

Differentiation in Health and Physical Education

By Joanne Walsh, Acting Coordinator of H&PE Halton District School Board



There are few areas where diversity is more apparent than in a Health and Physical Education class. Students enter classes with vastly different and varied skill sets, levels of confidence and interests. It is a challenge to engage all of these students, be it in the gym, during fitness activities or in the health classroom. Building the key elements of differentiation into planning increases the teacher's ability to engage all students in learning. As Health and Physical Educators, focusing on differentiation does not mean an entire shift from present practice; it means continuing to strengthen our approach to teaching and learning by making small changes in current practice to enhance student learning.

Differentiation is not an initiative, a program or the latest innovative teaching strategy. Differentiation requires a shift from teaching the subject to teaching each child. It begins with placing the student at the centre of learning, respecting that students have diverse learning needs and planning lessons in response to those needs. The guiding elements of differentiation provide the framework for effective instruction "...that is responsive to the learning preferences, interests and readiness of individual learners." (*Differentiated Instruction Teacher's Guide: Getting to the core of teaching and learning*. Ontario Ministry of Education, 2007) "While it is true that differentiated instruction is responsive to the individual learner, it does not involve individual lesson plans. Rather it may mean a teacher offers individuals choice from a limited range of options, or clusters students according to their learning preferences and provides a few different ways to process new material. (*Start Where They Are: Differentiating for Success with the Young Adolescent*. Karen Hume, 2008) Teachers may differentiate the process by which students learn the content of the curriculum or the product through which students demonstrate their learning. As Carol Ann Tomlinson writes, "...differentiating instruction means...that students have multiple options for taking in information, making sense of ideas, and expressing what they learn." (*How to Differentiate in Mixed-Ability Classrooms*. ASCD, 2001)

Health and Physical Education

The best place to start on the road to differentiation is building a positive and inclusive learning environment which fosters mutual respect for all learners where students encourage and support each other. The key to differentiation is to know your students as individuals. No two people are alike or learn in exactly the same way, at exactly the same pace so it is important to begin by acknowledging the uniqueness of each child in your class and validating that each child makes a valuable contribution to the learning process. "Teachers who recognize the unique strengths and weaknesses of adolescents and still make them feel that they belong provide the most critical support of all." (Dr. Bruce Ferguson, Sick Kids, 2007)

Building a supportive learning classroom begins with the teacher modeling inclusiveness and continues as students work together to achieve their learning goals in a variety of settings. Students work in flexible groupings, while engaged in respectful tasks, which are designed based on student readiness and provide appropriate challenges. When planning a new activity in the gymnasium, teachers should consider the following questions: What assessment tool will I use to determine the readiness level of my students (formative assessment)? Can my students be divided into three or four distinct ability groupings? What drills or stations will I create to provide an appropriate challenge for students in each of the groupings? When will my students move to the next level of challenge? How will the structure of the activity promote cooperation and mutual respect and inclusiveness? When will it be important to have students of similar ability work together? When will it be important for students of diverse abilities to work together?

A differentiated lesson accounts for the readiness level of each student. Prior experience with an activity gives students a firm starting point and leads to their success. However, students who lack these experiences need to be introduced to the activity in an enjoyable, engaging way to set a positive context for their learning. Beginning with modified versions of an activity/sport promotes inclusiveness, engages all students and creates a positive attitude toward the activity.

The modified versions should also be structured so teachers can assess the skill level of each student. The teacher can then create playing opportunities and drills to address student readiness. Consider any Invasion/Territory game (e.g., soccer, basketball, field hockey, ball hockey) for which students need to acquire sending, receiving and travelling skills. Recognizing that students have differing levels of readiness, the teacher can create a series of stations in a circuit format, each ranging in degree of difficulty. This is known as Tiering. Students then choose their starting point in the circuit. As one version of the skill is mastered, students move to the next level of difficulty. The secret is that each works on developing the same basic skill e.g., dribbling. The first station may involve dribbling in a straight line, the second may involve dribbling between cones and the third may be dribbling against a defender. In each station, the students are practicing the same skill of dribbling; however, each student is challenged to succeed based on his/her own readiness level. Tiering allows students to progress to greater levels of difficulty at their own pace.

Knowing the learning profile and interests of your students is also an essential element in planning for differentiation. Learning inventories may be used to help students understand how they prefer to process information, their intelligence preferences, whether they prefer to learn in a group setting or through independent inquiry, or their ability to learn through oral, visual or kinesthetic experiences. Additionally, a student's interest peaks his/her motivation to explore ideas and concepts. Thus, the goal of differentiating lessons for different learners with varying interests is to offer a variety of choices so students may learn in ways that work best for them about topics of interest within the scope of the curriculum. The end result being an improvement in student learning.

