Did You Know Cards

Cut and put in envelopes, one set per group.

Did you know...	Did you know...
…if you are charged with impaired driving on your boat, or on your ATV while on the road, you immediately lose your driver's licence for 90 days?	As of 2004, about 2.5 million Canadians were riding ATVs and 850,000 owned one. This explosive growth is largely due to recreational use and the aging population?

Did you know...	Did you know...
…every city and municipality has its own bylaws about where you can ride your ATV, so you need to check before hitting the trails. Some communities do not allow ATVs anywhere within their jurisdiction?	…the number of people injured while using all-terrain vehicles (ATVs) has gone up dramatically in the past five years? The Canadian Institute for Health Information (CIHI) says injuries requiring a hospital stay jumped by 50 per cent from 1996 to 2001.

Did you know...	Did you know...
…ATV injuries are more likely to happen to boys aged 15 to 19 than any other group. Inexperience, improper apparel, non-use of helmets and alcohol are common factors?	…an ATV is not a toy. A young person involved in a crash could suffer life-altering injuries. If and when a young person is ready to use an ATV, the size of the vehicle must match the size of the person, he/she must wear protective clothing (including a helmet)?

PMI Template

Topic statement:

Teen found not guilty of manslaughter
and drinking and driving in ATV collision.

P	M	I
Points to support verdict:	Points to support a guilty verdict:	Interesting points connected to this case and the verdict:

PMI (Plus/Minus/Interesting) Strategy

Before

- Provide students with copies of Appendix 3: PMI Template.
- Using a think aloud, model how the PMI chart works by providing details which support the topic statement (Plus), refute the topic statement (Minus), or neither support nor refute, but are details which are connected to the topic (Interesting).

During

- Introduce another topic statement to the students.
- Pose the topic in a statement which invites students to support or refute the statement.
- Draw the PMI chart on the board or chart paper.
- Invite students to give points which support the statement. Record these under the 'P' (Plus) column.
- Invite students to give points which do not support the statement. Record these under the 'M' (Minus) column.
- Invite students to give points which neither support nor refute the statement, but are interesting points connected to the statement. Record these under the 'I' (Interesting) column.

Sample PMI and Retell

Topic statement:

People who don't vote in federal elections should lose their driver's licence.

P	M	I
• more people would be persuaded to vote • more people may be involved/ aware of the democratic process	• people would vote because there is a consequence for not voting, not necessarily because they should • it would be costly to track those who don't vote • an individual's right to mobility may be jeopardized • some individuals may be further disadvantaged without the ability to drive	• some people don't drive, so this type of consequence would be meaningless • a driver's licence may already be taken away for other reasons (for example, impaired driving) • some people hold a vote as a political statement • some people will be new to the experience of voting in a political election

Ontario teen found not guilty in fatal ATV collision

Judge finds no clear evidence that he was the operator of the vehicle

An Ontario judge has found an Ontario teen not guilty of manslaughter and driving under the influence, concluding it was not possible to prove the teen was operating an ATV that struck, and killed, a pedestrian. The fatal crash occurred during the early evening on a hot summer day, approximately 150 km north of Sudbury.

The 18-year-old accused, who was 17 at the time of the July 25 incident, pleaded not guilty to the charges, although his blood-alcohol level was over the legal limit when the crash happened.

Under provisions of the Youth Criminal Justice Act, the teen cannot be identified.

During a brief trial, Ontario Court Justice Ronaldo Martin heard from one Crown witness, a friend of the accused, who was riding another ATV beside him.

The witness told prosecutor David Matheson the pair had been drinking whisky and wine at the home of the accused parents, who were on holiday in Europe. He indicated the pair planned to go to the local drive-in cinema later that evening.

"At some point, we left the house to get some fresh air," the witness recounted. "We took off on our ATVs around the back roads. My friend's ATV got wrecked I think. I guess we were in a crash. Later, I found out it happened on a side road, somewhere," he testified. The witness insisted he does not remember who ran over the victim.

