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Health and Physical Education Grade 12 (PLF4C)

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

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

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

Purpose

- Find the main idea(s) in Health and Physical Education resources by distinguishing between the most and least important information.

Payoff

Students will:

- become familiar with the Health and Physical Education resources and make judgements about the content of the resource.
- work collaboratively with a partner—using reading, note taking, and oral strategies—to make sense of the resource.

Tips and Resources

- Determining the main idea(s) in a Health and Physical Education resource is not always a clear, straightforward process. Some or all of the following strategies can help the students:
 - activate prior knowledge to help students connect to the information in the resource.
 - note the type of resource and its typical audience and purpose (e.g., to persuade, to explain, to illustrate.)
 - set a clear purpose for the resource so that students have a common ground for finding the main idea.
- Main ideas are often found in the first sentences or last sentences in a paragraph, or first and last paragraphs in an article or chapter.
- The reader constructs meaning, deciding on what is most important based on prior knowledge and experience. What is important to one reader may not be as important to another, unless both have a common goal or purpose.
- For more information see:
 - Student/Teacher Resource, *Parent and child factors associated with youth obesity – Template*.
 - Teacher Resource, *Parent and child factors associated with youth obesity – Student Sample*.
 - Teacher Resource, *Canadian Community Health Survey: Obesity among children and adults - Student Sample*.
 - Student/Teacher Resource, *Most/Least Important Ideas and Information – Template*.
- For background information:
 - www.statcan.ca/Daily/English/031103/d031103a.htm *Parent and child factors associated with youth obesity*.
 - www.statcan.ca/Daily/English/050706/d050706a.htm *Canadian Community Health Survey: Obesity among children and adults*.

Further Support

- After students have done a most/least important T-Chart on their own or in pairs, model the process an additional time by thinking aloud through another passage. Ask students to compare their choices with yours.
- Put students in groups of four, with each group having a different passage from the same Health and Physical Education resource, to create their own *Think Aloud* for that passage. Students work together to decide *Most/Least Important Ideas and Information* and provide reasons for their choices as they prepare their *Think Aloud*. Ask one member of each group to present their *Think Aloud* to the rest of the class.

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

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Distribute the Student/Teacher Resource, <i>Parent and child factors associated with youth obesity – Template</i>. • With students, set a clear purpose for reading the passage. • Give students time to read the passage. • Read the passage aloud to students, asking them to think about the most important and least important idea(s). 	<ul style="list-style-type: none"> • Read the passage silently, thinking about the purpose for reading. • Listen to the passage being read, while thinking about their own choices for most important and least important idea(s).
<p>During</p> <ul style="list-style-type: none"> • Reread the passage, <i>Parent and child factors associated with youth obesity</i> aloud, while thinking aloud through the various sentences and ideas, to make judgements about most important and least important ideas. See Teacher Resource, <i>Parent and child factors associated with youth obesity - Student Sample</i>. 	<ul style="list-style-type: none"> • Record the most important and least important ideas on the Student/Teacher Resource, <i>Parent and child factors associated with youth obesity - Template</i> after the teacher has done the <i>Think-Aloud</i> through the passage.
<p>After</p> <ul style="list-style-type: none"> • Assign students an additional resource or passage from the resource, <i>Canadian Community Health Survey: Obesity among children and adults</i> and set a clear purpose for reading. • Ask students to use the Student Resource, <i>Most/Least Important Ideas and Information – Template</i> to record their choices for most and least important ideas/information in the article. See Teacher Resource, <i>Canadian Community Health Survey: Obesity among children and adults - Student Sample</i>. • Alternatively, ask students to use two different coloured highlighters on the photocopied text – one colour for most important ideas and information and one for least important. • Put students in pairs to share and justify their choices. (Provide a fresh photocopy for them to synthesize their ideas). 	<ul style="list-style-type: none"> • Read the assigned resource or passage from the resource, being conscious of the purpose for reading. • Reread and record the most important and least important information, using the template and formulate a conclusion about the key idea from the passage. • Reflect on choices with a partner, and make any changes necessary to the chart based on this discussion.

Notes



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

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

Parent and child factors associated with youth obesity – Template

This short passage from the article, *Parent and child factors associated with youth obesity*, posted on the Statistics Canada website could be used by the teacher as a script to demonstrate a *Think Aloud* to students, showing how to decide what’s important in a text, and what’s less important. It could also be used on an overhead for the same purpose.

Text: Factors associated with youth obesity	Most/Least Important Idea(s) and Information
<p>Excess weight among parents was a major factor in excess weight for adolescent boys and girls. Among girls aged 12 to 19 who lived with an obese parent, 18% were overweight and 10% were obese. The situation was similar for boys: 22% of boys with an obese parent were overweight, and 12% were obese.</p> <p>Aside from weight, other parental habits were associated with those of their children. These include physical activity, smoking and eating habits - all factors that should be considered together in investigations of youth obesity.</p> <p>Youth aged 12 to 19 with a reporting parent who was inactive during leisure time were more likely to be inactive themselves. And if the adolescents' parents smoked or ate fruits and vegetables relatively infrequently, the adolescents were likely to mirror these behaviours.</p> <p>A subtle difference emerged between the sexes in adolescent activity during leisure time. The proportion of boys who reported being active was similar in households with an active or moderately active reporting parent. But this was not the case for girls, who were less active even when the reporting parent was moderately active. This raises the possibility that if their children mimic parents' level of physical activity, then it is especially important that girls have an active role model.</p> <p>To better understand the risk factors for youth obesity, adolescent and parental characteristics were examined together. Several factors were taken into account, such as the youth's age, leisure-time physical activity level, smoking status and daily frequency of fruit and vegetable consumption; the reporting parent's smoking status and BMI; the household income; and the reporting parent's sex. Parental obesity emerged as being strongly associated with youth obesity.</p>	

Key idea from the passage:

Excerpted from, www.statcan.ca/Daily/English/031103/d031103a.htm "Parent and child factors associated with youth obesity"



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

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

Parent and child factors associated with youth obesity – Student Sample

This short passage from the article, *Parent and child factors associated with youth obesity*, posted on the Statistics Canada website could be used by the teacher as a script to demonstrate a *Think Aloud* to students, showing how to decide what's important in a text, and what's less important. It could also be used on an overhead for the same purpose.

Text: Factors associated with youth obesity	Most/Least Important Idea(s) and Information
<p><u>Excess weight among parents was a major factor in excess weight for adolescent boys and girls.</u> Among girls aged 12 to 19 who lived with an obese parent, 18% were overweight and 10% were obese. The situation was similar for boys: 22% of boys with an obese parent were overweight, and 12% were obese.</p> <p>Aside from weight, <u>other parental habits were associated with those of their children. These include physical activity, smoking and eating habits</u> - all factors that should be considered together in investigations of youth obesity.</p> <p>Youth aged 12 to 19 with a reporting parent who was <u>inactive during leisure time were more likely to be inactive themselves. And if the adolescents' parents smoked or ate fruits and vegetables relatively infrequently, the adolescents were likely to mirror these behaviours.</u></p> <p>A subtle difference emerged between the sexes in adolescent activity during leisure time. The proportion of boys who reported being active was similar in households with an active or moderately active reporting parent. But this was not the case for girls, who were less active even when the reporting parent was moderately active. This raises the possibility that if their children mimic parents' level of physical activity, then it is <u>especially important that girls have an active role model.</u></p> <p>To better understand the risk factors for youth obesity, adolescent and parental characteristics were examined together. Several factors were taken into account, such as the youth's age, leisure-time physical activity level, smoking status and daily frequency of fruit and vegetable consumption; the reporting parent's smoking status and BMI; the household income; and the reporting parent's sex. Parental obesity emerged as being strongly associated with youth obesity.</p>	<p>This is important – author outlines what will be discussed.</p> <p>This seems important – other parental factors that influence their children.</p> <p>This is important – teenagers whose parents are inactive are more likely to be inactive.</p> <p>This seems important – teenagers also mirrored their parent's eating habits and smoking habits.</p> <p>This is less important – the statistical differences between boys and girls in activity level.</p> <p>This is important – girls need an active role model.</p> <p>This is less important – gives background information about risk factors examined in study.</p>

Key idea from the passage:

If a teenager's parents are overweight or obese, he/she will have a tendency to also be overweight or obese. A teenager's eating habits, level of physical activity and tendency to smoke are greatly influenced by his or her parent's eating, physical activity and smoking habits.

Excerpted from, www.statcan.ca/Daily/English/031103/d031103a.htm "Parent and child factors associated with youth obesity".



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

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

Canadian Community Health Survey: Obesity among children and adults – Student Sample

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

Most Important Idea(s) and Information	Least Important Idea(s) and Information
<ul style="list-style-type: none"> - obesity rates for children and adults have increased dramatically over the last 25 years - obesity rates in the teen population have tripled - the BMI ratings indicate whether a person is a healthy weight, overweight or obese - the rise in these levels is important for adolescents because it is a trend that often continues into their adult lives - children and adolescents who eat 5 or more fruits and vegetables a day are less likely to have a weight problem - the more time a teen spends watching T.V., using the computer or playing video games the greater the chance of being overweight or obese - the tendency to be obese is related to diet and exercise 	<ul style="list-style-type: none"> - the growth in obesity rates in adults is greater - the note to readers is only background information about the collection of data - the obesity rates in Canada are lower than the United States the obesity rates of Americans - the trends for various age groups and provinces - the WHO organized obesity into three categories - adult obesity rates do not vary by province - reporting of obesity rates in the past was based on self-reporting rather than statistical data
<p>Key Idea from this passage:</p> <p>Obesity rates in children, adolescents and adults have dramatically risen in the past 25 years. The tendency toward obesity is directly related to a person’s lifestyle choices around diet and exercise. Choosing sedentary leisure activities or poor food choices contribute significantly to being overweight or obese. If an adolescent is overweight or obese that trend is likely to continue into adulthood.</p>	

Excerpt from, www.statcan.ca/Daily/English/050706/d050706a.htm ‘Canadian Community Health Survey: Obesity among children and adults’,



Student/Teacher

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

Health and Physical Education Grade 12, PLF4C – Nutrition and Well-Being

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

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

Title of textbook, chapter or article:

Pages Read: _____

Purpose for Reading: _____

Most Important Idea(s) and Information	Least Important Idea(s) and Information
<p>Key Idea from this passage:</p>	

Getting Ready to Read: *Previewing a Text*

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

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

Purpose

- Learn how to navigate a Health and Physical Education resource - the Canadian Health Network website.
- Examine the layout and features of a particular website, and how to use it.