Tools for Differentiation

A great motivational tool for students as they provide opportunities to explore facets of a topic that are of particular interest, are choice boards. These connect the learning to their own lives, allowing a sense of ownership and commitment to what they are learning. Choice boards focus learning on a particular aspect of the content and/or allow students to choose the way they demonstrate their learning (written, verbal or performance tasks). Created to use Gardner's Multiple Intelligences, each square on the choice board requires students to explore a concept or demonstrate their learning using different intelligences. For example a choice board used to reinforce fitness concepts may have students create a word web for the fitness center wall which illustrates the key concepts of health-related fitness and their relationship to personal health (Verbal-Linguistic intelligence), or design a fitness plan that focuses on improving health-related fitness (Visual-spatial). A choice board may also be used to design tasks by which students demonstrate their understanding of concepts using their preferred intelligence. This lends itself particularly well to healthy living where students may create posters or mind maps, write journals, raps or poems or perform skits to demonstrate their understanding of a health concept.

Cubing is a second powerful differentiation tool that provides a new twist on question asking and answering, and works well in a health and physical education setting. It may be used to; address readiness, activate student knowledge, review and summarize previous lessons, and assess learner preference/interest. A cube is created with a different question, task or activity on each side of it. A standard die may also be used to accompany index cards containing a numbered list of activities/questions that correspond to the number on the die. Students roll the dice and answer the corresponding question, or complete the task or activity. Cubing may be used to create fitness circuits that differentiate in varying levels of intensity or challenges, to provide practice for specific skills or to review a healthy living concept. Teachers can engage students' interest further by having them develop the questions, tasks and activities for the cube.

A third differentiation tool that provides students with a variety of options to demonstrate their understanding/learning of a "big idea" is a RAFT. RAFT is an acronym which stands for Role, Audience, Format and Topic. The teacher creates the format for various tasks that require students to adopt a specific *role* (e.g., youth leader), select an *audience* to whom they will communicate (e.g., a grade 9 student), choose the *format* for their communication (e.g., a poster), about a *topic* (e.g., how to make healthy choices when faced with pressure to engage in unhealthy behaviors). It is important to state a key concept of differentiation here. Although the demonstration of learning -the product - may look different from student to student, the curriculum expectations (or learning goals for students with an IEP), and the criteria by which the demonstration of learning is judged must remain the same. Regardless of the way students choose to demonstrate the learning, all students must demonstrate the acquisition of the same knowledge and skills (same expectation(s) and the product is judged using the same assessment tool e.g., checklist, rating scale or rubric.

Differentiation is about providing a balance of strategies. It is about knowing when and how to differentiate. In fact, "there are many, many times when whole-class instruction is appropriate and preferable – and it has been suggested that differentiation to be effective and manageable can be implemented approximately 20% of the time. However, it is important to differentiate when it really counts e.g., big ideas – overall expectations, summative evaluations for culminating activities". (Karen Hume, 2008). Just as students learn in different ways; students need to be

given a variety of ways to express their learning. Three essential questions for the Health and Physical Educator to ask when considering how to differentiate include: How do I foster a positive and inclusive learning environment? What elements of the learning do I need to differentiate? How can I differentiate to be responsive to the readiness, the learner profile and the interests of my students?

Differentiation is about all students "...getting the opportunities they need so they all have equal access to learning in a way that will lead to their success as well as opportunities to demonstrate their learning that maximize their potential for success." (*Differentiated Instruction Teacher's Guide: Getting to the core of teaching and learning*. Ontario Ministry of Education, 2007) There is no more important place for the differentiation for successful learning to occur than in Health and Physical Education where the goal of the curriculum is to help all students develop the comprehension, commitment, and capacity to lead a healthy active life.

CHOICE BOARD

Grade 9 Expectations:





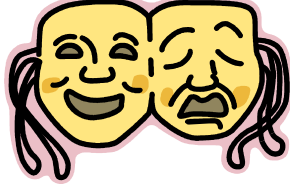



- demonstrate personal competence in applying movement skills and principles;
- demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;