"Was it a bad crash?" the assistant Crown attorney asked.

"My friend's ATVs looked pretty smashed up," the witness responded. "All I know was what I saw a few days later. His ATV was pretty banged up".

The witness indicated he remembers hearing a loud yell from the accused, but does not recall any involvement with the police after the crash.

Susan Parkinson, lawyer for the accused did not call a defence.

Based on the evidence, the Crown "has failed to prove either offence beyond a reasonable doubt," Judge Martin said.

(Based loosely on a true incident and adapted by N. Lim)

Triangle
Debating Procedures

Topic

These procedures are intended to act as a guide. Refer to them throughout the process to ensure that you are on the right track.

STEP ONE: Each group of six is divided into sub groups of two: **Group 1, Group 2,** and **Group 3.**

STEP TWO: Each group is given a different task to complete:

- **Group 1** will argue in favour (information under "P" in PMI template)
- **Group 2** will argue against (information under "M" in PMI template)
- **Group 3** will comment on remarks made by the speakers of Groups 1 and 2, and pose questions to Groups 1 and 2 (comments on points of speakers and asks questions from information under "I" in PMI template)

STEP THREE: Sub groups will get together to create a plan of attack, decide on the main argument and how speeches will be organized. The order of speakers will be as follows:

- First member of Group 1
- First member of Group 2
- Second member of Group 1
- Second member of Group 2
- First member of Group 3 questions members of Group 1
- Second member of Group 3 questions members of Group 2

STEP FOUR: All members of Groups 1 and 2 are required to speak for 1 or 2 minutes. All members of Group 3 are required to comment for 1 or 2 minutes on points made by the two previous speakers and to ask two insightful questions to Groups 1 and 2.

Remember - you are a team! Stay positive and support each other throughout the process.

PMI Rubric

Achievement Chart - English, Grades 9–12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding *Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)*				
Knowledge of the key concepts of news article "Teen Found Not Guilty"	• Demonstrates limited knowledge of the key concepts of news article "Teen Found Not Guilty".	• Demonstrates some knowledge of the key concepts of news article "Teen Found Not Guilty".	• Demonstrates considerable knowledge of the key concepts of news article "Teen Found Not Guilty".	• Demonstrates thorough knowledge of the key concepts of news article "Teen Found Not Guilty".
Understanding of the key concepts of news article "Teen Found Not Guilty"	• Demonstrates limited understanding of the key concepts of news article "Teen Found Not Guilty".	• Demonstrates some understanding of the key concepts of news article "Teen Found Not Guilty".	• Demonstrates considerable understanding of the key concepts of news article "Teen Found Not Guilty".	• Demonstrates thorough understanding of the key concepts of news article "Teen Found Not Guilty".
Thinking *The use of critical and creative thinking skills and/or processes*				
Use of processing skills to analyse news article "Teen Found Not Guilty", evaluating the impact of the message	• Uses processing skills to analyse news article "Teen Found Not Guilty", evaluating the impact of the message with limited effectiveness.	• Uses processing skills to analyse news article "Teen Found Not Guilty", evaluating the impact of the message with some effectiveness	• Uses processing skills to analyse news article "Teen Found Not Guilty", evaluating the impact of the message with considerable effectiveness.	• Uses processing skills to analyse news article "Teen Found Not Guilty", evaluating the impact of the message with a high degree of effectiveness.
Use of critical thinking processes, for example, understanding the legal implication of news article "Teen Found Not Guilty"	• Use of critical/creative thinking processes, for example, understanding the legal implication of news article "Teen Found Not Guilty" with limited effectiveness.	• Use of critical/creative thinking processes, for example, understanding the legal implication of news article "Teen Found Not Guilty" with some effectiveness.	• Use of critical/creative thinking processes, for example, understanding the legal implication of news article "Teen Found Not Guilty" with considerable effectiveness.	• Use of critical/creative thinking processes, for example, understanding the legal implication of news article "Teen Found Not Guilty" with a high degree of effectiveness.