



Chapter 3

DESIGNING LEARNING EXPERIENCES

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LEARNING EXPERIENCES

Chapter 3

This chapter presents a format to prepare teachers candidates in developing effective learning experiences. According to the New York State Academy for Teaching and Learning (1998), the term learning experiences is related to the more familiar term teaching units. A learning experience can be a single experience or a series of experiences that are planned to promote mastery of content and development of skills leading toward the achievement of the New York State Learning Standards associated with Health, Physical Education, and Family and Consumer Sciences. The learning experiences include written assignments, role-plays, group and individual projects, and other student-centered activities referred to as sample tasks by the NYS Learning Standards.

Learning experiences are planned to promote students' ability to know health-related concepts and practice health-enhancing behaviors, and are founded on a skills-based approach to learning. Learning experiences need to be designed *after* the relevant performance indicators have been established. Performance indicators are defined in the glossary of terms and are closely related to the more familiar term *objectives*. Performance indicators provide evidence of students' movement toward achieving one or more of the three learning standards in health, physical education, and family and consumer sciences.

Learning experiences are student-centered and can be student-directed. They are planned to contain a variety of activities that allow for individual differences in learning styles, multiple intelligences, cultural backgrounds, and developmental levels that can be expected to occur among a diverse population of students. They are experiences whose effect can be observed as performance indicators leading toward the desired learning standards. Learning experiences are opportunities planned both *for* students and in collaboration *with* students. Student input promotes a greater commitment to student learning.

The learning standards and the performance indicators are outlined in New York State's *Learning Standards for Health, Physical Education, and Family and Consumer Sciences*. They are also included in the New York State Education Department's *Resource Guide: Health, Physical Education, and Family and Consumer Sciences*.

Wiggins and McTighe (1998), authors of *Understanding by Design*, describe a process that is directly applicable to the needs of teachers in NYS as they attempt to implement the New York State Standards in health education and other disciplines. Wiggins and McTighe (1998) state "today's emphasis on standards is moving performance assessment from a trendy innovation to an accepted element of good teaching and learning" (p. v).

New York State's Learning Standards and the development of learning experiences can be compared with previous practice and language regarding the design of curriculum. In what follows, the terms and concepts being used to describe the components of a learning experience are compared with the terms and concepts of lesson and unit planning.



The Learning Experience Outline — The New York State Academy for Teaching and Learning’s Curriculum Organization Model

Title of Learning Experience

1. *Learning Context:* Describes the purpose, objective, or focus of the learning experience, including:
 - The learning standard(s) that the experience is being planned to achieve and the specific performance indicators being assessed as measures of achievement.
 - What students need to know and/or be able to do to succeed with this learning experience.
 - A description of where this experience fits in the school or course curriculum.

The “lesson and unit plan” model of curriculum design

Concept: A big idea or organizing theme. This is the unifying foundation of curriculum planning and is related to the NYS Learning Standards.

Goals: The end result of final achievement of the curriculum. Goals are difficult to measure. A goal is a broad statement of direction used to present overall intent of curriculum. Evidence of achieving the goals is provided by objectives.

Objectives: The measurable steps along the way. A precise statement of intended outcome. It provides evidence of achieving the goal(s). Bloom’s (1956) Taxonomy of Educational Objectives is frequently used to select appropriate measurable verbs. Objectives are written in terms of the student, include an action verb, and contain criteria for achievement.

2. *Procedure:* Describe, in narrative form, the actions of students and teachers and the interactions among and between students and teachers, including how the learning experience:
 - Supports student progress toward attainment of learning standards.
 - Reflects current scholarship in your field and “best” classroom practice to enhance learning and to assess student performance.
 - Incorporates technology (when used) into instruction to enhance learning and to assess student performance.

Methods: Description of pedagogical activities and/or products produced (in terms of the student) as a way of achieving objectives.



