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

Health and Physical Education Grade 11 – Healthy Growth and Sexuality and Mental Health

Students are required to learn, on average, over 2000 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 Health and Physical Education.

Payoff

Students will:

- practice skimming and scanning an assigned Health and Physical Education resource 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.
- Teachers may create words for the word wall 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).
- For more information see:
 - Student Resource, *Skimming and Scanning to Preview a Text*.
 - Teacher Resources, *Word Walls: Coping Mechanisms, Reproductive Health, and Mental Health*.
 - Teacher Resource, *Quiz-Quiz-Trade*.
 - Student Resource, *Quiz-Quiz-Trade*.
- For background information:
 - Opeha, *Healthy Active Living Education (PPL30) Healthy Living Supplementary Material, Module #1 – Healthy Relationships and Sexuality, pp 15-16, 18-19*.
 - Opeha, *Healthy Active Living Education (PPL30) Healthy Living Supplementary Material, Module #2 – Positive Mental Health and Stress, pp 16-25, 65-71*.
 - *Think Literacy: Cross-Curricular Approaches Grades 7-12, Subject-Specific Examples, Health and Physical Education, Grades 7-9, 2004, pp. 23-24*.

Further Support

- Add a picture to the word cards (preferably a photograph from a magazine) as a support for English Language Learners 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.

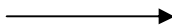
Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

Health and Physical Education Grade 11 – Healthy Growth and Sexuality and Mental Health


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: Mental Health and Reproductive Health. See Teacher Resources, <i>Word Walls: Mental Health Coping Methods, Reproductive Health and Mental Health Disorders</i>. Prepare strips of card stock (approximately 4" x 10") for words. Divide students into groups of 3. Provide stick-on notes, markers and masking tape 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 <i>Word Wall</i> in the classroom that they can refer to for the duration of this 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" x 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 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 explain to the rest of the class. Prepare <i>Quiz-Quiz-Trade</i> 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 <i>Quiz-Quiz-Trade</i> card (Kagan, 1994) from the teacher with either a vocabulary word or a definition. Do the activity following the rules and teacher directions.

Notes

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)**Health and Physical Education Grade 11 – Healthy Growth and Sexuality and Mental Health****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: phobias, reproductive health, mental health disorders or mental health coping methods. 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!



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

Health and Physical Education Grade 11 – Healthy Growth and Sexuality and Mental Health

“Reproductive Health”

Infertility	Primary Infertility	Secondary Infertility	Pregnancy Wastage
Pre-Conceptual Health	Basal Body Temperature	Cervical Mucus	Calendar Method
	Sympto-Thermo Method		

Word Cards with Definitions

<p>Infertility</p> <p>The malfunctioning of a man or a woman’s reproductive system.</p>	<p>Primary Infertility</p> <p>No conception for twelve months, despite unprotected intercourse.</p>	<p>Secondary Infertility</p> <p>After a previous conception, no conception for twelve months, despite unprotected intercourse.</p>	<p>Pregnancy Wastage</p> <p>A woman has conceived but unable to produce a live birth.</p>
<p>Pre-Conceptual Health</p> <p>The general health status of a person prior to conception.</p>	<p>Basal Body Temperature</p> <p>A fertility awareness method in which daily temperature readings are taken to detect ovulation.</p>	<p>Cervical Mucus</p> <p>A fertility awareness method in which changes in cervical mucus are examined to show signs of ovulation.</p>	<p>Calendar Method</p> <p>A fertility awareness method in which the length of past menstrual cycles predicts the fertile period.</p>
<p>Sympto-Thermo Method</p> <p>A combination of the temperature and cervical mucus methods of fertility awareness.</p>			

Adapted from *Ophea, Healthy Active Living Education (PPL30) Healthy Living Supplementary Material, Module #1 – Healthy Relationships and Sexuality*, pp 14-15, 18-19.

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)**Health and Physical Education Grade 11 – Healthy Growth and Sexuality and Mental Health****“Mental Health Coping Methods”**

Compensation	Rationalization	Projection	Identification
Displacement	Regression	Repression	Suppression
Fantasy and Daydreaming	Withdrawal	Denial	Coping Mechanism

Word Cards with Definitions

<p>Compensation</p> <p>When one exaggerates a desirable trait to reduce the feeling of inferiority caused by an undesirable trait.</p>	<p>Rationalization</p> <p>When one explains one's undesirable or foolish behaviour or failures by giving a reasonably but untrue explanation for it.</p>	<p>Projection</p> <p>When one places the blame elsewhere.</p>	<p>Withdrawal</p> <p>When a person persistently retreats from a situation in which he/she is experiencing difficulty.</p>
<p>Identification</p> <p>When one imitates the behaviour and mannerisms of someone else.</p>	<p>Displacement</p> <p>When one redirects emotion toward a subordinate person or thing.</p>	<p>Repression</p> <p>When wishes, thoughts, and experiences associated with unpleasantness are excluded subconsciously from awareness.</p>	<p>Suppression</p> <p>When one dismisses a thought or unpleasant experience.</p>
<p>Denial</p> <p>Refusing to recognize an emotion or problem.</p>	<p>Regression</p> <p>When one recalls pleasant experiences making the past appear much more attractive than it actually was or when one's behaviour regresses to an earlier stage of development.</p>	<p>Fantasy and Daydreaming</p> <p>When one escapes from difficulties of real life with preoccupying thoughts.</p>	<p>Coping Mechanism</p> <p>Defensive mechanisms that are maladaptive in nature versus coping strategies that are adaptive in nature.</p>

Adapted from *Ophea, Healthy Active Living Education (PPL30) Healthy Living Supplementary Material, Module #2 – Positive Mental Health and Stress*, pp. 16-17.



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

Health and Physical Education Grade 11 – Healthy Growth and Sexuality and Mental Health

“Mental Health Disorders”

Seasonal Affective Disorder	Depression	Schizophrenia	Panic Disorder (Panic Attacks)
Post-Traumatic Stress Disorder	Phobias	Obsessive-Compulsive Disorder	Bipolar Disorder (Manic Depression)
Anxiety Disorders	Mood Disorders	Personality Disorders	

Word Cards with Definitions

<p>Obsessive-Compulsive Disorder Repeated obsessions and/or compulsions that are so severe that they interfere with everyday activities.</p>	<p>Post-Traumatic Stress Disorder The re-experiencing of a traumatic event, accompanied by feelings of extreme anxiety, increased excitability and the desire to avoid stimuli associated with the trauma.</p>	<p>Bipolar Disorder A biochemical disorder characterized by excessive mood swings ranging from manic episodes to depressed episodes over a period of time.</p>	<p>Seasonal Affective Disorder An individual's depressive episodes usually occur during the fall or winter months (October-April).</p>
<p>Phobias Persistent fear of objects, activities or situations, which interfere with a person's daily routine, including school, work and social life.</p>	<p>Panic Disorder Recurrent, unexpected panic attacks, followed by persistent concern about having further panic attacks, worry about the possible implications or consequences of the attacks or a significant behavioural change related to the attacks.</p>	<p>Depression A biochemical disorder that causes persistent changes in a person's mood, behaviour and feelings, for an extended period of time, and interferes with their daily living.</p>	<p>Mood Disorders A category of mental disorders characterized by biochemical imbalances in the brain that cause persistent changes in a person's mood, behaviour and feelings for an extended period of time, and which interfere with their everyday living.</p>
<p>Anxiety Disorders A category of mental disorders characterized by excessive/inappropriate feelings of anxiousness, combined with physiological symptoms that interfere with everyday activities.</p>	<p>Personality Disorders A pervasive and inflexible enduring pattern of inner experience and behaviour that deviates markedly from the individual's culture.</p>	<p>Schizophrenia A thought disorder, characterized by a history of acute psychosis (involving delusions, hallucinations, disorganized speech and/or catatonic behaviour), and chronic deterioration of functioning, lasting for at least six months.</p>	

Excerpted from *Ophea, Healthy Active Living Education (PPL30) Healthy Living Supplementary Material, Module #2 – Positive Mental Health and Stress*, pp. 68-71.

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)**Health and Physical Education Grade 11 – Healthy Growth and Sexuality and Mental Health****“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 and 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 | • Coaching | • Tolerance |
| • Greeting | • Praising | • Asking for help |
| • Departing | | |

Ideas for use in a Health and Physical Education setting:

- Energizers (e.g., about you, favourites)
- Vocabulary and definitions (e.g., mental health, healthy relationships, violence)
- Sport rules
- Facts and opinions (e.g., mental disorders, fertility)
- Fitness Blast (e.g., muscular endurance, intensity)
- Movement Skills (e.g., striking, carrying)

Taken from *Think Literacy: Cross-Curricular Approaches Grades 7-12, Subject-Specific Examples, Health and Physical Education, Grades 7-9, 2004, pp. 23-24.*



Engaging in Reading: Using Context to Find Meaning

Health and Physical Education Grade 12 – Physical Fitness

Writers use a variety of ways to convey the meaning of unfamiliar words and concepts. These include definitions, examples, descriptions, illustrations, clarifications, parenthetical notes, comparisons, elaborations, and typographical cues.

Purpose

- Help students to infer the meaning of unfamiliar words and concepts, using clues from Health and Physical Education resource materials.

Payoff

Students will:

- be able to read Health and Physical Education resources more independently.
- discuss important concepts related to Health and Physical Education.
- understand how to find context clues and make good use of them.
- monitor their understanding while reading different Health and Physical Education texts.

Tips and Resources

- *Context* refers to the text surrounding a word or passage, or the conditions that surround something.
- Effective readers use their knowledge about words and text structures, and their prior knowledge about a subject, to help figure out unfamiliar words and concepts in new contexts.
- For more information see:
 - Student Resource, *Clues for Using Context to Find Meaning*.
 - Student/Teacher Resource, *Strength Training Basics – Sample*.
 - Student Resource, *Exercise Safety*.
- For background information:
 - *Ophea, Healthy Active Living Education (PPL40) Supplementary Material, Unit 2: Personal Fitness*.
 - www.exrx.net/ExInfo/Deficiencies.html Exercise Safety.

Further Support

- At the beginning of a unit, teach important concepts and unfamiliar vocabulary. For example, for a Health and Physical Education fitness lesson, describe terms (e.g., cardio respiratory endurance, muscular endurance, muscular strength, and flexibility).
- Use graphic organizers (e.g., concept attainment charts, concept ladders, or concept flowcharts) to help students see connections and use relevant vocabulary.
- Take five minutes at the beginning of a reading task to examine a particular paragraph or section that has an unfamiliar word or concept. Model for students how to use the context of the sentences and paragraphs to determine the meaning of the word or concept.
- Have students create and maintain a Health and Physical Education dictionary of words, phrases and concepts with their definitions, synonyms, related words and examples.



Engaging in Reading: Using Context to Find Meaning

Health and Physical Education Grade 12 – Physical Fitness

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a reading passage on a current topic or issue e.g., fitness. See Student/Teacher Resource, <i>Strength Training Basics – Sample</i>. Identify one or more important concept words in the text. • Write the concept words (e.g., sets, repetitions, and resistance) on the chalkboard and ask students to suggest possible meanings for the words. • Direct students to the concept words in the text. Ask students to read the paragraph(s) and confirm or reject their suggested meanings. • Discuss how they were able to determine the meaning of the concept word in context. Note that writers use different ways of providing meanings for concepts and words. Record these on the chalkboard. Distribute the Student Resource, <i>Clues for Using Context to Find Meaning</i>. • Show several examples from the excerpt on Strength Training Basics. • Model how to use context to determine the meaning of the words/concepts. • Ask students to complete the Student/Teacher Resource, <i>Strength Training Basics – Sample</i>. 	<ul style="list-style-type: none"> • Recall what they already know about strength training. Make connections to known words and phrases. • Locate the concept words (sets, repetitions, and resistance) in the excerpt on <i>Strength Training Basics</i>, and read the text. • Make connections between the new learning and what they already know about the concept. • Note different ways a reader can use context to help figure out unfamiliar ideas, concepts and words. • Identify how to determine meaning and monitor understanding from the excerpt. • Complete the handout <i>Strength Training Basics – Sample</i>.
<p>During</p> <ul style="list-style-type: none"> • Provide groups of students with different reading passages on the same topic/concept. For example, see Student Resource, <i>Exercise Safety</i>. • Ask groups to read the passage and identify unfamiliar words and the important concept(s). Then use the resource, <i>Clues for Using Context to Find Meaning</i>, to determine the meaning of the unfamiliar concept word. • Direct students to record the clue and the meaning of the concept words in the margin of the resource, <i>Exercise Safety</i>. • Ask groups to share and compare their findings. Discuss similarities and differences in order to establish a common understanding of the concept. 	<ul style="list-style-type: none"> • Read the passage <i>Exercise Safety</i>, identify unfamiliar words and use the context to understand the passage. • Write the clue and the meaning of the unfamiliar concept word(s) in the margins of the resource, <i>Exercise Safety</i>.
<p>After</p> <ul style="list-style-type: none"> • Ask students to describe how they used context to understand what they read. • Assign further reading so that students can practise using context when reading. 	<ul style="list-style-type: none"> • Describe how they used context to help understand the text (e.g., “I read ahead to look for a definition or more information, or “I looked for signal words that pointed me to the relevant information”).

Notes



Engaging in Reading: Using Context to Find Meaning

Health and Physical Education Grades 12 – Physical Fitness

Strength Training Basic – Sample

In *Strength Training Basics*, the writer uses different ways to help the reader understand how to strength train. Context clues include definition, example, description, illustration, clarification, parenthetical, comparison, or elaboration.

Instructions:

Read the excerpt and see how many different context clues the writer provides for the different concepts and terms related to strength training. Write your annotations on the left-hand side of the excerpt.

Write your Annotations Here

Definition: A set is a group of successive repetitions performed without resting.

Example: 3 sets of 12 biceps curls.

Parenthetical Note:
Resistance is the weight.

Strength Training Basics

Strength, resistance, or weight training, involves exercising with the specific goal of increasing muscular strength or size and the ability to produce force. Strength training contributes to not only sports performance, but also helps you manage your weight, reduce risk of injury and disease, and generally helps you perform better in both household chores and recreational activities.

Sets and Reps

A set is a group of successive repetitions performed without resting. A rep or repetition is the number of times you repeat the move in each set. Therefore, if your instructions were to do 3 sets of 12 (3 x 12) biceps curls, you would curl the weight 12 times in a row to complete the first set. Then you'd put the weight down, rest a moment and do 12 more in a row to complete the second set, and so on until you've finished the prescribed number of sets for that exercise.

Resistance and Range

The number of repetitions chosen for each exercise depends on the amount of resistance (weight) you're using. Maximum resistance is the most weight you can lift with proper form one time. In general, most people can complete 6 repetitions with 85% of their maximum resistance, 8 repetitions with 80% of maximum resistance, 10 repetitions with 75% of maximum resistance, 12 repetitions with 70% of maximum resistance and 14 repetitions with 65% of maximum resistance. Training with more than 85% of your maximum resistance increases the risk of injury, and training with less than 65 percent of maximum resistance decreases strength gains. So, a safe and productive training recommendation would be 8-12 repetitions using 70% to 80% of maximum resistance.

Progression and Frequency

Progressive resistance is the key to any well-designed strength program. This means that as your muscles adapt to a given exercise, you need to gradually increase the resistance or the repetitions to promote further gains. The idea is to keep alternately increasing repetitions and resistance, so that you continue to see results.

Increases in muscle size and strength don't occur while you're training, they occur during the rest period between workouts. This is when your muscles recover and rebuild, gradually becoming bigger and stronger. The recovery process takes at least 48 hours. For this reason, strength training sessions should be scheduled no more frequently than every other day. If you prefer to train more often, you should avoid hitting the same muscle group on consecutive days.



