

Performance Task for Healthy Living Learning Outcomes

Aspect of the HLPS being used for formative assessment:

Healthy Practices 10 to 12

Classroom Context:

In a Peer Tutoring Class, Grades 10 to 12, two sessions (1 hr x 2) of instruction were conducted with regard to the interrelationship of internal and external factors that influence health. Topics were generated from classroom discussion. Topics were then condensed to main ideas. The process includes:

1. Developing an understanding of a body of knowledge.
2. Exploring new information and relationships.
3. Accessing prior knowledge.
4. Gathering new knowledge and information.
5. Designing structures or processes (Mind Map/Concept Map).

Prescribed Learning Outcomes

Analyze practices and influences that promote healthy decision-making.

Student Learning Intention:

I can show you the different ways I can be influenced regarding making healthy decisions.

Task:

The task for this lesson was to create a Concept Map or Mind Map using the topics generated from the previous lessons and the student draws or indicates a connection between the topics and making healthy decisions. Students have had previous direct instructions on the construction and use of Mind Maps and Concept Maps using *Beyond Monet*. Students were shown and a discussion incurred around the elaborated scale/matrix. After the construction of the Mind/Concept Maps, students moved to Think/Pair/Share and then to Numbered Heads. Student Concept/Mind Maps were then placed around the classroom environment.

Process:

Over two classes, teacher and students sat down together to talk about *Canada's Food Guide*, which the students have worked with the previous year. They discussed the different food groups, examples from each group, and spent some time looking at serving size (students had not had capacity/mass unit in math at this point).

After becoming more familiar with the style of the food guide, age groups, and number of expected servings per day, students were set off to their task. Students were to create a meal plan for one day, using pictures and words to show three meals, and two snacks. Students were expected to include the number of 'servings' for each food group in their day, as according to the *Canada's Food Guide* (i.e. six servings of grains throughout the whole day).

After completing the task, the students were invited to reflect on the process. Questions they were invited to reflect on include:

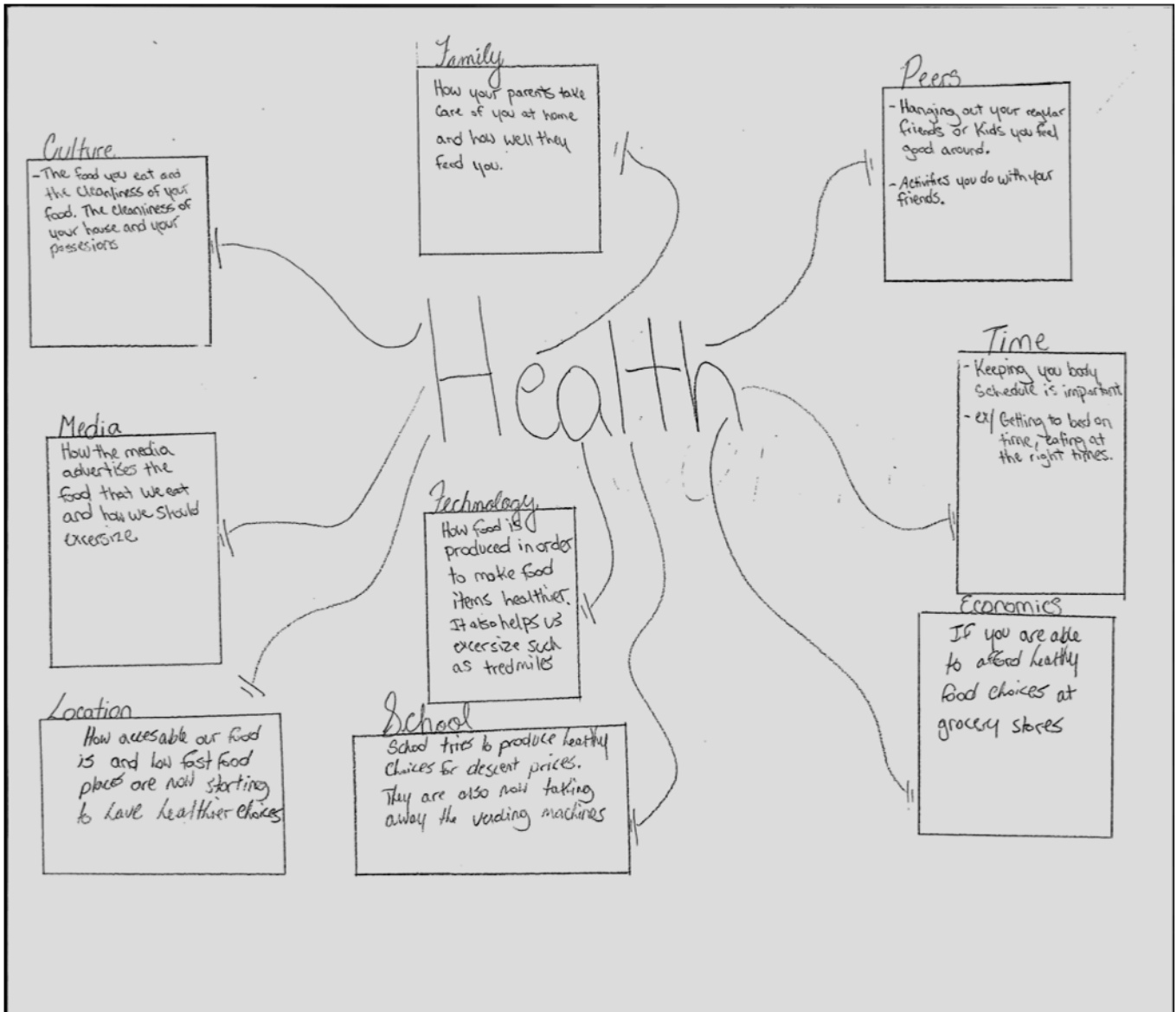
- Was this task easy or hard? Which parts and why?
- Did you find it difficult to include the right number of each food group?
- Is there a food group you wish you had more servings of? Less?

