

Performance Task for Healthy Living Learning Outcomes

Aspect of the HLPS being used for formative assessment:

Healthy Eating K to 3

Classroom Context:

Students in this classroom often work in pairs and small groups. They work well together, and often reflect on problems that arise during work time. For the following examples, students chose their own partners, based on who they work well with, rather than ability. Students also had the choice to work alone if they wished.

Prescribed Learning Outcomes

Identifies healthy food choices using *Canada's Food Guide*.

Student Learning Intention:

I can plan healthy meals and snacks using *Canada's Food Guide*.

Task:

Create a meal plan for one day, using words and pictures, using *Canada's Food Guide*.

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 taken 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 sent 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).

Teacher Stated Criteria:

1. On a large sheet of paper, draw three large plates and two small plates to show three meals and two snacks (one day's worth of meals).
2. On the plates, draw a balanced meal plan according to *Canada's Food Guide*.
3. Try to add together how many servings you have of each food group.

Student Stated Criteria:

1. Draw three meals and two snacks, using all of the *Food Guide* food groups and the recommended number of servings.
2. Try to use your taste for food, but keep to the recommended number of servings. Check with the *Food Guide* after drawing all your meals.

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

- Was this task easy or hard? What parts and why?
- Did you find it difficult to include the right number of each food group?

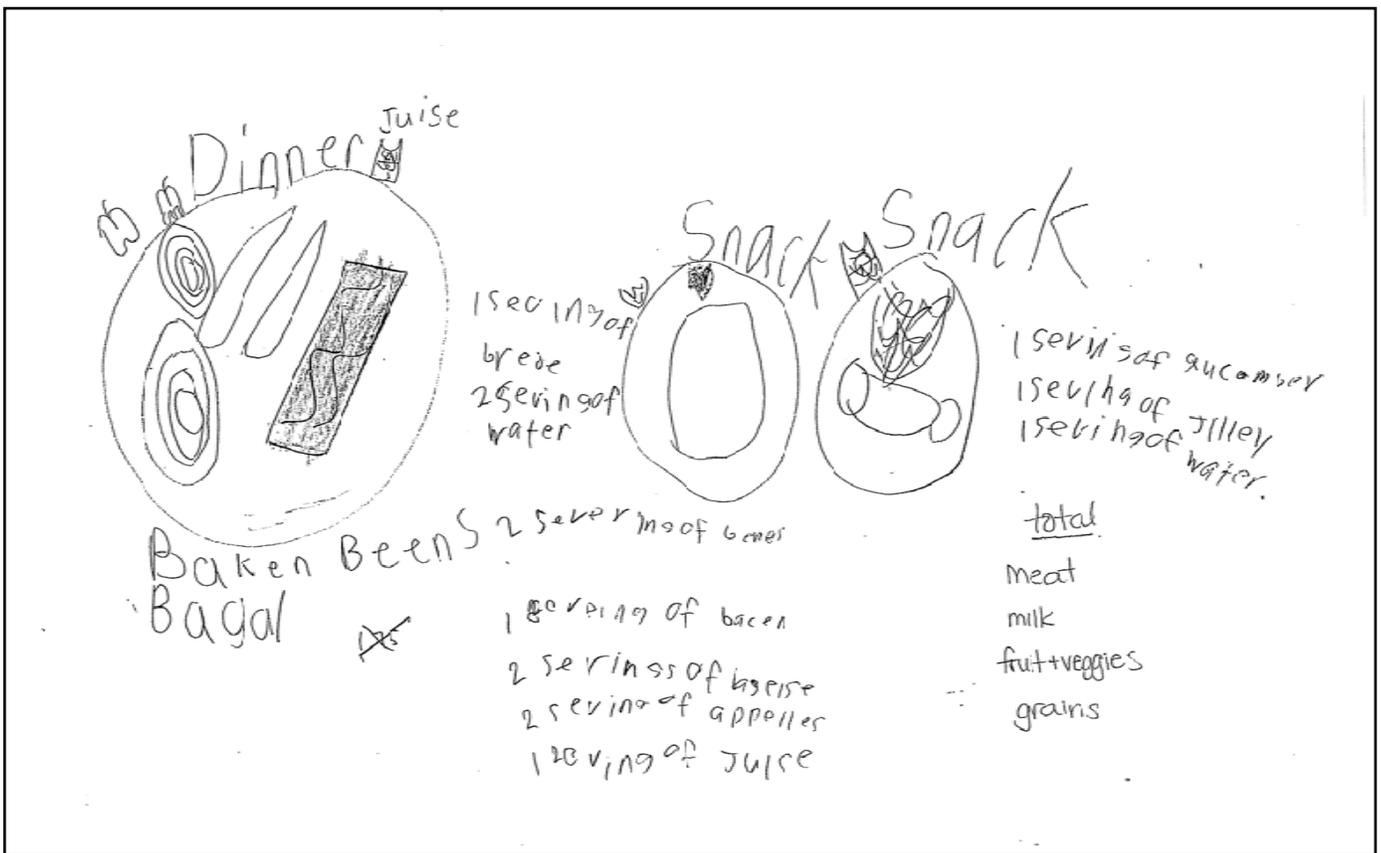
- Is there a food group you wish you had more servings of? Less?
- Where there any food groups that you ended up including more or less than the required amount? Why?

