

Teacher Package

Health and Physical Education Exemplar Task Grade 9 Healthy Active Living Education, Open – Health

Teacher Package

Title: Magazine Feature Assignment

Time Requirement: 3 to 5 periods of 70 minutes each

Description of the Task*

This task was designed as the culminating activity for a unit on substance use and abuse. Students will review a sample letter received from a distraught teenager who has a substance abuse problem. The students' task is to write a letter of advice to the troubled youth. The letter of response should discuss the effects of peer and media pressure. It must also heighten the teenager's awareness of his or her decision-making and assertion skills. As part of the assignment, students will research a specific drug and complete a drug information section. Within this section, community and school resources are to be identified.

Final Products

The final product consists of a two-page magazine layout that includes the original sample letter, the student's response letter, and a drug information section. The layout of the feature should be designed to appeal to the target teenage audience.

Expectations Addressed in the Exemplar Task

This task gives students the opportunity to demonstrate achievement of the following expectations selected from the Healthy Living strand:

Students will:

1. demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs;
2. identify facts and myths related to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis);
3. explain the effects of the use and abuse of alcohol, tobacco, and other drugs;
4. identify the school and community resources involved in education, prevention, and treatment with respect to alcohol, tobacco, and other drugs;
5. demonstrate and use both decision-making and assertion skills with respect to media influences and peer pressure related to alcohol, tobacco, and other drugs.

* This task is adapted from the following course profiles for Healthy Active Living Education, Grade 9, Open: Catholic profile, Unit 2, Activities 1, 2, 3, and 4; Public profile, Unit 3, Activities 4 and 5

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students are expected to have successfully achieved the expectations of the Healthy Living strand in the Grade 7 and 8 health and physical education curriculum. Students should have some knowledge relating to the following topics: alcohol, tobacco, and other drugs; peer and media pressure; and decision-making and assertion skills.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources Required

- Magazine Feature Assignment sheet (Appendix 1)
- Drug Information Organizer (Appendix 2)
- Task rubric*

Rubric

Introduce the task-specific rubric to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

Task Instructions

- Distribute and read the task (see Appendix 1). Direct the students to choose a drug to write about in the assignment. The blank space in the teen letter should be filled in with the name of the drug.
- Show samples of teen magazines and discuss the various ways a layout can be made eye-catching to enhance the content.
- Review the rubric to ensure students understand the assessment criteria for the task.
- Distribute the Drug Information Organizer (see Appendix 2). Define category terms to avoid confusion. For example, short-term effects of a drug are signs and symptoms that are felt quickly as the drug is taken. Long-term effects, such as the impact of a drug on an unborn

*The rubric is reproduced on page 77 of this document.

child, take many months and years to develop. The class could work together and create a chart for a specific sample drug as a lead-up activity. This sample drug should not be selected for the actual assignment.

- Ensure that students understand that the information from the organizer will form the basis of the drug information section in the Magazine Feature Assignment. Emphasize that facts and myths are also to be incorporated in this section.
- Identify the different format styles to be used in the assignment, such as point form, sentence, and paragraph format.
- The two-page magazine layout should include the two letters on one page and the drug information section on the opposite page.

Appendix 1

Magazine Feature Assignment

You have been invited to be a guest writer for a popular teen magazine. Your assignment is to respond to letters that readers have sent in. The magazine publishes helpful information for teenagers.

This month, the editor has asked you to respond to a letter from a distraught adolescent who has a substance abuse problem. Your task is to give advice to help the troubled youth. Your letter of response should discuss the effects of peer and media pressure. It must also heighten the teenager's awareness of his or her decision-making and assertion skills. As part of your assignment, you are to include an information section on the abused drug. Community and school resources need to be identified within this section.

The editor has allotted the centre two pages (side-by-side layout) of the magazine for this feature assignment (see below). Be sure that the final product would appeal to a teenage audience.

In summary, your assignment is to include the original teen letter, a response letter, and the drug information section.

Side-by-Side Magazine Layout

Page 1		Page 2
Letter from Teen	Response Letter	Drug Information Section
	<ul style="list-style-type: none"> - discuss the effects of peer and media pressure - give advice on decision-making and assertion skills 	<ul style="list-style-type: none"> - street names of drug - description; how drug is taken - effects of drug - myths - legal status - school/community resources

Letter from Teen

Dear Teen Editor,
 I am writing this letter to you because I don't know what to do. I am really scared that my use of _____ is out of control. I feel pressured by my friends to be part of the drug scene. I see people in the media using drugs for pleasure. When I'm high on drugs, I forget all my problems and school is unimportant. I've dropped out of sports and I do whatever I can to get money for my drugs. I read your column and know you talk straight to teenagers. Can you help me?
 Sincerely,
 Desperate

Appendix 2

DRUG INFORMATION ORGANIZER

Drug name & street names of drug:

Description & how drug is taken:

Short-term effects:

Long-term effects:

Myths:

Legal status/consequences (in Canada):

School/community resources: