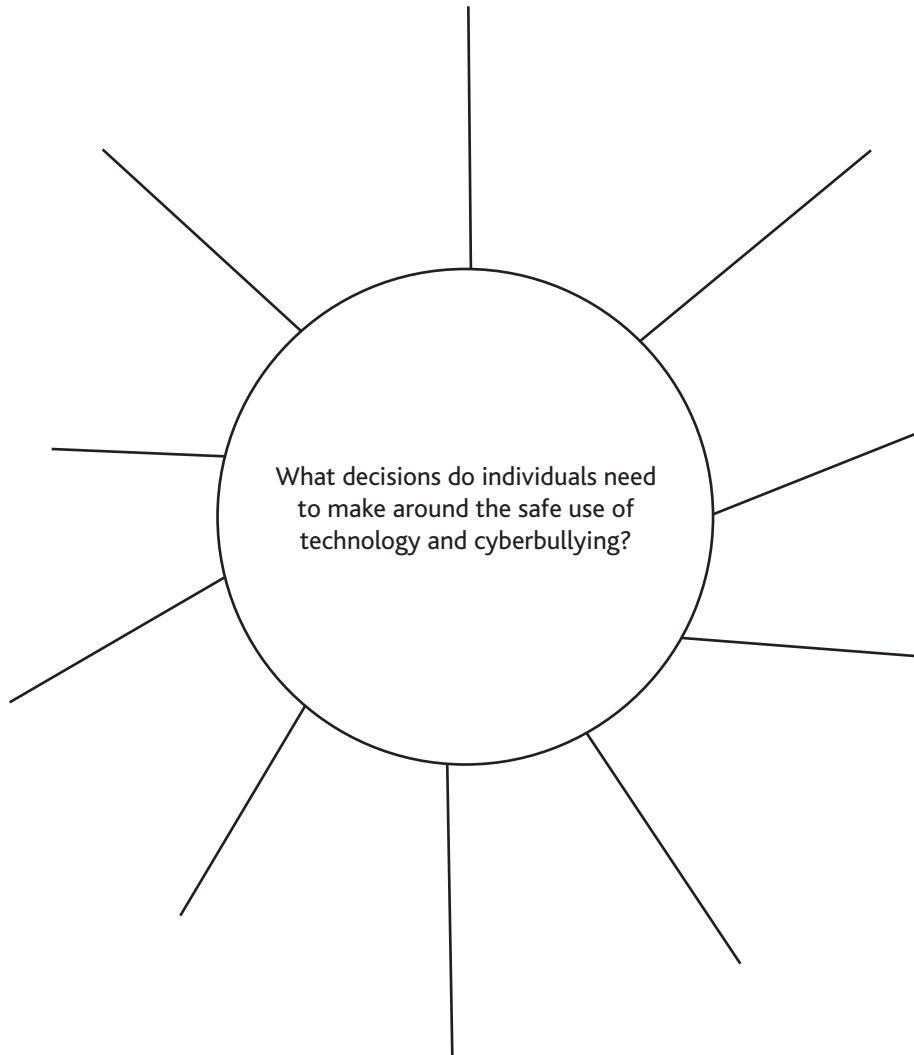


Name: \_\_\_\_\_

Date: \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Select one of the presentation options to complete from the Healthy Living Choice Board to demonstrate your knowledge and understanding of:

1. The risks associated with technology and things you can do to use technology safely. Things to consider: different types of bullying: verbal, physical, emotional, cyberbullying.
2. How to make appropriate decisions related to the safe use of technology in a variety of situations (e.g. using the Internet (netiquette, privacy), on-line social networking, and cyberbullying).

<b>Visual learners</b> Prefer reading it/seeing it for themselves. Prefer to write or draw	<b>Auditory learners</b> Prefer listening to someone. Prefer to discuss.	<b>Kinesthetic learners</b> Prefer experiencing it through an activity. Prefer to manipulate, touch or create.
<b>Diary entry:</b> Students will write a diary entry that highlights the key understandings of the safe use of technology and the importance of using the decision making model to minimize risks of cyberbullying.	<b>Game Show:</b> Students will create and present a trivia game show highlighting the safe use of technology and the importance of using the decision making model to minimize risks of cyberbullying.	<b>Song:</b> Students will write and perform a rap, ballad or song highlighting the safe use of technology and the importance of using the decision making model to minimize risks of cyberbullying.
<b>Brochure/Pamphlet:</b> Students will write a brochure or pamphlet highlighting the key understandings of the safe use of technology and the importance of using the decision making model to minimize risks of cyberbullying.	<b>Powerpoint:</b> Students will create and present a power point/ SMARTboard presentation highlighting the safe use of technology and the importance of using the decision making model to minimize risks of cyberbullying.	<b>Scenario:</b> Students will write and respond to a scenario that highlights the safe use of technology and the importance of using the decision making model to minimize risks of cyberbullying.
<b>Comic Strip:</b> Students will write a comic strip highlighting the safe use of technology and the importance of using the decision making model to minimize risks of cyberbullying.	<b>News Program Special Report:</b> Students will write and perform for video a news program special report highlighting the safe use of technology and the importance of using the decision making model to minimize risks of cyberbullying.	<b>Memory box/Scrapbook:</b> Students will create a memory box/ scrap book that highlights the safe use of technology and the importance of using the decision making model to minimize risks of cyberbullying.

