

Performance Task for Healthy Living Learning Outcomes

Active Living Grade 4/5

Classroom Context:

The school participates in a Daily Physical Activity Program which requires the learners to be active for a minimum of 30 minutes per day. This activity often takes the form of a Walk/Run Jog around the neighbourhood and/or small space activities (i.e. aerobics, isometrics, and dance) that can be performed in the classroom. This is supplemental to the P.E. curriculum. The students are also encouraged to be physically active outside of school hours as well. Within the classroom, students have been involved in discussions and various activities that provided them with opportunities to connect being physically active with physical and emotional health.

Provincial Learning Outcome

Physical Education

A1 Describe physical and emotional health benefits of regular participation in physical activity (i.e.: it makes bones stronger, it increases overall health, and it's a way to make new friends).

Student Learning Intention:

I understand and can show/tell the benefits of being active on a regular basis.

Task:

Students were asked to create a project that shows the personal benefits of regular participation in physical activity and highlight the activities that they participate in.

In Grade 4/5, the student is able to create a silhouette that identifies the benefits of physical activity to their heart, lungs, bones, and muscles. The students will also identify the benefits of physical activity to their emotional well being. For each component students will identify what physical activities they do at school and away from school that contributes to their physical and emotional well-being.

Pre-teaching:

The students will brainstorm and record the benefits of physical activity to the heart, the bones, the lungs, the muscles and their overall feeling of self.

In a whole class, students will brainstorm a list of activities that they do at school and at home to promote physical and emotional health.

Process:

1. show examples of both physical and emotional benefits
2. show accurately the body parts that are being used and how they are benefiting
3. picture can be either hand drawn or cut out from a magazine with a photo attached
4. labels are clear
5. illustrations shows student engaged in a physical activity

Students will create silhouettes of themselves. On their silhouettes they will label their heart, lungs, muscles, bones and identify the physical benefits of active living along with activities that they do to keep these areas strong and healthy. (i.e. Heart – “When I run my heart pumps blood throughout my body – keeping my heart strong and healthy). The students will then create an area that highlights the emotional benefits of physical activity (i.e. “I feel energized when I play basketball with my friends. I feel happy when I get to go swimming at the pool with my family”). Student will be encouraged to include all of the physical activities that they do – both at school and away from school

Student and teacher created criteria:

1. show examples of the physical and emotional benefits of physical activity
2. show accurately the body parts that are being used in different activities you do and how they are benefiting
3. Identifies the physical activities that students do at school and away from school.

Teacher Observations:

Emerging

With assistance, the student:

- provides one example of a physical benefit of exercise in relation to a body part (i.e. exercise makes my heart beat pump blood throughout my body)
- provides one example of an emotional benefit of exercise (i.e. exercise makes me feel happy)
- provides one example of an activity that leads to physical fitness (i.e. I ride my bike to school)

