

## Performance Task for Healthy Living Learning Outcomes

### Aspect of the HLPS being used for formative assessment:

Healthy Practices 4 to 6

### Classroom Context:

Students in the classroom seemed to have an understanding how healthy eating and active living contributed to their health, but had minimal knowledge of other contributing factors to their overall health.

### Prescribed Learning Outcomes

- Describe physical and emotional health benefits of regular participation in physical activity.
- Describe and demonstrate choices students can make for healthy eating based on *Canada's Food Guide*.
- Understand practices that prevent communicable and non-communicable diseases.
- Understand negative consequences of substance abuse and practice behaviours that reduce risk.

### Student Learning Intention:

I understand and can describe all the factors that contribute to overall health.

### Task:

Students were to create a mind map showing all the contributing factors to personal health.

### Process:

As a pre-assessment task, students did a pencil and paper web that outlined contributing factors for their own health. Many of the webs were limited to an understanding of activity and eating only.

As a class, there were many discussions/lessons on attributes that contribute to health – focusing on nutrition, physical activity, stress relief, hygiene, etc.

At the end of the lessons, students were asked to create a mind map that demonstrated their understanding of the contributing factors to a healthy self. In this sample, students used the *Inspiration* program on computer to construct their map.

Note: For these samples, students had previously worked with the *Inspiration* program in other curricular areas.

### Student and Teacher Created Criteria:

Show as many contributing factors to overall health as possible.

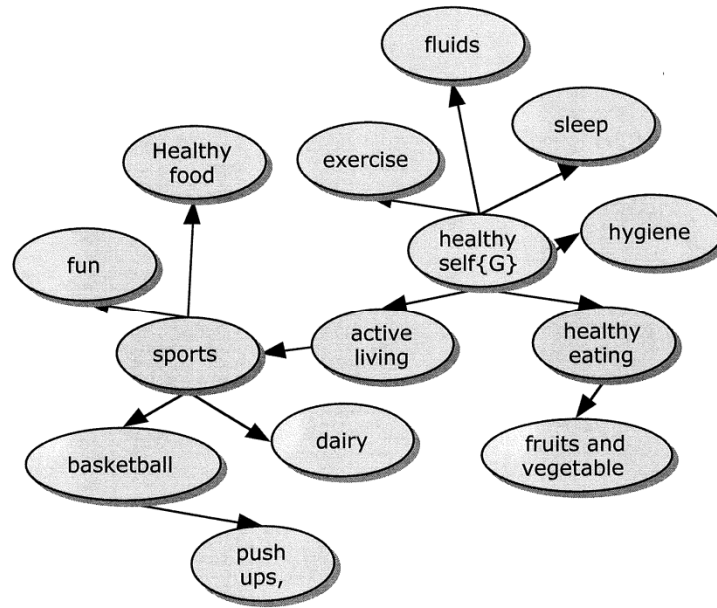
1. Categorize your ideas as previously outlined in lessons (i.e. hygiene, activity, nutrition, healthy practices).
2. Indicate the benefits of each item in the active living category.
3. Name all food groups and provide examples of each one.

**Teacher Observations:**

**Emerging**

The student is able to list some of the contributing factors, but has little depth in the categories. Their mind map refers primarily to active living and healthy eating only.

- shows little understanding of the relationship between physical activity and physical/emotional health
- needs support to name to food groups, needs support recalling examples in each category
- with assistance, can identify practices that prevent communicable and non-communicable diseases
- with assistance, can identify the negative consequences of substance abuse

