



Unit 9:

Getting Help

Differentiated Instruction Teaching/Learning Examples

Duration: Determined by Teacher

1 Discussion

2 Forage

3 Expert Group

4 Reflection

Unit 9: Getting Help

Differentiated Instruction Details

KNOWLEDGE OF STUDENTS

Differentiation based on student:

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

NEED TO KNOW

- Students' career interests in order to structure research groups

HOW TO FIND OUT

- Students complete interest assessments available on the computer or Internet

DIFFERENTIATED INSTRUCTION RESPONSE

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

Assessment and Evaluation

ASSESSMENT/SUCCESS CRITERIA

Knowledge and Understanding

- Explains how careers are organized
- Understands the need for a variety of resources for community health networking and assistance in dealing with addiction
- Understands the long-term commitment of the community to lifelong health

Thinking and Inquiry

- Classifies resources in a variety of ways

Communication

- Presents ideas clearly

Application

- Selects career interest and supports the selection with self-knowledge
- Selects and prioritizes essential versus less essential support services in the community

Assessment Tools

- > Rubric
- > Anecdotal Comments

Unit 9: Getting Help

Prior Learning

Prior to this lesson, students will have:

- Awareness of strategies for making decisions and coping with stress
- Awareness of influences on risk-taking behaviour
- Awareness of stages of change

Materials and Resources

MATERIALS

Appendix A

- Student Resource 1: 3 Rs of Reflection

Appendix B

- Teacher Resource 1: Where to Get Help

INTERNET RESOURCES

Ontario Problem Gambling Helpline

www.opgh.on.ca

A database of problem gambling treatment services throughout Ontario.

Drug and Alcohol Registry of Treatment

www.dart.on.ca

A database of substance use treatment services throughout Ontario.

Problem Gambling Institute of Ontario at CAMH

www.ProblemGambling.ca

This multimedia, bilingual website provides screening tools, opportunities for online collaboration and training, and resources for professionals and for people with gambling problems, and their family members.

Lesson Plan

Connections

Minds On

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

L: Literacy
ML: Mathematical Literacy
AfL, AoL: Assessment for/of Learning
SC: Skill Continua

INDIVIDUALS

- Students participate in definition “contest” to review key terminology up to this point.

AfL: Anecdotal Comments

WHOLE CLASS DISCUSSION

- Discussion will centre on the qualities of a healthy environment to grow up in that reduces the likelihood of developing a problem with gambling or other high risk activities.

AfL: Anecdotal Comments

Action

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

WHOLE CLASS DISCUSSION

- Teacher focuses discussion on the 5 Ws (Who? What? Where? When? Why? How?) of therapeutic counselling
- Class generates a list of ways that a person can initiate change toward a healthy lifestyle and recovery from a gambling problem.

AfL: Chart

SMALL GROUP FORAGE

- Teacher facilitates initial discussion on the 5 Ws of the cornerstones of community help.
- Teacher assigns small groups to investigate a variety of programs both locally, provincially, nationally and overseas to develop a fact sheet collection.

EXPERT GROUP

- Using teacher-generated materials of the community and Internet resources, students study one of the professions relevant to the area of addiction or gambling.
- Presentations of “profile” sheets for this will be done in the expert groups.

AfL: Profile Sheet

Consolidation and Connection

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

WHOLE CLASS

- Students refer to word wall (a location in the classroom where an ongoing list of key terminology has been mapped and left on display throughout the units); add any new terminology as needed.

AfL: Anecdotal Comments

INDIVIDUAL RAFT ASSIGNMENTS

- The RAFT assignments are differentiated based on student intelligence preferences. RAFT assignments can be done independently, or in pairs or groups in class or out of class. In all cases students require an understanding of the aspects of a RAFT topic and rubrics need to be supplied for all topic possibilities.

AfL: RAFT Task Formats

DIFFERENTIATED INSTRUCTION TEACHING/LEARNING EXAMPLES

	Role	Audience	Format	Topic
1	Principal	Adult	Award assembly	You, as the principal of the school, want to recognize the consistent and appropriate manner that your students have handled the study of gambling. Create the award and the criteria for winning the award.
2	Gambler	Adult	Thank you letter	Write a thank you note written by a person in recovery from a gambling problem in which he reflects on the positive and the negative aspects of his life.
3	Community health nurse	Adult	Testimonials	As a community health nurse you are aware of the importance of testimonials in the on-going support of those in current recovery programs. Write a series of testimonials including a range of lengths and a range of age groups.
4	Health agency	Adult	Advertisement	You are in need of another therapist in your health care team in a community centre. Prepare the advertisement that you will send to the <i>Toronto Star</i> newspaper advertising the position.

INDIVIDUAL METACOGNITION

- The 3 Rs of Reflection: Students use The 3 Rs of Reflection (Retell, Relate, Reflect) as a way for them to reflect on their learning prior to the next class.

AfL: Metacognitive Reflection

Student Resource 1

The 3 Rs of Reflection

NON-NEGOTIABLE

Use the 3 Rs (Retell, Relate, Reflect) to explain your learning.

NEGOTIABLE**1. Topics**

Select one of the topics below for your reflection:

- a) Thoughts that I had during the discussion of this unit
- b) Individual issues in a person's life respond best when the individual has made a firm commitment
- c) The need to understand patience
- d) The skills and strategies I used during this unit...
- e) After this unit I will...

2. Formats

Select one of the following presentation formats for your reflection:

- a) Written reflection—point form or paragraph
- b) Recorded oral reflection (mini recorder)
- c) Presentation software—slides with images and graphics
- d) E-mail

OPTIONAL

- A. Make a two-minute presentation of reflective learning during a class.
- B. Act as a guest speaker in the class.

Teacher Resource 1

Where to Go for Help

HELPFUL RESOURCES

Asking for help can sometimes be challenging. If you want help, you can talk to someone you trust. For example:

- your doctor
- a teacher
- a family member
- a friend
- a guidance counsellor.

Here are other places that can help:

- **Ontario Problem Gambling Helpline**
A database of problem gambling treatment services throughout Ontario.
1 888 230-3505
www.opgh.on.ca
- **Drug and Alcohol Registry of Treatment**
A database of substance use treatment services throughout Ontario.
1 800 565-8603
www.dart.on.ca
- **Mental Health Service Information Ontario**
A database of mental health services throughout Ontario.
1 866 531-2600
www.mhsio.on.ca
- **Kids Help Phone**
Free, anonymous phone counselling and Internet support for children and youth.
1 800 668-6868
www.kidshelpphone.ca
- **Be Web Aware**
A website that provides tools to help with Internet safety.
www.bewebaware.ca