<p>Verbal /Linguistic “say it, read it”</p> <ul style="list-style-type: none"> • Explain how... • Give directions for • View a video for the purpose of providing information • Create a word web 	<p>Musical/Rhythmic “hum it, tap it”</p> <ul style="list-style-type: none"> • Create a rap, jingle, cheer, rhyme 	<p>Visual/Spatial “picture it”</p> <ul style="list-style-type: none"> • Create a poster or drawing • Draw a diagram • Design a graphic organizer to explain
<p>Logical/Mathematical “count it”</p> <ul style="list-style-type: none"> • Create a pattern or play book • Describe a sequence of a skill • Analyze a tactical problem and how they would defend against it • Critically assess 	<p style="text-align: center;">FREE CHOICE “ponder it” Students choose any one of the intelligences</p>	<p>Body Kinesthetic “move it”</p> <ul style="list-style-type: none"> • Construct a drill • Create an action • Demonstrate the movement skill
<p>Naturalist “investigate it”</p> <ul style="list-style-type: none"> • Adapt activity/ strategies for varying levels of ability • Examining materials to make connections (e.g., transferable skills, common strategies within 2 games in same category) • Label and classify (e.g., diagram of volleyball court) 	<p>Interpersonal “talk about it”</p> <ul style="list-style-type: none"> • Working with partners or groups categorize similar movements to teach to children • Solve a problem together (e.g, coaching scenario) 	<p>Intrapersonal “reflect on it”</p> <ul style="list-style-type: none"> • think about and plan • write and reflect on common strategies and tactics in a journal • comment on... • review or visualize a way to....

CHOICE BOARD

Grade 10 Expectations:

- analyse influences on self esteem and connections between self esteem and overall wellness

<p>Verbal /Linguistic “say it, read it”</p> <ul style="list-style-type: none"> • write a letter to myself 	<p>Musical/Rhythmic “hum it, tap it”</p> <ul style="list-style-type: none"> • Create a rap, jingle, cheer, rhyme • 	<p>Visual/Spatial “picture it”</p> <ul style="list-style-type: none"> • Create a poster/collage • Design a graphic organizer 
<p>Logical/Mathematical “count it”</p> <ul style="list-style-type: none"> • Top ten list 	<p style="text-align: center;">FREE CHOICE “ponder it”</p> <p style="text-align: center;">Students choose any one of the intelligences</p>	<p>Body Kinesthetic “move it”</p> <ul style="list-style-type: none"> • Skit or improvisation 
<p>Naturalist “investigate it”</p> <ul style="list-style-type: none"> • Use a Venn Diagram 	<p>Interpersonal “talk about it”</p> <ul style="list-style-type: none"> • Talk about it...student led conference 	<p>Intrapersonal “reflect on it”</p> <ul style="list-style-type: none"> • write a reflective journal 

CUBING

Expectation: To develop an understanding of cubing, R.A.F.T.S. and Choice Boards.

How are these strategies similar?

Give an example of how you would apply cubing.

Summarize each strategy.

Analyze the level of thinking on each side of this cube (use Bloom's).

Which strategy do you prefer and why?

Of which strategy are you the least comfortable? Why?

CUBING

Grade 11 Expectation:

- ❖ use decision-making and goal-setting skills to promote healthy active living;

Identify 3 common obstacles that teens face when trying to make decisions.

Illustrate the difference in daily routines between someone who leads a healthy active life and someone who does not.

In your opinion, what is the most destructive risk taking behavior that teens engage in?

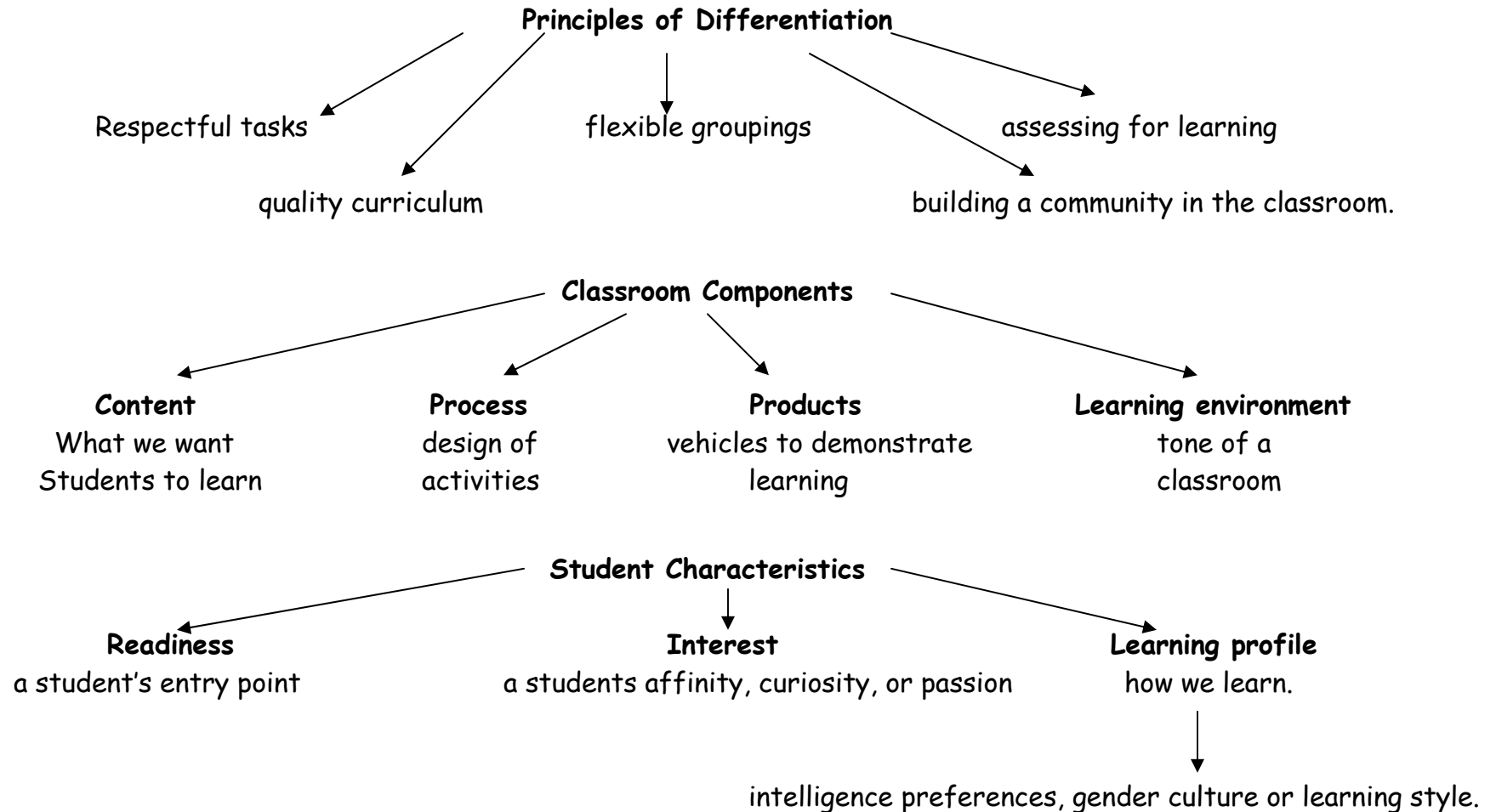
Which strategies would you use to determine if a risk is worth taking?

