

# HABITS OF MIND



## Taking Responsible Risks Students' Handouts

Name:

Class:

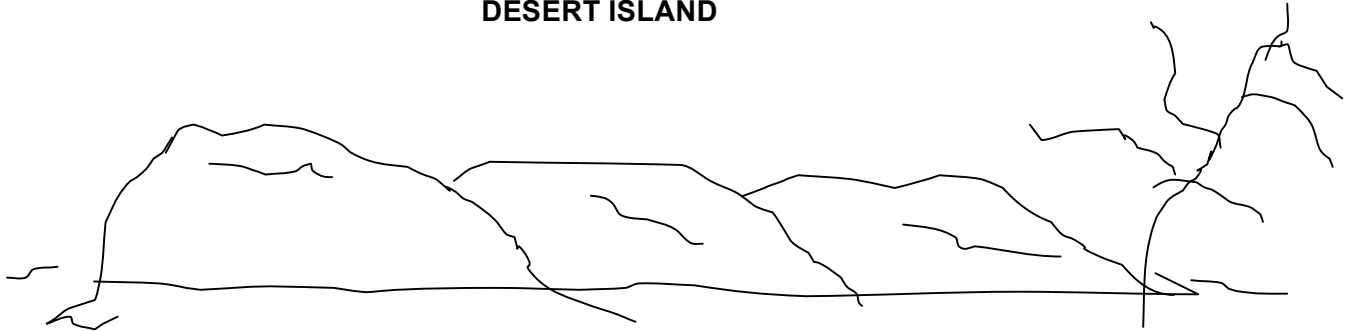
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**HANDOUT ON SITUATIONS FOR Lesson 1 ACTIVITY 2**

**WORK ON ANY ONE OF THESE GIVEN SITUATIONS. DISCUSS IN YOUR GROUPS ABOUT THE SITUATION AND RELATE IT TO THE HABIT - 'TAKING RESPONSIBLE RISK'.**

- i) During SARS period, what were the measures taken to prevent the spread of the virus?
- List some examples of irresponsible risks people have taken that you have read about.
  - List some of the responsible risks which our people and the government took to curb SARS.
- ii) Terrorist attack is very real even in Singapore.
- What are some of the advices given to us, the citizens to be responsible for the nation's and our safety?
  - Identify responsible risks which must be taken by us in Singapore and the government.
- iii) What are the measures taken by the Singapore government to handle terrorism in schools and public places?
- Name some responsible risks which schools must take in order to prevent itself from terrorism.
  - What are some of the responsible risks which must be taken in order to prevent terrorism at public places?

**Lesson 2 ACTIVITY 1  
DESERT ISLAND**



**Instructions:**

You are stranded on a Desert Island in the Pacific. All you have is the swim suit and sandals you are wearing. There is food and water on the island but nothing else. Here is a list of things you may find useful. Your task is to choose the eight most useful items and rank them in order of usefulness from number 1 for the most useful to number 8 to the least useful.

a box of matches

ointment for cuts & burns

a magnifying glass

a saucepan

an axe

a knife & fork

a bottle of whisky

29 metres of nylon rope

an atlas

a blanket

some knitting needles

a watch

a transistor radio with batteries

a towel

a nylon tent

a pencil & paper

a camera & five rolls of film

## Lesson 2 Activity 1

### Scenario - Navigation Officer

You are the Navigation Officer on a flight from New York to Sydney. Due to an explosion on board your flight, your plane crash-landed somewhere in the Pacific Ocean. You managed to swim ashore to a deserted island, where you found five more people who suffered the same fate as you.

They are :

- ❖ A 52 year-old veteran seaman
- ❖ A critically injured 32 year-old man who will not survive after 3 days
- ❖ A 43 year-old woman who knows how to use stars for direction
- ❖ A 34 year-old male body-builder who suffers from sea-sickness
- ❖ A fisherman

Also washed ashore from the wreckage of the plane is an inflatable life-raft that could seat 2 people with two pedals. You also found some food supplies and drinkable water to last 3 people 3 days.

You remembered that the island you are in is 2 days away from main land by sea. You also know by memory the geographical features of the surrounding areas, including the other islands and its locations.

Since you exude a sense of confidence and authority, the other 5 survivors automatically look to you when it comes to decision making. What should you do to ensure the survival of everyone? Try applying the habit -Taking Responsible Risks.

