

### Differentiated Instruction Teaching/Learning Examples

Health and Physical Education Duration: two to three 50-minute periods	
1	flexible grouping
2	Shared responsibility for learning
3	
4	
5	
6	



\*Marzano’s Categories of Instructional Strategies (See Resources below.)

\*\*Differentiated Instruction Structure

Differentiated Instruction Details	
<p><b>Knowledge of Students</b> Differentiation based on student:  <input checked="" type="checkbox"/> Readiness   <input checked="" type="checkbox"/> Interests   <input type="checkbox"/> Preferences:  <span style="margin-left: 150px;"><input type="checkbox"/> Styles</span>   <input checked="" type="checkbox"/> Intelligences   <input type="checkbox"/> Other (e.g., environment, gender, culture)</p> <p><b>Need to Know</b></p> <ul style="list-style-type: none"> <li>Students’ comfort level when discussing sensitive topics</li> <li>Students’ trust level with one another</li> <li>Students’ multiple intelligences styles</li> </ul> <p><b>How to Find Out</b></p> <ul style="list-style-type: none"> <li>conversations with students</li> <li>comfort level surveys or self-ratings</li> <li>multiple intelligences surveys completed throughout the year</li> </ul> <p><b>Differentiated Instruction Response</b>  <input checked="" type="checkbox"/> Learning materials (content)   <input type="checkbox"/> Ways of learning (process)   <input checked="" type="checkbox"/> Ways of demonstrating learning (product)   <input type="checkbox"/> Learning environment</p>	
Curriculum Connections	
<p><b>Overall Expectation(s):</b>            H &amp; PE – demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.            Language Arts - Writing 1 – generate, gather, and organize ideas and information to write for an intended purpose and audience            Language Arts – Oral Communication 1 – listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	
<p><b>Specific Expectation(s):</b></p> <ul style="list-style-type: none"> <li>(H &amp; PE) Growth and Development - Apply living skills in making informed decisions and analyze the consequences of engaging in sexual activities</li> <li>(Language Writing 1.2) generate ideas about challenging topics and identify those most appropriate to the purpose</li> <li>(Language Writing 1.3) gather information to support ideas for writing using a variety of strategies and a wide range of print and electronic sources</li> <li>(Language Oral Communication 1.2) demonstrate an understanding of appropriate behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups</li> </ul>	
<p><b>Learning Goal(s):</b></p> <ul style="list-style-type: none"> <li>Students will develop decision making skills and healthy choices regarding relationships</li> <li>Students will use a graphic organizer to show decision-making</li> <li>students will demonstrate their knowledge using their multiple intelligences strengths</li> </ul>	
Assessment and Evaluation	
<p><b>Assessment/Success Criteria</b>  <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> <li>H &amp; PE - understanding of content (sources of support)</li> </ul> <p><i>Thinking and Problem Solving</i></p> <ul style="list-style-type: none"> <li>H &amp; PE - use of planning skills (problem solving and decision making)</li> <li>Language – use of planning skills and processing skills (using graphic organizer to make decisions)</li> </ul> <p><i>Communication</i></p> <ul style="list-style-type: none"> <li>Language - communication for different audiences and purposes (discussion with peers and teacher)</li> </ul> <p>Success criteria should be created in collaboration with students prior to beginning the lesson.</p>	<p><b>Assessment Tools</b> (i.e., checklist, rubric, checkbric, rating scale, anecdotal comments, marking scheme):</p> <ul style="list-style-type: none"> <li>anecdotal comments</li> <li>rubric</li> <li>exit ticket</li> </ul>
Prior Learning	
<p>Prior to this lesson, students will have:</p> <ul style="list-style-type: none"> <li>prior knowledge of Health and Physical Education curriculum</li> <li>prior opportunities to practice decision making in various contexts</li> <li>completed multiple intelligences surveys and can identify a variety of ways that they can share their knowledge</li> </ul>	