Payoff

Students will:

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

Tips and Resources

- Most information texts use a variety of visual, graphic and text features to organize information, highlight important ideas, illustrate key concepts, and provide additional information. Features may include headings, subheadings, table of contents, index, glossary, preface, paragraphs, separated by spacing, bulleted lists, sidebars, footnotes, illustrations, pictures, diagrams, charts, graphs, captions, italicized words or passages, boldface words or sections, colour, and symbols.
- For more information see:
 - Student/Resource, *Suggested Prompts for Previewing a Website: Canadian Health Network*;
 - Teacher Resource, *Suggested Prompts for Previewing a Website: Canadian Health Network –Student Sample*.
- For background information:
 - www.canadian-health-network.ca

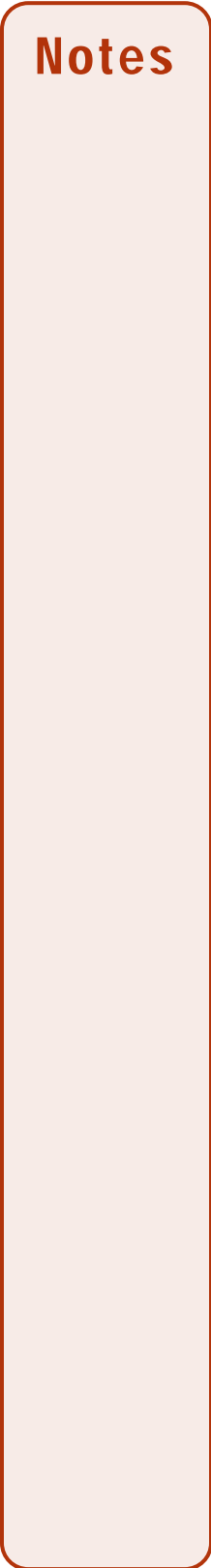
Further Support

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



Getting Ready to Read: Previewing a Text

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being



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



Getting Ready to Read: Previewing a Text

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

Suggested Prompts for Previewing a Website: Canadian Health Network

1. What is the name of the website? _____
2. What is the URL? _____
3. Who is the website created by? _____
4. What is the potential for bias by these authors?

5. a) The information on this site is categorized into 6 different groups of people. Who are they?

- b) Why is the text in the groups underlined?

6. How are the links on this site indicated? _____
7. Select Active Living from the Topics sidebar and summarize one piece of information that you find.
Topic: _____
8. List two types of graphics and explain their purpose.

9. Go to the topic Healthy Eating. Where can you find resources about “eating disorders”?

10. To find additional Canadian information on the topic of Active Living, where would you look? _____

11. Where would you look on this site if you wanted the answers to some common questions about healthy eating?

12. On the Active Living page, where are the related active living articles? _____
13. Why did the website creators underline this text? _____

Getting Ready to Read: **Previewing a Text**

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

Suggested Prompts for Previewing a Website – Canadian Health Network Student Sample

1. What is the name of the website? *Canadian Health Network.*
2. What is the URL? *www.canadian-health-network.ca*
3. Who is the website created by? *The website was created by the Public Health Agency of Canada and major health organizations across the country.*
4. What is the potential for bias by these authors? *There probably will not be any overt bias shown since it is a government website and must attempt to represent all Canadians and be free of bias.*
5. a) The information on this site is categorized into 6 different groups of people. Who are they? *Children, Youth, Seniors, Aboriginal Peoples, Women and Men.*
b) Why is the text in the groups underlined? *The text in the groups is underlined to indicate the associated links.*
6. How are all the links on this site indicated? *Underlining and bold letters indicate them.*
7. Select Active Living from the topic sidebar and briefly summarize one piece of information.
Topic: *Active Living*
Information 1: *Active living is a way of life in which physical activity is valued and integrated into daily living and leisure pursuits. Being active is about participating in physical activity that is enjoyable.*

Information 2: *Examples of active living include taking the stairs instead of the elevator, going for a bike ride or a walk at lunch, biking to work and playing a sport.*

Information 3: *The reader may also find answers to questions about active living in the Frequently Asked Questions section of the page.*
8. List two types of graphics and explain their purpose. *Pictures and colours draw the reader's eyes to different sections of the home page and give an indication of the content of the articles that are contained on the home page. These features give the indication that the website has a great deal of valuable information and make the reader want to navigate the website.*
9. Go to the topic about Healthy Eating. Where can you find resources about "eating disorders"? *Go to the "Search entire site" and type in "eating disorders".*
10. To find additional Canadian information on the topic of Active Living, where would you look? *Go to the affiliate organization Alberta Centre for Active Living.*
11. Where would you look on this website if you wanted the answers to some common questions about healthy eating? *Go to the FAQ's box within the Healthy Eating page.*
12. On the Active Living page, where are the related active living articles listed. *On the top of the page in a box under the Active Living paragraph.*
13. Why did the website creators underline this text? *It's a direct link to the articles.*

Engaging in Reading: Sorting Ideas Using a Concept Map

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

A concept map is a way to visually organize your understanding of information. It is hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into sub-topics and details.

Purpose

- Record ideas during reading.
- See the relationships among ideas, and distinguish between the main idea and supporting details.

Payoff

Students will:

- remember important details from the Health and Physical Education resource.
- organize information in a memorable and accessible way to help with studying.

Tips and Resources

- Brain-based research shows that visual organizers, such as concept maps, can be highly effective in helping students who struggle with reading and writing.
- If possible, provide students with several examples of concept maps that look different so they can get a sense of how concepts can be organized.
- Concept maps usually have words written on the lines that join the bubbles to show the relationships among the items.
- Concept maps generally do not use colours or pictures. They are meant to show the connections among ideas and the hierarchy of those ideas.
- Spend time deconstructing the concept map and pointing out the connections among the various topics and ideas.
- For more information see:
 - Teacher Resource, Concept Map – *The Vitality Approach Sample (page 1)*.
 - Student/Teacher Resource, Concept Map – *The Vitality Approach Sample (page 2)*.
 - Student/Teacher Resource, Concept Map – *The Vitality Approach Sample (page 3)*.

Note: *There are 3 resource pages: page 1 contains a sample text that can be read aloud to students as they listen for ideas that catch their interest; page 2 contains a partial concept map that can be filled in as the reading progresses; and page 3 contains a completed concept map to show what a finished product might look like after completing the class discussion on Vitality. Both the partial and completed concept maps can be made into overheads for use with the whole class.*

- For background information refer to:
 - www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/vitality_approach_e.html, “The VITALITY Approach - A Guide for Leaders”.

Further Support

- Pair students or put them in groups to read the resource and create their concept map.
- Encourage students in pairs or groups to choose one person who will read the text aloud first while a partner or a group member records single words that represent main ideas or details.



Engaging in Reading: Sorting Ideas Using a Concept Map

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make an overhead of the Teacher Resource, <i>Concept Map- the Vitality Approach Sample</i> (page 1) and the Student Resource, <i>Concept Map - The Vitality Approach Sample</i> (page 2). Note: Do not tell students the topic of this resource ahead of time. • Read the sample resource aloud to the class, asking them to listen for and note the ideas that stand out in their minds or are of greatest interest. • Engage students in a discussion about the ideas that capture their interest. • Distribute copies of the Student Resource, <i>Concept Map- the Vitality Approach Sample</i> and record additional details on it. Display an overhead of the resource for student reference. • Ask students to suggest words to write on the lines between the concept map bubbles, to describe the connections among the items. 	<ul style="list-style-type: none"> • Listen for ideas of greatest interest as the teacher reads the resource. • Contribute ideas and suggestions to the class discussion. • Record additional details about the Vitality Approach on their concept map. • Write the connecting words on the lines between the bubbles.
<p>During</p> <ul style="list-style-type: none"> • Provide students with the opportunity to access the website for Health Canada: <i>The Vitality Approach – A Guide for Leaders</i>, or provide a print copy of this Internet resource. Provide students with miniature stick-on notes. • Using The VITALITY Approach resource, from the Health Canada website, assign the following readings from the “Leaders’ Material”: <i>VITALITY: A Positive Approach to Healthy Living, Positive Self/ Body Image, Healthy Eating, and Active Living</i>. • Challenge students to begin creating a concept map based on the overall topic of Vitality, the sub-topics and details about each sub-topic. Encourage students to draw bubbles and to place details into the bubbles in the correct hierarchy. 	<ul style="list-style-type: none"> • Read the assigned resource and use stick-on notes to identify topics, sub-topics and details. • Create a concept map using stick-on notes to guide them to the ideas they need to include. • Complete the concept map, placing the details in the correct hierarchy within the bubbles.
<p>After</p> <ul style="list-style-type: none"> • Put students in pairs to share and compare their concept maps. • Ask students to discuss and reach consensus on the main ideas and details. • Challenge students to add words to the connecting lines between the bubbles. 	<ul style="list-style-type: none"> • Compare and discuss differences among concept maps. • Reach consensus on the topics, sub-topics and details. • Confer to add words that show the connections among the topics, sub-topics and details.

Notes

Engaging in Reading: Sorting Ideas Using a Concept Map

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

Concept Map- The Vitality Approach Sample (Page 1 of 3)

- This text comes from a link on a Fact Sheet List on the Health Canada website entitled, *Making the Vitality Message Come Alive*.
- The Vitality resource defines Vitality and explains that the program helps Canadians enjoy well-being through the integration of the concepts of eating well, being active and feeling good about themselves.
- All aspects of the Vitality Approach are important and work together to assist Canadians in achieving an enhanced quality of life and maintaining a healthy body weight.
- The accompanying concept maps include the other concepts - identified from the concepts in the resource but focus on developing the concept of well being as an illustration for students. The partial concept map allows the teacher to develop the details from the class discussion. A completed concept map gives students a picture of the final product. Both can be made into overheads for use with students.
- Do not tell students the topic of the text before you read it to them. They should draw their own conclusions about the topic.

Vitality is a program by Health Canada and Fitness Canada with support from ParticipACTION. The program is geared to help all Canadians enjoy well-being through the integration of: eating well, being active, and feeling good about themselves.

The program name, Vitality, was chosen to reflect this integrated approach to life. It projects the images of energy, action, good health and a zest for living. These are the benefits that Canadians can enjoy by adopting a Vitality approach to living. It's a fresh approach to life that will lead to an enhanced quality of life and maintaining a healthy weight.

From Weight Control to Vitality

Vitality evolved in response to issues around body weight, but it is about overall well-being and not just about weight.

Over the last few decades, Canadians have become preoccupied with their weight and body image. Billions are spent each year on losing weight. Yet, weight loss programs are seldom successful and weight remains a problem for many Canadians. Eating disorders, especially among young women, are on the increase. This relentless and unrealistic pursuit of thinness in our society is taking its toll on the physical and mental health of those who struggle with weight in unhealthy ways. Vitality was born out of the recognition that Canadians need to shift their current focus on body weight to a more positive approach to health...eating well, being active and feeling good about themselves.