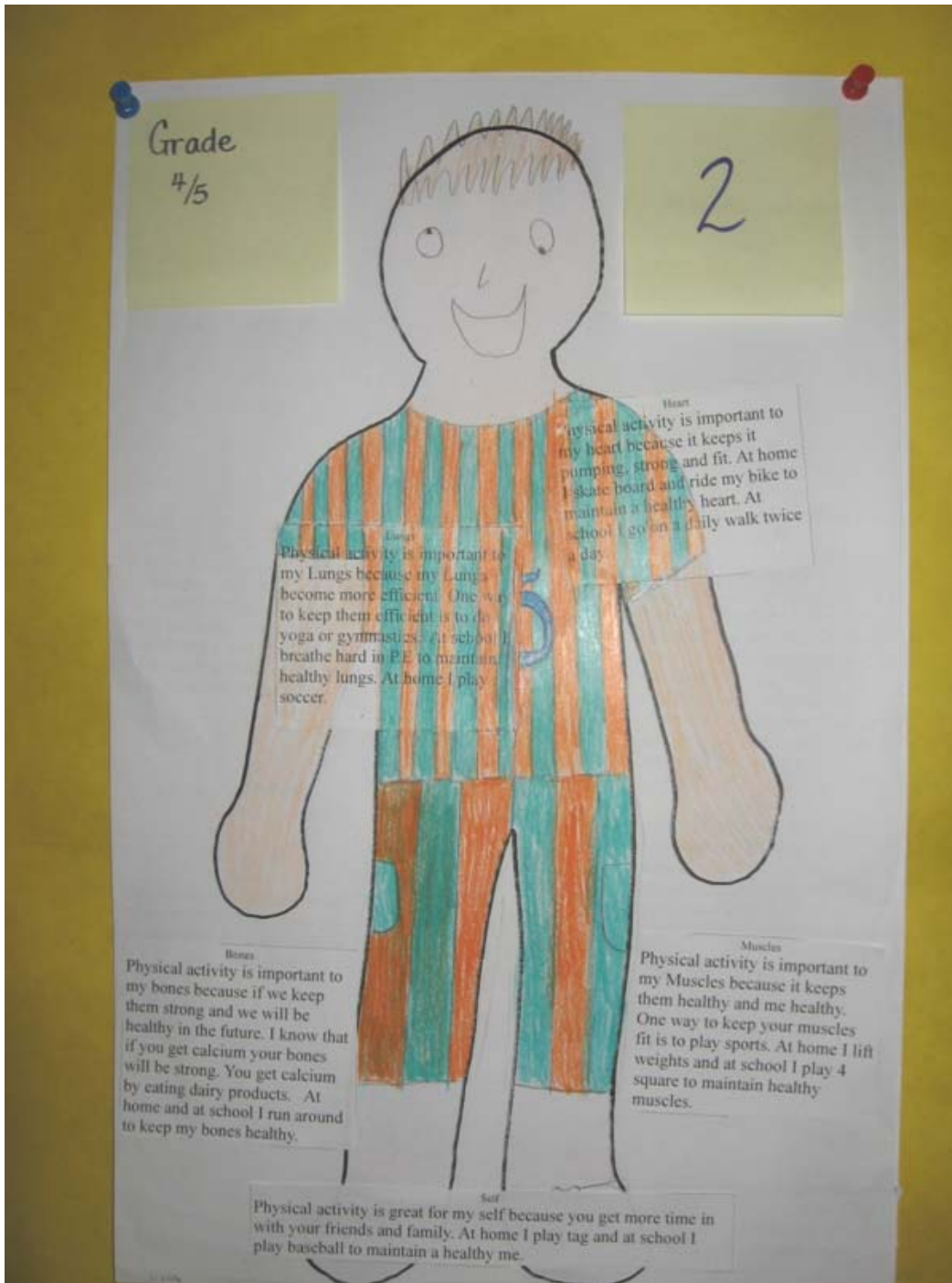


Teacher Observations:

Developing

Independently, the student:

- provides two examples of the physical benefits of exercise in relation to a body part (i.e.: exercise makes my heart pump blood and makes my bones stronger)
- provides two examples of the emotional benefits of exercise (i.e. exercise makes me feel happy and I feel good about myself getting stronger)
- provides two examples of activities that lead to physical fitness (i.e. I ride my bike to school and I go for walks)

