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PREFACE

The Health and Physical Education Curriculum, Grades 1-8 and 9-10, has overall and specific expectations that address areas such as Human Sexuality/Growth and Development, Personal Safety/Harassment and Healthy Eating. It is essential that all teachers using this resource consult with their board resources with respect to sexuality, harassment, disclosure of student information, and healthy eating.

Information contained on the Teacher Resource pages includes examples of possible student responses. However, they are only suggestions of responses to support the teacher and are not meant to be distributed to the students.

Getting Ready to Read: Previewing a Text

Health and Physical Education

A well-designed textbook, website or other print resource has a variety of elements or features that are applied consistently to help the reader locate and use the material. Some texts have more of these features, and clearer cues, than others do. Previewing a course text can help students to identify the text features and use them efficiently.

Purpose

- Learn how to navigate subject-specific textbooks and resources.
- Examine the layout and features of a particular text, and how to use it.

Payoff

Students will:

- become familiar with different course-texts and resources (print and electronic).
- use strategies for effectively previewing and locating information in different texts, using the table of contents, indices and/or navigation bar.

Tips and Resources

- Most information texts use a variety of visual, graphic and text features to organize information, highlight important ideas, illustrate key concepts, and provide additional information. Features may include headings, subheadings, table of contents, index, glossary, preface, paragraphs, separated by spacing, bulleted lists, sidebars, footnotes, illustrations, pictures, diagrams, charts, graphs, captions, italicized words or passages, boldface words or sections, colour, and symbols.
- For more information see:
 - Student/Teacher Resource, *Suggested Prompts for Previewing a Web-Site: Lungs are for Life* (Grades 7- 8).
 - Teacher Resource, *Suggested Prompts for Previewing a Web-Site: Lungs are for Life – Possible Student Answers* (Grades 7- 8).
 - Student/Teacher Resource, *Suggested Prompts for Previewing a Textbook: Health For Life 1* (Grade 7).
 - Teacher Resource, *Suggested Prompts for Previewing a Textbook: Health For Life 1 – Answer Key* (Grade 7).
 - Student Resource, *Suggested Prompts for Previewing an Article: Dating Violence* (Grade 9).
 - Teacher Resource, *Suggested Prompts for Previewing an Article: Dating Violence – Answer Key* (Grade 9).
- For background information:
 - www.lungsareforlife.com
 - *Health for Life 1*
 - www.canadian-health-network.ca, National Clearinghouse on Family Violence Publication “Dating Violence”.

Further Support

- Provide students with a copy of a health and physical education related text that has all of the visual and graphic features (e.g., diagrams, charts, illustrations, captions, maps, headings, titles, and legends) removed or blanked out. Ask students to scan the text and suggest what the blanked-out sections might be. Have students read the body of the text and summarize the information. Ask students to identify the parts of the text and summarize the information. Ask students to identify the parts of the text that they had difficulty reading, and suggest what additional features would help them to navigate and understand the text better.
- Alternatively, provide students with a copy of a course-related text showing the text features only, without the body of the text. Discuss what information they can gather from the features and what predictions they can make about the content. Note the connections among the features of a text, the words, and how they help readers understand the content.
- Encourage students to preview the features of a text before they read the content. Have partners share their previewing strategies.
- Have students create text search prompts for other course-related materials.



Getting Ready to Read: Previewing a Text

Grade 7 – Healthy Living

Grades 7 & 8 – Substance Use and Abuse

Grade 9 – Personal Safety and Injury Prevention

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a Health and Physical Education related website, article, textbook or electronic resource. • Create a text search handout. Use ten to twelve prompts to guide students to particular features of the text (e.g., ‘List the headings and subheadings in the article.’ ‘What is the purpose of the bold or italicized words?’ ‘What information is contained in pictures or graphs?’) See Student/Teacher Resources, <i>Suggested Prompts for Previewing a Website: Lungs are for Life</i> or <i>Suggested Prompts for Previewing a Textbook: Health For Life 1</i> or <i>Suggested Prompts for Previewing an Article: Dating Violence</i>. • Read the prompts out loud, if needed. 	<ul style="list-style-type: none"> • Ask clarifying questions about the prompts and the task. • Read the task prompts and note the features of text that might be useful in completing the task.
<p>During</p> <ul style="list-style-type: none"> • Ask students to work in pairs to complete the search within a specific time frame. • Have partners share their findings with another pair. 	<ul style="list-style-type: none"> • Read and respond to prompts. Record findings. • Share and compare findings. Use cooperative group skills to complete the task.
<p>After</p> <ul style="list-style-type: none"> • Discuss which items were easy and which items were challenging to find. • Ask students to suggest which features of the text were very helpful and not very helpful, and which features should be added to the text. • Ask students to evaluate the usefulness and credibility of the resource. • Ask students to use the text features to complete a relevant reading/research task. 	<ul style="list-style-type: none"> • Identify the easy and challenging prompts. • Identify the features of text they used and explain how they helped or hindered their task. • Evaluate the usefulness and credibility of the resource. • Use the text features appropriately to complete the reading task. Make connections between different texts, noting the features that are common to many texts and subject areas, and those that are unique to a particular text or subject area.

Notes



Suggested Prompts for Previewing a Web-site: Lungs Are For Life

1. What is the name of the website?

2. What is the URL?

3. Who created the website?

4. What is the potential for bias by any of these authors?

5. When was the website last updated?

6. The information on this site is available to four major groups of people. Who are they?

7. How are the links indicated?

8. Pick one label from the main grade page and list (in your own words) three pieces of information that you find.
Link:

Information 1:

Information 2:

Information 3:

9. How are graphics used to enhance the usefulness of the site?



Suggested Prompts for Previewing a Web-site: Lungs Are For Life – Possible Student Answers

1. What is the name of the website?
Lungs are for Life.
2. What is the URL? www.lungsareforlife.ca.
3. Who is the website created by?
The website was created by The Ontario Lung Association.
4. What is the potential for bias by these authors?
The Ontario Lung Association is totally anti-smoking. They definitely will be promoting the anti-smoking stance.
5. When was the website last updated?
It does not list when last updated. The copyright date is 2003.
6. The information on the site is available to four groups of people. Who are they?
The four groups are: students, teachers, parents and health professionals.
7. How are the links indicated?
They are indicated by nuggets and highlighting when you put the cursor over them.
8. Pick one label from the main grade page and list (in your own words) three pieces of information that you find.

Link: *Tobacco Trivia, Tobacco and Students.*

Information 1: *Kids who buy fake cigarettes are four times more likely to try smoking for real.*

Information 2: *On average a teen smoker spends \$1500/year on cigarettes.*

Information 3: *The average age for Canadian kids to have their first cigarette is 12.8 years.*

9. How are graphics used to enhance the usefulness of the site?
Pictures are used which make it more interesting. There are also really ugly pictures showing the effects of smoking. This makes me not want to smoke.



Suggested Prompts for Previewing a Textbook: Health For Life 1

Before using the *Health for Life 1* textbook, become familiar with where to find different information by completing the following Scavenger Hunt.

1. Using the Table of Contents page, find the chapter number for the topic, "Body and Mind".

2. In the index at the back of the book, find and list all the pages that deal with *harassment*.

3. What is the purpose of the "Here's A Hint" box, for example on page 22?

4. a). What diagram is on page 31?

4. b) How is the diagram explained?

5. In the Table of Contents, what topic is covered in Chapter 5, "Making Choices?"

6. On what pages do you find the Glossary?

7. On page 103, what does the information in blue type represent?

8. What is the purpose of the "Quick Quiz" on page 86?

9. What information is summarized in the top left hand corner of each chapter title page?

10. In Chapter 8, how many sub-headings appear throughout the chapter?

11. Where would you go in the textbook to quickly find information about vegetarians?

12. a) On what page does the appendix begin?

12. b) How do you tell the appendix from the rest of the text?



Suggested Prompts for Previewing a Textbook: Health For Life 1 Answer Key

Before using the *Health for Life 1* textbook, become familiar with where to find different information by completing the following Scavenger Hunt.

1. Using the Table of Contents page, find the chapter number for the topic, "Body and Mind".
Chapter 4.
2. In the index at the back of the book, find and list all the pages that deal with *harassment*.
pp. 80-84.
3. What is the purpose of the "Here's A Hint" boxes for example on page 22?
Tips on how to be healthier.
4. a) What diagram is on page 31?
Examples of serving sizes.
4. b) How is the diagram explained?
It compares serving sizes to everyday objects.
5. In the Table of Contents, what topic is covered in Chapter 5, "Making Choices?"
Six Steps to Making a Decision.
6. On what pages do you find the Glossary? *pp. 148-150.*
7. On page 103, what does the information in blue type represent?
Definitions of words found on the page.
8. What is the purpose of the "Quick Quiz" on page 86?
Figuring out your own personal resilience by answering questions.
9. What information is summarized in the top left hand corner of each chapter title page?
Chapter overview and key words.
10. In Chapter 8, how many sub-headings appear throughout the chapter? *14.*
11. Where would you go in the textbook to quickly find information about vegetarians?
The index.
12. a) On what page does the appendix begin? *142.*
12. b) How do you tell the appendix from the rest of the text?
The pages are blue.



Suggested Prompts for Previewing an Article: Dating Violence

1. What is the purpose of the bolded subheadings?

2. Why are the paragraphs separated by blank lines?

3. Why is the chart useful?

4. Distinguish the difference between a “warning sign” and “reducing your risk”.

5. Why would there be such an extensive “suggested reading” section?

6. How is the “suggested reading” section organized?

7. What do the numbers throughout the article mean?

8. What is the difference between the “suggested reading” section and the bibliography?

9. How would you contact the author for additional information?



Suggested Prompts for Previewing an Article: Dating Violence Answer Key

1. What is the purpose of the bolded subheadings?
To organize the articles into chunks by topic.
2. Why are the paragraphs separated by blank lines?
It adds further visual organization by topic or subtopic. It helps break up the writing.
3. Why is the chart useful?
It compacts information and organizes it into an easy-to-use format.
4. Distinguish the difference between a “warning sign” and “reducing your risk”.
A “warning sign” is something that someone may be doing to you or a feeling that you have. “Reducing your risk” are tips to protect yourself from dating violence.
5. Why would there be such an extensive “suggested reading” section?
People can easily obtain more information if they need it. Often people would need more help if they were experiencing dating violence.
6. How is the “suggested reading” section organized?
Suggested reading, educational packages and audiovisual resources.
7. What do the numbers throughout the article mean?
The numbers are endnote references. It means the author has taken a quote from the resource listed.
8. What is the difference between the “suggested reading” section and the bibliography?
Resources lead you to additional information. The bibliography is a series of references to information that was used to write the article.
9. How would you contact the author for additional information?
You can either phone or mail a letter to the author using the contact information at the end of the article.

Getting Ready to Read: Anticipation Guide

Health and Physical Education

What we already know determines to a great extent what we will pay attention to, perceive, learn, remember, and forget. (Woolfolk, 1998)

An *Anticipation Guide* is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement.

Purpose

- Help students to activate their prior knowledge and experience and think about the ideas they will be reading.
- Encourage students to make a personal connection with a topic or unit of work so that they can integrate new knowledge with their background experience and prior knowledge.

Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic or issue.
- engage with topics, themes and issues at their current level of understanding.
- have a purpose for reading subject-area text.
- become familiar and comfortable with a topic before reading unfamiliar text.

Tips and Resources

- An anticipation guide works best when students are required to read something that contains unfamiliar information. The idea of the guide is to raise students' awareness of related issues and help them make connections with what is familiar and unfamiliar about that text.
- In creating your anticipation guide, write open-ended statements that challenge students' beliefs. Avoid using statements that are "right" and "wrong" or that ask simply for a "yes" or "no" response. You don't want statements such as, "School cafeterias should not sell so much junk food." Instead, write "Teenagers consume more junk food than is good for them."
- Refer to the two teacher resources, "Anticipation Guide" for sample statements to assist you in crafting open-ended statements.
- For more information see:
 - Student/Teacher Resource, *Anticipation Guide: Take Control* (Grade 7).
 - Student/Teacher Resource, *Anticipation Guide: Nutrition and Your Health* (Grade 10).
 - Student/Teacher Resource, *Anticipation Guide - Template* (Grades 7 – 10).
- For background information:
 - *Classroom Strategies for Interactive Learning*, pp. 28-30.
 - *Glencoe Health*, "Nutrition and Your Health", Chapter 4, pp.88-111.
 - *Health For Life 1*, "Take Control", Chapter 5, pp.58-73.
 - *When Kids Can't Read, What Teachers Can Do*, pp. 74-80.

Further Support

- Put students in pairs to complete the anticipation guide if they are having trouble making connections with the theme or topic, or if they need support with the language (for example, ESL students).
- To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups of four or five and ask them to tally and chart their responses before participating in a whole-class discussion.
- Read statements aloud to support struggling readers.



Getting Ready to Read: Anticipation Guide

Grade 7- Substance Use and Abuse
Grade 10 - Healthy Eating

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Preview the text to find themes or big ideas and use the Student/Teacher Resource, <i>Anticipation Guide – Template</i>. Distribute copies of the Student/Teacher Resources, <i>Anticipation Guide: Take Control</i> (Grade 7) or <i>Nutrition and Your Health</i> (Grade 10) to the students. Explain that this is not a test, but an opportunity for them to explore their own thoughts and opinions. They complete the guide first individually and then share their thoughts in a whole-class discussion. To engage students in a whole-class discussion, start with a simple hand-count of the numbers of students who agreed or disagreed with a particular statement. Then ask the students who disagreed to share their thinking, followed by those students who agreed with the statement. Record (or ask a student to record) some of the key points made during the discussion, using a T-Chart (agree/disagree) on the board or an overhead. 	<ul style="list-style-type: none"> Working individually, read each statement on the Anticipation Guide and check off responses. Contribute responses in the class discussion and explain them.
<p>During</p> <ul style="list-style-type: none"> Explain the topic of the reading assignment, <i>Take Control</i> (Grade 7) or <i>Nutrition and Your Health</i> (Grade 10) and how it connects with Anticipation Guide statements and discussion. Ask students to keep their anticipation guide beside the text as they read it, so that they can jot down page numbers that correspond to the issues. 	<ul style="list-style-type: none"> Read the assignment text (certain pages, a chapter, or alternative resource such as a magazine article) and jot down page numbers beside each agree/disagree statement to gather information that relates to the issue.
<p>After</p> <ul style="list-style-type: none"> Ask students to return to the statements and to make notes from what they have discovered in their textbook that may confirm or change their opinion. Use the <i>Anticipation Guide</i> as a basis for an evaluation tool at the end of a unit. Towards the end of the unit, provide students with time to revisit the statements. Students will be responsible for providing information that confirms, elaborates or rejects each of the statements in the Anticipation Guide. 	<ul style="list-style-type: none"> Make notes that confirm or change their opinions about the statements. Students will revisit the statements and provide information to support the statements on their <i>Anticipation Guide</i>.



Anticipation Guide: Take Control

- Before reading the textbook *Health For Life 1*, circle “Agree” or “Disagree” beside each statement under the heading “Before Reading”.
- Following our class discussion of these statements, you will read Chapter 5, “Take Control” noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information. Circle “Agree” or “Disagree” beside each statement under the heading “After Reading” and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements*	Page #	After Reading
1. Agree/Disagree	It is easy to say “no” to a suggestion that a friend makes to me.		Agree/Disagree
2. Agree/Disagree	Some decisions in life do not have a right or wrong answer.		Agree/Disagree
3. Agree/Disagree	Peers can have both a positive and negative influence on their friends.		Agree/Disagree
4. Agree/Disagree	When you make a decision, you need to think about what will happen when you act on it.		Agree/Disagree
5. Agree/Disagree	The “six steps” involved in making a decision are useful to help adolescents when they are in a difficult situation.		Agree/Disagree
6. Agree/Disagree	There are different ways of saying “no” to someone who is pressuring you to do something that you don’t want to do.		Agree/Disagree
7. Agree/Disagree	A person can give many different reasons for using any substance.		Agree/Disagree
8. Agree/Disagree	If you are willing to take action, you can deal with the pressures to use substances.		Agree/Disagree

*Statements based on *Health For Life 1*, “Take Control”, Chapter 5.



Anticipation Guide: Nutrition and Your Health

- Before you read the textbook, *Glencoe Health*, circle “Agree” or “Disagree” beside each statement under the heading “Before Reading”.
- Following our class discussion of these statements, you will read Chapter 4 “Nutrition and Your Health”, noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. Circle “Agree” or “Disagree” beside each statement under the heading “After Reading” and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements*	Page #	After Reading
1. Agree/Disagree	Breads and cereals should make up the largest part of my daily food intake.		Agree/Disagree
2. Agree/Disagree	It’s what I eat that really counts, not how much I eat.		Agree/Disagree
3. Agree/Disagree	I must balance the energy in the foods that I eat with the energy I use in physical activity in order to maintain a healthy weight.		Agree/Disagree
4. Agree/Disagree	Breakfast is the most important meal of the day.		Agree/Disagree
5. Agree/Disagree	Taking vitamins and mineral supplements is the best way to get the nutrients that teenagers need.		Agree/Disagree
6. Agree/Disagree	Teenagers consume more junk food than is good for them.		Agree/Disagree
7. Agree/Disagree	Teenagers should follow Canada’s Food Guide for Healthy Eating.		Agree/Disagree
8. Agree/Disagree	The foods I eat now can affect my health later in life.		Agree/Disagree

*Statements based on *Glencoe Health*, “Nutrition and Your Health”, Chapter 4.



Anticipation Guide – Template

- Before reading _____, circle “Agree” or “Disagree” beside each statement under the heading “Before Reading”.
- Following our class discussion of these statements, you will read _____ noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. Circle “Agree” or “Disagree” beside each statement under the heading “After Reading” and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements*	Page #	After Reading
1. Agree/Disagree			Agree/Disagree
2. Agree/Disagree			Agree/Disagree
3. Agree/Disagree			Agree/Disagree
4. Agree/Disagree			Agree/Disagree
5. Agree/Disagree			Agree/Disagree
6. Agree/Disagree			Agree/Disagree
7. Agree/Disagree			Agree/Disagree
8. Agree/Disagree			Agree/Disagree

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

Health and Physical Education

Students are required to learn, on average, over 2 000 words each year in various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior school years. A *word wall* is a wall, chalkboard or bulletin board listing key words that will appear often in a new unit of study, printed on card stock and taped or pinned to the wall/board. The word wall is usually organized alphabetically.

Purpose

- Identify unfamiliar vocabulary and create a visible reference in the classroom for words that will appear often in a topic or unit of study.

Payoff

Students will:

- practice skimming and scanning an assigned reading before dealing with the content in an intensive way. Students will then have some familiarity with the location of information and with various elements of the text.
- develop some sense of the meaning of key words before actually reading the words in context.
- improve comprehension and spelling because key words remain posted in the classroom.

Tips and Resources

- *Skimming* means to read quickly – horizontally - through the text to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly – vertically or diagonally – to find single words, facts, dates, names, or details.
- This strategy can be used during a fitness blast or a sport activity to review concepts or to review health terms for an evaluation.
- Words for the word wall may be created by teachers but preferably students should be involved in the process. Consider posting certain words for longer periods (for example: words that occur frequently in the unit or course, words that are difficult to spell, and words that students should learn to recognize on sight).
- Before building the word wall, consider using the strategy **Analyzing the Features of Text** in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, to help students become familiar with the text.
- For more information see:
 - Student Resource, *Skimming and Scanning to Preview a Text*.
 - Teacher Resource, *Creating a Word Wall: Cycle of Life – Student Sample* (Grade 7).
 - Teacher Resource, *Creating a Word Wall: AIDS – Student Sample* (Grade 8).
 - Teacher Resource, *Creating a Word Wall: Physical Fitness – Student Sample* (Grade 9).
 - Teacher Resource, *Creating a Word Wall: Healthy Eating – Student Sample* (Grade 10).
 - Teacher Resource, *Quiz-Quiz-Trade*.
 - Student Resource, *Quiz-Quiz-Trade*.
- For background information:
 - *Ophea, Health and Physical Education, Grade 7. Unit #4 - Growth and Development, “Cycle of Life”, Appendix L, pp.203.*
 - *Ophea, Health and Physical Education, Grade 8. Unit #4 – Growth and Development, “The Story of HIV and AIDS”, Appendix S, pp.236.**
 - *Glencoe Health, First Canadian Edition, Chapter # 3 – 5.*
 - Kagan, Spencer. (1994). *Cooperative Learning*. San Clemente, CA: Resources for Teachers; www.KaganOnline.com.

*** Note: Prior to teaching the topics of HIV and AIDS it is recommended that you consult any board resources to support these areas first.**

Further Support

- Add a picture to the word cards (preferably a photograph from a magazine) as a support for ESL students and struggling readers.
- Provide each student with a recording sheet so that they can make their own record of the key words for further review.
- If it appears that students will need additional support, review the terminology on the word wall in the two classes following the activity, using **Take Five** or **Think/Pair/Share**, which are described in the Oral Communication section of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

Grades 7 - 8 – Growth and Development


Grade 9 – Physical Fitness


Grade 10 – Healthy Eating

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Preview the text for key vocabulary on the following topics: Cycle of Life (Grade 7), AIDS (Grade 8), Physical Fitness (Grade 9) or Healthy Eating (Grade 10). See Teacher Resources, <i>Creating a Word Wall: Cycle of Life</i> (Grade 7), <i>Creating a Word Wall: AIDS</i> (Grade 8), <i>Creating a Word Wall: Physical Fitness</i> (Grade 9) and <i>Creating a Word Wall: Healthy Eating</i> (Grade 10). Prepare strips of card stock (approximately 4" × 10") for words. Divide students into groups of 3. Provide stick-on notes, markers and masking tape or pins for each group of students. Explain to students that together the class will find key vocabulary in the assigned text, and will help each other to understand and spell the key vocabulary by creating a "word wall" in the classroom that they can refer to for the duration of that particular topic. Distribute the Student Resource, <i>Skimming and Scanning to Preview a Text</i>; read and clarify the techniques with students. 	<ul style="list-style-type: none"> With their group find an appropriate space where they can talk face-to-face and write down the words. Find the chapter or get a copy of the assigned text. Follow along on the handout as the teacher reviews skimming and scanning.
<p>During</p> <ul style="list-style-type: none"> Ask students to skim the text to get a general sense of the content and its features. Engage students in some general discussion of the topic, making a few brief notes on the board about big ideas. Direct students to independently scan the text for unfamiliar words. Ask students to create a personal list of 10 unfamiliar words. In small groups, ask the students to compare personal lists and create a group master list. Distribute eight pieces of card stock (approx. 4" × 10"), markers and pieces of masking tape to each group. 	<ul style="list-style-type: none"> Skim the text, looking at illustrations and subtitles to get a general idea of the topic of the text. Scan the text for words they do not know, marking them with stick-on notes (optional) and then making a personal list of 10 unfamiliar words. Compare personal lists. Choose a minimum of 10 words for a group master list. Each group prints their key words in large letters on card stock and tapes or pins them to the chalkboard, bulletin board, or gymnasium wall, preferably alphabetically.
<p>After</p> <ul style="list-style-type: none"> Lead a discussion of the words and ask students to speculate on their meaning. If appropriate, describe prefixes and suffixes that are unique or common to Health and Physical Education. Ask each group to look up the meaning of its words and then to explain the meaning to the rest of the class. Prepare Quiz-Quiz-Trade cards for the class activity as an opportunity for students to review vocabulary. See Teacher Resource, <i>Quiz-Quiz-Trade</i>. (Kagan, 1994) 	<ul style="list-style-type: none"> Use the glossary of the textbook or a dictionary to find the meaning of the words. Present their words to the rest of the class. Add meaning to the words on the cards in smaller letters. Obtain a Quiz-Quiz-Trade card from the teacher with either a vocabulary word or a definition. Do the activity following the rules and teacher directions. (Kagan, 1994)

Notes

Skimming and Scanning to Preview a Text

Skimming	
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim? Read in this direction. 	<ol style="list-style-type: none"> 1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. 2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text such as "Cycle of Life", "AIDS", "Physical Fitness" or "Healthy Eating". 4. Remember: you do not have to read every word when you skim. 5. Generally, move your eyes horizontally (and quickly) when you skim.

Scanning	
What is it?	When you SCAN you move your eyes quickly down a page or list to find one specific detail.
Why do I scan?	Scanning allows you to quickly locate a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
How do I scan? Read in this direction. 	<ol style="list-style-type: none"> 1. Knowing your text well is important. Make a prediction about where in a chapter you may find the word, name, fact, term or date. 2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a glossary, nutrition guide or sequentially as in a sport rule book? 3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you towards the detail for which you are looking. 4. Aim for 100% accuracy!



Creating a Word Wall: Cycle of Life - Student Sample

eggs	fertilization	ovulation	sperm
embryo	implantation	progesterone	testosterone
endometrium	ovaries	puberty	uterus

Word Cards with Definitions

embryo
sperm and egg cell
joined together

ovulation
when the mature egg
(ovum) is released
and enters one of the
two fallopian tubes

Words based on "Cycle of Life" from *Ophea, Health and Physical Education, Grade 7. Unit #4 - Growth and Development.*



Creating a Word Wall: AIDS - Student Sample

abstinence	cure	HIV	preventable
antibodies	disease	immune system	sharing needles
AIDS	high risk activity	infection	symptoms

Word Cards with Definitions

preventable
taking advanced steps against something that is possible

symptoms
this is evidence of a specific illness

Words based on "The Story of HIV and AIDS" from *Ophea, Health and Physical Education, Grade 8. Unit #4 - Growth and Development.*



Creating a Word Wall: Physical Fitness - Student Sample

cardio respiratory endurance	exercise	flexibility	muscular strength
cool-down	exercise intensity	metabolism	resting heart rate
cross-training	FITT principles	muscular endurance	warm-up

Word Cards with Definitions

exercise
purposeful physical activity that is planned, structured and repetitive and that improves or maintains personal fitness

cross-training
engaging in a variety of physical activities to strengthen different muscle groups

Words based on "Physical Activity for Life" from *Glencoe Health*, Chapter #3, pp. 44 – 76.



Creating a Word Wall: Healthy Eating - Student Sample

appetite	carbohydrates	lipid	proteins
calories	fibre	minerals	serving
Canada's Food Guide	hunger	nutrients	vitamins

Word Cards with Definitions

appetite
this is a desire rather than a need to eat

serving
not the same as a portion - one piece of bread is equal to one serving of grain

*Words based on "Nutrition and Your Health" from *Glencoe Health*, Chapter #4, pp. 80 – 109.

Quiz-Quiz-Trade

(Kagan, 1994)

Set-up:

The teacher or class creates a set of cards based on the vocabulary/content to master. Each card has a matching card. For example, to learn vocabulary one card would be the word and the other card would be the matching definition. Each student receives one card.

Steps:

Students stand up (with cards in hand), put a hand up, and find a partner. Students quiz a partner, get quizzed by a partner and then trade cards to repeat the process with a different partner. For further instructions see student resource, Quiz-Quiz-Trade, (Observation Form). (Kagan, 1994)

Management Tips:

- If students make cards check them for accuracy.
- If there are an odd number of students, the teacher can play to get the class started.
- If needed, assign who goes first each time.
- Remind students to keep a hand up when looking for a partner. This makes it easier to see students who still need a partner.
- A location in the room can be designated for students to wait until they find a partner.

Differentiated Instruction:

- Monitor to assess & help.
- Put answers on the back of cards if needed.
- Colour code cards by levels of difficulty – students find someone with the same colour card to quiz.
- Use pictures instead of words.

Social Skills:

- Asking questions
- Greeting
- Departing
- Coaching
- Praising
- Tolerance
- Asking for help

Ideas for use in a Health and Physical Education setting:

- Energizers (e.g., about you, favourites)
- Vocabulary and definitions (e.g., substance use and abuse, healthy eating, growth and development)
- Sport rules
- Facts and opinions (e.g., harassment, birth control)
- Fitness Blast (e.g., muscular endurance, intensity)
- Movement Skills (e.g., sending, receiving)

Quiz-Quiz-Trade (Kagan, 1994)

Quiz, Quiz, Trade

(Observation Form)

**Setup:**

- Each student needs a question card.
(Answer on back is optional.)

Steps:

- Students stand up with their card.
- Students put a hand up and find a partner.
- Partners give a greeting gambit. "Hello. How are you?"
- Partner "A" asks the question on the card they are holding.
- Partner "B" answers.
- Partner "A" praises. (If the answer is wrong, Partner "A" coaches, Partner "B" repeats the answer and then Partner "A" praises.)
- Switch roles. The other partner asks, then praise or coaching is given.
- Partners trade cards.
- Partners give departing gambits. "Thanks for helping me."
- Partners split up, put a hand up and find a new partner.
- Quizzing continues until the teacher calls time.

Engaging in Reading: Most/Least Important Idea(s) and Information

Health and Physical Education

Determining important ideas and information in text is central to making sense of reading and moving toward insight. (Stephanie Harvey and Anne Goudvis, 2000)

Purpose

- Find the main idea(s) in text by distinguishing between the most and least important information.

Payoff

Students will:

- become familiar with the text and make judgements about the content.
- work collaboratively with a partner-using reading, note taking, and oral strategies-to make sense of the text.

Tips and Resources

- Determining the main idea(s) in a text is not always a clear, straightforward process. Some or all of the following strategies can help the students:
 - Activate prior knowledge to help students connect to the information in the text.
 - Note the type of text and its typical audience and purpose (e.g. to persuade, to explain, to illustrate).
 - Set a clear purpose for the text so that students have a common ground for finding the main idea.
- Main ideas are often found in the first sentences or last sentences in a paragraph, or first and last paragraphs in a chapter.
- The reader constructs meaning, deciding on what is most important based on prior knowledge and experience. What is important to one reader may not be as important to another, unless both have a common goal or purpose.
- For more information see:
 - Teacher Resource, *Athletic Eating – Student Sample* (Grade 7).
 - Teacher Resource, *But I Can't Because... – Student Sample* (Grade 7).
 - Teacher Resource, *Violence and Abuse – Student Sample* (Grade 9).
 - Teacher Resource, *Sexual Harassment – Student Sample* (Grade 9).*
 - Student/Teacher Resource, *Most/Least Important Ideas and Information – Template*.

*** Note: Prior to teaching the topic of Sexual Harassment it is recommended that you are familiar with the board resources to support the teaching of sexuality and board policies on student disclosure of information.**

- For background information:
 - *Ophea, Health and Physical Education, Grade 9, 10. Module #4 - Personal Safety and Injury Prevention*, pp. 4-24.
 - *LIFECHOICES: Healthy and Well, "Athletic Eating"*, pp. 22-23.
 - *LIFECHOICES: Healthy and Well, "But I Can't Because..."*, pp. 62-63.
 - *LIFECHOICES: Relationships, "Violence and Abuse,"* pp. 61-62, pp.104-105.
 - *LIFECHOICES: Relationships, "Sexual Harassment"*, pp. 61-62.
 - *Strategies That Work*, Chapter 9.
 - *Mosaic of Thought*, pp. 94-95.

Further Support

- On the two days after you do this strategy, review the concepts orally using Take Five.
- After students have done a least important/most-important T-Chart on their own or in pairs, model the process an additional time by thinking aloud through another T passage. Ask students to compare their choices with yours.
- Put students in groups of four, with each group having a different passage from the same chapter of the textbook, to create their own think-aloud for that passage. Ask students to number off from 1 to 4 as they begin their work and to remember their number. Students work together to decide most-important/least important ideas and information and provide reasons for their choices as they prepare their think-aloud. Ask the number 3s (and ask the number 1s to assist them) to present their think-aloud to the rest of the class.



Engaging in Reading: Most/Least Important Idea(s) and Information

Grade 7 - Healthy Eating/Physical Fitness

Grade 9 - Physical Fitness/Active Participation

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Use the Teacher Resources, such as <i>Athletic Eating – Student Sample</i> (Grade 7) or <i>Violence and Abuse – Student Sample</i> (Grade 9). With students, set a clear purpose for reading the passage. Give students time to read the passage. Read the passage aloud to students, asking them to think about the most important and least important idea(s). 	<ul style="list-style-type: none"> Read the passage silently, thinking about the purpose for reading. Listen to the passage being read, while thinking about their own choices for most important and least important idea(s).
<p>During</p> <ul style="list-style-type: none"> Reread the passage, <i>Athletic Eating</i> or <i>Violence and Abuse</i> aloud, while thinking aloud through the various sentences and ideas, to make judgments about least important and most important ideas. 	<ul style="list-style-type: none"> Record the most important and least important ideas on <i>the Most/Least Important Ideas and Information Template</i> after the teacher has done the think-aloud through the passage.
<p>After</p> <ul style="list-style-type: none"> Assign students an additional passage of text, <i>I Can't Because...</i> (Grade 7) or <i>Sexual Harassment</i> (Grade 9), setting a clear purpose for reading. Ask students to use the Student/Teacher Resource, <i>Most/Least Important Ideas and Information – Template</i> to record their choices for least and most important ideas/information in the article. See Teacher Resources, <i>But I Can't Because... – Student Sample</i> (Grade 7) or <i>Sexual Harassment – Student Sample</i> (Grade 9). Alternatively, ask students to use two different coloured highlighters on the photocopied text – one colour for most important ideas and information and one for least important. Put students in pairs to share and justify their choices. (Provide a fresh photocopy for them to synthesize their ideas). Students work in partners and use the information to develop a rap, a skit or role play. 	<ul style="list-style-type: none"> Read the assigned text, conscious of the purpose for reading. Reread and record the most important and least important information, using a template. Reflect on choices with a partner, and make any changes necessary to the chart based on this discussion. Students perform their rap, skit or role play.

Notes



Athletic Eating – Student Sample

This short passage from an article in the text, *LIFECHOICE: Healthy and Well*, could be used by the teacher as a script to demonstrate a think-aloud to students, showing how to decide what’s important in a text, and what’s less important. It could also be used as an overhead for the same purpose.

Text: Athletic Eating	Most/Least Important Idea(s) and Information
<p>Should you carbo-load? Are sports drinks all that the advertisers say they are? There’s a lot of confusing advice out there. Here’s some information you can use to fuel your body for that work-out.</p>	<p>Less important-gives some background information as to what the author might talk about Less important-more information about the content in the article</p>
<p><u>What you eat on the day of competition is likely to have less impact on your performance than what you have eaten in the days, weeks, and months before.</u> You need a well-balanced diet with a lot of different nutritious foods to provide your body with the nutrients needed for strength and growth.</p>	<p>This seems important-this information could really influence how well someone performs This is important- as it describes how a person should eat properly in order to be healthy</p>
<p>If you are really physically active, you will need a fair number of <u>calories</u>. The amount you need is related to your age, gender, and the level of your activity.</p>	<p>This is important- this is what gives athletes their energy and varies from person to person</p>

Key idea from the passage:
It is important that athletes consume a well-balanced diet in order to perform at their best level. I think that this is important information that I can use in my life.

Excerpted from *LIFECHOICES: Healthy and Well*, “Athletic Eating”, pp. 22-23.



But I Can't Because – Student Sample

Read the text assigned by the teacher and record the most important and least important ideas and information. When you have finished recording, write what you believe is the key idea from the whole text in the section at the bottom of the chart labeled, “Key Ideas from this passage”.

Title of textbook, chapter or article: “*But I Can't Because...*”

Pages Read: #62-63.

Purpose for Reading: To Research Why People Don't Exercise (Apply it to me!)

Most Important Idea(s) and Information	Least Important Idea(s) and Information
<ul style="list-style-type: none"> - <i>No time to exercise but try doing little activities (e.g., walk up stairs)</i> - <i>Cost too much</i> - <i>I don't have anyone to go with (e.g., my friends)</i> - <i>I don't want to get sweaty, mess my hair, break nails but it makes you feel better</i> - <i>Under pressure but exercise makes you feel better</i> - <i>Build fitness into your day (e.g., the stairs, bike, walk around the block)</i> 	<ul style="list-style-type: none"> - <i>It's boring (vary your activities)</i> - <i>I don't know how (ask trained people)</i> - <i>I used to exercise (but I overdid it)</i> - <i>It hurts so pace yourself</i> - <i>Top sports in Canada and the ages of young people participating in sports (graphs)</i>
<p>Key Idea from this passage:</p> <p><i>I have many reasons for not exercising including no time, nobody to exercise with, pressure and I don't like to sweat. After reading this article, I realize that exercise can be easy if I fit it into my day and do it with my friends. I'll feel much better!</i></p>	



Violence and Abuse – Student Sample

This short passage from an article in the text, *LIFECHOICES: Relationships*, could be used by the teacher as a script to demonstrate a think-aloud to students, showing how to decide what’s important in a text, and what’s less important. It could also be used as an overhead for the same purpose.

Text: Violence	Most/Least Important Idea(s) and Information
<p>Why does violence in the family- physical, sexual or emotional-occur in our society? The reasons are complex but we can identify several possible causes.</p> <p>As much as we disapprove of family violence, there are a couple of ways by which society seems to quietly condone, or at least not threaten, its existence. Generally, society accepts that it is permissible to spank a child or even slap someone’s face. The problem with actions like these is that if they help someone feel more in control in one situation, then that person is tempted to become more violent to gain even more control in other situations.</p> <p>The other way that society indirectly supports violence in the home is that we tend to support the notion that what goes on in a family is very private. The home is considered to be an intimate setting where only the members of the group have the right to know what actually happens there.</p>	<p>Less important-author outlines what will be discussed; I wonder what the causes are?</p> <p>This seems important- society accepts family violence</p> <p>This is less important- slapping and spanking helps someone feel more in control</p> <p>Important- people become more violent to gain more control</p> <p>Important-home is private so no one outside the family should know what happens.</p>

Key idea from the passage:
 Society accepts family violence. Slapping and spanking helps someone feel more in control and can lead to more violence. Violence is most likely to occur in the home because of our right to privacy.

Excerpted from *LIFECHOICES: Relationships*, “Violence and Abuse,” pp. 61-62, pp.104-105.



Sexual Harassment – Student Sample

Read the text assigned by the teacher and record the most important and least important ideas and information. When you have finished recording, write what you believe to be the key idea from the whole text in the section at the bottom of the chart labeled, “Key Ideas from this passage”.

Title of textbook, chapter or article: “Sexual Harassment”.

Pages Read: #61-62.

Purpose for Reading: describe sexual harassment

Most Important Idea(s) and Information	Least Important Idea(s) and Information
<ul style="list-style-type: none"> - is unwanted, repeated sexual advances by one person who has power - any act that is sexual in nature and causes loss of personal dignity - includes rude, inappropriate comments, touching, fondling or intercourse - victim can experience loss of dignity, humiliation, fear - confront person who is harassing you - be aware of your rights and let others know - Canadian Human Rights Act considers harassment to be discrimination in workplace 	<ul style="list-style-type: none"> - can happen anywhere and to anyone - includes pressure for dates, whistling, displaying suggestive posters - very difficult to ignore - often not reported - not reported because of embarrassment, feeling of responsibility for actions, no one will believe them, fear of losing job - use direct statement to the offender - record information of incidents (e.g., dates, times)
<p>Key Idea from this passage: Sexual harassment is the unwanted, repeated sexual advances by one person who has power. It can happen to anyone and anywhere. It is very humiliating to the victim. It is extremely important that the person not put up with the individual and confront the person or get assistance.</p>	

Excerpted from LIFECHOICES: Relationships, “Sexual Harassment”, pp. 61-62.



Most/Least Important Idea(s) and Information - Template

Read the text assigned by the teacher and record the most important and least important ideas and information. When you have finished recording, write what you believe to be the key idea from the whole text in the section at the bottom of the chart labeled, "Key Ideas from this passage".

Title of textbook, chapter or article:

.....

Pages Read:

Purpose for Reading:

Most Important Idea(s) and Information	Least Important Idea(s) and Information
Key Idea from this passage: 	

Engaging in Reading: Making Notes

Health and Physical Education

Notes help readers to monitor their understanding and help writers and speakers to organize information and clarify their thinking.

Purpose

- Provide strategies for remembering what one reads.
- Provide a tool for summarizing information and ideas, making connections, and seeing patterns and trends in course-related materials.

Payoff

Students will:

- read course-related materials, analyze content and remember important information and concepts.
- learn a strategy for studying for a test, researching, or generating content for a writing task.
- be able to identify important information and details from a text.

Tips and Resources

- For more information see:
 - Student Resource, *Tips for Making Notes - Template*.
 - Teacher Resource, *Using a KWL - Template*.
 - Teacher Resource, *Hepatitis B: Using a KWL - Student Sample (Grade 7)*.*
 - Teacher Resource, *Hepatitis B and Getting Your Vaccination (Grade 7)*.*
 - Teacher Resource, *The Prevention and Care of Hockey Injuries: Using a KWL - Student Sample (Grade 9)*.
 - Teacher Resource, *The Prevention and Care of Hockey Injuries - Student Sample (Grade 9)*.
- For background information:
 - *Classroom Strategies for Interactive Learning*, “KWL Chart” pp. 75 – 77.
 - *LIFECHOICES: Healthy and Well*, “The Prevention and Care of Hockey Injuries” pp. 64 – 65.

* **Note: Prior to teaching the topic of Hepatitis B it is recommended that you are familiar with the board resources to support the teaching of sexuality.**

Further Support

- Provide students with visual organizers such as a two-column T-Chart, Know – Want to Know – Learned (K-W-L) chart or key word list to record their thinking and make notes.
- Model for students how to use charts and flow charts to organize notes into clusters or related chunks of information. For example, use a KWL chart, a Venn diagram, an outline, a T-Chart; a simple heading with key words listed below; a web or tree chart. The class could develop templates for a number of types of charts and keep blank copies of them available for students to fill in as they read or research.
- Model how to use key words and phrases to create a summary in your own words, or, for a longer reading passage, model how to reread sections and then summarize them in point form. Continue to model how to ask questions and write point-form answers, such as:
 - What part of this section is the most important?
 - What does the author want me to know about this topic?
 - What did I find really interesting about that part?
 - What other questions do I have?
- Provide students with *Tips for Making Notes*. Create tips as a class for future reference.
- Use sample notes to illustrate identifying important, irrelevant or missing information, and possible ways to organize notes. For struggling readers, use a two-column T-Chart or a simple list of key words under a heading, on a large sheet of chart paper. Model how to choose important words or details and write them down on the chart. For example, read a sentence aloud, then ask students to identify the important idea or information (e.g., what do they want to remember?). Record the words and phrases from the sentence or paraphrase the important idea. Two column notes might include headings such as facts/questions, opinion/proof, questions/answers, interesting/important, or direct quotes/my thoughts. Provide students with a sample for practice. See Teacher Resources, *The Prevention and Care of Hockey Injuries* or *Hepatitis B and Getting Your Vaccination*.



Engaging in Reading: Making Notes

Grade 7 - Growth and Development
Grade 9 - Sport and Recreation

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make an overhead transparency of the Teacher Resources, <i>Hepatitis B and Getting Your Vaccination</i> (Grade 7) or <i>Preventing and Care of Hockey Injuries</i> (Grade 9), to model the process of making notes. Use the chalkboard as a “notebook”. • Preview the text with the class, noting features of the text and using them to form questions and responses such as: <ul style="list-style-type: none"> - What does this heading tell me? (Write down the title as the topic) - What form of writing is this? (Write down the form such as magazine, article, and date) - What does this subheading tell me? - What do I already know about this section topic? (Write down some points) 	<ul style="list-style-type: none"> • Preview the text and note strategies that the teacher uses to preview a text.
<p>During</p> <ul style="list-style-type: none"> • Continue modelling reading and making notes. Read the text aloud, stopping after each section or paragraph to identify key words. Ask students to suggest key words and phrases. • Model how to use keywords and phrases to create a summary or point-form notes in their own words. • Model rereading sections to clarify notes or ask questions about the text such as: <ul style="list-style-type: none"> - What part of this section is most important? - What does the author want me to know about this topic? - What did I find interesting about that part? - What other questions do I have? - Does this remind me of anything else I have read about or seen? • Model using the questions to generate the content for the point-form notes or summary. 	<ul style="list-style-type: none"> • Listen and observe the teacher modelling. Create their own notes based on the teacher’s class example. • Identify key words and phrases in the reading selection and paraphrase important information. • Ask questions about the reading selection.
<p>After</p> <ul style="list-style-type: none"> • Ask students to read a short passage on a similar topic and make notes using the same method (Most/Least Important or a KWL chart). See Teacher Resources, <i>Hepatitis B: Using a KWL - Student Sample</i> (Grade 7), or <i>The Prevention and Care of Hockey Injuries: Using a KWL - Student Sample</i> (Grade 9) or <i>The Prevention and Care of Hockey Injuries - Student Sample</i> (Grade 9). • Have partners or small groups share and compare notes. • Students use partner’s ideas to change or add to their notes. • As a class, discuss effective note-making strategies. • Create class reference materials such as visual organizers, word charts, and note-making prompts. 	<ul style="list-style-type: none"> • Read passage and use note-making strategies to record important ideas and information. • Use other students’ notes to add to or refine their own. • Identify note-making strategies and resources to use in the future.

Notes



Tips for Making Notes – Template

Tips	Why
Write down the date of your note-making.	<ul style="list-style-type: none">• helps you remember context• if you have written the notes on a loose sheet of paper, date helps you organize notes later
Give the notes a title, describing the content of the notes.	<ul style="list-style-type: none">• helps you quickly identify information you may be looking for later
Use paper that can be inserted later into a binder, or have a special notebook for note making, or use recipe cards. Use notepad, outlining, or annotation features of your word processing software.	<ul style="list-style-type: none">• you need to be able to organize your notes for easy access for use in studying, or in research reports• loose-leaf paper, a single notebook, or small cards are convenient in library research
Use point form, your own shorthand or symbols, and organizers such as charts, webs, arrows. Use the draw and graphic functions of your software.	<ul style="list-style-type: none">• point form and shorthand is faster, easier to read later, helps you summarize ideas• organizers help you see links and structures, organize your ideas
Use headings and subheading in the text as a guide for organizing your own notes	<ul style="list-style-type: none">• this part of the organization is already done for you; provides a structure
Don't copy text word for word. Choose only the key words, or put the sentences in your own words. If you want to use a direct quote, be sure to use quotation marks. Don't write down words that you don't know unless you intend to figure them out or look them up. Use software's copy and paste function to select key words only.	<ul style="list-style-type: none">• helps you understand what you have read• short form is much easier for studying and reading later• helps avoid plagiarism (using someone else's writing or ideas as your own)
Write down any questions you have about the topic.	<ul style="list-style-type: none">• gives you ideas for further research• reminds you to ask others, clarify points• gives you practice in analyzing while reading
Review your notes when you are done.	<ul style="list-style-type: none">• ensures that they're legible• enables you to go back to anything you meant to look at again• helps you reflect on and remember what you've read



Teacher Resource

Using a KWL - Template

1. Individually complete the **K** column with all the details that you **know** about the topic.
2. Record any questions, what you **want** to know or **want** to know more, about the topic in the **W** column.
3. Read the article _____ and record any new information that you **learned** under the **L** column.
4. Work with a partner and review your **KWL** columns together. Fill in any additional details in the **L** column.

K What do I KNOW ?	W What do I WANT to know?	L What have I LEARNED ?

5. Create a graphic organizer that brings together all the information listed under the column, "what have I learned".



Hepatitis B: Using a KWL - Student Sample

1. Individually complete the **K** column with all the details that you **know** about the topic of prevention of Hepatitis B.
2. Record any questions, what you **want** to know or **want** to know more, about Hepatitis B in the **W** column.
3. Read the article, “Hepatitis B and Getting Your Vaccination”, and record any new information that you **learned** under the **L** column.
4. Work with a partner and review your **KWL** columns together. Fill in any additional details in the **L** column.

KWL for Prevention of Hepatitis B		
K What do I KNOW?	W What do I WANT to know?	L What have I LEARNED?
<ul style="list-style-type: none"> • Hepatitis B is an STD. • You can get Hepatitis B from sharing needles. • More people have it than 10 years ago. • I can die from this STD. 	<ul style="list-style-type: none"> • My friend got a tattoo and could she get Hepatitis B? • How do I not get Hepatitis B? • How do I know if I have Hepatitis B? • Why do more people get Hepatitis B now? • Can you get Hepatitis B in other ways? 	<ul style="list-style-type: none"> • Hepatitis B is an infection of the liver • caused by a virus (HBV) • symptoms include jaundice (yellow skin and eyes), fever, weakness and loss of appetite • cannot be cured • 10% of people remain carriers of disease after they get it • spread through unprotected sex, sharing needles, non-sterilized equipment, childbirth • prevented through vaccination which is safe • get vaccination in Grade 7 • some people should not get vaccination (e.g. pregnant women or person who had Hepatitis B) • side effects of vaccination include tiredness, slight fever, small red area at injection site

5. Create a graphic organizer that brings together all the information listed under the column, “what have I learned”.

Hepatitis B and Getting Your Vaccination

Functions of the Liver:

A healthy liver fights infections and helps to stop bleeding. It helps to digest food and removes some waste products from your body. It stores energy for when you need it and helps to make sex hormones and adrenaline.

What is Hepatitis B?

Hepatitis B is an infection of the liver caused by the Hepatitis B virus (HBV). It prevents the liver from working as it must to keep your body healthy. Hepatitis B occurs in about 150 people in Ontario every year. Hepatitis B can cause swelling of the liver, cirrhosis (scarring of the liver) and can sometimes lead to liver cancer. The virus can live in dried blood for up to one week. This virus can make you sick right away or up to a few months after exposure.

What are the symptoms of Hepatitis B?

Hepatitis B is a “silent disease” that infects many adults without making them feel sick. Nearly one-third of adults who become infected do so without knowing how they got it. If you do get symptoms, they are like the “flu”. Symptoms can include jaundice (yellow skin and eyes), fever, weakness and loss of appetite.

How is it spread?

Hepatitis B is easier to catch than AIDS because it is over 100 times more concentrated in an infected person’s blood. It is spread much like the HIV/AIDS virus, mainly through sexual contact. It is found in blood and other bodily fluids such as semen, vaginal secretions, saliva and breast milk. The virus can exist on surfaces outside the body and the virus can live in dried blood for up to one week. This disease is spread through contact with blood or bodily fluids of an infected person, usually through the following:

- unprotected sex with an infected person
- sharing intravenous needles
- using non-sterilized equipment for tattooing or body piercing
- childbirth, from mother to baby

Hepatitis B is not spread through hugging, coughing, using public washrooms, or sharing dishes with an infected person. People who are infected with Hepatitis B can spread the disease to others, whether they have symptoms or not.

How is Hepatitis B prevented?

The best prevention is to get the Hepatitis B vaccination. It is the only sexually transmitted infection for which there is a vaccine. It is very safe and has been used since 1982 to protect everyone from newborn babies to older adults from catching the virus. It is also recommended never to touch another person’s blood, practise safe sex if sexually active (use a condom), and make sure that equipment is sterile when getting a tattoo or body piercing. Usually there is no reaction to the vaccination but some people may experience tiredness, a slight fever, or a small red area at the injection site that may be tender for 24 to 48 hours. Some people should not receive the vaccination including:

- pregnant women
- anyone with allergies to yeast, mercury and aluminum
- anyone who has been previously vaccinated with Hepatitis B
- anyone who has already had Hepatitis B
- anyone who has a fever or the flu

Vaccination:

Currently the Hepatitis B vaccination is offered free of charge to all Grade 7 students at an immunization clinic provided by health services. Two shots are needed for complete protection, and are given twice during the Grade 7 year and done at a school clinic when the student is in Grade 8 or at a community immunization clinic. The vaccine works by stimulating the immune system to produce antibodies to the Hepatitis B virus. These antibodies protect the person from developing Hepatitis B if he/she is exposed to the actual virus.