<p>3. Instructional/Environmental Modification: Describe the procedures used to accommodate the range of abilities in the classroom, including students with disabilities, limited English proficiency, or bilingual students, such as:</p> <ul style="list-style-type: none"> • Instructional modifications made • Physical modifications of the classroom setting 	<p>Learning styles and classroom adaptation: Recognition of the need for a variety of methods so as to reach all learners and provide each student with opportunities to succeed.</p> <p>Set up classroom to promote learning based on objectives and activities. Need for flexible seating arrangements.</p>
<p>4. Time required: For each aspect of the learning experience, state the amount of time for:</p> <ul style="list-style-type: none"> • Planning • Implementation (note the length of your class period, where appropriate, and the number of days to implement the experience) • Assessment 	<p>Time: Allow and plan time for introductory material, various student activities and projects.</p> <p>Scope and sequence: What came before? What comes after this lesson? How does this fit in the overall curriculum?</p>
<p>5. Resources: Please note any extraordinary or unique resources (human or material) needed to successfully complete this experience:</p> <ul style="list-style-type: none"> • For the student • For the teacher 	<p>Resources: Same.</p>
<p>6. Assessment: Describe the:</p> <ul style="list-style-type: none"> • Manner in which students are involved in developing assessment criteria, maintaining an awareness of their progress, and reflecting on their work. • Techniques used to collect evidence of student progress toward meeting the learning standards' performance indicators (e.g., observation, group discussions, journal writing, use of alternative assessment techniques). • Tools used to document student progress (e.g., scoring guides, rating scales, checklists). 	<p>Assessment: Relates back to objectives. Variety of methods to directly and indirectly check that students have achieved objectives.</p> <p>Assessments need to include a variety of methods to assess student learning in cognitive, affective, and skill domain.</p>



<p>7. Student work: Three or four samples of student work that:</p> <ul style="list-style-type: none"> • Reflect different levels of student performance. • Include comments reflecting the basis for teacher’s assessment. 	<p><i>Examples of student work</i></p>
<p>8. Reflection: Personal comments on the learning experience:</p> <ul style="list-style-type: none"> • Why this lesson was developed for the specific learning standard(s) and performance indicator(s). • What you learned from implementing this lesson. • How the lesson was reviewed by peers prior to submission and what you learned from the review 	<p><i>Reflection:</i> What were the strengths and weaknesses of this particular lesson? How would you change it next time you taught this lesson?</p>

As a result of this comparison, it will be possible to put the development of learning experiences in context. As with previous curriculum and lesson planning models, the development of a learning experience is a “backward design process” that, as described by Wiggins and McTighe (1998) contains the following three elements:

- Identify desired results.
- Determine acceptable evidence.
- Plan learning experiences and instruction (p. 9).

A learning experience, by definition, must be linked to one or more of the New York State Learning Standards in Health, Physical Education, and Family and Consumer Sciences. Learning experiences are designed to motivate students to reflect on and to assign meaning to the concepts and skills about which they are learning.

This document is meant to provide health teacher candidates with a better understanding as to how to develop a learning experience based on the new learning standards. However, it is important to note that the conceptual basis of a learning experience goes beyond achieving what used to be called an objective. Learning experiences must be relevant, practical, and linked to real-life issues and concerns.

Wiggins and McTighe (1998, pp. 181-183) provide a general template for planning that is adapted below to address learning experiences and the achievement of the New York State Learning Standards in Health, Physical Education, and Family and Consumer Sciences. The template includes three broad sections with various questions under each:



Section 1: Identifying Desired Results

- What are the specific Learning Standards?
- What will students know and be able to do as a result of this learning experience?
- What are the key questions guiding development of this learning experience?
- What general and specific questions will focus this learning experience?

