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In 1998, the Ministry of Education and Training published a new curriculum policy document for health and physical education for Ontario elementary students entitled The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998. This curriculum is more specific than previous curricula with respect to both the knowledge and the skills that students are expected to develop and demonstrate in each grade. The document contains the curriculum expectations for each grade and an achievement chart that describes four levels of student achievement to be used in assessing and evaluating student work.

The present document contains samples ("exemplars") of student work at each level of achievement for four grades in health. It is one of two exemplar documents for health and physical education – one for Grades 2, 4, 6, and 8 in health and one for Grades 1, 3, 5, and 7 in physical education. These documents are intended to provide assistance to teachers in their assessment of student achievement of the curriculum expectations. The samples included in the documents represent work produced at the end of the school year.

Teams of teachers and administrators from across the province were invited by the Ministry of Education to develop the assessment materials for the health exemplars. They designed the tasks and scoring scales ("rubrics") on the basis of selected Ontario curriculum expectations, developed the teacher instructions, and field-tested the tasks in classrooms across the province. They then revised the tasks, rubrics, and instructions, using information gathered from the field-tests, including suggestions for improvement from teachers and students who participated in the field-tests. A team of teachers for each grade subsequently scored the student work, and chose samples of work that exemplified student achievement at each of the four levels of achievement.

The selection of student samples that appears in this document reflects the professional judgement of teachers who participated in the exemplar project. No students, teachers, or schools have been identified.

The tasks, rubrics, and teacher's notes developed for this exemplar document can serve as a model for boards, schools, and teachers in designing assessment tasks within the context of regular classroom work, developing rubrics, assessing the achievement of their own students, and planning for the improvement of students' learning.

The samples in this document will provide parents with examples of student work to help them monitor their children's progress. They also can provide a basis for discussions regarding student achievement and progress between teachers and parents and between teachers and students.

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1. In this document, parent(s) refers to parent(s) and guardian(s).
Purpose of This Document
This document was developed to:

• show the characteristics of student work at each of the four levels of achievement for each grade;
• promote greater consistency in the assessment of student work across the province;
• provide an approach to improving student learning by demonstrating the use of clear criteria applied to student work that was produced in response to a clearly defined assessment task;
• show the connections between what students are expected to learn (as stated in the curriculum expectations) and how their work can be assessed using the levels of achievement described in the curriculum policy document for the subject.

The samples in this document represent examples of student achievement obtained using only one method of assessment, called performance assessment. Teachers will also make use of a variety of other assessment methods and strategies – such as tests, portfolios, and conferences – in evaluating student achievement over a school year.

Features of This Document
This document contains the following, for each of Grades 2, 4, 6, and 8 in health:

• a description of the performance task and the final product
• the curriculum expectations related to the task
• the task-specific assessment chart, or rubric, for each task
• two samples of student work for each of the four levels of achievement
• Teacher’s Notes for each sample, which indicate why the sample is assessed at a particular level for each criterion outlined in the three categories of knowledge and skills that apply to health (i.e., Understanding of Concepts, Active Participation, and Communication of Required Knowledge)
• Comments, which provide overall statements about the student’s work
• Next Steps, which offer suggestions for improving performance
• the Teacher Package that was used by teachers in administering the task

This document does not include any student samples that were assessed using the rubric and judged to be below level 1. However, the characteristics of work of students who are performing below level 1 should be reviewed in relation to the criteria outlined in the rubric. Teachers are expected to work with these students, as well as with their parents, to help the students improve their performance.
The Tasks

The performance tasks for health were based directly on curriculum expectations selected from the Healthy Living strand for Grades 2, 4, 6, and 8 in The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998. The tasks encompassed the three categories of knowledge and skills that apply to health (i.e., Understanding of Concepts, Active Participation, and Communication of Required Knowledge), requiring students to integrate their knowledge and skills in meaningful learning experiences. The tasks gave students an opportunity to demonstrate how well they could apply their knowledge and skills in a specific context.

The Rubrics

In this document, the term rubric refers to a scoring scale used to assess student work that is done in response to a specific task. Task rubrics are developed in relation to the achievement chart in the curriculum policy document.

The task rubrics in this document consist of a set of achievement criteria related to the three categories of knowledge and skills that apply to health, as well as descriptions of the levels of achievement for each of the criteria. The rubrics contain the following components:

• an identification (by number) of the expectations on which student achievement in the task was assessed
• the three categories of knowledge and skills that apply to health
• the relevant criteria for evaluating performance of the task
• descriptions of student performance at the four levels of achievement (level 3 on the achievement chart in the curriculum policy document is considered to be the provincial standard)

The teachers who administered the tasks for this exemplar project were required to explain the scoring criteria and descriptions of the levels of achievement (i.e., the information in the task rubric) to the students before they began the task.

Use of the Student Samples

Teachers and Administrators

The samples of student work included in this document will assist teachers and administrators by:

• providing student samples and criteria for assessment that will assist them in helping students improve their achievement;
• providing a basis for conversations among teachers, parents, and students about the criteria used for assessment and evaluation of student achievement;
• facilitating communication with parents regarding the curriculum expectations, levels of achievement for the subject, and the criteria and standards for high-quality performance;
• promoting fair and consistent assessment within and across grades.
Teachers may choose to:
• use the task, rubric, and teaching/learning activities in this document with their own classes;
• use the samples of student work at each level as reference points when assessing student work;
• use the task and rubric provided as models for other tasks and rubrics, to be developed independently or in collaboration with colleagues.

Administrators may choose to:
• encourage and facilitate teacher collaboration regarding standards and assessment;
• provide training to ensure that teachers understand the role of the exemplars in assessment, evaluation, and reporting;
• establish an external reference point for schools in planning student programs and for school improvement;
• use this document as a basis for discussion of curriculum expectations, levels of achievement, and standards for assessment with parents and school councils.

Parents
Parents may wish to use the samples of student work as a source of information to help their children monitor their achievement and improve their performance. They may also use the exemplars as a basis for discussing their children’s progress with their teachers.

Students
Students can use the document to:
• develop their understanding of the relationship between curriculum expectations and specific tasks;
• learn how a rubric can be used to improve their performance on a task;
• develop the ability to discuss their achievement with their teachers and parents more effectively, and to ask more focused questions about their progress;
• learn how to better assess their own performance and identify the steps needed to improve their performance.
Display Poster

The Task
Each student was to design a poster to show how he or she would deal with a specific instance of either verbal or physical violence. The student was also to explain why the solution he or she had chosen was the best way of solving the problem of how to deal with the violent situation.

The poster was to be divided into three sections. In the top section, the student would describe his or her example of verbal or physical violence, and would explain what it looks like, sounds like, and feels like. In the middle section, the student would explain, using words and pictures, how to say no to violent behaviour and how to seek help. In the bottom section, the student would explain why his or her strategies are good. Students were also to provide a slogan or rule on the poster to help people remember these strategies.

Expectations
This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 2 in The Ontario Curriculum, Grades 1-8: Health and Physical Education, 1998. Note that the codes that follow the expectations relate to the Ministry of Education’s Curriculum Unit Planner (CD-ROM).

Students will:
1. outline safety rules and safe practices (2p3);
2. identify safety rules to be followed in the home, school, and community (2p11);
3. describe types of verbal and physical violence (2p12);
4. explain the importance of being able to say no to exploitative behaviours and describe how to seek help (2p13).

Prior Knowledge and Skills
To complete the task, students were expected to have some experience with, or some knowledge and skills related to, the following:
• definitions of the word violence
• the difference between physical and verbal violence
• appropriate ways of saying no to violent behaviour and ways to seek help
• appropriate people who can provide personal safety assistance
• ways to make an effective poster and create an interesting slogan
• describing various kinds of violent behaviour and the feelings associated with them

For information on the process used to prepare students for the task and on the materials required, see the Teacher Package, reproduced on pages 35–46 of this document.
## Task Rubric – Healthy Living, Grade 2: Display Poster

<table>
<thead>
<tr>
<th>Expectations*</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td><strong>Understanding of Concepts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>– demonstrates limited understanding of verbal or physical violence</td>
<td>– demonstrates some understanding of verbal or physical violence</td>
<td>– demonstrates considerable understanding of verbal or physical violence</td>
<td>– demonstrates thorough understanding of verbal or physical violence</td>
</tr>
<tr>
<td><strong>Active Participation</strong></td>
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<td></td>
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<td></td>
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<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>– explains a safe practice for dealing with violence with limited effectiveness</td>
<td>– explains a safe practice for dealing with violence with some effectiveness</td>
<td>– explains a safe practice for dealing with violence with considerable effectiveness</td>
<td>– explains a safe practice for dealing with violence with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Communication of Required Knowledge</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>The student:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>– uses a slogan/rule and visuals with limited effectiveness to illustrate the importance of saying no to violence</td>
<td>– uses a slogan/rule and visuals with some effectiveness to illustrate the importance of saying no to violence</td>
<td>– uses a slogan/rule and visuals with considerable effectiveness to illustrate the importance of saying no to violence</td>
<td>– uses a slogan/rule and visuals with a high degree of effectiveness to illustrate the importance of saying no to violence</td>
</tr>
</tbody>
</table>

*The expectations that correspond to the numbers given in this chart are listed on page 8.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.
Display Poster  Level 1, Sample 1

I made a good decision because I said sorry to my friend! That's ok. Sorry.

Punching it looks scary and uncomfortable.
A

Choose one example of verbal or physical violence:

punching.

What does it look like?

It looked bad and scary.
And I was

What does it feel like?

It feels very uncomfortable and scary.

What does it sound like?

Sad, scary, and hurt.

B

Use words or pictures to tell how you would deal with this violent situation.

What good decisions did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.

Tell a grown-up.

Rule

If you are hurt!
Teacher’s Notes

Understanding of Concepts
- The student demonstrates limited understanding of verbal or physical violence. He or she identifies punching as a form of violence, but describes it only in simple terms (e.g., “It look scary and uncomfotabl.”).

Active Participation
- The student applies problem-solving strategies for dealing with a violent situation with limited effectiveness. The student depicts the aggressor as saying “Sorey” after punching the other person, but does not describe strategies that the victim needs for dealing with the conflict or strategies for the bully for avoiding aggression.
- The student explains a safe practice for dealing with violence with limited effectiveness. He or she says that the bully’s decision to apologize is a good decision (i.e., “I made, a good decison becase I Sed Sorey, to my friend!”), but does not explain why it is good. He or she also does not suggest a safe way for the victim to deal with the violent act.

Communication of Required Knowledge
- The student uses a slogan/rule and visuals with limited effectiveness to illustrate the importance of saying no to violence. On the poster template, the student provides a rule (i.e., “Tell, a grown-up! If you are hurt!”), but it is of limited usefulness in helping someone deal on the spot with a violent situation. Also, in the illustration on the poster, the victim is depicted only as smiling and accepting the apology for the violent behaviour.

Comments
The student describes a violent situation in a limited way, and shows only a limited understanding of how to deal with it.

Next Steps
In order to improve his or her performance, the student needs to:
- demonstrate understanding that various strategies may be needed to deal with a violent situation;
- produce an illustration to show a more appropriate response from the victim of a violent act;
- check his or her work, using class word charts and a personal dictionary to correct misspellings.
Display Poster

Level 1, Sample 2

Don't tease.

You look ugly and your shirt looks like someone's thing.

Rod looks like it too.
Choose one example of verbal or physical violence: You look egly and your stupid.

What does it look like?
It look like someone saying stuff like egly, stupid, goock.

What does it feel like?
It feel like you want to say a.
It make them think.

What does it sound like?
It sound like someone telling you bet you up.

Use words or pictures to tell how you would deal with this violent situation.

What good decisions did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.

Don't go near someone that you know is going to be mad at you.
**Teacher’s Notes**

**Understanding of Concepts**
- The student demonstrates limited understanding of verbal or physical violence. He or she describes verbal violence only in simple terms (e.g., “your look egly and your stopied [stupid]”, “It look Like some one sayaing Rod [rude] thing.”).

**Active Participation**
- The student applies problem-solving strategies for dealing with a violent situation with limited effectiveness. He or she only provides simple strategies for the bully (i.e., “Don’t teases”, “Don’t go nere someone that you know your going to be Rood to”) and none for the victim.
- The student explains a safe practice for dealing with violence with limited effectiveness. He or she suggests that avoiding teasing others is an appropriate strategy, but does not explain why it is a good strategy. Also, he or she does not provide suggestions for what a victim of name calling can safely do, but only alludes unclearly to the problem with “It feel like you whant to Saya it backe tham [to them]”.

**Communication of Required Knowledge**
- The student uses a slogan/rule and visuals with limited effectiveness to illustrate the importance of saying no to violence. He or she presents a simple slogan (“Don’t teases”), but does not provide a clear illustration of how to deal with name calling.

**Comments**

The student identifies name calling as a form of verbal violence, but provides only limited suggestions for the bully and nothing definite for the victim.

**Next Steps**

In order to improve his or her performance, the student needs to:
- explain why avoiding teasing is a good strategy for dealing with name calling, and provide other problem-solving strategies;
- show more clearly in the visuals and slogan how to deal with verbal violence;
- consult classroom resources, such as word charts and a personal dictionary, to correct misspellings.
Display Poster  Level 2, Sample 1

Don't hurt one another. You should help because that will hurt someone to help you.

It feels like shining bad. Hurting someone looks like shouting. Someone bad punching someone.
Choose one example of verbal or physical violence:

physical violence is when someone punches someone.

What does it look like?

kicking, someone

bad, punching, kicking.

What does it feel like?

stinging bad.

What does it sound like?

a big wake, cringing, skimming.

Use words or pictures to tell how you would deal with this violent situation.

What good decisions did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.

yell help someone will help
Teacher’s Notes

Understanding of Concepts
- The student demonstrates some understanding of verbal or physical violence. He or she identifies two related forms of physical violence (i.e., “Pouchning … Kiking …”), and attempts to link feelings and sounds related to the violent actions (e.g., “It feels like Stining bad.”, “It sounds like a big wake, cring and skriming [whack, crying and screaming]”).

Active Participation
- The student applies problem-solving strategies for dealing with a violent situation with some effectiveness. He or she provides a victim of physical violence with the simple strategy of calling for help (e.g., “you should yell help because that will get some one to help you.”). This strategy is only somewhat appropriate, however, since it does not require the victim to act assertively, but places the burden of action on others. The student does not include any other strategies or techniques that the victim could use to prevent or deal with the violence.
- The student explains a safe practice for dealing with violence with some effectiveness. He or she identifies the safe practice of calling for help, but does not give examples of specific individuals who can help or what they can do.

Communication of Required Knowledge
- The student uses a slogan/rule and visuals with some effectiveness to illustrate the importance of saying no to violence. The student uses the rule “Don’t hurt one anothe!”, which focuses on preventing a physically violent situation, but does not address the issue of saying no to violent behaviour when it is occurring. Depicting the victim in the illustration simultaneously smiling and crying while yelling for help detracts from the effectiveness of the message.

Comments
The student describes with some clarity what physical violence looks like, sounds like, and feels like, and offers one simple strategy for dealing with physical violence.

Next Steps
In order to improve his or her performance, the student needs to:
- follow the task outlined, focusing on one example of physical violence;
- provide other strategies for dealing with physical violence assertively;
- provide more detail in the illustration, strengthening the connection between it and the written component;
- check his or her work to correct misspellings.
Drink milk from the way. You are ball. This is verbal violence. Some body teasing you. The person who got hurt was so good.
Choose one example of verbal or physical violence:

**Verbally:**

*Bushes* because he is a snowball.

What does it look like?

**Somebody** that is push you.

What does it feel like?

**Mad**

What does it sound like?

**Get out!**

---

Use words or pictures to tell how you would deal with this violent situation.

Please can you stop

or let me

friend!

What good decisions did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.

So said you are a

big fat snowball,

said whatever you say

come back to you.
**Teacher’s Notes**

**Understanding of Concepts**
- The student demonstrates some understanding of verbal or physical violence. The student identifies teasing as a form of verbal violence. He or she states that teasing (“saying that — was a snow ball”) is hurtful to the victim (“The person who got hurt was sad.”).

**Active Participation**
- The student applies problem-solving strategies for dealing with a violent situation with some effectiveness. He or she identifies the simple solution of walking away from the bully as a way to deal with teasing in the poster, but does not include a complete sequence of strategies.
- The student explains a safe practice for dealing with violence with some effectiveness. The student gives walking away from someone who is teasing as a solution to the problem, and attempts to explain why this is a good decision by saying that “What ever you say come back to you”.

**Communication of Required Knowledge**
- The student uses a slogan/rule and visuals with some effectiveness to illustrate the importance of saying no to violence. He or she gives the rule “Walk away from the bully”, but does not provide a clear illustration of the scene for the poster.

**Comments**

The student identifies teasing as verbal violence, and describes what it feels like and sounds like. He or she selects and applies the simple strategy of walking away for dealing with verbal violence.

**Next Steps**

In order to improve his or her performance, the student needs to:
- develop a complete sequence of strategies for seeking help and saying no to verbal abuse;
- provide more details in the illustration and the explanation to communicate more clearly a safe practice for dealing with teasing.
Display Poster  Level 3, Sample 1

It was a good decision because I told someone that someone was in danger and I didn’t just stand there. Don’t just stand there, get help!

If someone is punching and you walk quickly and get help and get a band-aid, it feels like a pain in your body. It looks like someone scrunching their hand up and getting ready to punch someone. It looks like it hurts.
Choose one example of verbal or physical violence:
- Punching

What does it look like?
- It looks like someone scrunching their hand up and getting ready to punch someone.
- It looks like it hurts.

What does it feel like?
- It feels like a pain in your body that hurts because someone made contact with you.

What does it sound like?
- It sounds loud because of your bones.

Use words or pictures to tell how you would deal with this violent situation.

I'd walk quickly and get help and get a bandage.

What good decisions did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.

It was a good decision because I told someone that someone was in danger and I didn’t just stand there.

Don’t just stand there.

Get Help!
Teacher’s Notes

Understanding of Concepts
- The student demonstrates considerable understanding of verbal or physical violence. He or she identifies punching as a form of physical violence, then explains what punching looks like, feels like, and sounds like (e.g., “looks like someone scrunching their hand up”, “feels like a pain in your body”, “sounds loud”).

Active Participation
- The student applies problem-solving strategies for dealing with a violent situation with considerable effectiveness. He or she outlines a multi-step approach for a bystander, who, it is suggested, should quickly seek assistance and find first aid (e.g., “If someone is punching someone, I’d walk quickly and get help and get a band-aid.”). However, no action is suggested for the victim.
- The student explains a safe practice for dealing with violence with considerable effectiveness. He or she recognizes that personal safety depends on the ability to select appropriate strategies, and offers a variety of strategies to help a bystander act assertively and go quickly to get help. However, he or she does not specify who might be approached for help.

Communication of Required Knowledge
- The student uses a slogan/rule and visuals with considerable effectiveness to illustrate the importance of saying no to violence. He or she advises the reader “Don’t Just stand there, get help!”, and gives the rationale for the slogan by stating, “It was a good decision because I told someone that someone was in danger and I didn’t Just stand there.” In the illustration, the student also shows the bystander (the person on the right) moving away to get help, but does not show the act of punching.

Comments
The student identifies punching as a form of physical violence, and describes it. The student shows that he or she is able to decide what are appropriate strategies for dealing with a situation that looks dangerous.

Next Steps
In order to improve his or her performance, the student needs to:
• provide a suggestion for the victim;
• state from whom he or she would seek help, and give reasons;
• provide greater detail in the illustration, depicting the act of punching.
Do not tease people. It hurts them. It feels like you are pointing at people. It looks like you are going away from them.
Choose one example of verbal or physical violence:

I am going to be saying a very bad thing to you.

What does it look like?

Teasing looks like you are pesting at people.

What does it feel like?

It feels like you are going to hurt them.

What does it sound like?

It sounds like yelling at you.

and it makes you sad.

Use words or pictures to tell how you would deal with this violent situation.

What good decisions did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.

I think my decisions was good because I made a good rule and I will ask them to stop.

Teasing is like hurting someone and it feels like you are hurting. It is making someone cry.

Teasing is hurting someone with words.
Take them in the sky and say I do not like that. Go and tall an end tale. Wack away. Go home.
**Teacher’s Notes**

**Understanding of Concepts**
- The student demonstrates considerable understanding of verbal or physical violence. The student identifies teasing as a form of verbal violence, and describes what teasing looks like, feels like, and sounds like (e.g., “Teasing looks like you are ponting at people.”, “It feels like you are going to be riley mento [really mean to] them.”, “Lafing at people.”). The depiction of one child laughing at another demonstrates a clear understanding of the repercussions of teasing: the victim is crying and saying “I feel bad”.

**Active Participation**
- The student applies problem-solving strategies for dealing with a violent situation with considerable effectiveness. He or she lists various appropriate strategies for a victim of teasing to use (e.g., on the poster: “go and tell somone”, “wock away”, “ranaway”, “[say] I Do Not like that Stop”; in the poster template: “Loke [Look] them in the aiy [eye] and say i do not like that.”). However, the student does not clearly indicate on the poster which strategies are actually used by the victim.
- The student explains a safe practice for dealing with violence with considerable effectiveness. On the poster and poster template, he or she provides various ways to deal safely with teasing (e.g., “wock away”, “Go and tall [tell] an adult.e.”, “Go home.”).

**Communication of Required Knowledge**
- The student uses a slogan/rule and visuals with considerable effectiveness to illustrate the importance of saying no to violence. He or she provides a rule (“Do Not Tease People It hrtes them.”) and visuals that support it well, showing someone saying “Ha Ha Ha Ha You are stupid” and the victim crying. However, he or she does not clearly explain what his or her decisions were in relation to the rule (“I think my decisions was good becase i mad a good rule and i will ask them to stop.”).

**Comments**

The student clearly describes teasing and its impact. He or she presents a sensible rule with supporting visuals, as well as appropriate strategies for acting assertively.

**Next Steps**

In order to improve his or her performance, the student needs to:
- explain more clearly the connection between the violent situation and the strategies to be used in response to it;
- check his or her work to correct misspellings, and add space between words.
**Physical Violence** - is any type of

- looks like a person
- feels like crying
- body or things on the ground
- body or adult down on the ground
- sounds like a person
- looks like a person

**Walk Away**

- ignore look like
- don't look at a victim.
Choose one example of verbal or physical violence: One example is to push a another child on the ground.

What does it look like?

It looks like a bully pushing someone.

What does it feel like?

For the person that is not being bullied, it hurts their body. But the bully, it's power.

What does it sound like?

It sounds like a smack on the ground and a scream.

Use words or pictures to tell how you would deal with this violent situation.

(1) Walk away
(2) Ignore
(3) Don't look like a victim

What good decisions did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.

No Body Contact!
Teacher’s Notes

Understanding of Concepts
- The student demonstrates thorough understanding of verbal or physical violence. The student provides a clear definition of physical violence, and gives the example of pushing a person down. He or she thoroughly describes what pushing looks like, sounds like, and feels like from the point of view of both the victim and the bully (e.g., “It looks like a person pushing a(n) child/adult down on the ground,” “It sounds like a smack on the ground and a scream then crying.”, “To the person thats getting bullied it hurts their body, But to the Bully, it’s Power.”).

Active Participation
- The student applies problem-solving strategies for dealing with a violent situation with a high degree of effectiveness. He or she outlines strategies for dealing with a physically violent situation that are sequential and logical (i.e., “(1) Walk away (2) ignore (3) Don’t look like a victim.”). In addition, a suggestion is given to prevent violence from occurring in the first place (“If your going to touch someone, do it in a good way.”).
- The student explains a safe practice for dealing with violence with a high degree of effectiveness. His or her complex multi-step approach to dealing with violence demonstrates the victim’s assertiveness and her ability to use resistance and refusal techniques. In the illustration, the victim takes control of the situation by walking away and ignoring the bully when being laughed at. The victim also uses resistance and refusal techniques by not engaging in any physical or verbal altercation with the bully and choosing to walk away. However, the student does not explicitly say why it is a good decision to use these strategies.

Communication of Required Knowledge
- The student uses a slogan/rule and visuals with a high degree of effectiveness to illustrate the importance of saying no to violence. He or she has written “NO BODY CONTACT!” on building blocks, and has emphasized “NO” by putting a slash through the “0” to make a “no violence” sign. In the illustration, the third picture shows the bully looking confused as the girl walks away with a smile on her face, since she has chosen not to be victimized; it clearly indicates that the bully has not achieved the desired reaction.

Comments
The student describes physical violence thoroughly and insightfully, and clearly depicts in both words and illustrations how to deal with a violent situation.

Next Steps
In order to improve his or her performance, the student needs to:
• state explicitly why the strategies suggested are good for dealing with physical violence;
• check his or her work to eliminate spelling errors.
People say, keep your head up and walk away. Ignore the name. It is a good decision because he didn't give a reaction and didn't call a name to him or her.  

You're so slow. Come on, you idiot! Take a deep, deep breath.  

I would say to the one that was calling a name to walk away with your shoulders back and your head up. 

Name-calling hurts feelings and somehow it looks like people don't care how they act.
Choose one example of verbal or physical violence:
Name calling

What does it look like?
It looks like people don’t care how they act. They make someone feel mean to another person.

What does it feel like?
It hurts your feeling. It makes you feel like someone is doing you. It feels like you are being ignored.

What does it sound like?
It’s something mean. It sounds like mean words people do to get a reaction.

Use words or pictures to tell how you would deal with this violent situation.
I would say to the one that was called a name to walk away with your shoulders back and your head up right. You don’t care and ignore them.

What good decisions did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.
It is good a decision because he didn’t give a reaction and didn’t call a name to him. After I ignore the name that people say, keep your head up and walk away.
Teacher’s Notes

Understanding of Concepts
- The student demonstrates thorough understanding of verbal or physical violence. The student explains what name calling looks like, feels like, and sounds like in a complete and concise manner (e.g., “It looks like people don’t care how they act.”, “Name calling hurts feelings and sound like mean words that people Dotogetareacton.”).

Active Participation
- The student applies problem-solving strategies for dealing with a violent situation with a high degree of effectiveness. The student provides a coherent and detailed strategy for dealing with name calling (e.g., “walk away with your shoulders backand your head up”, “look like you don’t care”, “didn’t giveareaction and didn’t calla name to him or her”).
- The student explains a safe practice for dealing with violence with a high degree of effectiveness. He or she explains clearly and precisely why walking confidently away is a good strategy for dealing with verbal violence (i.e., “It is a good decision because he didn’t giveareaction . . .”).

Communication of Required Knowledge
- The student uses a slogan/rule and visuals with a high degree of effectiveness to illustrate the importance of saying no to violence. The student places an effective rhyming slogan at the bottom of the poster, emphasizing and summarizing the insights and advice given in the text and illustration above it (i.e., “Ignore the names people say. Keep yourhead Up and walk away”).

Comments
The student provides an insightful view of a name-calling situation, offers effective strategies for dealing with verbal violence, and provides a catchy slogan for emphasis.

Next Steps
In order to improve his or her performance, the student needs to:
- provide a clearer illustration of a person walking away from someone who is calling him or her names;
- check his or her work to eliminate spelling errors, and insert space between words.
Title: Display Poster

Time Requirement: 160–200 minutes

Introductory activities
• Pre-task 1: 40–50 minutes
• Pre-task 2: 40–50 minutes

Exemplar task
• 80–100 minutes

Description of the Task

Each student will design a poster to show how he or she would deal with a specific instance of either verbal or physical violence. The student will also explain why the solution he or she has chosen is the best way of solving the problem of how to deal with the violent situation.

The poster will be divided into three sections. In the top section, the student will describe his or her example of verbal or physical violence, and will explain what it looks like, sounds like, and feels like. In the middle section, the student will explain, using words and pictures, how to say no to violent behaviour and how to seek help. In the bottom section, the student will explain why his or her strategies are good. Students will also provide a slogan or rule on the poster to help people remember these strategies.

Concepts central to this task are the following:
• Personal safety depends on the ability to identify situations that are potentially dangerous.
• Personal safety depends on the ability to select appropriate strategies to deal with violent situations.
• Acting assertively and using resistance and refusal techniques are appropriate ways to respond to potentially violent situations.

Note: Material in the exemplar task and the pre-tasks has been adapted, with permission, from Ontario Health and Physical Education Curriculum Support: Grade 2, Ontario Physical and Health Education Association (OPHEA), 2000.
Student Scenario

Present the following scenario and instructions to the students:

You have been asked by the principal of your school to make an anti-violence poster about how to deal with either verbal or physical violence. Your poster will be displayed in the front hall of the school.

You will choose one form of violence for your poster. The poster will be divided into three sections.

In the top section, you will describe the form of violence you have chosen, and will explain what it looks like, feels like, and sounds like.

In the middle section, you will tell how you would deal with the violent situation, using words and pictures to outline your problem-solving strategies.

In the bottom section, you will explain why you think you made a good decision in choosing these strategies. Use a slogan or a rule to help people remember your anti-violence message.

Curriculum Expectations Addressed in the Task

This task gives students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 2 in The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998. Note that the codes that follow the expectations relate to the Ministry of Education’s Curriculum Unit Planner (CD-ROM).

Students will:
1. outline safety rules and safe practices (2p3);
2. identify safety rules to be followed in the home, school, and community (2p11);
3. describe types of verbal and physical violence (2p12);
4. explain the importance of being able to say no to exploitative behaviours and describe how to seek help (2p13).

Teacher Instructions

Prior Knowledge and Skills Required

To complete the task, students should have some experience with, or some knowledge and skills related to, the following:

• definitions of the word violence
• the difference between physical and verbal violence
• appropriate ways of saying no to violent behaviour and ways to seek help
• appropriate people who can provide personal safety assistance
• ways to make an effective poster and create an interesting slogan
• describing various kinds of violent behaviour and the feelings associated with them
**Assessment and Evaluation**

The rubric* provided with this exemplar task is to be used to assess students’ work. The rubric is based on the achievement levels outlined on page 9 of *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998.*

Introduce the rubric to the students at the beginning of the exemplar task. Review the rubric with the students to ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students’ work should be reviewed in relation to the criteria outlined in the rubric.

**Accommodations**

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

**Materials and Resources Required**

Students should be provided with the following materials:

- a variety of sample posters
- a class set of 30 cm x 45 cm (11” x 17”) poster paper
- pencils, markers, crayons, paint, and paint brushes

**Task Instructions**

**Introductory Activities**

The pre-tasks are designed to review and reinforce the skills and concepts that students will use in the exemplar task.

*Note:* The sensitive nature of this topic may lead to various disclosures. Be aware of your school board’s policies on safe schools, child-abuse prevention, and harassment.

**Pre-task 1: Review of Connections Between Safety Rules and Physical or Verbal Violence (40–50 minutes)**

1. Brainstorm safety rules with the students (e.g., Look both ways before you cross the street).
2. Ask the students the following questions: What are some safety rules? How do they help you? How do they protect you from harm?
3. Discuss with the students what violence looks like, feels like, and sounds like. Create a definition of violence. (For example, *violence* means a word, look, or sign that hurts a person’s feelings, or an act that hurts a person’s body or things.)
4. Make a list on the board or on chart paper of examples of violence. Elicit examples of both physical and verbal violence, but do not categorize them. Post the chart for future reference.

5. Direct students to work independently to categorize the examples of violence generated from the class discussion on the T-chart provided (see Appendix 1).

6. Check that students understand the different forms of physical and verbal violence by using students’ responses on their T-charts and creating a master T-chart on the board or on chart paper. (Note: Some examples of physical violence are hitting, pushing, and shoving, and some examples of verbal violence are teasing, name calling, and threatening.)

7. From the results, elicit a clear definition of verbal violence and of physical violence. (For example, physical violence is any type of violence that is “hands on” and verbal violence is any type of violence that involves using words.) Have students record their definitions on their T-charts.

8. On their T-charts, have students record their reflections on how physical and verbal violence make them feel.

9. Brainstorm with the students safety rules that they can use to prevent violence and to deal with violent situations (e.g., walk away from someone who is angry, seek help, tell an adult). Record these rules on chart paper and post them for future reference. Have the students record these safety rules on their T-charts. (Note: Students need to recognize that verbal violence can be just as hurtful to the victim as physical violence.)

**Pre-task 2: Role Playing (40–50 minutes)**

1. Give the students a copy of the sample situations (Appendix 2a).

2. Read the five sample situations aloud to the students. Review these different situations and have students answer the following questions for each one: What happened? Who got hurt? How was the person hurt? Was it done on purpose or was it an accident? Was it physical or verbal violence, or not violence at all? If it was violence, why was it violent? Post the questions on chart paper for reference.

3. Ask the students to role-play strategies to deal with these five situations. It is important that students should not role-play inappropriate behaviour. (Note: The purpose of the pre-task is to highlight students’ strategies and encourage them to give reasons for choosing particular strategies.)

4. Review with students the safety rules from pre-task 1.

5. Ask the students these questions:
   a) “What can you do when somebody is being mean or violent to you or someone else?”
   b) “What can you do when you feel like being mean or violent to someone?”
**Possible Solutions: Different Ways of Saying No**

What can you do when somebody is being mean or violent to you or someone else?

- **If safety is involved (e.g., the person is dangerous), walk away quickly and get help.**
- Depending on the situation:
  - tell an adult
  - ignore the person and walk away (don’t give a reaction)
- Act and look confident and tell the person:
  - what you don’t like about what he or she is doing
  - how it makes you feel
  - how you want him or her to act
- Do not look like a victim, but:
  - keep your head up
  - keep your shoulders back
  - look straight ahead with an unconcerned facial expression

What can you do when you feel like being mean or violent to someone?

- Learn how to calm your own anger ahead of time by:
  - recognizing the anger signs in your body (that is, how you know you are getting angry)
  - recognizing things that make you feel angry (e.g., pushing, hitting, name calling)
  - knowing the things inside and outside you that trigger anger, and thinking ahead to prevent a violent response
  - thinking about your favourite place to be
  - counting to ten slowly
Exemplar Task (80–100 minutes)
Each student’s poster and poster template (Appendix 3) are to be submitted for marking.
1. Present the student scenario to the students and post it in the classroom.
2. Read the rubric to the class and discuss it with the students.
3. Review with students the ideas that came up during the pre-tasks (e.g., definitions and examples of verbal and physical violence, strategies to deal with violence, feelings in response to violence, safety rules as precautions).
4. Review how to make a poster, discussing the characteristics and components of a good poster (e.g., use of an effective slogan or rule, eye-catching and/or colourful illustrations, informative text, balanced design). Explain how to use a slogan or rule in relation to a specific example of verbal or physical violence.
5. Give students a copy of Appendix 3, which is to be used for planning the poster. Tell students to use the back of the paper if they need more space.
6. Discuss with students what is required in each of the three sections of the poster.
7. Hand out 30 cm x 45 cm (11” x 17”) poster paper, markers, paint, and paint brushes to each student, and remind the students to work independently.
### Appendix 1: T-Chart

<table>
<thead>
<tr>
<th>Physical (touch)</th>
<th>Verbal (words)</th>
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**Definition:**

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7
Personal Reflection: How does physical and verbal violence make you feel?

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Ways of saying "NO!"

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Appendix 2a: Situations

Jenna and Mary are playing outside at recess. Jenna has come to school in a new white coat. Mary begins to tell her that the coat makes her look like a snowball. Mary repeats this throughout recess, saying that Jenna has a “snowball” coat. Jenna begins to cry.

Jerry and Shafiq are walking to school when Lisa comes out of her house. Lisa is wearing jeans, a ball cap, and a sports sweatshirt. Jerry and Shafiq snicker and tell her she looks like a boy. They start to call her Mr. Lisa and tell her she doesn’t look like a girl at all. They call her Mr. Lisa all the way to school.

Reza is skipping on the playground. George walks behind him and is hit by the rope. It hurts and he runs to tell the teacher.

Mark and Jayne are playing a game of floor hockey. Mark loses his temper when Jayne scores a goal. He turns around and hits her with his stick.

Xavier and Ling are playing on the climbers at recess. Ling wants to get to slide quicker than Xavier, and Ling begins to push him. Xavier does not like that and he pushes him back.
### Appendix 2b: Situations

**Teacher’s Answer Page**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>What happened?</th>
<th>Who got hurt?</th>
<th>How was the person hurt?</th>
<th>Was he/she hurt on purpose or by accident?</th>
<th>What type of violence was it? (physical, verbal)</th>
<th>In what way was it violent?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jenna and Mary are playing outside at recess. Jenna has come to school in a new white coat. Mary begins to tell her that the coat makes her look like a snowball. Mary repeats this throughout recess, saying that Jenna has a “snowball” coat. Jenna begins to cry.</td>
<td>teasing</td>
<td>Jenna</td>
<td>feelings hurt by name calling (“snowball”)</td>
<td>on purpose</td>
<td>verbal</td>
<td>mean-spirited</td>
</tr>
<tr>
<td>2. Jerry and Shafiq are walking to school when Lisa comes out of her house. Lisa has on jeans, a ball cap, and a sports sweatshirt. Jerry and Shafiq snicker and tell her she looks like a boy. They start to call her Mr. Lisa and tell her she doesn’t look like a girl at all. They call her Mr. Lisa all the way to school.</td>
<td>name calling</td>
<td>Lisa</td>
<td>feelings hurt by name calling (“Mr. Lisa”)</td>
<td>on purpose</td>
<td>verbal</td>
<td>mean-spirited behaviour harassment based on gender</td>
</tr>
<tr>
<td>Scenario</td>
<td>What happened?</td>
<td>Who got hurt?</td>
<td>How was the person hurt?</td>
<td>Was he/she hurt on purpose or by accident?</td>
<td>What type of violence was it? (physical, verbal)</td>
<td>In what way was it violent?</td>
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<tr>
<td>3. Reza was skipping on the playground. George walked behind him and was hit by the rope. It hurt and he ran to tell the teacher.</td>
<td>accident</td>
<td>George</td>
<td>hit by a skipping rope</td>
<td>by accident</td>
<td>not violence</td>
<td>not violent, only an accident</td>
</tr>
<tr>
<td>4. Mark and Jayne are playing a game of floor hockey. Mark loses his temper when Jayne scores a goal. He turns around and hits her with his stick.</td>
<td>hitting</td>
<td>Jayne</td>
<td>hit with a stick</td>
<td>on purpose</td>
<td>physical</td>
<td>intentional hitting to cause harm</td>
</tr>
<tr>
<td>5. Xavier and Ling are playing on the climbers at recess. Ling wants to get to slide quicker than Xavier, and Ling begins to push him. Xavier does not like that and he pushes him to the ground.</td>
<td>pushing</td>
<td>Ling</td>
<td>pushed</td>
<td>on purpose</td>
<td>physical</td>
<td>intentional interference</td>
</tr>
</tbody>
</table>
Appendix 3: Poster Template to Be Used for Planning the Poster

Choose one example of verbal or physical violence:

<table>
<thead>
<tr>
<th>What does it look like?</th>
<th>What does it feel like?</th>
<th>What does it sound like?</th>
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</thead>
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Use words and pictures to tell how you would deal with this violent situation.


What good decision did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.


Grade 4
Healthy Living
Healthy Choices

The Task

Students were to use a personal food diary to analyse food selections and determine whether they are making healthy food choices. Students were also to develop a healthy living plan based on healthy eating practices and physical activity.

Expectations

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 4 in The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998. Note that the codes that follow the expectations relate to the Ministry of Education’s Curriculum Unit Planner (CD-ROM).

Students will:

1. explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size (4p1);
2. outline the factors that influence body shape and size (4p5);
3. analyse, over a period of time, their own food selections, including food purchases, and determine whether or not they are healthy choices (4p6);
4. identify the factors that motivate participation in daily physical activity (4p29);
5. use a goal-setting process related to physical activity (4p34).

Prior Knowledge and Skills

To complete this task, students were expected to have some experience with, or some knowledge and skills related to, the following:

- serving/portion size, foods that should be eaten every day or only sometimes, and combinations of foods
- Canada’s Food Guide to Healthy Eating
- Canada’s Physical Activity Guide for Children
- ideas about body image and shape
- the benefits of healthy eating, physical activity, and healthy bodies
- heredity
- ways to analyse and interpret information

For information on the process used to prepare students for the task and on the materials required, see the Teacher Package, reproduced on pages 82–96 of this document.
## Task Rubric – Healthy Living, Grade 4: Healthy Choices

<table>
<thead>
<tr>
<th>Expectations*</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of Concepts</strong></td>
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<tr>
<td>The student:</td>
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<tr>
<td>2, 4</td>
<td>– demonstrates limited understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity</td>
<td>– demonstrates some understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity</td>
<td>– demonstrates considerable understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity</td>
<td>– demonstrates thorough understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity</td>
</tr>
<tr>
<td></td>
<td>– demonstrates limited understanding of factors that motivate participation in physical activity</td>
<td>– demonstrates some understanding of factors that motivate participation in physical activity</td>
<td>– demonstrates considerable understanding of factors that motivate participation in physical activity</td>
<td>– demonstrates thorough understanding of factors that motivate participation in physical activity</td>
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<tr>
<td><strong>Active Participation</strong></td>
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<td>The student:</td>
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<tr>
<td>1, 3, 5</td>
<td>– determines, with limited accuracy, how healthy his or her own choices of foods and physical activities are</td>
<td>– determines, with some accuracy, how healthy his or her own choices of foods and physical activities are</td>
<td>– determines, with considerable accuracy, how healthy his or her own choices of foods and physical activities are</td>
<td>– determines, with a high degree of accuracy, how healthy his or her own choices of foods and physical activities are</td>
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<tr>
<td></td>
<td>– applies a goal-setting process with limited effectiveness to complete the healthy living plan</td>
<td>– applies a goal-setting process with some effectiveness to complete the healthy living plan</td>
<td>– applies a goal-setting process with considerable effectiveness to complete the healthy living plan</td>
<td>– applies a goal-setting process with a high degree of effectiveness to complete the healthy living plan</td>
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<tr>
<td><strong>Communication of Required Knowledge</strong></td>
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<tr>
<td>The student:</td>
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<tr>
<td>1</td>
<td>– makes limited use of appropriate terminology to convey ideas</td>
<td>– makes some use of appropriate terminology to convey ideas</td>
<td>– makes considerable use of appropriate terminology to convey ideas</td>
<td>– makes extensive use of appropriate terminology to convey ideas</td>
</tr>
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</table>

*The expectations that correspond to the numbers given in this chart are listed on page 48.

**Note:** This rubric does not include criteria for assessing student performance that falls below level 1.
Healthy Choices  Level 1, Sample 1

Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle “Too Many”, “Just Right”, or “Too Few”, based on your findings.

- Grain Products: Too Many, Just Right, Too Few
- Vegetables and Fruits: Too Many, Just Right, Too Few
- Milk Products: Too Many, Just Right, Too Few
- Meat and/or Alternatives: Too Many, Just Right, Too Few
- “Sometimes” Foods: Too Many, Just Right, Too Few

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

I will change 5 overt to 2 a day

2a) Referring to your Physical Activity Tally Sheet, record:

- the two activities in which you were the most vigorous
  - soccer
  - soccer game
- the two activities you enjoyed most.
  - soccer practice
  - hockey

2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

Number 1: I would want to go on a bike ride because it is good for me.

Number 2: Soccer because you run and get exercises.

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

I will race every sun and go to soccer 2 a week.
Active Healthy Living Plan

Analyze and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size. Your plan should include at least three changes that you would make.

My Active Healthy Living Plan

Things about me (heredity factors, things that motivate me, other factors that affect my plan - e.g., I live in an apartment close to a park):
I live in a home near a big empty place
I will go every week with a friend

Things I’m already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):
When my brother has a game I will run a lap.

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?
run a lap

2. How will you know that you have accomplished it?
by running I will be fit

3. What challenges might you have?
I will improve the laps every game.
4. Who or what can help you be successful with your change?
   my mom can help me

5. List the factors that you can control and cannot control that affect body shape and size.
   - your hunger
   - your running

   Can control: if you run, else or not
   Cannot control: you can't control your height
Teacher’s Notes

Understanding of Concepts
– The student demonstrates limited understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student identifies “running”, “hunger”, and heredity as factors, and gives a few examples of factors that can be controlled (e.g., “if you run allot or not”) and that cannot be controlled (e.g., “you can’t control your heredily [heredity]”). However, he or she only offers a brief explanation of the influence of physical activity on the body (e.g., “by running I will be fit”), and gives no explanation of the influence of food or heredity on the body.
– The student demonstrates limited understanding of factors that motivate participation in physical activity. The student does not isolate and explain motivational factors for exercising, but only states that “I live in a home near a big empty place I will go every week with a freind”. The student states that bike riding is “good for you” but does not explain why. Also, he or she does not provide any other reasons for participating in physical activities.