One of the first steps in adopting the positive principles of Vitality is to help consumers view their own weight and the weight of others more realistically. This can be done by positioning one's weight within a range of healthy weights, using the method known as the Body Mass Index or BMI.

This method of plotting weight for height into a weight range does not establish one "ideal" weight. Rather, it acknowledges that weight naturally varies, even among people of the same height, because body builds and shapes vary. Whether they are at a healthy weight or they need to work toward one, the Vitality program will help consumers focus on health and well-being...not just weight.

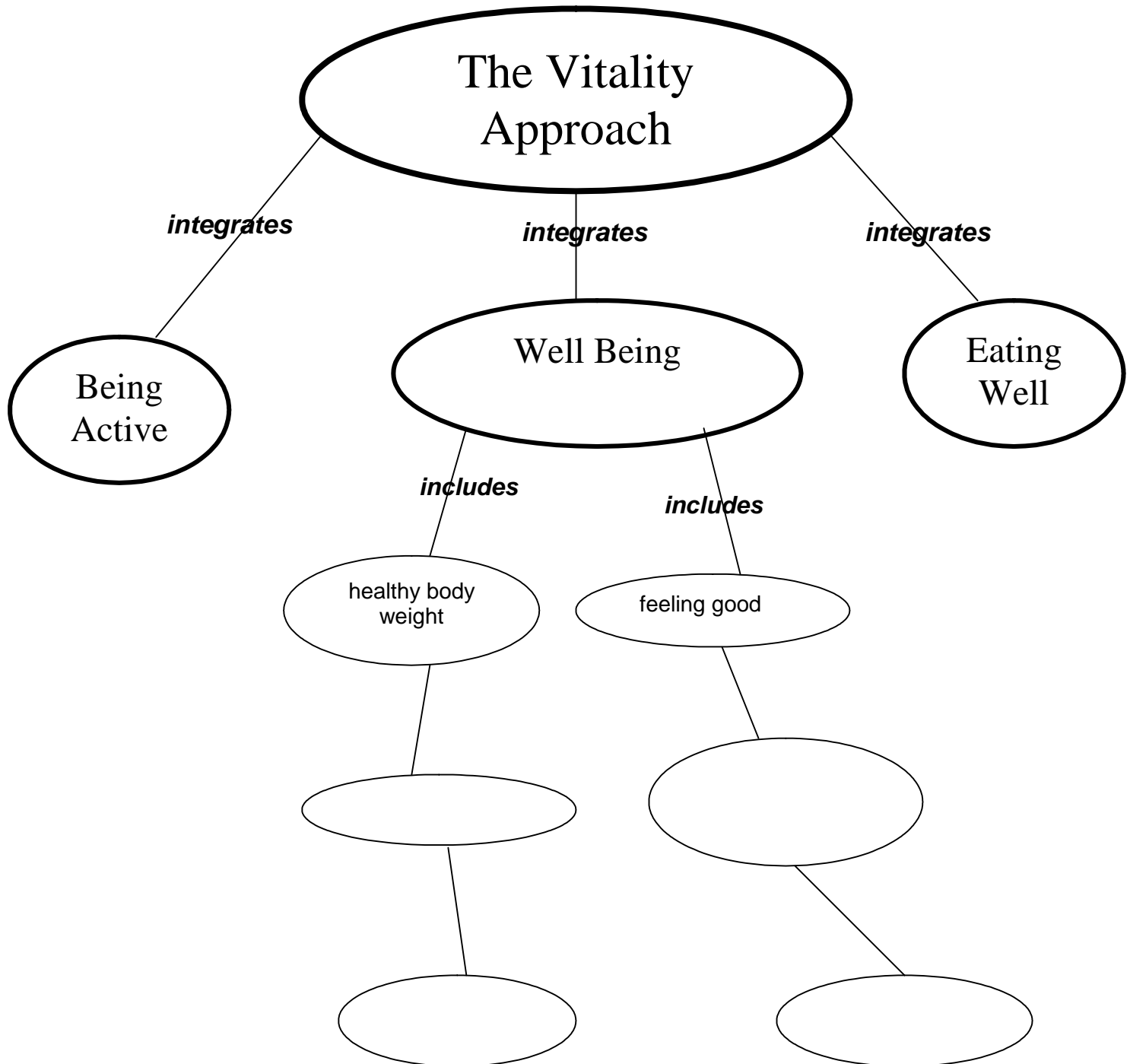
Excerpted from www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/vitality_approach_e.html "The Vitality Approach – A Guide for Leaders";



Engaging in Reading: Sorting Ideas Using a Concept Map

Health and Physical Education Grade 12 PLF 4C – Nutrition and Well-Being

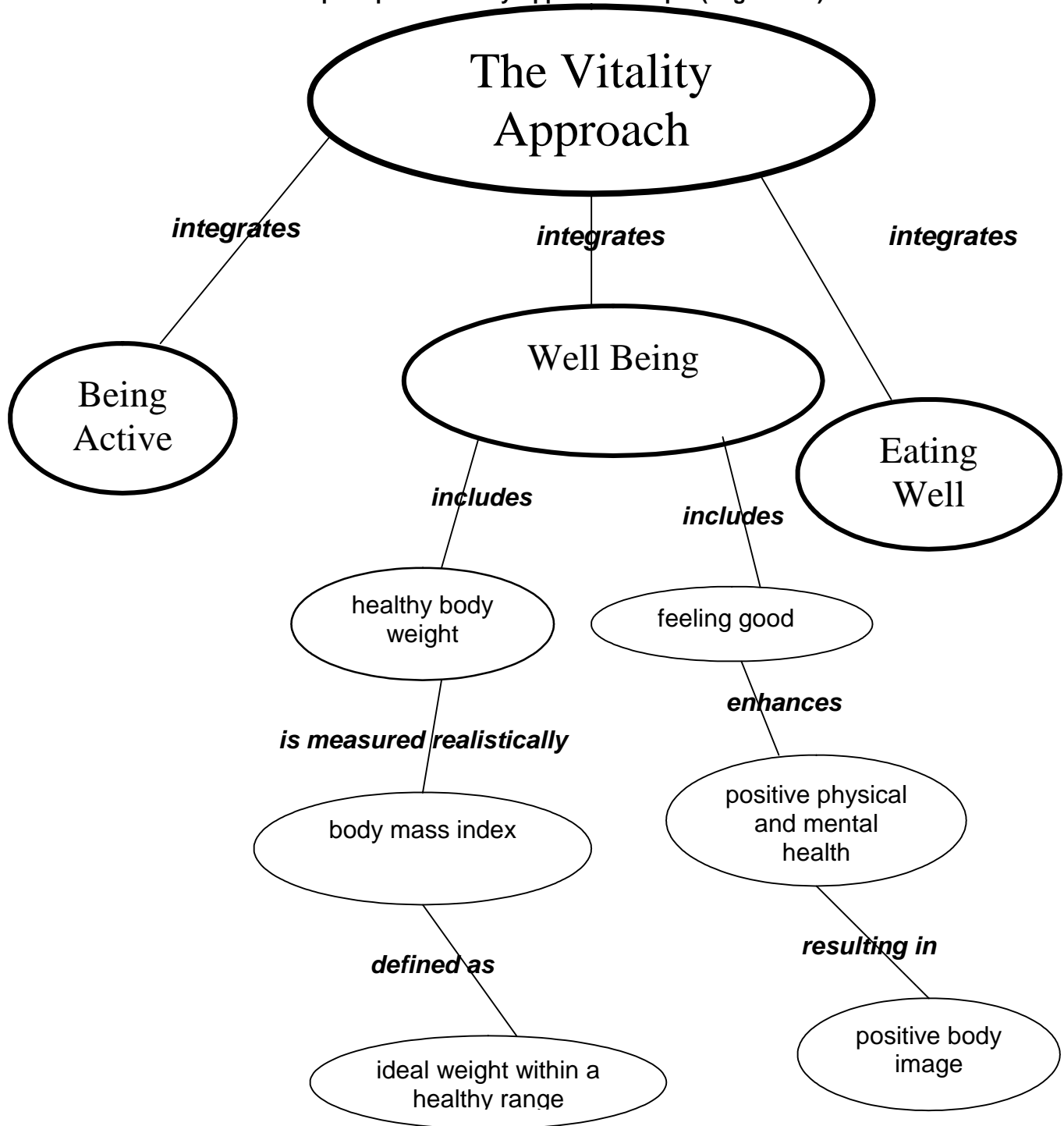
Concept Map- The Vitality Approach Sample (Page 2 of 3)



Engaging in Reading: **Sorting Ideas Using a Concept Map**

Health and Physical Education Grade 12 PLF 4C – Nutrition and Well-Being

Concept Map- The Vitality Approach Sample (Page 3 of 3)





Reading Different Text Forms: Reading Informational Texts

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

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

Purpose

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

Payoff

Students will:

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

Tips and Resources

- Some of the features of informational texts are headings, subheadings, questions, introductions, summaries, overviews, and illustrations. These work together to draw readers into the text at different levels. For example, in a magazine article, a heading is meant to grab your attention and give you an idea of what the article is about, while the accompanying photographs and captions might add information not included in the body of the article.
- Many informational texts are divided into sections or chapters, and are organized internally in ways that add meaning – for example, by sequence, chronology, cause/effect, comparison/contrast, classification, description or definition. News articles use a special organizational pattern called the *inverted pyramid* to answer the 5WH questions (Who, What, When, Where, Why and How), and present the facts and supporting details in order of importance.
- Many informational texts use visual elements (e.g., typeface, size of type, colour, margin notes, photographs and diagrams) to emphasize important words and concepts. Different texts use these features in different ways to effectively present information.
- Words such as *then*, *next*, *while*, *beside*, and *following* are used to indicate a time or spatial relationship.
- For more information see:
 - Student/Teacher Resource, *Tips for Reading Informational Texts*.
 - Student Resource, *Canadian Community Health Survey: Obesity among Children and Adults – Template*.
 - Teacher Resource, *Canadian Community Health Survey: Obesity among Children and Adults – Student Sample*.
 - Student Resource, *Canadian Community Health Survey: Obesity among Children and Adults: Graphic Organizer – Template*.
 - Teacher Resource, *Canadian Community Health Survey: Obesity among Children and Adults: Graphic Organizer – Student Sample*.
- For background information:
 - www.statscan.ca/Daily/English/050706/d050706a.htm, Canadian Community Health Survey: Obesity among children and adults.