Section 2: Determining Acceptable Evidence

- What tasks and projects will demonstrate successful student completion of the learning experience?
- Performance tasks, projects
- Quizzes, tests, academic prompts
- Portfolios, exhibits
- Role plays and other performance-based tasks
- Direct questioning
- Cooperative work
- Skill demonstration
- Student self-assessment

Section 3: Planning Learning Experiences and Instruction

- Given the NYS Learning Standards, performance indicators, and the assessment evidence identified, what knowledge and skills are needed by the students? What will students need to know and be able to do?
- How can you plan and implement learning experiences that will equip students to demonstrate knowledge and skills toward achievement of the New York State Learning Standards in Health, Physical Education, and Family and Consumer Sciences?

Handout 3-1 is one example of a learning experience evaluation tool that has been included in the document submitted by the State Education Department entitled, *New York State Academy for Teaching and Learning: Statewide Peer Review, Building Capacity for Standards-Based Teaching*. It includes criteria for faculty to use in evaluating learning experiences submitted by teacher candidates enrolled in educational programs.

The activity or *performance task* that is at the center of the learning experience focuses on what the student will actually know, do, and/or create as a result of the learning experience. The creation of the performance task as it relates to the overall to student achievement and assessment is the focus of the Dimensions of Learning Model (Marzano, 1992). In the following section, brief discussion and outline of this model is presented. However, the reader may research further a series of publication by Marzano and his colleagues in order to obtain more details as to how this model can be used in the creation of learning experiences.



The Dimensions of Learning Model (Marzano, 1992; Marzano, Pickering, Arrendondo, Blackburn, Brandt, & Moffet, 1992a; Marzano, Pickering, Arrendondo, Blackburn, Brandt, & Moffet, 1992b; Marzano, Pickering, & McTighe, 1993) and its focus on the creation and design of performance tasks is grounded in sound educational theory and practice, and is closely aligned to the development of learning experiences as they relate to the achievement of New York State Standards. The Dimensions of Learning Model contains the following five dimensions:

Dimension 1: Positive Attitudes and Perceptions About Learning

Dimension 2: Acquiring and Integrating Knowledge

Dimension 3: Extending and Refining Knowledge

Dimension 4: Using Knowledge Meaningfully

Dimension 5: Productive Habits of Mind (Marzano, 1992)

This model can be integrated into teacher training courses. It provides a sound framework based on research on which to build meaningful and productive learning experiences. Further, the framework provides the tools to assess the learning experiences in ways that are congruent with the New York State Learning Standards.

Dimension 1 (Positive Attitudes and Perceptions about Learning) focuses on the classroom environment and on the teacher's responsibility to create a safe and orderly instructional space. Dimension 1 recognizes that a precursor to effective instruction is a student who can see the value of classroom activities and who is motivated to participate in those classroom activities. This is clearly the domain of the teacher who is instrumental in creating such an environment.

Dimension 2 (Acquiring and Integrating Knowledge) recognizes that all students enter the classroom with some knowledge and skills. Again, the focus of this dimension relates to the instructor's ability to link new knowledge and skills with prior knowledge and skills. An example of how this could be achieved would be through the use of concept mapping and other graphic representations of how new knowledge and skills are related to prior knowledge and skills. It is also important to note that the Dimensions of Learning Model identifies two distinct types of knowledge: declarative and procedural knowledge. Marzano et al. (1993) stated:

Declarative knowledge can be thought of as information and can be ordered hierarchically according to its generality...Procedural knowledge can be thought of as strategies or skills...[that range from] algorithms, which are procedures with steps that must be executed in a set order, to analyzing a novel problem, [by] relating it to problems you're familiar with and identifying important differences (p. 16-17).

Dimension 3 (Extending and Refining Knowledge) seeks to further the learning process by having students add depth and rigor. The types of activities commonly engaged in include such things as comparing, classifying, making induction, making deductions, analyzing errors, creating and analyzing support, analyzing perspectives, and abstracting (Marzano, et al., 1993). Further, Marzano et al. (1993) stated that these activities "should fit naturally with the curriculum content, so as to fully integrate the teaching of cognitive skills and the teaching of content" (p. 2).