Active Participation
– The student determines, with limited accuracy, how healthy his or her own choices of food and physical activities are. The student indicates that he or she has frequently circled the “too many” category regarding number of servings. However, he or she does not provide a clear indication of how he or she could improve (i.e., “I will change 5 other to 2 a day”). The student also gives only a few details on how he or she could improve in the area of physical activity choices (e.g., “I will race every sun and go to soccer 2 a week”).
– The student applies a goal-setting process with limited effectiveness to complete the healthy living plan. The student states only a simple goal (i.e., to “run a lap”). Although there is evidence of a broader plan to improve his or her running ability and fitness (e.g., “I will improve the laps every game”, “by running I will be fit”), the actual plan lacks focus and also lacks detail on how the goal will be attained.

Communication of Required Knowledge
– The student makes limited use of appropriate terminology to convey ideas. The student uses only simple terminology and provides only brief explanations (e.g., “I would want to go on a bike ride because it is good for you”, “Soccer because you run and get exercise”).

Comments
The student demonstrates a limited understanding of healthy eating practices and physical activity, and their relationship to healthy living. He or she gives only simple responses, which lack supporting details and explanations.

Next Steps
In order to improve his or her performance, the student needs to:
• include more information on healthy eating practices, physical activity, and heredity, and explain their influence on physical development;
• develop a more focused and detailed plan;
• edit work to correct errors in spelling, grammar, and sentence structure.
Healthy Choices  Level 1, Sample 2

A

Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle “Too Many”, “Just Right”, or “Too Few”, based on your findings.

- Grain Products
- Vegetables and Fruits
- Milk Products
- Meat and/or Alternatives
- “Sometimes” Foods

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

2a) Referring to your Physical Activity Tally Sheet, record:

- the two activities in which you were the most vigorous
- the two activities you enjoyed most

B

2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

Number 1: I would choose hockey because it’s fun and healthy.

Number 2: I would choose running because it’s exercise.

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

I would increase my running exercises every day.
Active Healthy Living Plan

Analyze and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size. Your plan should include at least three changes that you would make.

<table>
<thead>
<tr>
<th>My Active Healthy Living Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things about me (heredity factors, things that motivate me, other factors that affect my plan - e.g., I live in an apartment close to a park.):</td>
</tr>
<tr>
<td>- plays baseball</td>
</tr>
<tr>
<td>- Park near me</td>
</tr>
<tr>
<td>- listens to music</td>
</tr>
<tr>
<td>- likes tv</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things I'm already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- bike rides every day</td>
</tr>
<tr>
<td>- doesn't always watch tv</td>
</tr>
</tbody>
</table>

Things I would like to improve:

- I would like to improve on exercising
- I would like to improve on eating vegetables

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?

   eating more vegetables

2. How will you know that you have accomplished it?

   I would feel a lot more Healthier than normal

3. What challenges might you have?

   - Running
4. Who or what can help you be successful with your change?

I could run faster and maybe not have headaches.

5. List the factors that you can control and cannot control that affect body shape and size.

Can control:
- hunger
- exercise

Cannot control:
- hair
- eyes
- height
Teacher’s Notes

Understanding of Concepts
– The student demonstrates limited understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student identifies hockey and running as physical activities, but gives little evidence of how they might benefit the body (e.g., “I would choose hockey because it fun and healthier”). The student lists a few factors that he or she can control (i.e., “hunger”, “exercise”) and cannot control (e.g., “height”), but does not explain the influence of these factors.
– The student demonstrates limited understanding of factors that motivate participation in physical activity. The student states that running is exercise but does not expand on why running is good or why it is good to exercise. The student makes no connection between the proximity of his or her house to the park and an increase in physical activity.

Active Participation
– The student determines, with limited accuracy, how healthy his or her own choices of food and physical activities are. The student identifies the need to eat more vegetables and fruits but does not mention “milk products” for which “too few” servings was also circled. He or she mentions various activities but gives few details about participation in them (e.g., “bike rides every day”).
– The student applies a goal-setting process with limited effectiveness to complete the healthy living plan. The student states two goals (e.g., “to improve on exercise”, “to improve on eating vegetables”), but fails to select only one of them for the goal-setting process, as was required by the task. He or she also provides very little detail throughout the plan (e.g., “running” is cited as a challenge, but there is no explanation of how it might pose difficulties).

Communication of Required Knowledge
– The student makes limited use of appropriate terminology to convey ideas. The student uses only a few terms and provides only brief and simple explanations (e.g., “hockey because it fun and healthier”, “running because its exercise”).

Comments
The student demonstrates a limited understanding of healthy eating practices and physical activity, and their relationship to healthy living. The student’s explanations are too simple and lack supporting detail.

Next Steps
In order to improve his or her performance, the student needs to:
• include more information on healthy eating practices, physical activity, and heredity, and explain their influence on physical development;
• develop a plan that focuses on one goal, as required in the task, and provide more details in the plan;
• edit work to correct errors in spelling, grammar, and sentence structure.
Healthy Choices  
Level 2, Sample 1

### Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle “Too Many”, “Just Right”, or “Too Few”, based on your findings.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Too Many</th>
<th>Just Right</th>
<th>Too Few</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain Products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables and Fruits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk Products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat and/or Alternatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Sometimes” Foods</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

I could improve my healthy food choices by eating **just right** grains and eating **more meat and alternatives**. And eating **not as much sometimes food**.

2a) Referring to your Physical Activity Tally Sheet, record:

- the two activities in which you were the most vigorous:  
  - **Playing out side**
  - **Swimming**

- the two activities you enjoyed most:
  - **When I went to church**
  - **Playing out side**

2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

Number 1: **Riding my bike**  
I would like to ride my bike because my bike is at my nanas.

Number 2: **Roller blading**  
I would want to roller blade because I haven't roller blade for a long, long time.

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

I think I could improve my physical activity by walking more often. Also by running more often.
Active Healthy Living Plan

Analyze and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size. Your plan should include at least three changes that you would make.

<table>
<thead>
<tr>
<th>My Active Healthy Living Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things about me (heredity factors, things that motivate me, other factors that affect my plan - <em>e.g.</em>, I live in an apartment close to a park.):</td>
</tr>
<tr>
<td>I know that my mom and my dad are tall, so when I grow up I will be tall. I know if I walk to school every day I will be healthier. I also know if I ride my bike I can get good muscles. Also I got my eyes from my mom and my dad.</td>
</tr>
</tbody>
</table>

| Things I'm already doing well and plan to keep the same (Healthy Eating and/or Physical Activity): |
| I will keep roller blading. Also I will eat healthy food every day and not eat too much sometimes food. |

Things I would like to improve:

- I would maintain rollerblading everyday.
- I would change not eating too much.
- I would improve my exercise.

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?
   - I would like change not eating to much. Sometimes food.

2. How will you know that you have accomplished it?
   - I will know that I accomplished it by making a chart and checking it off everyday.

3. What challenges might you have?
   - I will have challenges with not eating too much sometimes food.
4. Who or what can help you be successful with your change?

My mom can help me change my some-time food diet.

5. List the factors that you can control and cannot control that affect body shape and size.

I can control my attitude

Can control: I can control my diet

Cannot control: I cannot control my heredity 
I cannot control my hygiene 
I cannot control my genes
**Teacher’s Notes**

**Understanding of Concepts**

- The student demonstrates some understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student shows some understanding of good food choices (e.g., “eating not as much sometimes food”), but makes only a vague connection between food intake and the body (i.e., “I can control my diet”). He or she gives some attention to the importance of physical activity and to the effect of exercise on the body (e.g., bicycle riding results in “good musles”). He or she shows some understanding of the role of heredity (e.g., “my mom and my Dad are tall so when I grow up I will be tall”, “I cannot control my heredity”). However, he or she confuses “genes” and “hygiene” (i.e., “I cannot control my hygiene”).

- The student demonstrates some understanding of the factors that motivate participation in physical activity. Being healthy and developing muscles are given as motivating factors (e.g., “if I walk to school every day I will be hethy [healthy]”, “if I ride my bick [bike] I can get good musles”). However, he or she does not describe any other motivational factors.

**Active Participation**

- The student determines, with some accuracy, how healthy his or her own choices of foods and physical activities are. The student shows some understanding of how to improve his or her diet by adjusting the number of servings eaten in certain food groups (e.g., “eating more Meat and Alternatives”). He or she identifies walking and running as good physical activities, but only provides vague ideas for improvement (e.g., “walking more aftin”, “running more oftin”).

- The student applies a goal-setting process with some effectiveness to complete the healthy living plan. The student establishes some goals for improving his or her physical fitness and selection of foods, although the plan lacks details (e.g., “I will keep roller blading oftin. Also I will eat Healthy food every day and not to much somtimes food.”). The student also includes a plan to track his or her progress (e.g., “I will know that I accomplished it by making a chat [chart] and ceking it oft off every day.”), but he or she does not provide details explaining how it would work.

**Communication of Required Knowledge**

- The student makes some use of appropriate terminology to convey ideas. The student mentions time as a factor when he or she explains how to improve physical activities (e.g., “I could improve my Physical activity by walking more aftin”). He or she also uses some discipline-specific terms (e.g., “diet”, “musles”, “genes”) but not always appropriately (e.g., “I cannot control my hygiene”).

**Comments**

The student demonstrates some understanding of healthy eating practices and physical activity, and their relationship to healthy living. He or she analyses personal eating habits and physical activities, and develops a somewhat effective plan for healthy living.

**Next Steps**

In order to improve his or her performance, the student needs to:

- include a variety of factors that motivate participation in physical activities;
- make clearer connections between healthy living and the need for physical activity and good food choices;
- edit his or her work to correct errors in spelling, grammar, and sentence structure, and to reduce repetition.
### Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle “Too Many”, “Just Right”, or “Too Few”, based on your findings.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Too Many</th>
<th>Just Right</th>
<th>Too Few</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain Products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables and Fruits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk Products</td>
<td>Too Many</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat and/or Alternatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Sometimes” Foods</td>
<td>Too Many</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

I could eat more fruits and vegetables and not eat that many “sometimes” foods.

2a) Referring to your Physical Activity Tally Sheet, record:

- the two activities in which you were the most vigorous
  
  I went on my bike for 2 hours because it is fun

- the two activities you enjoyed most
  
  Going on my bike and going swimming

2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

Number 1: Going on my bike because I can go over big jumps.

Number 2: I would play on my skateboard because it is fun and it is cool.

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

I could go out more and do more activities than riding on my bike.
### Active Healthy Living Plan

Analyze and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size. Your plan should include at least three changes that you would make.

<table>
<thead>
<tr>
<th>My Active Healthy Living Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things about me (heredity factors, things that motivate me, other factors that affect my plan - e.g., I live in an apartment close to a park.):</td>
</tr>
<tr>
<td>I have a big, big yard and I live by a river so I could play hockey in the winter. And I have 25 acres.</td>
</tr>
<tr>
<td>Things I'm already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):</td>
</tr>
<tr>
<td>I'm outside every day and I eat at least 1 food out of each food group.</td>
</tr>
</tbody>
</table>

### Things I would like to improve:

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?
   - I would like to accomplish not eating too many "Sometimes" foods.

2. How will you know that you have accomplished it?
   - I would tell my mom that every time she sees me eating "sometimes" food she would not let me eat it.

3. What challenges might you have?
   - A challenge that I might have is eating fruits and I do not like that many fruits.
4. Who or what can help you be successful with your change? My mom can help me with my change because she always helps me with that stop and me, I can help me with my change.

5. List the factors that you can control and cannot control that affect body shape and size.

Can control: I can control how I eat and what I do for fun.

Cannot control: I can not control eney disease if I get one.
Teacher’s Notes

Understanding of Concepts
– The student demonstrates some understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student provides a simple statement of healthy eating practices (e.g., “I can control how I eat”), but does not show that he or she clearly understands the benefits of physical activity (e.g., bicycle riding is “fun”) or the role of heredity (e.g., “I can not control eney diseas if I get one.”).
– The student demonstrates some understanding of the factors that motivate participation in physical activity. The student states that he or she does various physical activities because they are fun and challenging, but does not mention any health benefits of the exercise (e.g., “I would play on my skatebord because it is fun and it is cool”, “Going on my bike because I can go ouver big jomps”) and does not provide any other motivating factors.

Active Participation
– The student determines, with some accuracy, how healthy his or her own choices of food and physical activities are. The student indicates that he or she “could eat more fruits and vegetables”, for example, and makes some connection between physical activity, food choices, and healthy living (e.g., “I’m outside evry day and I eat atlest 1 food out of each food grup.”).
– The student applies a goal-setting process with some effectiveness to complete the healthy living plan. The student establishes a goal (i.e., “I would like to chonge how I eat the ‘Sometimes’ Foods”) and acknowledges that he or she may have difficulty in making some of the changes (i.e., “I do not like that meny fruits”). However, the student relies too much on help from his or her mother in the plan (e.g., “I would tell my mom that eney times she sees me eating ‘sometime’ food she would not let me eat it”).

Communication of Required Knowledge
– The student makes some use of appropriate terminology to convey ideas. The student mentions frequency as a factor in improving performance in physical activities (e.g., “I could go out more and do more activitys than rideing on my Bike”). He or she uses the term food group appropriately (“… 1 food out of each food grup”).

Comments
The student demonstrates some understanding of healthy eating practices and physical activity, and their relationship to healthy living. He or she analyses personal eating habits and physical activities, and develops a somewhat effective plan for healthy living.

Next Steps
In order to improve his or her performance, the student needs to:
• include a variety of factors that motivate participation in physical activities;
• make clearer connections between healthy living and the need for physical activity;
• identify more clearly the role of heredity in physical development;
• edit his or her work to correct errors in spelling, grammar, and sentence structure.
Healthy Choices  Level 3, Sample 1

Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle “Too Many”, “Just Right”, or “Too Few”, based on your findings.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain Products</td>
<td></td>
</tr>
<tr>
<td>Vegetables and Fruits</td>
<td></td>
</tr>
<tr>
<td>Milk Products</td>
<td></td>
</tr>
<tr>
<td>Meat and/or Alternatives</td>
<td></td>
</tr>
<tr>
<td>“Sometimes” Foods</td>
<td></td>
</tr>
</tbody>
</table>

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

- I could eat more meat and alternative foods, and I could cut down on processed foods.
- I could keep eating good in the Grain Products, the Milk Products, and the Vegetables and Fruits.

2a) Referring to your Physical Activity Tally Sheet, record:

- the two activities in which you were the most vigorous
  - Biking
  - Play soccer
- the two activities you enjoyed most
  - Playing floor hockey
  - Biking

2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

- Number 1: Biking because I go really fast, it builds up my muscles, it is really fun and I get to play with my friends.
- Number 2: Swimming because I am a great swimmer, I love swimming and because it builds up my muscles.

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

- I could improve swimming by doing it more often, by swimming longer and by swimming a little bit faster.
- I could improve biking by biking longer and by biking a little bit faster.
Active Healthy Living Plan

Analyze and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size. Your plan should include at least three changes that you would make.

My Active Healthy Living Plan

Things about me (heredity factors, things that motivate me, other factors that affect my plan - e.g., I live in an apartment close to a park.):

My parents love to go on long walks and now I always go with them. I live on a street were there are hardly any cars so I can go for bike rides more often. I am really like my dad and I get my eyes from my mom.

Things I’m already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):

I am eating well in my Milk Products, my Grain Products and my Vegetables and Fruits. I am doing good with physical activities because I like almost everyday and I don’t watch TV very often.

Things I would like to improve:

I would like to improve my eating habits with junk food.

I would like to keep on exercising good but I should slow down.

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?

I want to stop my eating habits with junk food.

2. How will you know that you have accomplished it?

I know I will accomplish my habits with eating junk food by eating more healthy foods.

3. What challenges might you have?

I might be tempted to buy some junk food and I might get tired of eating some healthy foods.
4. Who or what can help you be successful with your change?

My family can help me with my eating habits with junk food by encouraging me and by giving me more healthy food.

5. List the factors that you can control and cannot control that affect body shape and size.

- I get my blue eyes from my grampa.
- I get my blond hair from my mom.
- I get my size from my dad.
- Good eating habits
- Exercise good

Can control: I can control my eating habits and exercising.

Cannot control: I can not control my eyes, my hair or my size.
Teacher’s Notes

Understanding of Concepts
– The student demonstrates considerable understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student refers to food choices, physical activity, and heredity, and indicates ways in which these factors influence physical development (e.g., “I can control my eating habits and exercising.”, “I could improve swimming by doing it more often”, “I get my size from my dad.”).
– The student demonstrates considerable understanding of the factors that motivate participation in physical activity. The student explains how a variety of factors play a part in increasing the desire to participate in physical activity (e.g., “biking … it builds up my muscles, it is really fun and I get to play with my friends.”).

Active Participation
– The student determines, with considerable accuracy, how healthy his or her own choices of food and physical activities are. The student clearly identifies which food choices are healthy and where improvements are needed (e.g., “I could eat some more meat and Alternatives.”). He or she also identifies various physical activities and their benefits (e.g., “swimming … builds up my muscles”) and outlines possible methods of improvement (e.g., “swimming longer, … swimming a little bit faster”).
– The student applies a goal-setting process with considerable effectiveness to complete the healthy living plan. The student sets as a goal “to improve my eating habits with junk food”. He or she outlines a reasonable plan, making allowances for obstacles (e.g., “I know I will accomplish my habits with eating junk food by eating more healthy foods.”, “I might be tempted to buy some junk food”). However, the student does not provide specific examples of healthy foods that he or she plans to include or specific details of his or her intended course of action in the plan.

Communication of Required Knowledge
– The student makes considerable use of appropriate terminology to convey ideas. The student explains that he or she would choose swimming as a vigorous activity “because … it builds up my muscles”. He or she includes frequency, time, and intensity as factors in the improvement of one’s ability in a physical activity (i.e., “more often … longer … a little bit faster”).

Comments
The student demonstrates considerable understanding of healthy eating practices and physical activity, and their relationship to healthy living. The student provides relevant information and considerable detail in his or her healthy living plan.

Next Steps
In order to improve his or her performance, the student needs to:
• provide additional details regarding food choices;
• elaborate on his or her goal setting to provide a more detailed plan for change;
• edit his or her work to eliminate errors in sentence structure, spelling, and grammar.
Healthy Choices  
Level 3, Sample 2

A

Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle “Too Many”, “Just Right”, or “Too Few”, based on your findings.

- Grain Products  Too Many  Just Right  Too Few
- Vegetables and Fruits  Too Many  Just Right  Too Few
- Milk Products  Too Many  Just Right  Too Few
- Meat and/or Alternatives  Too Many  Just Right  Too Few
- “Sometimes” Foods  Too Many  Just Right  Too Few

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

2a) Referring to your Physical Activity Tally Sheet, record:

- the two activities in which you were the most vigorous
  
  dancing and skipping.

- the two activities you enjoyed most
  
  dancing and skipping.

B

2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

Number 1:  ride my bike because I haven’t done that in a while and it will give me lots of energy.

Number 2:  skip because it’s fun and it gives me lots of energy and it’s very vigorous.

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

I can skip or ride my bike faster to get my heart going. Maybe I can exercise more often also. I like those activities because they’re very vigorous and give me lots of energy.
Active Healthy Living Plan

Analyze and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size. Your plan should include at least three changes that you would make.

My Active Healthy Living Plan

Things about me (heredity factors, things that motivate me, other factors that affect my plan - e.g., I live in an apartment close to a park):

Music got me active and also skipping.
I live in a house near a park. I’m also active.

I love bike riding.

Things I’m already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):

So far, I’m now eating healthier.

---

Things I would like to improve:

I would stop being lazy and exercise. I would quit on all of the junk.

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?
   I want to accomplish my exercise time: I’d like to exercise more often and not be lazy.

2. How will you know that you have accomplished it?
   I will know when I feel better and not use my remaining time.

3. What challenges might you have?
   A challenge is that forgetting about it or excusing that I don’t want to.
4. Who or what can help you be successful with your change?
   My family can help be successful in my change.

5. List the factors that you can control and cannot control that affect body shape and size.

<table>
<thead>
<tr>
<th>Can control</th>
<th>Cannot control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food choices</td>
<td>Puberty, Heredity</td>
</tr>
<tr>
<td>2. Physical activity</td>
<td>Heredity</td>
</tr>
<tr>
<td>3. Bad habits</td>
<td>Culture, Peers</td>
</tr>
<tr>
<td>4. Media</td>
<td>Peers</td>
</tr>
<tr>
<td>5. Amount of food</td>
<td></td>
</tr>
<tr>
<td>6. Puberty</td>
<td></td>
</tr>
<tr>
<td>7. Heredity</td>
<td></td>
</tr>
<tr>
<td>8. Culture</td>
<td></td>
</tr>
<tr>
<td>9. Peers</td>
<td></td>
</tr>
</tbody>
</table>
Teacher's Notes

Understanding of Concepts
- The student demonstrates considerable understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student identifies a variety of factors, and categorizes them as those that can be controlled (e.g., “food choices”, “Physical Activity”, “Bad habits”) and those that cannot be controlled (e.g., “Puberty”, “Heredity”). The student distinguishes correctly between “food choices” and “Amount of food”. He or she also gives details about how physical activity affects the body (e.g., “I can skip or ride my bike faster to get my heart going.”). However, he or she does not clearly state how food choices influence physical development (e.g., he or she says only “I would cut on [out] all of the junk”), and does not give any examples of how heredity can affect the body.
- The student demonstrates considerable understanding of the factors that motivate participation in physical activity. The student identifies several motivational factors that encourage physical activity (e.g., “skip, because it’s fun and it gives me lots of energy”). He or she also mentions music as an additional factor that is personally relevant (e.g., “Music gets me active”).

Active Participation
- The student determines, with considerable accuracy, how healthy his or her own choices of food and physical activities are. The student analyses his or her food and activity choices, and explains in detail where improvements need to be made (e.g., “For ‘Just Right’ I will eat the same amount of foods and ‘Too Few’ I will try to get them in ‘Just Right’ and eat less food in ‘Too Many’.”, “I would stop being lazy and exercise”).
- The student applies a goal-setting process with considerable effectiveness to complete the healthy living plan. The student sets a clear goal, which is to exercise more often (e.g., “I’d like to exercise more often and not be lazy.”), and identifies some signs of achieving that goal (e.g., “I will know when I feel better and not be so bored all the time.”). He or she also refers to increased intensity of physical activity as a method to attain the goal (i.e., “I can skip or ride my bike faster ...”).

