



TOY talk

TUESDAY

Brought to you by the Teacher of the Year Partner Network



Assessments



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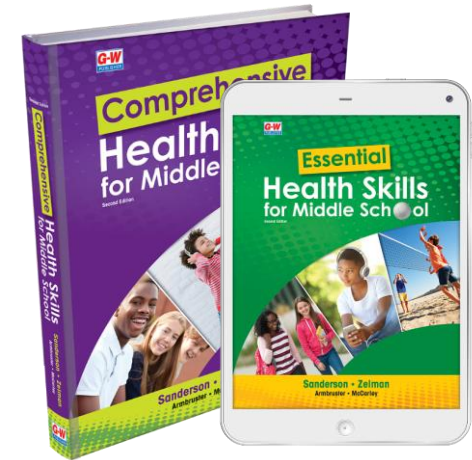
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Differentiate by Learning Style

Chapter 9

Name _____ Date _____ Period _____

Vaping Awareness Performance Task

Imagine that the use of vaping devices is on the rise at your school. The unexpected hospitalization of a classmate due to vaping has shocked the students at your school. Raise awareness for the harmful effects of vaping by creating a product to educate students at your school with the goal of decreasing vaping and encouraging a tobacco-free life. Choose one product to complete from the Project Choice Board below. Read the requirements for completing the project and then create your product.

Project Choice Board		
Design an anti-vaping poster	Organize a campaign	Create a video public service announcement
Design flyers to post around school	Student choice (get teacher approval)	Write an influential social media post with images
Create an electronic presentation using the software of your choice to present to another class	Organize a walk/event for students at your school	Write an opinion or editorial article for the school newspaper or website

Requirements

Include the following information from Chapter 9 in your product:

- Three or more factors that cause teens to try vaping
- Three health effects of vaping
- Three mental consequences of vaping
- Three social consequences of vaping
- Two legal consequences of vaping
- Four methods to prevent vaping
- Three tips for treating a nicotine addiction (if a person currently vapes)

Differentiate Skill Practice

Desserts (Choose one to complete with a partner)

Refusal skills practice: With a partner, write down three pressure lines that you may hear at some time during your middle school years to convince you to smoke or vape. Write a response to each pressure line using effective and assertive communication. Practice refusing tobacco products with you partner. Turn in your pressure lines and responses to the teacher.

Refusal skills practice and performance: With a partner, write down three pressure lines that you may hear at some time during your middle school years to convince you to smoke or vape. Write a response to each pressure line using effective and assertive communication. Practice refusing tobacco with your partner. Demonstrate these refusal lines for the class.

Refusal skills skit: With a partner, create a skit where one person is trying to convince the other to smoke or vape. Respond to the pressure in three different ways, clearly communicating "no." Practice your skit and perform it for the class. Use props to enhance your performance.

Extend Learning Home: Let's Talk

Let's Talk Self-Esteem and Emotions is a homework assignment designed to help parents or guardians and their children begin or continue the conversation about relevant health-related topics affecting teens and families today and in the future. This homework assignment will focus on developing self-esteem and controlling negative emotions. Complete the activity together and then at the end of the activity, take the pledge to keep talking about important topics.

Part 1

Together, read the scenarios below and choose one. Talk about the scenario and answer the discussion question. Work together to create a plan of action in the event you are ever in this situation. Then, complete the student writing assignment. Record your response in the space provided.

Talk About It

Scenario 1	Scenario 2
Your body feels like it is constantly changing and never looks the way you want it to. At school, in your neighborhood, and on television, everyone seems to be confident except for you. You know you are supposed to love yourself the way you are, but what if you want more? At times, you feel like you are not good enough the way you are. Lately, these insecurities are weighing you down.	Lately, you have felt very stressed. This stress is causing you to feel angry, frustrated, and at times, sad. These negative emotions feel overwhelming. As a result, you are spending more time alone and less time laughing and enjoying life.