Dimension 4 (Using Knowledge Meaningfully) recognizes that the movement to authentic or meaningful learning is one that puts the student at the center of the learning experience by designing it in ways that will motivate and interest the student. It is the difference between learning something for a test and learning something for use in one's life, which is not to say that these two different types of learning are mutually exclusive. Rather, it recognizes the importance of taking the student's context into consideration. Marzano et al. (1993) believe "there are five types of tasks that encourage the meaningful use of knowledge. They are: decision making, investigation, experimental inquiry, problem solving, and invention" (p. 2). Health education has long focused on many of these types of tasks. However, the important difference here is that these tasks are integrated into a larger theoretically based and educationally sound model.

Dimension 5 (Productive Habits of Mind) realizes that the most important aspects of learning are effort and perseverance. Again, this is the teacher's role to design activities that promote productive habits. Many students erroneously believe that doing well or poorly in a given subject area is the result of abilities that they have little control over. Stated another way, students often believe their ability is solely the result of genetic inheritance. Clearly this is not the case and students must come to recognize that learning is most often the result of what Marzano (1992) calls "Productive Habits of Mind." Some of these habits include: "being clear and seeking clarity, being open minded, restraining impulsivity, being aware of your own thinking, evaluating the effectiveness of your actions, and engaging intensely in tasks even when answers or solutions are not immediately apparent" (Marzano et al., 1993, p. 3).

This brief outline is meant to demonstrate how the Dimensions of Learning Model can be used in the creating of learning experiences, which have at their core a performance task, as defined by Marzano et al. (1993). The following health-related performance task appears in *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model* (Marzano, et al., 1993).

Deduction Task

Grade Level Range: Upper Elementary to Middle School

"An ounce of prevention is worth a pound of cure." "An apple a day keeps the doctor away." "Exercise—it's a matter of life or breath." We often hear sayings that identify the relationship between health and behavior, but for many people they are just rules to be ignored. The local health clinic has asked us to find a way to make these rules real to young people. We have to come up with specific examples that show how the rules apply. Select a rule or principle from the list I've provided and write down examples that will make the rule come alive. Then create a product the clinic might use to communicate to young people in our community this connection between a general rule of health and specific behaviors. Your product might be a poster, a flier, a radio spot, a television commercial, or anything else you think would reach young people. Before you begin working on your product, write down the criteria you want the product to fulfill. You will meet in small groups regularly to explain how you are working to create a product that fulfills your own personal criteria for a good product. We will present our ideas to the clinic. You will be assessed on and provided rubrics for the following.



Content Standard

Health

- Your understanding of the relationship between health and behavior.

Lifelong Learning Standard

Complex Thinking: Supported Deduction

- Your ability to accurately interpret the generalizations of principles.

Effective Communication

- Your ability to generate and pursue standards of performance (pp. 53-54).

This task, as reproduced above, can serve as a legitimate and authentic activity when creating a learning experience as described in this chapter. It could be one of several tasks students could complete as a way of working toward the achievement of the New York State Standards in Health, Physical Education, and Family and Consumer Sciences.

Conclusion

Understanding the role that learning experiences perform in enhancing the knowledge and skills of students is a critical element in the preparation of teacher candidates. The New York State Health, Physical Education, and Family and Consumer Sciences Resource Guide contains an on-going array of learning experiences which can be downloaded at the following Internet address: <http://www.nysed.gov>. This site will be updated on a regular basis and will provide examples of learning experiences. In addition, the following handouts may be useful in assisting teacher candidates to become proficient in the development of learning experiences.