Communication of Required Knowledge
- The student makes considerable use of appropriate terminology to convey ideas. The student chooses bicycle riding as a “vigorous” physical activity that would give him or her “lots of energy”. Skipping is also selected as a “very vigorous” activity. The student uses a variety of terms appropriately (e.g., “food choices”, “Bad habits”, “Amount of food”, “Puberty”, “Heredity”).

Comments
The student demonstrates considerable understanding of healthy eating practices and physical activity, and their relationship to healthy living. The student provides relevant information and considerable detail in his or her healthy living plan.

Next Steps
In order to improve his or her performance, the student needs to:
- provide more details of the effects of healthy eating and heredity on physical development;
- edit his or her work to eliminate errors in spelling and grammar.
Healthy Choices

Level 4, Sample 1

A

Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle “Too Many”, “Just Right”, or “Too Few”, based on your findings.

- Grain Products: Too Many, Just Right, Too Few
- Vegetables and Fruits: Too Many, Just Right, Too Few
- Milk Products: Too Many, Just Right, Too Few
- Meat and/or Alternatives: Too Many, Just Right, Too Few
- “Sometimes” Foods: Too Many, Just Right, Too Few, none

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

I noticed that my servings of vegetables were too few. I am going to try to eat more vegetables every day, such as a bowl of non-sweetened apple sauce with my cereal every morning. For all other food groups I circled just right. So I am going to try to keep my diet the same and try to cut back on sometimes foods.

2a) Referring to your Physical Activity Tally Sheet, record:

- the two activities in which you were the most vigorous
  - Soccer
  - Golfing

- the two activities you enjoyed most
  - Soccer
  - Golfing

B

2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

Number 1: Soccer
I want to play soccer because I love sports. I started to play when I was 8. It is a lot of fun to be on a team. I like to dream that I will be on the Olympic soccer team.

Number 2: Hockey
I would want to play hockey tomorrow because I am not the best at hockey, but I try my best every time I play. When I challenge myself to do something I usually do better than my goal.

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

I can improve my physical activities by going to a soccer field 2 times a week and trying harder and harder every time I go. I can also try to get outside more, and maybe ask my dad to challenge me to do something, maybe ship for 2 minutes without stopping or something like that.
Active Healthy Living Plan

Analyze and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size. Your plan should include at least three changes that you would make.

My Active Healthy Living Plan

Things about me (heredity factors, things that motivate me, other factors that affect my plan - e.g., I live in an apartment close to a park):

My Dad is tall and I am a tall girl. I have an older sister that does sports and that motivated me. Also watching the Olympic soccer games really motivated me. I hope parents that let me do anything and if I had a soccer tournament anywhere they would take me there in a heartbeat.

Things I’m already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):

I am doing soccer really well and I plan to keep it that way. One thing that I need to work on is eating properly. I want to work on soccer so I can make the Olympic soccer team in 2007.

Things I would like to improve:

<table>
<thead>
<tr>
<th>Maintain</th>
<th>Change</th>
<th>Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hockey</td>
<td>A.D.P.</td>
<td>Soccer</td>
</tr>
<tr>
<td>Snacking</td>
<td>Golfing</td>
<td>Basketball</td>
</tr>
</tbody>
</table>

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?

I want to accomplish getting the ball off the green and get the ball go higher in the air.

2. How will you know that you have accomplished it?

I will no that I have accomplished it because I will get a better score, I will also no because my Dad will tell me how well I’m doing.

3. What challenges might you have?

One challenge that I might have is that I could injur myself and that could stop me from practising and making me better.
4. Who or what can help you be successful with your change?

The people in my life that can help me make that change are the teachers, they can push me harder. Also, my family can tell me to go for a jog.

5. List the factors that you can control and cannot control that affect body shape and size.

Can control:
- diet
- exercise
- peers

Cannot control:
- disability
- allergy
- puberty
- heredity
Teacher's Notes

Understanding of Concepts
- The student demonstrates thorough understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student identifies a wide variety of factors that can influence body shape and size, and categorizes them as ones that she can control (e.g., “diet”, “exercise”), and ones that she cannot control (e.g., “disability”, “puberty”, “heredity”). She provides detailed information and proposals for making changes with regard to healthy eating and physical activity (e.g., “I am going to try to keep my diet the same and try to cut back onSometimes foods”, “skip for 2 minuites without stopping”). She also shows she understands how heredity works, relating her own size to that of her father (i.e., “My DaD is tall and I am a tall girl.”).
- The student demonstrates thorough understanding of the factors that motivate participation in physical activity. The student explicitly states what motivates her to participate in various sports (e.g., “I have an older sister that does sports and that motivates me.”, “I want to play soccer because I love sports”, “I want to work on soccer so I can make the Olympic Soccer team in 2007.”, “I love to challenge myself”).

Active Participation
- The student determines, with a high degree of accuracy, how healthy her own choices of food and physical activities are. In analysing her food choices, the student proposes specific and appropriate changes (e.g., “I circled too few for fruits and vegetables so I am going to try to have a bowl of non sweetened apple sauce with my cereal every morning.”). The student also identifies several vigorous activities (e.g., “soccer”, “hockey”, “skipping”) and suggests specific ways of improving her performance (e.g., “by going to a Soccer field 2 times a week and trying harder and harder every time I go”). However, she focuses almost entirely on physical activities in the task, and gives few details of how she plans “to work on . . . eating properly”.
- The student applies a goal-setting process with a high degree of effectiveness to complete the healthy living plan. The student clearly outlines the steps for achieving her goal of improving her ability in golf. She states a specific and challenging goal (i.e., “get the ball go higher”), identifies how she will know she is improving (e.g., “I will get a better score”), and identifies a possible obstacle to reaching the goal (i.e., “I could injur myself”).

Communication of Required Knowledge
- The student makes extensive use of appropriate terminology to convey ideas. The student uses health and physical education terminology with understanding (e.g., “food groups”, “tourment” [tournament], “alergy”, “puberty”). She explains that she likes a “challenge” in order to “do better than my goal”, and describes in detail what “motivates” her.

Comments
The student presents a plan that displays thorough understanding of healthy eating practices and physical activity, and their relationship to healthy living. Numerous examples and supporting details are present in the student’s explanations.

Next Steps
In order to improve her performance, the student needs to:
• provide more details of her plan for healthy eating;
• proofread to correct occasional errors in spelling and punctuation.
Healthy Choices  Level 4, Sample 2

A

Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle “Too Many”, “Just Right”, or “Too Few”, based on your findings.

- Grain Products  Too Many  Just Right  Too Few
- Vegetables and Fruits  Too Many  Just Right  Too Few
- Milk Products  Too Many  Just Right  Too Few
- Meat and/or Alternatives  Too Many  Just Right  Too Few
- “Sometimes” Foods  Too Many  Just Right  Too Few

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

I could keep my healthy food choices by having a variety of healthy foods. Also, by looking at the Canadian Food Guide, I could also have 1 “sometimes” food a week. I could try to eat more milk products by including them with other foods, like cereal.

2a) Referring to your Physical Activity Tally Sheet, record:

- the two activities in which you were the most vigorous

  On Sunday, I rode my bike for 30 minutes.
  On Friday, I did races with my friends for 10 minutes.

- the two activities you enjoyed most

  The two activities that I most enjoyed were swimming on Friday and bike riding on Sunday.

B

2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

Number 1: I would choose rock climbing because there are really high rocks and I like to climb high. Also, I would like to do rock climbing because it’s very challenging.

Number 2: I would like to go bike riding tomorrow because it is my favourite physical activity. I would go with 2 of my friends. I would go up the huge hills near my house.

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

I could keep a chart or a plan for physical activities everyday. I could do a number of physical activities today. I could keep track of how much time and what physical activities I did on my calendar.
Active Healthy Living Plan

Analyze and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size. Your plan should include at least three changes that you would make.

My Active Healthy Living Plan

Things about me (heredity factors, things that motivate me, other factors that affect my plan - e.g., I live in an apartment close to a park.):

I live on a second floor flat beside a lake and a bike path. My house has a big backyard which I always play in. I have a small dog who loves to run around. I walk to school every weekday. I go to bed at 9:00 and fall asleep at 9:30, I get up at 6:00 and then go back sleep at 3:30. I get up again at 7:45. My mom is medium built and my dad is big boned. I am Medium. I have strawberry blond hair. I am on a soccer team and don’t eat. I have strawberry blond hair. I am unique in my family. I take piano lessons. My strawberry blond hair is unlike in my family.

Things I’m already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):

I am on a soccer team and I taking boxing lessons. My family doesn’t bring junk food into our house. I get to have junked once a week. I go bike riding up huge hills almost everyday when I come home from school. I walk my dog in the morning and in the afternoon.

Things I would like to improve:

I would like to maintain all the sports I do. I would like to improve my diet by eating more fruits and vegetables and also protein. I would like to change the amount of turkey I have from the fast food groups.

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?

I would like to accomplish my diet by having more protein in the foods I eat.

2. How will you know that you have accomplished it?

I will know when I have accomplished it when my mom serves different foods at dinner, lunch and breakfast.

3. What challenges might you have?

I might have the challenge of not liking some of the new foods or missing some of the old foods.
4. Who or what can help you be successful with your change?
   My mom and dad can help with my change by buying new foods. Also, by not buying
   the old foods, I could help myself by making grocery lists for my parents.

5. List the factors that you can control and cannot control that affect body
   shape and size.

   - heredity (genes)
   - exercise
   - cleanliness
   - sleep and rest
   - ageing
   - gender
   - diet

   Can control: cleanliness, exercise, health, sleep and
   rest, diet

   Cannot control: heredity (genes), health, ageing, gender
Teacher’s Notes

Understanding of Concepts
- The student demonstrates thorough understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student provides a wide variety of factors and categorizes them appropriately as those that can be controlled (e.g., “exercise”, “sleep and rest”, “diet”) and those that cannot be controlled (e.g., “heredity (genes)”, “ageing”, “gender”). He or she shows understanding of the desirability of a healthy diet, as well as vigorous and regular exercise (e.g., “My family doesn’t bring junk food into our house.”, “I go bike riding up huge hills almost everyday”, “I walk my dog”). He or she also very effectively demonstrates understanding of the connection between heredity and physical characteristics (e.g., “My mom is medium boned and my dad is big boned. I am medium boned.”).
- The student demonstrates thorough understanding of the factors that motivate participation in physical activity. The student identifies “challenging” as a motivating factor to do an activity (e.g., “I would like to do rock climbing because it’s very challenging.”). The fact that an activity is a favourite one also creates interest in doing it (e.g., “I would like to go bike riding tomorrow because it is my favourite physical activity.”). The student is aware that maintaining a schedule of the physical activities that he or she undertakes can also be a motivating factor (i.e., “I could keep track of how much time and what physical activities I did”).

Active Participation
- The student determines, with a high degree of accuracy, how healthy his or her own choices of food and physical activities are. The student analyses his or her food choices and comes up with suggestions for improvement (e.g., he or she “could try to eat more milk products by including them with other foods, like cereal”; he or she talks about “having a variate [variety] of healthy foods” and “looking at the Canadian Food Guide” for guidance). The student identifies several vigorous physical activities (e.g., racing, bicycle riding, skipping), and suggests keeping track of these activities on a chart in order to monitor continuing participation in them.
- The student applies a goal-setting process with a high degree of effectiveness to complete the healthy living plan. The student’s goal is detailed and clearly outlined, with possible obstacles to watch for (e.g., “I would like to accomplish my diet by having more variate [variety] in the foods I eat.”, “I might have the challenge of not liking some of the new foods or missing some of the old foods.”). The student also shows a high degree of initiative in the plan (e.g., “making grocery lists for my parents”). However, the student does not provide a clear indication of how to tell when his or her goal has been reached (i.e., “… when my mom serves different foods …”).

Communication of Required Knowledge
- The student makes extensive use of appropriate terminology to convey ideas. The student includes the concept of difficulty and the factor of time in his or her proposal of what to do to improve performance in physical activities (e.g., rock climbing is “very challenging”; he or she will “keep track of … time”). He or she refers specifically to Canada’s Food Guide and proposes to include more “variate [variety] … from the four food groups”.

Comments
The student’s responses demonstrate thorough understanding and are very clear and concise. The student presents a detailed plan that takes into account the effects of diet, physical activities, and heredity.

Next Steps
In order to improve his or her performance, the student needs to:
• include additional indicators for knowing when goals are reached;
• edit his or her work to eliminate errors in spelling and grammar.
Title: Healthy Choices

Time Requirement: 160–210 minutes of class time, plus homework over 3 days

Introductory activities
- Pre-task 1: over three days (homework)
- Pre-task 2: 30–40 minutes
- Pre-task 3: 30–40 minutes
- Pre-task 4: 40–50 minutes

Exemplar task
- 60–80 minutes

Description of the Task
Students will use a personal food diary to analyse food selections and determine whether they are making healthy food choices. Students will also develop a healthy living plan based on healthy eating practices and physical activity.

Concepts central to this task are the following:
- Healthy living is dependent on a balance of healthy eating choices and regular physical activity.
- Goal setting can support personal decisions to choose an active and healthy lifestyle.
- Heredity has some influence on body shape and size.

Note: Material in the exemplar task and the pre-tasks has been adapted, with permission, from Ontario Health and Physical Education Curriculum Support: Grade 4, Ontario Physical and Health Education Association (OPHEA), 2000.
Student Scenario

Present the following scenario and instructions to the students:

Health Canada is concerned about the level of physical activity and the eating habits of students across Canada. They need your help! Grade 4 students across the country are being asked to keep track of their physical activities and the food they eat for three days, and then to set goals for an active and healthy lifestyle. This information will be used in a research study and the results will be shared across the country.

Your task is to use your three-day personal food and physical activity diary to analyse your choices and reflect on whether you have made healthy choices. You are to develop a healthy living plan that is based on healthy eating practices and physical activity. You will also consider the influence of heredity on physical development. Some plans will be selected to be posted on the Health Canada website as examples.

Curriculum Expectations Addressed in the Task

This task gives students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 4 in The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998. Note that the codes that follow the expectations relate to the Ministry of Education’s Curriculum Unit Planner (CD-ROM).

Students will:
1. explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size (4p1);
2. outline the factors that influence body shape and size (4p5);
3. analyse, over a period of time, their own food selections, including food purchases, and determine whether or not they are healthy choices (4p6);
4. identify the factors that motivate participation in daily physical activity (4p29);
5. use a goal-setting process related to physical activity (4p34).
**Teacher Instructions**

**Prior Knowledge and Skills Required**
To complete the task, students should have some experience with, or some knowledge and skills related to, the following:

- serving/portion size, foods that should be eaten every day or only sometimes, and combinations of foods
- *Canada’s Food Guide to Healthy Eating*
- *Canada’s Physical Activity Guide for Children*
- ideas about body image and shape
- the benefits of healthy eating, physical activity, and healthy bodies
- heredity
- ways to analyse and interpret information

**Assessment and Evaluation**
The rubric* provided with this exemplar task is to be used to assess students’ work. The rubric is based on the achievement levels outlined on page 9 of *The Ontario Curriculum, Grades 1–8, Health and Physical Education, 1998.*

Introduce the rubric to students at the beginning of the exemplar task. Review the rubric with the students to ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the evaluation criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students’ work should be reviewed in relation to the criteria outlined in the rubric.

**Accommodations**
Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

**Materials and Resources Required**
Students should be provided with the following materials:

- chart paper, markers
- word lists and charts, including vocabulary related to the topic, that are posted in the classroom
- copies of *Canada’s Food Guide to Healthy Eating* (a class set, if possible; available from Health Canada or from its website)
- magazines, newspapers, or flyers containing pictures of food

*The rubric is reproduced on page 49 of this document.*
**Task Instructions**

**Introductory Activities**

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task. (*Note: Body shape and size may be a sensitive issue for many students. Teachers should use caution and good judgement when discussing this topic. They should be sensitive to students’ home environment, which may affect their food choices and opportunities for physical activity.*)

The times required for the completion of the student activities in the task will vary. The first pre-task, a food and physical activity diary, is to be completed at home over three days.

**Pre-task 1: Food and Physical Activity Diary (over three days)**

1. Read the scenario to the students. Post it in the classroom.
2. Hand out copies of the Food and Physical Activity Diary (Appendix 1), and instruct students to record in it their physical activities and everything they eat for three days.
3. Tell students that the diary is to be an accurate account of their physical activities and all food intake for three days.
4. Instruct students to record in the diary all meals, snacks, and beverages, noting the types of food and approximate quantities of each. Students are to include sauces, condiments, and types of bread and milk (e.g., whole wheat bread – two slices; 2% milk – two 250-ml glasses).
5. Instruct students to list in the diary the types of physical activity in which they participated during the three days (e.g., running, riding a bike, in-line skating, household chores).
6. Review the students’ diaries each day to ensure that the students are completing them correctly.

**Pre-task 2: Body Shape and Size (30–40 minutes)**

1. Conduct a discussion on body shape and size.
2. Elicit from students the factors that influence body shape and size (heredity, diet, exercise), and use their responses to jointly construct a Body Shape and Size Web (Appendix 2).
3. During the discussion, highlight those factors that students can control (diet, exercise) and those that they cannot (heredity).
4. Through discussion, have students review how body types and shapes, height, hair colour, eye colour, and so on are hereditary. Review the following:
   - No two individuals are exactly the same.
   - Individuals change at their own rate as they grow, and to change in a healthy way they need to eat well and enjoy active play.
Pre-task 3: Food Groups in Canada’s Food Guide (30–40 minutes)

1. Conduct a discussion, reviewing food categories; number of servings; foods that should be eaten every day; foods that can be eaten sometimes (e.g., chocolate bars, fries, cookies); and combinations of foods. (See Appendix 3 for recommended number of servings.)

2. Put students into groups to design an “ideal meal”. (Note: Materials needed for this task would include pictures of food from magazines, flyers, and newspapers.)

3. Have students glue pictures of different categories of food onto chart paper and present the results to the class.

4. Share the students’ ideal meals with the class and post them.

5. Select one breakfast meal, one lunch meal, and one dinner meal and discuss with the class whether the three meals together would represent a balanced diet for a day.

6. Discuss the strengths and weaknesses of each lunch and possible improvements. (An ideal lunch may include food from all categories, appropriate portions, appealing food, limited foods from the “sometimes” foods category, and a healthy beverage.)

Pre-task 4: Exercise (40–50 minutes)

1. Review with students what the term exercise means, and have students list all the ways that they can and do incorporate physical activity into their daily lives (e.g., walking, riding a bike, in-line skating, doing chores, delivering newspapers, participating in extracurricular activities).

2. Review the positive benefits of exercise and being physically active.

3. Have students brainstorm a list of age-appropriate physical activities. Ask students to identify which activities they like to do. (Students could do this activity in groups.) Discuss why students chose particular activities and what motivates them to do different activities.

4. Have pairs of students choose from the list one activity that they like to do. Instruct them to role-play what this activity looks like at “not too vigorous”, “moderate”, and “extremely vigorous” levels. Review with students the concept of vigorous activity. (Note: A vigorous activity is one in which the heart rate is raised significantly for a sustained period of time. The amount of time required for vigorous activity is dependent on the individual’s age and stage of development.)
**Exemplar Task (60–80 minutes)**

Each student’s Reflection Page (Appendix 5) and Active Healthy Living Plan (Appendix 6) are to be submitted for marking.

1. Review the student scenario with students.
2. Discuss the rubric with students.
3. Provide each student with a copy of the Healthy Eating Tally Sheet (Appendix 3). Using their three-day Food and Physical Activity Diary (Appendix 1) as a reference, students are to record on their Healthy Eating Tally Sheet the number of servings that they had each day from each of the food groups.
4. Provide each student with a copy of the Physical Activity Tally Sheet (Appendix 4). Students are to record their physical activities and the duration of the activities, and rate them using the “Vigorousness” and “Enjoyment” scales on the tally sheet.
5. Direct students to use the information that they have gathered to complete the Reflection Page (Appendix 5).
6. Instruct students to use the template entitled Active Healthy Living Plan (Appendix 6) to set goals for themselves and to outline how heredity, diet, and exercise relate to their body’s shape and size.

*(Note: Tell students to use both sides of the paper if they need more room to completely answer the questions.)*
Appendix 1: Food and Physical Activity Diary

You are to keep a diary of the foods that you eat and the activities that you do over a three-day period. You are to include all meals, snacks, and beverages. Don’t forget to include sauces, condiments, and types of bread and milk, as well as the approximate amounts or number of servings of each. Try to be as accurate as possible.

<table>
<thead>
<tr>
<th>Meals and Activities</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<tbody>
<tr>
<td>Breakfast</td>
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<tr>
<td>Morning Snack</td>
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<tr>
<td>Lunch</td>
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<td></td>
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<tr>
<td>Afternoon Snack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening Snack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Physical Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7
Appendix 2: Body Shape and Size Web

Factors that can affect your body shape and size
**Appendix 3: Healthy Eating Tally Sheet**

Record the number of servings you had each day from each food group.

<table>
<thead>
<tr>
<th>Day</th>
<th>Grain Products</th>
<th>Vegetables and Fruits</th>
<th>Milk Products</th>
<th>Meat and/or Alternatives</th>
<th>Sometimes Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Recommended Servings:</strong></td>
<td><strong>Recommended Servings:</strong></td>
<td><strong>Recommended Servings:</strong></td>
<td><strong>Recommended Servings:</strong></td>
<td><strong>Recommended Servings:</strong></td>
</tr>
<tr>
<td></td>
<td>5–12 per day</td>
<td>5–10 per day</td>
<td>3–4 per day</td>
<td>2–3 per day</td>
<td>in moderation</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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</tbody>
</table>
# Appendix 4: Physical Activity Tally Sheet

List the physical activities you did each day. Record the duration, or the amount of time you exercised, and rate how vigorous the activity was and how much you enjoyed it.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
<th>Duration</th>
<th>Vigorosity</th>
<th>Enjoyment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>NOT VERY</td>
<td>MODERATELY</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>1 2 3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1 2 3</td>
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<td>1 2 3</td>
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<td>1 2 3</td>
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<td>2</td>
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<td>1 2 3</td>
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<td>3</td>
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<td>1 2 3</td>
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<td>1 2 3</td>
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<td></td>
<td></td>
<td>1 2 3</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 5: Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle Too Many, Just Right, or Too Few, on the basis of your findings.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Too Many</th>
<th>Just Right</th>
<th>Too Few</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain Products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables and Fruits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk Products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat and/or Alternatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes Foods</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2a) Referring to your Physical Activity Tally Sheet, record:

¥ the two activities in which you were the most vigorous

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

¥ the two activities you enjoyed most

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

Number 1: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Number 2: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix 6: Active Healthy Living Plan

Analyse and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size.