Engaging in Reading: Using Context to Find Meaning

Health and Physical Education Grades 12 – Physical Fitness

Clues for Using Context to Find Meaning

Clue	Description	Signals
Definition	The unfamiliar word is specifically defined in the sentence, or in the preceding or following sentences.	<ul style="list-style-type: none"> • “is” or “ which means” • commas that set off a qualifying phrase
Example	The unfamiliar word is illustrated by one or more examples.	<ul style="list-style-type: none"> • “for example,” “including,” or “such as” • pictures or diagrams
Description	Characteristics or features of the unfamiliar word are described.	<ul style="list-style-type: none"> • descriptive words • sensory words • adjectives and adverbs
Illustration	The unfamiliar word is shown in a diagram picture or map.	<ul style="list-style-type: none"> • “see figure 2.1” • graphic features on the page
Clarification	The meaning of the unfamiliar word is restated in slightly different language, summarized or paraphrased.	<ul style="list-style-type: none"> • “in other words,” • “ simply,” “clearly”
Parenthetical Note	The meaning of the unfamiliar word is provided in parentheses directly following the word.	<ul style="list-style-type: none"> • (.....)
Comparison	Contrasting or comparing it to another word, phrase or concept provides the meaning of the unfamiliar word.	<ul style="list-style-type: none"> • “such as,” • “like,” • “compared to,” “unlike” or • “similar to” • synonyms, antonyms • charts
Elaboration	Additional information about the unfamiliar word is provided in the following sentences and paragraphs. This may be a description of a related event, process or product, or a question prompt.	<ul style="list-style-type: none"> • “in addition,” “another,” or “consequently”
Typography and Design	Design features draw attention to important words and concepts, and to their definitions.	<ul style="list-style-type: none"> • bold, <i>italics</i>, and other embellishments

Engaging in Reading: Using Context to Find Meaning

Health and Physical Education Grades 12 – Physical Fitness

EXERCISE SAFETY

Both extrinsic and intrinsic factors can increase the risk of injury. Extrinsic factors include training errors, faulty technique, poor environmental conditions, incorrect equipment and surfaces. Intrinsic factors include biomechanical deficiencies including, misalignment of limbs, muscular imbalances, degeneration of tissues and joints.

Common Biomechanical Deficiencies include: weaknesses, inflexibilities and postural deficiencies. The biomechanical deficiencies are important to consider only so they may be identified and possibly corrected in attempt to prevent athletic injuries during exercise or physical activity. In some circumstances however, an attempt to correct a biomechanical deficiency may irritate the injury and prolong recovery, particularly if certain exercises are initiated too soon after an injury has occurred.

Over Generalizations

It is easy to denounce an exercise as "dangerous", particularly if an injury had occurred during its execution. When we are injured when performing a particular exercise, we should not assume that the exercise is necessarily a bad exercise. Certainly we would exacerbate the injury if we continued to perform the exercise before the injury has healed or before it was rehabilitated. But for some reason people mistakenly judge an exercise as bad if an injury occurred during a particular movement. Certainly past injury is the best predictor of future injury, but to suggest a movement is inappropriate for another person, under perhaps different circumstances, is an erroneous assumption. The appropriateness of an exercise should be assessed on an individual case-by-case basis.

Proper technique and completion of a full range of motion is paramount to prevent injury to connective tissue, muscle, and joint capsules. The exercises also should be conducted in a manner that stimulates the actual athletic activity as specifically as possible. This may require modifying the equipment, starting position and/or speed of contraction. Sets and repetitions should accommodate the needs of the particular athletic activities with emphasis on improvement in muscular strength, muscular endurance or muscular power. As in any weight training session, warm-up is essential before a session, even if the resistance training activity will only involve a relatively light load. Finally, flexibility exercises need to be instituted along with the strength training in order to keep the optimal functional range of motion throughout the exercise. There will be a prolonged healing time if usual activities are resumed too soon. Proper care and sufficient healing time before resuming activity should prevent permanent disability if it is a first time injury. If it is a repeat injury, complications are more likely to occur.

Adapted from www.exrx.net/ExInfo/Deficiencies.html Exercise Safety.



Reacting to Reading: Responding to Text (Graffiti)

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Good readers 'wake up' and use the information they have about a topic in order to help them understand what they are reading. (Cris Tovani, 2000)

Graffiti is a collaborative learning strategy that can be used before or after an assigned Health and Physical Education reading. Here you can see how it might be used after reading. The strategy involves students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the assigned reading. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups.

Purpose

- Provide an opportunity for students to make a personal connection to a Health and Physical Education topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

Payoff

Students will:

- connect their personal knowledge and experience with a Health and Physical Education curriculum topic or issue.
- expand their understanding of the reading by seeing and hearing the ideas and opinions of others.

Tips and Resources

- Use a *Numbered Heads* strategy to randomly assign roles in small groups. For example, if you are working with groups of five, have the students in each group “number off” from 1 to 5. After the students have numbered off, assign a particular role (e.g., recording, reporting, and displaying work) to each number. Rotate the roles as the students continue with the exercise.
- In the version of graffiti described here, each group uses a different coloured marker so that everyone can identify which group made which contribution to the charts.
- After a specified period (usually no more than three to five minutes), and at a specific signal, each group rotates to the next chart page until the group has traveled full circle and arrived back at its own page.
- The rotation and recording aspect of the strategy should take about 15 to 20 minutes. If groups have too much time at any chart page, there won't be anything for subsequent groups to write.
- For more information see:
 - Teacher Resource, *Graffiti Strategy – Healthy Relationships* (Grade 11-12).
 - Teacher Resource, *Graffiti Strategy – Fertility Facts* (grade 11).
 - Teacher Resource, *Graffiti Strategy – Procedure for Groups*.
- For background Information:
 - www.iaac.ca/english/articles/faq.asp Medical Q & A, Fertility Facts: Frequently Asked Questions.
 - www.region.halton.on.ca/health/programs/sexualhealth/relationships/healthy_relationships.htm

Further Support

- Teach some vocabulary related to the topic or issues, to support struggling students or English Language Learners. Consider putting key terms on a Word Wall.
- Assign two students the role of reporter, to ensure that struggling students or English Language Learners are supported if they are chosen as the reporter.



Reacting to Reading: Responding to Text (Graffiti)

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Assign a series of Health and Physical Education readings to students (e.g., Infertility [Grade 11], Healthy Relationships, Infatuation versus Love, Communication & Decision-Making, assertiveness [Grades 11- 12]). See background information on the <i>Halton Region Health Website</i>. Determine how many groups you will have in the class, and set up that many “stations.” Place a chart page and a different-coloured marker at each station. On each page, write one issue or topic related to the reading. See Teacher Resources, <i>Fertility Facts (Grades 11)</i> or <i>Healthy Relationships (Grade 11 – 12)</i>. Define <i>graffiti</i> for the class (e.g., “scribbling on walls or in public places that represents a highly personal expression of thoughts or feelings”), or ask students for definitions. Explain the graffiti process to students: groups will begin at a chart page and choose one student to record the group’s information and ideas with the coloured marker. See Teacher Resource, <i>Graffiti Strategy – Procedures for Groups</i>. 	<ul style="list-style-type: none"> Read the assigned text. Contribute to the discussion about graffiti. Listen carefully to instructions about the process. Clarify if needed.
<p>During</p> <ul style="list-style-type: none"> After a specified length of time, ask groups to rotate to the next chart page, taking the same coloured marker with them. At the next chart page, a new recorder will be chosen to write down ideas and information, and so on. As students rotate to the stations, they may agree or disagree with a comment(s) written by a previous group. In this case, the group places a checkmark beside ideas with which they agree, or write disagreements beside items already recorded. They may also put question marks beside items that they feel require clarification. 	<ul style="list-style-type: none"> Rotate as a group to each chart page, keeping the same coloured marker. Respond to the next topic or question using the same coloured marker with which they began. Have a different recorder for each chart page they encounter. Take turns contributing ideas and information to the graffiti page. Ensure that each group member has an opportunity to contribute to the graffiti. Conclude at the original chart page.
<p>After</p> <ul style="list-style-type: none"> Designate students to be reporters and displayers for the chart page. This keeps all students accountable until the last moment. As each group reports, ask other students to record in their notes the top three items that interest or concern them, leaving spaces between each item. 	<ul style="list-style-type: none"> Review the original chart page together to ensure they can read and understand each item. Display and report the information on their chart page, as requested by the teacher. As other groups report, individually record the top three items of interest or concern in one’s own notes.

Notes

Reacting to Reading: Responding to Text (Graffiti)

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Graffiti Strategy – Fertility Facts

- Subheadings from a website, article, textbook or electronic resource often provide very useful topics for graffiti charts when you turn them into questions.
- In this instance, the topics are based on subheadings (Articles - Medical Q & A) from the following website:
<http://www.iaac.ca/english/articles/faq.asp>
- Try to keep questions short so they do not take up much space on the chart.

Questions:

1. What are some factors that can affect a woman's fertility?
2. What are some factors that can affect a man's fertility?
3. What factors can affect both a man and woman's fertility?
4. When should individuals seek treatment?

Reacting to Reading: Responding to Text (Graffiti)

Health and Physical Education Grades 11 - 12 – Healthy Growth and Sexuality

Graffiti Strategy – Healthy Relationships

- Topics are based on subheadings from the following website:
http://www.region.halton.on.ca/health/programs/sexualhealth/relationships/healthy_relationships.htm
- Some of the relevant subheadings on this site are: Healthy Relationships, Infatuation versus Love, Communication and Decision Making and Assertiveness.
- Try to keep questions short so they do not take up much space on the chart.

Questions:

1. What are the qualities of a healthy relationship?
2. What are your rights and responsibilities in a healthy relationship?
3. What are some of the differences between infatuation and love?
4. Communication between two people can be difficult; list some 'bad' communication habits that should be avoided.
5. What can you do to develop positive self-esteem by being assertive?
6. How can you keep your relationships healthy?
7. What must you keep in mind when making decisions in relationships?

Reacting to Reading: Responding to Text (Graffiti)

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Graffiti Strategy – Procedure for Groups

1. Form groups of five students each.
2. In each group, assign each student a number from 1 to 5. (Tell the students that they will not know the role for their number until later, and that the roles will change. They are all accountable for the work in the group.)
3. Give each group a colour name (e.g., red, blue, black, green, orange, brown), and a marker of that colour. The group will keep that marker as they move to a different chart page and topic.
4. Give each group a piece of chart paper, with a topic written at the top.
5. Tell the students that they will have about three minutes to write their group's responses to the topic on the first piece of chart paper. Number 1 will be the recorder when the group is at the first chart; Number 2 will be the recorder when they rotate to the second chart; and so on.
6. As the first three-minute time-limit approaches, tell the students, "When I give the signal, finish your last word, leave your chart page where it is, and move on to the next chart page. Be sure to take your marker and give it to the new recorder in your group. You will have two to three minutes to read the responses at the next chart page, and add comments, question marks, disagreements, or additional points."
7. As students rotate to the stations, they may agree or disagree with a comment(s) written by a previous group. In this case, the group places a checkmark beside ideas with which they agree, or write disagreements beside items already recorded. They may also put question marks beside items that they feel require clarification.
8. As the students return to the chart page where they first started (their colour of marker will be the first one on the page), tell them, "Prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class. I will choose a reporter and a displayer when the time comes to report. Everyone should be ready to take on these roles."



Reacting to Reading: Drawing Conclusions (I Read/ I Think/ Therefore)

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

Readers draw conclusions based on the ideas and information that they read from one or more sources. Providing a graphic organizer before reading helps students to organize their thinking *during reading* in order to analyze, make inferences and draw conclusions *after reading*.

Purpose

- Actively use prior knowledge and experiences when reading.
- Read and respond to the important concepts and issues in Health and Physical Education, making inferences and drawing conclusions.

Payoff

Students will:

- develop content and opinions for persuasive writing.
- become thoughtful speakers during whole-class and small-group discussions.

Tips and Resources

- *Drawing conclusions* involves gathering information and deciding what the information means. For example, a report may **describe** effects of smoking on health (e.g., more cancer, more cardiopulmonary respiratory illnesses, less ability to perform physical activity); it may **draw a conclusion** about the information (increased teenage smoking will increase the rate of diseases in the future); and it may **offer recommendations**.
- The Teacher Resource, *The Young and The Reckless* annotated sample illustrates the thinking process that a reader might follow to gather information, reflect, and draw a conclusion.
- The Student Resource, *Drawing Conclusions - Template* helps students to organize their thinking while they are reading or conducting research that will require them to make inferences and draw conclusions. In column one (I Read), students record the relevant information from the text. In column two (I Think), students record what they know about that information and what they think it means. In the bottom row (Therefore), students record their conclusions based on all of the information gathered and their prior knowledge.
- For more information see:
 - Student/Teacher Resource, *The Young and the Reckless* – Excerpt.
 - Teacher Resource, *The Young and The Reckless* – Sample Responses.
 - Student Resource, *Drawing Conclusions* – Template
 - Teacher Resource, *Drawing Conclusions* – Student Sample
- For background information:
 - Opeha, *Healthy Active Living Education (PPL30) Supplementary Material, Module # 3, Violence and Risk Taking Behaviour*.
 - www.statcan.ca/english/kits/cyb1999/health/art1.htm

Further Support

- Encourage students to use their real-life experiences as models for drawing conclusions.
- Create a wall chart to illustrate the strategy *I Read/ I Think/ Therefore* and post it as a reference for students.



Reacting to Reading: Drawing Conclusions (I Read/ I Think/ Therefore)

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a text related to a current topic or issue in the course. See Student/Teacher Resource, <i>The Young and The Reckless - excerpt</i>. • Create a question or reading prompt to guide the reading (e.g., “What are examples of risky behaviours adolescents may engage in?” or “What are some coping strategies to deal with stress?”). • Use a thinking strategy such as <i>I Read/I Think/Therefore</i> to demonstrate how to draw a conclusion based on gathered information. See Teacher Resource, <i>The Young and The Reckless – Sample Responses</i>. • Provide students with a graphic organizer to record their thinking as they read the resource provided. (See Student Resource, <i>Drawing Conclusions – Template</i>.) • Provide students with copies of the reading selection and ask them to preview it. • Use a transparency of the graphic organizer to model for students how to read and record information and inferences. Read the first two or three paragraphs to model the process. See Teacher Resource, <i>Drawing Conclusions – Student Sample</i>. 	<ul style="list-style-type: none"> • Read the information provided and make inferences based on the information. • Make a conclusion. • Observe the teacher’s thinking process for drawing a conclusion. • Preview the resource, <i>The Young and The Reckless</i>, to get ready to read. • Clarify the purpose for reading (prompt or question). • Observe how to complete the <i>Drawing Conclusions – Template</i>.
<p>During</p> <ul style="list-style-type: none"> • Ask students in pairs or individually to complete the reading task either individually or in pairs and the “I Read” and “I Think” columns of the <i>Drawing Conclusions - Template</i>. • Partners may read, pause, discuss and record the information and their thinking. 	<ul style="list-style-type: none"> • Read the resource, <i>The Young and The Reckless</i>, pausing to record important information, and make inferences. • Working alone or with a partner, complete the reading task and the “I Read” and “I Think” columns of the <i>Drawing Conclusion - Template</i>.
<p>After</p> <ul style="list-style-type: none"> • Review the information gathered in the “I Read” section. Note responses and ask students to account for similarities and differences. • Compile information on the transparency of the <i>Drawing Conclusions - Template</i>. • Discuss the students’ responses in the “I Think” section. Model how to make inferences, and complete the section on the transparency. • Review the information and inferences. Ask students to suggest conclusions that can be made based on the information gathered so far. Discuss possible “Therefore” conclusions. • Model how to make a conclusion based on gathered information. 	<ul style="list-style-type: none"> • Reread their templates to identify similarities and differences among responses. • Draw a conclusion based on the information and inferences in the chart. • Compare own conclusion with those of other students. • Apply their learning to a different reading task.

Notes

Reacting to Reading: Drawing Conclusions (I Read/ I Think/ Therefore)

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

“The Young and the Reckless” - Excerpt

Regardless of the generation, adolescence is a time of emotional turbulence, of testing limits and taking risks. For most Canadian youth, therefore, illness is less of a threat than are accidents or suicide.