- **Handout 3-1** provides a criteria checklist for the review of learning experiences to assist teacher candidates in building capacity for standards-based teaching.
- **Handout 3-2** displays a rubric for the statewide peer review process for learning experiences. This tool is used by the New York State Academy for Teaching and Learning to assess the quality of learning experiences.
- **Handout 3-3** compares the elements of a learning experience with the components of a lesson plan to assist students to become familiar with learning experiences. This handout has also been provided as a transparency for use in the classroom.
- **Handout 3-4** is an example of a learning experience prepared by a health educator for the intermediate or middle school level, Grade 8.
- **Handout 3-5** illustrates an example of a learning experience prepared by a health educator for the commencement level, Grade 10.

References and Resources

- Bloom, B. (Ed.). (1956). Taxonomy of educational objectives: The classification of educational goals handbook 1: Cognitive domain. New York: David McKay.
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- Marzano, R. J., Pickering, D. J., Arrendondo, D. E., Blackburn, G. J., Brandt, R. S., and Moffet, C. A. (1992b). Dimensions of learning trainer's manual. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J., and McTighe, J. (1993). Assessing student outcomes: Performance assessment using the dimensions of learning model. Alexandria, VA: Association for Supervision and Curriculum Development.
- New York State Academy for Teaching and Learning. (1998). Statewide peer review: Building capacity for standards-based teaching. Albany, NY: The University of the State of New York, The State Education Department.
- Wiggins, G., & McTighe, J. (1998). Understanding by design. Association for Supervision and Curriculum Development: Alexandria, VA.





Building Capacity for Standards-Based Learning

Criteria for Review of Learning Experiences

Relation to Learning Standards

Does this learning experience clearly link to performance indicators for the specified standards?
Does it require students to understand and use ideas, perspectives, tools and/or methods that are central to the learning standards?

Construction of Knowledge

Does this learning experience require students to construct their own knowledge; i.e., work out genuine understanding of what they are taught? Do they have to discover information? Do they have to organize, synthesize, interpret, explain, or evaluate information?

Challenge

Is the learning experience appropriately challenging to students?

Engagement

Does the learning experience, as presented, seem likely to engage students and press them towards learning?

Assessment Plan

Does the experience incorporate elements of good assessment; clear criteria to build work; feedback on work in progress; and reflection on work completed?

Adaptability

Is the learning experience adaptable to other classrooms and other students? Or does it require a very narrowly drawn population of students and/or undue expense or extraordinary circumstances?

Technology Integration

Does technology, when used, assist students to achieve the learning standard(s) addressed in the assessment plan?

Value Beyond School

Does this experience focus on a problem/situation connected to the world beyond school?

Presentation

Is the learning experience clearly written and fully developed so that other teachers have a real understanding of what is happening in the classroom and can relate to it?

*Adapted from: New York State Academy for Teaching and Learning
Statewide Peer Review
Building Capacity for Standards-Based Teaching*





Handout 3-2

Rubric for the Statewide Peer Review Process for Learning Experiences

Dimensions	4 Masters	3 Journeyman	2 Apprentice	1 Novice
I. Relation to Learning Standards	Strongly links to performance indicators for the specified learning standards.	Moderately links to performance indicators for the specified learning standards.	There is some connection to performance indicators for the specified learning standards.	There is no connection to performance indicators for the specified learning standards.
II. Construction of Knowledge	Strongly emphasizes knowledge and skills from other subjects or disciplines. Students discover information and work out a genuine understanding of what they are being taught.	Moderately emphasizes knowledge and skills from other subjects or disciplines. Students discover information and work out a genuine understanding of what they are being taught.	There is some emphasis on student knowledge and skills from other subjects or disciplines. There is some evidence that students discover information and have some understanding of what is being taught.	There is little or no emphasis on student knowledge and skills from other subjects or disciplines. There is little or no evidence that students discover information or understand.
III. Challenge	Appropriately challenging and allows students to elaborate on what they know.	Somewhat challenging. There is some opportunity for students to elaborate on what they know.	Little challenge for students is apparent. Gives little opportunity for students to elaborate on what they know.	Lacks challenge. No opportunity for students to elaborate on what they know.
IV. Engagement	Allows students to engage with a complete problem or situation by pressing them towards learning.	Gives some opportunity for students to engage with a complete problem or situation by pressing them towards learning.	Gives little opportunity for students to engage with a complete problem or situation by pressing them toward learning.	Gives no opportunity for students to engage with a complete problem or situation by pressing them towards learning.