References:

York Region Health Services Health Connection, www.region.york.on.ca, 2002.



The Prevention and Care of Hockey Injuries: Using a KWL – Student Sample

1. Individually complete the **K** column with all the details that you **know** about the topic of Prevention and Care for Hockey Injuries.
2. Record any questions, what you **want** to know or **want** to know more, about the prevention of athletic injuries in the **W** column.
3. Read the article, “*The Prevention and Care of Hockey Injuries*”, and record any new information that you **learned** under the **L** column.
4. Work with a partner and review your **KWL** columns together. Fill in any additional details in the **L** column.

KWL for Prevention of Hockey Injuries		
K What do I KNOW?	W What do I WANT to know?	L What have I LEARNED?
<ul style="list-style-type: none"> • athletic injuries are in a lot of sports • many professional athletes get them • rest is important to heal injuries • football players get a lot of serious injuries 	<ul style="list-style-type: none"> • How do you treat an injury? • What is the most common type of athletic injury? • Do you need special training to look after an athletic injury? • How does a person avoid getting an athletic injury? • How long do you have to rest to heal an injury? • What is a proper warm-up for preventing injuries? 	<ul style="list-style-type: none"> • sport and recreation is 2nd leading cause of injuries • high risks and high costs for these injuries • hockey has more injuries than any other sport • 164 million dollars/year is cost of hockey injuries • need a medical check-up • healthy lifestyle • need protective equipment • safe playing environment • proper fitness and conditioning • proper warm-up prevents pulls and strains, takes 5-10 minutes • good hygiene prevents infections • proper technique important • play by the rules and support fair play • need to properly care for injuries using RICE (rest, ice, compression, elevation) • seek professional help if unsure of injury

5. Create a graphic organizer that brings together all the information listed under the column, “what have I learned”.



The Prevention and Care of Hockey Injuries – Student Sample

1. The following information about athletic injuries prevention has been gathered for a brief report. Read the notes. What questions do you still have about the topic? What information is missing? How might the writer fill in the information gaps?

Hockey Injuries: How To Prevent?

- sport and recreation is 2nd leading cause of injuries
- hockey has more injuries than any other sport
- high risks and high costs for these injuries, 164 million dollars/year is cost of hockey injuries
- medical check-up
- healthy lifestyle(proper nutrition, exercise, rest, no drugs/alcohol)
- need protective equipment, equipment must fit properly, CSA approved and in good repair
- safe playing environment
- proper fitness and conditioning, proper warm-up, prevents pulls and strains, takes 5-10 minutes
- stretch all muscle groups, hold stretches 10-15 seconds
- good hygiene prevents infections/don't share towels, water bottles or footwear
- proper technique is important
- play by the rules and support fair play
- need to properly care for injuries using RICE (rest, ice, compression, elevation)
- ice the injury for 20 minutes, remove for 2 hours, and reapply ice for 20 minutes
- compression means applying pressure to the injury
- elevation means raising the injury above the level of the heart
- seek professional help if unsure of injury

2. The ideas and information gathered could be sorted into two categories with the headings of Important and Interesting. Read the chart below.

Important	Interesting
<ul style="list-style-type: none"> • sport and recreation is 2nd leading cause of injuries • high risks and high costs for these injuries • need a medical check-up • healthy lifestyle • need protective equipment • safe playing environment • proper fitness and conditioning • proper warm-up prevents pulls and strains, takes 5 -10 minutes • good hygiene prevents infections • proper technique is important • play by the rules and support fair play • need to properly care for injuries using RICE (rest, ice, compression, elevation) • seek professional help if unsure of injury 	<ul style="list-style-type: none"> • hockey has more injuries than any other sport • 164 million dollars/year is cost of hockey injuries • equipment must fit properly, must be CSA approved and in good repair • stretch all muscle groups, hold stretches 10-15 seconds • don't share towels, water bottles or footwear • rest includes removing athlete to an area where he/she can rest • ice the injury for 20 minutes, remove for 2 hours, and reapply ice for 20 minutes • compression includes applying pressure to the injury • elevation means raising the injury above the level of the heart

3. Reread the point-form notes. How else might you organize this information? Create your own graphic organizer to illustrate how you might organize your information.

Reacting to Reading: Making Judgements (Both Sides Now)

Health and Physical Education

Readers increase their understanding by reviewing what they have read, reflecting on what they have learned, and asking questions about the significance of the information.

Purpose

- Assess different viewpoints or perspectives.
- Make judgements about viewpoints or opinions.

Payoff

Students will:

- think critically about course-specific materials.
- review different types of questions and how to answer them.
- summarize important ideas, concepts and information.
- develop critical thinking skills.
- develop a model for reading and thinking critically about important concepts, issues and ideas.

Tips and Resources

- When students are asked to contribute their opinions and ideas on sensitive topics/issues, their misconceptions may become evident. Teachers need to address these misconceptions sensitively.
- To *make judgements*, readers ask questions to help them process information, assess the importance and relevance of the information, and apply it in a new context. *Evaluating* is a skill that readers use when reading and critically thinking about a particular text. Readers make value judgements about the validity and accuracy of the ideas and information, the logic of a writer's argument, the quality of a writer's style, the effectiveness of the text information, the reasonableness of events, and more.
- For more information see:
 - Student Resource, *Making Judgements (Both Sides Now) - Template*.
 - Teacher Resource, *Should advertising that emphasizes an unrealistic body image be banned?* – *Student Sample*.
 - Student/Teacher Resource, *Clues for Finding Answers in the Text* (Grade 10).
- For background information:
 - *Ophea Health and Physical Education, Grade 10 Health Supplement. Module #2 – Healthy Eating, pp. 4 – 64.*
 - www.mediascope.org/pubs/ibriefs/bia.htm “Body Image and Advertising”.
 - http://www.canoe.ca/CNEWSMediaNews0202/10_gloss-cp.html “Glossy teen magazines drop diet stories”.
 - <http://www.usatoday.com/money/advertising/2001-03-16-omnipresent.htm> “Critics target ‘omnipresent’ ads”.

Further Support

- Review reading skills of tracking main ideas, comparing and contrasting, making inferences, and drawing conclusions.
- Encourage students to ask questions about what they are reading. For example, have students write questions based on a textbook chapter, section or topic-related resource they have read. Ask one of the students to read his or her questions to the group. Model answering the question referring the student specifically to the text where appropriate. Ask another student to ask a question, and have him/her select a volunteer to answer it. After the volunteer answers the question, have this student ask one of his/her questions. Continue until all students in the group have asked and answered a question.
- As an alternative, have students identify the type of question (on the lines, among the lines, between the lines and beyond the lines) before they answer or determine the type of questions to be generated. Students may require teacher modelling over several lessons of asking, identifying and answering questions. See Student/Teacher Resource, *Making Judgements (Both Sides Now): Clues for Finding Answers in the Text*.

Reacting to Reading: Making Judgements (Both Sides Now)

Grade 10 – Health and Physical Education

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select unit-related reading material such as “Body Image and Advertising” and “Glossy teen magazine drops diet stories”, Internet articles that presents two perspectives on the topic. Use the selections to present both sides of the topic. • Prepare a question or statement about the articles e.g., “Should advertising that emphasizes an unrealistic body image be banned?” (grade 10). Write the statement on the chalkboard or an overhead transparency. • Review the difference between information (fact, statistics, and examples) and opinion (inferences based on information, prior knowledge, experience, and bias). • Ask for one idea or piece of information that supports banning advertising that emphasizes an unrealistic body image and record it in the left-hand column of the T-Chart. See teacher resource, <i>Making Judgements (Both Sides Now) – Student Sample</i>. • Ask for one idea or piece of information that opposes banning advertising that emphasizes an unrealistic body image and record it in the right-hand column of the T-Chart. • Ask students to identify the basis for their responses (e.g., prior knowledge and experiences of other reading tasks, videos, discussions.) • Inform students that writers may include ideas and information to support both sides of an issue or may include only the evidence to support their viewpoint. Effective readers question the ideas and information in a text to determine and develop their own opinions. • Ask students to preview the reading selection and make predictions about the content. Small groups share predictions. 	<ul style="list-style-type: none"> • Recall what they already know about healthy eating (e.g., relate healthy eating and active living to body image and self-esteem). • Recall what they already know about information and opinions. • Observe the teacher recording the evidence that supports or opposes the question/statement. • Recall where they learned about the topic or issue. • Use reading strategies to preview the text and make predictions. • Contribute to the group discussion.
<p>During</p> <ul style="list-style-type: none"> • Ask students to read the selection(s) to identify the viewpoint and find evidence that supports and opposes the viewpoint. • Observe the students reading and intervene to clarify the task or content if needed. • Prepare a possible viewpoint/opinion and evidence for recording on the T-Chart. 	<ul style="list-style-type: none"> • Read the selection and ask questions about the information (e.g., What is the viewpoint? Does this support or oppose the viewpoint?). • Identify the opinion or viewpoint presented in the selection.
<p>After</p> <ul style="list-style-type: none"> • In partners, ask students to orally summarize reading material, and identify the writer’s viewpoint. • Ask students to provide an idea or information from the reading material(s) that supports the viewpoint. Record information that supports and opposes the viewpoint on the T-Chart. • Ask partners to review and discuss the evidence and make a decision and list their reasons. • Partners share and explain their decision. • Students write responses to the question/statement based on their learning. • Extend learning through oral debates. 	<ul style="list-style-type: none"> • Listen to the partner’s summary and compare it to their own. Students add to their own understanding. • Contribute to the discussion and record information on <i>Making Judgements (Both Sides Now) – Template</i>. • Evaluate the evidence and make a judgment based on the information provided by the text, inferences they have made, and their own knowledge and experience. • Develop an opinion based on accumulated learning.

Notes



Making Judgements (Both Sides Now) - Template

Both Sides Now		
Evidence that Supports • • • •	Question or Statement	Evidence that Opposes • • • •
Decision		
Reasons • • •		



Should advertising that emphasizes an unrealistic body image be banned? – Student Sample

Both Sides Now		
<p style="text-align: center;">Evidence that Supports</p> <ul style="list-style-type: none"> • Unrealistic ads can affect body image for both men and women and lead to unhealthy behaviours. • Constant exposure to ads emphasizing beauty causes girls to become self-conscious and obsess about their physical appearance and their self-worth. • 69% of girls say that magazine models influence their idea of the perfect body shape. • Research shows an alarming increase in obsessive weight training, the use of anabolic steroids and dietary supplements by boys and men in their attempt to achieve the ideal body image. • Advertisers purposely create unrealistically thin bodies to create an unattainable desire that then drives product consumption. • Research shows that strict dieting can lead to eating disorders in both boys and girls. • Research shows that both boys and girls begin smoking to help control appetite in order to be thin. 	<p>Should advertising that emphasizes an unrealistic body image be banned?</p>	<p style="text-align: center;">Evidence that Opposes</p> <ul style="list-style-type: none"> • Teens are exposed to an average of 3000 ads per day so it's impossible to protect them from negative media messages. • Counter ads can be effective in shaping teen attitudes. • Educating teens about the main goal of advertising can help them make healthier decisions and reduce the impact of advertising. • Consumers can force advertisers to act responsibly by actively boycotting products. • Electronic media has helped teens voice their complaints quickly and motivated a teen magazine to change the size of models they use and drop stories that encourage dieting. • Backlash from consumers has forced a major soft drink company to scale back its media presence in schools. • Some fashion magazines and food ads promote a positive body image and healthy choices.
<p>Decision</p> <p>Advertising that emphasizes an unrealistic body image should not be banned. Although it encourages teens to adopt unhealthy behaviours it would be impossible to enforce this ban. Instead of banning these ads, teens need to be educated about media messages so they can have control over their own consumer choices.</p>		
<p>Reasons</p> <ul style="list-style-type: none"> • Ads are in every form of media and teens are exposed to them everywhere they go. • Teens need to be taught how to analyze ads and understand unhealthy messages in ads. • Teens need to understand how these ads encourage unhealthy eating behaviours and unhealthy attitudes towards their own bodies. • Teens need to know that they have the power to influence media advertising. 		

Content for examples taken from: "Body Image & Advertising", www.mediascope.org/pubslbriefs/bia.htm .
 "Critics target 'omnipresent' ads", www.usatoday.com/money/advertising/2001-03-16-omnipresent.htm
 "Glossy teen magazine drops diet stories", http://www.canoe.ca/CNEWSMediaNews0202/10_gloss-cp.htm /



Clues for Finding Answers in the Text

ON THE LINES

Some questions can be answered by “reading on the lines”; the answer is *right there* in the text. The question asks for literal information from the selection such as details, facts and information stated by the author. Some “question starters” that ask for literal knowledge are: *give, list, find, describe, tell, retell, and what.*

To answer a question “on the line”:

- Find words used to create the question.
- Look at the other words in that sentence to find an answer.

AMONG THE LINES

The answers to some questions are to be found by “reading among the lines.” This type of question has an answer in the text, but this answer requires information from more than one sentence or paragraph. Some “question starters” that ask for literal knowledge are: *list, compare, how and summarize.*

To answer a question “among the lines”:

- Find the words used to create the question.
- Reread the sentences or paragraphs that contain the question words.
- Look at the other words in the sentences or paragraphs to find the answer.

BETWEEN THE LINES

Some questions ask you to “read between the lines”. This type of question asks the reader to make inferences based on the ideas and information in the text. The answer might be found interpretively in the reader’s own background knowledge, but would not make sense unless the reader had read the text. Some “starters,” that ask for inferences are: *why, how might, what do you think, explain, predict, and what might.*

To answer a question “between the lines”:

- Look for key words and clues in the question.
- Reread that part of the text in which the author gives the clues needed to construct the answer.
- Ask yourself: Is this what the author meant? Does this make sense?

BEYOND THE LINES

The answers to some questions are not in the text at all: they are “beyond the lines.” This means searching for the answer in the reader’s own background knowledge. Some “question starters” that ask for interpretations are: *what can you learn from..., how might you..., what if..., and is it fair that...*

To answer a question “beyond the lines”:

- Read the question and identify the key words.
- Identify your beliefs, experiences and knowledge that relate to the question.
- Ask yourself: Would the author agree with this conclusion?

Reading Different Text Forms: Reading Informational Texts

Health and Physical Education

Informational text forms (such as explanations, reports, news articles, magazine articles and instructions) are written to communicate information about a specific subject, topic, event or process. These texts use vocabulary, special design elements, and organizational patterns to express ideas clearly and make them easier to read. Providing students with an approach to reading informational texts helps them to become effective readers.

Purpose

- Become familiar with the elements and features of informational texts used in any course.
- Explore a process for reading informational texts, using a range of strategies for before, during and after reading.

Payoff

Students will:

- become more efficient at “mining” the text for information and meaning.
- practise essential reading strategies and apply them to different course-related materials.

Tips and Resources

- Some of the features of informational texts are subheadings, questions, introductions, summaries, overviews, and illustrations. They work together to draw readers into the text at different levels (e.g., a heading tries to grab your attention in a magazine article while the accompanying photographs and captions might add other information not included in the body of the article).
- Many informational texts are divided into sections or chapters, and are organized internally in ways that add meaning – for example, by sequence, chronology, cause/effect, comparison/contrast, or classification, description or definition. For example, news articles use a special organizational pattern called the *inverted pyramid* to answer the 5WH questions (who, what, when, where, why and how), and present the facts and supporting details in order of importance.
- Many informational texts use visual elements (e.g., typeface, size of type, colour, margin notes, photographs and diagrams) to emphasize important words and concepts. Different texts use these features in different ways.
- Words such as *then*, *next*, *while*, *beside*, and *following* are used to indicate a time or spatial relationship.
- For more information see:
 - Teacher Resource, *Tips for Reading Informational Texts*.
 - Student Resource, *Harassment – Template* (Grade 7).*
 - Teacher Resource, *Harassment – Student Sample* (Grade 7).*
 - Student Resource, *Bring Fats into Focus – Template* (Grade 10).
 - Teacher Resource, *Bring Fats into Focus - Student Sample* (Grade 10).
 - Student & Teacher Resources, *Harassment: Reading Reflection Sheets – Templates* (Grade 7).
 - Student & Teacher Resources, *Bring Fats into Focus: Graphic Organizers* (Grade 10).
 - *Reading Informational Texts: Selection Sheet for Harassment Reading* (Grade 7).
- ***Note: Prior to teaching the topic of Harassment it is recommended that you are familiar with your board’s policies around harassment and student disclosure of information.**
- For background information:
 - www.canadian-health-network.ca, “Bringing Fats Into Focus” Canadian Egg Marketing Agency.
 - *Health for Life 1*, “Harassment”, Chapter 6, pp. 80-84.

Further Support

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts related to the reading task.
- See strategies for *before reading*, such as **Previewing a Text**, and **Analysing the Features of a Text**.

Reading Different Text Forms: Reading Informational Texts

Grade 7 – Personal Safety and Injury Prevention

Grade 10 – Healthy Eating

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Ask students to brainstorm what they know about a topic such as harassment or healthy eating. See Teacher Resource, <i>Harassment - Student Sample</i> (Grade 7) or <i>Bring Fats into Focus - Student Sample</i> (Grade 10). • Pose questions to students before they read, to help them determine a purpose for reading. • Invite students to ask questions about the content. • Model (“think-aloud”) how to predict the content based on the features of text, specialized vocabulary, illustrations, introductory information or personal experiences. Skim, scan, and sample the text to make informed predictions. (Note: It is important to model how to skim and scan if students have not done this before.) • Identify and introduce unfamiliar vocabulary and concepts that appear in the text. 	<ul style="list-style-type: none"> • Participate in a brainstorming session by recalling previous experiences and feelings related to the subject, and what they have learned about the topic. • List questions they might have about the topic. • Identify unfamiliar vocabulary.
<p>During</p> <ul style="list-style-type: none"> • Help students to connect the information and ideas in the text to what they already know as they monitor their understanding. (Monitoring their understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning). • Model (“think-aloud”) strategies for pausing and thinking about the text. Encourage students to chunk the text, read, pause, think and ask questions or make notes about the section of text. See Student Resources, <i>Harassment – Template</i> (Grade 7), <i>Harassment – Reading Reflection Sheet – Template</i>, (Grade 7), <i>Bring Fats into Focus – Template</i> (Grade 10) and <i>Bring Fats into Focus: Graphic Organizer – Template</i> (Grade 10). Also, see Teacher Resources, <i>Harassment – Student Sample</i> (Grade 7), <i>Harassment: Reading Reflection Sheet – Student Sample</i> (Grade 7), <i>Bring Fats into Focus – Student Sample</i> (Grade 10) and <i>Bring Fats into Focus: Graphic Organizer – Student Sample</i> (Grade 10). • Demonstrate how to use a graphic organizer to categorize and select main ideas, important details, for example T-Charts or Venn diagrams. • Ask students to visualize the concepts as they read. • Provide students with focus questions/statements such as: What are the main ideas? How has the writer organized them? Predict the main message of the text. 	<ul style="list-style-type: none"> • Describe and model the different reading strategies they might use to monitor understanding such as predicting, questioning, activating prior knowledge, inferring, monitoring, adjusting, rereading and decoding. • Use strategies for pausing and thinking about the text: chunk the text, read-pause-think. • Use a graphic organizer/template to guide their reading.
<p>After</p> <ul style="list-style-type: none"> • Ask partners to restate or paraphrase what they have read, and note similarities and differences in the retelling. • Model how to summarize the reading selection (“think-aloud”). • Have students suggest possible graphic organizers to illustrate connections among the topics, main ideas, supporting details, and prior knowledge. 	<ul style="list-style-type: none"> • Retell what they have read to their partner. • Summarize the text. • Review the process they used for reading informational texts, including strategies for before, during, and after reading by referring to the Teacher Resource, <i>Tips for Reading Informational Texts</i>.

Notes



Tips for Reading Informational Texts

Before Reading

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to see which elements appear (such as headings, subheadings, illustrations and captions etc.).
- Examine the titles, headings, and subheadings, and scan for words that stand out.
- Look for words and phrases that might give you clues about how the information is organized.
- Read any overviews, summaries or questions. In a shorter piece, read the opening and concluding sentences or paragraphs.
- Examine each illustration and read the titles or captions.
- Recall what you already know about the topic.
- Record some questions you might have about the topic.

During Reading

- Divide the reading task into smaller chunks (chunking the text into paragraphs, chunking sections by sub-headings, etc.). Read a chunk, pause and think about what you read, and write a brief one-sentence summary or brief point-form note to help you remember important and interesting information.
- Read quickly, then slowly. Skim the sections you think will support your purpose for reading. When you find specific information you want, slow down and read it word by word. You may need to reread the passage several times.
- Read the selection and jot down thoughts, responses to your questions and new questions that occur to you.

After Reading

- Read the selection again to confirm the main idea and supporting details.
- Make connections to what you already know about the topic. How does the information you have read add to or alter what you knew about the topic?
- Record your thinking about and responses to the text. For example, write a summary, complete a graphic organizer, create a sketch, or orally retell the main part of the text to yourself or a friend.



Harassment - Template

Brainstorm what you already know about harassment.

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-
-

1. Skim and/or Scan the text to predict what you think the main message will be.

Prediction:

Evidence:

2. Read the text and answer the questions in the space provided below.

- a. **What is the difference between harassment and bullying?**

- b. **What are four types of harassment?**

- c. **What is one thing you could do if you were being harassed or bullied?**

- d. **Why are people bullied?**

- e. **Pick one of the life scenes from page 84 and offer suggestions to help the teen.**



Harassment – Student Sample

Brainstorm what you already know about harassment.

- picking on somebody
- hitting, tripping, pushing
- making fun of, embarrassing, teasing
- taking money, threatening
- bully feels powerful
- bullies likes to show off

1. Skim and/or Scan the text to predict what you think the main message will be.

Prediction:

The reading will tell us that bullying is wrong and that people shouldn't do it. It will give advice about what to do if you are bullied.

Evidence:

The subtitle "ignoring harassment won't make it go away" makes me think they are going to tell me what to do.

2. Read the text and answer the questions in the space provided below.

a. What is the difference between harassment and bullying?

Harassment is the act of bothering someone repeatedly. Bullying is pressuring people to do something by making them feel fearful.

b. What are four types of harassment?

The four types of harassment are: verbal, physical, visual and retaliation.

c. What is one thing you could do if you were being harassed or bullied?

You can avoid being an easy target by not hanging out where bullies hang out.

d. Why are people bullied?

People are bullied because they are different from the bully.

e. Pick one of the life scenes from page 84 and offer suggestions to help the teen.

Terry is being bullied by his teammates on the internet. He should copy the email so that he has a record of it. He cannot give into the demands of the bully by quitting the baseball team. He should also tell an adult (parent or coach).



Bring Fats into Focus - Template

Brainstorm what you already know about fat as part of a healthy diet.

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-
-
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1. Skim and/or scan the text to predict what you think the main message will be.

Prediction:

Evidence:

a. Read the text and make point-form notes on the following topics: healthy eating tips, types of fats, food labels and “Canada’s Food Guide to Healthy Eating”, using the graphic organizer provided. (See p.57)

3. Compare your prediction to the actual main message in the text.

List two strategies that you found to be most important to maintain a healthy diet.

1.

2.



Bring Fats into Focus – Student Sample

Brainstorm what you already know about fat as part of a healthy diet.

- *Fats are bad for you*
- *There are good fats and bad fats*
- *Fast food has a lot of fat*
- *There are lots of fat free foods available to buy*
- *You need some fat in your diet*
- *You need a minimum amount of body fat*

1. Skim and/or scan the text to predict what you think the main message will be.

Prediction: *The article will tell me how much fat I should be eating in order to be healthy. It will probably tell me what kind of fat I should be eating.*

Evidence: *The sub-heading: “Different Types of Fats” tells me that different fats are better or worse for me. The article gives me a lot of tips. I think it will tell me what I should be doing.*

2. Read the text and make point-form notes on the following topics: healthy eating tips, types of fats, food labels and “Canada’s Food Guide to Healthy Eating”, using the graphic organizer provided.

3. Compare your prediction to the actual main message in the text.

My prediction was pretty good. I missed linking fat consumption to health risks. I didn’t know that I should only eat 30% of my daily intake from fat.

List two strategies that you found to be most important to maintain a healthy diet.

1. *I need to use “Canada’s Food Guide to Healthy Eating” to make selections.*
2. *The “30 Minute Special” was a good tip.*



Harassment: Reading Reflection Sheet - Template

Read the selection again to confirm the main ideas.

1. State one main idea you learned from the reading.

2. State one point that you already knew about before reading the text (from your brainstorming box) and for which you found supporting information in the reading. Note where you found the supporting information.

3. Identify one new piece of information you learned from the reading.

4. What advice would you give to a younger sibling who was being harassed?

5. Using the space below draw a picture showing bullying or harassment.



Harassment: Reading Reflection Sheet – Student Sample

Read the selection again to confirm the main ideas.

1. State one main idea you learned from the reading.

No one should have to put up with harassment or bullying. There are things you can do if it is happening to you.

2. State one point that you already knew before reading the text (from your brainstorming box) and for which you found supporting information in the reading. Note where you found the supporting information.

I already knew that harassment could be physical such as hitting. They talk about the kinds of harassment on page 80 in the box. They call the type of harassment that is name-calling or teasing verbal harassment.

3. Identify one new piece of information you learned from the reading.

I learned that harassment can happen to anybody. I guess I thought it only happened to certain people or people who did something to deserve it.

