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. 

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

**Differentiated Instruction Structure**

**Differentiated Instruction Details**

**Knowledge of Students**

- Differentiation based on student:
  - Readiness
  - Interests
  - Preferences:
    - Styles
    - Intelligences
  - Other (e.g., environment, gender, culture)

**Need to Know**

- Students’ comfort level when discussing sensitive topics
- Students’ trust level with one another
- Students’ multiple intelligences styles

**How to Find Out**

- Conversations with students
- Comfort level surveys or self-ratings
- Multiple intelligences surveys completed throughout the year

**Differentiated Instruction Response**

- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

**Curriculum Connections**

**Overall Expectation(s):**

- H & 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

**Specific Expectation(s):**

- (H & PE) Growth and Development - Apply living skills in making informed decisions and analyze the consequences of engaging in sexual activities
- (Language Writing 1.2) generate ideas about challenging topics and identify those most appropriate to the purpose
- (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
- (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

**Learning Goal(s):**

- Students will develop decision making skills and healthy choices regarding relationships
- Students will use a graphic organizer to show decision-making
- Students will demonstrate their knowledge using their multiple intelligences strengths

**Assessment and Evaluation**

**Assessment/Success Criteria**

- Knowledge and Understanding
  - H & PE - understanding of content (sources of support)
  - Thinking and Problem Solving
  - H & PE - use of planning skills (problem solving and decision making)
  - Language – use of planning skills and processing skills (using graphic organizer to make decisions)
  - Communication
  - Language - communication for different audiences and purposes (discussion with peers and teacher)

**Assessment Tools** (i.e., checklist, rubric, checkbric, rating scale, anecdotal comments, marking scheme):

- Anecdotal comments
- Rubric
- Exit ticket

**Prior Learning**

Prior to this lesson, students will have:

- Prior knowledge of Health and Physical Education curriculum
- Prior opportunities to practice decision making in various contexts
- Completed multiple intelligences surveys and can identify a variety of ways that they can share their knowledge
### Materials and Resources

**Materials:**
- computers
- various materials from the Simcoe Muskoka District Health Unit kit, distributed to schools (also available on the Simcoe Muskoka Health Unit’s website)
- graphic organizers – go to [www.worksheetworks.com](http://www.worksheetworks.com) and click on graphic organizers. There is a decision-making model that you can create, download, and print
- various materials that students might need based on their multiple intelligences (e.g., art materials, musical instruments, etc)

**Internet Resources:**
- [www.thephakz.ca](http://www.thephakz.ca)
- [www.simcoemuskokahealth.org](http://www.simcoemuskokahealth.org)
- [www.worksheetworks.com](http://www.worksheetworks.com) (to get the graphic organizer for decision-making)

**Resources:**
- Grade appropriate OPHEA resources

### Minds On

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

### Partner Activity – 5-10 minutes

**Description:**
- With a partner, discuss this question: “What is a Grade 8 relationship?”
- 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 different paper. Students share the response on the page they retrieved.
- Discuss the general feeling of the class regarding “What is a Grade 8 relationship?”

### Action

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided > independent)

### Whole Class ⇒ Reinforce prior knowledge 15-20 minutes

**Description:**
- 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?
- 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.”
  - Options could include: go out with them, not go out with them, talk to an adult (teacher, parent), pretend to go out with them
  - discuss options and possible outcomes with students (pros and cons)
  - as a class, make a choice and reflect upon the decision

**Consolidation and Connection**

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

### Whole class and independent ⇒ Discuss and reflect 15-20 minutes

**Description:**
- As a class, teacher guides students through discussion regarding the choices they presented. For example:
  - How important are relationships?
  - What things should you consider when thinking about entering a relationship with someone?
  - What does a “healthy relationship” look like?
  - What does an “unhealthy relationship” look like?
- Independently - Post-it note exit ticket – What factors would affect your decision-making regarding relationships?

**Connections**
- AFL: Strategy/Assessment Tool
- Literacy – oral communication