Analyze the relationship between physical activity, healthy eating and self-image.

Create 3 statements that will be used in a campaign to promote the reduction of risky behaviours

Differentiated Instruction

Differentiation is teachers "reacting responsively to a learner's needs". It "is simply attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike." (*Leadership for Differentiating Schools & Classrooms*)



Substance Use and Abuse

The purpose of this assignment is to help you *demonstrate your understanding of the issues and coping strategies related to substance use and abuse*. You must also *identify strategies for taking positive actions to promote a healthy active lifestyle*. In order to meet the expectations you must include the following information:

- describe the factors that lead to substance dependence;
- describe the physiological and sociological effects of substance use;
- identify the legal aspects of substance use and abuse (e.g., regarding under-age drinking, impaired driving, the Tobacco Control Act).
- provide strategies for taking positive actions related to dealing with substance use and abuse and explain the reasoning for these actions to promote a healthy active lifestyle.

You may use any of your unit notes and any additional information that you research.

Directions:

Select an assignment:

You must first decide which RAFT assignment you want to do. When reading the chart, make sure you read it going across by rows.

1. Look at the first column of **roles**. The role is the person you will pretend to be when you are completing the task. Select a role that interests you.
2. Look at the second column of **audience**. The audience is to whom you are directing your information.
3. Look at the third column of **format**. The format is the structure you will use to express your learning.
4. Look at the fourth column of **topic**. The topic is very important because it is how you will demonstrate your learning. It is also the scenario to which you must apply the decision-making model and assertion skills.

Brainstorm Ideas:

After you select your RAFT option, you will meet with other students who have selected the same RAFT option. Your group will then use a graphic organizer to brainstorm ideas that will help you complete your assignment.

Write:

After the brainstorming session, you will use your graphic organizer and any additional information to create the first draft of your assignment.

When you have completed your first draft, you will meet with your brainstorming group to review and revise your work. You will be provided with an editor's checklist to complete this task.

Once you have completed your editing session, you will have an opportunity to revise your work in order to submit a polished copy.

Be sure to include all the information listed on your RAFT assessment checklist.

RAFT Assignment			
Role	Audience	Format	Topic
Music Artist	Teen Fans	CD Cover Booklet	To my family, friends and fans: these songs are dedicated to all of you who have kept me strong and helped me resist the peer pressure and temptations related to being famous. These lyrics are for you.
Teen Magazine Columnist	Teenager	Response Column	“I have been drinking a lot and experimenting with drugs at parties recently. My friends say that it is really affecting my body and my life? I want to fit. They worry that I will get a record if I am caught. I don’t know why I can’t break away and I don’t know what to do.”
Drug Clinic Counsellor	Drug User	Information Pamphlet	“Do you know what you are doing to your body? There is help to confront the problems in your life and find your own solutions...just call.”
Recovering Alcoholic	Grade 10 class	Personal testimonial	“My friends encouraged me to try a drink, I tried so hard to stop but couldn’t break away from the pressure. I was in trouble with the police and my family accused me of dropping out of life...finally... and today I am telling my story to you!”
SADDD	School Population	Graphic Poster	“What can happen to you if you use drugs... “Need help and don’t know where to go...”
Linc Crew	New Grade 9s	PowerPoint Presentation	“What’z all the hype about?” Know the facts. Stop before you can’t; How to say no.
Teen Idol	All Teens	A Book of Songs, Raps / Poems.	Stop Before You Start! How Did It Get To This? No Is the Hardest Word! LOST The Long Road Ahead!