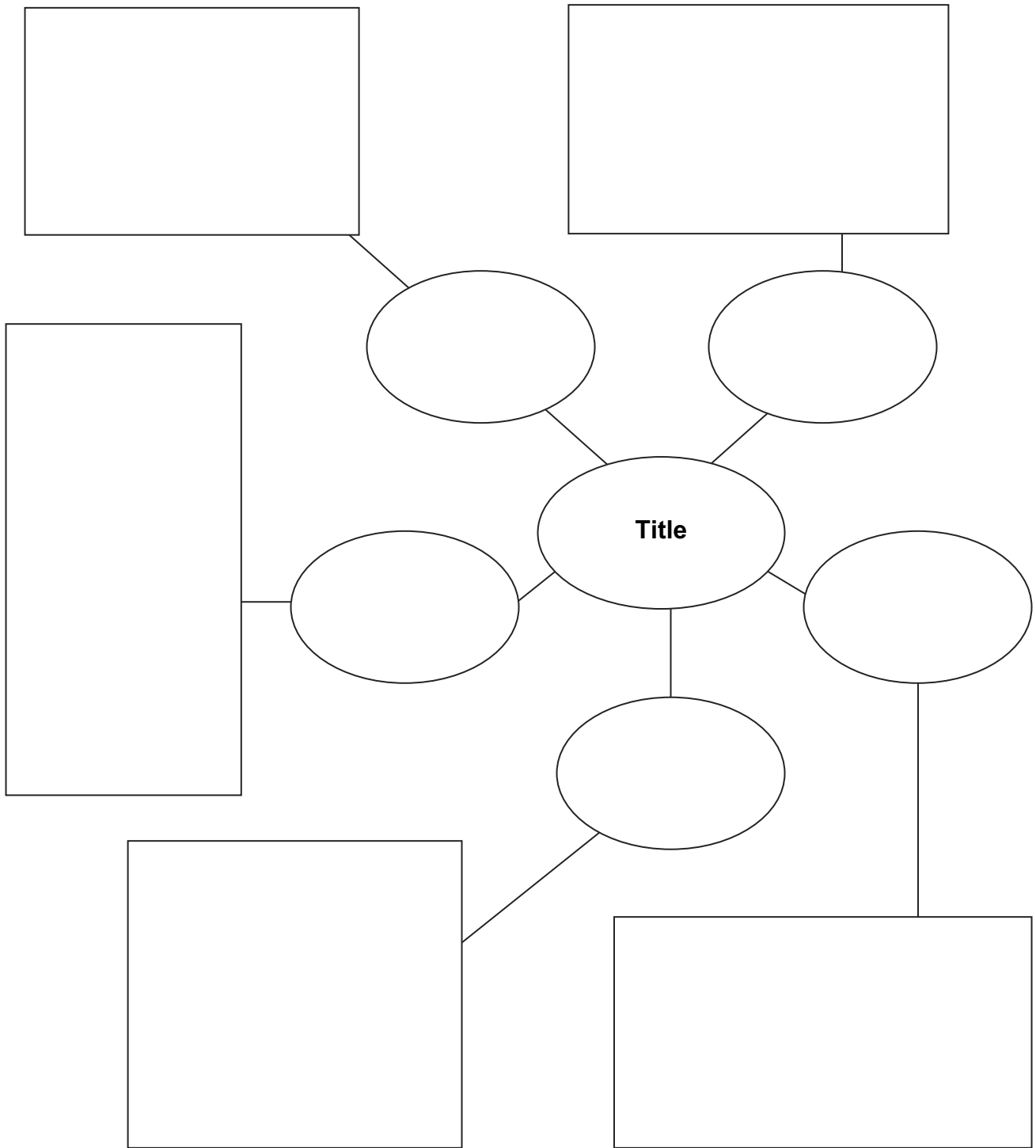
4. What advice would you give to a younger sibling who was being harassed?

I would make my younger sibling tell an adult what was going on. Probably I would tell them to tell our parents. I would tell them that fighting back isn't the solution; it will only make things get worse. I would tell them they could talk to me about it anytime.

5. Using the space below draw a picture showing bullying or harassment.

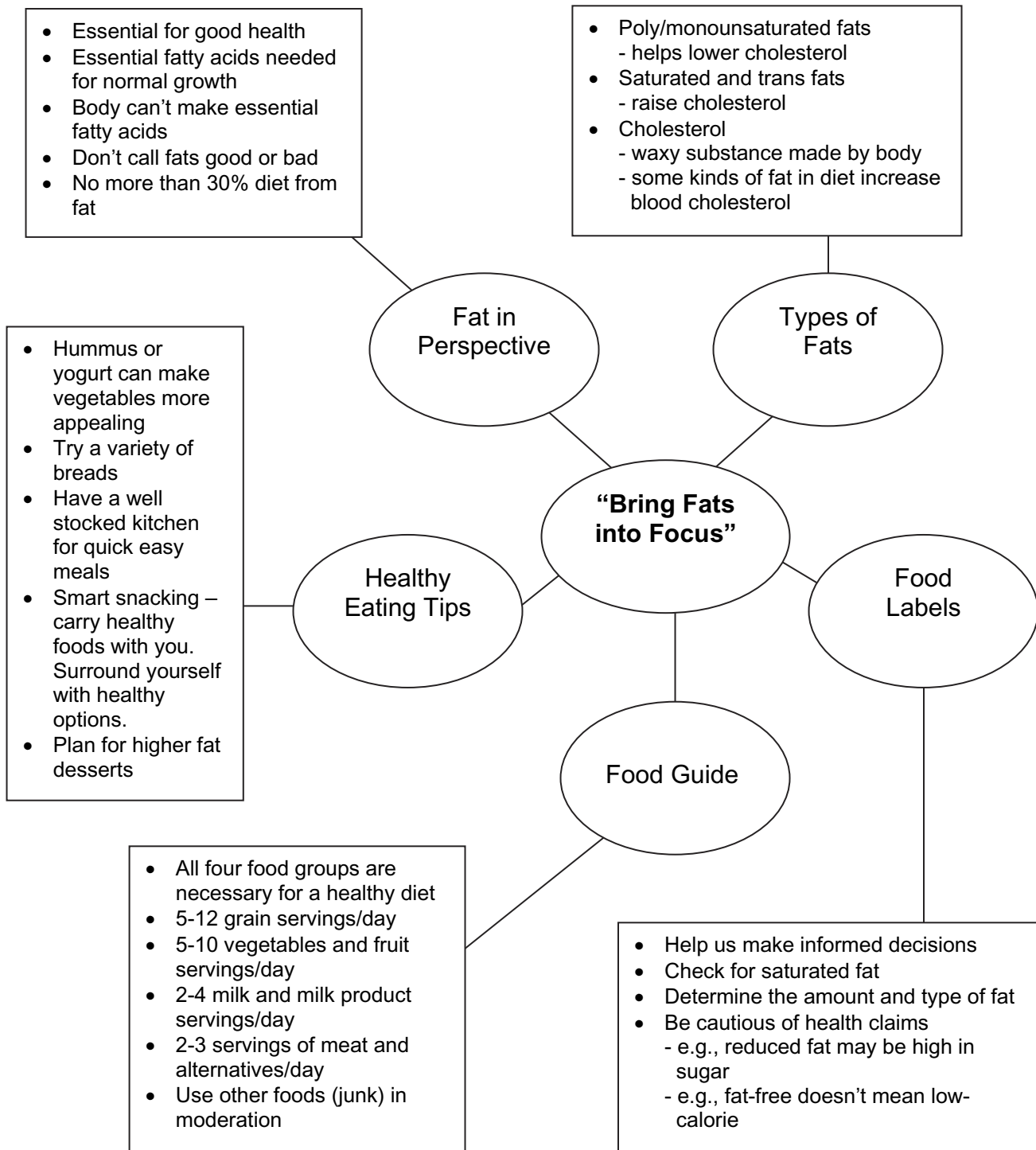


Bring Fats into Focus: Graphic Organizer - Template





Bring Fats into Focus: Graphic Organizer – Student Sample



Reading Different Text Forms: Following Instructions

Health and Physical Education

Students are expected to read and follow instructions in every subject area. This strategy asks students to examine different types of instructions, their features and elements, and how the features, language and organizational patterns can be used to help the reader understand and complete a task.

Purpose

- Provide students with strategies for reading, interpreting and following instructions to complete a specific task.
- Learn how instructions are organized.

Payoff

Students will:

- identify purposes for reading instructions.
- develop a process for reading and following instructions.

Tips and Resources

- Spending time reviewing how to follow instructions early in the course is strongly recommended. In Health and Physical Education instructions are usually given orally; however, there are opportunities to practise reading instructions through assignments, tests, exams and fitness circuits.
- Instructions give detailed step-by-step information about a process or a procedure (e.g., directions, manuals, tests, recipes, experiments). They are sometimes called procedures or how-tos. Most instructions use organizational patterns, language, and features (diagrams and illustrations, bold or italic type, headings, numbers, lists) to help the reader identify the task and the best way to complete it; however, some instructions are complicated without any features to help the reader determine the sequence of steps.
- For more information see:
 - Teacher Resource, *Completing a Fitness Circuit* (Grade 8).
 - Student/Teacher Resource, *Completing a Fitness Circuit - Answer Key* (Grade 8).
 - Teacher Resource, *Personal Fitness Plan* (Grade 9).
 - Student/Teacher Resource, *Personal Fitness Plan – Answer Key* (Grade 9).
- For background information:
 - *Ophea, Health and Physical Education, Grade 8. Unit #5 – Fitness, “Fitness Circuit Cards” Appendix I* pp. 277-281.
 - *Ophea, Health and Physical Education, Grade 9,10. Module #7- Physical Fitness, “Personal Fitness Plan-Student Instructions”* pp. 58-59.

Further Support

- Provide students with a list of typical signal words and task prompts and suggestions/strategies for responding to them in Health and Physical Education (e.g., *explain, list, summarize, give reasons for, select, choose, support*).
- Create a class framework for reading instructions such as:
 - preview
 - highlight and annotate
 - think aloud and visualize
 - reread
 - go step-by-step
 - read the diagrams
 - ask questions
- Have students read a set of instructions that has irrelevant or repeated information, or is poorly organized, identify the irrelevant or repetitious information and sentences, and highlight the important information. Ask students to determine what information is missing and to rewrite the instructions. Compare the original, the modified example, and the students' work. Note similarities and differences, and suggest reasons for the writers' decisions. Have students determine the most effective set of instructions and identify the elements that made the instructions easy to follow.
- Provide students with opportunities to follow oral instructions, and discuss how they were able to complete the instructions and what was challenging, confusing or frustrating.

Reading Different Text Forms: Following Instructions

Grades 8 & 9 - Physical Fitness

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a set of instructions related to Health and Physical Education. See Teacher Resources, <i>Completing a Fitness Circuit</i> (Grade 8) or <i>Personal Fitness Plan</i> (Grade 9). • Make copies of the set of instructions and cut them into slips of paper with a step on each slip (unnumbered). Place one set of jumbled instructions in as many envelopes as there are groups or pairs. • Ask students to recall an important occasion when they had to follow a set of instructions (e.g., a drill, a test). Discuss what was challenging and what was easy about following the instructions. • Ask students to recall what they know about effective instructions. • Provide partners or small groups with an envelope, and ask students to recreate the instructions and talk about the clues they have used to reconstruct the instructions. • Alternatively, teachers may use step 3 of the “I.D.E.A.L. Decision-Making Model” (see Teacher Resource, <i>Following Instructions, Personal Fitness Plan</i>) as the selected set of instructions for this literacy strategy. 	<ul style="list-style-type: none"> • Recall the last time they had to follow instructions and discuss what was difficult and what was easy about following the instructions.
<p>During</p> <ul style="list-style-type: none"> • Model for students how to preview the instructions (e.g., looking at signal words, organization of text, sequencing of steps). • Ask students to continue to reconstruct the instructions to identify the task to be completed, imagining that they are completing the instructions. • Ask small groups to discuss the strategies they used to read the instructions and determine what they were expected to do. • Compare the groups’ reconstructed instructions and discuss the decisions they made. Identify and discuss the strategies they used to determine the task and the sequence. 	<ul style="list-style-type: none"> • Recreate the instructions into the correct order. • Students imagine completing the activity and note any confusion. • Students create a title identifying the instructed activity. • Discuss the strategies the students used to recreate the instructions.
<p>After</p> <ul style="list-style-type: none"> • Post a copy of the correct sequence for the instructions. See Student/Teacher resources, <i>Completing a Fitness Circuit – Answer Key</i> (Grade 8) or <i>Personal Fitness Plan – Answer Key</i> (Grade 9). • Clarify any confusing sections of the instructions. Use a flow chart to outline the steps, if necessary. • Complete the activity according to further teacher instructions (fitness circuit/fitness plan). • Discuss any problems that arose while completing the task. 	<ul style="list-style-type: none"> • Complete the fitness circuit or fitness plan by following the instructions. • Identify any confusion that still exists and consider ways to address the confusion.

Notes



Completing a Fitness Circuit

Instructions:

1. Divide the class into groups of 3 or 4 students.
2. Make photocopies of the following set of instructions, one per group.
3. Divide the set of instructions by cutting along the dotted lines.
4. Place each set of instructions in an envelope for distribution to the students.
5. Give each group an envelope.
6. Ask the groups to reconstruct the instructions in the correct sequence.
7. Once the group has completed the task, ask students to create an appropriate title which describes the activity.

Find a partner.

Go to a station. There should be no more than two groups at a station.

Read the instructions posted at the station.

When the music begins, start the activity for the station.

Participate vigorously while the music is playing.

When the music stops, proceed to the next station. For example, proceed from station 2 to station 3, or from station 18 to station 1.

Repeat steps 3 - 5 for the duration of the circuit.



Completing a Fitness Circuit – Student Sample

Title of the activity: Completing a Fitness Circuit

Find a partner.

Go to a station. There should be no more than two groups at a station.

Read the instructions posted at the station.

When the music begins, start the activity for the station.

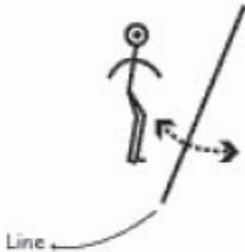


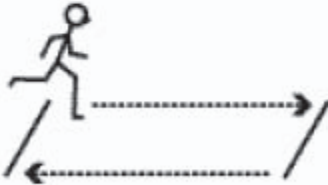
Participate vigorously while the music is playing.

When the music stops, proceed to the next station. For example, proceed from station 2 to station 3, or from station 18 to station 1.



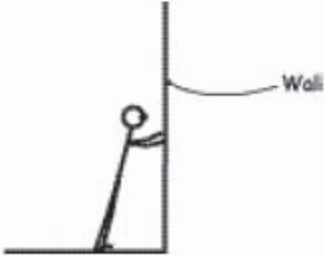

Repeat steps 3 - 5 for the duration of the circuit.

Completing a Fitness Circuit




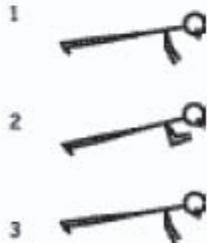
Fitness Circuit Cards

<p>STATION 1 Skier Hops</p> <ul style="list-style-type: none"> • Side jumps over a line. 	<p>STATION 2 Bench Push-Ups</p> <ul style="list-style-type: none"> • Feet on bench, hands on floor. 
<p>STATION 3 Speed Skipping</p> <ul style="list-style-type: none"> • Forward or backward. 	<p>STATION 4 Shuttle Run</p> <ul style="list-style-type: none"> • Run back and forth between two points, touching each line. 





Completing a Fitness Circuit

<p>STATION 5 Jumping Jacks</p> <ul style="list-style-type: none"> Regular, side jacks, lunge jacks. 	<p>STATION 6 Hula Hooping</p> <ul style="list-style-type: none"> Around waist, knees, and ankles. 
<p>STATION 7 Wall Push-Ups</p> <ul style="list-style-type: none"> Slowly bring body to wall and back. Keep body tight. 	<p>STATION 8 Bench Overs</p> <ul style="list-style-type: none"> Side to side with hands on bench, hop over, from side to side. 


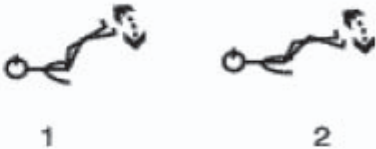
Completing a Fitness Circuit

<p>STATION 9 Bench Step-Ups</p> <ul style="list-style-type: none"> Students step onto a bench and back down. Repeat. 	<p>STATION 10 Sit-Ups</p> <ul style="list-style-type: none"> Knees bent, feet on floor, hands slide along floor. 
<p>STATION 11 Standing Long Jump</p> <ul style="list-style-type: none"> Jump from a line. Repeat, trying to beat personal record. 	<p>STATION 12 Push-Up Hops</p> <ul style="list-style-type: none"> Hold push-up position with body tight. Challenge: push off, hands clap and return to push-up position. 

Completing a Fitness Circuit

<p>STATION 13 Leg Raises</p> <ul style="list-style-type: none"> • On side, bottom leg bent lift top leg up and down. • Repeat with other leg. 	<p>STATION 14 Leg Raises – hands and knees</p> <ul style="list-style-type: none"> • From hand and knee position, left knee to side and lower, bend and straighten leg • Repeat with both legs. 
<p>STATION 15 Alternate Ball Toss</p> <ul style="list-style-type: none"> • Toss a tennis ball from one hand to the other. • Keep ball tosses consistent, in front of eyes. 	<p>STATION 16 Sitting Tucks</p> <ul style="list-style-type: none"> • Perform rowing action, pulling legs out and in. 

Completing a Fitness Circuit

<p>STATION 17 Vertical Jumps</p> <ul style="list-style-type: none"> • Jump up high and touch wall with their hands; left, right, and both hands. 	<p>STATION 18 Lower Abdomen</p> <ul style="list-style-type: none"> • Lie on back with legs in air (can be crossed). • Gently lift and lower legs higher in air using lower stomach muscles. 
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Personal Fitness Plan

Instructions:

1. Divide the class into groups of 3 or 4 students.
2. Make photocopies of the following set of instructions, one per group.
3. Divide the set of instructions by cutting along the dotted lines.
4. Place each set of instructions in an envelope for distribution to the students.
5. Give each group an envelope.
6. Ask the groups to reconstruct the instructions in the correct sequence.
7. Once the group has completed the task, ask students to create an appropriate title which describes the activity.

Follow the steps below to develop your Personal Fitness Plan:

Step 1:

Identify and clarify learning expectations related to physical fitness.

- What are the health-related components of physical fitness? (Refer to the worksheets used in the Physical Fitness Unit.)
- What kind of physical shape are you in? Make reference to each of the components.
- What are you expected to demonstrate by the end of the semester/year?
- How will you accomplish this?

Step 2:

Participate in a diagnostic assessment of your physical fitness level using the Personal Fitness Appraisal Sheet.

- What appraisals were used for each health-related fitness component?
- What was your personal fitness level for each component?
- What are your personal fitness strengths and weaknesses?

Step 3:

Follow the steps of the decision-making model to set goals for the fitness plan.



Personal Fitness Plan

Steps for Decision - Making (*I.D.E.A.L.*)

- **Identify** the decision to be made.
What is the decision to be made?
Decision: Maintain or improve my personal level of health-related fitness.

- **Discuss** the decision options and their consequences.
Give the details from your Fitness Appraisal (Appraisal 1 – First Attempt).
How do you feel about your fitness level based on the appraisal?
What do you value as being important in relation to physical fitness?
What are the advantages and disadvantages of maintaining or improving your personal fitness?

- **Evaluate** the options and select a choice.
What health-related physical fitness components are you going to maintain or improve?
How could you improve these fitness components?
Identify the goal(s) to improve your personal fitness.
Use the following criteria to determine whether the goal(s) is **SMART**.
 - Specific - is it clear and identifiable?
 - Measurable - can results be determined?
 - Attainable - is it possible?
 - Realistic - is it probable?
 - Time – when will it conclude?

- **Act** on your decision.
Identify what you are going to do to attain your goal.
Explain your goal(s) to at least one other person who will support and encourage you along the way.
Follow through on your Fitness Program, and track/record your progress using the Fitness Appraisals, Personal Fitness Tracking Sheets and Log/Journal.

- **Learn** from your decision.
Identify the barriers/challenges you have come up against. What did you do to address these barriers/challenges?
What revisions did you make to your plan? How did this impact your progress?



Personal Fitness Plan

Step 4:

Monitor progress using Personal Fitness Tracking Sheets.

- Include the following components: frequency, intensity of exercise, time spent being active and type of activity.
- Under Comments, provide specific information regarding factors that may have influenced your performance that day (e.g., inclement weather, health, diet).
- Use tracking sheets to plot progress and to determine revisions to your personal fitness program.

Step 5:

Use Personal Fitness Appraisal Sheet, Personal Fitness Tracking Sheets and Log/Journal to reassess and revise your plan on an ongoing basis throughout the semester/year.

- Reaffirm your personal fitness goal(s).
- Examine the Personal Fitness Appraisal Sheet, Personal Fitness Tracking Sheets and Log/Journal to determine trends/patterns.
- Are you moving closer to attaining your fitness goal(s)? Why or Why not?
- Identify the challenges/barriers that are blocking your progress or identify what has helped you progress towards your fitness goal(s).

Step 6:

Reflect on progress and next steps (e.g., benefits of improved health-related fitness, commitment to be physically active on a daily basis) in a Log/Journal throughout the semester/year.

- How did the revisions to your fitness program help or hinder your progress?
- How do you feel about what you are doing and how you are progressing?
- What impact is your fitness level having on your daily life?
- What do you still want/need to do to maintain or improve your personal fitness?



Personal Fitness Plan – Student Sample

Follow the steps below to develop your Personal Fitness Plan:

Step 1:

Identify and clarify learning expectations related to physical fitness.

- What are the health-related components of physical fitness? (Refer to the worksheets used in the Physical Fitness Unit.)
- What kind of physical shape are you in? Make reference to each of the components.
- What are you expected to demonstrate by the end of the semester/year?
- How will you accomplish this?

Step 2:

Participate in diagnostic assessment of your first attempts fitness level using Personal Fitness Appraisal Sheet.

- What appraisals were used for each health-related fitness component?
- What was your personal fitness level for each component?
- What are your personal fitness strengths and weaknesses?

Step 3:

Follow the steps of decision-making to set goals for the plan.

Steps for Decision-Making (I.D.E.A.L.)

- **Identify** the decision to be made.
What is the decision to be made?
Decision: Maintain or improve my personal level of health-related fitness.
- **Discuss** the decision options and their consequences.
Give the details from your Fitness Appraisal (Appraisal 1 – First Attempt).
How do you feel about your fitness level based on the appraisal?
What do you value as being important in relationship to physical fitness?
What are the advantages and disadvantages in maintaining or improving your personal fitness?
- **Evaluate** the options and select a choice.
What health-related physical fitness components are you going to maintain or improve?
How could you improve these fitness components?
Identify the goal(s) to improve your personal fitness.
Use the following criteria to determine whether the goal(s) is **SMART**.
 - Specific - is it clear and identifiable?
 - Measurable - can results be determined?
 - Attainable - is it possible?
 - Realistic - is it probable?
 - Time – when will it conclude?
- **Act** on your decision.
Identify what you are going to do to attain your goal.
Explain your goal(s) to at least one other person who will support and encourage you along the way.
Follow through on your Fitness Program, and track/record your progress using the Fitness Appraisals, Personal Fitness Tracking Sheets and Log/Journal.
- **Learn** from your decision.
Identify the barriers/challenges you have come up against. What did you do to address these barriers/challenges?
What revisions did you make to your plan? How did this impact your progress?

Personal Fitness Plan – Student Sample

Step 4:

Monitor progress using Personal Fitness Tracking Sheets.

- Complete tracking sheets on a regular basis (e.g., daily).
- Include the following components: frequency, intensity of exercise, time spent being active and type of activity.
- Under Comments, provide specific information regarding factors that may have influenced your performance that day (e.g., inclement weather, health, diet).
- Use tracking sheets to plot progress and to determine revisions to your personal fitness program.

Step 5:

Use Personal Fitness Appraisal Sheet, Personal Fitness Tracking Sheets and Log/Journal to reassess and revise plan on an ongoing basis throughout the semester/year.

- Reaffirm your personal fitness goal(s).
- Examine the Personal Fitness Appraisal Sheet, Personal Fitness Tracking Sheets and Log/Journal to determine trends/patterns.
- Are you moving closer to attaining your fitness goal(s)? Why or Why not?
- Identify the challenges/barriers that are blocking your progress or identify what has helped you progress towards your fitness goal(s).

Step 6:

Reflect on progress and next steps (e.g., benefits of improved health-related fitness, commitment to be physically active on a daily basis) in a Log/Journal throughout the semester/year.

- How did the revisions to your fitness program help or hinder your progress?
- How do you feel about what you are doing and how you are progressing?
- What impact is your fitness level having on your daily life?
- What do you still want/need to do to maintain or improve your personal fitness?

Ophea, Health and Physical Education, Grade 9,10. Module #7- Physical Fitness, "Personal Fitness Plan-Student Instructions" pp. 58-59.

Generating Ideas: Setting the Context (What Do My Readers Want to Know?)

Health and Physical Education

Good writers anticipate the information and ideas that readers may want or need to know about the subject. Imagining and considering the possible questions that the intended audience may have about the topic help to generate possible content for the writing, suggest a writing form, and provide a direction for research.

Purpose

- Generate possible topics and subtopics for a writing task.
- Identify important ideas and information to include in the writing.
- Identify the audience and purpose for the writing.

Payoff

Students will:

- clarify the writing task (purpose, audience, form).
- consider the audience and the purpose for the writing.
- generate questions and use them to focus the writing.