Reading Different Text Forms: Reading Informational Texts

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Ask students to brainstorm what they know about a topic such as obesity among children and adults. See Teacher Resource, <i>Canadian Community Health Survey: Obesity among Children and Adults – Student Sample</i> and Student Resource, <i>Canadian Community Health Survey: Obesity -among Children and Adults – Template</i>. • Distribute copies of the text: <i>Canadian Community Health Survey: Obesity among Children and Adults</i>. • Pose questions to students before they read, to help them determine a purpose for reading. • Invite students to ask questions about the content. • Model a <i>Think Aloud</i> to predict the content based on the features of text, specialized vocabulary, illustrations, introductory information or personal experiences. Skim, scan, and sample the text to make informed predictions. • Identify and introduce unfamiliar vocabulary and concepts that appear in the text. 	<ul style="list-style-type: none"> • Participate in a brainstorming session by recalling previous experiences and feelings related to the subject, and what they have learned about the topic of obesity. • Preview the text to determine a purpose for reading • List questions they might have about the topic. • Identify unfamiliar vocabulary.
<p>During</p> <ul style="list-style-type: none"> • Help students to connect the information and ideas in the text to what they already know as they monitor their understanding. (Monitoring their understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning). • Distribute Student Resources, <i>Canadian Community Health Survey: Obesity Among Children and Adults Template and the Graphic Organizer Template</i>. • Model a <i>Think Aloud</i> strategy for pausing and thinking about the text. Encourage students to chunk the text, read, pause, think and ask questions or make notes about the section of text. Demonstrate how to use the graphic organizer to categorize and select main ideas and important details as they read the text. • Ask students to visualize the concepts as they read. 	<ul style="list-style-type: none"> • Describe and model the different reading strategies they might use to monitor understanding such as predicting, questioning, activating prior knowledge, inferring, monitoring, adjusting, rereading and decoding. • Use strategies for pausing and thinking about the text, chunk the text, read, pause, and think. • Use a template/graphic organizer to guide their reading.
<p>After</p> <ul style="list-style-type: none"> • Ask partners to restate or paraphrase what they have read, and note similarities and differences in the retelling. • Ask partners to compare the notes they have made on their graphic organizer • Model how to summarize the reading selection (<i>Think Aloud</i>) by identifying the most important information and organizing it to convey the key ideas of the selection. 	<ul style="list-style-type: none"> • Retell what they have read to their partner and share the information collected on their template/graphic organizer. • Summarize the text. • Review the process they used for reading informational texts, by referring to the Student/Teacher Resource, <i>Tips for Reading Informational Texts</i>.

Notes



Reading Different Text Forms: **Reading Informational Texts**

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

Tips for Reading Informational Texts

Before Reading

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

During Reading

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

After Reading

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



Student Resource

Reading Different Text Forms: **Reading Informational Texts**

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

**Canadian Community Health Survey:
Obesity among Children and Adults - Template**

Brainstorm what you already know about obesity among children and adults

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

Prediction:

Evidence:

2. Read the text. Using the attached graphic organizer, make point-form notes on the following topics: obesity trends, obesity trends in adolescents, obesity rates in other groups, and lifestyle factors. Add any other topics that you think are important for discussion.

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

List two facts that you found to be most interesting and warrant further class discussion.

- 1.
- 2.



Reading Different Text Forms: **Reading Informational Texts**

Health and Physical Education Grade 12 PLF4C – Nutrition and Well-Being

**Canadian Community Health Survey:
Obesity among Children and Adults – Student Sample**

Brainstorm what you already know about obesity among children and adults

- Obesity is on the rise in Canada.
- More and more Canadians are leading a sedentary lifestyle which contributes to obesity.
- The tendency to eat more fast food has dramatically increased our calorie intake.
- Children spend far too much time in front of a T.V. and playing video games and are not active enough.
- Children and adults need to become much more physically active to combat obesity.

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

Prediction: The article is about the rise in obesity rates in both adults and children and how it has dramatically increased over the last 25 years.

Evidence: A number of paragraphs contain statistical data such as charts that show trends in obesity rates.

2. Read the text. Using the attached graphic organizer, make point-form notes on the following topics: obesity trends, obesity trends in adolescents, obesity rates in other groups, and lifestyle factors. Add any other topics that you think are important for discussion.

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

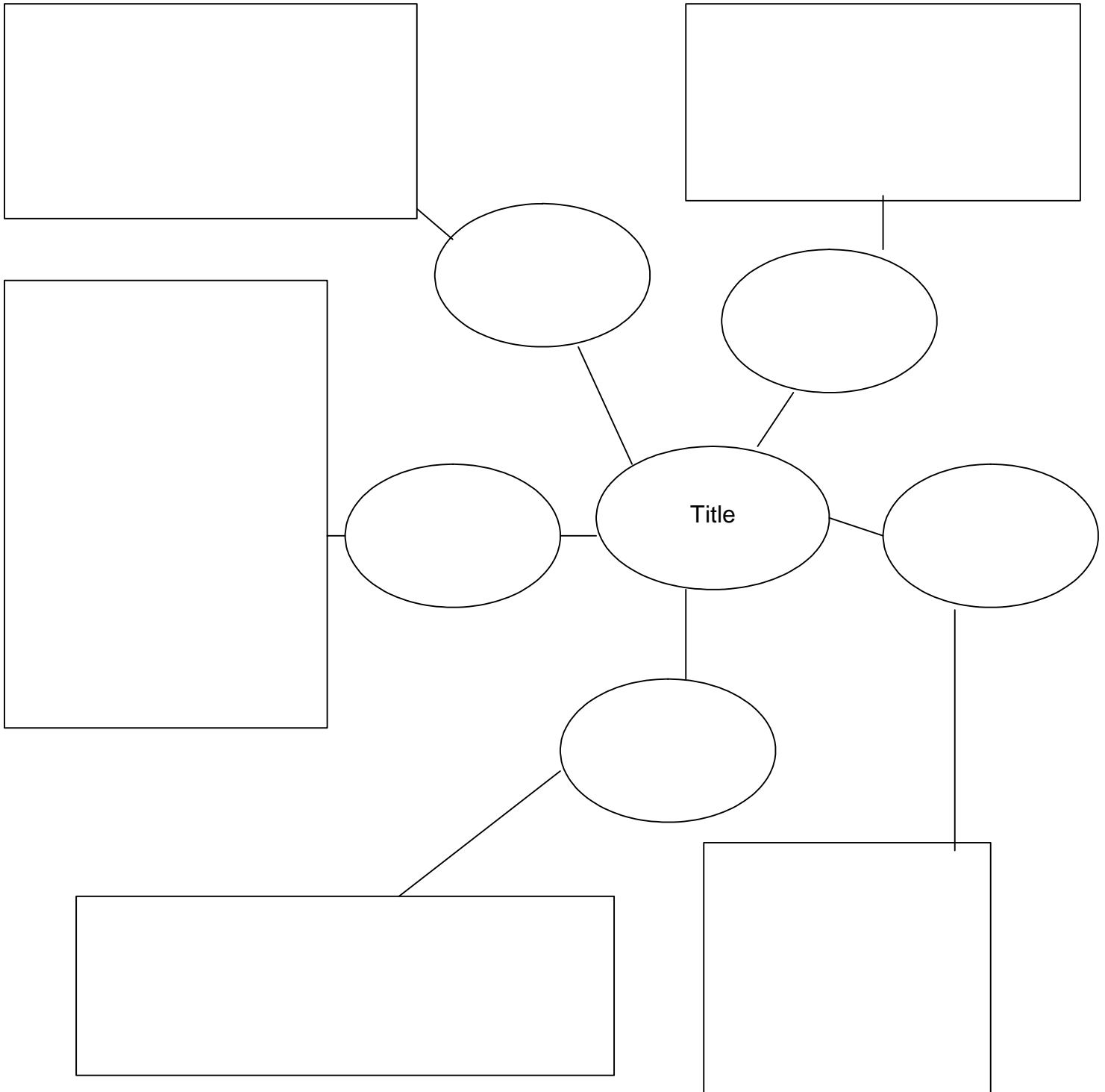
My prediction was very accurate; however, the article also included information about lifestyle factors that contribute to obesity and not just the statistical data.

List two facts that you found to be most interesting and warrant further class discussion.

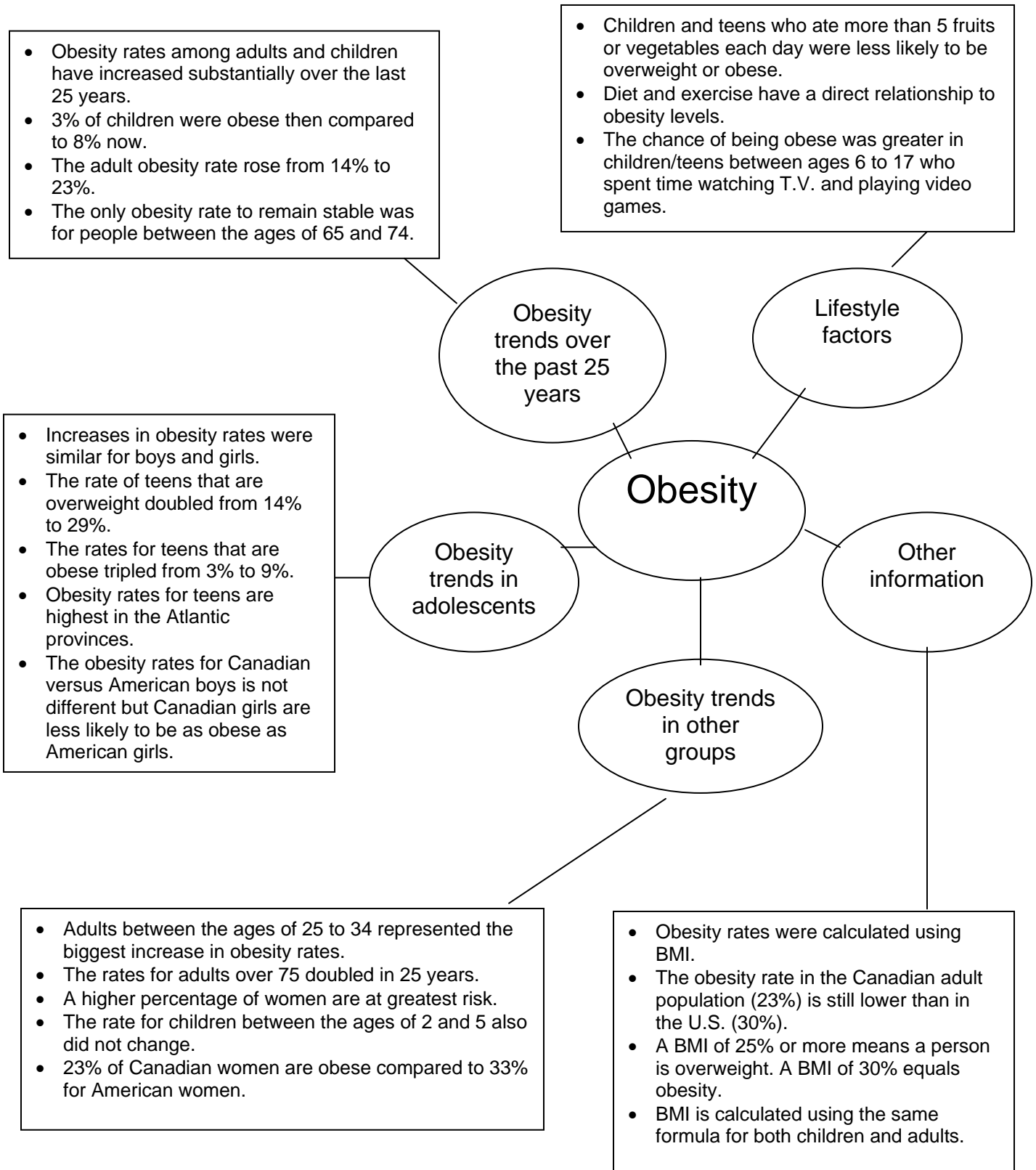
1. The biggest increase in obesity rates is in teens from 12 to 17 years of age; the rate tripled.
2. Being overweight/ obese must be a concern for teens since this tendency will most likely continue into their adulthood and be the root of health problems.