Grade 11 HALE: Living Skills

Overall Expectations

By the end of this course, students will:

- ❖ use decision-making and goal-setting skills to promote healthy active living;

Specific Expectations

Decision Making

By the end of this course, students will:

- describe their understanding of what constitutes healthy active living (e.g., a lifestyle that stresses the importance of exercise and healthy eating);
- apply strategies to establish priorities and set goals;
- identify common obstacles to successful decision making;
- explain the advantages, disadvantages, and possible consequences of risk-taking behaviour;
- describe how to determine whether a risk is worth taking or not.

CUBING QUESTIONS:

1. Identify 3 common obstacles that teens face when trying to make decisions
2. Illustrate the difference in daily routines between someone who leads a healthy active life and someone who does not.
3. Which strategies would you use to determine if a risk is worth taking?
4. Analyze the relationship between physical activity, healthy eating and self-image.
5. Create 3 statements that will be used in a campaign to promote the reduction of risky behaviours
6. In your opinion, what is the most destructive risk taking behavior that teens engage in?

SAMPLE LESSON PLAN TEMPLATE

Course	Section	UNIT /LESSON	Date
GOALS (specific expectations)			Resources Blackboard Dictionary Flashcards Circuit Cards Handouts Print material Textbook Workbook CD/Tape Overhead LCD projector Laptop VCR/TV Computers Other:
Activating Prior Learning:		Equipment	
Learning Strategies Demonstration Exemplars Drills Circuits Triads Games Oral activities: Four corners Place mat Timed Retell Jigsaw Brainstorming Reading aloud Think/Pair/Share Quiz/Quiz/Trade Word Wall Group work Independ. Activ. Guest Speaker Field Trip Modeling Music Video Questioning Reinforcement Written Exercises Journal/ log Reflection Handouts Research Role Playing Oral pres. Triangle Debate Project Peer editing Other:	Lesson Plan		Est. Time
			Assessing For Learning Teamwork Participation Observation Anecdotal Grp assess. Peer assess. Self assess. Brainstorming Debriefing Discussion Interview Questioning Questionnaire AV recording Computers Journal entry Dictation Homework check Notebook/log check Role play Interview Oral presentation Quiz Project Test Rubric Checklist Rating scale Other:
Safety		How will I know the students reached the goal/learned?	

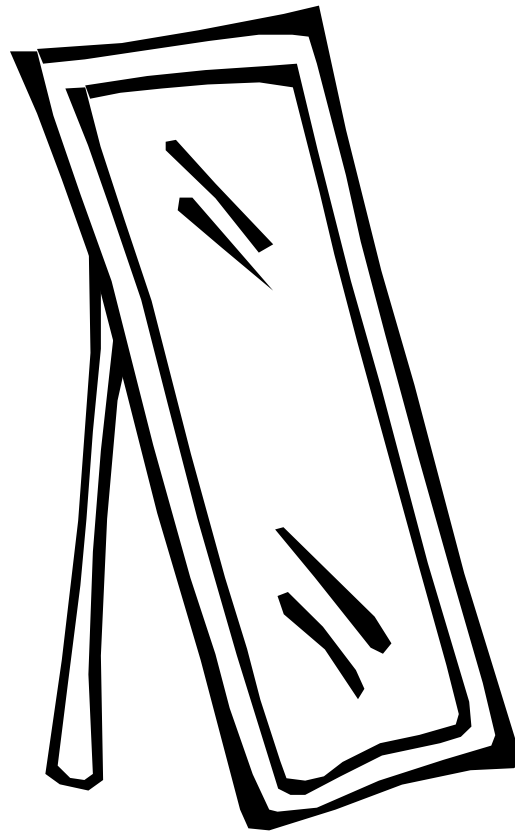
LETTER to MYSELF RATING SCALE

NAME: _____

COMMUNICATION

- ❖ Connections are made between factors like the media, family, friends and self image 1 2 3 4
- ❖ Connections made between self esteem and personal achievements and attitudes towards life today & your future 1 2 3 4
- ❖ Consequences of negative or positive self esteem on personal well being are described 1 2 3 4