Discussion Question

What would you do? Create a plan in case you are ever in this situation.

Student Writing Assignment and Reflection

Summarize and reflect on the plan discussed.

Part 2

Discuss two of the questions below with your parents, guardian, or other trusted adult. Reflect on your discussion and then complete the writing assignment that follows.

Discussion Questions

1. What normal physical and emotional changes occur during the teen years? How do these changes affect self-esteem?
2. What are some strategies for building high self-esteem?
3. Discuss some negative emotions that you feel. What are healthy ways to manage and control these emotions?
4. What creates stress in your life? What are positive ways you can cope with these stressors?

Student Writing Assignment and Reflection

Write a summary and reflect on the two questions discussed.

Pledge

I commit to having these crucial conversations.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

What's the Purpose?

- Assessment is often **OF** learning: growth, progress, skills, evidence of achievement (summative).
- Assessment can also be used **FOR** learning. In Physical Education, this could mean teaching goal-setting and growth mindset **THROUGH** fitness tracking.
>>> This also allows the teacher to monitor progress and adjust teaching as necessary to reach learning targets (formative).

What's Your Mission?

- Physical Literacy: joy and confidence in movement, lifelong activity
- Fitness is for all learners, regardless of previous experience. Everyone can improve!
- In our program, we use fitness testing as a means for teaching goal-setting and growth mindset.

What it Looks Like

Fitness Goal Setting

Growth Mindset= “I can achieve more if I believe in myself and work hard to improve.”

SMART goals need to be:

- **Specific & Measurable** – An actual number or percent you want to reach
- **Achievable** – Will be tough but not impossible
- **Relevant** – It’s about your mental and physical growth

Physical Fitness Goal-PACER Test

My semester goal is: reach _____ or improve by _____ each month.

My PACER Data (Cardiorespiratory Endurance)

FYI: We set our rubric based on the results we’ve seen from our students over five years.

BOYS

MASTERY



ZONE → Points (out of 10) Letter grade	Minimal Effort 0 F	Very Poor 3 F	Very Poor 6 D-	Poor 7 C-	Fair 8 B-	Average 9 A-	Good 10 A+	Very Good 11 A+	Excellent 12 A+
6 th grade	Up to 9	10-15	16-22	23-35	36-48	49-60	61-73	74-91	92+
7 th grade	Up to 13	14-23	24-30	31-46	47-58	59-67	68-80	81-99	100+
8 th grade	Up to 15	16-30	31-37	38-51	52-63	64-74	75-85	86-105	106+

GIRLS

MASTERY



ZONE → Points (out of 10)	Minimal Effort 0	Very Poor 3	Very Poor 6	Poor 7	Fair 8	Average 9	Good 10	Very Good 11	Excellent 12
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Student Tracking & Goals

PACER ASSESSMENTS:

Date	Score (# of times across)	Zone (poor, fair, good, etc.)	Points (___/10)	Goal for Next Time
Pre-test (not graded)			*This time won't count.	
PACER 1			___/10	
PACER 2			___/10	
PACER 3			___/10	
PACER 4			___/10	

Your fitness ZONE relates to your *potential risk for developing lifestyle-related diseases* such as heart disease, Type II Diabetes, and cancer. Good news: those who are in the AVERAGE ZONE AND HIGHER are more likely to have plenty of energy for daily activities, sleep better, get sick less often, have reduced stress levels, and live longer.



Thinking questions:

- What is something we've done in class that made you work hard?
- How does it feel when you do well after working hard?
- How can you make yourself work harder when you don't really feel like it?
- What challenges are making it hard to reach your goal? How can you overcome them?
- How can you apply this goal-setting process to another area of your life, like school, sports, or other responsibilities?

CHECK IN #1: I chose question (letter) _____.

CHECK IN #2: I chose question (letter) _____.

Students keep track of their progress, set new goals each month, and reflect on growth mindset topics. Teachers collect for formative data and file for safe-keeping until next month.

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