Tips and Resources

- **Purpose** refers to the reason for the writing and the results that writers expect from the writing. Some writing is intended to communicate information to the reader. These purposes include *to inform*, *to explain*, *to review*, *to outline*, and *to describe*. Other purposes convince the reader of a particular viewpoint. These include *to request*, *to persuade*, *to assess*, *to recommend*, *to propose*, *to forecast*, and *to entertain*. The purpose for the writing will affect the selection of content, language, and form.
- **Audience** refers to the intended readers of the writing. Defining the audience is important because it will affect the content (what is said), and the form and features (how it is said). The intended audience may vary in age, background knowledge, experience and interest.
- For more information see:
 - Student Resource, *Ask Sam: Talk it Over – Template*.
 - Teacher Resource, *Ask Sam: Talk It Over – Student Sample (Grade 7)*.
 - Student/Teacher Resource, *Factors that Lead to Responsible Sexual Relationships – Student Sample (Grade 9)*.
- For background information:
 - *Health for Life 1*, “Teacher’s Resource: Line Master 4-3”, pp. 103.
 - *Health for Life 1*, “Body and Mind”, Chapter 4, pp.48 – 49.
 - *Ophea, Health and Physical Education, Grade 9, 10. Module #1 - Healthy Growth and Sexuality*, pp. 24-39.

Further Support

- When students are working in pairs, have each partner generate questions for the other’s topic.
- To generate ideas, ask questions about the topic from the point of view of the intended audience. Provide support for asking rich questions.
- Review the 5W + H questions (who, what, when, where, why, how).



Generating Ideas: Setting the Context (What Do My Readers Want to Know?)

Grade 7 – Growth and Development
Grade 9 – Healthy Growth and Sexuality

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Assign a topic based on sexuality that describes the audience and purpose for this piece of writing in order to respond to a student’s questions about body changes during puberty (Grade 7) or to describe the factors that lead to responsible sexual relationships (Grade 9). Model for students the process of imagining the readers and the possible questions they would ask about the topic, and record these questions under the topic heading; for example, a teenage reader may want to know: “Why am I not experiencing some of the physical changes that we learned about?” (Grade 7) or “What are important factors in a responsible sexual relationship?” (Grade 9). See Student/Teacher Resources, <i>Setting the Context (What Do My Readers Want to Know) – Student Samples</i>. Ask students to contribute questions that they think the audience would need/want answered. If needed, use prompts such as: <ul style="list-style-type: none"> - Who are my readers? - What background information about the topic do they need? - What do my readers need to know first? - What other things will my readers need to know? 	<ul style="list-style-type: none"> Recall what they already know about the topic. Imagine the questions they would ask as readers of a piece of writing on this topic. Make connections to other students’ questions, noting similarities and differences. Imagine that they are the readers and generate possible questions.
<p>During</p> <ul style="list-style-type: none"> Ask students to review their selected topics in order to write an ‘Ask Sam’ Advice Column or write a paragraph, poem or song describing the important factors in a responsible sexual relationship. The purpose is to explain age-appropriate matters related to sexuality. Have students (in pairs, small groups, or individually) create possible questions that the readers may have about the topic. Have students share and compare the questions for similar topics. Students may wish to add to or refine their list of questions. 	<ul style="list-style-type: none"> Recall what they already know about their topic and imagine what their reader may want to know. Work in pairs or groups, using chart paper to record questions. Post chart pages or report on questions that the pairs or groups generated.
<p>After</p> <ul style="list-style-type: none"> Model for students how to organize the questions into a possible outline for their writing, and use the questions to focus their first draft writing or research. Ask students to use their questions to create a writing outline. Ask students to use their writing outline questions to begin writing about their topic. 	<ul style="list-style-type: none"> Listen to the teacher’s thinking process for organizing the questions. Working individually, respond to the questions in order to get started on the Advice Column or factors that lead to responsible sexual relationships.

Notes



Ask Sam: Talk it Over - Template

In the space below, use the information you have learned about puberty to answer this student's question.

<p>Topic: _____</p> <p>Dear Sam,</p> <p>Everybody else is having all these puberty things happening, but me – nothing. When's it going to be? What if it never happens?</p> <p>Signed,</p> <p>Tired of Waiting</p>	<p>Questions about the topic:</p> <ul style="list-style-type: none">▪▪▪▪ <p>What other information does my audience need?</p> <ul style="list-style-type: none">▪▪▪
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Template based on *Health for Life 1*, "Teacher's Resource: Line Master 4-3", pp. 103.



Ask Sam: Talk It Over – Student Sample

In the space below, use the information you have learned about puberty to answer this student’s question.

<p>Dear Sam,</p> <p>Everybody else is having all these puberty things happening, but me – nothing. When’s it going to be? What if it never happens?</p> <p>Signed,</p> <p>Tired of Waiting</p>	<p>Questions about the topic:</p> <ul style="list-style-type: none"> ▪ What puberty things are happening to everyone else? ▪ When do puberty changes normally occur? ▪ Who else can I ask? ▪ Where can I get additional information? <p>What other information does my audience need?</p> <ul style="list-style-type: none"> ▪ The difference between boys and girls during puberty. ▪ The definition of puberty and what are the changes during the stages of puberty. ▪ The readers for this will be adolescents.
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Factors that Lead to Responsible Sexual Relationships – Student Sample

Part A – Questions

- What does self-responsibility mean?
- What are the main characteristics of a good relationship?
- What background education do teens need to know about sex/sexuality and STI/STDs?
- How can teens say ‘no’ in a way that their partners won’t be hurt?

Part B – Audience/ Background Questions

- Who is my audience?
- How should teens solve problems/conflicts?
- What are good communication skills?
- What influences teens to practice abstinence or to be sexually active?

Part C

- Write a well-constructed paragraph, poem or song describing factors that lead to responsible sexual relationships.



Generating Ideas: Adding Content (Pass It On!)

Health and Physical Education

This strategy provides feedback to students *before* they start their first draft. Students exchange their *brainstorming* and *notes* for any project-paragraphs, research, process, lab reports or summaries, and develop questions designed to help them draw out more details for their first draft.

Purpose

- Identify ideas and information that may have been omitted.
- Reconsider and revise initial thinking (such as brainstorming) *before* writing the first draft.
- Teach students how to question others and themselves.

Payoff

Students will:

- ask who, what, where, when, why and how (5W + H), and predict questions while writing.
- add and support ideas, with the help of others and then on their own.

Tips and Resources

- This activity is a good follow-up to *Rapid Writing* and *What Do My Readers Want to Know?*
- This strategy may be used before and during writing, especially if students are sharing research.
- For more information see:
 - Teacher Resource, *News Report: It's All the Rave - Student Sample* (Grade 8).
 - Student Resource, *Instructions for Adding Content (Pass It On!): It's All the Rave - Student Sample* (Grade 8).
 - Teacher Resource, *Why People Are Violent – Student Sample* (Grade 9).
 - Student Resource, *Instructions for Adding Content (Pass It On!): Why People are Violent – Student Sample* (Grade 9).
- Provide stick-on notes if students find it too confusing to have other students writing on their work.
- For background information:
 - *Ophea, Health and Physical Education, Grade 9, 10. Personal Safety and Injury Prevention*, pp.4-24.
 - *Ophea, Health and Physical Education, Grade 8. Unit #3 – Subtask #2 “Consequences, Consequences”, pp. 136 – 139.*
 - *Ophea, Health and Physical Education, Grade 8. Unit #3 – Appendix H “Newspaper Review of Trial” pp.162.*

Further Support

- Teachers should model the process of asking questions about a piece of writing. Alternatively, teachers may post a piece of personal writing and invite students to ask questions about various parts of the piece.
- Students may use brainstorming or first drafts of any assignment they are working on (e.g., research/planning paragraphs, summaries, lab reports, essays, and answers to questions).



Generating Ideas: Adding Content (Pass It On!)

Grade 8 – Substance Use and Abuse

Grade 9 – Personal Safety and Injury Prevention

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Assign a topic based on violence such as substance use and abuse in a News Report – “It’s All the Rave!” (Grade 8) or “Why people are violent?” (Grade 9). Distribute Student Resources, <i>Instructions for Adding Content (Pass It On!): It’s All The Rave – Student Sample</i> (Grade 8) or <i>Why People are Violent – Student Sample</i> (Grade 9). Review who, what, when, where, why and how (5W + H questions), using the handout. Suggest other possible questions, depending on the type of assignment (narrative or informative). Remind students about the purpose of this activity – to ask questions (based on what’s already there) that they would like the writer to answer. Create groups of 4 to 6 students. 	<ul style="list-style-type: none"> Individually brainstorm and make notes for the topic. Read the instructions with the teacher.
<p>During</p> <ul style="list-style-type: none"> Time the students – have them pass their work to the next person to their left who will add questions to the work that is handed to them. In 3 to 5 minutes, depending on the length of the work, call “time” and have the students pass their work to the left again. Have students continue until the work has been returned to the original author. (Optional) Ask students to begin answering the questions or making suggestions regarding the questions they see on the papers in front of them, once work has been passed to at least two others in the group. 	<ul style="list-style-type: none"> Within their group, pass work left and quickly skim the work handed to them. As they read, ask questions based on the 5Ws and “how?” Work silently. Use stick-on notes and write comments and questions in margins. (Optional) Start answering some of the questions others have written on the work, once they have questioned the work of at least two of the people in the group – even if it is not their own.
<p>After</p> <ul style="list-style-type: none"> Use the edited work and the answers to the questions as the basis for a Newspaper Review of a Trial. (Grade 8) Use the edited work and the answers to the questions as the basis for a report, a letter to a friend, a magazine or newspaper article, a letter to the editor, a play script, an audio or video tape. (Grade 9) 	<ul style="list-style-type: none"> Try to answer as many of the questions as possible when they get their own work back. Use the questions and answers as the basis for creating their work. (Grades 8 and 9)

Notes



News Report: It's All the Rave! – Student Sample

Byline: Is Rave guilty of crimes against society? **Dateline:** Thursday, July 15th, 2004 **Place line:** Montreal

Headline: It's All the Rave!

Lead: The "Rave" drug was put on trial today in order to determine whether or not this substance was guilty or innocent for crimes against society.

- "Rave" drugs can be very dangerous to your health
- they are hallucinogenic drugs
- make you feel relaxed, energetic, and sensitive
- can also cause lethargic behaviour
- ecstasy, crystal, ketamine
- street names include roofies, vitamin K, special K, Mexican Valium

How do we know that the drug was creating a problem?

Why do people still continue to abuse substances even though they know the negative consequences?

Who can we contact for more information or assistance?

When will the sentence be handed down?

What arguments are raised by the prosecution, defense and the drug itself?

What are the supporting details for this story?

What are the negative consequences of using this drug?

What community resources are available to help?



Instructions for Adding Content (Pass It On!): It's All the Rave!

When you build a fire, you need just enough wood to get it started. Usually we start with small pieces and then add the larger ones after the fire gets going. That's what we are going to do with your initial ideas or drafts for creating your news report – "It's All the Rave!"

The assignment you have written is like a small flame - it is an idea, and you may need to add more ideas to it. Here is an easy way to learn the questions you need to ask in order to add fuel to your fire. You are going to trade work with people in your group and ask questions without talking.

When you are in your group, you will each pass your work to the person on your left. You will work within a time limit so work quickly.

Don't worry if you do not finish all of the assignment you are looking at-the next person will probably deal with the parts that you don't.

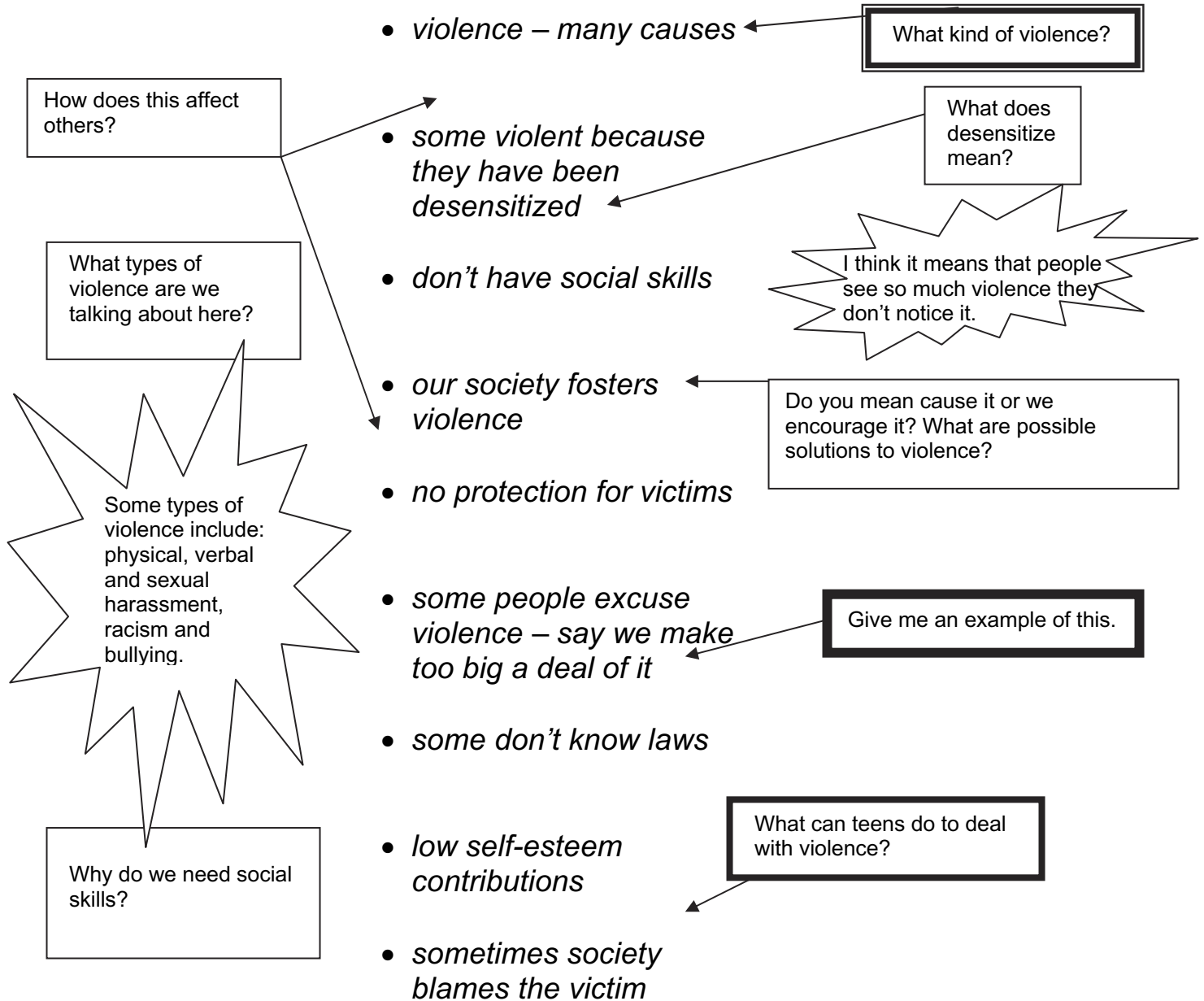
Here is how to add the fuel...

In your groups:

1. Pass your work to the person on your left. Quickly skim the work that *you* have received from the person to your right.
2. As you read, ask questions based on the 5W's and How. Some of your questions might be:
 - What is all the rave?
 - What are possible negative consequences of "rave" drugs?
 - What are possible resources available to prevent and treat drug abuse?
 - Who might be involved with "rave" drugs?
 - Why do they get involved?
 - What happens as a result?
 - What other choices are possible?
 - How does drug use affect others?
3. Do not talk until you have passed around all the work. If you can't read or understand something, don't ask the person. Just write down a question or comment, such as "I don't get this" or "I can't read this."
4. Write in the margin, or at the top of the page, or in the lines-just don't write on top of someone else's writing!
5. Once you have questioned the work of at least two of the people in your group, you may want to start answering some of the questions others have written on the work (even if the work is not yours).
6. When you finally get your own work back, try to answer as many of the questions as you can. The information you give will add to whatever you are creating.



Why People Are Violent – Student Sample



***Note:** The different boxes indicate feedback from different students. (In class, students will use a variety of coloured ink or sticky notes, as they pass it on). The “blasts” indicate the answers suggested by students.



Instructions for Adding Content (Pass It On!): “Why People Are Violent”

When you build a fire, you need just enough wood to get it started. Usually we start with small pieces and then add the larger ones after the fire gets going. That’s what we are going to do with your initial ideas or drafts for creating your violence assignment.

The assignment you have written is like a small flame-it is an idea, and you may need to add more ideas to it. Here is an easy way to learn the questions you need to ask in order to add fuel to your fire. You are going to trade work with people in your group and ask questions without talking.

When you are in your group, you will each pass your work to the person on your left. You will work within a time limit so work quickly.

Don’t worry if you do not finish all of the assignment you are looking at-the next person will probably deal with the parts that you don’t.

Here is how to add the fuel...

In your groups:

1. Pass your work to the person on your left. Quickly skim the work that *you* have received from the
2. As you read, ask questions based on the 5W’s and How. Some of your questions might be:
 - What’s this all about?
 - What are possible solutions to violence?
 - What are possible strategies to counter violence?
 - Who might be involved?
 - Why does this occur?
 - What happens as a result?
 - What other choices are possible?
 - How does this affect others?
3. Do not talk until you have passed around all the work. If you can’t read or understand something, don’t ask the person. Just write down a question or comment, such as “I don’t get this” or “I can’t read this.”
4. Write in the margin, or at the top of the page, or in the lines-just don’t write on top of someone else’s writing!
5. Once you have questioned the work of at least two of the people in your group, you may want to start answering some of the questions others have written on the work-even if the work is not yours.
6. When you finally get your own work back, try to answer as many of the questions as you can. The information you give will add to whatever you are creating.

**Develop Organizing Ideas****Webbing Mapping****Health and Physical Education**

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Pre

- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

Post

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- reread notes, gathered information and writing that are related to a specific writing task.
- organize ideas and information to focus the writing task.

Task Resources

- Strategies for webbing and mapping include:
 - *Clustering* – looking for similarities among ideas and/or information and grouping them according to characteristics.
 - *Comparing* – identifying similarities among ideas, information, or things.
 - *Contrasting* – identifying differences among ideas, information, or things.
 - *Generalizing* – describing the overall picture based on the ideas and information presented.
 - *Outlining* – organizing main ideas, information, and supporting details based on their relationship to each other.
 - *Relating* – showing how events, situations, ideas and information are connected.
 - *Sorting* – arranging or separating into types, kinds, sizes, etc.
 - *Trend-spotting* – identifying things that generally look or behave the same.
- For more information see:
 - Teacher Resource, *Brainstorming Web: How Does Body Image Influence Food Choices? – Student Sample* (Grade 7).
 - Student Resource, *Brainstorming Web: How Does Body Image Influence Food Choices? – Template* (Grade 7).
 - Teacher Resource, *Concept Map – Student Sample* (Grade 10).
 - Student Resource, *Concept Map – Template* (Grade 10).
- For background information:
 - *Ophea, Health and Physical Education, Grade 7. Unit #2 - Healthy Eating*, pp. 88-91, *Appendix E* pp. 99.
 - *Ophea, Health and Physical Education, Grade 9, 10. Module #2 - Healthy Eating*, pp.28.

Formative Strategies

- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes – e.g., cluster (webs), sequence (flow charts), compare (Venn diagram).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue for marking and manipulating their gathered ideas and information.
- Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they still have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic, groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters



Developing

Webbing

Grade 7 Health

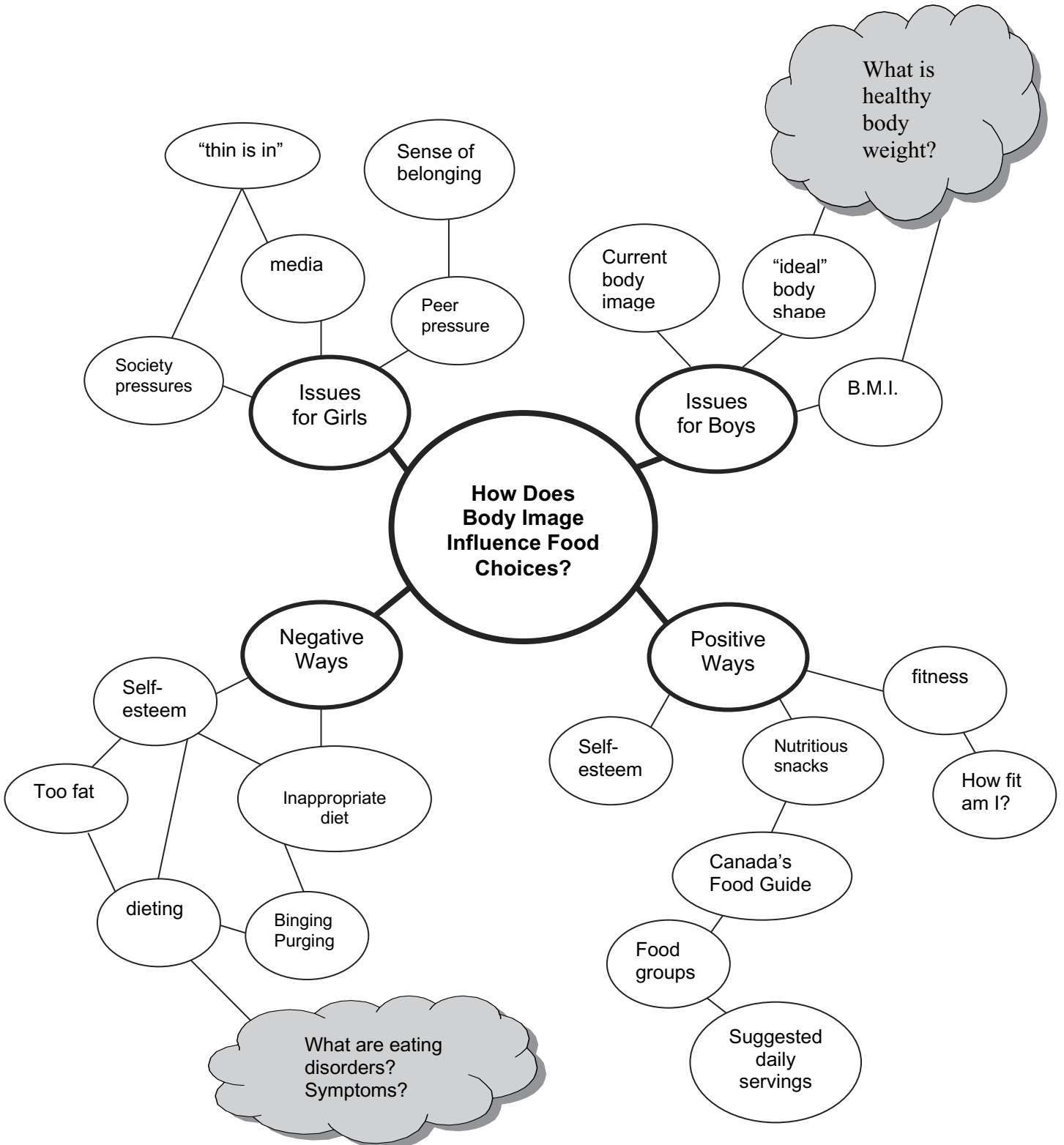
Grade 10 Health

What to do	What to do
<p>Before</p> <ul style="list-style-type: none"> Select a current writing task such as body image (Grade 7) or healthy eating (Grade 10). Prepare a sample on chart paper of possible ideas and information gathered on the topic of body image or healthy eating. Using a marker and model how to make connections among the ideas and information (e.g., number, circle, colour-code, and draw arrows). 	<ul style="list-style-type: none"> Recall what they already know about the topic of body image or healthy eating. Make connections to their own notes. Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences in their own thinking. Recall past use of a webbing strategy to record or organize their thinking.
<p>During</p> <ul style="list-style-type: none"> Ask students in groups of two to four to brainstorm associated words related to the topic body image or healthy eating. Students contribute to the web by identifying important ideas and key information and by suggesting how to place the points to create a web. See Teacher Resources, <i>Brainstorming Web: How Does Body Image Influence Food Choice? - Student Sample</i> (Grade 7) or <i>Concept Map - Student Sample</i> (Grade 10). Ask students to clarify why they placed the ideas/concepts in a particular order on the web/concept map (e.g., Is there another way to order the ideas, sort the concepts?) Model for students how to use the web/concept map. Consider the generalizations and/or categories that emerge from the connections and relationships to help identify subtopics, headings and structure. 	<ul style="list-style-type: none"> Contribute to the class discussion. Note the similarities and differences in responses.
<p>After</p> <ul style="list-style-type: none"> Have students refer to their notes in order to create a web/concept map by sorting and organizing their ideas and information. Ask students to present their findings to the class (Grade 7) or connect all the maps together into one larger map (Grade 10). If appropriate, students who are writing on a similar topic may work in pairs to create a web/concept map for their combined notes. Students may use scissors to cut-and-paste their web/concept map. Ask students to review their webs/concept maps and use them to create an outline for writing. Students will write a report describing how their body image influences their food choices (Grade 7) or what healthy eating means to them (Grade 10). 	<ul style="list-style-type: none"> Reread notes and identify important information and ideas. Use the question prompts to rephrase notes, identify key points, and group the ideas and information to create a web/concept map. Share and compare webs/concept maps. Make the connection between the web/concept map and possible ways of organizing the information and ideas for use in a written report.