My Active Healthy Living Plan

Things about me (heredity factors, things that motivate me, other factors that affect my plan – e.g., I live in an apartment close to a park):

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Things I m already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Things I would like to improve:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

2. How will you know that you have accomplished it?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

3. What challenges might you have?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
4. Who or what can help you be successful with your change?

5. List the factors that you can control and cannot control that affect body shape and size.

Can control:

Cannot control:
Say No

The Task
This task required each student to write an advice column for the school newspaper, responding to a classmate who had written in to say that he or she was being pressured to use tobacco, alcohol, or cannabis. The column was to provide information on the influence that the media, peers, and family have on the user; the effects and legality of the use of tobacco, alcohol, or cannabis; and healthy alternatives to use of these substances. It was to refer to the support services and people who help those who have problems with substance use and abuse and addictions.

Expectations
This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 6 in The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998.

Students will:
1. identify the influences (e.g., the media, peers, family) affecting the use of cannabis and other drugs, as well as the effects and legalities of, as well as healthy alternatives to, cannabis and other drugs (6p4);
2. apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships (6p9);
3. describe the short- and long-term effects of cannabis and other illicit drugs (6p13);
4. determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices (6p14);
5. identify people and community agencies that support making healthy choices regarding substance use and abuse (6p15).

Prior Knowledge and Skills
To complete this task, students were expected to have some experience with, or some knowledge and skills related to, the following:
- factors that influence people to use and abuse substances such as tobacco, alcohol, and cannabis
- community agencies that are available as a source of support
- healthy alternatives to use of illicit substances
- short- and long-term health effects of substance use
- legal and financial issues surrounding substance use
- decision-making, refusal, and assertiveness skills
- relevant vocabulary, such as drugs, illegal, addiction

For information on the process used to prepare students for the task and on the materials required, see the Teacher Package, reproduced on pages 122–127 of this document.
### Task Rubric – Healthy Living, Grade 6: Say No

<table>
<thead>
<tr>
<th>Expectations*</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of Concepts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1, 3, 5</td>
<td>- demonstrates limited understanding of the sources of pressure to use tobacco, alcohol, or cannabis (peers, family, media)</td>
<td>- demonstrates some understanding of the sources of pressure to use tobacco, alcohol, or cannabis (peers, family, media)</td>
<td>- demonstrates considerable understanding of the sources of pressure to use tobacco, alcohol, or cannabis (peers, family, media)</td>
<td>- demonstrates thorough understanding of the sources of pressure to use tobacco, alcohol, or cannabis (peers, family, media)</td>
</tr>
<tr>
<td></td>
<td>- describes the short- and long-term effects of tobacco, alcohol, or cannabis with limited accuracy and detail</td>
<td>- describes the short- and long-term effects of tobacco, alcohol, or cannabis with some accuracy and detail</td>
<td>- describes the short- and long-term effects of tobacco, alcohol, or cannabis with considerable accuracy and detail</td>
<td>- describes the short- and long-term effects of tobacco, alcohol, or cannabis with a high degree of accuracy and detail</td>
</tr>
<tr>
<td></td>
<td>- identifies healthy alternatives to tobacco, alcohol, or cannabis with limited accuracy</td>
<td>- identifies healthy alternatives to tobacco, alcohol, or cannabis with some accuracy</td>
<td>- identifies healthy alternatives to tobacco, alcohol, or cannabis with considerable accuracy</td>
<td>- identifies healthy alternatives to tobacco, alcohol, or cannabis with a high degree of accuracy</td>
</tr>
<tr>
<td></td>
<td>- identifies, with limited accuracy and detail, the available sources of support (individuals and community agencies)</td>
<td>- identifies, with some accuracy and detail, the available sources of support (individuals and community agencies)</td>
<td>- identifies, with considerable accuracy and detail, the available sources of support (individuals and community agencies)</td>
<td>- identifies, with a high degree of accuracy and detail, the available sources of support (individuals and community agencies)</td>
</tr>
<tr>
<td><strong>Active Participation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2, 4</td>
<td>- applies a problem-solving/decision-making process in the newspaper column with limited effectiveness</td>
<td>- applies a problem-solving/decision-making process in the newspaper column with some effectiveness</td>
<td>- applies a problem-solving/decision-making process in the newspaper column with considerable effectiveness</td>
<td>- applies a problem-solving/decision-making process in the newspaper column with a high degree of effectiveness</td>
</tr>
</tbody>
</table>
# The Ontario Curriculum – Exemplars, Grades 2, 4, 6, and 8: Health and Physical Education

## Expectations

<table>
<thead>
<tr>
<th>Expectations*</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation (cont.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2, 4</td>
<td>– explains, with limited accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis</td>
<td>– explains, with some accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis</td>
<td>– explains, with considerable accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis</td>
<td>– explains, with a high degree of accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis</td>
</tr>
<tr>
<td>Communication of Required Knowledge</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1, 5</td>
<td>– makes limited use of appropriate terminology to convey ideas</td>
<td>– makes some use of appropriate terminology to convey ideas</td>
<td>– makes considerable use of appropriate terminology to convey ideas</td>
<td>– makes extensive use of appropriate terminology to convey ideas</td>
</tr>
</tbody>
</table>

*The expectations that correspond to the numbers given in this chart are listed on page 98.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.
person some thing that can happen to you if you smoke tobacco.

If you are ever pressured to do drugs again firmly say "NO!!!" or tell the
or you can see a counselor.
You may also get involved with activities to help keep you pre-occupied.

If you smoke one pack of tobacco a day it will cost you $2,562 a year.
You can also get charged for smoking or selling tobacco under age.

Year from tobacco.

- 4,000 different chemicals are in tobacco. In Canada 40,000 people die every

- Smelly, hair, breath, and clothing.

- Shortness of breath.

- Yellow teeth and skin will form.

- Cervix, uterus, and bladder.

- Causes cancer in the mouth, larynx, pharynx, esophagus, lungs, pancreas.

I listed below are things that will happen if you have tobacco.

I have received your letter and I understand that you are being pressured to use

Dear classmate:
Teacher’s Notes

Understanding of Concepts

- The student demonstrates limited understanding of the sources of pressure to use tobacco, alcohol, or cannabis (family, peers, media). The student refers to pressure to experiment with tobacco (e.g., “I understand that you are being pressured to use Tobacco”), but does not mention sources of the pressure.
- The student describes the short- and long-term effects of tobacco, alcohol, or cannabis with limited effectiveness. The student lists physical effects of tobacco (e.g., “cancer”, “Yellow teeth and skin”, “Shortness of breath”), but does not address psychological or social effects.
- The student identifies healthy alternatives to tobacco, alcohol, or cannabis with limited accuracy. The student refers to “activities” as an alternative to the use of tobacco, but does not mention specific activities (e.g., sports) or suggest nutritional alternatives.
- The student identifies, with limited accuracy and detail, the available sources of support (individuals and community agencies). The student identifies a support person whom the classmate could consult as a “consular [counsellor]”, but does not describe or list services he or she might offer. Additional support services or agencies are not mentioned.

Active Participation

- The student applies a problem-solving/decision-making process in the newspaper column with limited effectiveness. The student provides simple solutions for dealing with pressure (e.g., “…firmly say NO!!!!”). He or she mentions a few short- and long-term effects of smoking, but does not connect them to the decision-making process.
- The student explains, with limited accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis. The student describes a legal issue regarding under-age possession and use of tobacco; however, the issue is stated in a simple way with little detail (e.g., “You can also get charged for smoking or selling Tobacco under age.”). He or she also refers briefly to the expense of smoking (i.e., “one pack … a day … will cost you $2,562 a year”).

Communication of Required Knowledge

- The student makes limited use of appropriate terminology to convey ideas. The student does quote some medical terms in a list (e.g., “cancer in the mouth, larynx …”), but mostly uses only simple terminology in brief explanations and lists (e.g., “Shortness of breath”, “Smelly, hair, breath, and clothing”). Also, he or she does not always use the right word to communicate clearly (e.g., “activities to help keep you pre-occupied”, “you can see a consular”).

Comments

The student includes limited information on consequences of smoking, support agencies available, and healthy alternatives to smoking. He or she does not include all of the information asked for in the task, and the explanations lack supporting details.

Next Steps

In order to improve his or her performance, the student needs to:
- provide more detailed and relevant information;
- organize information and ideas in a logical sequence;
- edit work to correct errors in spelling, grammar, and punctuation.
Say No

Level 1, Sample 2

Student Dear Expert, I wrote to you before about my friend and I told my friends and they all agreed so I thank you for all my help.

Teacher Well, what you can do is help your friend by telling him the short and long term effects of smoking.

Student I hope this is helpful.

Dear Student, I know what you can do to help your friend stop smoking. Tell him the short and long term effects of smoking. The worst is that he is going to lose all his money buying cigarettes. There are also problems with the lungs. Lung cancer, throat cancer, heart, and blood diseases and yellow nails and hair. He would be liked if he does not smoke. Ask him to stop smoking. So what should I do to help my friend.

Student

Teacher

Say "No"
Teacher’s Notes

Understanding of Concepts
- The student demonstrates limited understanding of the sources of pressure to use tobacco, alcohol, or cannabis (family, peers, media). The student identifies peer pressure as a factor influencing children to experiment with tobacco (e.g., “Why he is smoking is because if he doesn’t he wouldn’t be liked if he does he will be liked.”), but does not include other influences, such as the media and family.
- The student describes the short- and long-term effects of tobacco, alcohol, or cannabis with limited effectiveness. The student lists physical effects of tobacco (e.g., “Some of the long term affects are black lungs, lung cancer, throat [throat] cancer loss of tastebuds.”), but does not address psychological or social effects.
- The student identifies healthy alternatives to tobacco, alcohol, or cannabis with limited accuracy. The student identifies athletic activity as a healthy alternative to smoking (e.g., “Your friend can swim, run, jog, bike or rollerblade instead of smokeing.”), but does not mention any other healthy alternatives, such as participation in social events.
- The student identifies, with limited accuracy and detail, the available sources of support (individuals and community agencies). The student mentions “phone numbers your friend can call to get help”, but does not name any specific agencies or people.

Active Participation
- The student applies a problem-solving/decision-making process in the newspaper column with limited effectiveness. The student provides a simple solution for dealing with pressure to smoke tobacco (i.e., “…first telling him the short and long term affects of smoking”). Although the student identifies legal and financial problems with smoking, he or she does not connect them to the decision-making process.

Communication of Required Knowledge
- The student explains, with limited accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis. The student only briefly refers to the legal problems of possessing and smoking tobacco (i.e., “it is agencat [against] the law to smoke or buy ciggerits”) and to financial problems (i.e., “lose all your money buying the smokes and for paying the fines…”).

Comments
The student’s column includes limited information on the effects of smoking, agencies available for support, and healthy alternatives to smoking. The responses lack supporting details.

Next Steps
In order to improve his or her performance, the student needs to:
- provide more detailed and relevant information;
- organize information and ideas in a logical sequence;
- edit work to correct errors in spelling, grammar, and punctuation.
Dear Concerned,

Alcohol. Don’t you know what it can do to you? First of all, it changes your heartbeat. It slows your breathing, slurs your speech, and reduces your oxygen. It can also lead to anger, depression, and violence! And that’s just short-term effects. Some long-term effects are loss of brain cells, liver cancer and disease, kidney disease, addiction, bad breath, and stained teeth. I mean, why risk this happening to you? Not only will it cost a lot of money to get the stuff if you become addicted, but what could your parents think? If you ever need more help, you can contact the Drug and Alcohol Registry of Treatment at Health Unit at 1800-565-8603 or you could go to the Health Unit at 123 Street, just call them at Health Unit 123 Street, just call them. You also should get new friends. Some body who won’t force you to do things you don’t want to do. Sincerely,

You also should get new friends. Some body who won’t force you to do things you don’t want to do.
Teacher’s Notes

Understanding of Concepts
– The student demonstrates some understanding of the sources of pressure to use tobacco, alcohol, or cannabis (family, peers, media). The student implies that peer pressure is the most influential factor in the classmate’s use of alcohol (“get new friends”). However, other influences, such as the media or family, are not mentioned.
– The student describes the short- and long-term effects of tobacco, alcohol, or cannabis with some effectiveness. The student presents some detrimental physical, psychological, and social effects of alcohol (e.g., physical: “right away it changes your heart rate, slows your breathing, slurrs your speech, and reduces your oxygen”; psychological: “anger, depression, and violence”; social: “what would your parents think?”).
– The student identifies healthy alternatives to tobacco, alcohol, or cannabis with some accuracy. The student cites healthy drinks as alternatives to alcohol (“milk and juice”). However, he or she does not mention other alternatives or activities such as sports or social events.
– The student identifies, with some accuracy and detail, the available sources of support (individuals and community agencies). The student gives specific names, addresses, and telephone numbers for some appropriate provincial and community agencies (e.g., “Drug and Alcohol Registry of Treatment”, “Health Unit”). However, individuals in the community, such as a school counsellor or family doctor, are not mentioned.

Active Participation
– The student applies a problem-solving/decision-making process in the newspaper column with some effectiveness. The student provides some possible solutions for dealing with pressure to drink alcohol (e.g., “… get new friends. Somebody who won’t force you to do things you don’t want to do!”; “… try healthy drinks such as milk or juice”). However, he or she does not arrive at these solutions through a logical decision-making process.

– The student explains, with some accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis. The student cites legal, financial, and personal factors (e.g., legal: “You’re under age to drink.”; financial: “Not only will it cost a lot of money to get the stuff …”; personal: “what would your parents think?”). However, he or she provides little detail.

Communication of Required Knowledge
– The student makes some use of appropriate terminology to convey ideas. The student uses some appropriate terms and vocabulary (e.g., “changes your heart beat”, “reduces your oxygen”, “loss of brain cells”, “addiction”, “depression”) in trying to convince the person not to start drinking.

Comments
The student identifies some of the support agencies available, provides a healthy alternative to drinking alcohol, and gives some evidence of the health risks of drinking alcohol to support the opinions expressed. The response includes some supporting details.

Next Steps
In order to improve his or her performance, the student needs to:
- explain and justify written responses, using relevant data;
- edit work to eliminate errors in spelling and grammar.
Dear Classmate,

I heard from your letter that you are being pressured to start drinking. Your family, friends, or even TV could be saying drinking makes you feel good. I am going to be honest; it can make you feel good but you will regret it. Alcohol can make you do things that are so stupid and so dumb. The short-term effects of short-term alcohol involvement depression, anger, or violence. These are just few of short-term effects. Long-term effects involve liver disease, cancer, and brain damage. Again, these are only in long term.

If I were you, I wouldn’t drink at all but if you are willing to put your own life on the line wait until you are older. It is illegal to drink under 18. It is also illegal to drink and drive.

You will probably have many money problems if you start to drink. It could go on your record and you could get a bad job. It is not worth it. You will feel bad, todo things that you will regret and it can all be avoided.

Good luck.

I am going to be honest and say that I had many problems when I was younger but I am doing good now and you will too. I am doing good and you will too, just stop drinking.

Sincerely,

Grade 6 - Healthy Living
Student
Grade 5

Yours truly,

right decision.
I really hope that you make the
alcohol. I gave you my opinion also.
I have told you all I know about
might help you forget about drinking.
involved in an after-school program. This
If that does not work you should get
This will help you to make a smart decision.
I think you should call kids help-line.
If you are still having trouble deciding.
**Teacher’s Notes**

**Understanding of Concepts**
- The student demonstrates some understanding of the sources of pressure to use tobacco, alcohol, or cannabis (family, peers, media). The student identifies and briefly explains pressure from family, peers, and the media to experiment with alcohol (e.g., “Your family, friends or even T.V could be saying drinking makes you feel good.”).
- The student describes the short- and long-term effects of tobacco, alcohol, or cannabis with some effectiveness. The student lists some physical, psychological, and social effects of alcohol and provides some description (e.g., “The Short Term . . . is that it impairs judgement, it makes your blood pressure go up and it sometimes involves depression, anger or violence.”).
- The student identifies healthy alternatives to tobacco, alcohol, or cannabis with some accuracy. The student suggests that the classmate “should get involved in an after school program”, but does not offer a specific suggestion and does not provide any other alternatives to drinking alcohol.
- The student identifies, with some accuracy and detail, the available sources of support (individuals and community agencies). The student identifies an agency that provides support for children (i.e., “kids help-line”). However, he or she does not provide a telephone number and does not mention other support agencies or individuals who can provide help.

**Active Participation**
- The student applies a problem-solving/decision-making process in the newspaper column with some effectiveness. The student provides a solution for dealing with pressure to drink alcohol (e.g., “I wouldn’t drink [at] all but if you are willing to put your own life on the line wait until your 19”). However, he or she does not directly link this solution to evidence in a decision-making process.

- The student explains, with some accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis. The student cites some legal problems connected with drinking alcohol (i.e., “It is illegal to drink when you are under 19. It is also illegal to drink and drive.”) and financial problems (e.g., “many money problems”). However, he or she provides only a vague reason for avoiding consequences of illegal drinking (i.e., “It could go on your record and you could get a bad job.”).

**Communication of Required Knowledge**
- The student makes some use of appropriate terminology to convey ideas. The student uses some appropriate terms and vocabulary in describing physical, psychological, and social effects of alcohol consumption (e.g., “blood pressure”, “liver disease”, “impairs judgement”, “depression”, “regret”, “violence”). He or she also advises the classmate to “make a smart decision” and “the right decision”.

**Comments**
The newspaper column gives somewhat effective advice on influences on students, support agencies, and healthy alternatives to drinking alcohol. However, the student omits some relevant factors and information needed to inform the classmate of the various types of support and alternatives available.

**Next Steps**
In order to improve his or her performance, the student needs to:
- provide more examples of healthy alternatives;
- identify more community agencies that support making healthy choices;
- edit work to correct errors in sentence structure, grammar, and spelling.
Dear M______,

It has come to my attention that a classmate of yours is pressuring you to use tobacco. I think I may be able to help you out in this situation.

I think you should consider influences that are influencing your decision. If you choose to use tobacco what will the media think? What will your peers think of you if you use it? Will your family's reaction be a good one if you use it? Will you lose friends?

There are also health effects connected with the use of tobacco. Long term effects can include; money loss from buying, cancer, heart disease, lung disease, dental problems, disease in mouth, tooth decay, yellow fingers/teeth/face/hair, wrinkles, coughing. Also long term effects can be; addiction, death, loss of job, losing friends, and depression. Short term effects can include; money loss from buying, cancer, heart disease, tooth decay.

You could be losing your job if your boss is aware. You may lose your job if your boss is aware. You'll get in deeper trouble every time you get caught. Once you get addicted and run out of money to buy tobacco you lose.

Financial issues connected with the use of tobacco can be: money trouble because you have done something illegal and have to pay fines. Parents can get in trouble because you have done something illegal and have to pay fines. Parents can get in trouble because you have done something illegal and have to pay fines.

There are also legal issues. It is illegal to use tobacco if you are under 18. It is also illegal for anyone to sell it to you. Your parents can get in trouble because you have done something illegal and have to pay fines.

Also there are legal issues. It is illegal to use tobacco if you are under 18. It is also illegal for anyone to sell it to you. Your parents can get in trouble because you have done something illegal and have to pay fines. There are also legal issues. It is illegal to use tobacco if you are under 18. It is also illegal for anyone to sell it to you. Your parents can get in trouble because you have done something illegal and have to pay fines.

You would be too young to jail. You would be too young to jail. You would be too young to jail. You would be too young to jail. You would be too young to jail.

Also, break the law, and house fires.

There are also health effects related to using tobacco. Long term effects are: stress-related small, chronic/violence, eating into lung health, addiction, death, loss of job, losing friends, and depression. Short term effects can include; money loss from buying, cancer, heart disease, tooth decay.

I think you should consider influences that are influencing your decision. If you choose to use tobacco, will you lose friends?

I hope you take my advice. If I have come to my attention that a classmate of yours is pressuring you to use tobacco, I think I may be able to help you out in this situation.
It may seem to you all hope is gone but there are community agencies that may help you with your decision. Some examples are: the police, 9-1-1, church, Kids Help Line, coach/teacher/family, public health offices and other clubs for girls and boys can be lots of help too. All people at these places are highly trained to talk to you and help you. You may be scared to say no, you may be afraid they will beat you up, or lose a friend. If this person was truly your friend, they wouldn’t be pressuring you.

There are healthy alternatives to using tobacco. You can join a boy’s and girl’s club. Go swimming, get involved with a health club, bike, and play sports such as: soccer, baseball, volleyball, badminton, tennis, and basketball. There are healthy alternatives to using tobacco. You can join a boy’s club and eat healthy food is also very important. You should eat all the food groups (dairy, bread, meat, and vegetables) every day more.

Please consider all these questions to yourself when making your decision.

Sincerely,

A grade 6 student
Teacher's Notes

Understanding of Concepts
- The student demonstrates considerable understanding of the sources of pressure to use tobacco, alcohol, or cannabis (family, peers, media). The student refers to peers as possible influences in the use of tobacco, and focuses on pressure from friends as the most influential pressure (e.g., “What will your peers think of you if you use it?”, “If this person was truly your friend ... they wouldn’t be pressuring you.”). He or she implies that family is not as likely to be a source of pressure to smoke (e.g., “Will your family’s reaction be a good one ...?”). However, the student’s reference to the possible role of the media is unclear (i.e., “What will the media think?”).
- The student describes the short- and long-term effects of tobacco, alcohol, or cannabis with considerable effectiveness. The student provides a list of various physical, social, financial, and psychological effects of smoking tobacco (e.g., “cancer”, “heart disease”, “losing friends”, “money loss from over buying”, “addiction”). However, the student does not list any short-term physical effects of smoking.
- The student identifies healthy alternatives to tobacco, alcohol, or cannabis with considerable accuracy. The student recommends a variety of healthy alternatives, such as participating in sports and social events and eating healthy food (e.g., “bike, and play sports such as; soccer, ... tennis, bowling”, “join a boy’s and girl’s club”, “eat the 4 food groups ...”).
- The student identifies, with considerable accuracy and detail, the available sources of support (individuals and community agencies). The student identifies a variety of relevant individuals (e.g., “coach/teacher/family”) and community agencies (e.g., “the police, 9-1-1, church, Kids Help Line, ...public library (Kids dept.), YMCA”) and adds that “All people at these places are highly trained to talk to you and help you out.”