OVERALL LEVEL _____



CHOICE BOARD

Grade_ Expectations:

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-

<p>Verbal /Linguistic “say it, read it”</p> <ul style="list-style-type: none"> • • D 	<p>Musical/Rhythmic “hum it, tap it”</p> <ul style="list-style-type: none"> • • 	<p>Visual/Spatial “picture it”</p> <ul style="list-style-type: none"> • •
<p>Logical/Mathematical “count it”</p> <ul style="list-style-type: none"> • • 	<p style="text-align: center;">FREE CHOICE “ponder it” Students choose any one of the intelligences</p>	<p>Body Kinesthetic “move it”</p> <ul style="list-style-type: none"> • •
<p>Naturalist “investigate it”</p> <ul style="list-style-type: none"> • • 	<p>Interpersonal “talk about it”</p> <ul style="list-style-type: none"> • • 	<p>Intrapersonal “reflect on it”</p> <ul style="list-style-type: none"> • •

Topic

The purpose of this assignment is to help you...
(Overall Expectation)

In order to meet the expectations you must include the following information:
(specific Expectations)

You may use any of your unit notes and any additional information that you research.

Directions:

Select an assignment:

You must first decide which RAFT assignment you want to do. When reading the chart, make sure you read it going across by rows.

1. Look at the first column of **roles**. The role is the person you will pretend to be when you are completing the task. Select a role that interests you.
2. Look at the second column of **audience**. The audience is to whom you are directing your information.
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4. Look at the fourth column of **topic**. The topic is very important because it is how you will demonstrate your learning. It is also the scenario to which you must apply the decision-making model and assertion skills.

Brainstorm Ideas:

After you select your RAFT option, you will meet with other students who have selected the same RAFT option. Your group will then use a graphic organizer to brainstorm ideas that will help you complete your assignment.

Write:

After the brainstorming session, you will use your graphic organizer and any additional information to create the first draft of your assignment.

When you have completed your first draft, you will meet with your brainstorming group to review and revise your work. You will be provided with an editor's checklist to complete this task.

Once you have completed your editing session, you will have an opportunity to revise your work in order to submit a polished copy.

Be sure to include all the information listed on your RAFT assessment checklist.

Tiered Activity Planning Guide	
Subject: Health & Physical Education	Grade: 9
Strand: Physical Activity Topic: Movement Skills (travelling/carrying)	
Overview of Activity: Students practice dribbling in order to improve their carrying/transferable skills in basketball. A similar activity could be used for other territory games i.e., soccer, hockey, ringette	
Key Learning (s)/Overall Expectation(s): Students will demonstrate personal movement competence (skills and principles)	
Specific Curriculum Expectations (to be addressed by the Key Learning(s)/Overall Expectation(s): <ul style="list-style-type: none"> - identify appropriate movement principles - understand the importance of movement principles in performing movement skills - use movement skills (i.e., carrying) in a variety of physical activities (i.e., basketball) - demonstrate improvement in their skills.(Overtime) 	
Assessing <u>for</u> Learning Criteria (what to look for in order to guide further learning): The attached ‘Carrying Checklist’ identifies transferable skills and sport-specific skills designed to provide students with feedback in order to improve their carrying/dribbling skills in basketball.	
Student Readiness (to be used to identify prior learning [i.e., what students already know and are able to do]; see resources provided) Readiness is a student’s entry point relative to a particular understanding or skill. Identify: <ul style="list-style-type: none"> - those who lack prior learning and skills - those who have adequate prior learning and skills - those who exceed the required prior learning and skills Before the activity: Day 1 of unit (Determine student level of readiness) <ol style="list-style-type: none"> 1. Using the ‘Carrying Checklist’, observe students playing three-on-three basketball to assess their movement competence in carrying/dribbling. 2. As a class, students brainstorm to identify which skills are needed i.e., transferable & sport-specific, to successfully dribble a ball. Record these on chart paper and post on the gym wall. 	
Structure of Tiered Activity (Tier by challenge, complexity, resources, process, or product; see resources provided): This activity is tiered to provide students an opportunity to practice and improve their carrying/dribbling skills at an appropriate level of challenge.	

Activity Description incorporating Tiers of the Activity

Consider a tier for:

- those who lack prior learning and skills
- those who have the required prior learning and skills
- those who have exceeded the required prior learning and skills

During the activity: Day 2

- This activity will follow a warm-up and will be approximately twenty minutes depending on the length of the period/class.
- Based on the pre-assessment, the activity/drill will consist of a variety of different stations (see basketball-dribbling sample) requiring students to practice their carrying/dribbling skills at their appropriate level of challenge. Students will choose the station at which they wish to begin. If a student chooses an inappropriate starting/entry point, the teacher should guide the student to an appropriate starting station. When students feel they have effectively accomplished the task at their station, they then move to the next challenge.
- After a period of time stop the activity. In a think/square/share format, students are to review the transferable skills & sport-specific skills chart posted on the gym wall. Ask students to talk about why these skills are important in successfully dribbling the ball. Check that students understand the importance of these skills by reviewing the chart with the whole class.
- Ask one student from each group to assume the role of coach. Have the other students in the group resume the activity/drill while the student coach observes them. The coach will provide them with suggestions to improve their skills.