About one-half of all deaths among children aged 10 to 14 are due to external causes, most commonly, car crashes. Among 15- to 19-year-olds, external causes account for nearly eight in 10 deaths among boys and seven in 10 among girls. In 1993, car accidents were the leading external cause of death, responsible for about four in 10 deaths among older teens.

Suicide is the second leading cause of death among teenagers aged 15 to 19. Between 1986 and 1990, 13 of every 100,000 young people in this age group killed themselves, accounting for nearly one-quarter of all teenage deaths.

Over the past 30 years, the suicide rate among 15- to 19-year-olds has increased nearly fivefold for males and threefold for females. Much of this increase is likely due to improved accuracy in reporting suicide as a cause of death, against a backdrop of more openness and less social and religious stigma. Experts have found that students who feel engaged in and appreciated by their school and community, and who have adequate life skills, are less likely to try to take their own lives.

A long-term study of substance abuse among Canadian teenagers, spanning a period of 18 years, found that between 1993 and 1995, after a decade of steady declines, there were significant increases in the number of Ontario students in Grades 7 and up who used tobacco and illegal drugs. The biggest increases were in the use of cannabis (marijuana and hashish) and hallucinogens such as mescaline and psilocybin ("magic mushrooms").

Over the two-year period, tobacco use in this age group jumped to 28%, the highest level since 1983. Because more than eight in 10 adult smokers pick up the habit before age 20, smoking in the teenage years can have serious consequences. In 1994, nearly one-third of all Canadian 19-year-olds were smokers and more than three-quarters of them smoked daily.

Teenagers take other risks as well. In 1994-95, only 8% of teenagers aged 15 to 19 wore a helmet when they rode a bicycle. Between 1980 and 1994, nearly six in 10 of the 1,665 bicyclists killed in Canada were under the age of 20, and almost two-thirds died of head injuries.

Similarly, in 1992, a British Columbia survey found that more than half of all 17-year-olds in the province were sexually active, but fewer than six in 10 had used a condom the last time they had sex.

Excerpted from www.statcan.ca/english/kits/cyb1999/health/art1.htm

Reacting to Reading: Drawing Conclusions (I Read/ I Think/ Therefore)

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

Students are encouraged to use the template on the following page to read and respond to a Health and Physical Education text; however, they may also use it to accumulate information about a topic from several sources before drawing a conclusion. For example, students may be investigating the issue of risks to human health, how issues change throughout life, and how they can develop a healthy life plan. The following is an excerpt from the article, “The Young and the Reckless”.

The Young and The Reckless – Sample Responses

The *text* says illness is less of a threat than are accidents or suicides for adolescents. *I think* this might be different for other age groups. I need more information.

The *text* says tobacco use in this age group jumped to 28%, the highest level since 1983. *I think* tobacco related illnesses will be a health risk for many adults.

Regardless of the generation, adolescence is a time of emotional turbulence, of testing limits and taking risks. For most Canadian youth, therefore, illness is less of a threat than are accidents or suicide.

About one-half of all deaths among children aged 10 to 14 are due to external causes, most commonly, car crashes. Among 15- to 19-year-olds, external causes account for nearly eight in 10 deaths among boys and seven in 10 among girls. In 1993, car accidents were the leading external cause of death, responsible for about four in 10 deaths among older teens.

Suicide is the second leading cause of death among teenagers aged 15 to 19. Between 1986 and 1990, 13 of every 100,000 young people in this age group killed themselves, accounting for nearly one-quarter of all teenage deaths.

Over the past 30 years, the suicide rate among 15- to 19-year-olds has increased nearly fivefold for males and threefold for females. Much of this increase is likely due to improved accuracy in reporting suicide as a cause of death, against a backdrop of more openness and less social and religious stigma. Experts have found that students who feel engaged in and appreciated by their school and community, and who have adequate life skills, are less likely to try to take their own lives.

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Over the two-year period, tobacco use in this age group jumped to 28%, the highest level since 1983. Because more than eight in 10 adult smokers pick up the habit before age 20, smoking in the teenage years can have serious consequences. In 1994, nearly one-third of all Canadian 19-year-olds were smokers and more than three-quarters of them smoked daily.

Teenagers take other risks as well. In 1994-95, only 8% of teenagers aged 15 to 19 wore a helmet when they rode a bicycle. Between 1980 and 1994, nearly six in 10 of the 1,665 bicyclists killed in Canada were under the age of 20, and almost two-thirds died of head injuries.

Similarly, in 1992, a British Columbia survey found that more than half of all 17-year-olds in the province were sexually active, but fewer than six in 10 had used a condom the last time they had

sex.<http://www.statcan.ca/english/kits/cyb1999/health/art1.htm>

The *text* says the most common cause of death amongst 15-19 year olds is external causes. *I think* adolescents may have more car crashes than adult drivers.

The *text* says more than half of all 17 year-olds in the province were sexually active, but fewer than six in 10 had used a condom the last time they had sex. *I think* unwanted pregnancy and sexually transmitted infections are both prevalent health risks for adolescents.

Therefore...

Adolescents' risky behaviours are very dangerous. More education on how adolescents can protect themselves is required.



Reacting to Reading: **Drawing Conclusions (I Read/ I Think/ Therefore)**

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

Drawing Conclusions – Template

I Read	I Think
Therefore...	



Reacting to Reading: Drawing Conclusions (I Read/ I Think/ Therefore)

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

Drawing Conclusions – Student Sample

Below are possible responses for the article, “ The Young and the Reckless.”

I Read	I Think
<ul style="list-style-type: none"> • illness is less of a threat than are accidents or suicides for adolescents. • the most common cause of death amongst 15-19 year olds is external causes. • tobacco use in this age group has jumped to 28%, the highest level since 1983. • more than half of all 17-year-olds in the province were sexually active, but fewer than six in 10 had used a condom the last time they had sex. 	<ul style="list-style-type: none"> • this might be different for other age groups. I need more information. • adolescents may have more car crashes than adult drivers. • tobacco related illnesses will be a health risk for many adults. • unwanted pregnancy and sexually transmitted infections are both prevalent health risks for adolescents.
<p>Therefore...</p>	
<p>Adolescents’ risky behaviours are very dangerous. More education on how adolescents can protect themselves is required.</p>	

Reading Different Text Forms: Reading Graphical Texts

Health and Physical Education Grade 11 - Personal Safety and Injury Prevention and Mental Health

Graphical text forms (e.g., diagrams, photographs, drawings, sketches, graphs, schedules, maps, charts, tables, timelines, and tables) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Providing students with an approach to reading graphical text also helps them to become effective readers.

Purpose

- Become familiar with the elements and features of graphical texts used in Health and Physical Education.
- Explore a process for reading graphical texts, using a range of strategies for before, during and after reading.

Payoff

Students will:

- become more efficient at “mining” graphical texts for information and meaning.
- practise essential reading strategies and apply them to different Health and Physical Education materials.

Tips and Resources

- Sometimes a complicated idea or concept can be communicated more easily through a chart, graph, diagram or illustration. Many informational texts include graphics to supplement the main ideas and provide clues to the important concepts in the text. Some of the features of graphical texts include: **print features** (e.g., typeface and size of type, bullets, titles, headings, subheading, italics, labels, and captions); **organizational features** (e.g., tables of contents, legends, keys, pronunciation guides, labels and captions); **design features** (e.g., colour, shape, line, placement, balance, and focal point). Design features can also include images; **organizational patterns** (such as sequential, categorical, and explanatory).
- Each graphical text uses these elements and features in different ways to effectively present information in a condensed format. For example, a chart or table may illustrate key information and show how pieces of information relate to each other. A table uses columns and rows to organize the information and may include a title that describes the main idea or subject, and a caption to explain the purpose of the table. The information in a table can be read horizontally and vertically. An example of a common table format is a Personal Fitness Log that uses columns to show the days of the week, and rows to show the exercise, sets, and reps. Tables are often used in Health and Physical Education to help the reader quickly grasp key information (such as statistics, patterns, or trends).
- Focus on one or two tips at a time to help students before, during and after the assigned reading. Add tips as needed to guide the students as they read.
- For more information see:
 - See Student Resource, *Tips for Reading Graphical Texts*.
 - See Student Resource, *Crime and Suicide among Teens*.
 - See Student Resource, *Crime and Suicide among Teens – Template*.
 - See Teacher Resource, *Crime and Suicide among Teens – Student Sample*.
- For background information:
 - www.statcan.ca/english/kits/suicide/sucid1.htm
 - www.nationaltcc.org/tcc/?pg=7006 Teen, Crime and the Community

Further Support

- Provide students with an advance organizer to guide them as they read a particular text.



Reading Different Text Forms: Reading Graphical Texts

Health and Physical Education Grade 11 - Personal Safety and Injury Prevention and Mental Health

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Ask students to brainstorm about a topic such as suicide rates or leading causes of injury among teens. See Teacher Resource, <i>Crime and Suicide amongst Teens - Student Sample</i> and Student Resource, <i>Crime and Suicide amongst Teens - Template</i>. • Distribute copies of the graphical text. • Pose questions to students before they read, to help them determine a purpose for reading. • Model (using a <i>Think Aloud</i>) how to predict the content based on the features of the graphic, specialized language, related written information, or personal experiences. Skim, scan and sample the graphical text to make informed predictions. • Identify and teach unfamiliar vocabulary and concepts. 	<ul style="list-style-type: none"> • Brainstorm what they already know about crime and suicide amongst teens and record ideas on the Student Resource, <i>Crime and Suicide amongst Teens</i>. • Identify unfamiliar vocabulary and concepts.
<p>During</p> <ul style="list-style-type: none"> • During reading, help students to connect the information and ideas in the graphical text to what they already know as they monitor their understanding. (“<i>Monitoring understanding</i>” means recognizing when confusion occurs and identifying strategies that help to regain meaning.) For example: • Have students describe and model the different reading strategies they might use, such as predicting, questioning, activating prior knowledge, inferencing, reading slowly, and rereading. • Provide students with focus questions such as: What is the purpose of this graphic? What information is provided? Is all important information included? What information is missing? How is the information organized? How does this information relate to what you already know about the topic? Is this a useful source of information? • Model, using a <i>Think Aloud</i> strategy, how to pause and think about the text. Encourage students to examine parts of the text, read, pause, think, and ask questions or make notes about how this information relates to other parts of the text. See Student Resource, <i>Crime and Suicide amongst Teens - Template</i>. • Invite students to organize the information in a different way. Ask students to share and compare their interpretations. 	<ul style="list-style-type: none"> • Monitor understanding by following the prompts from the teacher and completing the Student Resource, <i>Crime and Suicide amongst Teens</i>.

Notes

Reading Different Text Forms: Reading Graphical Texts

Health and Physical Education Grade 11 - Personal Safety and Injury Prevention and Mental Health

Tips for Reading Graphical Texts

Before Reading

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to determine what type it is and which elements are used.
- Examine the titles, headings, captions and images. Start with the title. The title tells you what the graphic is about. The captions may also use words and phrases from the text to show how the graphic is related to the information in the written text (e.g., "Figure 1.6").
- Recall what you already know about the topic or subject.
- Record some questions you might have about the information presented.

During Reading

- Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- Look for the use of colour or symbols to emphasize important words and information. Some graphical texts have a legend or a key to explain the meaning of specific symbols and colours.
- Study the image carefully. See if you recognize the details in the image. Read the text near the picture to find an explanation of the information in the graphic. Use the figure number or title and key words to find and read the related information in the written text.
- Identify the relationships among the visuals and information presented.

After Reading

- Interpret the information conveyed in any of the graphics (e.g., diagrams, charts, graphs, maps). Ask yourself why this information might be important.
- Rephrase the information orally or in writing. Imagine that you are explaining the graphic to someone who has not read it.
- Create your own graphical text (e.g., graph, map, diagram, table, flow chart) to represent the important information.

Reading Different Text Forms: Reading Graphical Texts

Health and Physical Education Grade 11 - Personal Safety and Injury Prevention and Mental Health

Crime and Suicide among Teens

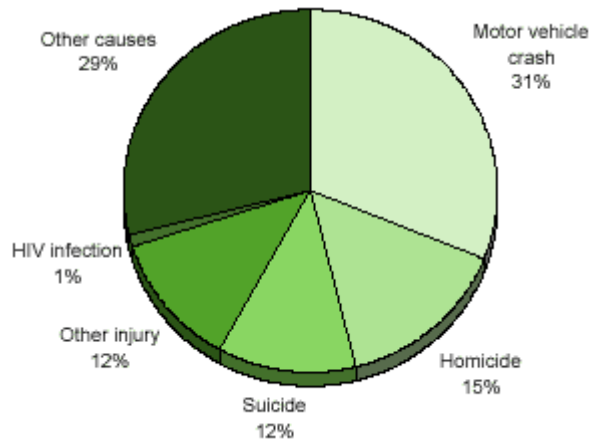
Crime Facts

Results from the 2001 Center for Disease Control Youth Risk Behaviour Survey

Among youth in grades 9-12:

- 31% rode with a drinking driver during the past month
- 47% drank alcohol during the past month
- 64% have smoked a cigarette
- 33% were in a physical fight during the past year
- 17% carried a weapon to school in the past year
- 9.5% have been hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend at least once in the past year

The leading causes of death for youth aged 10-24 results from these risky behaviours.



Results from the 2000 US Department of Justice National Crime Victimization Survey

- In 2000, U.S. residents age 12 or older experienced approximately 25.9 million crimes.
- In 2000 the rate at which youth were victims of serious violent crime was 16 per 1,000 youth age 12 to 17 for a total of 390,000 such crimes.
- Between 1999 and 2000, the violent crime rate fell 15% and the property crime rate fell 10%.

More Crime Facts

- In surveys of 12 cities in 1998, violent crime victimization rates per 1,000 residents age 12 or older ranged from 60 in Washington, D.C. to 85 in New York, New York. Nationally, the violent crime victimization rate in urban areas was 51 per 1,000 residents. ([Bureau of Justice Statistics](#))
- The percentage of residents in each of the 12 cities who said they were fearful of crime in their neighbourhood ranged from 20 percent in Madison, Wisconsin to 48 percent in Washington, D.C. and Chicago, Illinois. ([Bureau of Justice Statistics](#))
- ["About one in four victims of violent crime are physically injured during the offence"](#)
BJS press release 6/24/01

Taken from www.nationaltcc.org/tcc/?pg=7006 *Teen, Crime and the Community*

Reading Different Text Forms: Reading Graphical Texts

Health and Physical Education Grade 11 - Personal Safety and Injury Prevention and Mental Health

Crime and Suicide Among Teens

Suicides, and suicide rate, by sex and by age group

	1996	1997	1981	1991	1996	1997
	Number of suicides		Suicide rate per 100,000 population			
All ages	3,941	3,681	14.0	13.3	13.2	12.3
Males	3,093	2,914	21.3	21.6	20.8	19.6
Females	848	767	6.8	5.3	5.6	5.1
1-14 years	41	51	0.7	0.6	0.7	0.9
Males	32	39	1.0	0.7	1.1	1.4
Females	9	12	0.4	0.4	0.3	0.4
15-19 years	231	261	12.7	13.8	11.5	12.9
Males	190	207	21.2	23.0	18.5	19.9
Females	41	54	3.8	4.0	4.2	5.5
20-24 years	350	293	19.6	18.2	17.2	14.5
Males	300	257	33.2	31.7	29.0	24.9
Females	50	36	5.9	4.1	5.0	3.6
25-44 years	1,770	1,549	17.4	18.1	17.9	15.8
Males	1,390	1,228	26.2	28.8	24.7	25.0
Females	380	321	8.6	7.6	8.6	6.6
45-64 years	1,060	1,075	20.1	16.2	16.6	16.5
Males	786	826	28.6	25.7	24.7	25.5
Females	274	249	11.9	6.9	8.6	7.6
65 years and over	489	452	18.3	14.2	13.4	12.4
Males	395	357	30.4	26.3	25.6	23.0
Females	94	95	9.2	5.6	4.5	4.5
Not stated	–	–	x	x	x	x
Males	–	–	x	x	x	x
Females	–	–	x	x	x	x

x : suppressed to meet the confidentiality requirements of the Statistics Act

– nil or zero

Source: Statistics Canada, Health Statistics Division.

