looking, that the papers were the ones on which she had listed all the good things each of Mark's classmates had said about him.

"Thank you so much for doing that," Mark's mother said. "As you can see, Mark treasured it."

All of Mark's former classmates started to gather around. Charlie smiled rather sheepishly and said, "I still have my list. It's in the top drawer of my desk at home."

Chuck's wife said, "Chuck asked me to put his in our wedding album."

"I have mine too," Marilyn said. "It's in my diary."

Then Vickie, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. "I carry this with me at all times," Vickie said, and without batting an eyelash, she continued: "I think we all saved our lists."

That's when the teacher finally sat down and cried.

She cried for Mark and for all his friends who would never see him again.

Task 3

On p.99 of the book there are some suggested things that you can say to resolve a conflict or an argument in a win-win way. (This means that both people in the argument come out as winners, rather than one coming away feeling bad.) With a partner, make up an “argument”, in which one person is trying to be argumentative and the other person tries to use these kinds of sentences to enable both people to “win”.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Person A: I know for a fact that XXX is the best football player of all time.

Person B: Well actually I don't agree with you, I have a lot more admiration for YYY because he has a higher goal average.

Person A: What would you know about it – you don't know anything about football. Besides I saw on the Internet that most people think XXX is a far better player.

Person B: Ah – I see that you have a lot of good reasons why you like XXX. I think, though, that I still prefer YYY because I know more about him and have been a fan of his for a long time.

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

Make a list, in order of usefulness, of the suggestions in the book that you think you could try in your daily life.

The Black Hat is judgment-the devil's advocate or why something may not work.

Select 3-4 of the suggestions made in the book and prepare a “doubter's” reply about why they might not work.

The Red Hat signifies feelings, hunches, and intuition.

Describe a situation in which you feel uncomfortable. Then imagine yourself in that situation, trying one of the strategies suggested in the book, and describe how you feel differently.

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

Work with a partner. Write a “Dear Abby” letter asking for help with a problem concerning friendship. It may be a real or a made-up problem. Exchange letters with your partner and write suitable replies to each other, using the ideas suggested in the book.

The Yellow Hat symbolizes values and benefits and why something may work.

Below is a list of values that are common in most societies. How many of these values are suggested (either obviously or not so obviously) in this book?

Five universal values and sub-values

Truth:	accuracy, curiosity, discrimination, honesty, human understanding, integrity, self-reflection, sincerity
Right Action:	courage, dependability, determination, efficiency, endurance, healthy living, independence, initiative, perseverance
Peace:	calmness, concentration, contentment, equanimity, optimism, self-acceptance, self-discipline, self-esteem
Love:	compassion, consideration, forgiveness, humaneness, interdependence, selflessness, tolerance.
Non-violence:	benevolence, co-operation, concern for ecological balance, respect for diversity, respect for life, respect for property.

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

Summarise all of the key messages in the book into no more than three sentences with the title “Advice on how to have friends and be a friend”.

Martin's Mice (1988)

By: Dick King-Smith

Genre: Fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. How was Martin different from the rest of his family?
 - a. He was gentle.
 - b. He was bigger.
 - c. He was a different colour.
 - d. He lost his temper more easily.
2. Why did Martin decide not to keep mice any longer?
 - a. because he became tired of looking after them
 - b. because he found out what it was like to be shut up
 - c. because his mice ran away
 - d. because he realized it was unusual for a cat to keep pet mice.
3. What is the main message in this story?
 - a. We should care for each other but we should also allow each other to be free.
 - b. Cats are supposed to eat mice.
 - c. Animals in the farmyard should be able to get along well with each other.
 - d. It is a dangerous world and everyone needs to look out for themselves.

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

In the early part of the story Martin has a moral dilemma. His mother wants him to catch the mouse and give it to her to eat but he doesn't want to. Imagine you are

Martin and have a conversation with yourself, giving all the reasons why you should or shouldn't catch the mouse, to help you to decide what to do.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- My mother has told me to catch the mouse, and I should be an obedient son to my mother.
- I want my mother to be proud of me.
- I am a cat and it is the job of a cat to catch mice.
- Our family is living here on the farm and the farmer is giving us food so we should repay him by keeping the farm free of mice.
- I hate to eat mice. It makes me feel sick.
- This mouse is so cute that I cannot hurt it.
- I think it is morally wrong to kill another creature.

Task 2

Martin had to make a choice about whether to keep the mice as his pets or to send them out into the world where they would be free but might be in danger. Relate this to your own growing up and your wish to become more independent. With a partner have a conversation in which one partner is the parent and the other is the teenager. Discuss the reasons why the teenager should or should not have more freedom. Try to use some of the arguments used by Martin and the mice to support your arguments for both sides.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Teenager: Mum/Dad, I would like to have more freedom. I want to be allowed

to stay out as long as I want on weekends.

Parent: The reason why we say that we want you to be home by midnight and tell us where you are is because we need to know that you are safe. We want to be sure that you don't go to bad places or get involved with the wrong people.

Teenager: I know the difference between good and bad. I need to be allowed to make my own mistakes because that is how I will learn.

Parent: But sometimes even if you know the difference between good and bad you might get caught in a situation where something bad can happen to you. It is our job to make sure you are protected.

Teenager: But you are not always going to be able to protect me. Isn't it better that I learn slowly and gradually to protect myself?

Parent: I am not ready to set you free yet because you are still my child.

Task 3

Q. Martin's brothers and sisters thought he was a wimp and a wally because he was different from them. But in the end everyone turned out to be proud of him and to admire his good qualities. The message is that it is important for us to look for the good qualities in everybody. Select 6 of the qualities you admire in Martin, and then select the classmates who display similar qualities.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- gentle
- wants to help others
- puts what is best for the other ahead of his own needs
- smart at solving problems
- loyal to his family and friends
- thinks about what is right or wrong before he acts

Mother Teresa: In My Own Words (1996)

By: José Luis Gonzalez-Balado

Genre: Non-fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. What does Mother Teresa tell us is the best form of prayer?
 - a. to be always meditating
 - b. **to love everybody with a pure heart, especially the poor**
 - c. to talk to God 24 hours a day
 - d. to spend a lot of time on our knees
2. What does she say is the most important thing for prayer?
 - a. to do it in a church
 - b. to kneel down
 - c. to know some prayers to recite
 - d. **to have silence**
3. What is the most generous way of giving to somebody?
 - a. when it is something that we no longer need
 - b. when we give spare money that we don't need
 - c. **when we have made a personal sacrifice in order to be able to give it**
 - d. when we buy nice new things to give to people
4. Why did Mother Teresa and the Missionaries of Charity choose to live in poverty?
 - a. because they didn't have any money
 - b. **because they wanted to be like the poor they were serving**
 - c. because it is a rule of their Church that they have to live like this
 - d. because there are no luxury houses in the cities where they live

5. What does Mother Teresa say is the greatest need of the poor?
- money
 - work
 - love and dignity
 - pity.
6. Where does Mother Teresa suggest happiness comes from?
- from having lots of family and friends
 - from having deep inner peace
 - from having a lot of money and a nice home
 - from laughing loudly and making a lot of noise
7. Where does she say love should start from?
- at home and in our own neighbourhood
 - in foreign countries where there is a lot of poverty
 - everywhere
 - at church
8. Which of the following does Mother Teresa say we should cultivate?
- being proud
 - being humble
 - being judgmental
 - being clever
9. What does Mother Teresa say we will be judged by at the moment of death?
- the number of good deeds we have done
 - the love we have put into our work
 - the level of education we have received
 - the amount of money we have earned
10. What is Mother Teresa's message about suffering?
- It is something that we should avoid.
 - It is something that we should accept with faith.