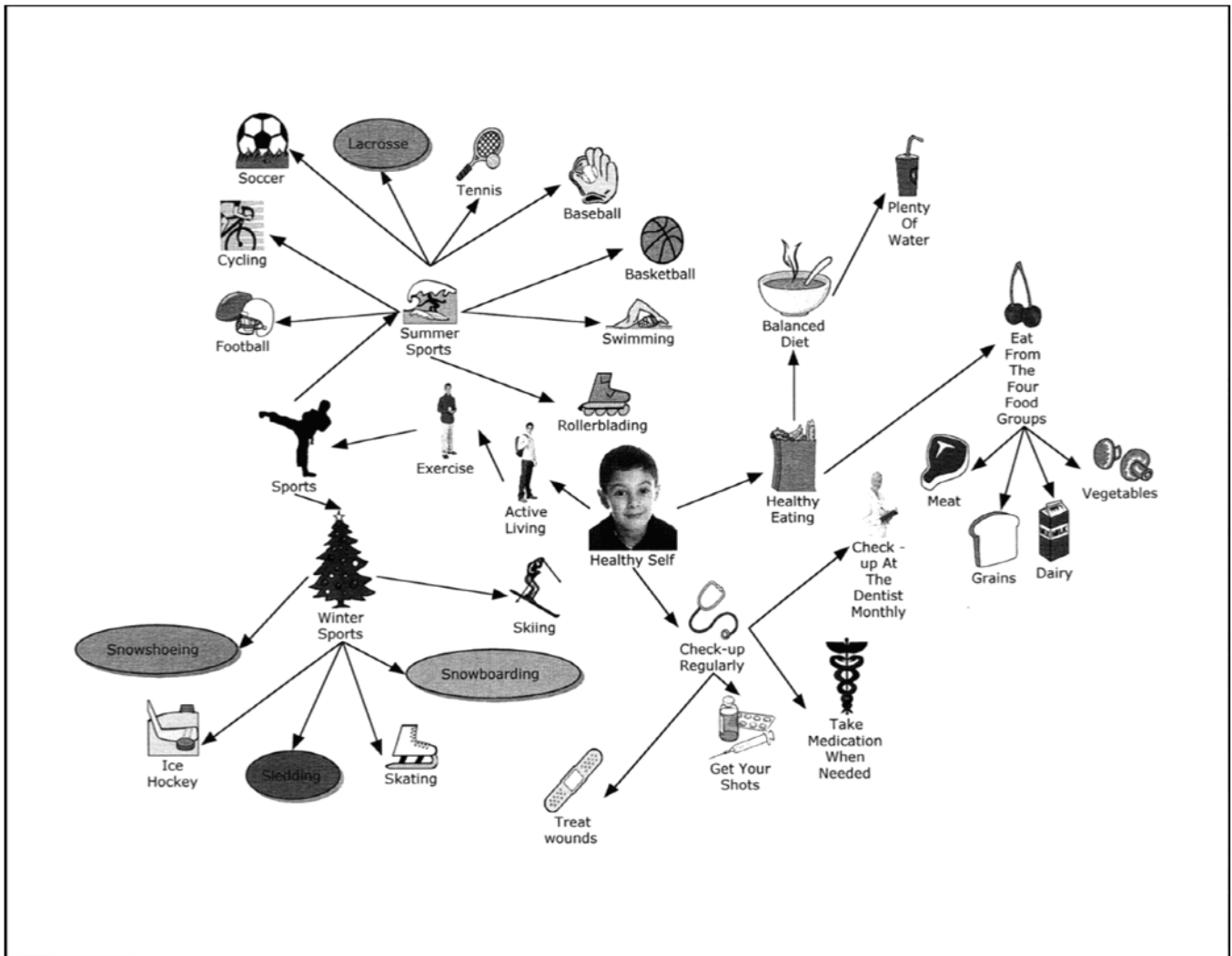


## Teacher Observations:

### Developing

The student is able to list a number of examples for active living and healthy eating and demonstrate some links between the factors. Their mind map focuses mainly on lists of examples verses deeper understanding showing health benefits.

- can identify some of the health benefits associated with regular physical activity
- is able to name all food groups but has limited examples in each category
- has limited understanding of the practices that prevent communicable and non-communicable diseases
- has limited understanding of the negative consequences of substance abuse