Last modified: 2005-02-17.

Reading Different Text Forms: Reading Graphical Texts

Health and Physical Education Grade 11 - Personal Safety and Injury Prevention and Mental Health

Crime and Suicide among Teens – Template

Brainstorm what you already know about crime and suicide amongst teens.

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1. What types of graphical text are used in the resource, “Crime and Suicide Amongst Teens” (e.g., chart, table, graph, illustration)?
2. Skim and scan the headings, sub-headings and graphics in the text. What information do you expect to find on each page of the text?
3. How do the colours assist you in quickly understanding the information in the text?
4. Identify the two riskiest behaviours in youths from grade 9 to 12.
5. What are the two highest leading causes of death for people between the ages of 10 – 24?
6. Which sex has the higher suicide rate?
7. What age group has the highest suicide rate?

Reading Different Text Forms: Reading Graphical Texts

Health and Physical Education Grade 11 - Personal Safety and Injury Prevention and Mental Health

Crime and Suicide among Teens – Template

8. Look at the original Statistics Canada table again. Would the age group and sex be the same if you were looking at the *number* of suicides instead of the *rate* of suicide?

9. Why was the text presented in this format?

10. What other information might be included in the text?

11. Is there any other format you think would present this information effectively?

12. How does this information relate to what you already know about crime and suicide amongst teens?

13. Which information more closely reflects patterns for teens in Canada? Why?

14. If you were running a community support program, which age groups and sex would you target for a crime and suicide prevention program? Why?

15. What knowledge have you gained from surveying and reading this text?

16. Why is this information important to you as a teenager?

Reading Different Text Forms: Reading Graphical Texts

Health and Physical Education Grade 11 - Personal Safety and Injury Prevention and Mental Health

Crime and Suicide Among Teens – Student Sample

Brainstorm what you already know about crime and suicide amongst teens.

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1. What types of graphical text are used in the resource, “Crime and Suicide Amongst Teens” (e.g., chart, table, graph, illustration)? *Page one uses a pie chart and page two uses a table.*
2. Skim and scan the headings, sub-headings and graphics in the text. What information do you expect to find on each page of the text? *Page one will give information about different risky behaviours that teens get involved in and page two gives lots of statistics about teens and suicide.*
3. How do the colours assist you in quickly understanding the information in the text? *The colours in the chart make it easy to see the riskiest behaviour and provide a very quick, visual comparison of the different behaviours.*
4. Identify the two riskiest behaviours in youths from grade 9 to 12. *Smoking and drinking.*
5. What are the two highest leading causes of death for people between the ages of 10 – 24? *31% die in motor vehicle crashes and 29% die from other causes.*
6. Which sex has the higher suicide rate? *Males have a higher suicide rate than females. In 1997, 19.6 for males and 5.1 for females*
7. What age group has the highest suicide rate? *The age group with the highest suicide rate in 1997 was 45-64 year olds.*

Reading Different Text Forms: Reading Graphical Texts

Health and Physical Education Grade 11 - Personal Safety and Injury Prevention and Mental Health

Crime and Suicide Among Teens – Student Sample

8. Look at the original Statistics Canada table again. Would the age group and sex be the same if you were looking at the *number* of suicides instead of the *rate* of suicide? *The sex would be the same (males). The age group 25-44 years had more suicides than the age group 45-64 in 1997 (1,549, 1,075 respectively).*
9. Why was the text presented in this format? *To be able to see risky behaviours at a quick glance and to make it easier to compare causes of death among youth and rates of suicide between males and females, and in different age groups.*
10. What other information might be included in the text? *It would be good to have more information about what the “other causes” of death are for youth since this is the second largest percentage.*
11. Is there any other format you think would present this information effectively? *A bar graph would also work with different colour coding to represent the sexes and age groups.*
12. How does this information relate to what you already know about crime and suicide amongst teens? *It is pretty commonly known that drinking and smoking are high among teens and that many teens and young adults are killed in motor vehicle accidents each year. I was surprised at some of the statistics about teens and suicide, especially with males.*
13. Which information more closely reflects patterns for teens in Canada? Why? *The information on suicide rates more accurately reflects patterns for Canadian teens since it is from a Canadian source while the other one is from an American source.*
14. If you were running a community support program, which age groups and sex would you target for a crime and suicide prevention program? Why? *I would continue to offer education about drinking and driving and the combination is a killer for teens. For a suicide outreach program, I would target males in all age groups above 14 years of age, as this is when the rates of suicide begin to increase.*
15. What knowledge have you gained from surveying and reading this text? *It reinforced that teens still do not see the connection between drinking and driving and death. It also points to the fact that schools and communities need to be more open about suicide in youth and make sure that there are intervention programs in place. Teens should be aware that they are not alone if they are thinking about suicide and that others feel the same way.*
16. Why is this information important to you as a teenager? *I need to remember this information when I am with my friends and socializing because that is when we are most likely to engage in these risky behaviours. It will help me minimize my own personal risky behaviour. I also know that if I ever feel like I am suicidal, then I can get help. I am not alone.*



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

Health and Physical Education Grades 11 - Healthy Growth and Sexuality

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 a Health and Physical Education 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 Health and Physical Education 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, “*Dear Dr. S. Peculum*” Template.
 - Teacher Resource, “*Dear Dr. S. Peculum – Student Sample*.”
 - Student Resource, *Fertility Assignment – Possible Questions Template*.
 - Teacher Resource, *Fertility Assignment – Possible Questions Student Sample*.
- For background information:
 - *Ophea, Healthy Active Living Education (PPL30): Healthy Living Supplementary Material. Module #1 - Healthy Relationships and Sexuality*, pg. 33.

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?)

Health and Physical Education Grades 11 - Healthy Growth and Sexuality

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Assign a topic on reproductive health and describe the audience and purpose for this piece of writing. For example, as a columnist for the Health section of the local newspaper, write a response to a young woman's letter. Model for students the process of imagining the readers and the possible questions they would ask about infertility, and record these questions under the topic heading. For example, the readers may want to know: Why is the woman not getting pregnant? or What are the causes of infertility? See Student resource, "Dear Dr. S. Peculum" Template and Teacher Resource, "Dear Dr. S. Peculum – Student Sample." 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 infertility and healthy relationships. 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; generate possible questions and record them on the Student Resource, "Dear Dr. S. Peculum" Template.
<p>During</p> <ul style="list-style-type: none"> Ask students to review the topic of infertility in order to write an informative magazine article, pamphlet, radio call-in, or skit to describe the causes, issues, solutions and services available. Ask students to identify the audience. Have students (in pairs, small groups, or individually) create possible questions that the readers may have about all aspects of the topic. See Student Resource, <i>Fertility Assignment – Possible Questions</i> and Teacher Resource, <i>Fertility Assignment – Possible Questions Student Sample</i>. Have students share and compare their questions. 	<ul style="list-style-type: none"> Recall what they already know about reproductive health and imagine what their readers may want to know. Select the writing form and identify the audience. Work in pairs or groups, using the Student Resource, <i>Fertility Assignment – Possible Questions</i>, to record questions. 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, to respond to the questions in order to begin writing the magazine article, pamphlet, radio call-in, or script for the skit.



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

Health and Physical Education Grades 11 - Healthy Growth and Sexuality

Fertility Assignment – Possible Questions – Template

Use this template to prepare to write you informative magazine article, pamphlet, video, script for your radio call-in, or skit. Use the information that you have learned about infertility to generate a list of possible questions that readers may want answered about the topic.

Part A – Questions my audience might want answered on the topic of infertility

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Part B – Audience/ Background Questions to consider before writing the magazine article, script, etc.

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Teacher Resource

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

Health and Physical Education Grades 11 - Healthy Growth and Sexuality

Fertility Assignment – Possible Questions – Student Sample

Use this template to prepare to write you informative magazine article, pamphlet, video, script for your radio call-in, or skit. Use the information that you have learned about infertility to generate a list of possible questions that readers may want answered about the topic.

Part A – Questions my audience might want answered on the topic of infertility

- What are some of the possible causes of infertility?
- What background education do couples need to know about sex/sexuality and STI/STDs?
- How can couples say ‘no’ in a way that their partners won’t be hurt?
- What issues do people need to deal with who are experiencing difficulties with infertility?
- What issues would a couple need to consider if they were experiencing infertility problems?
- Where can I get additional information?
- Who else can I ask?

Part B – Audience/ Background Questions to consider before writing the magazine article, script, etc.

- Who is my audience?
- What is infertility?
- What are the different causes of infertility for males and females?
- What are the signs and symptoms of STI/STDs?
- How should couples solve problems/conflicts?
- What are good communication skills?
- What are the different causes of infertility for males and females?

Generating Ideas: Adding Content (Pass It On!)

Health and Physical Education Grade 11 – 12 – Mental Health

This strategy provides feedback to students *before* they start their first draft. Students exchange their *brainstorming* and *notes* for any project-paragraphs, research 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 the strategy, *Generating Ideas: Setting the Context: (What Do My Readers Want to Know?)*
- This strategy may be used before and during writing, especially if students are sharing research.
- Provide stick-on notes if students find it too confusing to have other students writing on their work.
- For more information see:
 - Student Resource, *Instructions for Adding Content (Pass It On!) - Stress* (Grade 11).
 - Teacher Resource, *Stress - Student Sample* (Grade 11).
 - Student Resource, *Instructions for Adding Content (Pass It On!) - Schizophrenia – Student Sample* (Grade 12).
 - Teacher Resource, *Schizophrenia - Student Sample* (Grade 12).
- For background information:
 - *Ophea, Healthy Active Living Education (PPL30): Healthy Living Supplementary Material. Module #2 – Positive Mental Health and Stress*, pp.27-32.
 - *Ophea, Healthy Active Living Education (PPL40): Healthy Living Supplementary Material. Subtask #3 – Positive Mental Health – Teaching Learning Strategy #4.*

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 and answers to questions).



Generating Ideas: Adding Content (Pass It On!)

Health and Physical Education Grade 11 – 12 – Mental Health

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Assign a topic on a mental health issue such as Stress (Grade 11) or Schizophrenia (Grade 12) in order for the students to develop a product (e.g., pamphlet, poster, newsletter, video clip, presentation or community resource directory). Ask students to brainstorm information they would include in their assignment. Distribute the Student Resource; <i>Instructions for Adding Content (Pass It On!) – Stress, (Grade 11) or Instructions for Adding Content (Pass It On!) – Schizophrenia, (Grade 12).</i> Review who, what, when, where, why and how (5W + H questions), using the handout. 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. See Teacher Resource, “Stress” - <i>Student Sample</i>; (Grade 11) or Teacher Resource, “Schizophrenia” - <i>Student Sample</i> (Grade 12). Create groups of 4 to 6 students. 	<ul style="list-style-type: none"> Individually brainstorm information they would include in their assignment on Stress (Grade 11) or Schizophrenia (Grade 12) and record it on notepaper. Read the instructions with the teacher.
<p>During</p> <ul style="list-style-type: none"> Time the students – have them pass their brainstorm notes to the next person to their left who will add questions to the notes. In 3 to 5 minutes, depending on the length of the notes, call “time” and have the students pass their work to the left again. Have students continue until the notes have 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 brainstorm notes 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 pamphlet, poster, video clip, or a newsletter. (Grade 11) Use the edited work and the answers to the questions as the basis for a presentation or directory of community resources. (Grade 12) 	<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.



Generating Ideas: Adding Content (Pass It On!)

Health and Physical Education Grade 11 – 12 – Mental Health

Instructions for Adding Content (Pass It On!) – Stress

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 pamphlet, poster, video clip, or a newsletter on "Stress".

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:

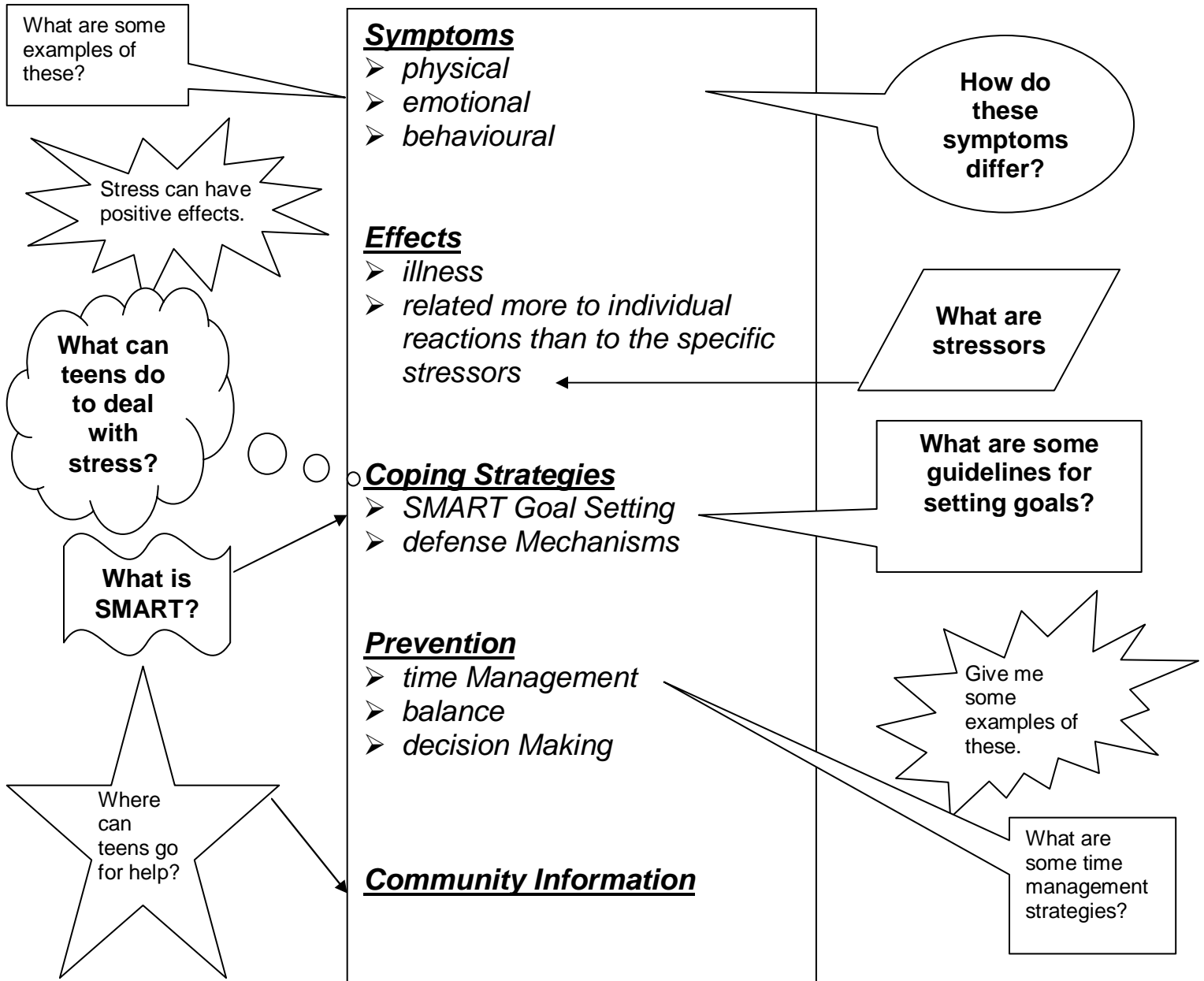
1. Pass your work to the person on your left. Quickly skim the work that *you* have received from the person to your right.
2. As you read, ask questions based on the 5W's and How. Some of your questions might be:
 - What is stress?
 - What are negative consequences of stress?
 - What are possible resources available to prevent stress?
 - Who might be affected by stress?
 - Why does this occur?
 - What happens as a result?
 - Where can one go for assistance/support?
 - How does stress 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.



Generating Ideas: Adding Content (Pass It On!)

Health and Physical Education Grade 11 – 12 – Mental Health

Stress – 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.



Generating Ideas: Adding Content (Pass It On!)