**Lesson 2 ACTIVITY 2****REAL LIFE CASE (THE STRAITS)**

Huang Na, an eight year old China schoolgirl went missing on Oct 10 2004 was found dead, stuffed into a box on Sunday. Her mother, Madam Huang Shuying, had returned to her hometown in Fujian, China for a short trip to visit a sick relative and left the girl with a friend, Mr Wu Yen Bin. The eight-year-old could not tag along as she had to study for her exams at Jin Tai Primary School. Mother and daughter have been staying with Mr Wu, also a China national, at a lodging house at the Pasir Panjang Wholesale Market, where he runs a fruit and vegetable import company.

On Oct 10, Huang Na left the lodging house for a phone booth 500m away and called her mother in China, "She told me to buy her a computerised English dictionary and a pair of sandals," said Madam Huang, recalling the last time she spoke to her child. Nobody has seen Huang Na since that day. Two days later, a frantic Madam Huang cut short her trip home and returned to Singapore. Madam Huang, 27, who came here with her daughter 18 months ago, is a "study mama" - one of more than 1,000 such China nationals who have brought their children to Singapore in the hope of giving them a better education.

**Your Task**

In your groups do the following:

1. Create questions to ask about each characters' behaviour
2. Consider some other possible options or actions
3. State the consequences for each option or action
4. Capture your comments on an A3 paper
5. Present your answers to the class, clearly stating your reasons in line with the habit.

### RUBRICS ON RISKS TAKING SITUATIONS (Personal Assessment)

- ❖ Read the rubrics given to you.
- ❖ Reflect on your thought processes and your actions.
- ❖ For each criteria put a tick in the box which you think you fit in the best.

Criteria	Level		
	1	2	3
Degree of effort put into thinking	There is little or no effort taken in stating a suitable outcome of action.  <input type="checkbox"/>	There is some degree of effort taken in stating a suitable outcome of the action.  <input type="checkbox"/>	Clear effort is shown in stating a suitable outcome of the action.  <input type="checkbox"/>
Degree of effort put into decision making in a given situation	There is little or no effort shown in evaluating the situation and making a suitable decision.  <input type="checkbox"/>	There is some degree of effort shown in evaluating the situation and making suitable decision.  <input type="checkbox"/>	There is clear effort shown in evaluating the situation and making a suitable decision.  <input type="checkbox"/>
Personal reflection	Reflection shows little or no maturity of thought.  <input type="checkbox"/>	Reflection shows some degree of maturity of thought.  <input type="checkbox"/>	Reflection shows obvious or clear maturity of thought.  <input type="checkbox"/>

- ❖ How would you assess yourself on the whole?



I belong to Level

## RUBRICS ON RISKS TAKING SITUATIONS (Assessing my partner.)

**(Important : This rubric need not be used by an individual student to assess himself or herself. Instead the members in each group could use this rubric to assess the others in the group.)**

- ❖ Read the rubrics given to you.
- ❖ Reflect on the thought processes and actions of your partner in the group.
- ❖ For each criteria put a tick in the box given on the extreme right hand side of the paper.
- ❖ Where do you think your partner best fits in?
- ❖ After completing the rubrics go through the assessment with your partner.

Criteria	Level			
	1	2	3	
Qualities	Not able to identify appropriate symbol to show the habit	Able to identify appropriate symbol to represent the habit to a certain extent.	Know very well to identify an appropriate symbol and able to link it to the habit	<input type="checkbox"/>
Significance of the logo or symbol	Explanation is weak and is not able to make a link between the symbol and the habit.	Explanation is satisfactory. Able to make a link between the symbol and the habit to a certain extent.	Explanation is very clear and is able to make a suitable link between the symbol and the habit to a greater extent.	<input type="checkbox"/>
Creativity in the logo or symbol	Design is not original and shows a lack of creativity	Design has a few original ideas. However, it also has several borrowed ideas from existing logos or symbols.	Design is very original and with very little borrowed ideas.	<input type="checkbox"/>
Teamwork	Only one or two members are seen working on the task. There is little or no cooperation and communication among group members. As a result of poor teamwork, the group is unable to complete the task on time.	There is cooperation among a few group members, and ideas are exchanged at times. The group is able to stay focused and completes the task on time.	Every member participates fully in contributing and improving the ideas. They work very well together and show enthusiasm. The group is able to stay focused and completes the task on time.	<input type="checkbox"/>



My partner belongs to Level