- c. It is a bad thing.
d. It is a punishment for doing wrong.
11. What is the best thing we can we do to help old people?
- a. give them gifts
b. **listen to them**
c. leave them alone
d. do what they tell us to do
12. How many people do Mother Teresa's nuns feed in Calcutta each day?
- a. two thousand
b. five hundred
c. five thousand
d. **ten thousand**
13. What does she suggest should happen after God has forgiven our sins?
- a. It is OK for us to do the same thing again.
b. **We should try not to repeat the same mistake again.**
c. We should never make any other mistakes in future.
d. We should tell other people how to behave.
14. How much payment do Mother Teresa's nuns receive for their work?
- a. **None – they give their time and efforts for free.**
b. They are paid a very small salary by the Church.
c. They are paid in other ways, such as being invited to restaurants for meals.
d. They have fund raising activities.
15. What was the best outcome for Mother Teresa of winning the Nobel Prize?
- a. It made her very famous.
b. **It reminded a lot of people all over the world that it is important to help the poor.**
c. She received a lot of money as her prize.
d. She was invited to travel to many different countries.

Sample open-ended question that creates opportunities to talk about values and good character:

Share with your classmates some of the ways Mother Teresa has described of giving love.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- making personal sacrifices to be able to give to others
- treat the poor and needy as our equals
- forgive people who have upset us
- slow down and take time to smile at people
- give our time to others
- do things together in our own home
- include people who are alone or feel unwanted

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

Make a list of 10 things that Mother Teresa suggested we could do to bring happiness to ourselves and others.

The Black Hat is judgment-the devil's advocate or why something may not work.

Now that Mother Teresa has died, will the work she has done and the activities she has set up will die out too?

The Red Hat signifies feelings, hunches, and intuition.

List the feelings that you felt as you read about Mother Teresa's work and the advice she gave us for living happily. Find at least 6 different emotions that you felt, and describe the situation that made you feel this emotion and why.

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

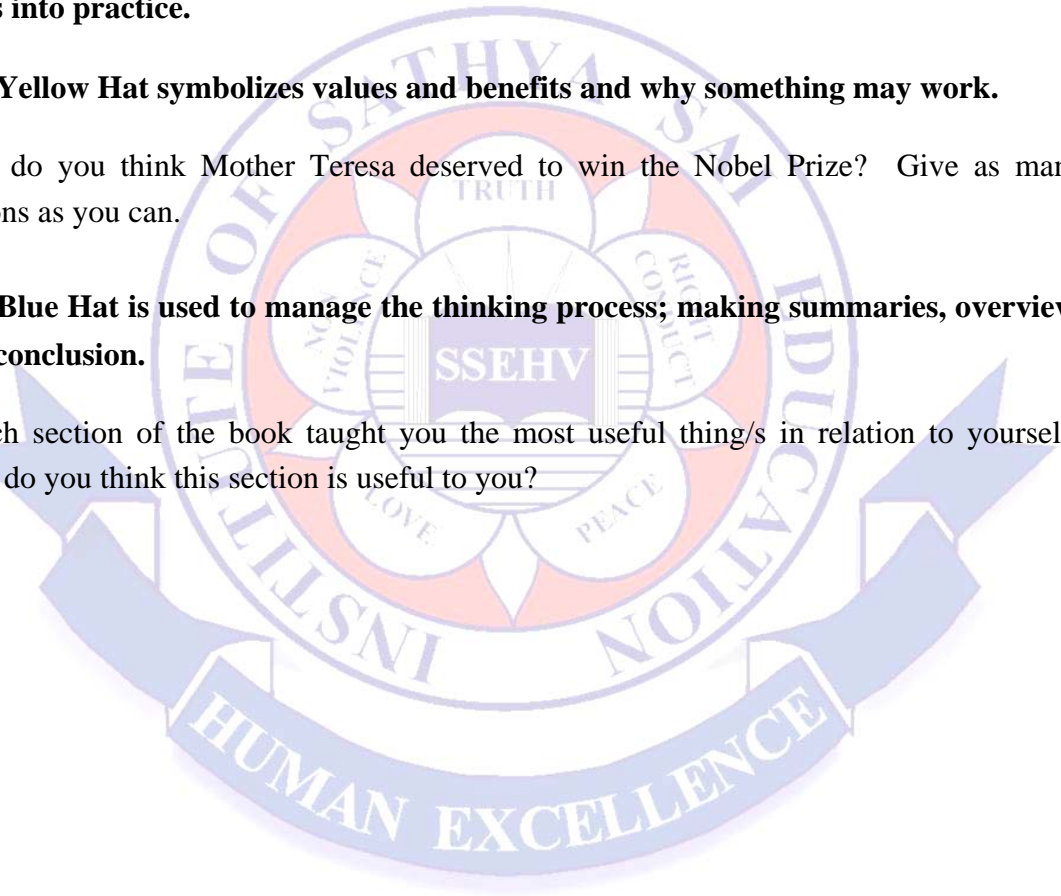
Suggest some things that you and your classmates could do in your school or in your spare time to put into practice some of the things Mother Teresa suggested. If you can, name particular organizations, people or places where you could put these ideas into practice.

The Yellow Hat symbolizes values and benefits and why something may work.

Why do you think Mother Teresa deserved to win the Nobel Prize? Give as many reasons as you can.

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

Which section of the book taught you the most useful thing/s in relation to yourself? Why do you think this section is useful to you?



Princess Diana (2004)

By: Cherry Gilchrist

Genre: Non-fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

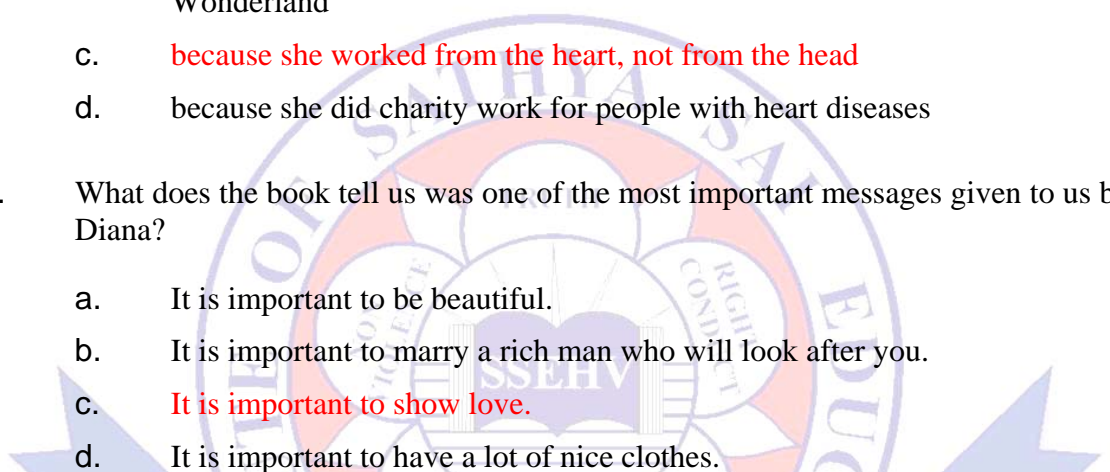
1. What does the author tell us Diana won a cup for at school?
 - a. sport
 - b. dancing
 - c. **helpfulness**
 - d. mathematics

2. What was one of the good deeds that Diana did while she was a schoolgirl?
 - a. **helped old people**
 - b. visited AIDS patients
 - c. campaigned against landmines
 - d. helped the homeless

3. What is the message that the story of Diana's life gives us about loneliness?
 - a. It is bad to be lonely.
 - b. You cannot be lonely if you are rich and famous.
 - c. It is not possible for a princess to feel lonely.
 - d. **Even famous, popular people can be lonely.**

4. How did Diana recover from her depression, eating disorder and fears?
 - a. **She decided that she had to help herself.**
 - b. She went away for a long holiday.
 - c. She cheered herself up by shopping for clothes.
 - d. She stopped doing her public duties.