Health and Physical Education Grade 11 – 12 – Mental Health

Instructions for Adding Content (Pass It On!) – “Schizophrenia”

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 mental health 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 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 Schizophrenia?
 - What can families and friends do?
 - Why is early treatment important?
 - Who gets Schizophrenia? Who is most at risk?
 - When should a referral to PEPP (Prevention and Early Intervention Program for Psychoses) be considered?
 - Where can one go for assistance/support?
 - How does someone know if they have Schizophrenia?
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 your’s.
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.



Generating Ideas: Adding Content (Pass It On!)

Health and Physical Education Grade 11 – 12 – Mental Health

“Schizophrenia” – Student Sample

Description

- ◆ chronic brain disease

Signs and Symptoms

- ◆ delusions
- ◆ hallucinations

Individual Impact

- ◆ affects a person’s daily life
- ◆ rehabilitation
- ◆ medication

Family Impact

- ◆ family Support
- ◆ education
- ◆ counselling
- ◆ stress

Society Impact

- ◆ community Support
- ◆ 300000 people in Canada will develop Schizophrenia

Local Community Resources

- ◆ www.schizophrenia.on.ca

Who gets Schizophrenia?

What does chronic mean?

Are there more signs and symptoms?

Communities provide safe, affordable housing and social and training programs.

Where can teens go to get information?

What are delusions?

How?
Can symptoms change over time?

Are there side effects?

There are lots of stereotypes and myths about Schizophrenia.

How can teens contact community resources?

*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.

Developing and Organizing Ideas: **Webbing, Mapping, and More**

Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and Personal Safety and Injury Prevention

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.

Purpose

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

Payoff

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- organize ideas and information to focus the writing task.

Tips and Resources

- Strategies for webbing and mapping include:
Clustering – looking for similarities among ideas, information or things, 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; *Trend-spotting* – identifying things that generally look or behave the same.
- For more information see:
 - Student Resource, *Possible Factors in Relationship Violence*
 - Teacher Resource, *Possible Factors in Relationship Violence*
 - Student Resource, *Reproductive Health*.
 - Teacher Resource, *Reproductive Health*.
 - Student Resource, *Sexual Health*.
 - Teacher Resource, *Sexual Health*.
 - Student Resource, *Factors that Influence Gender Roles*.
 - Teacher Resource, *Factors that Influence Gender Roles*.
- For background information, see:
 - Opeha, *Healthy Active Living Education (PPL30) Supplementary Material, Module 1 – Healthy Relationships and Sexuality pp.8-9, Module 3 – Violence and Risk Taking Behaviour, pp. 14-15*
 - Opeha, *Healthy Active Living Education (PPL40) Supplementary Material, Unit 3 – Healthy Relationships*.

Further Support

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 to make links among the stick-on notes.



Developing and Organizing Ideas: Webbing, Mapping, and More

Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and Personal Safety and Injury Prevention

Notes

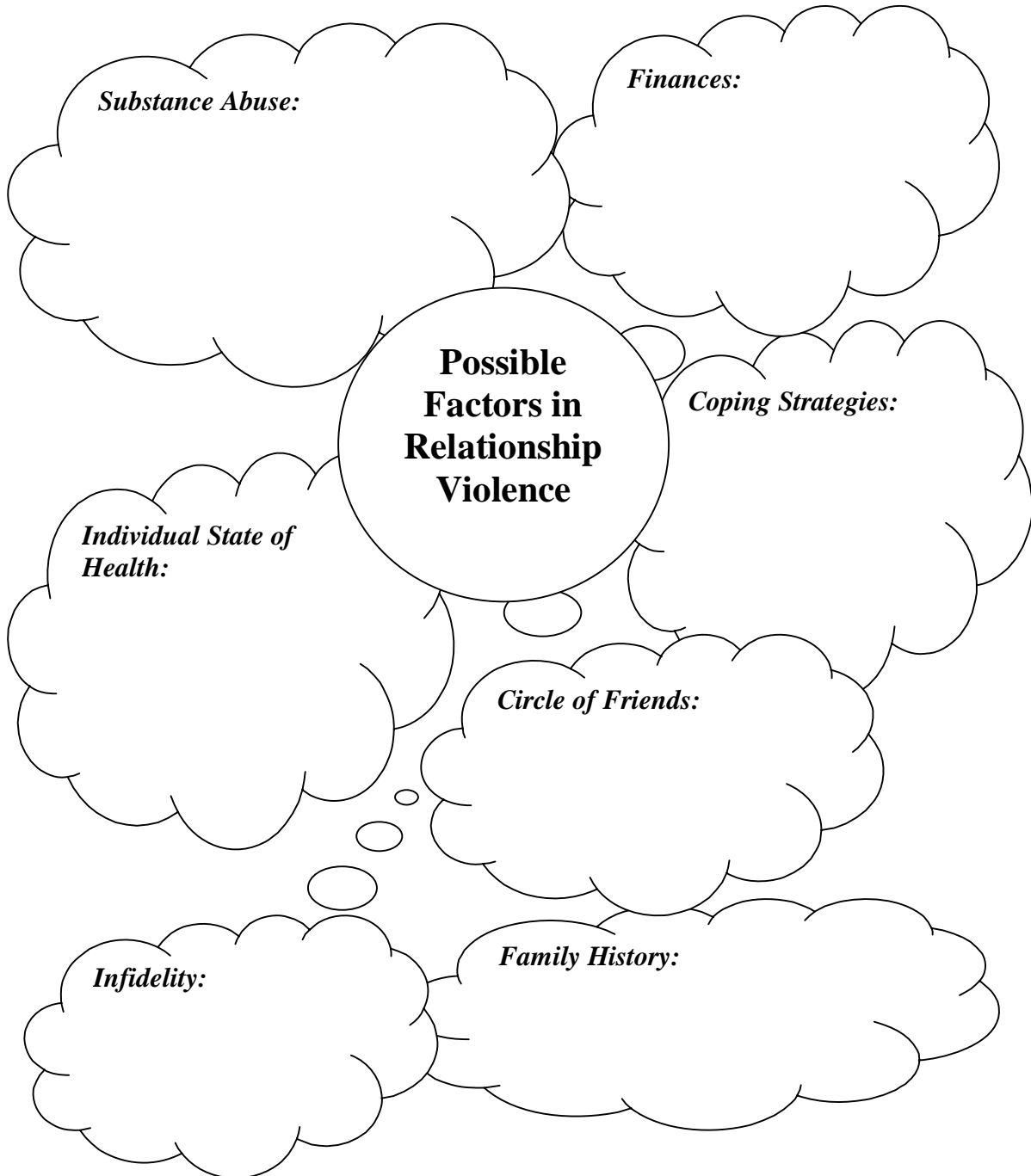
What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a current writing task such as violence and risk taking behaviour, the difference between reproductive health and sexual health (Grade 11) or gender roles and sexuality (Grade 12). • Prepare an overhead transparency sample or chart-paper sample of possible ideas and information gathered on the topic of violence and risk taking behaviour, healthy sexuality or gender roles and sexuality. • Using a marker, model for students how to make connections among the ideas and information (e.g., number, circle, colour-code, draw arrows). 	<ul style="list-style-type: none"> • Recall what they already know about the topic violence and risk taking behaviour, the difference between reproductive health and sexual health (Grade 11) or gender roles and sexuality (Grade 12). • Make connections to own notes. • Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences of their own thinking.
<p>During</p> <ul style="list-style-type: none"> • Ask students in groups of two to four to brainstorm possible factors in relationship violence, The difference between reproductive health and sexual health or factors that influence gender roles and sexuality. 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>Possible Factors in Relationship Violence, Reproductive Health, Sexual Health</i> (Grade 11), <i>Factors that Influence Gender Roles & Sexuality</i> (Grade 12). • Ask students questions to clarify the decisions (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 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. See Student Resources, <i>Possible Factors in Relationship Violence, Reproductive Health, Sexual Health</i> (Grade 11), <i>Factors that Influence Gender Roles & Sexuality</i> (Grade 12). • Ask students to reread their web and use it to create an outline for writing. Students will write a report describing factors in relationship violence or the difference between reproductive health and sexual health (Grade 11) or factors influencing gender roles and sexuality (Grade 12). 	<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. • Share and compare webs. • Make the connection between the web and possible ways of organizing the ideas and information into a template for writing.



Developing and Organizing Ideas: *Webbing, Mapping, and More*

Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and Personal Safety and Injury Prevention

Positive and Negative Effects of Stressors That Might Contribute to Relationship Violence



Taken from *Ophea Healthy Active Living Education (PPL30) Supplementary Material, Module #3 Violence and Risk Taking Behaviour*, pp. 14

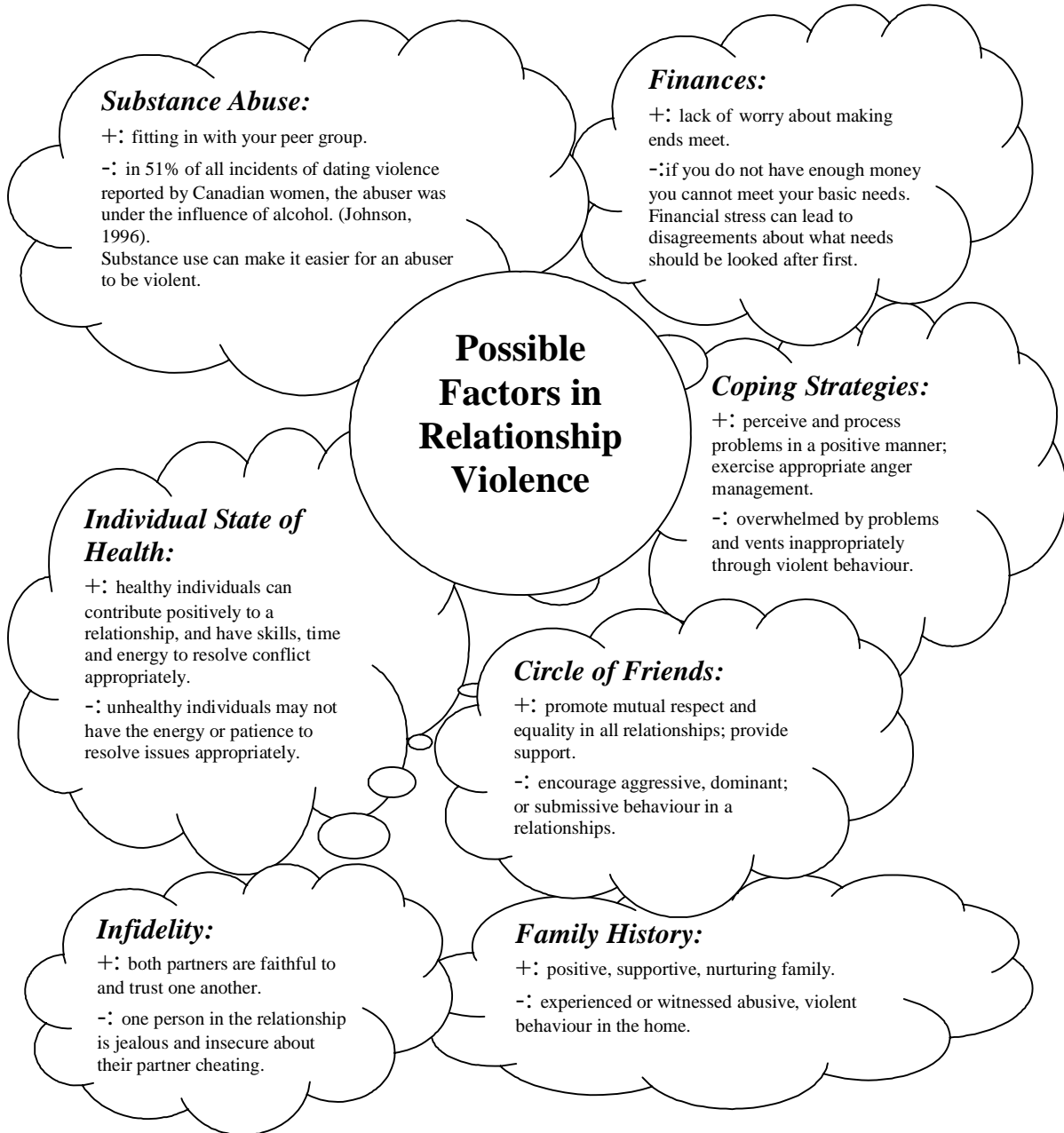


Teacher Resource

Developing and Organizing Ideas: Webbing, Mapping, and More

Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and Personal Safety and Injury Prevention

Positive and Negative Effects of Stressors That Might Contribute to Relationship Violence

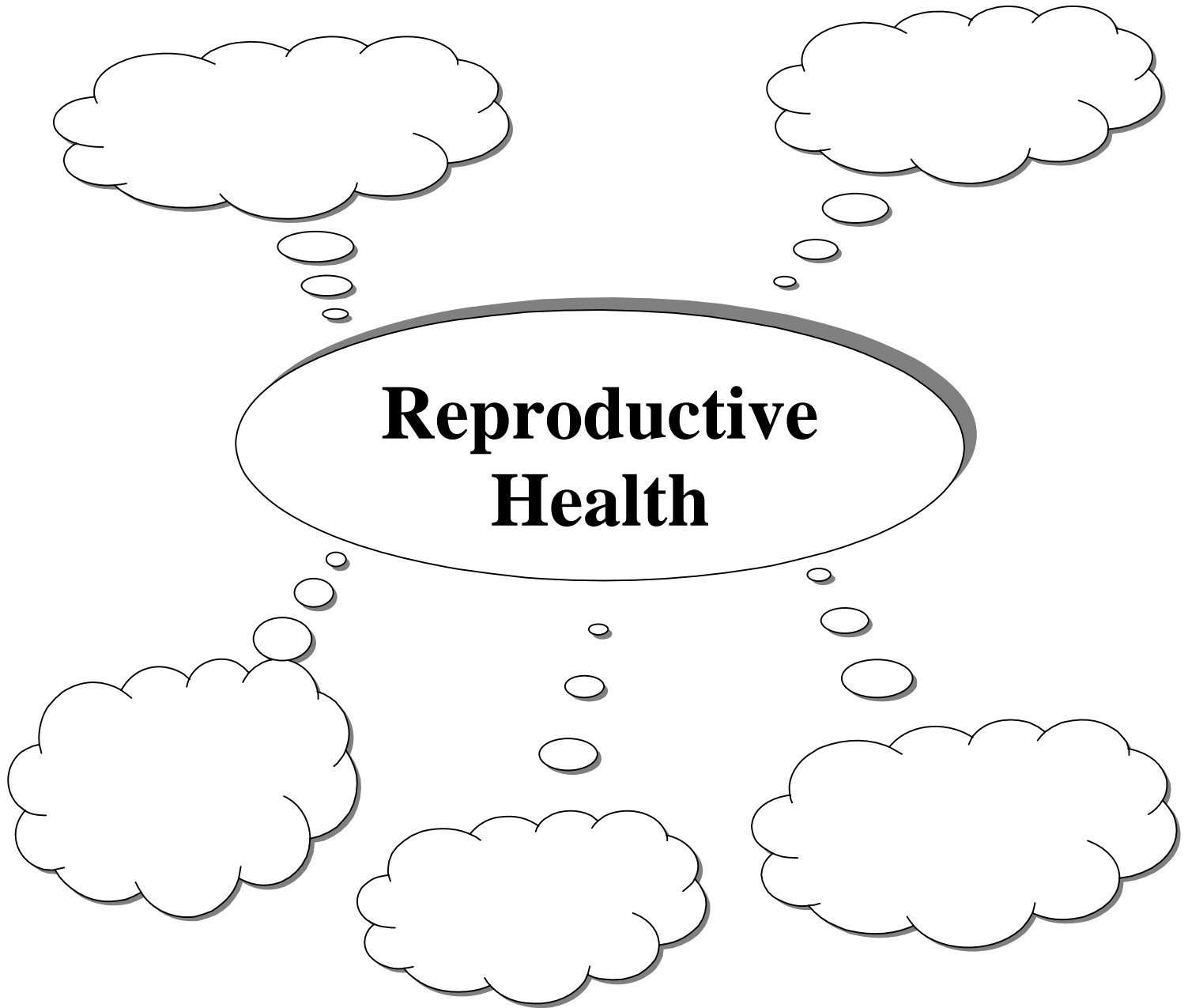


Adapted from *Ophea Healthy Active Living Education (PPL30) Supplementary Material, Module #3 Violence and Risk Taking Behaviour*, pp. 15.