<b>Materials and Resources</b>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>computers</li> <li>various materials from the Simcoe Muskoka District Health Unit kit, distributed to schools (also available on the Simcoe Muskoka Health Unit’s website)</li> <li>graphic organizers – go to <a href="http://www.worksheetworks.com">www.worksheetworks.com</a> and click on graphic organizers. There is a decision-making model that you can create, download, and print</li> <li>various materials that students might need based on their multiple intelligences (e.g., art materials, musical instruments, etc)</li> </ul> <p><b>Internet Resources:</b>  <a href="http://www.thephakz.ca">www.thephakz.ca</a>  <a href="http://www.simcoemuskokahealth.org">www.simcoemuskokahealth.org</a>  <a href="http://www.worksheetworks.com">www.worksheetworks.com</a> (to get the graphic organizer for decision-making)</p> <p><b>Resources:</b>  Grade appropriate OPHEA resources  Ministry of Education Health and Physical Education curriculum 1998 and interim document 2010</p>	
<b>Subject/Course Code/Title/Curriculum Policy</b>	
<b>Minds On</b>	<b>Connections</b>
<ul style="list-style-type: none"> <li>Establishing a positive learning environment</li> <li>Connecting to prior learning and/or experiences</li> <li>Setting the context for learning</li> </ul>	L: Literacy ML: Mathematical Literacy AFL, AoL: Assessment <b>for/of</b> Learning
<p><b>Partner Activity – 5-10 minutes</b></p> <p>Description:</p> <ul style="list-style-type: none"> <li>With a partner, discuss this question: “What is a Grade 8 relationship?”</li> <li>SNOWBALL - Students anonymously write individual responses on a piece of paper, then stand in a circle. All students crumple up their papers, toss them into the middle of the circle, then go retrieve a <i>different</i> paper. Students share the response on the page they retrieved.</li> <li>Discuss the general feeling of the class regarding “What is a Grade 8 relationship?”</li> </ul>	AFL: Strategy/Assessment Tool  Literacy – oral communication
<b>Action</b>	
<ul style="list-style-type: none"> <li>Introducing new learning or extending/reinforcing prior learning</li> <li>Providing opportunities for practice and application of learning (guided &gt; independent)</li> </ul>	
<p><b>Whole Class ⇒ Reinforce prior knowledge 15-20 minutes</b></p> <p>Description:</p> <ul style="list-style-type: none"> <li>Review problem solving model: 1. Identify the problem, 2. List at least 3 options, 3. Evaluate options using pros and cons, 4. Choose the best option and justify why that was their decision, 5. Reflect – What have you learned?</li> <li>Model the graphic organizer (using data projector, SMART board technology, chart paper – whatever you typically use) – scenario is “Your friends are pressuring you to go into a relationship with someone in your class.” <ul style="list-style-type: none"> <li>Options could include: go out with them, not go out with them, talk to an adult (teacher, parent), pretend to go out with them</li> <li>discuss options and possible outcomes with students (pros and cons)</li> <li>as a class, make a choice and reflect upon the decision</li> </ul> </li> </ul> <p><b>Small group or partner ⇒ Demonstrate learning using Multiple Intelligences 40-60 minutes</b></p> <ul style="list-style-type: none"> <li>Students work in partners. Students create or find a scenario or select one from a teacher-generated list that involves pressure surrounding engaging in sexual activity. For example on the teacher-generated list you could have, “Your girlfriend or boyfriend is pressuring you to have sex. What could you do?”</li> <li>Using text resources, students must gather data or information that can help them make an informed choice (i.e., thephakz.ca, Simcoe-Muskoka District Health Unit)</li> <li>Things to consider while creating options: Abstinence, STIs, pregnancy, birth control, etc.</li> <li>Students complete the graphic organizer, and then demonstrate their decision making using one of the following (<b>differentiation opportunity</b>): <ul style="list-style-type: none"> <li>Drama skit</li> <li>Comic strip</li> <li>Write a song</li> <li>Write an essay defending their choice</li> <li>Write a story or create a small picture book</li> <li>Student-generated ideas</li> </ul> </li> <li>Students present or hand in their final product with the completed graphic organizer.</li> </ul>	AFL: Strategy/Assessment Tool  Literacy Assessment of learning – use collaboratively created rubric
<b>Consolidation and Connection</b>	
<ul style="list-style-type: none"> <li>Helping students demonstrate what they have learned</li> <li>Providing opportunities for consolidation and reflection</li> </ul>	
<p><b>Whole class and independent ⇒ Discuss and reflect 15-20 minutes</b></p> <p>Description:</p> <ul style="list-style-type: none"> <li>As a class, teacher guides students through discussion regarding the choices they presented. For example: <ul style="list-style-type: none"> <li>How important are relationships?</li> <li>What things should you consider when thinking about entering a relationship with someone?</li> <li>What does a “healthy relationship” look like?</li> <li>What does an “unhealthy relationship” look like?</li> </ul> </li> <li>Independently - Post-it note exit ticket – What factors would affect your decision-making regarding relationships?</li> </ul>	AFL or AoL: Strategy/Assessment Tool  Literacy Assessment for learning – post-it note will show how well students have understood the concepts