Active Participation
- The student applies a problem-solving/decision-making process in the newspaper column with considerable effectiveness. The student provides a range of ways of dealing with pressure to smoke tobacco – that is, offering an “excuse” (“my mom is picking me up”), citing a medical consideration (“I'm allergic”), and just refusing to smoke (“If you have enough courage you can also just say ‘no’.”). The student links the decision to the evidence he or she provides.
- The student explains, with considerable accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis. The student points out some financial problems relevant to teenagers (e.g., “Once you get addicted and run out of money to buy tobacco you may start stealing.”). He or she cites the legal issues of under-age possession and use of tobacco (i.e., “It is ... illegal for anyone to sell it to you.”), but provides some incorrect information about legal issues (e.g., “illegal ... if you are under 18”, “parents can get in trouble”).

Communication of Required Knowledge
- The student makes considerable use of appropriate terminology to convey ideas. The student mentions a number of age-appropriate influences, health effects, and financial issues connected with the use of tobacco, as well as relevant community agencies, healthy alternatives, and refusal skills.

Comments
The student responds in a personal way to the classmate who is thinking of smoking tobacco. He or she outlines a variety of problems with the use of tobacco, specific support agencies, and healthy alternatives to tobacco use, and suggests various ways of saying no to the classmate exerting the pressure to smoke. The student provides clear explanations, using a decision-making process, as well as relevant supporting details.

Next Steps
In order to improve his or her performance, the student needs to:
- provide further details, such as the influence of the media, short-term physical effects of smoking, and individuals from whom a student could seek support;
- check facts more carefully regarding legal issues;
- edit work to eliminate errors in grammar and punctuation.
In one of my classes, I heard about a short film called "Anchored."

The film is about a young man named Alex who is struggling to make ends meet.

Alex's father has just passed away, and his mother is struggling to care for him.

The film shows how Alex learns to cope with his grief and find hope in his community.

I think it's a powerful story that could help people understand the impact of loss and the importance of community support.

The film is available for free on YouTube, so I encourage everyone to watch it.

Let's come together to support people who are going through a difficult time.

—Community Leader
**Teacher’s Notes**

**Understanding of Concepts**
- The student demonstrates considerable understanding of the sources of pressure to use tobacco, alcohol, or cannabis (family, peers, media). The student focuses on peer pressure to smoke tobacco (e.g., “It is a form that intends to put pressure on people to make them make a decision based on what other people would say.”). He or she views the media and family members as helpful in presenting negative aspects of smoking (e.g., “hundreds of people die each week... and that is what it tells you in newspapers...”) but does not mention the possible pressure from media and family to smoke.
- The student describes the short- and long-term effects of tobacco, alcohol, or cannabis with considerable effectiveness. The student provides a list of short-term effects of smoking tobacco (e.g., “smell like smoke”), long-term effects (e.g., “yellow teeth”, “addictive”), and very serious effects on health (e.g., “Smoking can cause lung cancer, and heart disease leading to death.”).
- The student identifies healthy alternatives to tobacco, alcohol, or cannabis with considerable accuracy. The student suggests that the person being pressured should focus on his or her well-being (e.g., “I would try to be a kid and enjoy life to the fullest without any obstacles in my way...”). However, he or she does not provide specific examples of healthy alternatives.
- The student identifies, with considerable accuracy and detail, the available sources of support (individuals and community agencies). The student includes a variety of relevant names and telephone numbers for provincial and community support agencies (e.g., “Drug and Alcohol info line: (416) 595-6111”, a local health line, “Kids Help Phone: 1-800-668-6868”).

**Active Participation**
- The student applies a problem-solving/decision-making process in the newspaper column with considerable effectiveness. The student advises the classmate to examine the various effects of smoking so that he or she will “know the outcomes of their action”, to focus on enjoying life, and to make up his or her own mind on the basis of knowing “the rights and wrongs”.
- The student explains, with considerable accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis. He or she cites the legal problem of under-age smoking (e.g., “The age that you must be before smoking is 19.”), and gives apt financial reasons for not smoking (e.g., “you lose a lot of money that goes towards tobacco”, “you could... use it for objects you really need”).

**Communication of Required Knowledge**
- The student makes considerable use of appropriate terminology to convey ideas. The student uses appropriate vocabulary to try to convince the classmate not to smoke (e.g., “peer pressure”, “right decision”, “addictive”, “legal circumstances”, “financial issues”, “obstacles”).

**Comments**
The student personalizes the information given to the classmate and makes it relevant to a student. He or she provides concise information on effects and issues, and on agencies that could help and support the classmate. He or she gives clear explanations with supporting details.

**Next Steps**
In order to improve his or her performance, the student needs to:
- discuss pressure from media and family to smoke in addition to their positive influence;
- provide further details, such as specific examples of healthy alternatives to smoking and individuals who can provide help;
- edit work to eliminate occasional errors in grammar and spelling.
Dear [Name],

I understand that you are being pressured to use cannabis, and you are asking me for advice.

The real name for this drug is cannabis. Some street names for this drug are: Mary Jane, pot, weed, dope, marijuana, and leaves.

The people that influence you to this drug are your peers and your family. The media is influencing you by not always showing the right decisions to follow. So, don’t follow the media your peers and your family can influence your decision by telling you to not smoke drugs. Your peers are younger than your family members and don’t know as much about your family and don’t know what to do.

The long term effects are: memory loss, reduced brain function, dental problems, addiction, death, tooth decay, bone loss, some short term effects are: feeling dizzy, some idea of control, dizziness, feeling high, gold, getting into trouble, breaking the law and car accidents.

If you would use this drug, some long term effects are: mental loss, reduced brain function, dental problems, addiction, death, tooth decay, bone loss, some short term effects are: feeling dizzy, some idea of control, dizziness, feeling high, gold, getting into trouble, breaking the law and car accidents.

Say No  Level 4, Sample 1
Cannabis is an illegal drug. Cannabis is also a mind-altering drug. It is illegal to sell, possess, or grow cannabis without a licence. If you are caught using, selling, or growing cannabis, you could be charged with a criminal offence. Cannabis is a mind-altering drug. It can affect your ability to think, feel, and make decisions. It can also affect your health. If you use cannabis, you may experience sleep problems, changes in mood, and changes in behaviour. It is important to know the risks of using cannabis.

Some community agencies that could help you are the Public Library, the YMCA, the Parent Education Centre, and the Community Health Centre. You can ask your parents or teachers for help and encouragement. If you need help, you can call your local community agency. Some community agencies include the Parent Education Centre, the YMCA, and the Community Health Centre. You can also ask your parents or teachers for help.

If you decide to use cannabis, you should be aware of the risks. It is important to know the effects of cannabis. It can affect your ability to think, feel, and make decisions. It can also affect your health. If you use cannabis, you may experience sleep problems, changes in mood, and changes in behaviour. It is important to know the risks of using cannabis.
There is nothing in the world that can be good for your body when you abuse drugs. The only thing that you can get out of using cannabis is the feeling that can give you many problems. Lend the path to good influences. Tell your friends to do the same.

Sincerely,

A grade 6 student.

Please don't do drugs!

If you don't abuse drugs, you can always get into some physical activities, like baseball, swimming, soccer, track, and field. You can swim up early and jog to beach or kids' park to keep your body busy. On weekends, get group for kids to have fun without doing drugs. All of these healthy alternatives are very good for your body.
**Teacher’s Notes**

**Understanding of Concepts**
- The student demonstrates thorough understanding of the sources of pressure to use tobacco, alcohol, or cannabis (family, peers, media). The student describes pressure from the media to experiment with cannabis (e.g., “The media is influencing you by displaying and showing it in movies, and television shows. Media not always shows the right decisions to follow.”) and from peers (e.g., “Your peers who… don’t know as much influence you to use drugs.”). He or she cites a positive influence from family (i.e., “Your family can influence your decision by telling you not to smoke drugs.”).

- The student describes the short- and long-term effects of tobacco, alcohol, or cannabis with a high degree of effectiveness. The student compiles an extensive list of physical, psychological, and social short- and long-term effects (e.g., “some long term effects are; money loss, reduced brain function, … losing friends …”, “short term effects are; feeling high, … fighting/violence, … getting into trouble, … car accidents”).

- The student identifies healthy alternatives to tobacco, alcohol, or cannabis with a high degree of accuracy. The student recommends a variety of healthy activities (physical, intellectual, social) as alternatives to drug use (e.g., “physical activities”, “summer school”, “a kids youth group”).

- The student identifies, with a high degree of accuracy and detail, the available sources of support (individuals and community agencies). The student cites various individuals (e.g., “parents”, “teachers”, “coaches”), and gives a wide variety of names of community and provincial agencies that encourage healthy alternatives to drug use (e.g., “the Public library, the Public health office, the Community health centre, the YMCA, … Kids help-line”). However, he or she does not provide any telephone numbers.

**Active Participation**
- The student applies a problem-solving/decision-making process in the newspaper column with a high degree of effectiveness. The student provides evidence against using cannabis, which the classmate can use to make “right decisions”. He or she gives a solution to the immediate problem (e.g., “Tell your friend that your elergic to the drug, or you have to go to a doctors appointment and you don’t want to go there smelling like smoke.”) and advice for the future (e.g., “Use any excuse.”, “the start to … meeting many true friends and alot of good decisions”).

**Communication of Required Knowledge**
- The student explains, with a high degree of accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis. The student gives extensive information about the use and abuse of cannabis, listing legal and financial ramifications (e.g., “If you get caught using drugs you will get charged.”, “Who ever uses cannabis … is violating the law.”, “If you don’t have enough money for the cannabis alot of people decide to steel the cannabis or break the law … some other way …”).

**Comments**
This student demonstrates a comprehensive understanding of the influences on students, support people and agencies, and healthy alternatives to using cannabis. He or she provides thorough explanations with extensive supporting details.

**Next Steps**
In order to improve his or her performance, the student needs to:
- provide telephone numbers for some support agencies;
- write the column more concisely as appropriate for a newspaper;
- edit and proofread work to correct occasional errors in spelling and grammar.
Dear [Name],

I read your letter. It says you were being pressured to use alcohol and you were wondering what to do. You may feel this way because your classmates are all using it and you may think it’s okay. But it’s not. Alcohol is illegal. The media might be compelling you to drink because they want you to drink. The media should not be your role model.

Alcohol is harmful to your organs and your brain. It can affect your memory and your ability to think clearly. It can also affect your judgement and your ability to make good decisions. It can also cause accidents and injuries. If you drink and drive, you are putting yourself and others at risk.

Alcohol can also affect your relationships. It can cause you to act in ways that are not in your best interest. It can also affect how you feel about yourself.

If you are feeling pressured to drink, you should tell your parents or a trusted adult. They can help you make a plan to avoid drinking.

Sincerely,

[Anonymous]
A way to tell your friends no is to say for you, if you do spread the word. Don't let your friends drink, smoke, or take drugs.

If you choose "no way," you could be eating healthy, chewing gum, cleaning up, or playing an instrument.

Some healthy alternatives could be asking your friend if they want a healthy snack, like fruit or vegetables. You could also try doing an activity together, like playing a game or going for a walk.

If you don't want to talk to someone, you could talk to a teacher, school counselor, or a trusted adult. They would give you the exact same information as long as you want to talk to them.

Some healthy alternatives include being active, eating well, and getting enough sleep. You can also try to be a good friend and support your friends in making healthy choices.

Sports

From [Student's Name]
Teacher’s Notes

Understanding of Concepts
- The student demonstrates thorough understanding of the sources of pressure to use tobacco, alcohol, or cannabis (family, peers, media). The student describes pressure from the media to experiment with alcohol (e.g., “The media might be showing you ... people getting drunk, having fun, becoming a little sick ...”), from peers (e.g., “You may feel this way because your classmates are all using it and you may be the odd one out.”), and possibly from family (e.g., “parents ... may be completely against alcohol or they might be using it”).
- The student describes the short- and long-term effects of tobacco, alcohol, or cannabis with a high degree of effectiveness. He or she presents an extensive list of short- and long-term physical effects of alcohol (e.g., “red eyes”, “a loss of taste”, “dizzy”, “you could become addicted”, “If your a woman, your chances of miscarriage increase ...”). He or she refers briefly to financial effects, but does not discuss any social or psychological effects.
- The student identifies healthy alternatives to tobacco, alcohol, or cannabis with a high degree of accuracy. He or she recommends a variety of healthy alternatives, including creative activities and nutritional alternatives (e.g., “eat healthy, chew gum, clean, write or play an instrument”), and also advises the classmate to just say no.
- The student identifies, with a high degree of accuracy and detail, the available sources of support (individuals and community agencies). The student advises the classmate to talk with his or her parents or, if he or she is “not comfortable talking with them”, to call someone else. He or she provides a detailed list to consult for support (e.g., “the Kids help line (1-800-668-6868)” or “Drug and Alcohol info line ... a social worker, a teacher or even just a good friend”).

Active Participation
- The student applies a problem-solving/decision-making process in the newspaper column with a high degree of effectiveness. He or she provides a detailed step-by-step description of a decision-making process (e.g., “Kids help line” or others “would help you make your decision, by giving you all of your options, the outcome of each option, why you may be feeling pressured, what you should do and healthy alternatives.”). He or she also provides detailed and insightful solutions for dealing with the pressure to drink alcohol (e.g., “If you choose, ‘No way! I’m not taking alcohol!’ good for you!”, “tell them [your friends] what your going through and present to your class a poster about the negative things of alcohol”).
- The student determines, with a high degree of accuracy and detail, legal and financial deterrents to the use of tobacco, alcohol, or cannabis. He or she identifies legal issues concerning under-age possession and use and financial issues (e.g., “unless your over 18 you can’t drink it because it’s illegal”, “Next you’ll be spending $60 a week and loose you money until it’s all gone.”). However, he or she does not explore consequences of illegal drinking.

Communication of Required Knowledge
- The student makes extensive use of appropriate terminology to convey ideas. He or she uses appropriate terminology in presenting a well-considered argument for avoiding alcohol (e.g., “pressured”, “decreases your heart rate”, “liver damage”, “addicted”, “blackouts”, “chances of miscarriage increase”, “influence your decision”, “options”). The student writes in a colloquial, informal way that would appeal to and influence peers (e.g., “The media ... show people getting drunk, having fun, becoming sick or crazy but that’s not what happens.”), and reserves a technical term for the conclusion to make a final powerful point to convince the reader (i.e., “Alcohol destroys the Central Nervous System. How would you learn? Do the right thing.”).

Comments
The student demonstrates a comprehensive understanding of the influences on students, support people and agencies, and healthy alternatives to alcohol. He or she provides thorough and insightful explanations that effectively capture the reader’s attention.

Next Steps
In order to improve his or her performance, the student needs to:
• discuss some psychological and/or social effects of drinking alcohol;
• provide further analysis of the legal issues and consequences of alcohol consumption;
• edit and proofread work to eliminate occasional errors in spelling.
Health and Physical Education Exemplar Task
Grade 6 - Healthy Living
Teacher Package

Title: Say No

Time Requirement: 200–260 minutes (over several class periods)

Introductory activities
• Pre-task 1: 30–40 minutes
• Pre-task 2: 30–40 minutes
• Pre-task 3: 60–80 minutes

Exemplar task
• 80–100 minutes

Description of the Task
This task requires each student to write an advice column for the school newspaper, responding to a classmate who has written in to say that he or she is being pressured to use tobacco, alcohol, or cannabis. The column will provide information on the influence that the media, peers, and family have on the user; the effects and legality of the use of tobacco, alcohol, or cannabis; and healthy alternatives to use of these substances. It should refer to the support services and people who help those who have problems with substance use and abuse and addictions.

Concepts central to this task are the following:
• Health risks and other consequences are associated with the use of tobacco, alcohol, and cannabis.
• Problem-solving skills are required to make decisions related to substance use and abuse.
• People and community services provide support for treatment and healthy lifestyle choices.

Note: Material in the exemplar task and the pre-tasks has been adapted, with permission, from Ontario Health and Physical Education Curriculum Support: Grade 6, Ontario Physical and Health Education Association (OPHEA), 2000.
Student Scenario

Present the following scenario and instructions to the students:

You regularly write an advice column for the school newspaper. A classmate who is being pressured to use tobacco, alcohol, or cannabis has asked you for advice, and you present your advice in your column. You will include the following information in the article:

• name of the substance (tobacco, alcohol, or cannabis)
• the pressure on your classmate from media, peers, and family
• short- and long-term health effects of use of the substance
• relevant legal and financial issues that could deter someone from using the substance
• individuals or community agencies that could help your classmate make a decision
• healthy alternatives to using tobacco, alcohol, or cannabis

Curriculum Expectations Addressed in the Task

This task gives students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 6 in The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998. Note that the codes that follow the expectations relate to the Ministry of Education’s Curriculum Unit Planner (CD-ROM).

Students will:
1. identify the influences (e.g., the media, peers, family) affecting the use of cannabis and other drugs, as well as the effects and legalities of, as well as healthy alternatives to, cannabis and other drugs (6p4);
2. apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships (6p9);
3. describe the short- and long-term effects of cannabis and other illicit drugs (6p13);
4. determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices (6p14);
5. identify people and community agencies that support making healthy choices regarding substance use and abuse (6p15).
Teacher Instructions

Prior Knowledge and Skills Required

To complete the task, students should have some experience with, or some knowledge and skills related to, the following:

- factors that influence people to use and abuse substances such as tobacco, alcohol, and cannabis
- community agencies that are available as a source of support
- healthy alternatives to use of illicit substances
- short- and long-term health effects of substance use
- legal and financial issues surrounding substance use
- decision-making, refusal, and assertiveness skills
- relevant vocabulary, such as drugs, illegal, addiction

Assessment and Evaluation

The rubric* provided with this exemplar task is to be used to assess students’ work. The rubric is based on the achievement levels outlined on page 9 of The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998.

Introduce the rubric to the students at the beginning of the exemplar task. Review the rubric with the students to ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students’ work should be reviewed in relation to the criteria outlined in the rubric.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Students should be provided with the following materials:

- chart paper, markers
- resources with reliable information on tobacco, alcohol, and cannabis
- brochures and other resources with information on support agencies
- telephone books

*The rubric is reproduced on pages 99–100 of this document.
Task Instructions

Introductory Activities
The pre-tasks are designed to review and reinforce the skills and concepts that students will use in the exemplar task.

Teachers may wish to use the resource document entitled Ontario Health and Physical Education Curriculum Support: Grade 6 (OPHEA, 2000) as one source of information and ideas for conducting the pre-tasks.

Pre-task 1: Tobacco, Alcohol, and Cannabis (30–40 minutes)
1. Begin the discussion with a review of some definitions (e.g., substance, drug).
2. Have students brainstorm, in groups of three to five, the names for tobacco, alcohol, and cannabis, and what they believe to be their short- and long-term effects. Have students work cooperatively to research information and organize it on chart paper under the following headings:
   • Substance Names and Their Street Names
   • Short-Term Health Effects
   • Long-Term Health Effects
3. Conduct a session with the whole class to share and discuss the information from each group. Generate one list and post it in the classroom.

Pre-task 2: Media, Peers, and Family as Influences (30–40 minutes)
1. Review the steps of a decision-making model that has been used with the class (see Appendix A for an example).
2. Discuss with students the factors that influence decision making and develop a list of them on chart paper or on the chalkboard.
3. Organize students in groups of three to six and assign one influence (media, peers, family) to each group. Have each group prepare a two-minute presentation on the positive or negative effects that their assigned influence might have on their decision making. Remind them to refer to the steps of their decision-making model.
Pre-task 3: Decision Making and Support Systems (60–80 minutes)

1. Brainstorm with students the names of people and community agencies that support making healthy decisions regarding substance use and abuse.

2. Have the students complete a “matching exercise” in which they match a list of specific needs or questions with the appropriate support agency available in the community (e.g., “information on a drug” could be matched with “public health office” or “public library”).
   For an example of such a list, see Ontario Health and Physical Education Curriculum Support: Grade 6 (OPHEA, 2000), page 174.

3. Have students, in pairs, choose five community agencies. Have them use telephone books, the Internet (bookmarked sites), and/or brochures to find the following:
   - the contact information (telephone, address) for the agencies on their list
   - the help and support that each agency can offer for people with an addiction

4. Remind students that using community support networks is one aspect of an appropriate decision-making process. (See Appendix A for a decision-making model.)

Exemplar Task (80–100 minutes)

Each student’s advice column is to be submitted for marking.

1. Read the student scenario to the students, discuss it, and post it in the classroom.

2. Discuss the rubric with the students.

3. Discuss with the students the type of advice that is required for this newspaper column (i.e., factual information related to influences, legal issues, short- and long-term health effects, and types of support). You might offer some personal suggestions for healthy alternatives to using the substance.
## Appendix: A Decision-Making Model

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<thead>
<tr>
<th>Steps to Follow</th>
<th>Questions to Ask Yourself</th>
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<tbody>
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<td>Identify the problem.</td>
<td>• What is happening? How do I feel about the situation?</td>
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<td></td>
<td>• What is the problem?</td>
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<td>List options/choices.</td>
<td>• What are the possible courses of action?</td>
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<tr>
<td>Evaluate all options/choices.</td>
<td>• What are the &quot;pros and cons&quot; and consequences of each choice?</td>
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<td>• Is each choice safe? fair? workable?</td>
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<td></td>
<td>• How do I feel about each choice?</td>
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<td></td>
<td>• How may others feel about my choice/solution?</td>
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<tr>
<td>Make a decision.</td>
<td>• Which seems to be the best choice?</td>
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<td></td>
<td>• How do I feel, now that I've made my decision?</td>
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<tr>
<td>Reflect on your decision.</td>
<td>• What happened?</td>
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<tr>
<td></td>
<td>• How did others respond to my decision?</td>
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<td></td>
<td>• What did I learn?</td>
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<tr>
<td></td>
<td>• Did I make the best choice?</td>
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<tr>
<td></td>
<td>• What would I do next time?</td>
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</tbody>
</table>
Community Challenge

The Task
This task required students to analyse a given scenario that requires an understanding of the living skills needed in making informed decisions. The scenario concerned substance use and abuse (tobacco, alcohol, or drugs) among young teenagers in the community, and students were to write and design a brochure that was intended to help teenagers deal with the situation in the scenario. The brochures were to be used to assess the students’ knowledge of a decision-making model, their assertiveness skills, and their understanding of resources and support services related to that scenario.