Developing and Organizing Ideas: **Webbing, Mapping, and More**

**Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and
Personal Safety and Injury Prevention**



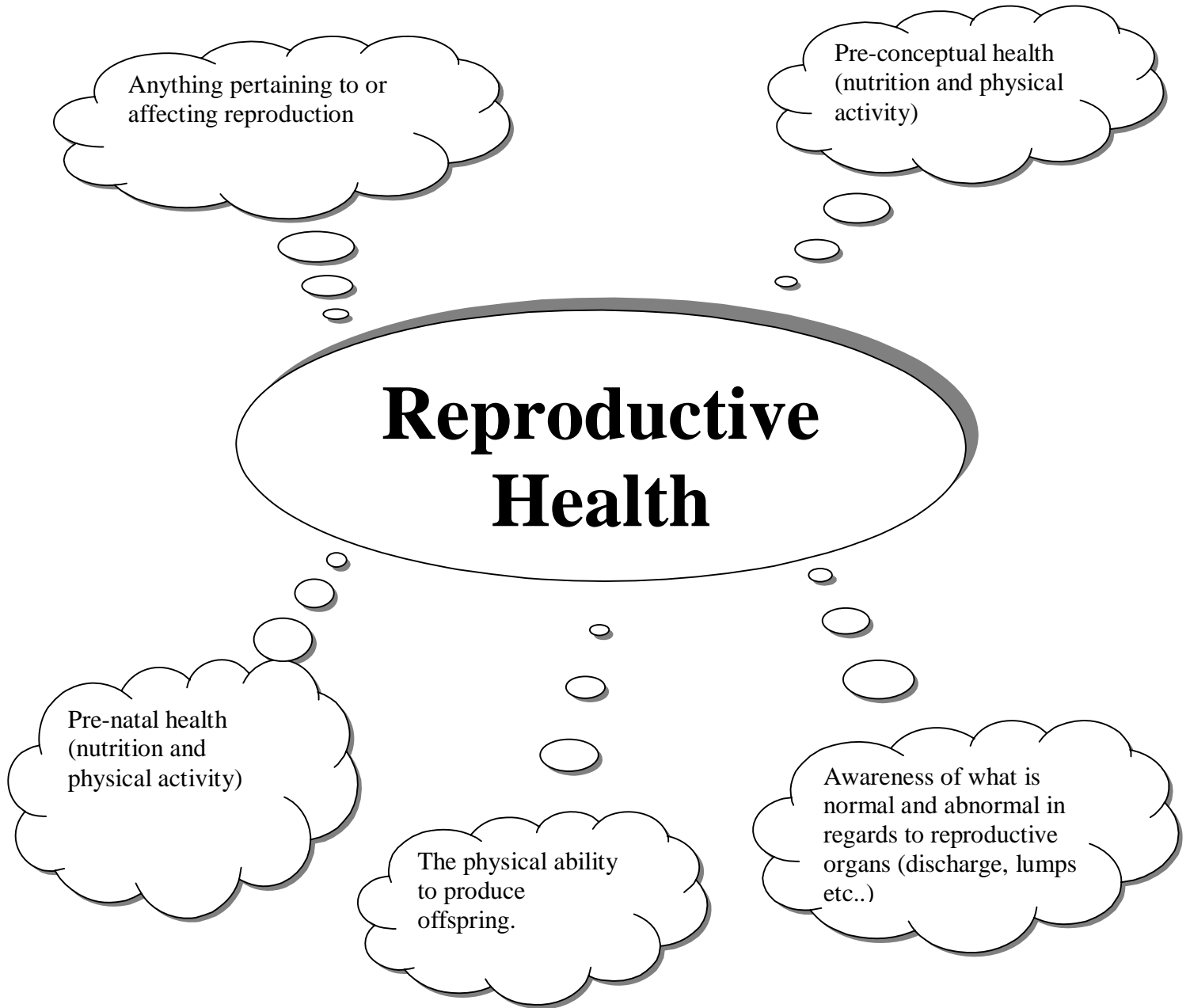
Taken from *Ophea, Healthy Active Education Living Education Supplementary Material (PPL30)*, Module #1
Healthy Relationships and Sexuality, pp.9



Teacher Resource

Developing and Organizing Ideas: Webbing, Mapping, and More

Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and Personal Safety and Injury Prevention



Adapted from *Ophea, Healthy Active Education Living Education Supplementary Material (PPL30)*, Module #1 Healthy Relationships and Sexuality, pp. 11



Developing and Organizing Ideas: **Webbing, Mapping, and More**

Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and Personal Safety and Injury Prevention



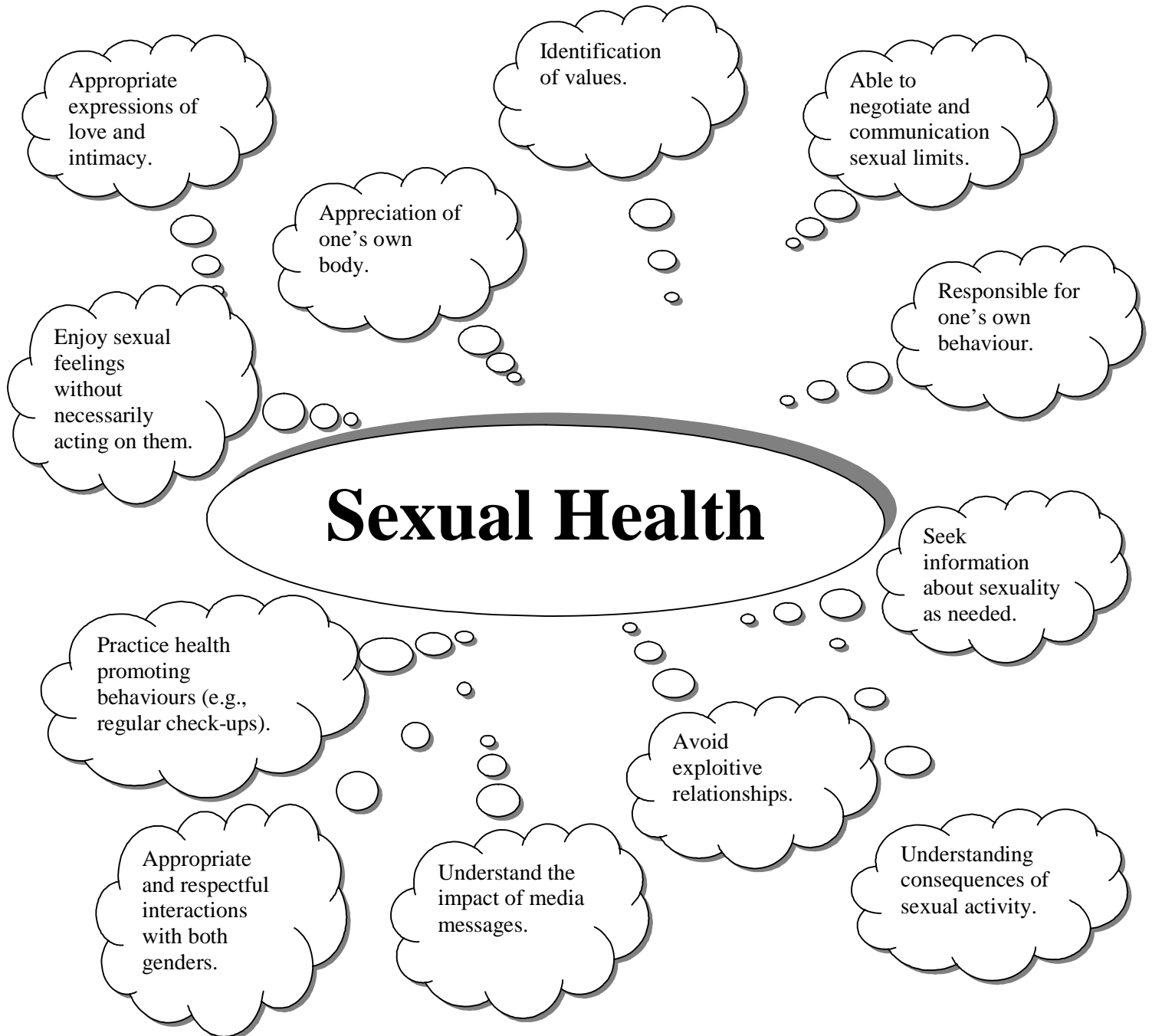
Taken from *Ophea, Healthy Active Education Living Education Supplementary Material (PPL30), Module #1 Healthy Relationships and Sexuality*, pp. 8



Teacher Resource

Developing and Organizing Ideas: Webbing, Mapping, and More

Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and Personal Safety and Injury Prevention



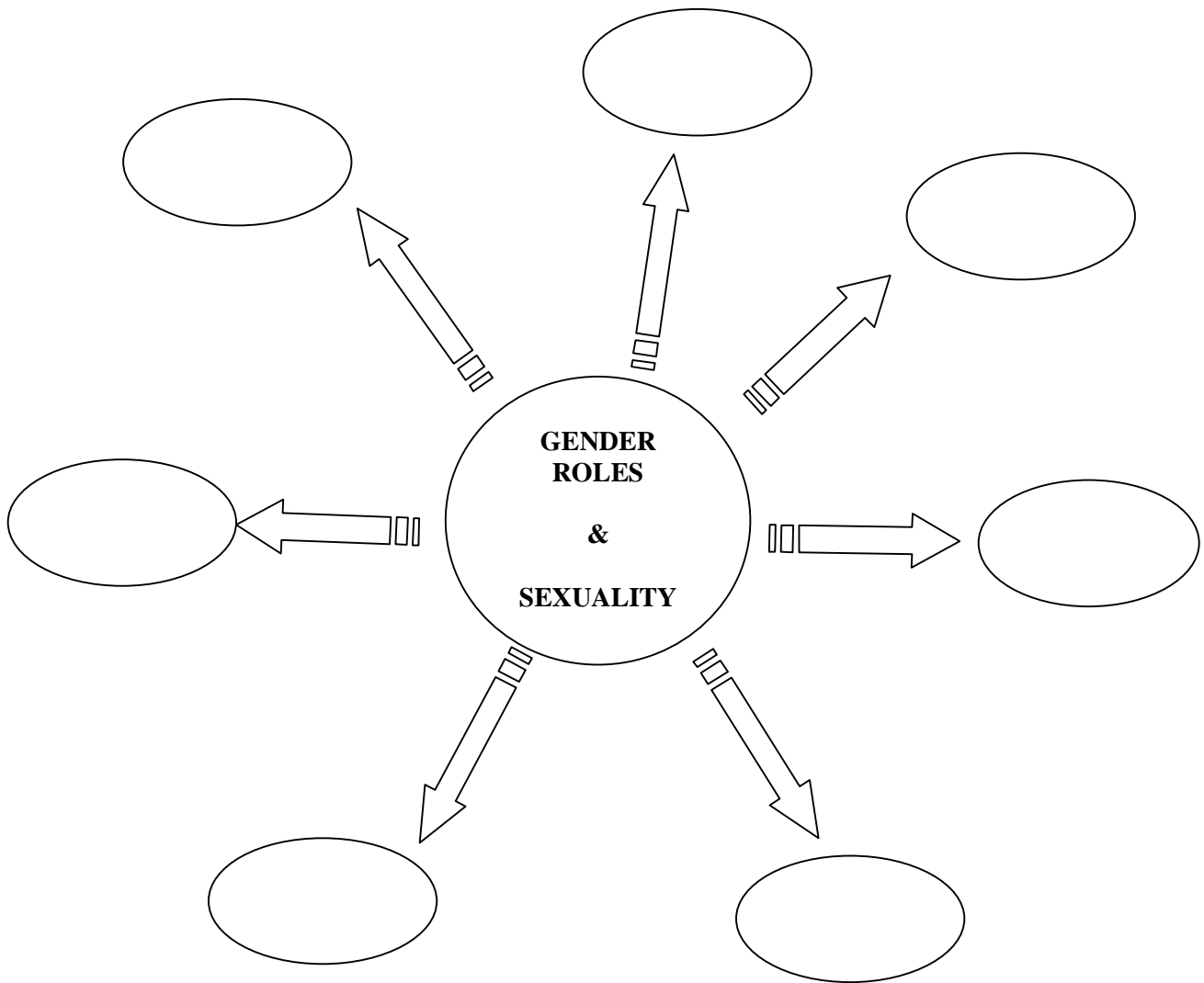
Adapted from *Ophea, Healthy Active Education Living Education Supplementary Material (PPL30)*, Module #1 Healthy Relationships and Sexuality, pp. 10



Developing and Organizing Ideas: *Webbing, Mapping, and More*

Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and Personal Safety and Injury Prevention

***Factors That Influence
Gender Roles & Sexuality Mind Map***



Taken from, *Ophea, Healthy Active Living Education (PPL 40) Supplementary Material, Unit #3 – Healthy Relationships.*

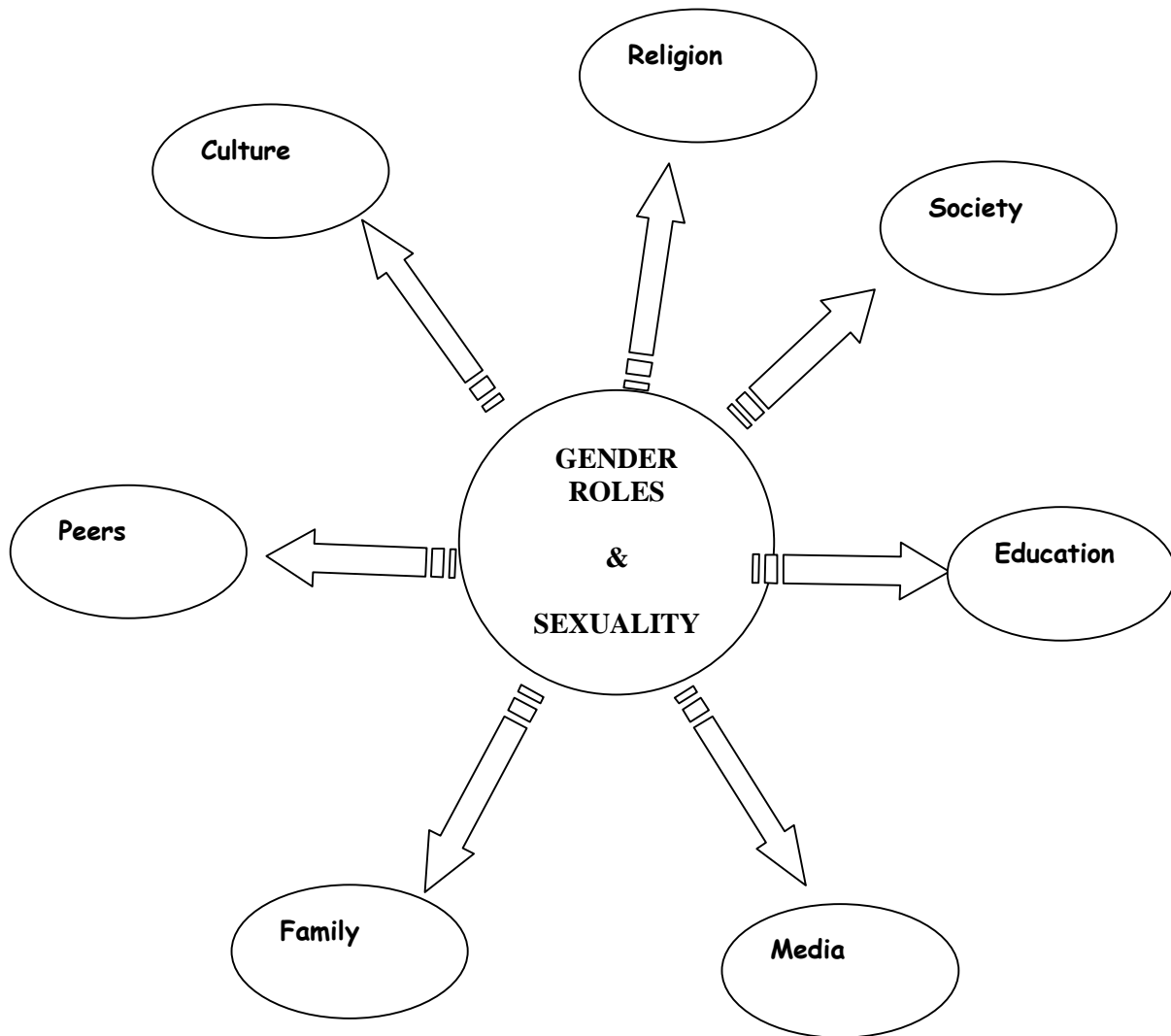


Teacher Resource

Developing and Organizing Ideas: Webbing, Mapping, and More

Health and Physical Education Grade 11-12 – Healthy Growth and Sexuality and Personal Safety and Injury Prevention

*Factors That Influence Gender Roles & Sexuality
(Mind Map – Possible Answers)*



Taken from, *Ophea, Healthy Active Living Education (PPL 40) Supplementary Material, Unit #3 – Healthy Relationships.*

Revising and Editing: Peer Editing

Health and Physical Education Grade 12 – Physical Fitness

Peer editing gives students an opportunity to engage in important conversations about how a piece of writing for an assignment in Health and Physical Education 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 others' 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 Health and Physical Education vocabulary;
 - sentence variety;
 - conventions of writing (grammar, punctuation, and spelling).
- This strategy may be used more intensively when time permits or when 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*
- For background information:
 - *Ophea, Healthy Active Living Education (PPL40): Healthy Living Supplementary Material. Subtask #2 – Personal Fitness – Activity #3,4,5.*

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 . . .).