**Canadian Community Health Survey:
Obesity Among Children and Adults: Graphic Organizer – Template**



**Canadian Community Health Survey:
Obesity Among Children and Adults: Graphic Organizer – Student
Sample**





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

Health and Physical Education Grade 12 PLF4C – Plan Coordination

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 or event helps 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 report on the evaluation of the planning and coordination of a Health and Physical Education event.
- Identify important ideas and information to include in the written report.
- Identify the audience and purpose for the written report.

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:
 - Teacher Resource, *The Benefits of Participating in Recreation and Leisure Activities – Student Sample*.
 - Student Resource, *Planning, Coordinating and Evaluating of a Health and Physical Event – Template*.
 - Teacher resource, *Planning, Coordinating and Evaluating of a Health and Physical Education Event – Student Sample*.

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.



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

Health and Physical Education Grade 12 PLF4C - Plan Coordination

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Write a topic on chart paper or on the chalkboard and describe the audience and purpose for this piece of writing (e.g., to explain the benefits of participating in recreation and leisure activities; or to describe career opportunities in the field of recreation and leisure.) Model for students the process of imagining their readers and the possible questions they would ask about the topic. Record these questions. See Teacher Resource, <i>The Benefits of Participating in Recreation and Leisure Activities – Student Sample</i>. Ask students to contribute questions that they think the audience would need/want answered. If needed, use prompts such as: <ul style="list-style-type: none"> - Who are my readers? - What background information about the topic do they need? - What do my readers need to know first? - What other things will my readers need to know? 	<ul style="list-style-type: none"> Recall what they already know about the benefits of participating in recreation and leisure activities or careers in this field. Imagine the questions they would ask as readers of a written report on this topic. Make connections to other students' questions, noting similarities and differences. Imagine that they are the readers and generate possible questions.
<p>During</p> <ul style="list-style-type: none"> Ask students to review their own information in order to write a report to evaluate a Health and Physical Education event they coordinated. Ask students to identify the purpose i.e., evaluate the event and make recommendations for improvements and the audience for the report. Distribute the Student Resource: <i>Planning, Coordinating and Evaluating a Health and Physical Education Event – Template</i>. Ask students (in pairs, small groups, or individually) to create possible questions that the readers may have about the coordination of their Health and Physical Education event. In addition, ask students to consider the background information the readers might have about their event. See Teacher Resource, <i>Planning, Coordinating and Evaluating a Health and Physical Education Event – Student Sample</i>. Have students share and compare the questions they thought their readers might ask about the event. Students may then wish to add to or refine their list. 	<ul style="list-style-type: none"> Recall the details of the organization and coordination of their Health and Physical Education event and consider what their readers may want to know. Identify the purpose and the audience for the report. Work in pairs or groups, using chart paper to record questions. Share and compare the 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 report, and use the questions to focus their first draft. Ask students to use their questions to create a writing outline. Ask students to use their writing outline questions to begin writing their report on a Health and Physical Education event. 	<ul style="list-style-type: none"> Listen to the teacher's thinking process for organizing the questions. Working individually, to respond to the questions and begin a first draft of their report on a Health and Physical education event.

Notes



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

Health and Physical Education Grade 12 PLF4C - Plan Coordination

Benefits of Participating in Recreation and Leisure Activities- Student Sample

Part A – Questions my audience might have about recreation and leisure activities

- What types of activities are available to me?
- What are the fitness benefits from participating in these activities?
- How will active participation benefit me?
- What kinds of costs are involved for me to participate in community programs?
- How often should I participate in activities to feel these benefits?
- What is the difference between a recreational activity and a leisure activity?
- What kinds of problems or barriers might I face when participating in these types of activities?
- What kinds of activities can I do with my friends and family and still get the benefits of fitness?
- Are there any recreation and leisure activities that are not suited to me?
- How do I know which activities are best for me to pursue?

Part B – Audience/ Background questions to consider before writing my report.

- Who is my audience?
- What is the average age of my audience?
- What kinds of recreation and leisure activities would be best suited to the age range of my audience?
- What costs are involved for individuals and families at local facilities?
- What pre-requisite skills are needed to participate in the most available local recreation and leisure pursuits?



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

Health and Physical Education Grade 12 PLF4C - Plan Coordination

*Planning, Coordinating and Evaluating a
Health and Physical Education Event – Template*

Instructions:

Write a report, which evaluates your Health and Physical Education event and makes recommendations.

1. Recall what you did to plan and coordinate your event.
2. List possible questions that readers might have about your event.
3. List audience/background questions you will need to know to write a report.

Part A – Questions my audience might have about my Health and Physical Education Event.

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Part B – Audience/ Background questions to consider before writing my report.

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

Health and Physical Education Grade 12 PLF4C - Plan Coordination

***Planning, Coordinating and Evaluating a
Health and Physical Education Event – Student Sample***

Part A – Questions my audience might have about my Health and Physical Education Event.

- What type of Health and Physical Education event was it?
- How long did the event run?
- Who was involved in the event?
- How long did it take to plan it?
- What were the costs associated with running the event?
- How successful was the event?
- What problems occurred during the event and how were they handled?
- What were the safety issues involved in this event and how were they handled?
- How many people participated in the event?
- Who won and what was the prize?
- What type of equipment and facility space was needed?
- What changes could be made to make the event more successful in the future?
- How many volunteers were needed to run the event?

Part B – Audience/ Background questions to consider before writing my report.

- Who is my audience?
- Why are they interested in this report?
- What information will they be most interested in for this report?
- How will they use the information from my report?
- What level of prior knowledge does my audience have about this topic?
- How detailed does each part of the report need to be to be useful to the audience?



Developing and Organizing Ideas: Adding Details

Health and Physical Education Grade 12 PLF4C – Plan Coordination

In this strategy, students ask questions to support and elaborate on the main ideas from their first draft of a piece of writing: the written evaluation of a Health and Physical Education Event. A structure for asking questions is provided.

Purpose

- Provide additional specific and supportive detail in the written report on the Health and Physical Education event they coordinated.

Payoff

Students will:

- add depth and breadth to their writing by including appropriate details about the Health and Physical Education event they coordinated.

Tips and Resources

- Make sure the paragraph composed for this activity is “bare-bones,” leaving out most details and with many unanswered questions.
- For more information see:
 - Student/Teacher Resource, *The Evaluation of My Health and Physical Education Event - Sample*.
 - Student/Teacher Resource, *Stretching Ideas*.
 - Student/Teacher Resource, *The Evaluation of My Health and Physical Education Event - Sample*.
- As a next step in the writing process, consider following this activity with *Peer Editing*.

Further Support

- Encourage students to use anecdotes, examples and charts as well as facts.



Developing and Organizing Ideas: Adding Details

Health and Physical Education Grade 12 PLF 4C – Plan Coordination

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Provide students with a brief written report that explains or describes something. This report should be related to the Recreation and Fitness Leadership course content. See Student/Teacher Resource, <i>The Evaluation of My Health and Physical Education Event – sample</i>. • A paragraph about a personal anecdote may also be used to model the strategy. 	<ul style="list-style-type: none"> • Bring a first draft of a writing assignment to class. This may be the first draft of their Health and Physical Education Event Report.
<p>During</p> <ul style="list-style-type: none"> • Begin by reading the sample report to the class. (Provide students with a visual copy, either on paper or on a transparency.) See Student/Teacher Resource, <i>The Evaluation of My Health and Physical Education Event – sample</i>. • Distribute or display the Student/Teacher Resource, <i>Stretching Ideas</i>. • Ask students to reread the sample and identify all the places where more information is needed. They may note these suggestions directly on their own copy or they may be written directly onto the transparency. • Respond to student questions by adding more details, examples, or anecdotes. See Teacher Resource, <i>The Evaluation of My Health and Physical Education Event – Student Sample</i>. • Guide students in discussion to see how additional supporting detail improves the quality of the writing. • Direct students (individually or in pairs) to use the <i>Stretching Ideas</i> handout to guide revision of their own first drafts. 	<ul style="list-style-type: none"> • Read the sample report and the Student/Teacher Resource, <i>Stretching Ideas</i> and identify places where more information is needed. • Volunteer questions about the event report for the teacher to answer. • Begin revision of their own work, using the questions from the Student/Teacher Resource, <i>Stretching Ideas</i>.
<p>After</p> <ul style="list-style-type: none"> • (Optional) Assign revision of the first draft as homework for a subsequent class. • (Optional) Have students work (individually or in pairs) with the Student/Teacher Resource, <i>Stretching Ideas</i>, and the revised draft of their report to identify further areas of revisions. 	<ul style="list-style-type: none"> • May complete revision of the first draft as homework. • Work individually or with a partner to identify further areas for revision in the revised draft of the written report.

Notes



Developing and Organizing Ideas: Adding Details

Health and Physical Education Grade 12 PLF4C – Plan Coordination

The Evaluation of My Health and Physical Education Event – Sample

The Health and Physical Education event that I ran was an intramural World Cup Soccer tournament. It was run during the lunch period for the whole week. The tournament was mixed teams of girls and guys and each team had to have a student from each grade playing at all times.

The tournament began with a Round Robin style of tournament, where each team played each other once. The teams were then seeded into a double elimination style tournament based on their standing after round robin play. At the end of the week there was a winner and a consolation winner declared. The winning team received leadership t-shirts. Each team selected their own Most Valuable Player and a Fair Play Award winner. They also received prizes.

The tournament was very successful. All the players said they had a lot of fun and that it was well organized. One change I would make is to limit the number of teams allowed to enter the tournament since it was really difficult to get all the games done according to the schedule. I would also ask more of my leadership classmates to be referees so that I didn't have to referee next time. This would allow me to pay more attention to the overall tournament and solve problems without getting frustrated.