5. Why did she take her two sons with her to visit the poor and the sick?

- 
- a. because she was a cruel mother
- b. **because she wanted them to understand the problems of their country**
- c. because the Queen told her to take them
- d. because she wanted them to like her better than Prince Charles
6. Why did the people call Diana the Queen of Hearts?
- a. because she liked to play cards
- b. because she reminded them of the Queen of Hearts in the story “Alice in Wonderland”
- c. **because she worked from the heart, not from the head**
- d. because she did charity work for people with heart diseases
7. What does the book tell us was one of the most important messages given to us by Diana?
- a. It is important to be beautiful.
- b. It is important to marry a rich man who will look after you.
- c. **It is important to show love.**
- d. It is important to have a lot of nice clothes.

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

- Q. Find some of the words or sentences in the book that describe qualities in Diana that you would like to have for yourself. Describe what you can do to be more like her in these ways.**

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- **Diana did good deeds for old people. I can offer to do some shopping once a week for the old couple who live next door to me.**

- Diana was very loving, even to people who were poor or sick. I can change the way I think about old people or poor people, and start to do kind things for them like giving them food, instead of just looking at them and thinking they are smelly.
- Diana did a lot to help charities. I can save some of my money each month and donate it to help the needy. I can also give some of my spare time to help the needy instead of going shopping for computer games.

Task 2

Choose one of the main people mentioned in the book. With a partner, make up a conversation between Diana and the other person. Try to include in your conversation:

- Something to make people laugh
- Something to make people think
- Something to bring out the kindness in people

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Princess Diana: William, today I am going to the children's hospital to visit some children, and I would like you and Harry to come with me.

Prince William: But why, Mum. I want to stay home and play with my new computer game.

Princess Diana: You have plenty of time to play computer games. One day you are going to be the King and it is important that you understand what is going on in our country.

Prince William: Oh – OK then – if you really think I should.

[LATER]

Prince William: I'm really glad I went with you, Mum. I think it helped some of those children. And that boy I was talking to even has the same computer game as me. We talked about it for ages.

Princess Diana: I am so pleased that you were able to make him forget his troubles for a while. He will never forget that his future King cared enough to talk to him about computer games!

Prince William: I think I will write him a letter.

Princess Diana: What a good idea. If you can show love to sick children it can help them to feel much better, and a letter can be a very loving thing to do.

Task 3

Q. Imagine that you are a radio or television interviewer. Make up some suitable questions to ask Princess Diana. With a partner, conduct the interview, with one person playing the role of the interviewer and the other the role of Princess Diana.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Interviewer: Madam, can you please tell us what it was like for you as a child.

Princess Diana: I had some very happy times playing with my brother and sisters. I was especially close to my brother and we spent a lot of time together. But it was a very lonely childhood. We lived with our father – he gave us lots of presents but he was not very loving to us. And our mother had left us when I was quite young. We missed her very much and wanted her to come

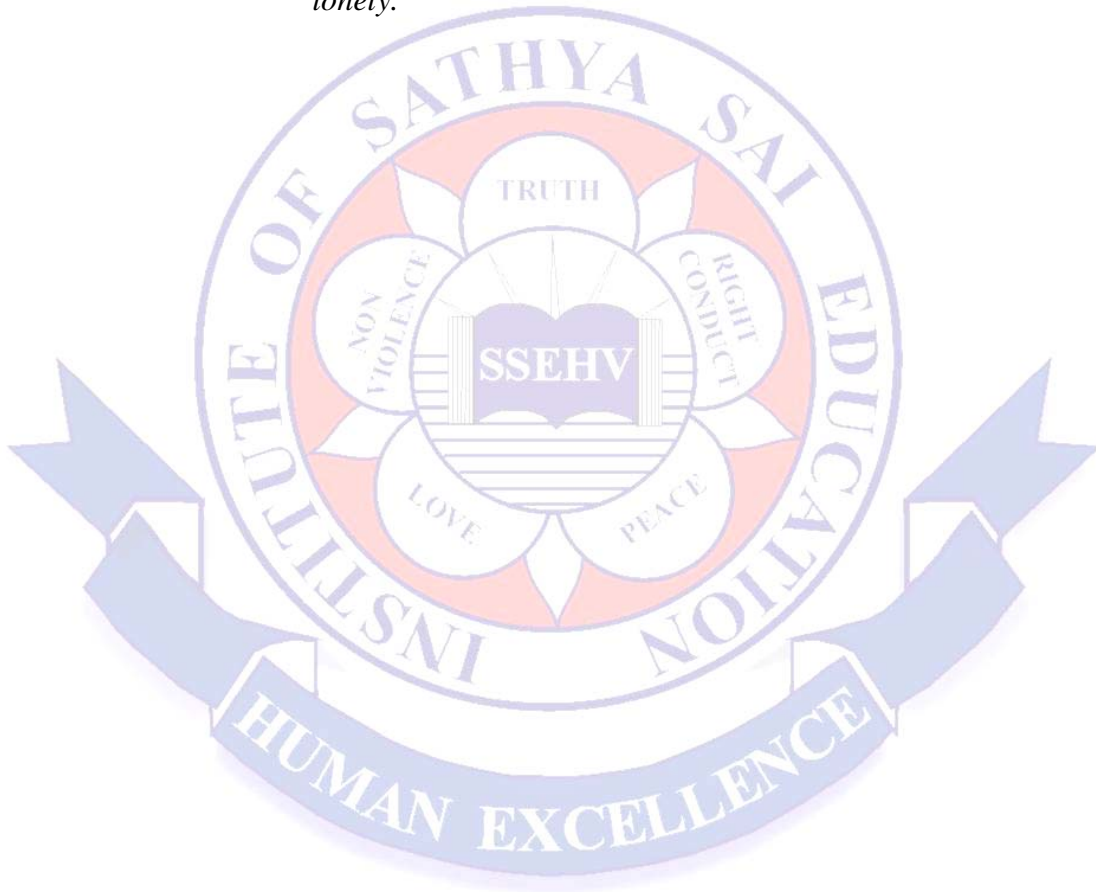
back, more than anything else.

Interviewer:

How do you think this childhood affected the rest of your life?

Princess Diana:

It definitely helped me to be more understanding of other people who were lonely or unhappy. I think that is why I wanted so much to help lonely old people when I was at school. And I am sure it is one of the reasons why I want to help people who are unhappy these days – because I know how it feels to be lonely.



Ring of Bright Water (1960)

By: Gavin Maxwell

Genre: Non-Fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. How did the author feel about animals?
 - a. **They were his friends and companions.**
 - b. He was afraid of them.
 - c. He thought of them only as something to eat.
 - d. He had no feelings one way or another about them.

2. What word best describes the characters of the otters?
 - a. shy and timid
 - b. **playful companions**
 - c. vicious
 - d. aggressive

3. What is the main message in this story?
 - a. that Scotland is a very beautiful place
 - b. to tell us about the habits of otters
 - c. **that it is important for our health and well-being to get back in touch with nature**
 - d. that it's nice to live in a cottage by the sea

4. What is the main lesson that the author thinks humans should learn from the otters?
 - a. that we should get exercise and eat properly
 - b. that we should protect ourselves if somebody tries to hurt us
 - c. that we should get plenty of sleep
 - d. **that we should remember to set aside some of our time to play and have fun**

5. How could we best describe the feelings the otters seemed to have for the author?
- dependence on him
 - trust in him**
 - avoidance of him
 - liking for him

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Q. How does the author use words to describe the beauty of nature?