Notes

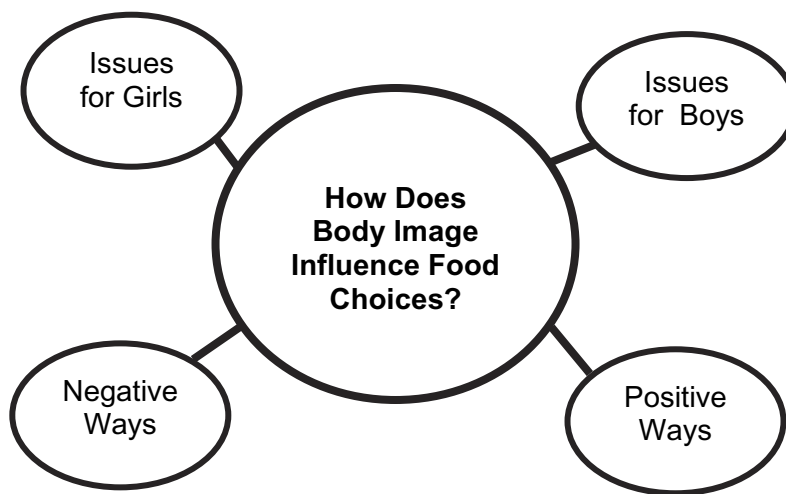


Brainstorming Web: How Does Body Image Influence Food Choices? – Student Sample





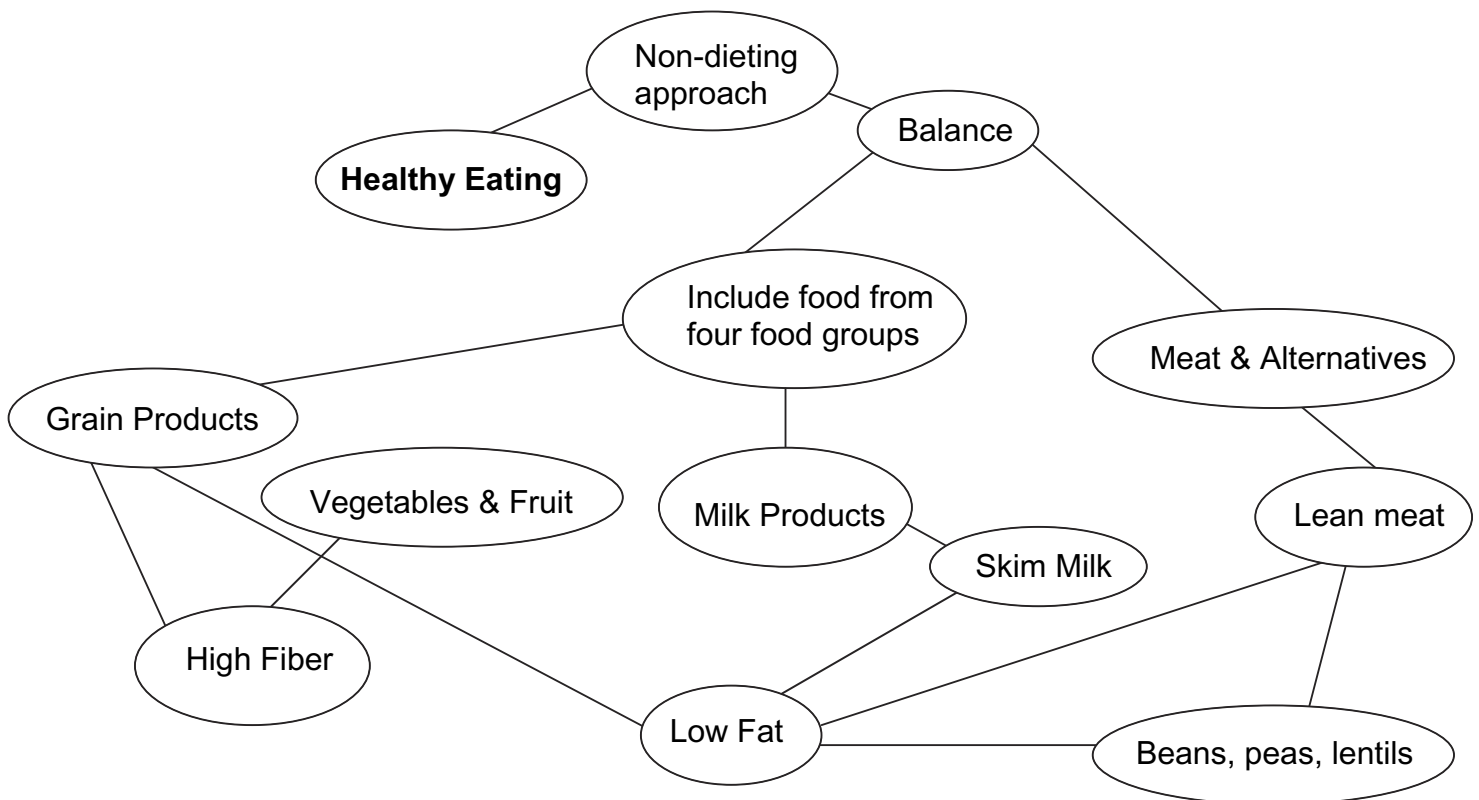
Brainstorming Web: How Does Body Image Influence Food Choices? – Template





Concept Map – Student Sample

A. In groups, students complete a word association concept map about “Healthy Eating”. Each group is assigned a key word to begin their portion of the concept map. Key words may include: *non-dieting approach, nutrient requirements, variety, every day and some times foods, hunger and satiety cues.*



B. Groups will report to the class and connect all concept maps together into one large map.

C. Using the large concept map as a reference, each group will create a definition for “Healthy Eating” and share it with the class.

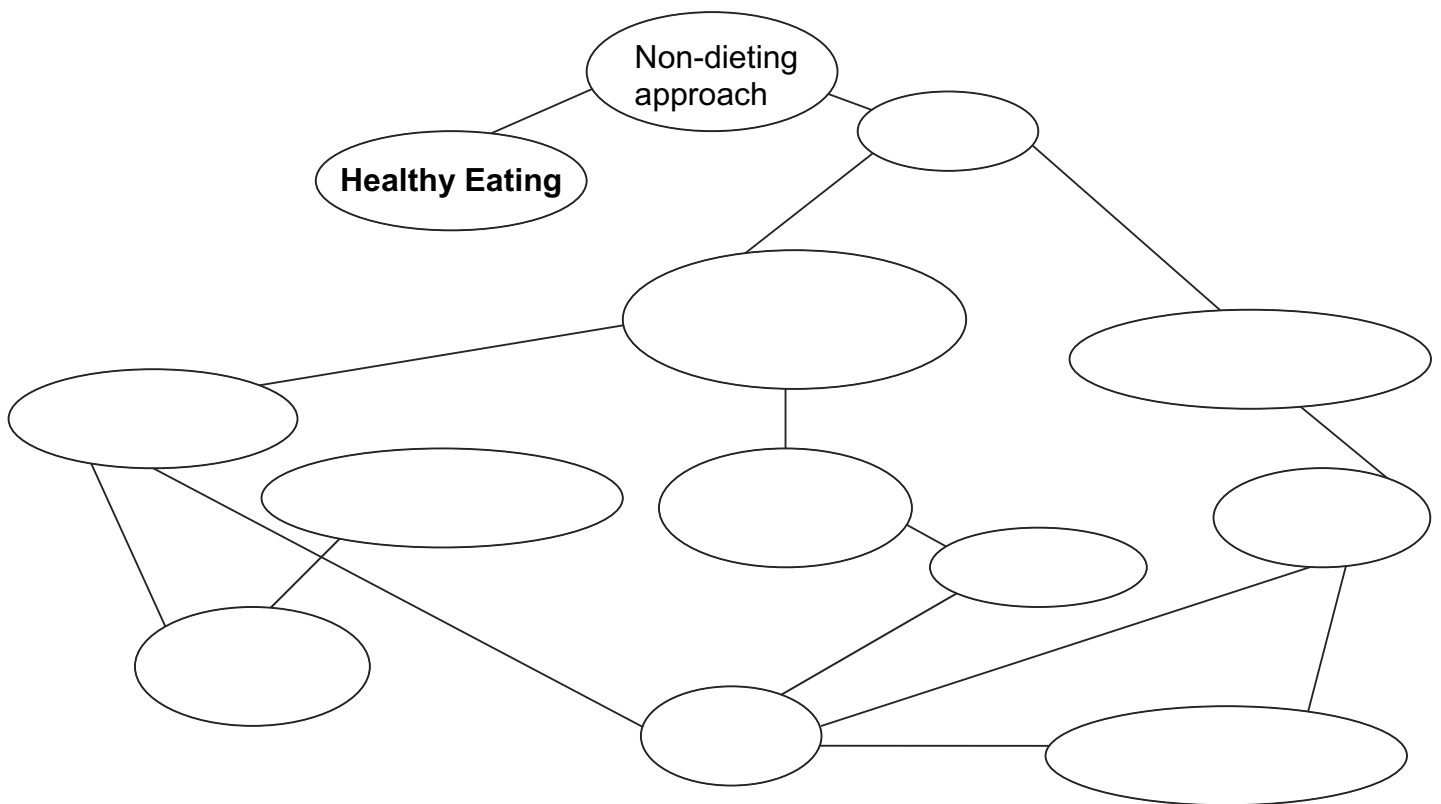
Excerpted from *Ophea, Health and Physical Education, Grade 9, 10. Module #2 - Healthy Eating, pp.28.*



Concept Map – Template

Key Word: _____

Instructions: Brainstorm as a group to identify important ideas and key information about the key word you have been assigned related to “Healthy Eating”. Order ideas and information on the concept map below.





Revising and Editing: Asking Questions to Revise Writing

Health and Physical Education

Students ask other students questions and provide specific feedback about another student's writing. Students learn to take personal responsibility for their writing.

Purpose

- Discuss the ideas in a piece of writing, in order to refine and revise the ideas.

Payoff

Students will:

- engage in meaningful discussion and deepen understanding about the subject content.
- develop over time into supportive writing partners for peers.
- recognize that the writer owns the writing, but that collaboration helps other students to recognize their audience and to focus their purpose in writing.

Tips and Resources

- The writer Nancie Atwell explains that “the writer owns the writing.” This means that the writer should always be given the first opportunity to amend or add ideas, rather than having another person suggest a solution. When other students ask questions or provide open-ended prompts, they give the writer an opportunity to think deeply about a piece of writing and to gain a better sense of how to tailor it to meet the writer's purpose and engage the audience.
- *Revising* is a term that refers to making changes to the ideas in a piece of writing. It may involve adding details, deleting ideas, or amending the order or wording to clarify ideas and point of view.
- See the handout of suggested prompts and questions, Student Resource, *Asking Questions to Revise Writing*.
- For more information see:
 - Student Resource, *Asking Questions to Revise Writing – Template*.
 - Teacher Resource, *Asking Questions to Revise Writing: My Healthy Living Action Plan – Student Sample* (Grade 9).
 - Student Resource, *Asking Questions to Revise Writing – Grade 9 Exemplar*.
 - Teacher Resource, *Asking Questions to Revise Writing – Grade 9 Exemplar*.
- For background information:
 - *Ontario Curriculum Exemplars, Grade 9: Health and Physical Education*, pp. 12, 37 - 38.
 - *In the Middle* (Second Edition)

Further Support

- Create groups of three or four students that will work together to support each other. Ensure that each group has an “ideas” person, a “skills” person (who has good knowledge of organization and the conventions of writing, such as spelling and grammar), and a person who needs strong support.



Revising and Editing: Asking Questions to Revise Writing

Grade 9 – Physical Fitness

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare an overhead or a paper copy of a writing sample such as a fitness plan. See Student Resource, <i>Asking Questions to Revise Writing – Grade 9 Exemplar</i>. • Note: It may be necessary to excerpt a piece if the assignment is lengthy. • Read the sample aloud, asking students to listen carefully (to hear “how it sounds”) while following with their eyes. • Ask students to identify areas of concern or confusion. • Model the use of questions and prompts to the writer, asking students to consider the purpose of these questions and prompts. See Student Resource, <i>Asking Questions to Revise Writing – Template</i>. 	<ul style="list-style-type: none"> • Look and listen for areas of confusion or concern in the writing sample. • Offer suggestions for areas of concern and confusion. • Suggest the purpose or effects of the questions and prompts.
<p>During</p> <ul style="list-style-type: none"> • Give students the Teacher Resource, <i>Asking Questions to Revise Writing: My Healthy Living Action Plan – Student Sample</i>, and take a few minutes to read it over with them. • Put students in conferencing groups of three or four to read each other’s writing. • Ask students to share their piece of writing with at least two people in their group. • Encourage students to use one or two of the prompts or questions. • Provide 20 to 30 minutes for this exercise. 	<ul style="list-style-type: none"> • Exchange writing drafts with another group member. Take turns reading the writing aloud to each other and asking questions or providing prompts. • Exchange writing drafts with a different group member, and repeat the procedure in the preceding point.
<p>After</p> <ul style="list-style-type: none"> • Engage students in whole-class discussion about the process. How did they feel about using the questions or prompts? How helpful was the process in assisting them to set direction for revising their writing draft? • Direct students to revise their writing draft. 	<ul style="list-style-type: none"> • Revise own writing drafts based on the prompts and questions from their partners.

Notes



Asking Questions to Revise Writing – Template

Topic: _____

Your job as a revising partner is a very important one. You can help the writer by:

- giving the writer a sense of how completely the task has been accomplished.
- praising parts of the piece that are well expressed or well explained.
- identifying areas of confusion.
- targeting statements or arguments that may not be well supported with details suggesting new avenues of approach.

However, the writer owns the writing, and should not feel that your suggestions or ideas are being imposed as the solution. The best way to help your writing partner is to phrase your comments as open-ended prompts, as questions, or as a combination of an observation and a question. Some suggestions are below.

- Begin by using any ‘praise’ statements that you can.
- If you can’t use the ‘praise’ suggestion, you should use the ‘questions’

Praise	Questions
<ul style="list-style-type: none"> • This work seems very complete. • I really like the way you wrote... (be specific) • Your point of view is very clear. • Your supporting details are very strong in this paragraph. • Your introduction (or conclusion) is very strong. • Your introduction really gives me a clear picture of where this piece of writing is going. • You’ve organized your arguments in a very convincing way. • Your topic sentences state the main idea of each paragraph very clearly. • Your word choices are very suitable for this assignment and topic. 	<ul style="list-style-type: none"> • Your writing doesn’t seem to be finished. What are your plans for finishing it? • This part confuses me. What could you do to make it clearer? • What is your point of view here? • How can you support this argument with more strength? • What is your evidence in this paragraph? • How could you make your introduction (or conclusion) stronger? • What could you add to your introduction to give me a “road map” of the direction of this piece of writing? • How could you organize this piece to really persuade your reader to agree with your point of view? • How could you rearrange the ideas in this paragraph to have a clear topic sentence? • Your language may be too casual for this type of assignment. How might you change some of the words to be a bit more formal?



Asking Questions to Revise Writing: My Healthy Living Action Plan – Student Sample

Your job as a revising partner is a very important one. You can help the writer by:

- giving the writer a sense of how completely the task has been accomplished.
- praising parts of the piece that are well expressed or well explained.
- identifying areas of confusion.
- targeting statements or arguments that may not be well supported with details suggesting new avenues of approach.

However, the writer owns the writing, and should not feel that your suggestions or ideas are being imposed as the solution. The best way to help your writing partner is to phrase your comments as open-ended prompts, as questions, or as a combination of an observation and a question. Some suggestions are below.

- Begin by using any ‘praise’ statements that you can.
- If you can’t use the ‘praise’ suggestion, you should use the ‘questions’

Praise	Questions
<ul style="list-style-type: none"> • This work seems very complete. It demonstrates an understanding of all of the principles of training needed to develop a fitness plan. • I really like that you set a variety of goals for yourself. • Your point of view is very clear. You have communicated your healthy active living action plan clearly. • The supporting details about your goals being measurable are strong. • Your healthy living goals give me a clear picture of what you want to achieve. • You’ve organized your plan thoroughly. • Your word choices are suitable for this fitness assignment. 	<ul style="list-style-type: none"> • Have you considered the FITT principle in your goals? • How can you monitor exercise intensity (e.g., heart rate, target, heart rate zone) regularly and accurately? • What type of exercise will you do specifically to improve each component of fitness? • This part confuses me. What are aerobic stretches? • What other skills do you have to assist you in attaining your goals other than physical activities? • How could you modify your SMART goal in order to make it realistic?



Asking Questions to Revise Writing – Grade 9 Exemplar

My Healthy Active Living Action Plan

1. My Healthy Active Living Goals are:

My Healthy Active Living Goals are that I would like to loose 3 -5 pounds in the next 2 weeks. I would also like to be more flexible by doing stretching exercises before any health related activities I do in the next 2 weeks. Another think I would like to do in the next 2 weeks is work on my muscular endurance by weight lifting 50 – 70 pounds on my arms and push 270 – 300 pounds on my legs. Lastly I would like to work on lowering my heart rate 3 – 5 beats pre minute when I do my cardiorespiratory activities.

2. My goal is SMART (Describe how your goal meets the criteria): SPECIFIC (Is it clear?)

- Loosing 3 -5 pounds in the next 2 weeks.
- Doing stretching exercises before any health related activities I do in the next 2 weeks.
- Weight lifting 50 -70 pounds on my arms push 270 – 300 pounds on my legs do in the next 2 weeks.
- Push 270 – 300 pounds on my legs do in the next 2 weeks.
- Lowering my heart rate by 3-5 beats pre minute when I do any cardiorespiratory activities in the next 2 weeks.

MEASUREABLE (how will you know when you get there?)

- I would know how much weight I was loosing by the way my clothes fit not by how much I weigh. I would measure it by this way because muscle weighs more than fat.
- I will know my flexibility has increased by measuring my trunk flextion.
- I will know if I have better muscular endurance by how much weight I can lift on my arms.
- I will know if I have better muscular endurance by how much weight I can push on my legs.
- I will know if my heart rate has lowered when I measure it during cardiorespiratory activities.

ATTAINABLE (is it possible?)

Yes I think it is possible for me to achieve these goals if I stick to my Healthy Active Living Action Plan and cut down on junk food and snacks before dinner.

REALISTIC (is it probable?)

I think that my goals are realistic and I can achieve them if I think positive and stick to my Health Active Living Action Plan.

Taken from Ontario Curriculum Exemplar: Progressive Personal Fitness Plan: Level 3, Sample 1.
The Ontario Curriculum Exemplars, Grade 9: Health and Physical Education, pp.37.



Asking Questions to Revise Writing – Grade 9 Exemplar

My Healthy Active Living Action Plan

TIME FRAME FOR COMPLETION (what are the time lines?)

I time frame that I have to complete my goals in is 2 weeks.

3. After review of SMART formula, should I modify my goals? If so, how?

After reviewing the “smart” formula, I don’t think that I need to modify my goals if I work hard, think positive and stick to my Healthy Active Living Action Plan.

4. What specific knowledge/skills do I have that will enable me to achieve this goal?

Knowledge	Skills
<ul style="list-style-type: none"> - I know how to do aerobic stretches - I know how to do a fitness appraisal - I know the principals of a training program - I know the Healthy Active Living is good for me - I know how to use weight lifting machines - I know that I have the will power to succeed 	<ul style="list-style-type: none"> - I am active in swimming - I am active in weight training - I am active in volleyball - I am active in tennis - I am active in basketball

Taken from Ontario Curriculum Exemplar: Progressive Personal Fitness Plan: Level 3, Sample 1.
The Ontario Curriculum Exemplars, Grade 9: Health and Physical Education, pp.38.



Revising and Editing: Peer Editing

Health and Physical Education

Peer editing gives students an opportunity to engage in important conversations about how a piece of writing for an assignment in any subject area has been constructed and whether it achieves its purpose, considering the audience. By reading each other's work, asking questions about it, and identifying areas of concern, students learn a great deal about how to put information together and express ideas effectively.

Purpose

- Encourage students to look at their own writing and other's writing with a more knowledgeable, critical eye.

Payoff

Students will:

- have an audience for the writing, other than the teacher.
- develop skills in editing and proofreading.
- receive peer input about possible errors and areas of concern, in a "low-risk" process.
- have positive, small-group discussions.

Tips and Resources

- Peer editors should not be expected to correct all of the writer's errors, since the writer is responsible for the piece's clarity and correctness. Rather, the teacher and other students should provide support for the writer to make corrections; e.g., refer to the **Word Wall** strategy in Reading.
- Peer editing is a skill that must be built and practised over time. Begin with a single focus (such as writing an interesting and effective introduction), then add elements *one at a time*, such as:
 - appropriate paragraphing;
 - detail and support for topic sentences;
 - appropriate subject-specific vocabulary;
 - sentence variety;
 - conventions of writing (grammar, punctuation, and spelling).
- This strategy may be used more intensively where time permits or where the writing assignment is particularly significant. In these cases, student work may be edited by more than one group or in pairs, where each edits the other's work.
- Each student should have the opportunity to get feedback from at least two other students.
- For more information see:
 - Student Resource, *Peer Editing Checklist*.
 - Teacher Resource, *Being a Good Audience For Writing - Student Sample* (Grade 9).
 - Teacher Resource, *Drugs – Student Sample* (Grade 9).
- For background information:
 - *Ontario Curriculum Exemplars, Grade 9: Health and Physical Education*, 2002. pp. 82.

Further Support

- Consider balancing each group with students who have varying skills and knowledge to bring to the peer-editing process. More capable peer editors will act as models for the students who haven't yet consolidated the concepts or skills.
- Explain to students that you have designed the triads or groups to include a very creative person, a person with good technical skills, and one or more persons who would provide a very honest audience for the writing.
- Consider turning some of the questions into prompts (e.g., The best piece of writing is . . . ; I'd like more information about . . . ; I was confused by . . .).



Peer Editing Checklist

Name:	Grade:
-------	--------

	Magazine Feature Assignment:	Yes	No	Suggestions/concerns/Problems
1	The ideas are clearly stated, and there are enough of them.			
2	The purpose of the piece is clear.			
3	The message is clear for the intended audience.			
4	The beginning, middle, and end are clearly indicated and tied together.			
5	Details, proofs, illustrations, or examples support the main idea.			
6	The words used are appropriate and clear.			
7	The level of language is appropriate for the subject and audience.			
8	The sentences vary in length and structure.			
9	The sentences flow, moving logically from one to the next.			
10	There are only a few minor errors in grammar, punctuation, or spelling.			
Other helpful comments:				
Signed				



Being a Good Audience for Writing – Student Sample

Ask Yourself (and the Writer) These Questions:

- Was the magazine feature interesting to read?
- Did the article appeal to a teenage audience?
- Did the opening sentence or paragraph hook the reader?
- Were the ideas clearly expressed and logically organized? (e.g., Did the article include the original teen letter, and a response letter and a drug information section?)
- Were the paragraphs and sentences easy to understand and follow?
- Were there enough ideas, examples, or supporting details?
- Did the writer achieve the purpose of the assignment? (i.e., being a guest writer for a popular teen magazine to give advice to troubled youth)

Drugs – Student Sample

Help Me

"It's addicted to Estrogen"

Dear Teen Editor,
I am writing to you because I don't know what to do. I am really scared that my use of 'ecstasy' 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 Ecstasy, forget all my problems and I feel so important. I've dropped out of sports and my whole life can't get away from my drugs. I need your help and I know you will struggle to help me. Can you help me?
Sincerely,
Despote.

Dear Desperate,
First of all congratulations on realizing you have a problem and seeking help to find a solution. In that people don't take the first step in getting clean and trying to do something it's to late.
Medicaid especially these friends can put huge amounts of pressure on you to use drugs and alcohol. Alcohol, pills, and ketamine (Krocks, Cocaine, Sequal) are all very lethal drugs and even one hit me use can kill you.
The next step in resolving your problem is to tell someone you trust like parents, teacher or any other trusted adult. Or call the Narcotics Anonymous in your area.
And always remember no matter what you are told Ecstasy is illegal and you can be arrested for using, possessing or selling it.

"My friends put pressure on me to use Drugs"

OCSTISY

Myth

- you can't die from one time use of Ecstasy.
- Ecstasy is legal for certain types of conditions.
- every one you see is trying to slip something more lethal in your drink mixed with most aren't alcohol or other drugs.

Fact

- Taking Ecstasy causes dehydration, nervousness and increased heart rate.
- people could be making this drug at home in their garage and selling it to you.
- Any Ecstasy use is trying to slip something more lethal in your drink mixed with most aren't alcohol or other drugs.

It's illegal to buy, sell or possess drugs.

What's the ecstasy?
Ecstasy or methamphetamine is a drug that can be given to someone unknowingly to make them less able to resist sexual assault. 1-800-668-6868

PLBCS

- Narcotics Anonymous
- Parents Against Drugs
- Centre for Addiction and Mental Health
- Local Health Department

PLZ

LONG TERM

effects aren't known at this time. (But that doesn't mean there are none)

PLZ

Ontario may cause lack of memory / impaired judgement due to use of Ecstasy. Ecstasy can cause depression and learning difficulties. Ecstasy use is a consequence of a lack of understanding of the risks of Ecstasy.

Pair Work: Think/Pair/Share

Health and Physical Education

In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner.

Purpose

Encourage students to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.

Payoff

Students will:

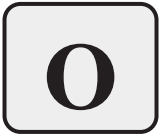
- reflect on subject content.
- deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Tips and Resources

- Use Think/Pair/Share for almost any topic.
- Use it to help students with their in-class reading. Ask them to read a chapter, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think/Pair/Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- See other strategies, including **Take Five** and **Discussion Web** for ways to build on the Think/Pair/Share strategy.
- For background information:
 - *Ophea, Health and Physical Education, Grades 7 – 10 Resource Binders.*
 - *Teaching Reading in Social Studies, Science, and Math*, pp. 266-269.
 - *Beyond Monet*, pp. 94, 105.

Further Support

- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.