Overall, I really enjoyed having the responsibility of running such a big event for the school. Although it was a lot of hard work, I learned a lot, especially about leadership. It is not as easy as it looks. In my opinion, it was a great success.



Developing and Organizing Ideas: Adding Details

**Health and Physical Education Grade 12 PLF4C – Plan
Coordination**

Stretching Ideas



How did this work?

Extend

Such as? For Example? How exactly?

Elaborate

**And an example is... It looked like.... Tell me
more about... Each step was planned...**

When you write -

**Always remember the three Es:
EXPAND...EXTEND...ELABORATE**



Developing and Organizing Ideas: Adding Details

Health and Physical Education Grade 12 PLF4C – Plan Coordination

The Evaluation of My Health and Physical Education Event – Student Sample

How did you set up this tournament?

The Health and Physical Education event that I ran was an intramural World Cup Soccer tournament. It was run during the lunch period for the whole week. The tournament was mixed teams of girls and guys and each team had to have a student from each grade playing at all times.

The tournament began with a Round Robin style of tournament, where each team played each other once. The teams were then seeded into a double elimination style tournament based on their standing after round robin play. At the end of the week there was a winner and a consolation winner declared. The winning team received leadership t-shirts. Each team selected their own Most Valuable Player and a Fair Play Award winner. They also received prizes.

Criteria for the awards?

Any other changes?

The tournament was very successful. All the players said they had a lot of fun and that it was well organized. One change I would make is to limit the number of teams allowed to enter the tournament since it was really difficult to get all the games done according to the schedule. I would also ask more of my leadership classmates to be referees so that I didn't have to referee next time. This would allow me to pay more attention to the overall tournament and solve problems without getting frustrated.

How many teams did you have?
How many would you limit it to?

Examples of possible problems?

Overall, I really enjoyed having the responsibility of running such a big event for the school. Although it was a lot of hard work, I learned a lot, especially about leadership. It is not as easy as it looks. In my opinion, it was a great success.

Tell me more about the successes.

Tell me more about what you learned about leadership.



Revising and Editing: Peer Editing

Health and Physical Education Grade 12 PLF 4C – Plan Coordination

Peer editing gives students an opportunity to engage in important conversations about how a piece of writing such as a report on the evaluation of a Health and Physical Education event has been constructed and whether it achieves its purpose, considering the audience. By reading each other's work, asking questions about it, and identifying areas of concern, students learn a great deal about how to put information together and express ideas effectively.

Purpose

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

Payoff

Students will:

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

Tips and Resources

- Peer editors should not be expected to correct all of the writer's errors, since the writer is responsible for the piece's clarity and correctness. Rather, the teacher and other students should provide support for the writer to make corrections.
- 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 where time permits or where the writing assignment is particularly significant. In these cases, student work may be edited by more than one group or in pairs, where each edits the other's work.
- Each student should have the opportunity to get feedback from at least two other students.
- For more information see:
 - Student Resource: *Peer Editing Checklist*;
 - Student Resource: *Being a Good Audience For Writing*.

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 PLF4C – Plan Coordination

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., My Evaluation of a Health and Physical Education Event). • 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 Student 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 the writing assignment to class on the specified date. This assignment could be their Evaluation of a Health and Physical Education Event.
<p>During</p> <ul style="list-style-type: none"> • Give directions for the peer editing process: <ul style="list-style-type: none"> - Have one group exchange 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 process. 	<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. • As a group, discuss each piece and complete the <i>Peer-editing Checklist</i>, arriving at consensus (through discussion) about judgements, suggestions, and comments. • Sign or initial the <i>Peer editing Checklists</i>. • When the group is done, return the writing pieces to the original owners.

Notes



Revising and Editing: Peer Editing

Health and Physical Education Grade 12 PLF4C – Plan Coordination

Peer Editing Checklist

Name:

Grade:

H. & P.E. Event Report		Yes	No	Suggestions/Concerns/Problems
1	The points are clearly stated, and they address all facets of the event.			
2	The purpose of the report is clear.			
3	The message is clear for the intended audience.			
4	The introduction, the body of the report and the conclusion are clearly indicated and link together.			
5	Details, illustrations, or examples support the main points.			
6	The vocabulary used is appropriate to H. & P.E. and clear.			
7	The level of language is appropriate for the subject and audience.			
8	The sentences vary in length and structure.			
9	The sentences flow, moving logically from one to the next.			
10	There are only a few minor errors in grammar, punctuation, or spelling.			

Other helpful comments:

Signed: _____



Revising and Editing: Peer Editing

Health and Physical Education Grade 12 PLF4C – Plan Coordination

Being a Good Audience for Writing

Ask Yourself (and the Writer) These Questions:

- Was the purpose of report clear?
- Was it clearly targeted for its intended audience?
- Are all of the details of the action plan for the event included?
- Is an evaluation of the success of the event included?
- Are there suggestions for improving the event if it was to be organized again?
- Is the explanation of the planning and organization of the event clearly expressed and logically structured?
- Are there sufficient details, examples and illustrations included to support the explanation of the event planning and organization?
- Does the writer use the language of event planning and organization when appropriate (e.g., double elimination, round robin, seeding, conflict resolution, group dynamics,)
- Does the writer achieve the purpose of the assignment to evaluate their Health and Physical Education event based on the criteria established for planning and coordinating the event and to make recommendations for improving the event?

Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 12 PLF4C – Leadership Styles

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

Purpose

- Share and consolidate learning when reading new material on Recreation and Fitness Leadership.

Payoff

Students will:

- understand the topic of leadership styles more deeply.
- share their learning with their peers.
- sharpen skills in small-group discussion, especially when 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 an article or series of articles to help students summarize the key ideas of the unit.
- Vary the pairs of students so they learn to work with different partners.
- For more information see:
 - Student/Teacher Resource, *Lessons In Leadership*.
 - Student/Teacher Resource, *Steps for Working Together to Determine Key Ideas*.
 - Student/Teacher Resource, *Speaking Out*.
- For background information see:
 - Opeha, Recreation and Fitness Leadership (PLF4C): Supplementary Materials, *Unit 1 Taking the Lead, “Lessons in Leadership”*.

Further Support

- For English Language Learners, pair students of the same first language so that they can help each other in their native language when possible.



Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 12 PLF4C – Leadership Styles

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 reading selection. See Student/Teacher Resource, <i>Lessons in Leadership</i>. • Have students complete an initial summary of the reading before beginning the strategy. • Direct students to write five to seven key ideas from their reading, one per cue card or stick-on note. See Student/Teacher Resource, <i>Steps for Working Together to Determine Key Ideas</i>. 	<ul style="list-style-type: none"> • Read and keep notes on the main ideas. • Make judgments on what the five to seven key ideas contained in the reading selection might be. • Summarize the key ideas on five to seven cue 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 three to five cards or stick-ons per pair. • Then, have two pairs of students work together to further negotiate and refine their ideas to two to three cards or stick-ons only. • If appropriate, review the language of negotiation and polite persuasion with the students, in preparation for the negotiation process. 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 three to five ideas per pair. Write the combined ideas on cards. • Combine with another pair for a give and take discussion to further condense the key ideas to two to three. • 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 key ideas with the whole class.



Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 12 PLF4C – Group Development

Lessons in Leadership**An Interview with Paul Hersey**

Dr. Paul Hersey, Founder and CEO of the Center for Leadership Studies (CLS), is internationally known as an educator, trainer, lecturer, and conference leader. He has influenced managers and leaders in over 150 countries and has helped introduce Situational Leadership to more than a 1000 business and industrial organizations including Mobil, IBM, Caterpillar Tractor, Harris, and Illinois Bell to name a few.

Dr. Hersey (Doc to his friends) is the author of many books. His *Management of Organizational Behaviour: Leading Human Resources*, is one of the first organizational behaviour books published, and is still one of the most popular texts. Doc has also written a number of books dealing with the Situational application of influence. Among the titles are *The Situational Leader*, *Situational Parenting*, *Situational Selling*, and *Situational Service*. In each book, the practical application of the Situational model is explained. The Center for Leadership Studies, located in Escondido, California, is the hub of activity from which the training programs are delivered. The author has had the pleasure of participating in the training at CLS and is a certified trainer of Situational Leadership.

Introduction

Dr. Hersey accepted an appointment as Distinguished Visiting Professor at the Wayne Huizenga Graduate School of Business and Entrepreneurship of Nova Southeastern University for the fall of 2000 term. He and his wife, Suzanne, moved to South Florida for three months while Doc provided a unique educational opportunity for more than 100 students and faculty members. This interview was conducted during that three month learning experience. Doc is fond of saying that if he has special skills in leadership and management it is because he has stood on the shoulders of giants. His giants include Douglas McGregor and Carl Rogers. This author has had the privilege of sitting at the feet of the master for which he is grateful.

Blackwell: *Based on your many years of consulting with Fortune 500 companies and your experience teaching Organizational Behaviour, have you come up with a definition of leadership that you can share with us?*

Hersey: Actually it's very simple. Leadership is simply the process of influencing someone to do something that he or she might otherwise not do. Leadership is influence. Now, many people have a problem with this definition because they equate influence with manipulation. The way I see it, there is nothing wrong with influence as long as you're influencing someone to accomplish something that advances organizational goals and their own goals at the same time. That's a win-win situation. If, however, you attempt to influence someone to do something which is harmful to them while advancing your own personal goals or even organizational goals, that is manipulation and sets up a win-lose dynamic. This is not what we mean by leadership.

Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 12 PLF4C – Group Development

Continued

Blackwell: *So, you're saying that leadership occurs every time a manager successfully influences an employee as long as it is in a win-win scenario?*

Hersey: Not just managers. Anyone can exercise leadership. As long as you are in a position to successfully influence someone else's actions, you are exercising leadership. Yes, typically we think of leadership as being exercised by managers to subordinates, but often we are in a position to influence our peers or even those who are above us in the hierarchy. Strict hierarchical considerations are not as important today as they once were. People lead based on their expertise and their relationship power, not just based on their job title.

Blackwell: *So leadership can be exercised by anyone at any level of the organization? But what do leaders actually do that set them apart from others? How do they exercise this influence?*

Hersey: The way I see it, leaders use two different types of behaviour to influence others. Actually, this model goes back to the Ohio State Studies and the University of Michigan studies which began back in the late 1940s. These studies showed that leaders can engage in task behaviour and relationship behaviour. While the University of Michigan studies looked at leaders as predominantly using either task-focused behaviour or relationship-focused behaviour, the Ohio State Studies suggested that leaders could use one or the other or both in varying degrees. Task and relationship behaviours were both seen as independent variables and an infinite number of leadership styles are thus possible. To be useful, however, a model has to be simple, so the Ohio State researchers settled on a diagram with four quadrants. The X-axis showed task behaviour from low to high and the Y axis showed relationship behaviour from low to high. Quadrant 1 or Style 1 exhibited high task behaviour and low relationship behaviour. Quadrant and Style 2 used high task behaviour as well as high relationship behaviour. Quadrant and Style 3 included low task behaviour but high relationship behaviour and Quadrant and Style 4 relied on low amounts of task and relationship behaviour. The Situational Leadership Model is actually based on the Ohio State Studies. Research has shown there is no one best style. Each quadrant or leadership style was the most effective leadership style in certain situations. For example, in a crisis situation when time is an important variable, style 1 (high task, low relationship) is appropriate. When the room is on fire, there's no time to call a meeting and ask how everyone is feeling. It's time to get the heck out of the room!



Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 12 PLF4C – Group Development

Continued

Blackwell: *Can you back up for a minute and explain what you mean by task behaviour and relationship behaviour?*

Providing Supportive Behaviour (Low)...Relationship Behaviour... (High)	High Relationship and Low Task	High Task and High Relationship
	Low Relationship and Low Task	High Task and Low Relationship
Providing Directive Behaviour (Low...Task Behaviour...(High))		

Hersey: In terms of the Situational Leadership Model®, which also recognizes these two types of leadership behaviours, I define task behaviour as directive behaviour or providing guidance to employees. In other words, you are exhibiting task behaviour when you tell an employee what to do, how to do it, when it needs to be done, where it should be done, and who is going to do it. This behaviour provides clear and specific directions to employees. On the other hand, relationship behaviour entails two-way communication, facilitating behaviour, active listening, and socio-emotional support.

Student/Teacher

Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 12 PLF4C – Group Development

Continued

Relationship behaviour can be called supportive behaviour. You are supporting the employee through interpersonal relationships. The important part is knowing when to provide each type of behaviour in your influence efforts.

Blackwell: *I notice you concentrate on behaviour as opposed to philosophy or even attitudes. Is there a reason for that?*

Hersey: Actually, there is a very important distinction between attitudes and behaviour. Many other leadership theories concentrate on philosophy of management or attitudes— whether a leader is democratic or participative by nature, for example. In Situational Leadership, we teach that behaviour is far more flexible than attitudes or values, which are internal. You can teach someone how to behave to get optimal results in a given situation. It's all a matter of analyzing the situation and providing the appropriate leadership style.

Blackwell: *You mentioned other leadership theories, and certainly there have been a lot of them over the years. Some, like the Managerial Grid, retained their popularity for quite awhile. It seems from the literature as well as the number of training programs still being conducted in Situational Leadership that this theory has been around for more than 30 years and is still alive and well. How can you account for its endurance and adaptability?*

Hersey: Precisely because it is not a theory. It is a model. Theories are fun to read and use to conduct doctoral research, but Situational Leadership is a practical model, which is user-friendly and immediately applicable to almost all leadership scenarios. It has also proven to be applicable all over the world. Situational Leadership is 'organized common sense' and is centered on identifying how people learn and influence others. While the model is complex in some ways, it is really culturally non-biased, thus its transferability is simple. We look at a frequency distribution of learning styles, educational levels, and organizational structure, and then apply the model. When we train people in the Situational Leadership Model®, we teach them how to match their leadership style to the readiness level of the employee. Learning to analyze employee readiness is really the key to the whole model. After all, prescription without diagnosis is malpractice!

Taken from Opeha, Recreation and Fitness Leadership (PLF4C) Supplementary Materials, Unit 1 Taking the Lead, “Lessons in Leadership”.



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

Health and Physical Education Grade 12 PLF4C – Leadership Styles

Steps for Working Together to Determine Key Ideas

On your own, summarize five to seven key ideas on cue cards or stick – on notes

In pairs, share your ideas and, through discussion, streamline three to five ideas between you.

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



Small-group Discussions: Determining Key Ideas

Health and Physical Education Grade 12 PLF4C – Leadership Styles

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: **Group Roles**

Health and Physical Education Grade 12, PLF4C – Group Development

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

Purpose

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

Payoff

Students will:

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

Tips and Resources

- It is important to vary the composition of small groups, allowing students the opportunity to work with many classmates (e.g., of various abilities, interests, backgrounds and home languages).
- It is a good idea to repeat this activity throughout the year. This allows students the opportunity to experience different roles to improve their skills.
- Time the activity to keep the students focused on the task.
- For more information see:
 - Teacher Resource, *Tower-Building Activity*.
 - Student/Teacher Resource, *Sample Role Cards*.
 - Student Resource, *Small-group Discussion Reflection Sheet*.
- For background information:
 - Ophea, Recreation and Fitness Leadership (PLF4C): Supplementary Materials, Unit 1 - Taking the Lead, Activity 2, Subtask # 3 – Task # 1, *Tower Building Activity*.

Further Support

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

Small-group Discussions: Group Roles

Health and Physical Education Grade 12 PLF4C – Group Development

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Choose a task to be completed. See Teacher Resource, <i>Tower Building Activity</i>. Prepare role cards for each group member. See Student/Teacher Resource, <i>Sample Role Cards</i>. Decide how many students will be in each group. For example: <ul style="list-style-type: none"> Leader: defines the task, keeps the group on task and suggests a new way of looking at things. Manager: gathers and summarizes material the group will need, keeps track of time, and collects material the group used. Encourager: provides positive feedback for each speaker, makes sure everyone gets a turn, and intercepts negative behaviour. Reporter: silently observes each group member throughout the task, and upon task completion comments on individual group roles and task completion efficiency. 	<ul style="list-style-type: none"> Understand the task. Understand their roles and responsibilities.
<p>During</p> <ul style="list-style-type: none"> Divide the class into groups. Ask group members to decide on their roles. Present the parameters of the task. Explain the time limits and keep track of time. Circulate around the room, ensuring that all students are fulfilling their roles. Comment constructively on the group process. 	<ul style="list-style-type: none"> Group members select a role. Fulfill the roles to the best of their abilities. Use active listening skills. Act positively and encourage other group members. Participate fully in the task. Adhere to the time limits set by the teacher.
<p>After</p> <ul style="list-style-type: none"> Ask the Reporter to comment to their group on group effectiveness for task completion and the individuals' ability to fulfill their roles. Debrief with the small groups then the whole class, asking students to comment on the success, benefits of the exercise and using structures/roles in small groups. Ask students to individually complete an evaluation of their work on the group task. See Student Resource, <i>Small-group Discussion Reflection Sheet</i>. 	<ul style="list-style-type: none"> The Reporter gives feedback to the group while other students use active listening skills. Discuss the success and benefits of using structures/ roles in small groups. Complete <i>the Small-group Discussion Reflection Sheet</i>.

Notes



Small- group Discussions: **Group Roles**

Health and Physical Education Grade 12 PLF4C – Group Development

Tower Building Activity

Instructions:

1. Divide the class into groups. Each group should have no more than 4 or 5 students.
2. Have the group determine the role and responsibility that each group member will assume in order to complete the task. (See Student/Teacher Resource, *Sample Role Cards*.)
3. Give groups the necessary materials for the designated task. (See task description below.)

Description of the Task:

Build a Mighty Tower

1. Materials needed for each group (e.g., Lego or straws or Popsicle sticks, tape, tape measure, paper, markers, stop watch and any other materials that will make the task interesting).
2. Groups will be given a fifteen minute time limit to complete the task.
3. Each tower, which will be judged on a scale of 1 to 10 (1=poor, 10=excellent) on each of the following criteria:
 - a. height of tower
 - b. attractiveness of tower
 - c. strength of tower (by dropping the tower from a height of 100 centimetres)
 - d. stability of tower (using a push test)

Outline for Debriefing Session:

1. Have reporters talk with their small group on the individual's group role and the group effectiveness for task completion.
2. Debrief the activity with the entire class focusing on the importance that group roles, teamwork and cooperation play in the success of a task.
3. Have each group member individually complete the *Small-group Discussion Reflection Sheet*.

Content for activity taken from Ophea, *Recreation and Fitness Leadership (PLF4C): Supplementary Materials*, Unit 1 – Taking the Lead, Activity 2, Subtask # 3 – Task # 1, Tower Building Activity



Student/Teacher

Small- group Discussions: Group Roles

Health and Physical Education Grade 12 PLF4C – Group Development

Sample Role Cards

LEADER

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

MANAGER

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

ENCOURAGER

- That's a really good point!
- We haven't heard from _____ yet.
- Please don't interrupt: you'll get a turn.

REPORTER

- Does not make any direct comments to individuals about their roles.
- Silently observes each group member throughout the task.
- Reports his/her observations to group/class about individual roles and group effectiveness.



Small-group Discussions: Group Roles

Health and Physical Education Grade 12 PLF4C – Group Development

Small-group Discussion Reflection Sheet

Name: _____

Role: _____

Topic: _____

1. Comment on your success in fulfilling your role.
2. Comment on **your own ability** to work in a positive manner. Consider cooperation, listening, and organization.
3. How did you provide leadership?
4. What are your strengths?
5. What are your areas for improvement?
6. Comment on **your group's ability** to work together in a positive manner. Consider cooperation, listening, and organization.
7. What are your group's strengths?
8. What are your group's areas for improvement?
9. Explain how key roles are necessary for any group to interact successfully.



Small-group Discussions: Discussion Web

Health and Physical Education Grade 12 PLF4C Leadership Styles

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

Purpose

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

Payoff

Students will:

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

Tips and Resources

- The discussion web works well in a variety of contexts to provoke discussion and debate on a question (e.g., “Should professional athletes be role models?” or “Are heroes necessarily good leaders?”). The strategy guides students to think about an issue and gather evidence for both sides of the issue. It is important to choose an issue that has well-defined positions “for” or “against” a proposition.
- Model the process thoroughly to show how the discussion web works before having the class engage in the discussion web activity.
- For more information see:
 - Student Resource, *Discussion Web-T-Chart Template*.

Further Support

- Some students may need support with note taking while they read, or clarification about arguments that support each side of the issue.
- Have students fill out the *Discussion Web-T-Chart* together in pairs.