Choose your 5 favourite sentences from the book that describe the beauty of nature (either scenery or animals).

Read your selection to your group and explain why you like it.

Task 2

Q. Would you like to have an otter for a friend

List the reasons, from what you have learned about otters in this book, why you would like to have an otter for a friend. Then list the reasons why you would not like to have an otter for a friend. Finally, weigh up your evidence for and against, and report your conclusion, with reasons.

Reasons why I think an otter would make a good friend	Reasons why I would not like to have an otter for a friend.

Conclusion: Having weighed up the evidence for and against, I conclude that

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Reasons why I think an otter would make a good friend	Reasons why I would not like to have an otter for a friend.
They are trusting.	They have sharp teeth and are inclined to bite.
They get into mischief and make people laugh.	They can sometimes get into too much mischief and do damage.
They are very loyal.	
They are very cute to look at.	
They have a lot of good qualities that I can learn from, like persisting at something for a long time if they are interested in it.	

Having weighed up the evidence for and against, I conclude that it would be fun to have an otter as a friend.

Task 3

Q. What can you learn about life and yourself from this story? After you have thought about this question, share with your classmates what you have learned.

Choose 10 incidents that interested you the most. Beside each one, write what you could learn about yourself and about life from the incident.

Incident	What I can learn about myself of life from the incident
Mij disappeared for a few days, then turned up at home after having broken out of his harness to escape from being trapped.	If I really want something I can do it with perseverance.



Romeo and Juliet

By: William Shakespeare

Genre: Drama

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

Describe the mistakes and misunderstandings that caused the story of Romeo and Juliet to become a tragedy. Explain how these mistakes could have been avoided so that the outcome of the story would not have been a tragedy.

The Black Hat is judgment-the devil's advocate or why something may not work.

Friar Laurence thought he was doing the right thing by performing the marriage ceremony for Romeo and Juliet because he thought it was going to be a good way to get the two families to make peace with each other. Describe the way in which his plan went wrong and the consequences of his "good intentions".

The Red Hat signifies feelings, hunches, and intuition.

How would you feel if you were Friar Laurence? You had good reasons for doing the things that you did, but the results were tragic. How about at the end of the story when the Montague and Capulet families became friends – how would you feel then about your role in the whole thing?

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

If you were William Shakespeare, would you have made this story as tragic? If not, how would you change the events of the story so the outcome would be more satisfactory to you?

The Yellow Hat symbolizes values and benefits and why something may work.

What do you think are the main mistakes that were made by the main characters in *Romeo and Juliet*? The following table might help you to sort your arguments.

Character	Mistakes he/she made	Things that she/he did right
Friar Laurence		

Romeo		
Juliet		

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

What are the messages we can learn from the story of *Romeo and Juliet* for us, in our lives today?



Stories of Courage (2004)

By: Clare Swain

Genre: Non-fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. What important quality did Ana Quirot learn from her sport that helped her when she was burnt?
 - a. knowing how to deal with being famous
 - b. physical fitness
 - c. the ability to run fast without shoes
 - d. **a strong spirit, strong mind and ability to resist pain**

2. Why did Ana put her medal around President Fidel Castro's neck?
 - a. **to thank her country, Cuba, for supporting her**
 - b. because she knew he could never win a medal for himself
 - c. because he asked her for it
 - d. because she needed some money so she sold it to him

3. Why was it remarkable that Ana won an Olympic Games silver medal?
 - a. She was much younger than the other competitors.
 - b. She wasn't very wealthy.
 - c. She had been losing a lot of races.
 - d. **She had recovered from nearly being burned to death.**

4. Why was Odette so remarkable?
 - a. **She saved hundreds of people's lives by being silent when she was tortured.**
 - b. She was very clever.
 - c. She told a lot of secrets to the Germans.
 - d. She was able to speak French fluently.

5. What was Chico Mendez trying to stop from happening?
 - a. people being murdered by big business operators
 - b. **rainforests being destroyed because of the greed of business operators**

- c. civil war in his country
d. organized crime in his country
6. Why was Aung San Suu Kyi kept under house arrest and not allowed to leave her home?
- a. She was a criminal.
b. She was in danger because of people trying to kill her.
c. **She was working to bring peace to her country, Burma.**
d. She had a bad disease that could be spread to other people.
7. Why did Suu decide not to go England to be with her husband when he was dying?
- a. She didn't love him.
b. **She knew that she would not be allowed to return to Burma and her work for peace.**
c. She didn't know that he was dying.
d. She was not permitted to go.
8. What was important about what Erin Brockovich did?
- a. She stopped big companies from trying to make people sell their houses.
b. **She was a small person who forced a big company to stop damaging the environment and making people sick.**
c. She found a job even though it was very difficult.
d. She was the main character in a movie starring Julia Roberts.
9. Why did Kenzaburo Oe find the strength and courage to help his disabled son?
- a. He was naturally a strong person.
b. He read a book about other brave people.
c. **He met a doctor who had been very brave to help people when the atomic bomb was dropped in Hiroshima.**
d. He heard his son say a few words.
10. What is the main message for us in Kenzaburo Oe's story?
- a. **Remembering other people's brave acts can help us to be brave.**
b. People were very brave when the atomic bomb was dropped on Hiroshima.
c. People with physical disabilities are very brave.
d. Children can learn from their parents to be brave.

11. What is the main message in this book?
- that there are some brave people in the world
 - that ordinary people like us can show remarkable courage in difficult times
 - that there are a lot of dangers in the world
 - that some big organizations are damaging the world's environment

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Has there ever been a time in your life when remembering another person's brave acts has helped you to be brave?

No sample answer has been provided for this activity because it is a reflection of students' personal experiences.

Task 2

If you were to invite 4 of the heroes from this book to spend a day with you, who would you invite and why? How would you spend the day doing something that could make a difference for somebody?