- Were there any food groups that you ended up including more or less than the required amount? Why?

Teacher Observations:

Emerging

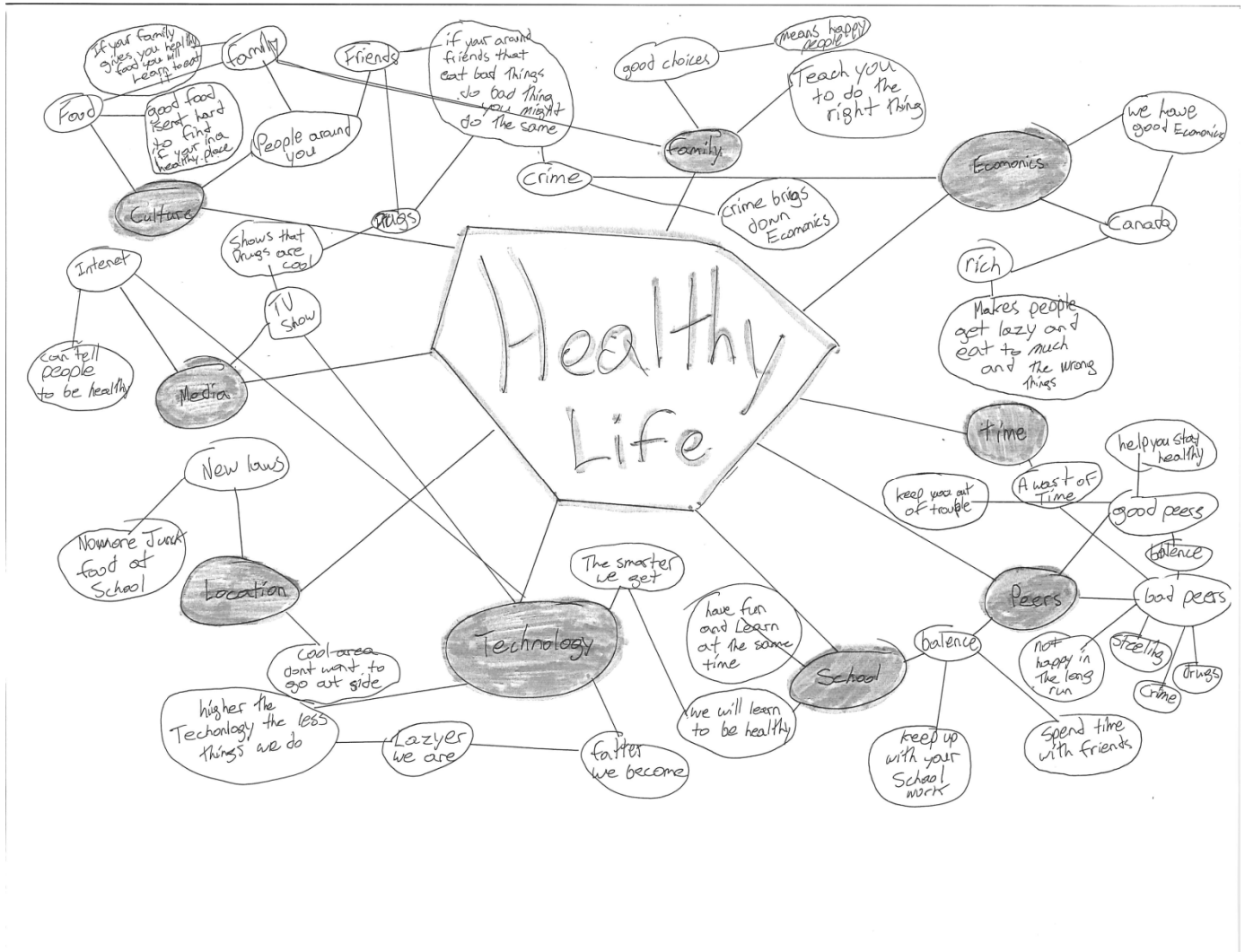
- The student requires assistance in understanding the interrelationship of internal and external factors.
- The student needs support to identify factors.
- The student does not demonstrate how factors may oppose or support each other when making decisions.



Teacher Observations:

Developing

- The student understands the interrelationship of internal and external factors that influence health.
- The student shows factors that may support or oppose the decision-making scenario.
- The student listened to the group discussions and was able to present his completed task by using the positive and negative approach to most items on the list (good economics/crime brings down economics, bad peers/good peers, lazier we are/makes people lazy).



Teacher Observations:

Acquired

This student sample includes healthy behaviours that influence health after a think/pair/share exercise and the evaluation of healthy behaviours.

- The student was able to share thoughts in a group setting.
- The student was able to evaluate factors.