Pair Work: Think/Pair/Share

Grades 7 - 10

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Have students read a selection or prepare a topic, question, or prompt for a planned Think/Pair/Share activity. For example, “What are components of regular physical activity?” or “What are qualities of a healthy relationship?”(Grade 8) or What are the health-related fitness components? or “What sports are considered to be invasion/territory games?” (Grade 9, 10). • Choose a “teachable moment” during the class where the process of reflection and shared discussion would bring deeper understanding, and insert a brief Think/Pair/Share activity into the lesson at that point. <p>In either case:</p> <ul style="list-style-type: none"> • Consider the social and academic goals for the Think/Pair/Share activity, and plan for pairing of particular learners that would further those goals. 	<ul style="list-style-type: none"> • Read the chapter or section, if the Think/Pair/Share is based on information and ideas from a reading selection.
<p>During</p> <ul style="list-style-type: none"> • Ask students to spend several minutes thinking about and writing down ideas. • Set clear expectations regarding the focus of thinking and sharing to be done. • Put students in pairs to share and clarify their ideas and understanding. • Monitor students’ dialogue by circulating and listening. 	<ul style="list-style-type: none"> • Formulate thoughts and ideas, writing the down as necessary to prepare for sharing with a partner. • Practice good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying their own ideas.
<p>After</p> <ul style="list-style-type: none"> • Call upon some pairs to share their learning and ideas with the whole class. • Possibly extend the Think/Pair/Share with a further partner trade, where students swap partners and exchange ideas again. • Consider adding a journal writing activity as a productive follow-up to a Think/Pair/Share activity. 	<ul style="list-style-type: none"> • Pinpoint any information that is still unclear after the pair discussion, and ask the class and teacher for clarification.

Notes

Pair Work: Timed Retell

Health and Physical Education

In this strategy, students practise their listening and speaking skills. Students divide into pairs and take turns speaking, listening, and retelling information in timed steps.

Purpose

- Enhance critical thinking skills.
- Create an argument and be concise in its delivery.
- Develop attentive listening skills while sharing viewpoints on an issue.
- Make connections between written and oral skills.

Payoff

Students will:

- share ideas.
- develop listening skills.
- apply skills in different ways - in pairs, small groups, and with the whole class.

Tips and Resources

- Timed retell can be informal or more formal, as described here. In the more formal approach, students require more confidence.
- Students may make notes during the brief presentations given by their partners.
- It is possible to use this activity with more extensive subject matter. In that case students will need time to properly research the topic and devise their arguments.
- Additional information about peer editing is found in **Writing Strategies: Revising and Editing**.
- For more information see:
 - Student Resource, *Harassment Defined – Student Sample* (Grade 7).*
 - Student Resource, *Is it Harassment? – Student Sample* (Grade 7).
 - Teacher Resource, *Healthy Living Questions/Issues* (Grades 7 – 10).

***Note: Note: Prior to teaching the topics of harassment or sexuality it is recommended that you are familiar with the board resources to support the teaching of sexuality and board policies on student disclosure of information.**

- For background information:
 - *Ophea, Health and Physical Education, Grade 7. Unit # 1- Personal Safety and Injury Prevention*, pp. 39-40, 52-57.

Further Support

- The struggling student may feel uncomfortable speaking in front of the whole class. Students should be given other opportunities to share and practise speaking skills before this assignment.
- As always, consider pairs carefully.



Pair Work: Timed Retell

Grade 7 - Personal Safety and Injury Prevention

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Choose a relevant question or issue that might invite debate. See Student Resources, <i>Harassment Defined – Student Sample</i> and <i>Is it Harassment? – Student Sample</i> (Grade 7) or see Teacher Resource, <i>Healthy Living Questions/Issues</i> (Grades 7 – 10). Make sure that students have the appropriate background knowledge on harassment or any other issue to be discussed. Have students brainstorm examples of harassment based on the definition or brainstorm about the selected topic. (The teacher should refer to their school board’s definition of harassment). 	<ul style="list-style-type: none"> Individually brainstorm and jot down ideas about both sides of the question or issue.
<p>During</p> <ul style="list-style-type: none"> Put students in pairs, facing each other. Direct all partner A students to begin by speaking on the “why” side of the issue. Partner A will talk for one minute while partner B listens. Ask partner B to retell partner A’s talk for one minute. At the end of one minute, switch roles and ask partner B to present the opposing side of the argument. Direct partner A to then retell partner B’s argument. 	<ul style="list-style-type: none"> Decide who will be partner A and who will be partner B. Partner A speaks for one minute, convincing partner B as much as possible. Partner B listens carefully and retells partner A’s argument for one minute. Partner B wraps up the retell and then gives the opposing argument for one minute, convincing partner A as much as possible. Partner A listens carefully and then retells partner B’s argument for one minute.
<p>After</p> <ul style="list-style-type: none"> Invite students to write a paragraph or letter to the editor based on their partner’s point of view. (Optional) Put students into groups of four. Each group should contain students who all argued from the same point of view in their paragraph. (Optional) Ask students to read their paragraphs to the other members of their group. Organize the class in a circle and ask each group to present its common points about the argument. 	<ul style="list-style-type: none"> Write a carefully constructed reflection about their learning from their partner’s point of view. Read the paragraph to their partner to ensure that important details have not been omitted. Peer-edit paragraphs for sentence structure, grammar and mechanical errors. Read their paragraphs to the other members of the group. Comment on the points discussed in each reading. List the common points. Present the list of common points to the class, ensuring that all group members have a chance to speak.

Notes



Harassment Defined – Template

1. Harassment is
(School Board Definition)

Harassment is ...

In the space, jot down some examples of harassment based on the above definition.

2. Harassment **isn't**...

In the space, jot down some examples of acts that are not harassment.

3. I was surprised to find...

Reflect on today's discussions and these notes. Write about anything that you learned or that surprised you about harassment.

4. What would I do if I were harassed?

In the space below, explain what you would do if you were being harassed.



Is It Harassment? – Student Sample

Is It Harassment? Why? Why Not?

Making comments on the attractiveness of someone's appearance.

Is It Harassment? Why? Why Not?

Putting an arm around someone who is hurt and crying.

Is It Harassment? Why? Why Not?

Slapping someone's behind.

Cont'd



Is It Harassment? – Student Sample

Is It Harassment? Why? Why Not?

Commenting on any physical aspect of a person's body, regardless of sex.

Is It Harassment? Why? Why Not?

Patting someone on the back after a job well done.



Healthy Living Questions/Issues

Possible retell questions or issues to use with Health and Physical Education are:

Healthy Eating:

- The media has no influence on body image.
- Sports-dieting has an impact on health and well-being e.g., protein-based diets.
- Healthy eating is beneficial to performance in physical activities.

Substance Use and Abuse:

- Peer pressure contributes to smoking and drinking at parties.
- Professional athletes should be able to use performance-enhancing substances.
- Marijuana should be legalized for medicinal purposes.
- The drinking age should be dropped.

Personal Safety and Injury Prevention:

- As a bystander you are considered to be part of the problem during a conflict.
- Media fuels our violent society.
- Is it considered harassment if a female calls a male a "stud" when she wants to get his attention?

Physical Fitness:

- There are always barriers to becoming physically fit.
- Vigorous physical activity is necessary to improve all fitness levels.
- Athletes are born, not made.

Healthy Growth and Sexuality:

- Pressures for teens to be sexually active.
- Components of positive sexual relationships.

Small-group Discussions: Group Roles

Health and Physical Education

Students are divided into groups of a certain size – for example, five members. Each student is assigned a specific role and responsibility to carry out during the small-group discussion.

Purpose

- Encourage active participation by all group members.
- Foster awareness of various tasks necessary in small-group discussion.
- Make students comfortable in a variety of roles in a discussion group.

Payoff

Students will:

- all speak in small groups.
- have specific roles to fulfill, clearly defining their role in the small group.
- receive positive feedback that is built into the process.
- participate actively in their learning.

Tips and Resources

- It is a good idea to have organized groups and use group roles whenever you do group activities. This will help to ensure maximum participation and on-task behaviour.
- It is important to vary the composition of small groups, allowing students the opportunity to work with many classmates of various abilities, interests, backgrounds, home languages and other characteristics.
- It is a good idea to repeat this activity throughout the year. This will allow students the opportunity to experience different roles and to improve their skills.
- Time the exercise to keep the students focused on the task.
- If research is required, involve all students in the process, regardless of their role. This activity provides an excellent way for students to share research and come to a consensus about important information.
- For more information see:
 - Student/Teacher Resource, *Sample Role Cards – Template*.
 - Student Resource, *Reflection Sheet – Template (Grades 7 – 10)*.

Further Support

- Although it is important to vary the composition of groups, it is also important to consider the particular needs of struggling students.



Small-group Discussions: Group Roles

Grades 7–10 – Living Skills
Grades 9 & 10 – Social Skills

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Choose the task or topic for discussion. • Decide how many students will be in each group. • Decide on the roles for each group member. • Prepare role cards for each student. See Student/Teacher Resource, <i>Sample Role Cards – Template</i>. • For example: <ul style="list-style-type: none"> - Leader: defines the task, keeps the group on task, and suggests a new way of looking at things. - Manager: gathers and summarizes material the group will need, keeps track of time, and collects material the group used. - Note maker: records ideas generated by the group, and clarifies the ideas with the group before recording. - Reporter: reports the group’s ideas to the class. - Supporter: provides positive feedback for each speaker, makes sure everyone gets a turn, and intercepts negative behaviour. 	<ul style="list-style-type: none"> • Understand the question/task. • Understand their roles and responsibilities.
<p>During</p> <ul style="list-style-type: none"> • Divide the class into groups. • Present the parameters of the task. • Explain time limits and keep track of time. • Circulate around the room, ensuring that all students are fulfilling their roles. • Comment constructively on the group process. 	<ul style="list-style-type: none"> • Fulfill the roles to the best of their abilities. • Use active listening skills. • Act positively and encourage other group members. • Participate fully in the discussion. • Adhere to the time limits set by the teacher.
<p>After</p> <ul style="list-style-type: none"> • Ask students to individually complete an evaluation of the discussion. See Student Resource, <i>Reflection Sheet – Template</i> (Grades 7 – 10). • Debrief with the whole class, asking students to comment on the success and benefits of the exercise. • Plan to repeat this activity throughout the course allowing students to try each of the roles. 	<ul style="list-style-type: none"> • Complete the <i>Reflection Sheet – Template</i>. • Discuss the successes and benefits of using structures/roles in small groups.

Notes



Sample Role Cards - Template

LEADER

- Does everyone understand what we are doing?
- Have you thought about this in another way?
- We are getting off topic: let's get back to the task.

MANAGER

- Here are the materials we will need. This is what I think we should look at.
- We have _____ minutes left.
- Now that we are finished, let me gather the materials.

NOTE MAKER

- Would you repeat that so I can write it all down?
- What do you mean by that?
- Let me read to you what I have written so far.

REPORTER

- Let's review the note maker's notes.
- Does anyone have anything to add before I report to the class?
- Does anyone have any suggestions on how to report to the class?

SUPPORTER

- Really good point.
- We haven't heard from _____ yet.
- Please don't interrupt; you'll get a turn.



Student Resource

Reflection Sheet – Template

Name: _____

Role: _____

Topic: _____

1. Comment on **your group's ability** to work together in a positive manner. Consider cooperation, listening, and organization.
2. What are your group's strengths?
3. What are your group's areas for improvement?
4. Comment on **your own ability** to work in a positive manner. Consider cooperation, listening and organization.
5. What are your strengths?
6. What are your areas for improvement?
7. Comment on your success in fulfilling the role you were assigned.

Small-group Discussions: Place Mat

Health and Physical Education

In this easy-to-use strategy, students are divided into small groups, gathered around a piece of chart paper. First, students individually think about a question and write down their ideas on their own section of the chart paper. Then students share ideas to discover common elements, which can be written in the centre of the chart paper.

Purpose

- Give all students an opportunity to share ideas and learn from each other in a cooperative small-group discussion.

Payoff

Students will:

- have an opportunity to reflect and participate.
- have fun interacting with others and extending their learning while accomplishing the task.

Tips and Resources

- The strategy can be used with a wide variety of questions and prompts.
- Use the place mat strategy for a wide range of learning goals, for example:
 - to encourage students to share ideas and come to a consensus on a topic
 - to activate the sharing of background knowledge among students
 - to help students share problem-solving techniques
 - to take group notes during a video or oral presentation
- Groups of 2 to 4 are ideal for place mat, but it can also work with up to 7 students in a group. You may choose several questions or issues for simultaneous consideration in a place mat strategy. To start, each group receives a different question or issue to work on. Once they have completed their discussion, the groups rotate through the various questions or issues until all have been explored.
- Place mat also works well as an icebreaker when students are just getting to know each other.
- For more information see:
 - Teacher Resource, *Eating Disorders – Possible Student Answers* (Grade 8).
 - Teacher Resource, *Dating Relationships – Possible Student Answers* (Grade 8).
 - Teacher Resource, *Reasons Teens Feel Pressure To Have Intercourse – Possible Student Answers* (Grade 10).

Further Support

- Give careful consideration to the composition of the small groups, and vary the membership according to the students' styles of learning and interaction, subject-matter proficiency, and other characteristics.
- Some students may benefit from being able to "pass" during group sharing.

Note

Student samples provided reflect student ideas and opinion and do not necessarily reflect accurate content.



Small-group Discussions: Place Mat

**Grade 8 – Personal Safety and Injury Prevention/Healthy Eating
Grades 10 – Healthy Growth and Sexuality**

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Divide students into groups of 4 or 5. • Decide on a suitable question or topic for the students to answer. See Teacher Resources, <i>Dating Relationships – Possible Student Answers</i> (Grade 8), <i>Reasons Teens Feel Pressure to Have Intercourse – Possible Student Answers</i> (Grade 10). • Distribute chart paper to each group. • Ask the students to divide the chart paper into sections equal to the number of students in the group, leaving a circle or square in the center of the chart. Note: this middle section can be omitted, depending on the learning task involved. 	<ul style="list-style-type: none"> • Divide the chart paper into sections equal to the number of students in their group.
<p>During</p> <ul style="list-style-type: none"> • Direct each group member to think about the question or topic, and then write silently about it in their personal area of the chart paper for a determined amount of time. 	<ul style="list-style-type: none"> • Gather their thoughts about the chosen question or topic and write silently in their own area of the paper, respecting the space and silence of all members of the group.
<p>After</p> <ul style="list-style-type: none"> • Give a signal for students in each group to discuss their ideas and experiences and find the common elements or ideas. • Have students post the charts to share their group’s thinking with the class. 	<ul style="list-style-type: none"> • Take turns sharing ideas with the group. • Engage in discussion with all group members to arrive at common elements or ideas. • Record common ideas in the center of the place mat. • Use oral skills, such as active listening, requesting clarification, and coming to consensus. • Circulate around the room to look at the ideas on the charts of other groups.



Eating Disorders – Possible Student Answers

Write quietly on your own in your section of the place mat for several minutes.

Through group sharing of ideas and experiences, gather common concerns, concepts and ideas in this section of the place mat.

Example: Take a few minutes to think about and then individually write down what you know about:

EATING DISORDERS.

- *girls get them*
- *girls go on diets*
- *skinny people*

- *thin people live longer than fat people*
- *throwing up*
- *starving*

Eating disorders are when you go on diets or starve yourself to be skinny. You can die from them.

- *unhealthy*
- *anorexia*
- *you can die*

- *diets*
- *celebrities*
- *want to be skinny*



Dating Relationships – Possible Student Answers

<p>Write quietly on your own in your section of the place mat for several minutes.</p>	
<p>Through group sharing of ideas and experiences, gather common concerns, concepts and ideas in this section of the place mat.</p>	

Example: Take a few minutes to think about and then individually write down how you would finish the following sentence:

In a dating relationship, I have the responsibility to...

<ul style="list-style-type: none"> - <i>be nice</i> - <i>talk to him/her</i> - <i>don't ignore them</i> 	<ul style="list-style-type: none"> - <i>don't hit them</i> - <i>don't make them jealous</i> - <i>be honest</i>
<p>In a dating relationship I have a responsibility to be honest, loving and respectful.</p>	
<ul style="list-style-type: none"> - <i>not lie</i> - <i>do not force them to do something they don't want to do</i> - <i>be romantic and loving</i> 	<ul style="list-style-type: none"> - <i>pay my way</i> - <i>buy presents</i> - <i>not cheat</i>



Reasons Teens Feel Pressure To Have Intercourse – Student Sample

Note: Prior to using the Place Mat, Catholic District School Boards should include the resource “Intimacy and Sexuality, A Letter to Catholic Secondary School Students in Ontario from the Roman Catholic Bishops of Ontario”. This should be read to the entire class to ensure that a consistent message is communicated about the Catholic Church’s teaching on sexuality.

Write quietly on your own in your section of the place mat for several minutes.	
	<div data-bbox="570 648 1049 816" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Through group sharing of ideas and experiences, gather common concerns, concepts and ideas in this section of the place mat.</p> </div>

Example: Take a few minutes to think about and then individually write down what you know about:

REASONS TEENS FEEL PRESSURE TO HAVE INTERCOURSE (SEX)

<ul style="list-style-type: none"> - <i>partner pressure</i> - <i>everyone else is doing it</i> - <i>curiosity</i> 	<ul style="list-style-type: none"> - <i>peer pressure</i> - <i>movies</i> - <i>love</i> 	
<ul style="list-style-type: none"> - <i>desire</i> - <i>to see what it is like</i> - <i>my older siblings do it</i> - <i>want to feel loved</i> 	<div data-bbox="545 1436 1073 1640" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Being in a loving relationship is very important. However, teens often feel pressure to have sexual intercourse.</p> </div>	<ul style="list-style-type: none"> - <i>experiment</i> - <i>to be cool</i> - <i>to be able to say I did it</i>
<ul style="list-style-type: none"> - <i>want to have a baby</i> - <i>music videos</i> 		

Small-group Discussion: Jigsaw

Health and Physical Education

Jigsaw is a complex form of cooperative learning and it is important that students have experience with small group learning skills before they are involved in jigsaw. Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. Each student is assigned to a “home group” of three to five, and an “expert group” consisting of members from different home groups. Students meet in their expert group to discuss specific ideas or solve problems. They then return to their home group, where all members share their expert knowledge.

Purpose

- Encourage group sharing and learning in a particular task.
- Provide struggling learners with more opportunities to comprehend meaning and ask for more explanations than they would normally get in a whole-class situation with the teacher as leader.

Payoff

Students will:

- increase their comprehension and have a compelling reason for communication.
- receive support and clarification from other students.
- share responsibility for each other’s learning as they use critical thinking and social skills to accomplish the learning task.
- gain self-confidence through their contributions to the group effort.

Tips and Resources

- Create mixed-ability expert groups so that students of varying skills and abilities have the opportunity to learn from each other as they become experts on the material.
- As students enter the classroom, hand out cards with the expert group numbers or symbols on them, in order to manage the logistics of breaking off into expert groups. The various readings can also be coded in this manner for easy distribution.
- Provide a question sheet or chart to help the expert groups gather information in their particular area.
- Prepare a summary chart to guide students in organizing the experts’ information into a cohesive and meaningful whole.
- For more information see:
 - Student Resource, *Negative Consequences of Substance Use and Abuse – Template* (Grade 8).
 - Student/Teacher Resource, *Jigsaw: Instructions – Healthy Eating Research Project* (Grade 10).
 - Student/Teacher Resource, *Nutrition Community Support Services – Template* (Grade 10).
- For background information:
 - *Ophea, Health and Physical Education, Grade 8. Unit #3 - Substance Use and Abuse*, pp.136-137, pp. 154-160.
 - *Ophea, Health and Physical Education, Grade 9,10. Module # 2 - Healthy Eating Module*, pp. 63-65.

Further Support

- Give students a framework for managing their time on the various parts of the jigsaw task.
- Circulate to ensure that groups are on task and managing their work well. Ask groups to stop and think about how they are checking for everyone’s understanding and ensuring that everyone’s voice is heard.



Small-group Discussions: Jigsaw

Grade 8 - Substance Use and Abuse
Grade 10 - Healthy Eating

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Choose a series of readings, a chapter of a text or articles, on the same topic e.g., substance use and abuse (Grade 8) or healthy eating (Grade 10), and divide it into smaller segments. Distribute the Student Resource, <i>Negative Consequences of Substance Use and Abuse - Template</i> (Grade 8) or <i>Jigsaw: Instructions – Healthy Eating Jigsaw Research Project</i> (Grade 10). Assign each student to a “home group” of 3 - 5 students. Assign each student to an “expert group,” with a focus on researching a particular segment of the task (e.g., using alcohol during pregnancy, local health depts.) 	<ul style="list-style-type: none"> Meet briefly in the home groups before breaking off into the expert groups.
<p>During</p> <ul style="list-style-type: none"> Establish guidelines for the information that students should include in their expert summaries (e.g., social and/or health-related consequences of nicotine, alcohol, marijuana), (Grade 8), or (e.g., answer the series of questions on a variety of support services for nutrition), (Grade 10). Have expert groups meet to read a selection of work on a task, review and discuss what was read, and determine essential concepts and information, using a graphic organizer (Grade 8) or question sheet (Grade 10) to guide them. See Student Resources, <i>Negative Consequences of Substance Use and Abuse – Template</i> (Grade 8), <i>Jigsaw: Instructions – “Healthy Eating Research Project”</i> (Grade 10) Remind students that the experts will have to consider how they will teach the material to the home group members. Convene home groups so that each student may share his or her expertise with all members of the home group. 	<ul style="list-style-type: none"> Work together to make sure that all group members become “experts” on their particular part of the reading task, and help each other decide how to report the learning to the home group (e.g., as a series of questions and answers; in chart or template form). See Student Resources, <i>Negative Consequences of Substance Use and Abuse – Template</i> (Grade 8), <i>Nutrition Community Support Services – Template</i> (Grade 10) Use small-group discussion skills to share “expert” knowledge with the home group until all members have arrived at a common understanding of the entire task. When presenting information, monitor the comprehension of the group members by asking questions and rephrasing until it is clear that all group members understand the points. If appropriate, fill out a graphic organizer in the home group to gather all the information presented by each expert.
<p>After</p> <ul style="list-style-type: none"> If appropriate, convene the class as a whole group to review and share learning or to enable expert groups to review their information for the entire class. Have students reflect on the communication they used to help all group members understand the material. 	<ul style="list-style-type: none"> Seek clarification on any information or ideas that are still unclear or confusing. Discuss what communication helped them to understand the material explained by others.

Notes



Negative Consequences of Substance Use and Abuse - Template

	Alcohol during Pregnancy	Nicotine	Steroids	Marijuana	Alcohol	Rave Drugs
Social Consequences						
Health-related Consequences						



Jigsaw: Instructions

Healthy Eating Research Project

1. Each student will be assigned to a home group of six students (the number of students in the group is based on the number of topics). Each student in the home group will be responsible for investigating one of the community support services listed below. Each student will become an expert on the information and support that their community support service offers on nutrition:
 - local health departments
 - dietitians
 - fitness centers
 - weight-loss programs/clinics
 - nutrition books
 - celebrity/fad diets
2. Each student from the home group will then meet with other students investigating the same community support service. This is the expert group. The expert group is responsible for answering the following questions about their community support service. Each student must individually record his/her answers.
 - a. What is the educational/professional background of the individual who designed the diet?
 - b. What makes this source credible?
 - c. Does the nutrition information give tips on eating habits? Give an example.
 - d. Is a recommendation for physical activity included?
 - e. Does the nutritional information allow regular meals and snacks?
 - f. Could a person follow this eating plan for an extended period of time?
 - g. Are follow-up services available?
 - h. Does the expert group recommend this source of information? Why or Why not?
 - i. Identify the reasons for your recommendation.
3. Once the expert group has completed its research, students return to their home group and report their research findings. Students will record the information presented by each expert on the following chart.



Nutrition Community Support Services - Template

Instructions: As you listen to the expert in your group, record key points about each service in the corresponding column. Once all the experts have presented their information, **as a group**, rank each service according to the criteria on the rubric below the chart.

Key Points	R A N K	Community Support Services					
		Health Dept.	Dietitian	Fitness Centre	Weight Loss Program	Nutrition Books	Fad Diets
Educational/ professional background							
Credible source							
Tips for eating habits							
Recommendations for activity							
Meals & snacks information							
Maintaining the eating plan							
Follow-up services							

1	2	3	4
- poor source, very little or information may be misleading	- some valuable information but mostly pictures and insignificant	- good information source, factual information but no scientific/convincing data	- superior information source, factual and supported by statistics

Rating scale excerpted from *Ophea, Health and Physical Education, Grade 9,10. Module # 2-Healthy Eating*, pp. 63.

Small-group Discussions: Discussion Web

Health and Physical Education

In this strategy, students begin sharing their ideas in pairs, then build to a larger group. The discussion web provides practice in speaking, reading, and writing.

Purpose

- Give students the opportunity to develop their ideas about opposing sides of an issue and share them with classmates in a situation that requires critical thinking.

Payoff

Students will:

- be involved in discussion and critical thinking.
- take responsibility for developing and sharing their ideas.
- reflect on their own developing discussion skills.

Tips and Resources

- The discussion web works well in a variety of contexts to provoke discussion and debate on a question (for example: “Should smoking be allowed on school property?” The strategy guides students to think about an issue and gather evidence for both sides of the issue. It is important to choose an issue that has well-defined positions “for” or “against” a proposition.
- Model the process thoroughly to show how the discussion web works before having the class engage in the discussion web activity.
- For more information see:
 - Student Resource, *T-Chart Template*.
 - *Discussion Web - T-Chart Student Sample*; “Should Alcohol and Tobacco Advertising be Banned from the Media? (Grade 9 - 10).
- For further background information:
 - *Ophea Health and Physical Education, Grade 9 -10. Module #4 - Personal Safety and Injury Prevention*, pp. 5-34.
 - *Ophea Health and Physical Education, Grade 9 -10. Module #3 – Substance Use and Abuse*, pp. 1 - 57.
 - *Ophea Health and Physical Education, Grade 10 Health Supplement. Module #5 – Substance Use and Abuse*, pp. 1 – 34.
 - www.mediascope.org/pubs/briefs/cha.htm, “Children, Health and Advertising”.
 - www.mediascope.org/pubs/briefs/supmm.htm, “Substance Use in Popular Movies & Music”.
 - http://www.usatoday.com/money/advertising/adtrack/2004-05-02-track-side_x.htm, “Ads attack smoking’s ‘glamour’ in movies, TV”.
 - <http://medialit.med.sc.edu/antismokeadsstudy.htm>, “Anti-Smoking Ads May Influence Teen Habits: Study”
 - <http://medialit.med.sc.edu/counteradexamples.htm>, “New TRUTH anti-smoking ads”.
 - *Classroom Strategies for Interactive Learning*, pp. 47-49.