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

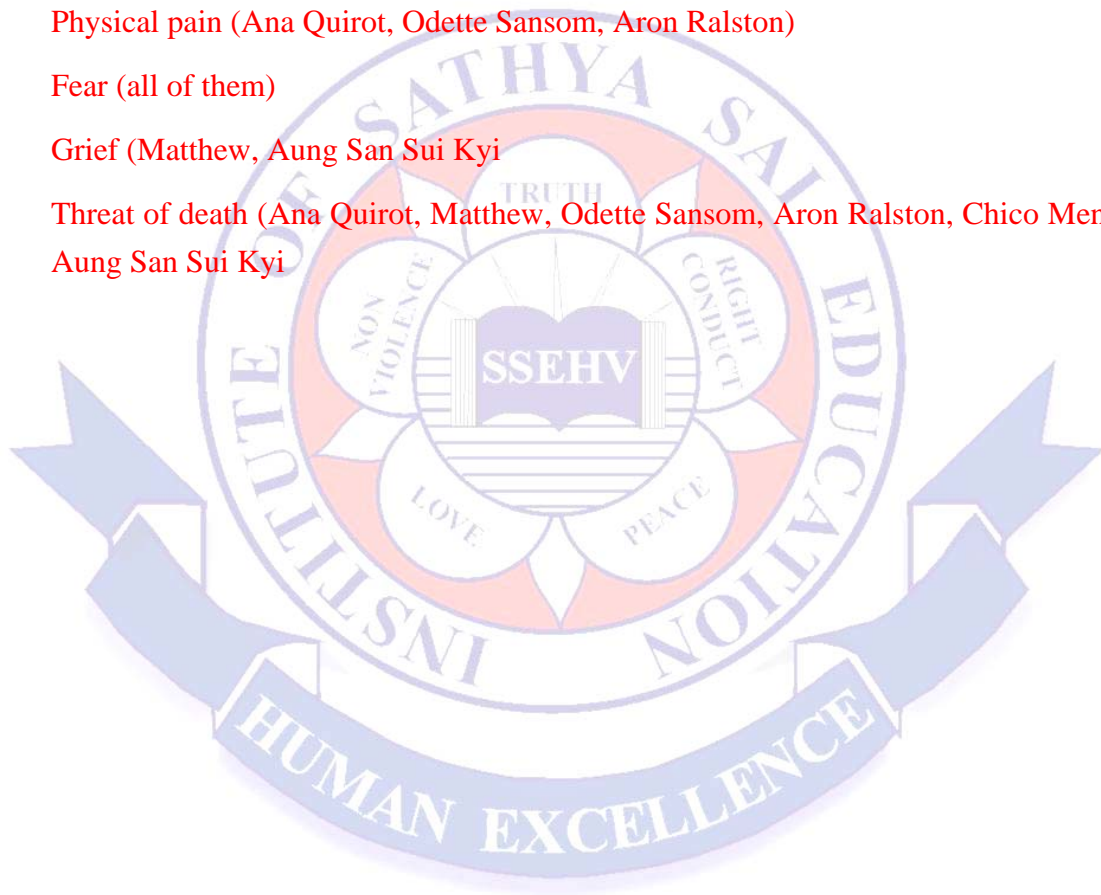
- I would invite Erin Brockovitch because I admire the way she was able to take on the bad behaviour of a big company and force them to stop causing pollution that was killing people. In my town there is a big factory that is sending a lot of pollution into the air. It has been bothering me for a long time but I thought that I was too small and unimportant to be able to make a difference. I would ask Erin to come with me to visit the management of this factory and talk to them about the problem. I hope that if they have heard of what she did they will listen to what she says and start thinking about how to reduce the pollution. If they won't listen, I will get a group of friends together and ask Erin to give us some ideas about how we can put more pressure on the factory management to change.

Task 3

This book shows how ordinary people can find the courage to overcome bad things. List all of the bad feelings (physical, mental and emotional) that the heroes from this book experienced and overcame because of their courage.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- Physical pain (Ana Quirot, Odette Sansom, Aron Ralston)
- Fear (all of them)
- Grief (Matthew, Aung San Sui Kyi)
- Threat of death (Ana Quirot, Matthew, Odette Sansom, Aron Ralston, Chico Mendez, Aung San Sui Kyi)



The Day That Shook the World (2001)

By: BBC News

Genre: Non-fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. Why were innocent people with dark skin attacked by members of the public in some places after September 11?
 - a. They were all from the same country as the terrorists.
 - b. The ones who were attacked were all related to the terrorists.
 - c. **Some people wrongly assumed that all people with dark skins had some connection to terrorism**
 - d. The media told them to attack.

2. What does the book suggest was the main reason underlying the terrorist attack?
 - a. America's wealth
 - b. the multicultural nature of America's population
 - c. the amount of poverty in the world
 - d. **unrest in the Middle East made worse by people/groups spreading stories to further their own beliefs**

3. When the President visited the Islamic Centre after the attack he said that Islam is:
 - a. the world's oldest religion
 - b. the world's largest religious group
 - c. the religion he belongs to
 - d. **a religion of peace**

4. What is the meaning of "a war against terrorism, not against Islam"?
 - a. People from different religions should fight against each other.
 - b. **We should try to destroy terrorism but we should not blame all Muslim people for terrorist attacks because most of them are peaceful people**
 - c. Different beliefs have been the cause of terrorism for many hundreds of years.

- d. The only way to stamp out terrorism is by having wars.

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Q. Tell your classmates about some of the stories of courage described in the book.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- Some passengers in the fourth plane fought with the hijackers so they would crash in a field instead of hitting an important building, possibly the White House
- Firefighters went into the buildings and risked their lives to rescue survivors.
- People in the buildings who survived remained behind to help others rather than just worrying about saving themselves.

Task 2

The book describes some of the ways in which people changed their way of looking at life after being involved in the disaster. Describe some of the changes that happened. Then, based on what you have read, share with your classmates what you believe are the most important things in life.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- (p.17) One of the survivors said that it made her realize she must have an important purpose in life, and that she now appreciates the small things like smelling the flowers.
- (p.31) People started to do acts of kindness to others, even strangers, because they had come to realize how important human life is

- (p.32) People started to listen to and sing songs that celebrate the gift of life, such as “Wonderful World”.

Task 3

Some people claim that terrorism is similar to bullying, because terrorists threaten to kill or kill innocent people to get something that they want. This is the reason why governments are saying that they will not give in to terrorists’ demands. Think about a case of bullying that you have experienced in your own life, and suggest some strategies that could help to prevent it.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- Acknowledge that there is a problem.
- Don’t respond to a bullying child with either physical or verbal bullying behavior of your own, such as ridiculing, yelling or ignoring
- Parents and teachers can model appropriate behaviors of respecting the rights, bodies and properties of others
- Learn to fight fairly: attack the problem, not the person
- befriend or help a child who is being bullied, or even to be kind to the bully
- Recognize that bullies may be acting out of feelings of insecurity, anger or loneliness, and help them to deal with these emotions
- Forgive rather than trying to seek revenge
- Stand up to bullies. If enough people stand up to a bully, eventually the bully will be forced to change

The Pearl (1971)

By: John Steinbeck

Genre: Fiction

Sample multiple choice question that creates opportunities to talk about values and good character:

1. What did the author say that Juana knew their old life had gone forever?
 - a. because they were rich now.
 - b. because they were able to live in a bigger house
 - c. because their child would be able to go to school and get a good job, to look after them
 - d. because the jealousy and fear had ruined their happy way of life

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

- Q. This story has been described as a “parable” – that is, a story that tells about good vs bad, black vs white, etc. and leaves people to take their own meaning from it. Write what you think is the main message/meaning in this story and share it with your classmates. Did they find the same message or a different one?**

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- Only bad things come from greed.
- Greed brings out the worst qualities in people.
- It is better to be poor and happy than rich and afraid.
- Jealousy is a dangerous emotion that can cause a lot of trouble.

Task 2

Q. Choose one character from the book and describe the good or bad qualities in him/her. Give evidence from the book to back up your ideas.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

The doctor.

- a person of bad moral character
- in appearance – very fat – a sign that he was only interested in having riches and material things
- compared the poor people who could not pay him to animals (“I am a doctor, not a vet.”)
- refused to treat people unless they could pay him – changed his mind about the family when he found they had become rich
- tricked the family into giving him more money by poisoning the child to make him vomit and pretending it was the scorpion bite.

Task 3

Juana said the pearl was evil and they should get rid of it. Was the pearl really evil? If not, what was the evil? Share your ideas with your classmates.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- I don't think the pearl itself was evil. It was something very beautiful from nature, so it could not be evil.

- Jealousy and greed brought about by Kino's owning the pearl was the evil. These bad qualities caused some very bad behaviour by the people in the village, and this is how the pearl came to cause the evil.
- When they threw the pearl back into the water they were saved from the evil, not because the pearl had gone but because the people had no reason to feel greedy or jealous any more.



The Story of Tracy Beaker (1991)

By: Jacqueline Wilson

Genre: Fiction

Sample multiple choice questions that create opportunities to talk about values and good character:

1. What did Tracy discover after she had been out for the day with Cam?
 - a. that it was better to share things with the other children and try to get along with them
 - b. that she should stay in her room and stay away from the other children
 - c. that Cam wanted to adopt her
 - d. that she preferred to live in the Home than with a family

2. What is the main thing that Tracy learned about by the end of the story?
 - a. to stop telling fibs
 - b. to be good
 - c. how to be a friend
 - d. to keep waiting for her mother

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Q. If you were Tracy, how would you deal with the following situations?