After the activity:

- Group students with similar abilities to continue to practice their carrying skills by playing a modified three-on-three basketball game.
- Students will play three-on-three where the object of the game is to keep the ball from the other team by using dribbling and passing skills. Players are allowed a maximum of five dribbles before they must pass to a teammate. An incomplete pass results in the other team automatically receiving the ball. The teacher will move from game to game to observe students' dribbling/carrying skills and provide feedback for improvement.

Strategies to support Literacy (to be considered and addressed as appropriate throughout the learning process):

- think/square/share
- peer coaching

Planning Notes (to be used to assist teacher in implementing activity [e.g., required materials and resources]):

Teacher resources:

- Transferable skills/sport-specific skills chart
- Carrying Checklist
- Sample Basketball Dribbling Stations

Note: The key learning and specific expectations identified in this activity, should continue to be the focus throughout the duration of the semester to ensure that students are given ample opportunity to practice and to improve their movement skills i.e., locomotion/travelling, manipulation, and stability. In addition, the transferable skills should be the focus when the assessment of learning occurs.

Basketball:

Transferable Skills and Sport-specific Skills of Carrying (dribbling) Chart

Transferable Skills	Sport-Specific Skills
Preparation: <ul style="list-style-type: none">• Strong base of support (ready position)• Head up looking for an offensive advantage	Preparation <ul style="list-style-type: none">• Opposite foot to dribbling hand slightly forward• Bend slightly at the waist
Execution: <ul style="list-style-type: none">• Keep object under control (close to body)• Protect object with the body (keep your body between object and defender)	Execution: <ul style="list-style-type: none">• Use finger pads not palms for control• Keep dribble low• Strong wrist and finger flexing• Fingers spread• Knees bent• Absorb force of ball as it rebounds from floor

Excerpted from *Opeha, Health and Physical Education, Grade 9-10 Curriculum Resource Binder*.

Grade 10 Substance Use and Abuse		RAFT Rubric			
Categories	(Level 1) 50-59%	(Level 2) 60-69%	(Level 3) 70-79%	(Level 4) 80-100%	
Knowledge and Understanding					
Knowledge of Content (e.g. factors that lead to substance dependence: drug use continuum; legal aspects of substance use)	demonstrates limited knowledge of factors that contribute to substance use	demonstrates some knowledge of factors that contribute to substance use	demonstrates considerable knowledge of factors that contribute to substance use	demonstrates thorough knowledge of factors that contribute to substance use	
Comprehension of content (e.g. physiological and sociological effects of substance use)	Demonstrates an understanding of the decision making model to a limited degree	Demonstrates an understanding of the decision making model to some degree	Demonstrates an understanding of the decision making model to a considerable degree	Demonstrates an understanding of the decision making model to a high degree	
Thinking					
Planning phase (identify the problem, clarify the concerns)	Identifies the problem and clarifies concerns to a limited degree	Identifies the problem and clarifies concerns to some degree	Identifies the problem and clarifies concerns to a considerable degree	Identifies the problem and clarifies concerns to a thorough degree	
Processing phase (analyze the problem, generate possible solutions)	Analyzes the problem, generates possible solutions to a limited degree	Analyzes the problem, generates possible solutions to some degree	Analyzes the problem, generates possible solutions to a considerable degree	Analyzes the problem, generates possible solutions to a thorough degree	
Communication					
Expression and organization of ideas and information (e.g., clarity of expression, logical organization in oral, visual, and written forms (<i>oral</i> : Personal testimonial, Rap, Song Poetry; <i>visual</i> : Graphic poster, Magazine Ad, PowerPoint Presentation; <i>written</i> : Information Pamphlet, Response Column)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness	
Communication for different audiences (e.g., self, peers, teachers, community) and purposes (to inform, instruct, persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness	

Tiered Activity Planning Guide

Subject: Health & Physical Education

Grade:

Strand:

Topic:

Overview of Activity:

Key Learning (s)/Overall Expectation(s):

Specific Curriculum Expectations (to be addressed by the Key Learning(s)/Overall Expectation(s):

Assessing for Learning Criteria (what to look for in order to guide further learning):

Student Readiness (to be used to identify prior learning [i.e., what students already know and are able to do]; see resources provided)

Readiness is a student's entry point relative to a particular understanding or skill.