Revising and Editing: Peer Editing

Health and Physical Education Grade 12 – Physical Fitness

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Ask students to bring a completed draft of a writing assignment (e.g., personal fitness plan) to class. • Divide students into groups of three or four. • Distribute the peer-editing checklist; see Student Resource, <i>Peer-Editing Checklist</i>. Discuss the characteristics of good writing, modeling questions students may ask. • Make an overhead of the Teacher Resource, <i>Being a Good Audience for Writing</i> to share the questions with students. 	<ul style="list-style-type: none"> • Bring a completed draft of a writing assignment to class on the specified date.
<p>During</p> <ul style="list-style-type: none"> • Give directions for the peer-editing process: <ul style="list-style-type: none"> - One group exchanges writing pieces with another group. - Each group member reads the writing pieces, making notes about reactions, questions, and concerns. - One group member passes a finished piece to another group member for further editing. • Remind students that they are not responsible for correcting all the writer's errors, but that they can underline areas of concern, or circle words that should be checked for spelling or usage. • Monitor and support the group processes. 	<ul style="list-style-type: none"> • Exchange their pieces of writing with another group. • Individually read and annotate all 3 or 4 pieces from the other group (circling, underlining, and writing questions or comments) as the pieces pass from person to person. • Remember that the writer owns the writing; therefore, the reader is not primarily responsible for correcting all the writer's errors. • <i>As a group</i>, discuss each piece and complete the peer editing checklist, arriving at consensus (through discussion) about judgements, suggestions, and comments. • Sign or initial the peer-editing checklists when the group is done, and return the writing pieces to the original owners.
<p>After</p> <ul style="list-style-type: none"> • Give each student time to look at the peer-editing checklist that accompanies their writing piece. • Debrief the activity with the class, asking questions such as: <ul style="list-style-type: none"> - What were the strengths/weaknesses you noticed in the fitness assignment (e.g., measurable goals). - What types of things will you have to do to improve your work? • Provide time to engage in a brief conference with a student who peer-edited his/her piece of writing, to get more complete feedback and a deeper understanding of the comments and suggestions and make corrections. 	<ul style="list-style-type: none"> • Read the peer-editing checklist that they receive with their work. • Take part in the class debriefing discussion. • Complete a subsequent draft, if assigned. • Confer with one other student to provide more complete feedback and comments or suggestions.



Revising and Editing: Peer Editing

Health and Physical Education Grade 12 – Personal Fitness

Peer Editing Checklist

Name:

Grade:

Personal Fitness Assignment:		Yes	No	Suggestions/Concerns/Problems
1	Goals are clearly stated, and there are a variety of them.			
2	Goals are appropriate and challenging.			
3	The SMART formula for goal setting is incorporated and is realistic.			
4	The FITT principle is incorporated into the fitness plan.			
5	Details support the goals.			
6	The Personal Goal Setting Action Plan is clearly communicated.			
7	The level of language is appropriate for Health and Physical Education and the audience.			
8	The sentences vary in length and structure.			
9	The plan is thoroughly organized.			
10	There are only a few minor errors in grammar, punctuation, or spelling.			
Other helpful comments:				
Signed				



Teacher Resource

Revising and Editing: Peer Editing

Health and Physical Education Grade – 12 Personal Fitness

Being a Good Audience for Writing

Ask Yourself (and the Writer) These Questions:

1. Is the purpose of the Personal Goal Setting Action Plan clear?
2. Are the principles of training demonstrated?
3. Are the goals SMART?
4. Are the goal setting steps clearly expressed and logically organized?
5. Are the ideas easy to understand and follow?
6. Are there enough goals (short and long term), and supporting details about each goal?
7. Does the writer achieve the purpose of the assignment? (e.g., planning and setting goals in order to maintain or improve health related physical fitness).

Writing for a Purpose: Using Templates - Information Report

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft. Essay maps are another type of template.

Purpose

- Provide students with a report template to scaffold their understanding and help them organize information before drafting the piece.

Payoff

Students will:

- learn the common expectations for the form and components of writing a report in Health and Physical Education.
- organize their writing and ensure that it meets the requirements of the assignment.

Tips and Resources

- To help students understand how to construct a report, they may first need to deconstruct an example of that assignment. The same report template that is used for structuring student writing can be used initially to analyze examples of reports. For instance, before having students use the template to write a report, give them a sample of a report and have them use the template to identify the sample’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a report before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- For more information see:
 - Student/Teacher Resource, *Mental Health Information Report – Sample*.
 - Student Resource, *Depression Information Report – Template*
 - Student/Teacher Resource, *Writing a Report*
 - Student Resource, *Healthy Relationships Information Report – Template*
- For background information:
 - www.ontario.cmha.ca Canadian Mental Health Association.

Further Support

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of paragraphs or supporting details, create differing expectations for research, or for the complexity of the main idea, etc.



Writing for a Purpose: Using Templates - Information Report

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Distribute copies of a sample mental Health report to the students and a template for students to make notes. See Student/Teacher Resource, <i>Mental Health Information Report – Sample</i> and Student Resource, <i>Information Report Template</i>. • Model the method for deconstructing the report using the first paragraph or part of the sample: <ul style="list-style-type: none"> - Tell students the name of the form of writing - an information report. - Ask aloud, “What happens in this paragraph/part of the report?” - Answer that question: “This first paragraph of the information report introduces the topic. In a few sentences, it gives me a sense of what this report is all about and provides a “map” of what the writer is planning to do with the topic.” • Ask students to work in groups of four to deconstruct the rest of the sample and record their answers on the Student Resource, <i>Information Report Template</i>. • Engage students in a whole-class discussion following their group work, and record responses about what happens in each part or paragraph of the sample. 	<ul style="list-style-type: none"> • Read the sample, following the teacher’s oral deconstruction of the first paragraph or part of it. • Work in groups to determine what happens in each subsequent paragraph or part of the sample by asking, “What happens in this paragraph/part of the report?” Record responses on the Student Resource, <i>Information Report Template</i>. • Contribute responses to the whole-class discussion.
<p>During</p> <ul style="list-style-type: none"> • Distribute the Student/Teacher Resource, <i>Writing A Report</i> and review it with students to help them consolidate their understanding of the process of writing an information report. • Share a sample of a template that has been partially completed. See Student Resource, <i>Healthy Relationships Information Report- Template</i>. • Direct students to use this template as a model to organize the information they have prepared/researched for their assignment on healthy relationships. • Monitor students’ work as they begin completing the template. 	<ul style="list-style-type: none"> • Read the Student/Teacher Resource, <i>Writing A Report</i>. • Use the sample template to begin completing their information report by adding (in the appropriate places) the information they have researched or prepared for it.
<p>After</p> <ul style="list-style-type: none"> • Assign a completion date for the template. • Use peer, self, or teacher assessment of the completed template in a subsequent class, before students begin drafting their report, procedure, etc. 	<ul style="list-style-type: none"> • May complete the template as a homework assignment. • May participate in peer or self-assessment of completed templates in a subsequent class.



Writing for a Purpose: Using Templates - Information Report

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Mental Health Information Report – Sample

Depression is a clinical term used by psychiatrists to describe a period of time when a person feels very sad to the point of feeling worthless, hopeless and helpless. Everyone experiences unhappiness at some time in his or her life, and many people may become depressed temporarily when things do not go as they would like. When a depressed mood persists however, and begins to interfere with everyday living, it may be the sign of a serious state of depression that requires professional help.

There is no single cause of depression. Stressful and discouraging situations naturally overwhelm and have the potential to become serious. Experiences of failure commonly result in temporary feelings of worthlessness and self-blame, while personal loss causes feelings of sadness, disappointment and emptiness. The onset of depression may sometimes be attributed to some of the following factors. A person may have a genetic predisposition if there is a history of depression in earlier generations of their family or it may be brought on by hormonal changes in their body. Certain situations in life may also cause the onset of depression. Those factors include a death or serious illness of a close friend or family member, financial difficulties, problems in a personal relationship or problems at work. Some people are also prone to depression in the winter months when there is a lack of sunlight. People with a low self-esteem may also experience episodes of depression.

Certain chemicals in our body may also be the cause of depression. Researchers believe that a deficiency of certain chemicals in the brain and/or genetics may also affect how likely we are to develop an ongoing or serious depression. Any of the factors listed above may act as triggers to release disturbances in brain chemical function.

Depression can change the way a person thinks and behaves, and how his or her body functions. A person may have feelings of despair and hopelessness and feel detached from those around her or him. They may experience overwhelming feelings of sadness and cry for no apparent reason. A person may also feel tired all of the time and experience a loss of energy and a loss of appetite, frequent stomach upset or headaches. A person suffering from depression may not be able to concentrate well or make decisions. They may even experience thoughts of suicide.

It is important to know that depression is an illness and no individual or family member should feel responsible for the depression. The depressed person should not be blamed or told to 'pull himself or herself together'. Some people who are depressed keep to themselves, while others might not want to be alone. Listen and offer support rather than trying to contradict or talk an individual out of it. It is important that you let them know that it is all right to talk about their feelings and thoughts. Ask them how you can help and go with them to their family doctor or a mental health professional. Most of all, do not do it alone – get other people to provide help and support.

Depression is a treatable illness. No one has to suffer endlessly. Most people with clinical depression feel a sense of relief when they learn the facts about this illness; they realize depression is not a personal weakness, and most importantly, they learn they are not alone. Support from counsellors, family, friends and self-help groups can also make a big difference.

Excerpted from the Canadian Mental Health Association website, www.ontario.cmha.ca



Student Resource

Writing for a Purpose: Using Templates - Information Report

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Depression Information Report – Template

Introduction:
First sub-topic: Key points to support the topic sentence: Transitional sentence:
Second sub-topic: Key points to support the topic sentence: Transitional sentence:
Third sub-topic: Key points to support the topic sentence: Transitional sentence:
Conclusion: Re-state some of the key points. The emphatic concluding sentence.



Writing for a Purpose: Using Templates - Information Report

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Writing a Report**What is a report?**

A report is a form of writing that provides information. There are different types of reports, and they can be organized in different ways depending on the purpose and audience. However, a report is usually based on **researched facts** or on **accurate details** of a situation or event, not just on the writer's own knowledge. You might write a report for Health class on the effects of second-hand cigarette smoke, or you may write a report for science class on the increasing uses of lasers as tools in industry and medicine. You might also write a report detailing the organization, costs, participation, and success of a certain event such as a concert or banquet. In business situations, or in science or medical journals, reports are organized with a summary (or abstract) at the beginning. The purpose of this summary is to give the person reading the report a sense of the main content. The rest of the report fills in the background information, the process by which the information was obtained, and makes recommendations.

How do you write a report?

1. Research your information, finding it in several different sources – e.g., books, magazines, the Internet.
2. Take notes from your sources of the key details that you need. Be sure to record which information comes from which source so that you can give credit to your sources.
3. Use an organizer such as a chart, web, or sub-topic boxes to sort and classify your information into different areas and sub-topics.
4. When writing your introduction, think of who your audience might be. If your report is to be made orally to your classmates, you will want to catch their interest somehow, perhaps by referring to some personal experiences. If your report is for the teacher or for an expert on your topic, you should be more formal and to the point, avoiding the use of "I" and being more objective.
5. Develop each sub-topic paragraph with an appropriate topic sentence that shows how the sub-topic links to the topic.
6. Make sure that your sub-topic paragraphs have a logical order and that they flow smoothly. Use sub-headings to guide your reader through a lengthy report with many sub-topics.
7. Write a conclusion that summarizes two or three of the main points you wish to make about your topic. Depending on the type of report, write several recommendations.
8. Give credit to your sources by acknowledging them. List the sources alphabetically by the author's surname following the pattern below:

Bentley, George. *Laser Technology*. Toronto: Porter Books, 1998.

Lawrence, Anita. "The Laser Revolution" *MacLean's*. March 6, 2000: 52-57.



Writing for a Purpose: Using Templates - Information Report

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Health Relationships Information Report – Template

Introduction: Introduce topic and classify it or put it in a category, e.g., “Healthy relationships are important for an individual’s well-being. Unhealthy relationships can be damaging to a person’s self esteem, and may even be deadly.”

In two or three sentences, give the reader a “map” of what you plan to do with the topic. Essentially you are naming your sub-topics, e.g., “It is important to recognize the characteristics of healthy relationships and the indicators of abusive relationships. If you or someone you know, is in an abusive relationship please get help for them or yourself.”

First sub-topic: Define your topic and give some general information about it, e.g., “Characteristics of healthy relationships.”

Make several key points (using information from your research) to support the topic sentence.

Write a transitional sentence or question, e.g., “While it is wonderful to be in a healthy relationship, knowing the indicators of abuse will help you protect yourself from harmful situations.”

Second sub-topic: e.g., “Indicators of abuse”

Make key points (using information from your research) to support the topic sentence.

Write a transitional sentence.

Third sub-topic: e.g., “ Intervention Strategies”

Make key points (using information from your research) to support the topic sentence.

Write a transitional sentence.

Conclusion: Re-state some of your key points, e.g., key characteristics of healthy relationships, key indicators of violence, the importance or intervention.

Write an emphatic concluding sentence, e.g., By increasing awareness of relationship abuse, hopefully we will be closer to eliminating this societal issue.

Pair Work: Think/ Pair/ Share

Health and Physical Education Grades 11-12

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 Health and Physical Education 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* in Health and Physical Education for almost any topic (e.g., reviewing the characteristics of mentally healthy or unhealthy people, or brainstorming strategies to cope with stress).

Use the strategy to help students with their in-class reading. Ask them to read an article, 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 the **Take Five** strategy for ways to build on the *Think/Pair/Share* strategy.

For more information see:

- Teacher Resource, *Healthy Living Topics*.