Further Support

- Some students may need support with note-taking while they read, or clarification about arguments that support each side of the issue.
- Have students fill out the Yes/No T-Chart in pairs.



Small-group Discussions: Discussion Web
Grade 9 - Substance Use and Abuse

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Use before-reading strategies to prepare students before assigning the reading selections such as “<i>Children, Health and Advertising</i>” and “<i>Anti-Smoking Ads May Influence Teen Habits: Study</i>” (grade 9 - 10). Target a particular position or point of view in the reading selection and explain that students will read the selection and construct support for and against the position, “Should alcohol and tobacco advertising be banned from the media?” Present the discussion web question to the class. See teacher resource, <i>Discussion Web T-Chart Sample</i>, “Should Alcohol and Tobacco Advertising be Banned from the Media?” 	<ul style="list-style-type: none"> Read the selection chosen by the teacher. Think about the point of view made or position stated in the reading selections, and individually try to construct support for both sides of the issue.
<p>During</p> <ul style="list-style-type: none"> Explain to students that they will have to develop support for both viewpoints by citing specific reasons. Allow enough time for students to contemplate and write down reasons for each viewpoint. Put students in pairs to share their written ideas. Combine two pairs of students and have them compare their ideas and form a conclusion on which viewpoint to support. Call on a representative from each group to share the group’s conclusion with the class. 	<ul style="list-style-type: none"> Think about and individually record ideas on both sides of the issue, using the Student Resource, <i>T-Chart Template</i>. Share ideas with a partner, adding any missing ideas to their T-Chart. Move on to sharing ideas in a group of four, adding any additional points to the T-Chart. The larger group must then decide which side of the issue to support, based on both the quantity and quality of the arguments on each side. Reach a conclusion as an entire class about the viability of each position.
<p>After</p> <ul style="list-style-type: none"> Follow up by asking students to individually write a paragraph about their position on the question “Should alcohol and tobacco advertising be banned from the media?” and the reasons for taking it. Provide time and a framework for students to reflect on the discussion skills they used during the activity, their strengths, and how they can improve. 	<ul style="list-style-type: none"> Write about their position and reasons for it. Reflect on the discussion skills they used and how they can improve their participation and effectiveness in small group discussions.

Notes



T-Chart Template

Question: _____

YES	NO

Conclusion:
Reasons:



**Should Alcohol and Tobacco Advertising be Banned from the Media?
T-Chart Student Sample**

YES	NO
<ul style="list-style-type: none"> • television commercials influence underage drinking • alcohol commercials have been found to influence the attitudes of children by the time they are ten years old • commercials associate drinking with recreation and sporting activities • tobacco advertisers intentionally direct their messages to teens as young as fourteen • 90% of all young smokers choose the most heavily advertised brands 	<ul style="list-style-type: none"> • counter ads can be more effective by convincing teens and educating teens about the negative effects of drinking and smoking • studies show that alcohol consumption decreases as counter advertising increases • after 20 years of media messages about drinking and driving, social attitudes have changed • anti-smoking advertising campaigns have resulted in a decrease in teens smoking • 60% of teens acknowledged that an idol has influenced their attitudes and values about not smoking

Conclusion:

I think that alcohol and tobacco advertising should not be banned from the media.

Reasons:

I believe that it is impossible to ban alcohol and tobacco advertising from the media because it would be too difficult to regulate. Also, counter-advertising can be an effective way to discourage teens from drinking alcohol and smoking and it can influence children at an earlier age.

Content for No examples obtained from: *LIFECHOICES, Healthy and Well*.
Content for Yes examples obtained from: CBC News In-depth. December 2003.
www.cbc.ca/news/background/marijuana/marijuana_legalization.html.

Whole-class Discussions: Discussion Etiquette

Health and Physical Education

In this strategy, students and teachers work together to create a list of rules for discussion etiquette to ensure shared ownership of the classroom environment.

Purpose

- To lay the groundwork for respectful and purposeful whole-class and small-group discussions.
- To create an environment in which students feel their contributions are valued.

Payoff

Students will:

- feel their contributions are valued.
- understand the expectations for appropriate behaviour which are clearly set out.
- participate in class and small-group discussions.

Tips and Resources

- This activity can be used with any grade level and in any unit within Health and Physical Education.
- Negotiate classroom discussion etiquette early in the year or semester. When students understand and participate in framing the rules at the outset, the result in all subject classrooms will be more respectful and productive discussions.
- In the Health and Physical Education setting time should be spent reviewing appropriate discussion etiquette.
- Provide multiple opportunities for a range of class and small-group discussions on a variety of topics.
- Model the rules for class discussion, behaviour and the use of inclusive and respectful language at every opportunity in your daily instructional practice.
- Seize upon the moments in the classroom when you can point out the differences between the kind of informal, colloquial speech appropriate in casual conversation among adolescent friends, and more formal speech required in a class discussion.
- For more information see:
 - Teacher Resource, *Etiquette Rules*.
 - Teacher Resource, *Speaking Out*.
 - Teacher Resource, *Tips for Enhancing Student Discussions*.
 - Teacher Resource, *Sounds Like, Looks Like, Feels Like – Student Sample*.

Further Support

- The teacher and students need to be aware of the variety of cultural norms which may affect conversation patterns, such as physical proximity and eye contact.
- Refer to the Teacher Resource, *Tips for Enhancing Student Discussions* for suggestions to promote respectful and purposeful whole class and small group discussions.



Etiquette Rules

These are some of the etiquette rules that you may wish to have on your class list. Although this list should be created by students, you may want to guide them to ensure your class list is complete.

1. Participate fully.
2. Take turns speaking – one person speaks at a time.
3. Let others know that you have not finished speaking by using phrases such as *I have one more thing to add, furthermore, in addition, etc.*
4. Wait for your turn – don't interrupt.
5. Use supportive gestures and body language:
 - Maintain eye contact with the speaker
 - Nod to show you are listening
 - Use encouraging facial expressions
 - Don't use inappropriate gestures
6. Use respectful phrases when disagreeing with another speaker.
7. Listen carefully and attentively to other speakers.
8. Encourage and support those around you.
9. Avoid sarcasm and put-downs.
10. Stay on topic.
11. Remain open to new ideas.
12. Use inclusive language.
13. Ask questions when you don't understand.
14. Don't monopolize the conversation.



Speaking Out

Phrases for respectful disagreement include:

I disagree with ... because ...
 I can't agree with ... because ...
 On the other hand ...
 I doubt that because ...

Examples of inappropriate disagreement include:

You're wrong.
 No way!
 Come on!
 What!
 That's crazy/stupid/ridiculous.
 Are you kidding?
 I hate that.
 _____ doesn't know what he/she's talking about.

Phrases for politely expressing an opinion include:

In my opinion ...
 I believe...
 I think ...
 Personally, I feel ...
 Not everyone will agree with me, but ...

Phrases for politely making suggestions include:

Why don't you/we ...
 How about ...
 Why don't we/you try ...
 One way would be ...
 Maybe we could ...
 I suggest we ...



Tips for Enhancing Student Discussions

Create a respectful, positive, comfortable climate.

Add wait time to allow students to gather their thoughts.

Rephrase and restate questions for students.

Encourage students to elaborate and give them time to do so.

Ask pointed questions.

Restate other students' points to confirm and clarify them.

Call on other students to extend their classmates' responses.

Use praise that gives specific feedback.

Give students many opportunities to practise speaking.

Limit teacher talk to maximize participation by students.

Students who are struggling may need:

- the option to "pass" in whole-class discussions
- one-to-one coaching and support from the teacher if they do not participate regularly
- yes/no or short-answer questions if they are in the early stages of learning English
- discussion points noted on the blackboard or chart paper to keep track of the discussion and to clarify understanding



Sounds Like, Looks Like, Feels Like – Student Sample

In our health and physical education discussions it will sound like, look like and feel like...

Sounds Like...	Looks Like...	Feels Like
<ul style="list-style-type: none"> • polite language • one person speaking at a time • respectful • asking questions • no laughing at anyone • no put-downs • "nice try" • laughter • people using each other's names • no swearing • encouraging words 	<ul style="list-style-type: none"> • everyone participating • using hands • looking interested • nodding for understanding • eye contact with the person speaking • everyone participating • people sweating • smiling • having fun • teamwork • people solving problems together • everyone trying • waiting your turn 	<ul style="list-style-type: none"> • opinions are valued • a comfortable place to express an opinion or ask a question • welcoming • safe • fun • inviting • an energetic place • a place you want to be • a place to challenge yourself

Whole-class Discussions: Four Corners

Health and Physical Education

In this strategy, students individually consider an issue and move to an area in the room where they join others who share their ideas. The beauty of this strategy is that it is flexible and can be used for many topics,* questions, and subject areas.

Purpose

- Allow students to make personal decisions on various issues; encourage critical thinking.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussion of these ideas.

Payoff

Students will:

- make up their own minds on an issue.
- speak freely in a relaxed environment.
- think creatively and critically.

Tips and Resources

- Encourage students to make up their own mind concerning the issue.
- Possible variations:
 - Consider using more than four areas for response – even six responses can work well with various questions.
 - Try using only two responses; draw a line dividing the room and ask students to stand on one side of it, depending on their decision.
 - Vary the approach by creating a value line. Ask students to rank themselves by lining up in a single line of a continuum, from strongly agree to strongly disagree. This will make student exchanges a necessity so that students can discover exactly where they fit on the line.
- For more information see:
 - Teacher Resource, *Pressure to Use Drugs – Student Sample* (Grade 9).
 - Teacher Resource, *Alcohol and Tobacco are Dangerous – Student Sample* (Grade 9).
 - Teacher Resource, *Suggested Topics* (Grades 7 – 10).
- For background information:
 - *Ophea, Health and Physical Education, Grade 9, 10. Module #3 - Substance Use and Abuse, pp. 5–6.*

***Note: Prior to teaching the topics of harassment or sexuality it is recommended that you are familiar with your board resources to support the teaching of sexuality and board policies on student disclosure of information.**

Further Support

- The teacher may need to encourage some students and promote equal responses in groups.



Whole-class Discussions: Four Corners

Grade 9 - Substance Use and Abuse

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Create a statement or question for students to ponder that has the potential for varying degrees of agreement or preference. (See Teacher Resources, <i>Possible Student Answers</i> (Grade 9) and <i>Suggested Topics</i> (Grades 7-10). • Organize the room into four areas (corners) and label the areas with: strongly agree, agree, disagree or strongly disagree or with four descriptors/categories (e.g., absolutely, no way, yes, but..., no, but...). • Give students ample opportunity to think about the question and then take a stance. Students need to be encouraged to make their own choices. • A minute or two should be ample time; ensure that this time is spent quietly so that students make their own choices. 	<ul style="list-style-type: none"> • Fully understand the question posed. • Carefully ponder the question, making a personal decision as to the position they will take.
<p>During</p> <ul style="list-style-type: none"> • Ask students to move to the corner that best represents their stance on the issue. • Direct students to get into groups of three (if possible) to discuss the reasons for their choices. In cases where the groups are not large enough, pairs may be formed. In cases where only one student is in a group, the teacher could act as the other member of the pair. 	<ul style="list-style-type: none"> • Move to the corner that best describes their personal views on the issue. • Engage in an exchange of ideas with other members of their group, remaining open and communicative. • Ensure that everyone is heard and that everyone in the group shares equally. • Prepare to speak to the class about the group's discussions, noting common reasons and differing opinions.
<p>After</p> <ul style="list-style-type: none"> • Call upon various groups to share information gathered in small-group discussions with the whole class. 	<ul style="list-style-type: none"> • Highlight their group's main points with the class, pointing out commonalities and discrepancies. • Ensure that each member of the group has something to share with the class.

Notes



Pressure To Use Drugs – Student Sample

Absolutely

- from media, peers, family
- it has become a part of society

No Way

- it's perceived pressure
- there are decision-making strategies

There's a lot of
pressure to do
drugs.

Yes, but...

- it is often indirect pressure where adolescents feel that they need to use drugs because they perceive that everyone else is doing it
- it's about knowing your values
- it's about how your decisions affect others
- it's about refusal skills

No, but...

- sometimes you are curious
- they are readily available
- I've been offered them



Alcohol and Tobacco are Dangerous – Student Sample

Absolutely

- people die everyday
- they are addictive physically
- they are addictive psychologically

No Way

- hard drugs are much worse
- they are legal
- we use these in moderation

Alcohol and
tobacco are the
most dangerous
drugs.

Yes, but...

- it depends on the amount consumed and over what period of time...e.g., alcohol poisoning
- you have to consider long-term vs. short-term effects
- it's because of the risks taken while under the influence
- they are legal products

No, but...

- they can still harm you
- they can still be addictive
- there are negative side effects
- they are more socially acceptable and use most widely



Suggested Topics

Possible statements or questions to use with Health and Physical Education are:

Healthy Eating:

- Body image influences our food choices.
- Sports-dieting has an impact on health and well-being.
- Healthy eating is beneficial for performance in physical activities.
- Media is a powerful influence in terms of how we view ourselves.

Substance Use and Abuse:

- Peer pressure contributes to substance use and abuse.
- Professional athletes should be able to use performance enhancing substances.
- The drinking age should be dropped.
- Smoking should be illegal for people under the age of 18.

Personal Safety and Injury Prevention:

- Name-calling is not harassment.
- The media has no impact on violence.
- Hitchhiking is an acceptable form of transportation.

Physical Fitness:

- There are always barriers to becoming physically fit.
- Improvements to fitness levels require extensive training.
- Vigorous physical activities are necessary to improve fitness.

Healthy Growth and Sexuality:

- Fertilization occurs in the uterus.
- Sexuality is influenced by the media.
- Drinking alcohol and smoking has no effect on sperm.

Whole-class Discussions: Triangle Debate

Health and Physical Education

In this strategy, all students are involved in an informal, whole-class debate. It is a flexible tool that allows students to debate in a comfortable setting.

Purpose

- Encourage students to get involved in whole-class discussion.
- Create a comfortable atmosphere for students to share ideas and debate.

Payoff

Students will:

- participate in an informal debate.
- practise cognitively demanding speaking skills in a comfortable environment.
- benefit from the research process.
- learn to process ideas and reach conclusions.

Tips and Resources

- This is not a formal debate – it is intended to facilitate whole-class discussion and critical thinking.
- It may be appropriate to divide the class in half, create two different questions, and prepare for two presentation days. The *Triangle Debate Organizer* has space for up to 15 students per group, the maximum number of students suggested to ensure there will be enough time for the presentation of the debate.
- It may be beneficial to do Triangle Debate three times in order to allow students the opportunity to work in all three groups.
- Spread debating over the term/semester/year to give students time to improve.
- If time is an issue, simplify the exercise by creating easier questions that do not require research.
- For more information see:
 - Student/Teacher Resource, *Triangle Debating Tips*.
 - Teacher Resource, *Triangle Debating Procedures*.
 - Student/Teacher Resource, *Triangle Debate Organizer*.
 - Student Resource, *Triangle Debate Groups 1 and 2 – Reflections Template*.
 - Student Resource, *Triangle Debate Group 3 – Observations Template*.
 - Teacher Resource, “*Debate It: The most important factors for teens when making decisions about substance use*”.
- For background information:
 - *Ophea, Health and Physical Education, Grade 9, 10. Module #3 - Substance Use and Abuse*, pp. 29-31.

Further Support

- Students who are uncomfortable about this process may benefit from working with a partner, sharing the research process and dividing up the debating process.
- Some students may require extra practice time in order to feel more comfortable with this process.



Whole-class Discussions: Triangle Debate

Grade 9 – Substance Use and Abuse

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Decide on the topic or issue for debate e.g., Teacher Resource, “<i>Debate It: The most important factors for teens when making decisions about substance use</i>”. – <i>Student Sample</i>. Brainstorm with students to arrive at a statement that can be debated. Provide students with background information for both sides of the issue. See Student/Teacher resources, <i>Drug Use Background Information</i> and Student Resource, <i>Drug Use Background Information – Template</i>. Divide students into three groups: group 1 will argue for the issue, group 2 will argue against the issue, and group 3 will prepare comments and questions about the issue. Give students ample time to prepare – this will vary and may or may not include research. Review procedures for the debate so that students may properly prepare. See Teacher Resource, <i>Triangle Debating Procedures</i>. After all research is complete and students are prepared to present arguments, make a final draft of the Student/Teacher Resource, <i>Triangle Debate Organizer</i> and photocopy for students. 	<ul style="list-style-type: none"> Understand the issue. Create a statement to be debated (e.g., “For teens, family influences and cultural values are more important factors than peer pressure and media when making decisions about substance use”). Students in groups 1 and 2 will prepare their debate speeches. Students in group 3 will prepare insightful comments and questions for each side of the debate. Students will understand all procedures for the debating process. Groups 1 and 2 will make decisions as to the order of their speakers and fill in their section in the <i>Triangle Debate Organizer</i>. Group 3 decides the order in which each member will ask a question.
<p>During</p> <ul style="list-style-type: none"> Arrange chairs in the classroom to reflect the three-group structure, enabling all members to see each other (a triangle shape works well). Act as timer or choose a student from group 3 to perform this function. Act as moderator, calling on students to speak. Act as judge, ensuring that students avoid negative comments. 	<ul style="list-style-type: none"> Follow the debate procedure to participate in the Triangle Debate.
<p>After</p> <ul style="list-style-type: none"> Photocopy Student Resources, <i>Triangle Debate Groups 1 and 2 – Reflections</i>, and <i>Triangle Debate Group 3 – Observations</i>. Distribute to each student, according to his/her group. Give students ample time to reflect on their experience. Lead whole-class debriefing about the experience. 	<ul style="list-style-type: none"> Fill in the appropriate handout focusing on both the group and individual roles. Reflect on the debating experience. Participate in the whole-class debriefing session.

Notes



Triangle Debating Tips

Here are some questions to think about while you prepare to present your ideas.

1. **Make sure you gather enough evidence to back up your argument:** Do I have proof to back up what I want to say?
2. **Organize your thoughts clearly and logically:** Will my audience be really clear about what I have said?
3. **Use strong convincing language:** Do I sound confident? Have I used too many over-used words like *good, very, really, like*, etc.?
4. **Repeat, rephrase key ideas:** Will my audience hear what I want to say? Will my main points stick with them?
5. **Make eye contact with everyone in the room:** Do I make everyone in my audience feel as if I am talking directly to them?
6. **Vary your voice:** Do I sound monotonous? Have I varied the pace? Have I varied the volume, saving my loudest voice for the points I really want to drive home?
7. **Use appropriate gestures:** Does my body language emphasize what I want to say?
8. **Prepare for rebuttal:** Have I considered what the opposition will say; am I prepared to argue against it?
9. **Prepare for questions:** Have I considered what questions will be asked of me? Am I prepared to answer them convincingly?
10. **Practise, practise, practise:** Am I really prepared?

WORK TOGETHER TO ENSURE YOUR ENTIRE GROUP'S SUCCESS!



Triangle Debating Procedures

Topic: _____

These procedures are intended to act as a guide. Refer to them throughout the process to ensure you are on the right track.

- STEP ONE:** The class is divided into three groups
- STEP TWO:** Each group is given a different task to complete:
Group 1 will argue in favour.
Group 2 will argue against.
Group 3 will comment on remarks made by a speaker and pose questions to groups 1 and 2.
- STEP THREE:** Groups will get together to create a plan of attack, decide on their main argument and how they will organize their speeches. It is important, at this stage, to refer to the *Triangle Debate Organizer* handout and begin to make choices concerning the order of speakers.
- STEP FOUR:** Students work individually to prepare speeches. Everyone in groups 1 and 2 is required to speak for 2 minutes. Everyone in group 3 is required to comment for one minute on points made by the two previous speakers and to prepare two insightful questions to ask of group 1 and two insightful questions to ask of group 2.
- STEP FIVE:** When all individuals have created their speeches, each group comes together to listen to their arguments as a whole. It is important to follow the order set in the *Triangle Debate Organizer* so that they have a clear impression as to how their argument will sound. At this point, groups may offer suggestions, make changes and polish their arguments.
- STEP SIX:** Practise, practise, practise and be ready to go.

Remember – you are a team! Stay positive and support each other throughout the process.



Triangle Debate Organizer

The following is the order in which each speaker will speak. Simply follow the numbers to see when it is your turn.

Group 1

Speaks for 2 min.

1. _____

4. _____

7. _____

10. _____

13. _____

Group 2

Speaks for 2 min.

2. _____

5. _____

8. _____

11. _____

14. _____

Group 3

Comments on the last two speakers for 1 min.

3. _____

6. _____

9. _____

12. _____

15. _____

At the conclusion of the debate, each member of group 3 will pose a question to group 1 and a question to group 2. These questions may be answered by anyone in group 1 and 2.



Triangle Debate Groups 1 and 2 – Reflections Template

Name: _____ **Group:** 1 2 (circle one)

Topic: _____

1. Comment on your group's ability to work together in a positive manner. Consider cooperation, listening, and organization.
2. What are your group's strengths?
3. What are your group's areas for improvement?
4. Comment on your own ability to work in a positive manner. Consider cooperation, listening and organization.
5. What are your own strengths?
6. What are your own areas for improvement?



Debate It: The most important factors for teens when making decisions about substance use – Student Sample

This Triangle Debate can be used as a review tool, having already discussed the factors that contribute to the use of tobacco, alcohol and other drugs or it could be used to activate prior knowledge with students brainstorming about the issue.

As a class, brainstorm a possible resolution to be debated. For example:

For teens, family influences and cultural values are more important factors than peer pressure and media when making decisions about substance use.

- Depending on the size of the class, there may need to be two debates. In this case, divide the students into six groups for two debates.
- For each debate there will be three groups.
- Two groups will each take a side, one arguing for family influences and cultural values and the other arguing for peer pressure and media influences.
- The third group will comment on remarks made by speakers and pose questions to groups 1 and 2.
- Using background information and brainstorming, students will prepare their arguments on their positions. If possible schedule the debates during two separate classes.
- The students who are not involved in the debate will act as the audience.

Presentation: Presentation Modelling

Health and Physical Education

Many students are hesitant to give presentations in class. They are uncomfortable or nervous and do not clearly understand what an effective presentation looks like. By demonstrating an ineffective presentation, modeling an effective presentation, and facilitate student collaboration, teachers will ease student stress and clearly define an effective presentation.

Purpose

- To clearly define exemplary presentation skills.
- To create a comfortable, safe environment in which students may be successful in presentations.

Payoff

Students will:

- collaborate with each other and the teacher to improve the teacher's ineffective presentation.
- experience, first hand, examples of ineffective and effective presentations.
- observe their suggestions for improvement in action.

Tips and Resources

- Teachers may consider modeling only the effective presentation. Teachers need to be cautious when demonstrating the ineffective presentation – a sense of humour goes a long way to help your student be comfortable.
- It may be helpful to videotape the teacher's first presentation and the improved presentation so that students may re-examine the changes.
- For more information see:
 - Student/Teacher Resource, *Effective Presentation Skills Checklist*.

Further Support

- Give careful consideration when determining pairs of students who will present together.



Presentations: Presentation Modelling

Grades 7 - 10

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare a brief presentation for the class that demonstrates ineffective presentation skills. 	<ul style="list-style-type: none"> • Observe teacher’s first presentation and prepare to comment on areas in need of improvement.
<p>During</p> <ul style="list-style-type: none"> • Ask students to write down all of the things that needed improvement in the presentation. • Divide class into small groups. • Facilitate whole-class discussion about the areas needing improvement. • Discuss how these improvements might take place. • Prepare a new presentation for the class, making improvements suggested. 	<ul style="list-style-type: none"> • Write down all areas needing improvement. • Discuss ideas with small group, compiling one list to be presented to the class. • Present ideas for improvement to the class. • Observe improved presentation. • Write down further suggestions. Discuss with the class how these suggestions may improve their own presentations.
<p>After</p> <ul style="list-style-type: none"> • Distribute <i>Effective Presentation Skills Checklist</i>. • Facilitate class discussion – is anything missing that needs to be added? • Give students a topic for their presentations. (e.g., “assertiveness strategies to counter pressure of drugs” (Grade 7) or “handling stress in teenagers” (Grade 8) or “methods of birth control” (Grade 9) or student leaders “leading a warm-up or fitness blast” (Grade 10). • Divide class into pairs – these pairs will give each other constructive criticism as they prepare to present. 	<ul style="list-style-type: none"> • Add any new ideas to their handouts. • Prepare presentations. • Practise presentations. • Work in pairs throughout practice sessions to give each other constructive criticism and helpful hints. • Before presenting, use handout as a checklist to ensure their presentations are effective. • Present to class.

Notes



Effective Presentation Skills Checklist

Put a check (√) in the right column after you have successfully completed the items listed on the right.

Is the topic presented clearly and logically?	√
Is the presentation clearly organized with an introduction, middle and conclusion?	
Does the speaker have a thorough knowledge of the subject?	
Did the speaker gather information from a variety of sources?	
Did the speaker use visual aids to support the presentation?	
Did the speaker use appropriate tone and language for a classroom presentation?	
Did the speaker make effective eye contact with the audience?	
Did the speaker talk fluently without false starts?	
Did the speaker vary the volume of speech?	
Did the speaker vary the rate of speech?	
Did the speaker articulate clearly?	
Did the speaker use conjunctions effectively? (e.g., and, then, because)	
Did the speaker explain unfamiliar terms to others?	
Did the speaker talk for the appropriate amount of time?	
Did the speaker avoid unnecessary movements such as shuffling, toe tapping and shaking?	
Did the speaker involve the audience in the presentation?	
Did the speaker engage and inspire the audience?	



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