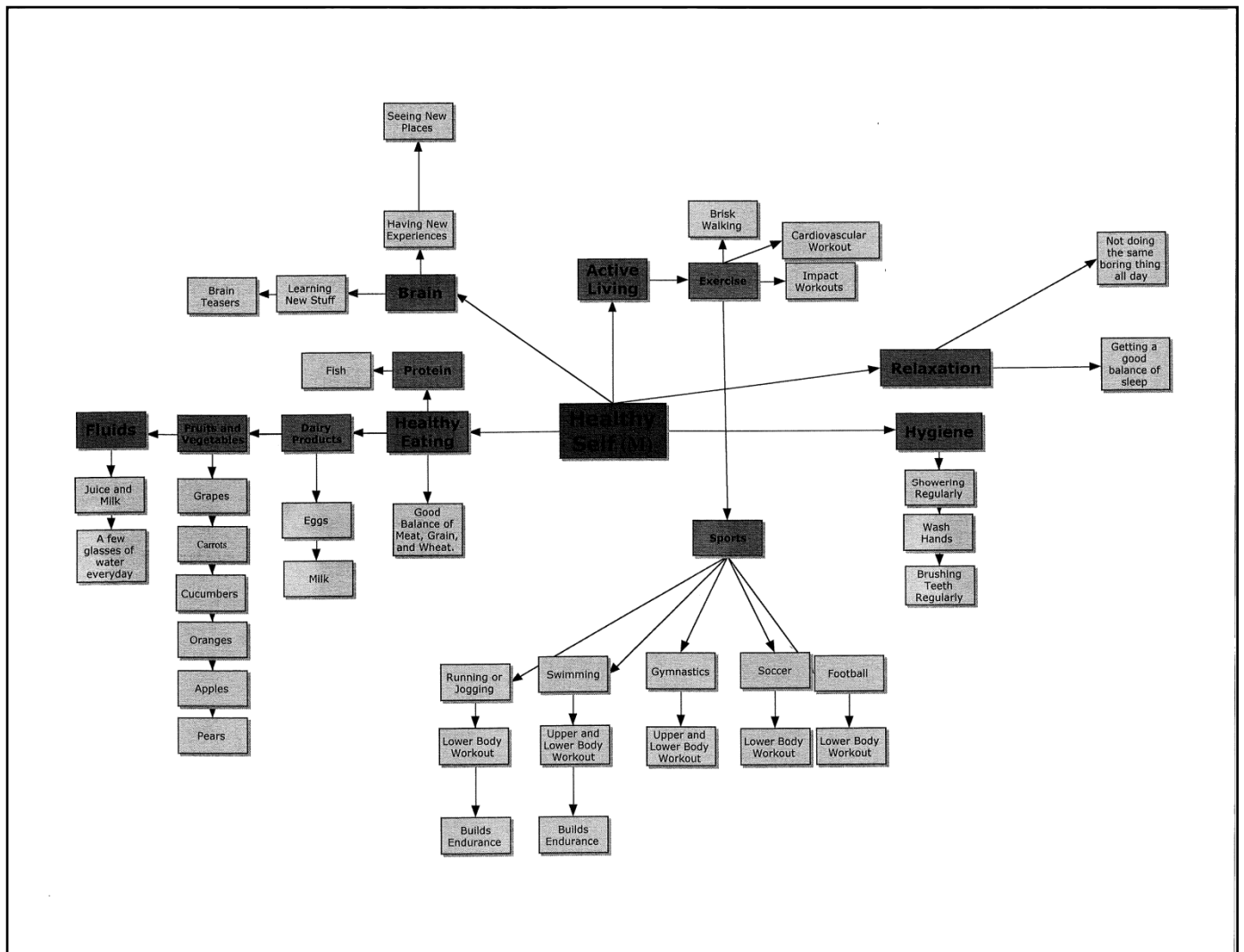


## Teacher Observations:

### Acquired

The student created a mind map that separated the aspects of a healthy life and provided examples within each aspect. They were able to articulate specific examples but not clearly show the personal benefits in all categories.

- can readily identify many health benefits of regular physical activity
- able to name all food groups and list examples in each category
- has an understanding of the practices that prevent communicable and non-communicable diseases
- has an understanding of the negative consequences of substance abuse



**Teacher Observations:**

**Accomplished**

The student created a mind map that separated the aspects of a healthy life and provided examples within each aspect. They were able to articulate specific examples but not clearly show the personal benefits in all categories.

- can readily identify many health benefits of regular physical activity
- able to name all food groups and list examples in each category
- has an understanding of the practices that prevent communicable and non-communicable diseases
- has an understanding of the negative consequences of substance abuse