# EXIT CARD

## Personal Safety and Injury Prevention - Connect[ED]

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What I learned....

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What I need to learn more about....

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Next steps....

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Class: \_\_\_\_\_

## Overall Expectations

### Health and Physical Education

- 1 - demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade
- C1** - demonstrate an understanding of factors that contribute to healthy development
- C2** - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and safety

### Language: Media

- 3 - Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.

## Specific Expectations

1.3, 1.5, C1.2, C1.3, C2.2, Media 3.4

Success Criteria	Level 1 (Limited)	Level 2 (Some)	Level 3 (Considerable)	Level 4 (High Degree)
<b>Knowledge and Understanding C1.2, C1.3</b> <ul style="list-style-type: none"> <li>Identifies risks associated with using the Internet, cell phone and other communication technologies</li> <li>Describes who or where to turn to when in a difficult situation</li> <li>Describes various types of cyberbullying</li> <li>Can describe strategies for safely using the Internet, cell phone, etc. safely</li> </ul>	The student demonstrates limited knowledge of content	The student demonstrates some knowledge of content	The student demonstrates considerable knowledge of content	The student demonstrates thorough knowledge of content
<b>Communication 1.3</b> <ul style="list-style-type: none"> <li>Uses correct vocabulary and terminology to discuss healthy living topics</li> </ul>	The student uses conventions, vocabulary, and terminology with limited effectiveness	The student uses conventions, vocabulary, and terminology with some effectiveness	The student uses conventions, vocabulary, and terminology with considerable effectiveness	The student uses conventions, vocabulary, and terminology with a high degree of effectiveness
<b>Communication - Media 3.4</b> <ul style="list-style-type: none"> <li>Presents healthy living ideas in an organized manner</li> </ul>	The student expresses and organizes ideas and information with limited effectiveness	The student expresses and organizes ideas and information with some effectiveness	The student expresses and organizes ideas and information with considerable effectiveness	The student expresses and organizes ideas and information with a high degree effectiveness

Success Criteria	Level 1 (Limited)	Level 2 (Some)	Level 3 (Considerable)	Level 4 (High Degree)
<b>Thinking 1.5</b> <ul style="list-style-type: none"> <li>• Uses critical and creative thinking skills to apply the decision making model and to produce the media product</li> </ul>	The student applies knowledge and skills in familiar contexts with limited effectiveness	The student applies knowledge and skills in familiar contexts with some effectiveness	The student applies knowledge and skills in familiar contexts with considerable effectiveness	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>Application 2.2</b> <ul style="list-style-type: none"> <li>• Applies the decision making process appropriately</li> </ul>	The student applies knowledge and skills in familiar contexts with limited effectiveness	The student applies knowledge and skills in familiar contexts with some effectiveness	The student applies knowledge and skills in familiar contexts with considerable effectiveness	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>Application - Media 3.4</b> <ul style="list-style-type: none"> <li>• Final product demonstrates clear purpose and makes connections to a specific audience</li> <li>• Healthy living concepts are applied to personal experiences in and beyond school</li> </ul>	The student applies knowledge and skills in familiar contexts with limited effectiveness	The student applies knowledge and skills in familiar contexts with some effectiveness	The student applies knowledge and skills in familiar contexts with considerable effectiveness	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness

<b>Visual learners...</b> are those who learn through seeing things.	<b>Auditory learners...</b> are those who learn best through hearing things.	<b>Kinesthetic learners...</b> are those who learn through experiencing/doing things.
<ul style="list-style-type: none"> <li>● Is good at spelling but forgets names.</li> <li>● Needs quiet study time.</li> <li>● Has to think awhile before understanding lecture.</li> <li>● Likes colors &amp; fashion.</li> <li>● Dreams in color.</li> <li>● Understands/likes charts.</li> <li>● Is good with sign language.</li> </ul>	<ul style="list-style-type: none"> <li>● Likes to read to self out loud.</li> <li>● Is not afraid to speak in class.</li> <li>● Likes oral reports.</li> <li>● Is good at explaining.</li> <li>● Remembers names.</li> <li>● Notices sound effects in movies.</li> <li>● Enjoys music.</li> <li>● Is good at grammar and foreign language.</li> <li>● Reads slowly.</li> <li>● Follows spoken directions well.</li> <li>● Can't keep quiet for long periods.</li> <li>● Enjoys acting, being on stage.</li> <li>● Is good in study groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Is good at sports.</li> <li>● Can't sit still for long.</li> <li>● Is not great at spelling.</li> <li>● Does not have great handwriting.</li> <li>● Likes science lab.</li> <li>● Studies with loud music on.</li> <li>● Likes adventure books, movies.</li> <li>● Likes role playing.</li> <li>● Takes breaks when studying.</li> <li>● Builds models.</li> <li>● Is involved in martial arts, dance.</li> <li>● Is fidgety during lectures.</li> </ul>