Identify:

- those who lack prior learning and skills
- those who have adequate prior learning and skills
- those who exceed the required prior learning and skills

Before the activity: Day 1 of unit (Determine student level of readiness)

1. Using the '_____ Checklist', observe students ...
2. As a class, students brainstorm to identify which skills are needed ...
- 3.

Structure of Tiered Activity (Tier by challenge, complexity, resources, process, or product; see resources provided):

This activity is tiered to provide students an opportunity to practice and improve their _____ skills at an appropriate level of challenge.

Activity Description incorporating Tiers of the Activity

Consider a tier for:

- those who lack prior learning and skills
- those who have the required prior learning and skills
- those who have exceeded the required prior learning and skills

During the activity: Day 2

(Describe each stage of the tiered activity in detail)

After the activity:

(Describe how all students will apply the skills, developed through the tiered activity, in the next stage of learning e.g. group students with similar abilities to continue to practice)

Strategies to support Literacy (to be considered and addressed as appropriate throughout the learning process):

Planning Notes (to be used to assist teacher in implementing activity [e.g., required materials and resources]):

Teacher resources:

Note: e.g. the key learning and specific expectations identified in this activity, should continue to be the focus throughout the duration of the year to ensure that students are given ample opportunity to practice and improve the skills and concepts learned through this activity.

TIERING Ladder Activity

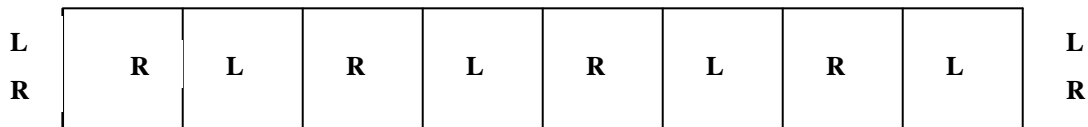
Ladder drills help develop agility, co-ordination and cardiorespiratory fitness. Illustrated below are some ladder drills that can be used for fitness blast or as a part of a circuit. Using the differentiation strategy, tiering, students can participate in various ladder drill sequences to meet their readiness level of fitness and agility.

Some key points to remember when teaching beginners ladder drills include:

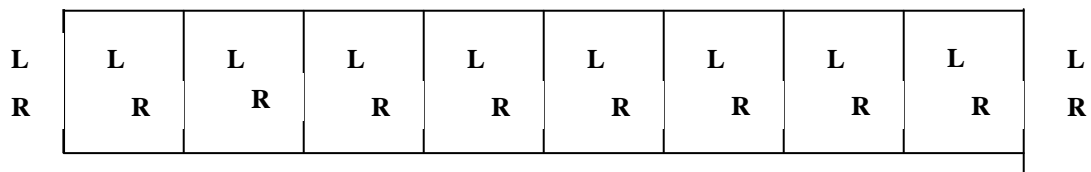
- Start off slowly and under control at all times
- Initially allow them to look down to see where they are stepping
- Use simple patterns
- Allow adequate space between each student as they work through the ladder patterns (i.e, 4 squares between each student before the one behind starts).
- Push off from the balls of your feet
- Keep your elbows at 90 degrees at all times
- Keep your arms, shoulders and hands relaxed
- Pump your hands from 'cheek to cheek' (facial cheeks to butt cheeks)
- Try to keep your head still as much as possible

The letters R and L represent the right foot and left foot respectively.

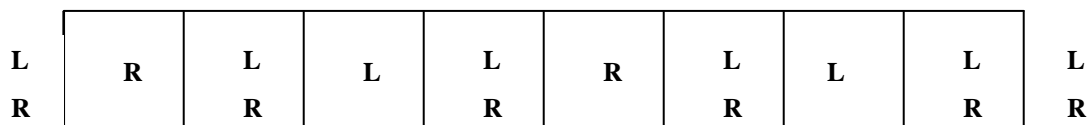
Marching A's - Walk with knees high placing only one foot in each square. As students get better they can jog and eventually sprint through. Repeat this pattern for the full length of the ladder



Typewriter- begin by placing your right foot in the first square followed by your left foot slightly behind. Repeat this pattern for the full length of the ladder. Walk back to the beginning around the ladder and this time lead with your left foot.



Hop Scotch - Jump up with both feet and land on the right foot only in the first square. Instantly push off with your right foot and land with both feet in the second square. Instantly push off with both feet and land on your left foot only in the third square. Repeat this pattern for the full length of the ladder. Walk back to the beginning around the ladder and this time lead with your left foot.



In and Out - Step into the first square with your left foot immediately followed by your right foot. Now step outside to the left the second square with the left foot, then immediately step outside to the right of the second square with the right foot. Step back into the third square with your left foot first, followed by your right foot. Repeat this pattern for the full length of the ladder. Walk back to the beginning around the ladder and this time lead with your right foot.