After you have made your decisions, share them with your group. If any group members have any other suggestions, invite them to share their ideas.

Your former best friend Louise told your enemy, Justine, that you wet the bed.	
--------------------------------------------------------------------------------	--

You didn't want to make friends at school because you knew you would be leaving soon.	
You kept waiting for your mother to come and visit you but she never came.	
You wanted to dress up and look nice for the lady writer's visit but you made yourself look stupid and everyone laughed.	
Your friend found a family who wanted to be his foster parents.	
The family you lived with didn't want you any more because they were having their own baby.	

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

Your former best friend Louise told your enemy, Justine, that you wet the bed.	I would wait until I had the chance to talk to Louise alone and then tell her how hurt I felt that she had told my secret. Then I would concentrate on making friends with somebody else who would be more trustworthy.
You didn't want to make friends at school because you knew you would be leaving soon.	I would decide to make friends anyway, even if it was going to be painful to say goodbye to them later.
You kept waiting for your mother to come and visit you but she never came.	I would be truthful to myself and not keep pretending to myself that she was rich and famous and would come for me soon.
You wanted to dress up and look nice for the lady writer's visit but you made yourself look stupid and everyone laughed.	I would just laugh at myself too, and next time I wouldn't make the same mistake.
Your friend found a family who wanted to be his foster parents.	I would try to feel happy for him and ask if I would be able to come and visit.

The family you lived with didn't want you any more because they were having their own baby.	I would feel very sad. I would try to look at it from their point of view and would ask if I could come to visit them sometimes even if I couldn't live with them all the time, so at least they would still be in my life.
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Task 2

Which of the characters in the story would you most like to have for a friend? Tell as many reasons as you can why you would and would not like to have each one. Sum up your talk by deciding which character you would most like to have as your friend.

Character	Reasons why I would like him/her for a friend	Reasons why I would not like him/her for a friend
Tracy		
Peter		
Louise		
Justine		

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

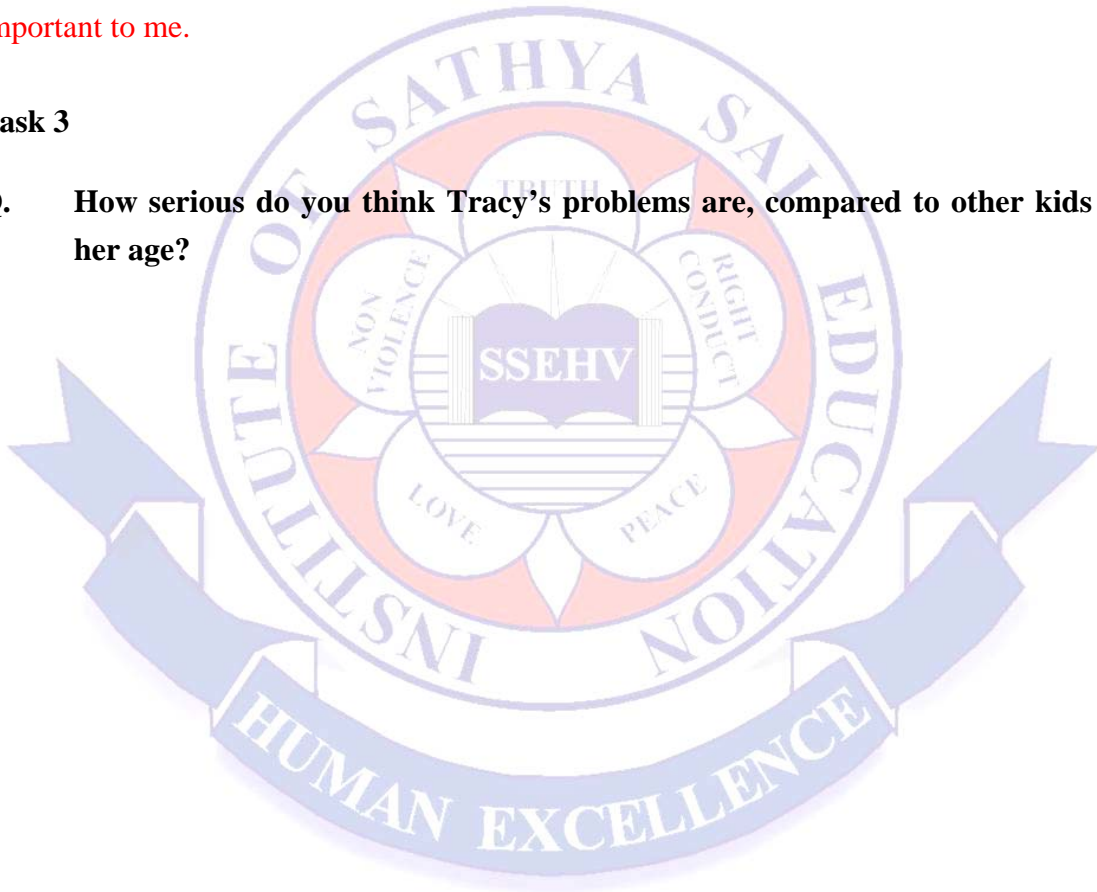
Character	Reasons why I would like him/her for a friend	Reasons why I would not like him/her for a friend
Tracy	She is loyal to the people she cares about. She would be fun because she has a good imagination.	She has a bad temper and gets into fights easily.
Peter	He is quiet and keeps out of trouble.	He might be a bit boring.

	He is loyal to his friends even if they are not nice to him.	
Louise		She drops her friends as soon as somebody new comes along.
Justine	She can be fun and has ideas for getting into mischief together.	She can be nasty if she doesn't like somebody.

