

Differentiated Instruction Teaching/Learning Examples

	Grade 8 Health and Physical Education Duration: One 50 minute period
1	Flexible groupings
2	
3	
4	
5	
6	

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

**Differentiated Instruction Structure



Differentiated Instruction Details	
Knowledge of Students Differentiation based on student: <input checked="" type="checkbox"/> Readiness <input checked="" type="checkbox"/> Interests <input type="checkbox"/> Preferences: <input type="checkbox"/> Styles <input type="checkbox"/> Intelligences <input type="checkbox"/> Other (e.g., environment, gender, culture)	
Need to Know <ul style="list-style-type: none"> Students’ comfort level when discussing sensitive topics Students’ trust level with one another 	
How to Find Out <ul style="list-style-type: none"> conversations with students anonymous comfort level assessment, such as anonymous post its with levels (0 – NOT comfortable, 5 – VERY comfortable) 	
Differentiated Instruction Response <input checked="" type="checkbox"/> Learning materials (content) <input type="checkbox"/> Ways of learning (process) <input type="checkbox"/> Ways of demonstrating learning (product) <input type="checkbox"/> Learning environment	
Curriculum Connections	
Overall Expectation(s): Grade 8 H & PE - Apply living skills (e.g., decision making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits 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): <ul style="list-style-type: none"> (H & PE) explain the importance of abstinence as a positive choice for adolescents (H & PE) apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyze the consequences of engaging in sexual activities and using drugs (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 with regards to abstinence.	
Assessment and Evaluation	
Assessment/Success Criteria <i>Knowledge and Understanding</i> <ul style="list-style-type: none"> H & PE - understanding of content (abstinence) <i>Thinking and Problem Solving</i> <ul style="list-style-type: none"> H & PE - use of planning skills (problem solving and decision making) <i>Communication</i> <ul style="list-style-type: none"> Language - communication for different audiences and purposes (discussion with peers and teacher) Success criteria should be created in collaboration with students prior to beginning the lesson.	Assessment Tools (i.e., checklist, rubric, checkbric, rating scale, anecdotal comments, marking scheme): <ul style="list-style-type: none"> anecdotal comments exit ticket
Prior Learning	
Prior to this lesson, students will have: <ul style="list-style-type: none"> prior knowledge of Health and Physical Education curriculum researched the meaning of “abstinence” 	
Materials and Resources	
Materials: Cards with various scenarios that require assertiveness and decision making skills with respect to abstinence Exit tickets (post it notes, cue cards, etc)	
Resources: <ul style="list-style-type: none"> Ministry of Education Health and Physical Education curriculum 1998 and interim document 2010 	



Subject/Course Code/Title/Curriculum Policy	
Minds On <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning 	Connections L: Literacy ML: Mathematical Literacy AfL, AoL: Assessment for/of Learning
Whole Class Discussion/Small group activity ⇒ Abstinence Awareness – 10-15 minutes Description: Prior to the day of the lesson, students are asked to find and bring in a definition of abstinence. “Think-Pair-Share” – students think about their definition of abstinence, and then share with a partner. Whole group discussion follows. Discuss terminology (e.g., abstinence, sexual activity, drug and alcohol use and abuse, decision-making) and prior knowledge about abstinence (e.g. choosing not to participate in sports activities, choosing not to smoke or do drugs, etc.). Define what we mean by abstinence; does it mean total abstinence or abstinence in terms of any given context such that the abstinence may mean different things in different contexts. Some terms for sexual abstinence include: <ul style="list-style-type: none"> avoiding any genital contact (direct touching) avoiding vaginal intercourse (penis into vagina) avoiding vaginal, oral, or anal intercourse *Reinforce that abstinence may be for as long or as brief as the person decides; that a person may decide to abstain after having engaged in sexual activity (it’s not just for virgins).	Assessment For Learning: - through discussion, assess overall understanding of terminology and concepts L – students find definitions for new or unfamiliar words
Action <ul style="list-style-type: none"> Introducing new learning or extending/reinforcing prior learning Providing opportunities for practice and application of learning (guided > independent) 	
Whole Class and Small Groups – approximately 30 minutes Description: With students, review decision making (IDEAL – Identify problem, Define alternative goals, Explore possible strategies, Assess and act, Look back and Learn) In small groups (3-4 students), students read the scenario given and discuss how they could assert themselves to maintain abstinence. Students should be given as much time as needed, as long as they are on task. Possible scenarios: “If you love me, you’ll have sex with me.” How would you respond to that scenario and still choose abstinence? You’re making out in a private place, you really ‘love’ the person you’re with, but he/she wants you to go further. How do you respond? Your friends are all becoming sexually active and they’re encouraging you to do the same. How do you respond to your friends while asserting your values about abstinence? Have each small group read their group’s given scenario. Discuss how they responded and how they arrived at those decisions and choices.	Assessment for Learning - teacher takes anecdotal notes based on discussions happening within the groups L – oral communication – students are appropriately contributing to conversations of a sensitive nature
Consolidation and Connection <ul style="list-style-type: none"> Helping students demonstrate what they have learned Providing opportunities for consolidation and reflection 	
Small group presentations/Whole group interaction - approximately 10 minutes Abstinence and the decision making process Description: Discuss the following questions with the students: <ul style="list-style-type: none"> What are some reasons a person would choose to be abstinent? What is required for abstinence to work? Share some reasons that abstinence could be challenging. What are some alternate ways that an abstinent person could express feelings for his or her partner? Exit Ticket: Students write their personal definition of abstinence.	Assessment of Learning: - anecdotal notes regarding students’ communication of required understanding - written response – assess students’ understanding of concepts taught.