Teacher Observations:

Emerging

This student had difficulty understanding the necessity of using the recommended number of servings from each food group. The student was choosing his menu items based only on what he liked to eat. It took considerable teacher assistance to choose a variety of food groups and keep track of an estimated number of servings.

- able to identify the food groups and some examples
- needs support to recognize a balanced diet over the course of a day
- needs support to interpret the recommended servings from each food group per age group
- has difficulty communicating a healthy balance on a food plan for one day

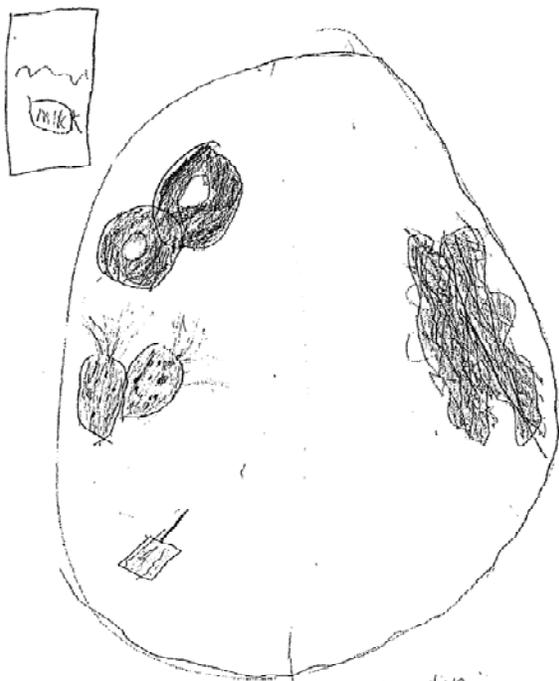


Teacher Observations:

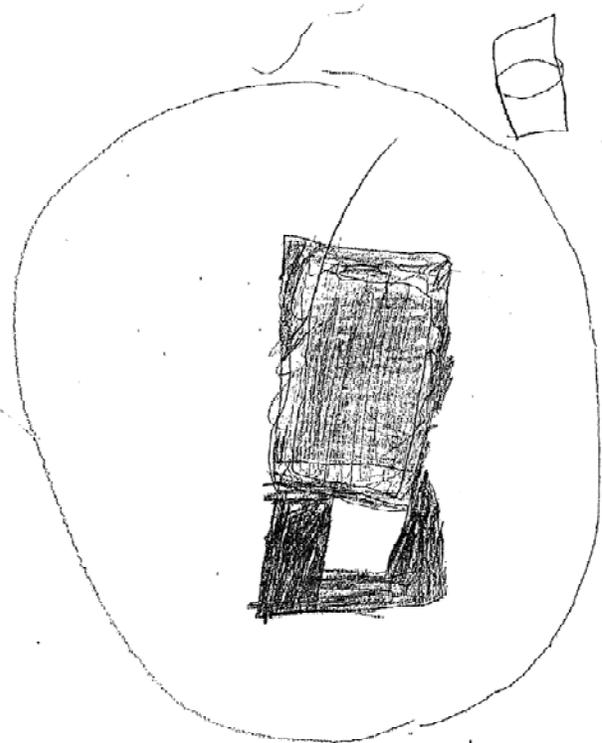
Developing

These students got straight to work and enjoyed bargaining with each other about what foods were going to make it to their meal plan. Their food choices sometimes reflected what they enjoyed eating rather than a variety of food groups. They did need occasional prompting from the teacher to include a variety from the food groups. They had difficulty interpreting their food as 'servings.' Their meal plan did not reflect thinking of the 'entire day', as they had a large breakfast with a lot of milk products and meat, and by dinner they had only rice and carrots because they were out of dairy and meat servings.

- needs prompting to choose a variety of food groups from *Canada's Food Guide*
- sometimes able to recognize serving size and recommended servings per day as per the food guide
- needs prompting to show all allotment of food groups over the course of the day
- able to match and name most of the food groups