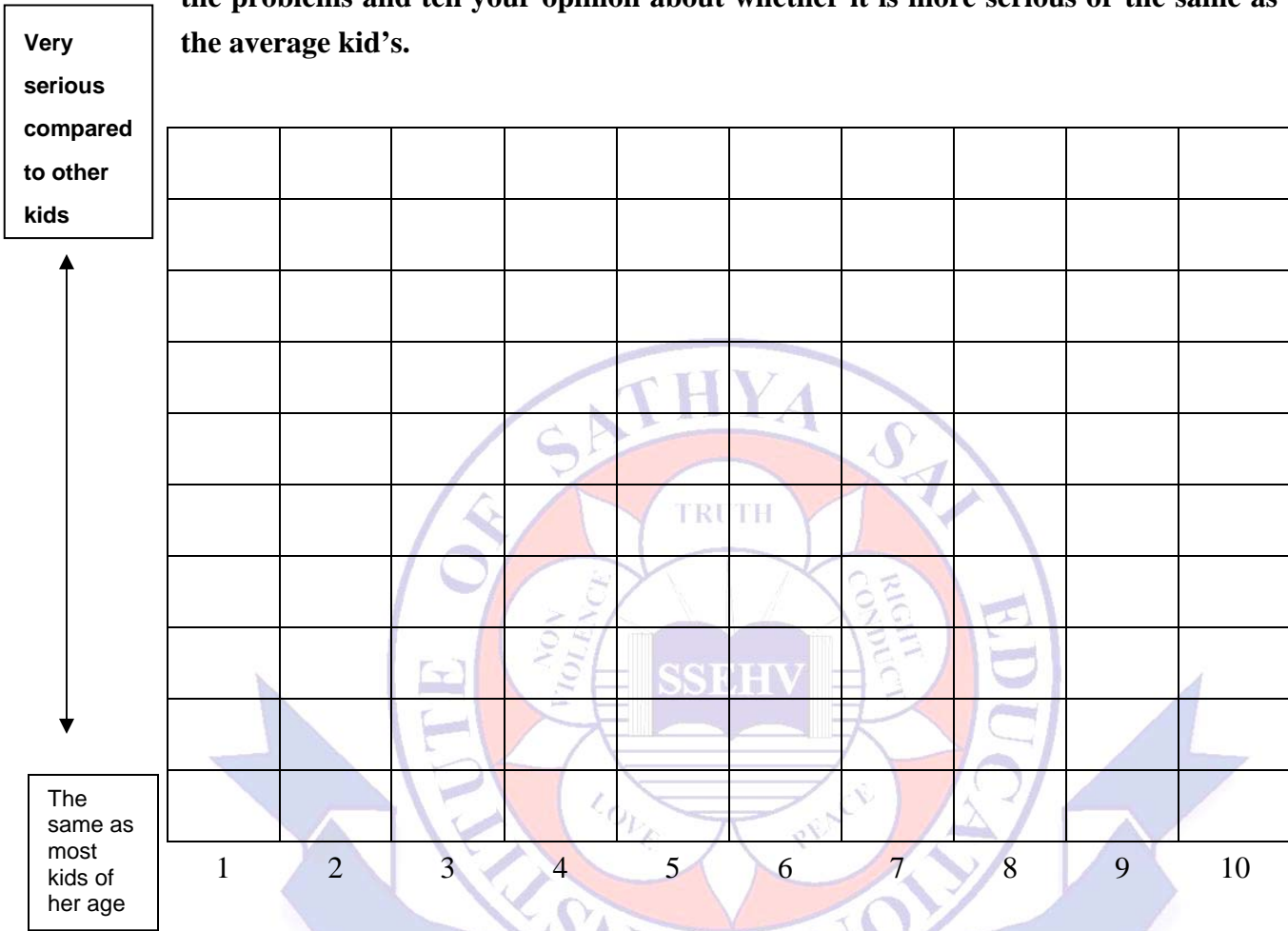
In conclusion, I think that I would like to have Peter for my friend. Even though he is not as much fun to be with as Tracy or Justine he is more loyal and more reliable and that is important to me.

Task 3

Q. How serious do you think Tracy's problems are, compared to other kids of her age?



Make a graph to show how serious you think her problems are. Talk about each of the problems and tell your opinion about whether it is more serious or the same as the average kid's.

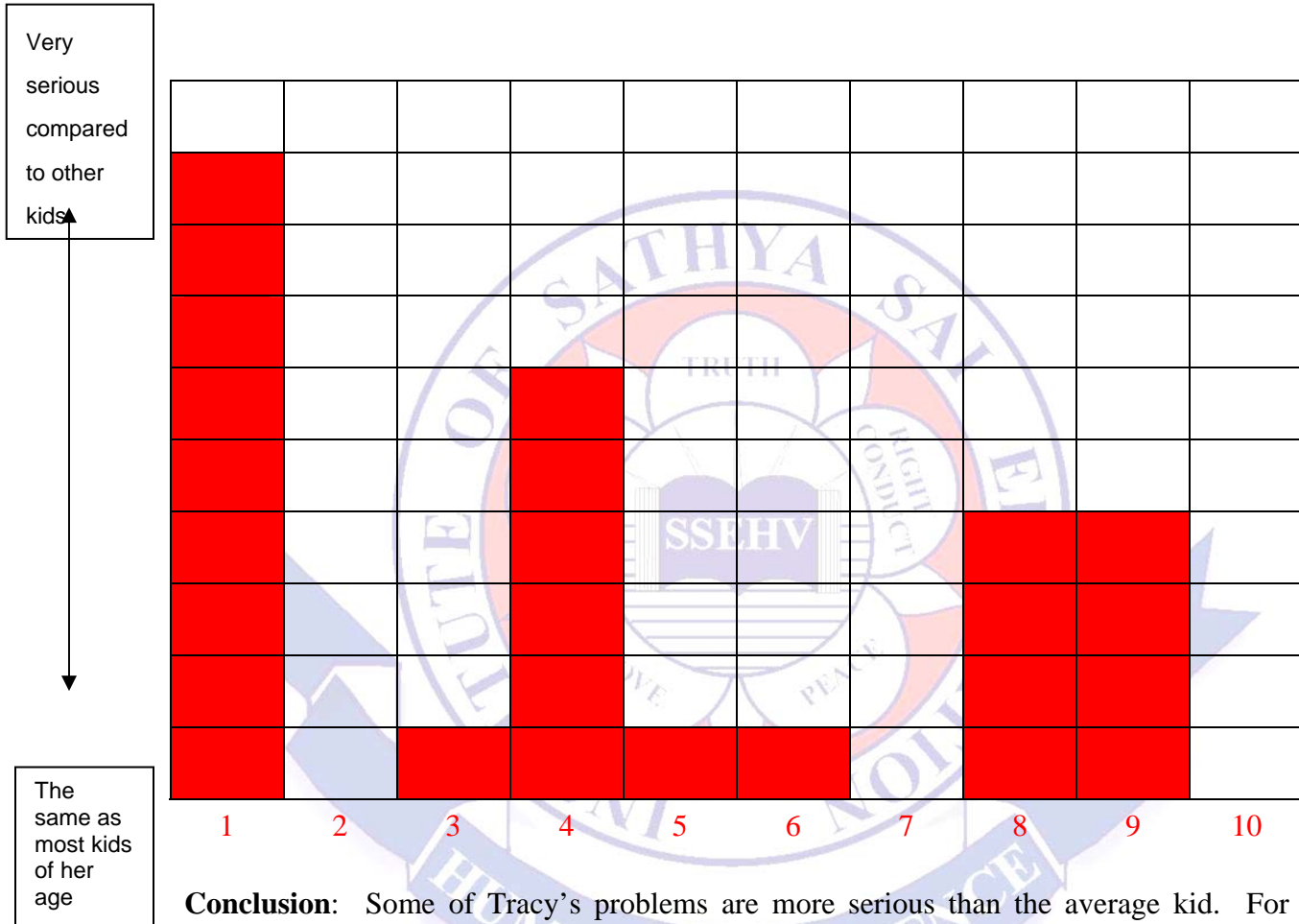


Key:

1. She lives in a home because her mother's boyfriend beat her and her mother doesn't want her.
2. She is not happy with the way she looks.
3. Her best friend left her for another friend.
4. She is always getting into trouble.
5. She worries about looking and being different from the other kids.
6. She cries a lot.
7. She wants to have her own space and not have to share everything.
8. She wants her mother.
9. She wants to be loved.

10. She has nightmares that sometimes make her wet the bed.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.



Conclusion: Some of Tracy’s problems are more serious than the average kid. For example, she lives in a home because her mother’s boyfriend beat her and her mother doesn’t want her. This is just about the most serious problem that a kid could have. Tracy gets into trouble more than the average kid and she probably needs to be loved more than the average because she is alone and has nobody, and her problem of wanting her mother is more serious – most kids of her age want their mother as much, but her mother isn’t around. But in most of her other problems, Tracy is fairly typical of other kids of the same age. She worries about what she looks like, she has troubles with her friends, she cries a lot, she sometimes has nightmares, and she wants to have her own space and not to have to share her things. Even though her life is different from a lot of kids and some of her problems are worse, she still has the same sorts of problems.

Use of de Bono's 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

This story is about Tracy's problems with family and friends. What are the most serious problems that she has had in her life?

The Black Hat is judgment-the devil's advocate or why something may not work.

Describe some of the things that could go wrong if Cam allows Tracy to move into her home with her.

The Red Hat signifies feelings, hunches, and intuition.