Expectations
This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 8 in The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998. Note that the codes that follow the expectations relate to the Ministry of Education’s Curriculum Unit Planner (CD-ROM).

Students will:
1. identify local support groups and community organizations that provide information or services related to health and well-being (8p3);
2. 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 (8p5);
3. apply living skills in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs (8p12);
4. outline the possible negative consequences of substance use and abuse (8p16);
5. identify those school and community resources that are involved in education about substance use and abuse, and those involved in preventing and treating substance abuse (8p17);
6. apply the steps of a decision-making process to address age-specific situations related to personal health and well-being in which substance use or abuse is one of the factors (8p19).

Prior Knowledge and Skills
To complete the task, students were expected to have some experience with, or some knowledge and skills related to, the following:
• assertive behaviours and refusal skills
• a decision-making model
• effective communication skills
• issues concerning substance use and abuse
• development of a brochure
• relevant community resources and support services

For information on the process used to prepare students for the task and on the materials and equipment required, see the Teacher Package, reproduced on pages 158–166 of this document.
### Task Rubric – Healthy Living, Grade 8: Community Challenge

<table>
<thead>
<tr>
<th>Expectations*</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Understanding of Concepts</strong></td>
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<tr>
<td>The student:</td>
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<tr>
<td>1, 5</td>
<td>– demonstrates limited understanding of resources and support services related to substance use and abuse</td>
<td>– demonstrates some understanding of resources and support services related to substance use and abuse</td>
<td>– demonstrates considerable understanding of resources and support services related to substance use and abuse</td>
<td>– demonstrates thorough understanding of resources and support services related to substance use and abuse</td>
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<tr>
<td><strong>Active Participation</strong></td>
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<tr>
<td>The student:</td>
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<td></td>
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<tr>
<td>3, 4, 6</td>
<td>– applies living skills (e.g., assertiveness, refusal skills) in the brochure with limited effectiveness</td>
<td>– applies living skills (e.g., assertiveness, refusal skills) in the brochure with some effectiveness</td>
<td>– applies living skills (e.g., assertiveness, refusal skills) in the brochure with considerable effectiveness</td>
<td>– applies living skills (e.g., assertiveness, refusal skills) in the brochure with a high degree of effectiveness</td>
</tr>
<tr>
<td></td>
<td>– applies the steps required for decision making with limited effectiveness</td>
<td>– applies the steps required for decision making with some effectiveness</td>
<td>– applies the steps required for decision making with considerable effectiveness</td>
<td>– applies the steps required for decision making with a high degree of effectiveness</td>
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<tr>
<td></td>
<td>– describes the consequences of substance use and abuse with limited detail</td>
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<td>– describes the consequences of substance use and abuse with a high degree of detail</td>
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<tr>
<td><strong>Communication of Required Knowledge</strong></td>
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<tr>
<td>The student:</td>
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<tr>
<td>1, 2, 4</td>
<td>– makes limited use of appropriate terminology in the brochure to convey ideas</td>
<td>– makes some use of appropriate terminology in the brochure to convey ideas</td>
<td>– makes considerable use of appropriate terminology in the brochure to convey ideas</td>
<td>– makes extensive use of appropriate terminology in the brochure to convey ideas</td>
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</tbody>
</table>

*The expectations that correspond to the numbers given in this chart are listed on page 130.

*Note: This rubric does not include criteria for assessing student performance that falls below level 1.*
Community Challenge Level 1, Sample 1

Types of Drugs/Alcohol and their Side Effects.

Marijuana can make you see things and make everything weird, it can get you high.

Beer can get you drunk and if you drive home you can get in car accidents.

I don’t smoke.

Come on just try it. I know you will like it. Now do you know that. I will like it.

Assertiveness Check List.

Next time some one asks you to do something check the list.

Use “I” statements

Says No-thanks

Uses a strong voice

Positive and honest

Stand up for what you believe in
This is what a marijuana leaf looks like.

Real life situation

“Hey, want to try this? You will like it, come on.” What would you do if someone asked you this? Here are some comebacks.

- No Thanks,
- I don’t do drugs,
- I think I’m allergic.

These are some phone numbers you can call if you want help:

- Kids help phone
  1-800-668-6868

- (Web) // kidshelpsyringy.ca
  Child & Youth Centre

- Alcohol & Drug Services of

- Drug & Alcohol Registry of
  treatment (DART)
  1-860-355-8603
Teacher’s Notes

Understanding of Concepts
- The student demonstrates limited understanding of resources and support services related to substance use and abuse. The student identifies a few support services related to substance abuse and provides telephone numbers. However, he or she does not list any individuals in his or her community who could be of help (e.g., guidance counsellor, parents, teacher).

Active Participation
- The student applies living skills (e.g., assertiveness, refusal skills) in the brochure with limited effectiveness. The student provides an assertiveness checklist with several items, but only mentions one refusal skill (“Says No Thanks”). Also, the student does not relate his or her assertiveness skills to the scenario (e.g., “Next time some one asks you to do something check the list.”).
- The student applies the steps required for decision making with limited effectiveness. The student does not outline the steps of the decision-making model as required in the task (i.e., identify problem, evaluate options, make a decision, and reflect on decision). Rather, he or she moves directly from the scenario to recommend alternatives for responding (e.g., “Here are some come backs”).
- The student describes the consequences of substance use and abuse with limited detail. The student provides a few side effects of the use of marijuana (i.e., “Marijuana can make you See things and make everything weird, it can get you high.”). However, the student does not mention more serious consequences of the use of marijuana. He or she also loses focus and includes some consequences of drinking beer (i.e., “Beer can get you drunk and if you drive home you can get in car accidents.”).

Communication of Required Knowledge
- The student makes limited use of appropriate terminology in the brochure to convey ideas. The language of his or her brochure is informal and not appropriate for an informational brochure. The conversational tone used is not indicative of the language expected in a Grade 8 student’s writing assignment (e.g., “These are some phone numbers you can call if you want help.”).

Comments
The student has not responded to the specific elements of the assigned task. He or she does not identify the steps in a decision-making process, does not provide enough detail on the consequences of the use and abuse of marijuana, and only notes telephone numbers for a few support agencies. Overall, the informal presentation of information weakens the impact of the brochure.

Next Steps
In order to improve his or her performance, the student needs to:
- mention the people who can provide personal support;
- develop a more detailed scenario as a backdrop for the information to be provided in the brochure;
- establish a logical flow of topic and subtopics;
- include an outline of the decision-making model, as required;
- check his or her work to correct errors.
**Scenario**
Your at your friend Bobby’s 16’th birthday party. Right after his parents leave, he pulls out some joints and hands them around. Then he approaches you and says “Hey, give it a try, it’s great!” What do you do?

**Support**
- www.
- www.
- www.

**Marijuana, It’s more harmful then you think.**
Alternate choices
1. Say yes and look cool, but suffer consequences and get in trouble if caught
2. Say no and if you have good friends they will understand and you can’t get in trouble
3. Make up an excuse, but, you can’t run from your problems forever.

Consequences & Effects
Although smoking marijuana may relax you and give you a high, it has some dangerous long term health effects.

Marijuana can effect your brain and your memory and also upset your hormones and effect your sexuality.

Ways to help you say NO!!
- stand up straight
- remain calm
- steady speech
- maintains eye contact
- use a strong voice
- don’t use negative comments
Teacher’s Notes

Understanding of Concepts
- The student demonstrates limited understanding of resources and support services related to substance use and abuse. The student presents a list of a few relevant websites, and one source of support (i.e., websites). However, he or she does not include detailed contact information on services available to the students (e.g., counsellors, parents, and community resources with telephone numbers).

Active Participation
- The student applies living skills (e.g., assertiveness, refusal skills) in the brochure with limited effectiveness. The student includes brief assertive actions and refusal skills under the heading “Ways to help you say NO!” However, the information given is very general. Under the heading “Alternate choices,” the student includes refusal skills as part of decision making and points out the consequences of each action; however, he or she does not include enough details to produce an effective list of refusal skills (for example, a list consisting of saying no, making an excuse, changing the subject).
- The student applies the steps required for decision making with limited effectiveness. The student provides various choices for responding to the scenario. However, he or she does not define all the steps of a decision-making model (e.g., identifying the problem, making a decision, reflecting on the decision).
- The student describes the consequences of substance use and abuse with limited detail. The student lists the side effects of smoking marijuana (e.g., “Marijuana can effect your brain and your memory and also upset your hormones and effect your sexuality.”). However, these are limited and presented as a counterbalance to benefits (e.g., “Smoking marijuana may relax you and give you a high, …”).

Communication of Required Knowledge
- The student makes limited use of appropriate terminology in the brochure to convey ideas. The student uses very few words to communicate the message (e.g., “Marijuana, it’s more harmful then you think.”). He or she identifies that smoking marijuana has positive and negative effects, but the negative effects listed do not have enough impact to be a deterrent to teenagers.

Comments
The student applies a rudimentary decision-making model to the scenario. He or she does not provide adequate examples of the application of living skills and lists only websites as sources of support. The student provides a brief section on the consequences and effects of the use of marijuana; however, the information is incomplete and confused.

Next Steps
In order to improve his or her performance, the student needs to:
- provide a more detailed list of resources and support services, including telephone numbers and local/community services;
- apply the steps of the decision-making model;
- review the range of social, legal, and economic consequences of marijuana use as well as the effects on a user’s health;
- provide more detail in the brochure;
- check his or her work to correct errors in spelling and grammar.
Community Challenge Level 2, Sample 1

**Consequences**

**Drugs:**
- Brain damage
- Memory loss
- Criminal Record

**Smoking:**
- Loss of athletic skill
- Loss of lung capacity
- Yellow teeth

**Alcohol:**
- Personality changes
- Drunkenness
- Loss of balance

**Support**

**A.I.D.S./Sexually Transmitted Diseases:**
- 1-800 (counselling, info, referral)
- Health Unit
- HIV Test Center

**Alcohol/Drug Abuse:**
- Addiction Research Foundation
- Support for teens in risky families
- Alcoholics Anonymous (counselling/support)
- Substance Abuse Treatment
- Hope (Women's Recovery House)
- Community Alcohol/Drug Assessment Program
- The Drug Helpline
- Recovery Home

**Birth Control:**
- Health Unit
- Programs - Family Services
- Child and Youth Services
- Child & Youth Services
- Children's Aid Society

**Dental Emergency:**
- Health Unit
- Dentist's Help Phone (24 hr)

**Legal Advice:**
- Community Legal Clinics

**Ontario Provincial Police (24 hr)**
- OPP (Emergency Services In-City Police)
- Police Information Centre

**Pregnancy:**
- Crisis Pregnancy Centre
- Health Unit
- Women's Health Centre
- Search and Rescue

**City Police (Inquiries):**
- Sexual Assault: Helpline (24 hr)
- Hospitals: Sexual Assault Care Centre
- Soup Kitchen

**Substance Use and Abuse**

[Image of no smoking symbol with a skull and crossbones]
Identify

Brain Storm

Evaluate

Act

Reflect

Ways to say NO!

1. No Thanks.

2. Give a Reason.

3. Repeat NO over and over.

Scenario

You have gone to a party where there wasn't supposed to be any beer but someone has started handing out beer to everyone. You are confronted with the question of what do you do? Look at bottom a. Say No for answers.

a. Take It

b. Give Them Lip

If your mother ever figure out...

Answer: It's a Yonker.
**Teacher’s Notes**

**Understanding of Concepts**
- The student demonstrates some understanding of resources and support services related to substance use and abuse. The student includes a copy of a section from a telephone listing of some of the resources and support services for “Alcohol/Drug Abuse”. However, the list also includes names and telephone numbers of many agencies that do not deal with the use and abuse of beer as identified in the scenario (e.g., agencies dealing with AIDS and birth control).

**Active Participation**
- The student applies living skills (e.g., assertiveness, refusal skills) in the brochure with some effectiveness. The student provides some refusal techniques appropriate to the scenario (e.g., “1. No Thanks. 2. Give a Reason. 3. Repeat NO over and over.”), and recommends saying no in his or her “Scenerio”. However, he or she does not include assertive behaviours such as looking someone in the eye and remaining calm.
- The student applies the steps required for decision making with some effectiveness. The student lists steps in an effective decision-making model (e.g., “Identify Brainstorm Evaluate Act Reflect”). However, he or she does not add details or apply them to the scenario.
- The student describes the consequences of substance use and abuse with some detail. The student identifies some consequences of drug use, smoking, and alcohol abuse, showing some understanding of the social and health impact (e.g., “Criminal Record”, “loss of athlatic skill”, “Personality changes”).

**Communication of Required Knowledge**
- The student makes some use of appropriate terminology in the brochure to convey ideas. The student uses terminology in comic-strip balloon-style statements appropriate to the content, and the result is moderately effective. However, the lack of concept development lessens the impact of the message.

**Comments**

The student lists some general consequences of using drugs, of smoking, and of drinking alcohol. Through a visual format, he or she presents some aspects of the assertiveness and refusal skills required for an effective response to the scenario presented. Overall, the student’s brochure demonstrates an awareness of the complexity of the situation and coping techniques; however, the graphic presentation provides minimal details.

**Next Steps**

In order to improve his or her performance, the student needs to:
- expand the list of support services with additional ones specific to the topic of drinking beer;
- enhance the living skills element through the addition of a list of assertive behaviours;
- add examples or details appropriate to the scenario in the decision-making model;
- include more detail on the social, legal, and economic consequences of under-age drinking;
- check his or her work to correct errors in spelling and grammar.
Drugs

Scenario
Your at home and your bored so you call up your friend and ask him/her to come over. And after a few minutes your friend takes out a joint from their bag. Then started to smoke it. After a few puffs he hands it to you. What do you do?

Your Alternatives
1. You take the joint and start smoking it
   Pros: you get high and start acting moody.
   Cons: you caught by

2. Say no thanks
   Pros: your not going to get caught
   Cons: Your friend may still pressure you to smoke it.

3. You ask your friend to leave
   Pros: The joint is out of the house and So is your friend.
   Cons: Your friend may be mad for awhile but if he/she is your friend they won’t say mad.
Need Help?
Need someone to talk to?
Need information?

- sources of support
- centre of addiction mental health
  π 1-800-
- counselling
  π1-
- information@

Living Skills

- Stands up straight
- Remains calm
- Is firm and in control- not aggressive
  - Has steady, well-paced speech
- Is positive and honest
- I pleasant, but has firm facial expression
- uses strong voice
- maintains eye contact

Consequences

Social consequence
- do things you wouldn’t regularly do
- talk a lot

Health

Consequences
- Bad teeth
- reflexes are slow
- heart rate
- can’t sleep and many more
Teacher’s Notes

Understanding of Concepts
- The student demonstrates some understanding of resources and support services related to substance use and abuse. The student identifies some sources of support, including a website and telephone numbers within the local community. However, he or she does not provide a wide variety of sources and does not provide support services directly related to the use of cannabis (e.g., school resources such as teachers and counsellors).

Active Participation
- The student applies living skills (e.g., assertiveness, refusal skills) in the brochure with some effectiveness. The student lists some assertive actions (e.g., “Is firm and in control – not aggressive”, “has firm facial expression”, “maintains eye contact”). However, he or she does not suggest any refusal skills.
- The student applies the steps required for decision making with some effectiveness. The student offers specific alternatives, each with “Pro” and “Con” statements. However, he or she does not identify a formal decision-making model.
- The student describes the consequences of substance use and abuse with some detail. The student lists some social consequences (e.g., “talk a lot”) and some effects on health (e.g., “reflexes are slow”, “can’t sleep”). However, the lists lack information on the legal implications of using cannabis.

Communication of Required Knowledge
- The student makes some use of appropriate terminology in the brochure to convey ideas. The student uses some appropriate terminology (e.g., “not aggressive”, “consequences”, “Alternatives”, “pressure”). However, he or she does not use the terms “cannabis” or “marijuana”, but only refers to the drug by the popular term “joint”.

Comments
The student includes each of the elements required in the task; however, some errors and omissions detract from the scope and overall aim of the brochure. He or she does include health and social consequences of drugs in general, but the material presents facts that are not specific to the problem of smoking cannabis dealt with in the scenario. The approach used in outlining the pros and cons of the alternatives overlooks some steps of the formal decision-making model.

Next Steps
In order to improve his or her performance, the student needs to:
- add more community- and school-based support services;
- incorporate refusal skills as part of the living-skills strategies;
- use an effective decision-making model in direct response to the scenario;
- relate the social and health consequences directly to cannabis;
- edit his or her work to correct errors in sentence structure, grammar, and spelling.
The Ontario Curriculum – Exemplars, Grades 2, 4, 6, and 8: Health and Physical Education

Community Challenge Level 3, Sample 1

Physical Consequences

Short Term
- Alcohol poisoning
- Slow reactions
- Poor judgment and physical co-ordination
- Blurred vision, nausea, vomiting
- Frequent urination

Long Term
- Liver damage
- Alcoholism
- Inflammation of the stomach
- Weakening of the heart muscle
- Cancers of the esophagus, mouth, liver; possible cause of breast cancer
- Loss of brain cells

STOP

Before you get addicted.

Preventing Alcohol Use
Say No!
Here are 10 tips to turn down alcohol

- Stand up straight
- Remain calm
- Stand up for what you believe is right
- Say, “No thank you!”
- Maintain eye contact
- Don’t hesitate to express your feelings or beliefs
- Use a direct approach when stating your beliefs
- Does not use negative or abusive comments
- Stay firm and in control
- Have steady, well-paced speech

Getting Help
You can talk to...
- Kids help phone
  1-800-668-6868
- Guidance counselor
- Family doctor
You can also visit...
- www
- www
- www
- www

What Would You Do?
Your best friend invites you over to her house while she’s baby sitting her younger brothers. After they are asleep, she takes out two glasses. You suspect that there is alcohol in them and you don’t want to drink it. After reading the look on your face she says, “What’s the big deal? One drink isn’t going to kill you. And it will help you relax.” What would you do?

Here are some steps to help you make good decisions

Step 1: What is the problem?
  e.g.- Your pressured to drink at a party.

Step 2: What are the options?
  e.g.- Make an excuse
  - Take the drink
  - Say “No”

Step 3: Evaluate all alternatives or consequences.
  e.g.- Make an excuse good
  - Take the drink bad
  - Say “No” good

Step 4: Make a decision.
  e.g.- Say “No”

Step 5: Reflect on your decision.
  e.g.- Didn’t have to drink it
  - Parents weren’t mad
  - Won’t get addicted
Teacher’s Notes

Understanding of Concepts
– The student demonstrates considerable understanding of resources and support services related to substance use and abuse. The student suggests support persons (e.g., “Guidance counselor”, “Family doctor”), the Kids Help phone, and several websites that the reader might contact. However, not all the websites are on topic.

Active Participation
– The student applies living skills (e.g., assertiveness, refusal skills) in the brochure with considerable effectiveness. Under the heading “Say No!”, the student encourages the readers to be assertive and use refusal skills to express their responsible choices for themselves. The student sets out many clear tips that provide suggested responses to the scenario titled “What Would You Do?” (e.g., “Use a direct approach when stating your beliefs” and “Say, ‘No thank you!’”).
– The student applies the steps required for decision making with considerable effectiveness. The student provides an accurate description of all steps in the decision-making process. With each step, the student provides an example directly related to the scenario (e.g., “Step 1 – What is the problem? e.g., – Your pressured to drink at a party.”).
– The student describes the consequences of substance use and abuse with considerable detail. Under the heading “Physical Consequences”, the student categorizes the consequences appropriately into the short-term and long-term effects of alcohol use and abuse, providing specific examples (e.g., short term: “Poor judgment and physical co-ordination”; long term: “Cancers of the esophagus, mouth, liver; possible cause of breast cancer”).

Communication of Required Knowledge
– The student makes considerable use of appropriate terminology in the brochure to convey ideas. The student uses succinct language in setting out the decision-making process on the third inner panel, and uses medical/scientific terminology effectively (e.g., “Blurred vision, nausea”, “Frequent urination”, “Alcoholism”).

Comments
The student effectively includes in the brochure all the elements specified in the task. He or she also organizes the information in a user-friendly format appropriate for the intended audience. The graphics relate to the topic and enhance the message about the need to educate teenagers on the consequences of substance use and abuse. The layout of text and graphics in the brochure is also appealing and enhances the reader’s understanding of the overall message.

Next Steps
In order to improve his or her performance, the student needs to:
• list more appropriate community telephone numbers relevant to the scenario;
• try to relate the information on consequences directly to the scenario;
• proofread his or her work carefully to ensure consistent use of language conventions.
Drugs are any substance which when ingested, inhaled, absorbed, or injected changes the way the mind or body functions.

1. Hallucinogens - alter mood, thoughts and senses
   - Magic mushrooms
   - LSD (acid)
   - Ecstasy

2. Depressants - slow down your central nervous system (less conscious, relax muscles)
   - Heroin
   - Alcohol
   - Sleeping pills
   - Gasoline

3. Stimulants - speed up your central nervous system (high heart rate, high blood pressure)
   - Steroids
   - Ritalin (those not prescribed for)
   - Cocaine
   - Nicotine

Real Life Scenario
You have been best friends with Becky for 8 years. In grade 7, she moves away and you go visit her on the weekends. She tells you about her new friends, and lately when you go to her house she and her room small like smokes. And when ever you go over she says not to mind the smell it is just the new furnace. You suspect she is smoking, but you don’t feel comfortable asking her if she does. What should you do?

Healthy Steps To Decision Making
1. Evaluate the situation - What is the problem?
2. What are the options or alternatives?
3. Evaluate the options or alternatives.
4. Pick one - Make a plan - Make a decision.
5. Carry out the plan - execute it.
6. Reflect on your decision - Was it the right chose?