Rubric for the Statewide Peer Review Process for Learning Experiences, continued

Dimensions	4 Masters	3 Journeyman	2 Apprentice	1 Novice
V. Assessment Plan	All elements of good assessment are present and reasonably developed. Clear criteria to guide work; feedback on work in progress; reflection on work completed.	All elements present, but one or more are under-developed. Some-what clear criteria to guide work; feedback on work in progress; reflection on work completed.	Some elements are missing. Criteria to guide work are unclear.	All elements are missing or poorly developed.
VI. Adaptability	Easily adaptable to other classrooms and other standards. Easily adaptable to all demographics.	Moderately adaptable to other classrooms and other student populations.	Somewhat adaptable to other classrooms and other students. May be expensive. Narrowly drawn population	Not easily adaptable to other classrooms and other students
VII. Technology Integration	Technology extensively assists students in achieving learning standards addressed in assessment plan.	Technology moderately assists students in achieving learning standards addressed in assessment plan.	Technology provides little assistance in helping students achieve learning standards addressed in assessment plan.	Technology provides no assistance in helping students achieve learning standards addressed in assessment plan.
VIII. Value Beyond School	Strongly focuses on a problem or situation connected to the world beyond school. Allows students to present to a real audience for a real purpose.	Moderately focuses on a problem or situation connected to the world beyond school. Some-what allows students to present to a real audience for a real purpose.	There is a vague connection to the world beyond school. Hints of opportunities for students to present to a real audience for a real purpose.	There is no connection to the world beyond school. Allows no opportunities for students to present to a real audience for a real purpose.
IX. Presentation	Very clearly written and very fully developed. Other teachers can clearly understand and relate to it.	Clearly written for the most part. Developed so that other teachers have an understanding and relate to what is happening.	Somewhat unclear and not fully developed so that other teachers have an understanding and can relate to what is happening.	Largely unclear and under-developed. Other teachers would have a difficult time understanding and relating.

Adapted from: New York State Academy for Teaching and Learning, Statewide Peer Review, Building Capacity for Standards-Based Teaching



Comparison Between Learning Experiences and Lesson/Unit Model

Learning Experience ↔ Lesson/Unit Model

Learning Context ↔ Concepts, Goals and Objectives

Procedure ↔ Methods

Instructional or Environmental Modification ↔ Learning Styles and Classroom Adaptation

Time Required ↔ Time

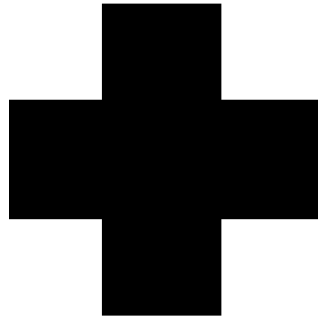
Resources ↔ Resources

Assessment ↔ Assessment

Student Work ↔ Student Work

Reflection ↔ Reflection





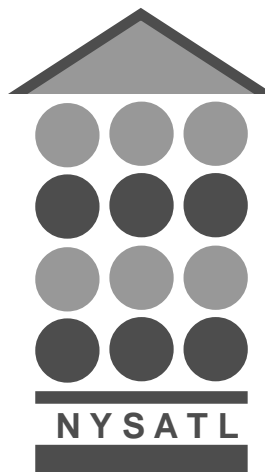
First-Aid Newspaper

by Nancy L. Watkajtys

Shenendehowa School District

(518) 371-6363 and (518) 371-6195

Intermediate Level, Grade 8



Reprinted from the NYSATL Web site:

<http://www.nysatl.nysed.gov/Health/FirstAid/html/index.html>



First-Aid Newspaper

Learning Context

The purpose, objective, or focus of the learning experience:

1

- This learning experience is a creative way of learning the causes and recognition of emergencies as well as first-aid techniques to reduce further injury while incorporating language arts, technology, and occupational studies. It is beneficial if students have some basic skills in computer operation prior to this experience.
- Health, Physical Education, and Family & Consumer Science Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Performance indicators: Students will:

- assess potentially dangerous situations and demonstrate (in written form) the skills to reduce their risk of injury.
- demonstrate personal and social skills which enhance personal health and safety.
- understand the need for personal involvement.
- English Language Arts Standard 1: Students will read, write, listen, and speak for information and understanding. Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
- Career Development & Occupational Studies Standard 1: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Procedure

The actions of students and teachers and the interactions among and between students and teachers:

2

- Teacher introduces the project stressing the importance of inter-dependence and positive peer pressure toward higher quality work and sets the stage for presenting the criteria on which to base editor selection.
- Teacher explains that students will become a newspaper staff with the teacher being the owner of the newspaper. One or two students are to become editors and the rest of the students are reporters/journalists.



- Identify staff responsibilities as follows:
 - Editor (and assistant)
 - Title
 - Volume # and date
 - Editorial
 - Heading and Layout
 - Illustrations
 - Page enumeration
 - Article acceptance
 - Reporters (in pairs)
 - Gather information
 - Write article (with headline and byline)
 - Proofread
 - Computer print
 - spell check
 - proofread
 - justify
 - save on editor's disk
- Present criteria for selection of editor(s). Examples might include:
 - good organization skills
 - free period or willing to come in early
 - gets along well with others
 - high standards/exhibits exceptional effort
- (Students need to understand that this person is responsible for the final product—presenting their work).
- Conduct open election of editor(s). Solicit nominations from the class and obtain acceptance from nominees. These names can be written on the chalkboard. A show of hands for each nominee will determine winner(s).
- List specific first-aid topics to be used (i.e. bleeding, burns, fractures, poisoning, etc.) and assign or have pairs or reporters select topics so all are covered.
- Provide and/or direct students to available resources.
- Present assessment criteria: i.e. accuracy, thoroughness, writing skills, creativity, grammar, and spelling.
- Monitor and assist students as needed during production. Encourage creativity.
- Copy and distribute completed newspaper to each student.

Students will:

(Editor)

- Records the topics selected by or assigned to students.
- Determines title of the newspaper either from own idea or by soliciting from staff.



Handout 3-4

- Helps teacher keep track of different classes' work using period number for volume number.
- Writes an editorial thanking staff and giving purpose of newspaper.
- Selects computer graphics to be included in newspaper. One or two on each page is sufficient and should reflect content in articles.
- Formats and prints final copy of newspaper using computer program. Includes header, editorial, all articles submitted, graphics, and page numbers.

(Reporters)

- Gather information about topic selected or assigned using resources available.
- Create newspaper article, incorporating the information to be learned as if reporting from the scene of an accident. The article should include the cause, signs/symptoms, and proper treatment. Some editorializing may be included if the victim is not treated, or not treated properly, at the scene.
- Create a newspaper-like headline for the article.
- Proofread the article.
- Enter article in computer as a team. Spell check, proofread, justify and, when completed, save on editor's disk.

Instructional/Environmental Modifications

The procedures used to accommodate the range of abilities in the classroom, including students with disabilities, limited English proficiency, or bilingual students:

3

- Students with learning disabilities may need further assistance from a resource teacher to interpret available reference material and/or translate into article form.
- Students who cannot work with another student may work as an independent reporter.

