

Step-by-step, whiteboard-ready

SCHOLASTIC
SCOPE
 DIGITAL LESSON

No Pain, No Gain: Healthy or Harmful?

Approximate
 time to
 complete
 lesson: three
 class periods



FEATURED SKILL

Author's Craft

SUMMARY

In this thought-provoking multimedia lesson, students will read an article that introduces a former cheerleader who suffered life-changing injuries and questions the wisdom of the “no pain, no gain” mentality. After completing an author’s craft activity, students will view and discuss two videos: one featuring the cheerleader in the article and the other about a concussed football player. They will respond to a writing prompt and, last, create public service posters about sports safety.

MAIN OBJECTIVES

- to read a nonfiction article and analyze how the author develops an argument
- to synthesize information and form opinions, based on videos
- to participate in a class discussion
- to analyze key ideas and details to respond to a writing prompt and create a poster

MATERIALS

Click the links below.

- student copies of the article “Dazzle and Danger” from the January 14, 2013, issue of *Scope*
- *Scope* activity sheet [“Critical-Thinking Questions”](#)
- *Scope* activity sheet [“Analyzing the Author’s Argument”](#)
- video [“No Pain, No Gain: A Conversation With Gabby Taylor”](#)
- video [“Deadly Hits: The Story of Ex-Football Player Chris Coyne”](#)
- *Scope* activity sheet [“Video Discussion Questions: Gabby Taylor”](#)
- *Scope* activity sheet [“Video Discussion Questions: Chris Coyne”](#)
- [Anti-smoking PSA](#) to project
- [Sugary-drink PSA](#) to project
- [answer key](#) for activity sheets

1 INTRODUCE AND DISCUSS TOPIC

Duration: 10 minutes

Start by writing “No pain, no gain” on the board. Invite students to explain what they think it means. (*It can mean that anything worth achieving takes hard work and sacrifice.*) Do students agree with this motto? In what situations do they think it applies? (*Students may say in sports, school, playing an instrument, etc.*) Have students open their magazines to “Dazzle and Danger” and have them read the As You Read box before starting the article.

2 READ AND DISCUSS THE ARTICLE

Duration: 30 minutes

Direct students to read the article individually or in small groups. Have them discuss points they find interesting or surprising. Distribute our “Critical-Thinking Questions” activity and have students answer the questions in small groups.

3 ACTIVITY SHEET

Duration: 20 minutes

Distribute the activity sheet “Analyzing the Author’s Argument.” Have students complete

it individually, in class, or as a homework assignment.

4 WATCH AND DISCUSS VIDEOS

Duration: 15 minutes

Distribute the “Video Discussion Questions” activity sheet that accompanies our *Scope* video “No Pain, No Gain: A Conversation With Gabby Taylor.” Students should preview the questions before watching the video. After showing the video (twice if necessary), ask students to complete the activity sheet in their groups. Then do the same with the video “Deadly Hits: The Story of Ex-Football Player Chris Coyne.” Distribute and preview the discussion questions, show the video, and let groups respond.

5 WRITING PROMPT

Duration: one class period or homework assignment

Students are now prepared to respond to the writing prompt on page 8. They should draw on information from the article and both videos.

6 EXTENSION: MAKE A SPORTS SAFETY POSTER

Duration: 30 minutes

Invite students to use what they have learned to then make public service announcement posters to alert young people to the importance of sports safety and the risks of going too far. As an example, project the anti-smoking and anti-sugary drink ads. Discuss the techniques these ads use to get a point across, such as appealing to one's emotions and using statistics.

Encourage students to utilize these techniques in their posters.