Always Remember
When making an important decision:
- Stand up straight
- Remain calm
- Don’t hesitate when talking
- Don’t be aggressive
- Talk with a steady voice
- Be honest
- Don’t mumble
- Don’t be rude
- Use a strong voice
- Don’t slouch
- Look the person in the eyes
- Use “I” statements
- Stand up for your beliefs
- Don’t “beat around the bush”
- Say “No, thank you!”
- Make up your mind
- Don’t be misleading

If you don’t feel comfortable saying NO...
**Teacher’s Notes**

**Understanding of Concepts**
- The student demonstrates considerable understanding of resources and support services related to substance use and abuse. The student lists provincial and local community resources relevant to the scenario on the back page of the brochure. The list includes a variety of provincial agencies (e.g., Drug & Alcohol Registry for Treatment), specific local agencies (e.g., the local “Addiction Services”) and their contact information, including websites. The student offers a variety of community and provincial sources of support in his/her endeavour to educate the audience.

**Active Participation**
- The student applies living skills (e.g., assertiveness, refusal skills) in the brochure with considerable effectiveness. The student identifies numerous ways in which readers can express a decision assertively (e.g., “Don’t hesitate when talking”, “Use ‘I’ statements”).
- The student applies the steps required for decision making with considerable effectiveness. The student outlines six “Healthy Steps to Decision Making” that readers can follow to decide on a course of action regarding substance use and abuse. In addition to the five steps set out in the exemplar task, the student has provided the readers with an additional step (i.e., “5. Carry out the plan – execute it.”).
- The student describes the consequences of substance use and abuse with considerable detail. The student’s information panels in the brochure effectively support his or her broad perspective on drugs and on reasons people use and abuse the wide variety of substances available. However, the student lists a variety of negative consequences of drinking (e.g., “Fetal alcohol syndrome (pregnant women)”) and drugs (e.g., “Alters body’s natural functions”), but not expressly of smoking, on which the scenario is focused.

**Communication of Required Knowledge**
- The student makes considerable use of appropriate terminology in the brochure to convey ideas. The student provides a definition of drugs and three different categories of drugs, with precise examples (e.g., “(1) hallucinogens – alters mood, thoughts and senses: Magic mushrooms, LSD (acid), Ecstasy”).

**Comments**
The student demonstrates considerable skill in organizing and presenting current information about substance use and abuse. He or she has prepared an appealing layout of the various elements of the brochure (e.g., title panel, description of the scenario, advice on decision making, sources of support) and presents the information in a logical order for practical use.

**Next Steps**
In order to improve his or her performance, the student needs to:
- relate the consequences of drug use and abuse directly to the scenario about smoking;
- communicate clear examples of the steps involved in the decision-making model;
- check his or her work carefully to correct errors in the use of language conventions, such as capitalization, and in sentence structure.
Community Challenge  Level 4, Sample 1

Note: This student provided a brochure of eight pages with a hard cover. The inside of the front cover (“B”) was blank.
Refusal Skills

Options...

What will you do?

Your boyfriend: Start to have second thoughts, but you don’t want to lose
takes one, then passes one to you. After your first beer, you
boyfriend bought a case of beer to drown up the evening. Your boyfriend
when you arrive, you discover that his older brother has
You are invited over to watch movies on Saturday night.
Your boyfriend’s parents are away for the weekend.
You are 15 years old.

A Scenario...
The Ontario Curriculum - Exemplars, Grades 2, 4, 6, and 8, Health and Physical Education

Decision Making Process

If your friend is doing it, they may make it as an adult. Further, if you do this, you will probably be more comfortable yourself.

When you are suspicious, if the person could have wanted the alcohol, it is better to return your alcohol. The person will realize that you are serious and not interested.

If the person finds out, it isn’t true it could cause some relationship problems. You can back up your request with a legitimate reason.

The person might think you’re a “party pooper.” The person knows you mean it and will be less likely to ask again.
Grade 8 – Healthy Living

Effects of Alcohol

Consequences of Drinking

Remind... for cone...
Teacher's Notes

Understanding of Concepts
- The student demonstrates thorough understanding of resources and support services related to substance use and abuse. The student's brochure lists contact information for support services in the community. The student provides relevant telephone numbers (e.g., “Alcoholics Anonymous”, “Youth Alcohol and Drug Community Action”) and website addresses (e.g., “Health Canada – Youth Page”).

Active Participation
- The student applies living skills (e.g., assertiveness, refusal skills) in the brochure with a high degree of effectiveness. The student lists various refusal skills that are appropriate for the intended audience (e.g., “Remove yourself from the situation”) and assertiveness skills (e.g., “Be positive and honest”, “Use a strong voice and remain calm”) that the reader can readily understand and apply in a variety of scenarios.
- The student applies the steps required for decision making with a high degree of effectiveness. The student thoroughly describes a decision-making model. He or she also identifies various options for the reader and provides a list of possible decisions with pros and cons for each option, thus linking options and decisions. The student also provides a thorough discussion of consequences of drinking alcohol, but does not integrate this material with the discussion of the decision-making process.
- The student describes the consequences of substance use and abuse with a high degree of detail. The student outlines the consequences and effects of drinking alcohol. These are well researched, coherent, and persuasive. He or she identifies long-term effects (e.g., “damages liver, heart, and brain”) and short-term effects (e.g., “depresses central nervous system”). The student’s introduction to the bulleted lists of effects and consequences touches on beliefs about why teenagers use and abuse alcohol; it goes on to discuss the importance of assertiveness training in a strong and convincing manner. He or she is highly effective in connecting this information to the social consequences that alcohol may have on teenagers’ lives (e.g., “impaired judgement”, “family and friend relationship changes”).

Communication of Required Knowledge
- The student makes extensive use of appropriate terminology in the brochure to convey ideas. The terminology used throughout the brochure guides the readers towards a comprehensive understanding of the consequences of their decisions with regard to substance use and abuse. Use of clear and effective vocabulary is evident in the student’s descriptive writing (e.g., “Assertiveness is an important skill to possess because it can keep you out of potentially dangerous situations and help you to feel more comfortable in refusing.”).

Comments
The student’s brochure is an outstanding demonstration of his or her achievement of the curriculum expectations in all categories of knowledge and skills. The student’s writing shows insight into the social context of teenage peers, and clearly outlines ways of resisting peer influences. He or she makes relevant connections between the scenario and the elements of decision making, and provides appropriate and detailed information to help someone make a decision. In addition, the student has made the brochure more appealing to the intended audience through the use of graphics and effective layout.

Next Steps
In order to improve his or her performance, the student needs to:
- integrate the information on consequences of drinking alcohol with discussion of the decision-making process.
Assertive!

Take this quick quiz to show how assertive you are!

You are at a party and some of your friends are doing drugs.
You don't want any! You...
(Circle Yes or No)

Remain Calm Yes No

Are Positive And Honest Yes No

Stand Up Straight Yes No

Are Not Aggressive Yes No

Have A Well Paced Speech Yes No

Say statements like Yes No
“i think, i feel…”

Stand Up For What Yes No
You Believe In

Mostly Yes- You know how to stand up for yourself and express yourself.
Mostly No- Peer pressure is hard for you. Talk to a parent,
Guardian or call any “Help Phones.”
(listed on back)

Need Help?

Contact...

Kids Help Phone
1-800-688-6868

Child and Youth Centre
1-

www.on.ca

Alcohol and Drug Services
1-

www.on.ca

Alcoholics Anonymous
1-

www.on.ca

Drug and Alcohol Registry of Treatment
1-800-565-8603

www.dart.on.ca

Why Me?

You’re Not Alone!

How To Say “No!” To Substance Use And Abuse...
Scenario
Your birthday was yesterday so your friends decided to throw you a party at their house. When everyone got there your best friend’s brother and some of his friends were doing drugs. They were passing it around to everyone. You don’t want it. What do you do?

Problem
You are being offered drugs that you don’t want at your Birthday Party. You don’t know how to say no.

Choices

<table>
<thead>
<tr>
<th>Option</th>
<th>Pros.</th>
<th>Cons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You quietly leave</td>
<td>-you don’t do drug</td>
<td>-you don’t have party with friends</td>
</tr>
<tr>
<td>without anyone</td>
<td>-you can have a party at home</td>
<td>-they might call you to come back</td>
</tr>
<tr>
<td>knowing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take the drugs</td>
<td>-you are doing what everyone else is doing</td>
<td>-may do things you can’t remember</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-get caught</td>
</tr>
<tr>
<td>When it is passed</td>
<td>-people know your choice clearly</td>
<td>-they might pressure you more</td>
</tr>
<tr>
<td>to you, say “No”</td>
<td>-you don’t do drug</td>
<td></td>
</tr>
<tr>
<td>thanks!”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Solution
Out of the choices, what would be the best answer? It might be wise to try the third choice first. People will hopefully understand that you would like to stay drug free. It is assertive and being assertive will help you! If that choice doesn’t work, go with the first one.

We Learned...
That being assertive works! People will take things seriously, if you are serious! It is important to show your feelings maturely and be strong. If people try and pressure you leave because you obviously are not having fun!

Did You Know
That... 80% of teens that use assertive skills get results!
Teacher’s Notes

Understanding of Concepts
- The student demonstrates thorough understanding of resources and support services related to substance use and abuse. The student gives a detailed list of sources of support that are relevant to substance use and abuse, including website addresses and telephone numbers for each source.

Active Participation
- The student applies living skills (e.g., assertiveness, refusal skills) in the brochure with a high degree of effectiveness. The student uses a creative and appealing format to present assertiveness skills to the intended audience. He or she includes a well-conceived quiz to help readers relate the assertiveness skills discussed in the brochure to their own real-life situations (e.g., “Stand Up For What You Believe In – Yes No”).
- The student applies the steps required for decision making with a high degree of effectiveness. The student masterfully integrates information and decision-making steps. He or she guides the reader through the decision-making process clearly and logically one step at a time, identifying options, pros and cons, and a solution.
- The student describes the consequences of substance use and abuse with a high degree of detail. All the facts presented in the “Choices” step of the decision-making process assist the reader in making an informed decision. Although consequences for each option are clearly presented, they are almost all social consequences (e.g., “they might pressure you more”, “people know your choice clearly”) rather than harmful physical effects.

Communication of Required Knowledge
- The student makes extensive use of appropriate terminology in the brochure to convey ideas. The student uses language in a vivid and concise manner that makes the brochure fast-paced and appealing to the intended audience. He or she uses effective headings to orient the reader at each step (e.g., “Problem”, “Choices”, “Solution”), and within each section expresses the ideas clearly and directly (e.g., “Solution: Out of the choices, what would be the best answer? It might be wise to try the third choice first.”).

Comments
The student has produced an effective and creative brochure. He or she presents all the required elements in a logical sequence, thus making clear the connection between the scenario and each step of the decision-making process. The writing is concise, focused, and interesting, and the layout is imaginative.

Next Steps
In order to improve his or her performance, the student needs to:
- provide more information on various possible consequences of substance use and abuse;
- proofread to eliminate occasional errors in grammar and spelling.
Title: Community Challenge

Time Requirement: 290–350 minutes (over several class periods)

Introductory activities
• Pre-task 1: 60–80 minutes
• Pre-task 2: 30–50 minutes
• Pre-task 3: 80–100 minutes

Exemplar task
• 120 minutes (2 periods)

Description of the Task
This task requires students to analyse a given scenario that requires an understanding of the living skills needed in making informed decisions. The students will identify resources and support services related to that scenario. The responses will be used to assess the students’ knowledge of a decision-making model, their assertiveness skills, and their understanding of resources and support services.

Concepts central to this task are the following:
• Life experiences often require that people make choices by evaluating the pros and cons of each possible course of action.
• The living skills of communication, goal setting, problem solving, refusal, and decision making help people make informed decisions.
• There is a range of resources and support services available for students.

Note: Material in the exemplar task and the pre-tasks has been adapted, with permission, from Ontario Health and Physical Education Curriculum Support: Grade 8, Ontario Physical and Health Education Association (OPHEA), 2000.
Student Scenario

Present the following scenario and instructions to the students:

Recent studies have shown that there has been an increase in substance use and abuse among young teenagers, which is of some concern to your community. Community members feel that there is a need to educate young teenagers about the consequences of substance use and abuse.

In response to your community’s concerns, your local health unit has sponsored a design challenge to write and design a brochure that will help teenagers apply assertiveness skills to a real-life scenario dealing with substance use and abuse (tobacco, alcohol, or drugs). You have been chosen to participate in this challenge.

The brochure must include the following:

• a title panel or cover that clearly defines the purpose of the brochure
• a description of a scenario dealing with substance use and abuse
• an application of living skills that a teenager might use
• a list of resources and support services available to teenagers
• an outline of the steps of a decision-making model that a teenager could apply to the scenario, highlighting the negative consequences of substance use and abuse

Curriculum Expectations Addressed in the Task

This task gives students the opportunity to demonstrate their achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 8 in The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998. Note that the codes that follow the expectations relate to the Ministry of Education’s Curriculum Unit Planner (CD-ROM).

Students will:
1. identify local support groups and community organizations that provide information or services related to health and well-being (8p3);
2. 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 (8p5);
3. apply living skills in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs (8p12);
4. outline the possible negative consequences of substance use and abuse (8p16);
5. identify those school and community resources that are involved in education about substance use and abuse, and those involved in preventing and treating substance abuse (8p17);
6. apply the steps of a decision-making process to address age-specific situations related to personal health and well-being in which substance use or abuse is one of the factors (8p19).
Teacher Instructions

Prior Knowledge and Skills Required
To complete the task, students should have some experience with, or some knowledge and skills related to, the following:

- assertive behaviours and refusal skills
- a decision-making model
- effective communication skills
- issues concerning substance use and abuse
- development of a brochure
- relevant community resources and support services

Assessment and Evaluation
The rubric* provided with this exemplar task is to be used to assess students’ work. The rubric is based on the achievement levels outlined on page 9 of The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998.

Introduce the rubric to the students at the beginning of the exemplar task. Review the rubric with the students to ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students’ work should be reviewed in relation to the criteria outlined in the rubric.

Accommodations
Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Safety Considerations
Note: The sensitive nature of this topic may lead to various disclosures. Be aware of your school board’s policies on safety in school, child abuse prevention, and harassment.

Materials and Resources Required
Students should be provided with the following:

- masking tape
- writing and drawing materials
- white paper (8 1/2” x 11”; 21.5 cm x 28 cm)
- Internet access (for information about brochures)

*The rubric is reproduced on page 131 of this document.
Task Instructions

Introductory Activities
The pre-tasks are designed to review and reinforce the skills and concepts that students will use in the exemplar task.

Pre-task 1: Being Assertive (60–80 minutes)
1. Present the student scenario to the students. Explain that the pre-tasks will help them develop their brochures.
2. Discuss assertiveness skills and ways in which students should respond to difficult situations.
3. Photocopy Appendix 1B. Cut into cards the individual squares containing examples of assertive and non-assertive behaviours.
4. Place students in groups of four or five, and give each group a set of cards, as well as masking tape for affixing the cards on the board or on chart paper.
5. Ask the students in each group to discuss the behaviours on the cards and to categorize them under the headings “Assertive Behaviour” and “Non-assertive Behaviour”. Have each group choose one student to state the reasons for the categorization. Provide assistance or feedback when necessary, using the Teacher’s Answer Sheet in Appendix 1A.
6. Provide students with copies of Appendix 2. This appendix contains several “scenarios” that describe a difficult situation in which a student needs to be assertive. Have the students choose one scenario and describe an appropriate strategy to respond assertively to the situation.

Pre-task 2: Developing Responses (30–50 minutes)
1. With the class, make a list on the board or on chart paper of some of the “lines” that someone might use to try to get others to do things they may not want to do. For example:
   - “Come on, everyone is doing it.”
   - “If you won’t have a smoke with me, then I don’t want to hang out.”
   - “It’s just part of growing up. We drank before, what’s the problem now?”
   - “Don’t you want to try it to see what it’s like?”
   - “Come on, just have a drink, you wimp. A lot of your friends are doing it.”
This activity will help students recognize these lines and give them practice in responding assertively to them.
2. After reading a line that might be used to put pressure on another person, ask students to suggest ways to respond with “No”. (Television or music lyrics may be a reference point for starting the discussion.) For example, a response to the line “Come on, everyone is doing it” could be “Well, I’m not everyone – I’m me. Besides, I don’t believe everyone is doing it. I think it’s a lot of talk.”
Pre-task 3: Decision-Making Model (80–100 minutes)

1. On chart paper or on the board, review the five steps of a decision-making model (see Appendix 3) or use a decision-making model that has already been taught in class. Using one of the scenarios from pre-task 1, demonstrate the application of all five steps to the students.

2. Divide the class into groups of three or four students, and have each group select one of the other scenarios and apply the decision-making model to the situation.

3. Ask the groups to identify the relevant resources and support services when solving the problem posed by their scenario.

4. Have each group share their responses with the class.

Exemplar Task (120 minutes or two periods)

1. Review the description of the task in the student scenario with the students.

2. Discuss the rubric with the students.

3. Review the characteristics of an effective brochure (e.g., it has an eye-catching design, it is informative, the print is clear, and the pictures catch one’s attention).

4. Make sure the students have the necessary materials, as well as the resources used in the pre-tasks, to create and assemble their brochure.

5. Remind students to work independently.
## Appendix 1A: Identifying Assertive Behaviour Exercise

*Teacher’s Answer Sheet*

<table>
<thead>
<tr>
<th>Assertive Behaviour</th>
<th>Non-assertive Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stands up straight</td>
<td>Slouches and has poor posture</td>
</tr>
<tr>
<td>Maintains eye contact</td>
<td>Has downcast eyes</td>
</tr>
<tr>
<td>Is pleasant, but has firm facial expression</td>
<td>Has a quivering lip; cries; has a nervous tic</td>
</tr>
<tr>
<td>Uses a strong voice</td>
<td>Speaks in a voice that is barely audible; mumbles</td>
</tr>
<tr>
<td>Does not use negative or abusive comments</td>
<td>Does not respond directly to others; uses evasive comments; agrees with everything others say</td>
</tr>
<tr>
<td>Remains calm</td>
<td>Shakes</td>
</tr>
<tr>
<td>Does not hesitate to express feelings or beliefs</td>
<td>Hesitates to say what he or she means</td>
</tr>
<tr>
<td>Stands up for what he or she believes is right</td>
<td>Has trouble making up his or her mind</td>
</tr>
<tr>
<td>Is positive and honest</td>
<td>Agrees with others’ opinions</td>
</tr>
<tr>
<td>Uses a direct approach when stating his or her beliefs</td>
<td>“Beats around the bush”</td>
</tr>
<tr>
<td>Is firm and in control, not aggressive</td>
<td>Shows passive behaviour</td>
</tr>
<tr>
<td>Says “No, thank you!”</td>
<td>Says “Well, maybe . . .”</td>
</tr>
<tr>
<td>Uses “I” statements (“I think . . .”, “I feel . . .”)</td>
<td></td>
</tr>
<tr>
<td>Has steady, well-paced speech</td>
<td>Has fast, nervous speech</td>
</tr>
</tbody>
</table>
# Appendix 1B: Exercise on Identifying Assertive Behaviour

Photocopy the following squares and distribute them as cards to the students (see under “Pre-task 1”, on page 161, for detailed instructions).

<table>
<thead>
<tr>
<th>Stands up straight</th>
<th>Uses a strong voice</th>
<th>Shows passive behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remains calm</td>
<td>Has downcast eyes</td>
<td>“Beats around the bush”</td>
</tr>
<tr>
<td>Hesitates to say what he or she means</td>
<td>Slouches and has poor posture</td>
<td>Says “No, thank you!”</td>
</tr>
<tr>
<td>Is firm and in control, not aggressive</td>
<td>Shakes</td>
<td>Maintains eye contact</td>
</tr>
<tr>
<td>Has steady, well-paced speech</td>
<td>Has a quivering lip; cries; has a nervous tic</td>
<td>Has trouble making up his or her mind</td>
</tr>
<tr>
<td>Is positive and honest</td>
<td>Says “Well, maybe …”</td>
<td>Has fast, nervous speech</td>
</tr>
<tr>
<td>Speaks in a voice that is barely audible; mumbles</td>
<td>Uses “I” statements (“I think…”, “I feel…”)</td>
<td>Agrees with others’ opinions</td>
</tr>
<tr>
<td>Is pleasant, but has firm facial expression</td>
<td>Uses a direct approach when stating his or her beliefs</td>
<td>Does not respond directly to others; uses evasive comments; agrees with everything others say</td>
</tr>
<tr>
<td>Does not use negative or abusive comments</td>
<td>Stands up for what he or she believes is right</td>
<td>Does not hesitate to express feelings or beliefs</td>
</tr>
</tbody>
</table>
Appendix 2: Scenarios Involving Substance Use and Abuse

Sharon takes you to a party at her friend’s house. There are some girls there that you do not recognize. One reaches into her purse and pulls out some “joints”. Before you know it, the girls are smoking a joint and passing it around. No one has refused it when one girl hands you the joint and says, “Hey, have a toke and relax.” What will you do?

Your friend Dharmesh invites you over to his place while he babysits his younger brother and sister. His parents are working late. After his brother and sister fall asleep, he gets drinks for both of you. You suspect that he probably put alcohol in both glasses. You don’t want to drink. After reading the look on your face, he says, “What’s the big deal? One drink isn’t going to kill you. Besides it’ll help you relax.” What will you do?

You and the new kid at school are the last two students in the change room after basketball practice after school. While the two of you are packing up, he pulls out a cigarette and lights it up. You are feeling really uncomfortable when he says, “You have a great outside shot. Hey, you want a drag of my smoke.” What will you do?

You play on a city hockey team. Throughout the season, you have noticed that one of your teammates has become bigger, stronger, and more muscular. One day after practice, you hear him telling another teammate about taking steroids and how that has given him such an edge on the ice. He sees you and approaches you about taking steroids, telling you it can improve your game. What will you do?
Appendix 3: A Decision-Making Model

Steps to Follow

1. Define the problem. In doing so, ask yourself how each person feels and try to describe each person’s point of view.

2. Identify some options or alternatives as possible courses of action.

3. Identify two possible consequences (pro and con) for each option or alternative, and use them to evaluate the option or alternative.

4. Make a decision.

5. Reflect on your decision.
The Ministry of Education wishes to acknowledge the contributions of the many individuals, groups, and organizations that participated in the development and refinement of this resource document.
The Ontario Curriculum – Exemplars
Grades 2, 4, 6, and 8

Health and Physical Education

Samples of Student Work: A Resource for Teachers

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