For background information see:

- *Ophea, Healthy Active Living Education (PPL30) Healthy Living Supplementary Material.*
- *Ophea, Healthy Active Living Education (PPL40) Healthy Living Supplementary Material.*

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

Health and Physical Education Grades 11-12

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare a topic, question, or prompt for a planned <i>Think/Pair/Share</i> activity. For example, “What are some strategies to cope with stress?” (Grade 11) or “What are the characteristics of emotionally healthy people?” (Grade 12) • Write the topic, question, or prompt on an overhead or chalkboard. • Choose a “teachable moment” during the class where the process of reflection and shared discussion would bring deeper understanding, and insert a brief <i>Think/Pair/Share</i> activity into the lesson at that point. 	<ul style="list-style-type: none"> • Read the topic, question, or prompt on an overhead or chalkboard.
<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 them down as necessary to prepare for sharing with a partner. • Practise 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 <i>Think/Pair/Share</i> 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 <i>Think/Pair/Share</i> 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.

Pair Work: Think/ Pair/ Share

Health and Physical Education Grades 11-12

Healthy Living Topics

Possible topics for a *Think/Pair/Share* strategy:

Healthy Growth and Sexuality**Grade 11**

- What is the difference between sexual health and reproductive health?
- What are the factors that affect reproductive health?
- Describe fertility awareness methods of contraception.

Grade 12

- What are the key elements of a healthy mature relationship?
- What factors affect gender roles and sexuality?

Mental Health**Grade 11**

- What are the characteristics of an emotionally healthy person?
- Describe different stressors.
- Describe different coping strategies to manage stress.
- Describe the stages of a stress response.

Grade 12

- Describe the different types of mental health disorders.
- What are some of the risk factors for suicide?
- Describe effective communication strategies.

Personal Safety and Injury Prevention**Grade 11**

- What are the causes of relationship violence?
- What are some of the effects of violence on individuals who are exposed to it in their personal lives?

Grades 11 - 12

- What are some of the possible causes of relationship violence?
- What are some of the leading causes of injury or death for adolescents?

Conflict Resolution**Grade 12**

- What are some of the factors that promote harmony between people?
- How does respect for self and others reduce conflict?

Physical Fitness**Grades 11 - 12**

- Explain the training principles that underlie physical fitness.
- Explain the physiological benefits of physical activity.



Pair Work: Take Five

Health and Physical Education Grades 11-12

In pairs, students take five minutes to orally review a concept and present it to the class, usually at the beginning or end of a class period.

Purpose

Briefly consolidate or reinforce learning.

Payoff

Students will:

- develop a strategy that can be used to review content material in Health and Physical Education.
- share responsibility for teaching and reviewing with each other.
- “talk” their way into meaning and understanding through verbal rehearsal.
- perceive continuity with content from class to class, especially when a lot of material is being covered quickly.

Tips and Resources

- Use this review and share strategy on a regular basis to reinforce the learning of Health and Physical Education vocabulary.
- Have the *Take Five* pairs present their reviews on sheets of chart paper, which can then be posted in the classroom for ongoing review.
- Try not to pair students who are too far apart in their ability or understanding of the material.
- For more information see:
 - Teacher Resource, *Healthy Living Topics*.
 - For background information see:
 - *Ophea, Healthy Active Living Education (PPL30) Healthy Living Supplementary Material*.
 - *Ophea, Healthy Active Living Education (PPL40) Healthy Living Supplementary Material*.

Further Support

English Language Learners may benefit from pairing with a partner, where possible, who speaks the same first language so that they can clarify the concepts in their first language and build more confidently on their prior knowledge.

Pair Work: Take Five

Health and Physical Education Grades 11-12

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Decide on a concept from the previous day's lesson for review and consolidation. For example, "What are the causes of relationship violence?" (Grade 11) or "What are the positive and negative aspects of conflict?" (Grade 12). See Teacher Resource, <i>Healthy Living Topics</i>. Arrange students as <i>Take Five</i> buddies, with a designated student A and student B in each pair. 	<ul style="list-style-type: none"> Join with a partner and decide who will be partner A and who will be partner B.
<p>During</p> <ul style="list-style-type: none"> Invite students to engage in a <i>Think/Pair/Share</i> with their partner on the concept from the previous day's work. Assign a different task to the A and B students. (For example, student A recalls or checks notes to find the positive aspects of conflict, while B does the same for the negative aspects of conflict. Each student shares the information with his/her partner or student A recalls the causes of relationship violence while B checks the notes to ensure no elements were missed. Let students know that one pair will be responsible for reviewing the concept with the whole class. 	<ul style="list-style-type: none"> Review notes, texts, and other materials relating to the concept being discussed. Consolidate learning through sharing, discussing, and clarifying the concepts together. Plan how to present the concept to the class if called upon to do so.
<p>After</p> <ul style="list-style-type: none"> Ask one pair to write the concept on the board and review it with the class. Repeat the process, if appropriate, by rearranging the pairs and setting another <i>Think/Pair/Share</i> task for review and discussion. 	<ul style="list-style-type: none"> Support each other as a team in recalling and explaining the details to the class. Practise and develop the skills of explaining, rephrasing, and clarifying for the class.



Pair Work: Take Five

Health and Physical Education Grades 11-12

Healthy Living Topics

Possible topics for Take Five strategy:

Healthy Growth and Sexuality

Grade 11

- What is the difference between sexual health and reproductive health?
- What are the factors that affect reproductive health?
- Describe fertility awareness methods of contraception.

Grade 12

- What are the key elements of a healthy mature relationship?
- What factors affect gender roles and sexuality?

Mental Health

Grade 11

- What are the characteristics of an emotionally healthy person?
- Describe different stressors.
- Describe different coping strategies to manage stress.
- Describe the stages of a stress response.

Grade 12

- Describe the different types of mental health disorders?
- What are some of the risk factors for suicide?
- Describe effective communication strategies.

Personal Safety and Injury Prevention

Grade 11

- What are the causes of relationship violence?
- What are some of the effects of violence on individuals who are exposed to it in their personal lives?

Grades 11 - 12

- What are some of the possible causes of relationship violence?
- What are some of the leading causes of injury or death for adolescents?

Conflict Resolution

Grade 12

- What are some of the factors that promote harmony between people?
- How does respect for self and others reduce conflict?

Physical Fitness

Grades 11 - 12

- Explain the training principles that underlie physical fitness?
- Explain the physiological benefits of physical activity.



Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 11 – Healthy Growth and Sexuality

In this strategy, students work individually to identify three to five key ideas. In pairs, they then share ideas and streamline their list of key ideas down to two or four. Finally, two pairs of students combine to share and reduce further to one or two key ideas.

Purpose

Share and consolidate learning when reading new material in Health and Physical Education.

Payoff

Students will:

- understand a Health and Physical education topic more deeply.
- share learning with peers.
- sharpen skills in small group discussion, especially in listening and persuading.
- learn to focus on the “big ideas.”
- practise how to summarize ideas.

Tips and Resources

Use this strategy at the end of a reading or series of readings to help students summarize the key ideas of the unit.

Vary the pairing of students so that they learn to work with different partners.

- For more information see:
 - Student/Teacher Resource, *Sample Letter One, Dear Dr. Fer T. Ility*,
 - Student/Teacher Resource, *Steps for Working Together to Determine Key Ideas*.
 - Student Resource, *Determining Key Ideas – Infertility Case Study*.
 - Student/Teacher Resource, *Speaking Out*.
- For background information see:
 - *Ophea, Healthy Active Living Education (PPL30) Healthy Living Supplementary Material, Module #1 – Healthy Relationships and Sexuality, pp. 31-33.*

Further Support

For ESL/ELD learners, pair students of the same first language so that they can help each other in their native language.

Post a chart of “*Speaking Out*” expressions related to the language of polite negotiation and persuasion so that students can refer to it.

Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 11 – Healthy Growth and Sexuality

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Provide students with blank cue cards or stick-on notes. • Assign a case study on the topic of infertility to read. See Teacher/Student Resource, <i>Sample Letter One, Dear Dr. Fer T. Ility</i>. • Have students complete an initial summary of the reading in class before beginning the strategy. • Direct students to write three to five key ideas from their reading, one per cue card or stick-on note. See Student/Teacher Resource, <i>Steps for Working Together to Determining Key Ideas</i> and the Teacher Resource, <i>Determining Key Ideas – Infertility Case Study</i>. 	<ul style="list-style-type: none"> • Read and keep notes of main ideas. • Make judgements on what the three to five key ideas of the reading might be. • Summarize the key ideas on three to five separate cards or stick-ons.
<p>During</p> <ul style="list-style-type: none"> • Instruct students to form pairs to discuss their key ideas and to narrow these to two to four cards per pair. • Then, have two pairs of students work together to further negotiate and refine their key ideas to one or two entries only. • If appropriate, review the language of negotiation and polite persuasion with students, in preparation for the negotiation process (e.g., <i>Do you think...? Would you agree that...? I don't agree with that because...</i>). See Student/Teacher Resource, <i>Speaking Out</i>. 	<ul style="list-style-type: none"> • Discuss the key ideas in pairs. Through negotiation, streamline them to two to four ideas per pair. Write the two to four combined ideas on cards. • Combine with another pair to further engage in give-and-take to condense the key ideas to a maximum of two. • Continually evaluate their own understanding of the material and its main ideas as they engage in the negotiation process.
<p>After</p> <ul style="list-style-type: none"> • Call upon each group to report their summaries of the most important ideas to the whole class. 	<ul style="list-style-type: none"> • Share the selected most important ideas with the whole class.



Small-group Discussions: **Determining Key Ideas**

Health and Physical Education Grade 11 – Healthy Growth and Sexuality

Steps for Working Together to Determine Key Ideas

On your own, summarize three to five key ideas on cue cards or stick-on notes.



In pairs, share your key ideas and, through discussion, streamline them to two to four ideas between you.



In a group of four, discuss and further trim your list of key ideas to one or two, to be shared with the class.



Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 11 – Healthy Growth and Sexuality

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...

Small-Group Discussions: Jigsaw

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

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 groups” 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 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.
- As another option, have the expert groups make presentations to the entire class on their section of the reading material. During the presentations, each student takes cumulative notes or fills in an information organizer, resulting in a complete picture of the reading when all of the presentations have been done.

For more information see:

- Student Resource, *Factors Affecting Reproductive Health (Grade 11)*.
- Student Resource, *Factors That Impact on Pregnancy and Birth (Grade 12)*.

For background information:

- *Ophea, Healthy Active Living Education (PPL30): Supplementary Material. Module #1-Healthy Relationships and Sexuality, pp.12-19.*
- *Ophea, Healthy Active Living Education (PPL40): Supplementary Material. Unit 3 Healthy Living, Subtask 1: Healthy Relationships, pp. 6-7, pp.20-22*

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

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Choose an entire textbook chapter or article and divide it into smaller segments, or pick a series of readings on the same topic. For example, factors that affect reproductive health (grade 11) or factors that impact on pregnancy and birth (grade 12). Distribute the Student Resource, <i>Factors Affecting Reproductive Health</i> (Grade 11) or <i>Factors that Impact on Pregnancy and Birth</i> (Grade 12). Assign each student to a “home group” of three to five students. Assign each student in the “home group” to an “expert group,” with a focus on a particular segment of the task (e.g., nutritional factors affecting reproductive health, how the use of drugs impacts on pregnancy or birth). 	<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 summaries (e.g., the effect of a given factor on reproductive health, Grade 11), or (e.g., the impact of a given factor on pregnancy and birth, Grade 12). Have expert groups meet to read their selection, review and discuss what was read, to determine essential concepts and information. Students record information on their graphic organizer. See Student Resource, <i>Factors Affecting Reproductive Health</i> (Grade 11) or <i>Factors that Impact on Pregnancy and Birth</i> (Grade 12). 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 can 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 to decide how to report the learning to the home group. When presenting information, use small-group discussion skills to share “expert” knowledge with the home group until all members have arrived at a common understanding. Monitor the comprehension of the group members by asking questions and rephrasing until it is clear that all group members understand. 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 present to 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"> Ask the teacher to clarify any information or ideas that are still unclear or confusing. Discuss what communication helped them to understand the material explained by others.



Small-Group Discussions: Jigsaw

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

Factors Affecting Reproductive Health

Factor	Effects on Reproductive Health
Environmental Factors	
Nutritional Factors	
Hormonal Factors	
Sexual History	
General Health	
Psychological and Physiological Responses to Stress	

Taken from *Ophea, Healthy Active Living Education (PPL30): Supplementary Material*. Module #1- Healthy Relationships and Sexuality, pp.12-13.



Student Resource

Small-Group Discussions: Jigsaw

Health and Physical Education Grades 11-12 – Healthy Growth and Sexuality

FACTORS THAT IMPACT ON PREGNANCY AND BIRTH

Describe the effect of the factor you have been given and how it impacts on pregnancy and birth.

FACTOR	HOW THE FACTOR IMPACTS ON PREGNANCY AND BIRTH
Nutrition	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤
Smoking	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤
Alcohol & Drugs	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤
Physical Activity & Rest	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤
Harmful Chemicals	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤
Age	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤
Other	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤

Taken from *Ophea, Healthy Active Living Education (PPL40): Supplementary Material*. Unit 3 Healthy Living, Subtask 1: Healthy Relationships, pp. 20-22

Whole Class Discussions: **Four Corners**

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

In this strategy, students individually consider a Health and Physical Education 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 and questions.

Purpose

- Allow students to make personal decisions on various Health and Physical education 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 a Health and Physical Education 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; drawing a line dividing the room and asking 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, *Assault – Student Sample*.
 - Teacher Resource, *People Who Provoke Violence – Student Sample*.
 - Teacher Resource, *Bad Childhood Experiences – Student Sample*.
 - Teacher Resource, *Suggested Topics*.
- For background information:
 - *Ophea, Healthy Active Living Education (PPL30): Healthy Living Supplementary Material, Module #3- Violence and Risk Taking Behaviour*, pp. 2–11, 60-67.

Further Support

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



Whole Class Discussions: Four Corners

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

Notes

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>Student Samples</i> and <i>Suggested Topics</i>. • 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.



Whole Class Discussion: Four Corners

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

“Assault” – Student Sample

<p>Absolutely</p> <ul style="list-style-type: none">- no one deserves to be treated this way- people can just not go back home- there are shelters available as an alternative to going home	<p>No way</p> <ul style="list-style-type: none">- partner has threatened to harm his/her if he/she leaves- fears for his/her own safety or safety of children
<p>Someone who is assaulted could leave his/her partner if he/she really wanted to.</p>	
<p>Yes but...</p> <ul style="list-style-type: none">- yes, but they may still love their partner- yes, but they may want to help their partner	<p>No but...</p> <ul style="list-style-type: none">- has low self-esteem- has no where else to go- worried about personal immigration- status or partner's immigration status



Whole Class Discussion: Four Corners

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

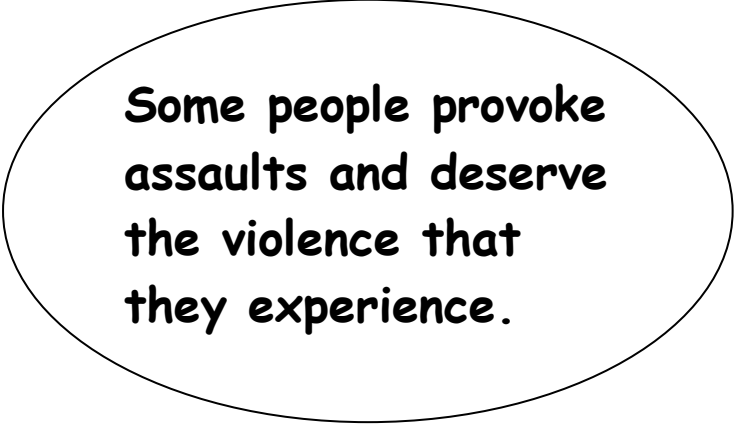
“People Who Provoke Violence” – Student Sample

Absolutely

- if someone starts to fight I'm going to fight back
- some people just look for a fight
- some people taunt others or bully them to make them mad

No Way

- no one ever deserves to be beaten



Some people provoke assaults and deserve the violence that they experience.

Yes but...

- it depends on what they did

No but...

- violence most often is the result of the abuser's desire for power and control over his/her partner



Whole Class Discussion: Four Corners

Health and Physical Education Grade 11 – Personal Safety and Injury Prevention

“Bad Childhood Experiences” – Student Sample