1. Cheese = 1 serving milk, alternative
2. Bar box = 2 for kind of meat
2. 3 tra fibres
2. 2 eggs
1. Milk =



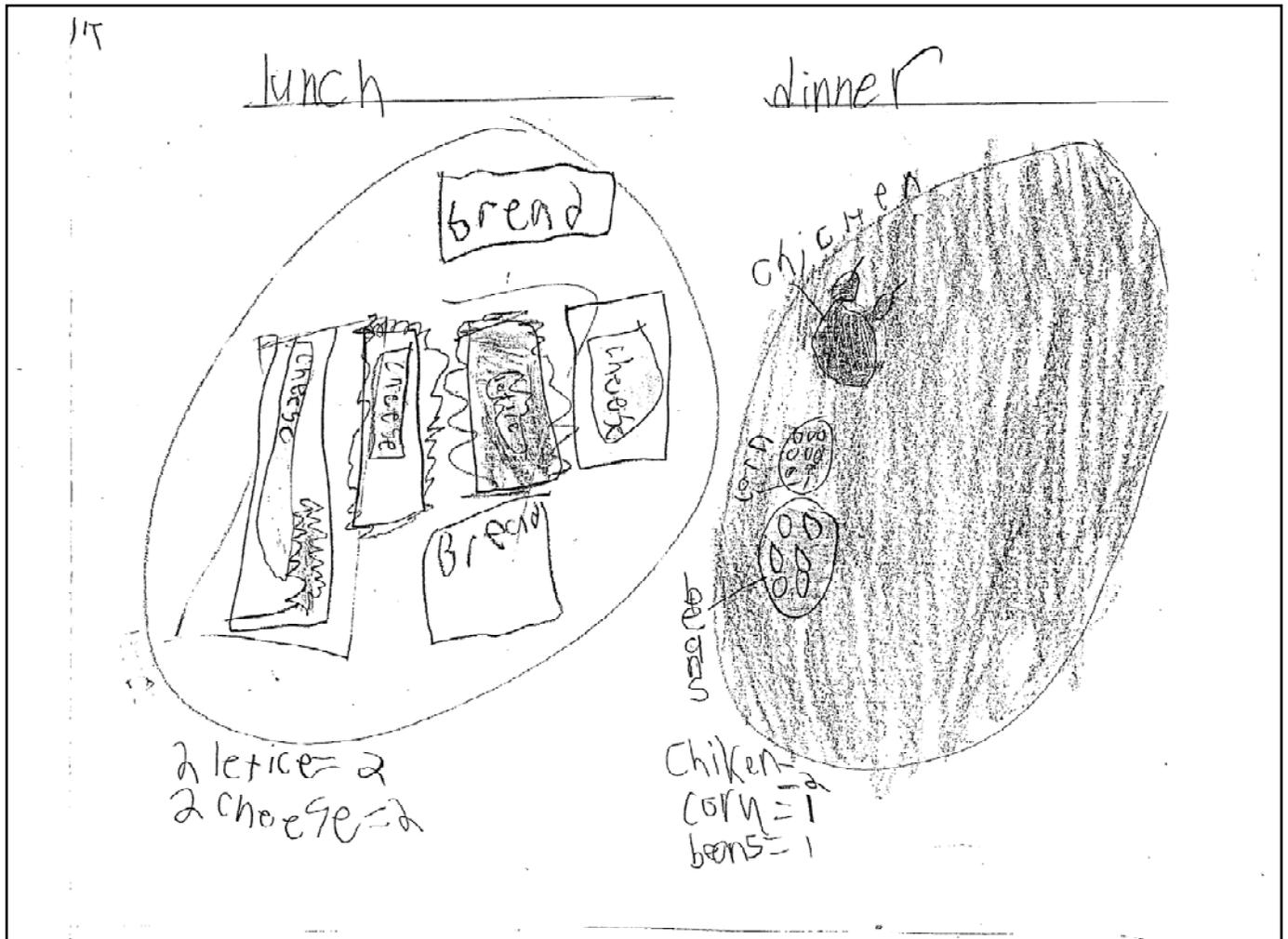
1. Cheese soaked
1. milk
2. bread

Teacher Observations:

Acquired

These students worked together collaboratively and often agreed on what foods they were going to include in their day plan. They included foods from a variety of the food groups, balancing them throughout the day. Underneath their meals they labelled what they had drawn and their approximation of the servings that they represented from the food guide. They added totals to each of the food groups, demonstrating their aim to meet the recommended servings. Their servings were usually correct, but not always. These students also reflected on their process, saying, "We didn't add a lot of grain and we think we could have added a little more." They drew attention to the one food group they fell short on.

- matches and names most foods to appropriate food groups
- usually able to recognize serving size
- recognizes a balanced diet over the course of a day
- may reflect about their choices and make connections to *Canada's Food Guide*



Teacher Observations:

Accomplished

This pair of students worked together collaboratively and efficiently. Together they came up with a day's nutrition that came from a variety of the food groups, having paid attention to spreading the servings throughout the day. In addition, these two students made sure to list the amount of each food (i.e. 1 cup) and listing how many servings this amounted to. The students totalled up the servings of food in each food group, and as a complete total. The students shared their reflection with the teacher verbally, saying, "We had to go over on something for snacks, so we went over on fruit because that's the healthiest food group."

- matches and names majority of foods to appropriate food groups
- able to recognize serving size consistently
- is able to choose foods from each food group to create a balanced diet over the course of a day, as per *Canada's Food Guide*
- may make personal connections to food choices associated to health and the *Food Guide*