Select six of the major events that happen to Tracy in the story and describe how you would feel if these things had happened to you.

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

Select six of the major events that happened to Tracy (either the same six selected for the "Red Hat" question or a different six) and describe how she could have reacted differently to bring about a happier result.

The Yellow Hat symbolizes values and benefits and why something may work.

Why do you think Tracy is still able to cope with the many bad things that happen to her?

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

Compare and contrast your life to Tracy's. As well as comparing the physical things, like families and living conditions, compare the deeper things like hopes, beliefs, fears etc.

Tuesdays with Morrie (1998)

By: Mitch Albom

Genre:

Sample multiple choice questions that create opportunities to talk about values and good character:

1. What is the main message the author tells us he learned from Morrie?
 - a. the meaning of life
 - b. not to be afraid of dying
 - c. to work hard and be successful
 - d. to keep in touch with friends while they are still healthy

2. What did the author mean when he said that he realized time is precious?
 - a. We only have a certain amount of time in this life and we should use it in the best possible way.
 - b. We should spend as much of our time as we can working hard.
 - c. We should only spend our time doing the things we want to do.
 - d. If we are not busy all the time we are wasting time.

3. When the author asked Morrie which “side” always wins the game of life, what was the answer?
 - a. Success always wins.
 - b. Hard work always wins.
 - c. Believing that you are right always wins.
 - d. Love always wins.

4. What does Morrie tell the author is the best way to get meaning in your life?
 - a. work hard and become rich and successful
 - b. keep busy and occupied with lots of activities
 - c. devote yourself to loving others, serving your community and creating something that gives you purpose and meaning
 - d. have a lot of friends

5. What is one of the things that made Morrie strong in his illness?
- He had a lot of things to do to fill in his time.
 - He took medicine that made him feel better.
 - He cried a lot and felt sorry for himself.
 - He did not spend too much time in self-pity.**
6. What advice did Morrie give about emotions – both “good” and “bad” ones?
- to feel them all fully even if they are painful**
 - to find other things to do to avoid the painful emotions
 - to keep trying to be happy and not think about bad feelings
 - to hold on to the happy feelings so we cannot be affected by the unhappy ones
7. What was the most important thing that Morrie wanted to develop in his students?
- to be successful in their careers
 - to be wealthy
 - personal development**
 - to pass their exams and get good grades
8. Why did people love to be around Morrie?
- because he told them interesting things
 - because he looked them in the eye and listened to them**
 - because he always gave them money and gifts
 - because he was funny and told a lot of jokes
9. What explanation did Morrie give for people being mean?
- They are mean if people are mean to them first.
 - They are mean if they feel threatened.**
 - They are mean if they don't get others to do what they want.
 - They are mean because they want to have power and control.
10. What did Morrie say that we should all do if we want to be at peace with ourselves?

- a. **forgive ourselves and others**
 - b. become wealthy
 - c. have lots of people around us
 - d. that we should go to meditation retreats
11. Why did the author call Morrie “Coach”?
- a. because he was the coach of the football team
 - b. **because he was his coach about how to live life**
 - c. because he gave him extra coaching in his studies
 - d. because he taught him in college

Sample open-ended questions that create opportunities to talk about values and good character:

Task 1

Q. How would you answer the questions that Morrie asked the author?

When the author first went to visit Morrie he asked him four questions:

- Have you found someone to share your heart with?
- Are you giving to your community?
- Are you at peace with yourself?
- Are you trying to be as human as you can be.

Imagine that you are talking to Morrie and answer these four questions about yourself. Try to make your answers as interesting as possible and give examples of the kinds of things you are doing.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- Have you found someone to share your heart with?

I share my heart with my friends when we talk about the things that are important to us. I share my heart with my family when we do things together, like going for Sunday yum cha. I share my heart with my dog because he is loyal and plays with me. I share my heart with people from poor countries when I see them on television and see that they don't have enough food.

- Are you giving to your community?

I share with the community when I go with the Church choir to sing in a home for the elderly. I share with the community when I put my rubbish in a bin instead of throwing it on the ground. I also share with the community when I give some of my allowance to charities every month. I like to use computers, and I do volunteer work for the community in my school once a month, teaching parents and grandparents how to use the computer.

- Are you at peace with yourself?

Sometimes I think I am not at peace with myself because I get angry very quickly if somebody pushes in front of me or if my friends don't do what I want to do. And I get upset very easily if I don't get good test marks in school. But I think that I am at peace with myself in other ways. I like myself and I don't think I would rather be anybody else. I feel the most at peace with myself when I am in my room listening to music. Then I feel that nothing bothers me and I can cope with any troubles.

- Are you trying to be as human as you can be.

I am trying to be as human as I can be by enjoying my life as much as I can. Even if something makes me sad I try to just accept that it's part of being human. I love to go for walks in nature and enjoy the beautiful things around me. I love to eat good food. I look after my health and my body so that I can continue to enjoy these things about being human.

Task 2

Morrie talks a lot about love. He says things like:

“Love is the only rational act.”

“Love is when you are as concerned about someone else’s situation as you are about your own.”

“Love each other or die.”

Give a talk to your class about the importance of love, emphasizing the messages that Morrie has given us about it.

Sample answer. Please note that these activities have been designed to encourage students to reflect on their own feelings and values. Consequently there are potentially as many correct answers as there are students in the class. These guidelines are only an example of some of the answers some students might give.

- Loving others (even if we don’t always like them) is the most important thing to have a fulfilling life.’
- It is important for us to love every moment of our lives, including the sad times as well as the good times.
- Real love is being concerned for the other person’s needs and not wanting something in return for ourselves.
- It is important for us to learn to love ourselves, just as it is important for us to love others.
- We should give out love rather than waiting for it to come to us. But at the same time we should also believe that we deserve to be loved, and we should accept it.
- A lot of the love that we hear about in books, movies, songs and real life is selfish love that isn’t really concerned about giving selflessly to the other. This is the kind of so-called love that we want to avoid getting caught up in so we can experience the real kind of love that Morrie talks about.
- Morrie was a good example of love. He loved his students, his workmates and his family, and the love he gave to them came back to him like an echo.
- I liked the idea that Morrie had a funeral service while he was still alive, so he could hear people saying how much they loved him, and he could tell them that he loved them.

Task 3

Q. At the end of the book the author asks us, “Have you every really had a teacher? One who saw you as a raw but precious thing, a jewel that, with wisdom, could be polished to a proud shine?”

The author has told us about how Morrie was such a teacher for him. Think about a teacher you have had, who has done this for you. It might be a school teacher or a teacher outside of school. Tell your classmates about this teacher and give some examples of what he/she did to make you shine.

Use of de Bono’s 6 Thinking Hats to create opportunities to talk about values and good character:

White Hat calls for information known or needed.

When the author was a college student Morrie taught him for a course called ‘The Meaning of Life’. Describe the lessons that Morrie taught the author about the meaning of life, both in college and later when he was dying.

The Black Hat is judgment-the devil's advocate or why something may not work.

What might have gone wrong with Morrie’s decision to record his experience of dying?

The Red Hat signifies feelings, hunches, and intuition.

How do you think you would feel if you were Morrie, preparing for your death in such a way? How would you feel if you were the author, watching Morrie become sicker and sicker and finally dying?

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.

If you were Morrie what would you have done differently to (a) make the most of your last days as your health became worse, and (b) to help other people around you to understand more about the meaning of life?

The Yellow Hat symbolizes values and benefits and why something may work.

What are the most meaningful messages for you about the meaning of life in this book?

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.

Do you like the way in which the author has told the story of Morrie's life and death? (In answering this question, comment on the things you like as well as the things you don't like about the book, and then weigh the evidence to form your conclusion.)

