

1. What is Controversy?	243
2. What ... Me Biased?	244
3. Research Record	245
4. Guest Speaker Report	246
5. Making a Decision	248
6. Position Paper—Here's What I Think	249
7. Planning to Take Action	250
8. Let's Do It—Defining My Actions	251
9. Did I Make a Difference?—Evaluating My Actions	252

These tools are also available  
in PDF format at:

[www.education.gov.ab.ca/charactered](http://www.education.gov.ab.ca/charactered)



## What is Controversy?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Define **controversy**.

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Describe three **causes** of controversy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe three possible **benefits** which can result from controversy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe three **dangers** which can result from controversy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 15.

## What ... Me Biased?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is bias? \_\_\_\_\_  
\_\_\_\_\_
2. What causes people to become biased? \_\_\_\_\_  
\_\_\_\_\_
3. Think about this issue and answer the questions. The community where you live has decided not to allow skateboarding and inline skating on public sidewalks.
  - a. How do you feel about this decision? \_\_\_\_\_  
\_\_\_\_\_
  - b. Do you skateboard and/or inline skate? \_\_\_\_\_
  - c. Who do you think will **agree** with the community's decision and why? \_\_\_\_\_  
\_\_\_\_\_
  - d. In what ways might these people be biased? \_\_\_\_\_  
\_\_\_\_\_
  - e. Who do you think will **disagree** with the decision and why? \_\_\_\_\_  
\_\_\_\_\_
  - f. In what ways might these people be biased? \_\_\_\_\_  
\_\_\_\_\_
  - g. Can you identify any of your own biases in relation to this issue? \_\_\_\_\_  
\_\_\_\_\_

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 17.

## Research Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Issue/topic: \_\_\_\_\_

Source: \_\_\_\_\_

\_\_\_\_\_

Important information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Biased?       YES       NO

If yes, in which ways? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My thoughts:

(How does this information relate to the issue? Use the back of this sheet if you need to.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 51.



## Guest Speaker Report (continued)

### BIAS

1. In your opinion, is this speaker influenced by personal bias?

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2. Is the information based more on the speaker's opinion about the issue, or on facts?

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3. How do I know?

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4. How has this information affected my opinion?

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5. What is my position on this issue now and why?

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## Making a Decision

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Issue: \_\_\_\_\_

Option: \_\_\_\_\_

**PROS +**

**CONS –**

Facts:		

Feelings:		

My new ideas:		

My decision on this option:	

My reasons for this decision:	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.



## Planning to Take Action

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What do I hope to achieve? \_\_\_\_\_

\_\_\_\_\_

What is my plan of action? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Can I stop or change the proposed action once it is started? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Examples of actions

- attend meetings
- begin (and/or sign) a petition
- conduct a public awareness campaign
- create displays, posters, brochures, media-related material
- discussions with parents, other students, teachers, others
- goods or services boycotts
- join or form a group
- learn more about issues, who makes decisions and how
- make a presentation
- make phone calls
- write a report
- write letters to: editors, politicians, decision makers and other influential people

Brainstorm additional examples of actions:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 70.

## Let's Do It—Defining My Actions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Issue: \_\_\_\_\_

My Position: \_\_\_\_\_

**Action Planning Table**

Action	Type of action	Resources to be used	Group or individual	Dates for action	Anticipated results of action

My chosen action: \_\_\_\_\_

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 71.

## Did I Make a Difference—Evaluating My Actions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Issue: \_\_\_\_\_

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this experience?	
How could I use the new information and skills from this experience in the future?	

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