Time Required

The amount of time for each aspect of the learning experience:

4

- One preparation period is needed to select the specific topics to be used, coordinate the number of topics with the number of student reporter teams, and reserve computer lab time.
- Implementation requires about 5 class periods. One for introducing the learning experience, electing the editor(s), and selecting/assigning the topics. Two for the



reporters to gather information, write article, and proofread. During one of these class periods the editor(s) may need to go to the computer lab to learn layout and/or set up the header. Two class periods in the computer lab entering the articles and saving them on the editor's disk.

- Assessment can take 1 to 2 class periods depending on the extent of student involvement. The teacher will need out-of-class time to read and grade the newspaper articles.

Resources

Extraordinary or unique resources (human or material) needed to successfully complete this experience:

5

- Resources on first-aid topics
- Computer lab with enough computers to accommodate half the number of students in the class
- Computer software that facilitates a newspaper layout
- Reserved time in the computer lab for each class
- Cooperation of computer lab personnel in directing student use of computer program used and assisting editor(s) without the teacher present
- Copy paper for making enough copies of final product for each student and for teacher(s).

Assessment Plan

Description:

6

- Peer assessment throughout the process of writing the articles
- Teacher assessment of student understanding throughout the process as students take on responsibilities
- Formal assessment of articles by teacher using the criteria presented. All corrections and gaps (missing information) must be given to the entire class so the document becomes an effective learning tool.
- Student assessment which includes critical analysis (underlining or highlighting the material to be learned) of each article.



Student Work

7

Although all newspapers are formatted the same, each is unique and reflects the personalities in that particular class. While articles are printed in newspaper-like font, individuality is expressed by allowing reporters to select their own font for the headline (size is the only limitation).

THE first-aid GAZETTE

Editor: Sara
September 10, 1996

Volume 4
\$1.25

Editorial

It is important to stay healthy and be aware of first-aid Procedures. You never know when and accident may occur and its always good if you are prepared. These stories are to help you become more informed about safety. We hope that if people are informed, they can keep themselves and others safe. We hope you enjoy reading the first-aid Gazette.

By Sara

Boy's Foot is Amputated

By
Adam & Brian

When Alex was walking a shortcut through the woods to go to school, he felt a little stinging feeling on his foot. When he got home he saw that he had a little hole in his foot. His mom said that it was infected because it was red and swollen, it was also tender and irritated, and hot to the touch. The infection was caused by germs that entered the cut. So he went to the Hospital. They told him that he had steeped on a rusty nail, and they had to amputate his foot because the infection

was so bad. He was really, really mad. The doctor said that if he had found out about the infection earlier, he could have prevented the amputation by cleaning the cut thoroughly with soap and water, he could have prevented the infection.

THE ACCIDENT

By Aleiscia and Hillary

On November 12, 1996 there was a blizzard. Two young men and a teenage girl were driving drunk on route 13 around 9:00 at night. The girl which is 15 jumped out of the car, fell on a snowy pavement and got an abrasion. An abrasion did not compare to what the two men got in the end.

One young man which was 21 and got the alcohol had got an incision. The car had banged into a snow bank and shattered the windshield everywhere. The man then got an incision. Also he got a puncture wound from a box of Nails under the seat.

The other young man which was 20 years old got two wounds. He got a laceration from the sharp edge on the door. He also got an avulsion. He got this by the engine exploding because of the crash. In the end they all survived. They all had horrible memories of the accident.



Reflection

Personal comments on the learning experience:

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- For some students, who may not have the writing skills needed for this learning experience, the stories can be recorded on a audiocassette and played back as a radio newscast. In this case, the editor position might become an MC or station manager.
- This learning experience not only progresses the students toward attainment of the learning standards for health, but also makes a strong connection to the learning standards of language arts as well as occupational education.
- Extra credit could be earned by creating anything found in a newspaper that is not considered an article. For example: Horoscopes, classifieds, crossword puzzle, Dear Doctor, etc. All extra credit submissions should be first-aid related.