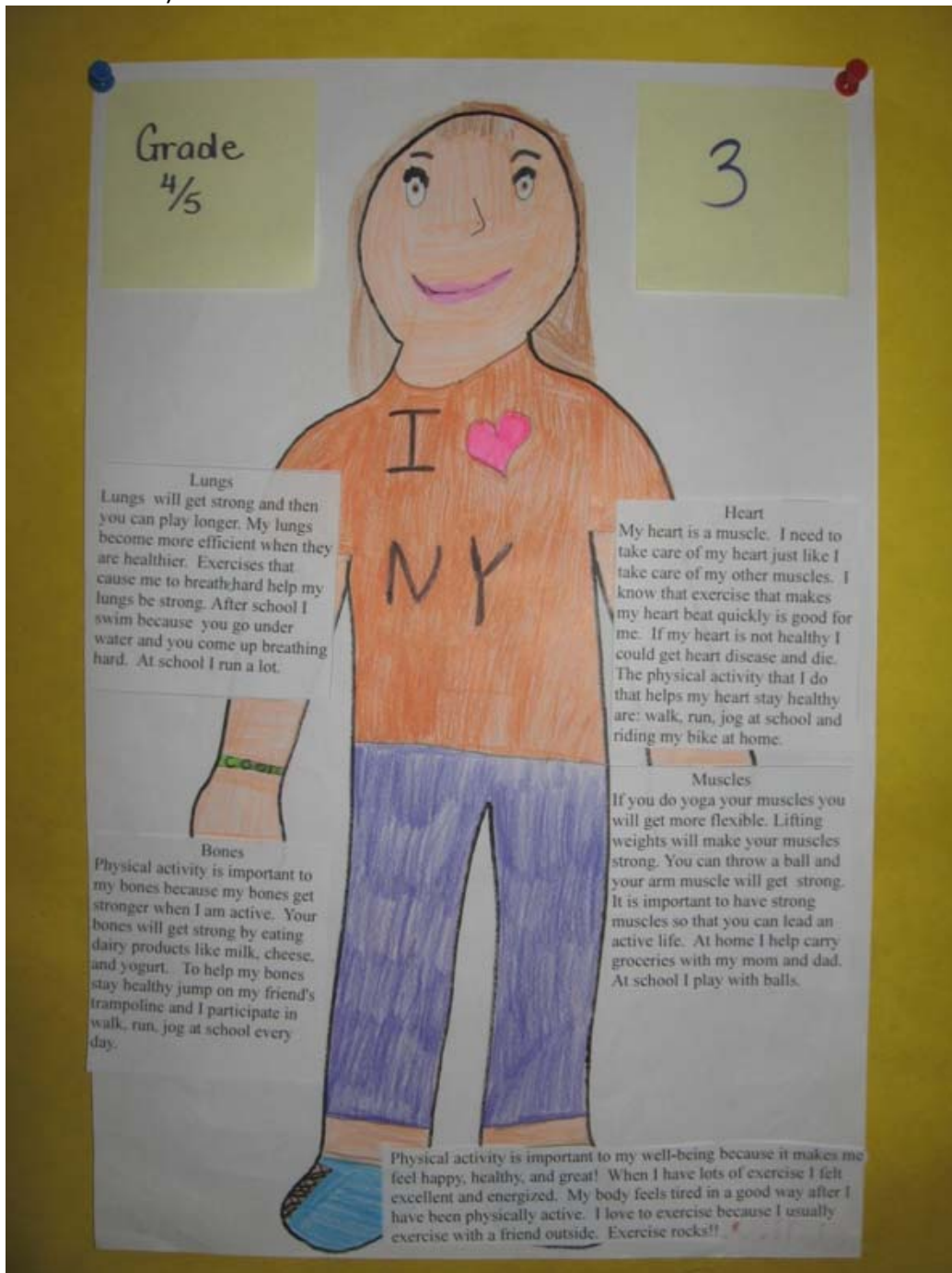


Teacher Observations:

Acquired

Independently the student:

- provides three examples of the physical benefits of exercise in relation to a body part (i.e.: exercise makes my heart pump blood more efficiently, makes my bones stronger and my muscles feel tired)
- provides three examples of the emotional benefits of exercise (i.e. exercise makes me feel happy, I feel good about myself and I like belonging to a team)
- provides two examples of activities that lead to physical fitness and an example of an activity that they participate in at school (i.e. I ride my bike to school, I go for walks and I play 4-square at recess)



Teacher Observations:

Accomplished

Independently the student:

- provides three examples of the physical benefits of exercise in relation to a body part (i.e.: exercise makes my heart pump blood more efficiently, makes my bones stronger and my muscles feel tired)
- provides three examples of the emotional benefits of exercise (i.e. exercise makes me feel happy, I feel good about myself and I like belonging to a team)
- provides two examples of activities that lead to physical fitness. In addition, students will provide examples of activities they participate in both during and after school (i.e. I like to play basketball at school and I am on a hockey team)



Resources:

- *ActNowBC*. Healthy Eating and Physical Activity Learning Resource. Grade 4
- *Healthy Living Performance Standards* (draft). Grade 4-7. B.C. Healthy Schools Network. October 2008
- *Canada's Physical Activity Guide. Let's Get Active*. Her Majesty the Queen in Right of Canada 2002