Small-group Discussions: Discussion Web

Health and Physical Education Grade 12 PLF4C – Leadership Styles

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a reading or asks students to bring in articles on a selected topic, (e.g., “Do professional athletes have an obligation to be positive role models?”). • Use before-reading strategies to prepare students before assigning the reading on the topic. • Target a particular position or point of view and explain that students will construct support for and against the position (e.g., “Do professional athletes have an obligation to be positive role models?”). • Present the discussion web question to the class. See Student/Teacher Resource, <i>Discussion Web-T-Chart – Template</i>. 	<ul style="list-style-type: none"> • Bring in an article from home. • Read the selection chosen by teacher or themselves. • Think about the point of view made or position stated and individually try to construct support for both sides of the issue.
<p>During</p> <ul style="list-style-type: none"> • Explain to students that they will have to develop support for both viewpoints by citing specific reasons. • Allow enough time for students to contemplate and write down reasons for each viewpoint. • Put students in pairs to share their written ideas. • Combine two pairs of students and have them compare their ideas and form a conclusion on which viewpoint to support. • Call on a representative from each group to share the group’s conclusion with the class. 	<ul style="list-style-type: none"> • Think about and individually record ideas on both sides of the issue, using the Student/Teacher Resource, <i>Discussion Web-T-Chart Template</i>. • Share ideas with a partner, adding any missing ideas to their T-Chart. • Move on to sharing ideas in a group of four, adding any additional points to the T-Chart. The larger group must then decide which side of the issue to support, based on both the quantity and quality of the arguments on each side. • Reach a conclusion as an entire class about the viability of each position.
<p>After</p> <ul style="list-style-type: none"> • Follow up by asking students to individually write a paragraph about their position on the question: “Do professional athletes have an obligation to be positive role models?”, and the reasons for taking it. • Provide time and a framework for students to reflect on the discussion skills they used during the activity, their strengths, and how they can improve. 	<ul style="list-style-type: none"> • Write about their position and reasons for it. • Reflect on the discussion skills they used and how they can improve their participation and effectiveness in small group discussions.

Notes



Small-group Discussions: Discussion Web

Health and Physical Education Grade 12 PLF4C – Leadership Styles

Discussion Web-T- Chart Template

Question: Do professional athletes have an obligation to be positive role models?

YES	NO

Conclusion:
Reasons:



Whole-class Discussions: Discussion Etiquette

Health and Physical Education Grade 12 PLF4C – Teamwork Skills

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

Purpose

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

Payoff**Students will:**

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

Tips and Resources

- Negotiate classroom and gymnasium discussion etiquette early in the year or semester. When students understand and participate in framing the rules at the outset, the result in all Recreation and Fitness Leadership settings will be more respectful and productive discussions.
- Provide multiple opportunities for a range of class and small-group discussions on a variety of topics pertaining to leadership and mentorship.
- Model the rules for whole-class discussions, behaviour and the use of inclusive and respectful language at every opportunity in your daily instructional practice.
- Seize upon the moments in a Recreation and Fitness Leadership setting when you can point out the differences between the kind of informal, colloquial speech appropriate in a casual conversation among adolescent friends, and more formal speech required in a class discussion.
- For more information see:
 - Teacher Resource, *Etiquette Rules*.
 - Student/Teacher Resource, *Speaking Out*.
 - Teacher Resource, *Tips for Enhancing Student Discussions*.

Further Support

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



Whole-class Discussions: Discussion Etiquette

Health and Physical Education Grade 12 PLF4C – Teamwork Skills

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Think about expectations for respectful and productive discussion behaviour in the Recreation and Fitness Leadership setting. See Teacher Resource, <i>Etiquette Rules</i>, for generic suggestions. • Divide the class into groups of 4 or 5 students. • Prepare a sheet of chart paper for each group with a heading such as; “<i>In our Leadership discussions, we will...</i>” 	
<p>During</p> <ul style="list-style-type: none"> • Set the stage for the brainstorming session by telling students that this is an opportunity to jointly come up with a list of appropriate behaviours for class discussions or activities that should be adhered to by all. • Give examples of appropriate and inappropriate language in the class and write a list of these on an additional chart. See Teacher Resources, <i>Speaking Out</i> and <i>Tips for Enhancing Student Discussions</i>. • Facilitate the brainstorming session with the groups by walking around to each group. 	<ul style="list-style-type: none"> • Talk through the differences between appropriate and inappropriate discussion behaviour and why they are important. • Focus on the differences between the colloquial language they may use with peers outside the Recreation and Fitness Leadership setting, and the more formal language required in a classroom. • Actively participate in brainstorming the rules of appropriate behaviour during class discussion or activities. • Write the expectations brainstormed by the group on the charts.
<p>After</p> <ul style="list-style-type: none"> • Invite groups to share their ideas. • Use their ideas to generate the overall leadership discussions etiquette list the class generated along with <i>Speaking Out</i> and <i>Tips for Enhancing Student Discussions</i>. • Write the ideas on a piece of chart paper. • The teacher can mediate the suggestions to help create a full and complete list. • Post the discussion etiquette list and accompanying language examples prominently in the classroom and gymnasium and take opportunities to refer and/or add to them throughout the year/course. • Ask the students to make connections between the classroom/activity discussion etiquette list and the school’s code of conduct. 	<ul style="list-style-type: none"> • Share their ideas to help create the leadership discussion etiquette list. • Continue to take part in the joint negotiation of class discussion behaviour as the year progresses. • Focus on the differences between colloquial language they may use with peers outside of the Recreation and Fitness Leadership setting, and the more formal language required in a classroom.

Notes



Whole-class Discussions: Discussion Etiquette

Health and Physical Education Grade 12 PLF4C – Teamwork Skills

Etiquette Rules

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

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



Whole-class Discussions: Discussion Etiquette

Health and Physical Education Grade 12 PLF4C – Teamwork Skills

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...



Whole-class Discussions: Discussion Etiquette

Health and Physical Education Grade 12 PLF4C – Teamwork Skills

Tips for Enhancing Student Discussions

Create a respectful, positive, comfortable climate.

Add wait time to allow students to gather their thoughts.

Rephrase and restate questions for students.

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

Ask pointed questions.

Restate other students' points to confirm and clarify them.

Call on other students to extend their classmates' responses.

Use praise that gives specific feedback.

Give students many opportunities to practise speaking.

Limit teacher talk to maximize participation by students.

Students who are struggling may need:

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



Small-group Discussions: Place Mat

Health and Physical Education Grade 12 PLF4C – Leadership Styles

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

Purpose

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

Payoff

Students will:

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

Tips and Resources

- The strategy can be used with a wide variety of questions and prompts.
- Use the place mat strategy for a wide range of learning goals, for example:
 - to encourage students to share ideas and come to a consensus on a topic
 - to activate the sharing of background knowledge among students
 - to help students share thoughts and perceptions about leadership
- Groups of 2 to 4 are ideal for place mat, but it can also work with up to 7 students in a group.
- You may choose several questions or issues for simultaneous consideration in a place mat strategy. To start, each group receives a different question or issue to work on. Once they have completed their discussion, the groups rotate through the various questions or issues until all have been explored.
- Place mat also works well as an icebreaker when students are just getting to know each other.
- For more information see:
 - Teacher Resources, *Leadership - Student Sample 1, 2 and 3.*

Further Support

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



Small-group Discussions: Place Mat

Health and Physical Education Grade 12 PLF4C – Leadership Styles

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Divide students into groups of 4 or 5. • Decide on a suitable question or topic for the students to answer. See Teacher Resources, <i>Leadership - Student Samples 1,2 and 3.</i> • Distribute chart paper to each group. • Ask the students to divide the chart paper into sections equal to the number of students in the group, leaving a circle or square in the centre of the chart. Note: this middle section can be omitted, depending on the learning task involved. 	<ul style="list-style-type: none"> • Divide the chart paper into sections equal to the number of students in their group.
<p>During</p> <ul style="list-style-type: none"> • Direct each group member to think about the question or topic, and then write/draw silently about it in their personal area of the chart paper for a determined amount of time. 	<ul style="list-style-type: none"> • Gather their thoughts about the chosen question or topic and write/draw silently in their own area of the paper, respecting the space and silence of all members of the group.
<p>After</p> <ul style="list-style-type: none"> • Give a signal for students in each group to discuss their ideas and experiences and find the common elements or ideas. • Have students post the charts to share their group’s thinking with the class. 	<ul style="list-style-type: none"> • Take turns sharing ideas with the group. • Engage in discussion with all group members to arrive at common elements or ideas. • Record common ideas in the centre of the place mat. • Use oral skills, such as active listening, requesting clarification, and coming to consensus. • Circulate around the room to look at the ideas on the charts of other groups.

Notes



Small-group Discussions: Place Mat

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Leadership – Student Sample # 1

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

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

Leaders are born, not made or leaders are made, not born.

<p><i>Princes and Kings are forced into the role. People who are born rich also get to be leaders because of the power money brings. Some people are destined to be leaders.</i></p>	<p><i>People can become leaders through hard work. Leadership is earned through respect or because of an ability a person has that is needed by the group. Anyone can be a leader at any time.</i></p>
<p>Leaders can be born into the role because of family expectations, money or destiny; however, people can also become leaders because of their skills and knowledge that are valued by others.</p>	
<p><i>Some people believe that leaders are born into their role. If you really want to be a leader you have to work at it but money and family connections help.</i></p>	<p><i>The greatest leaders seem to be born to their destiny such as religious leaders and prophets. Not all leaders are predestined for greatness, It just happens because of circumstances.</i></p>



Small-group Discussions: Place Mat

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Leadership – Student Sample #2

<p>Write quietly on your own in your section of the place mat for several minutes.</p>	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Through group sharing of ideas and experiences, gather common concerns, concepts and ideas in this section of the place mat. </div>	

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

<ul style="list-style-type: none"> - <i>stepping up</i> - <i>a benefit to society</i> - <i>being ready to step up and do what others do not want to do</i> 	<ul style="list-style-type: none"> - <i>helping others</i> - <i>a valuable skill</i> - <i>being a good role model</i>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> The word leadership is complex to define because it means different things to different people. Leaders do stand out in society, are needed and must be willing to step up and take responsibility for others. </div>	
<ul style="list-style-type: none"> - <i>caring, being sensitive to others' needs</i> - <i>a difficult task</i> - <i>someone who carries a great deal of responsibility</i> 	<ul style="list-style-type: none"> - <i>giving your time and support to others</i> - <i>something we need more of for the future</i> - <i>strong, knowledgeable, athletic</i>



Small-group Discussions: Place Mat

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Leadership – Student Sample # 3

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

<p>Example: Take a few minutes to think about and then individually write down your response to the following statement:</p>	
<p>Leadership is practised not so much in words as in attitudes and in actions (Harold Geneen)</p>	
<p><i>Leaders influence followers by being good role models. Actions speak louder than words. You will not be respected as a leader if all you do is give directions. It is a lot of hard work and energy and you have to be able to communicate.</i></p>	<p><i>Actions speak louder than words. Get involved and show people you are worthy of being considered a leader. People will always remember what you do.</i></p>
<p>Leadership is about both words and actions. You first must be able to communicate to your followers then you must be the first to take action. People will only respect you and follow you if you have a positive attitude and mean what you say.</p>	
<p><i>You have to be the first to risk it all. A positive attitude is the most important characteristic for a leader. If you're not willing to do the work who is going to follow you?</i></p>	<p><i>You can't just say it, you have to show it. Your words are important but actions mean more. It is all about attitude.</i></p>