

Grade 1

**Active Participation**

# Kid Fit for Healthy Active Living!

## The Task

Students were told that a television station was producing a new show called “Kid Fit for Healthy Active Living!”, and that the producers were looking for a “healthy active living expert” to interview. They were also told that the host of the show would ask them two questions:

- Why is it important for children to be physically active?
- How can children try to improve their own fitness levels?

As part of the task, the students were to participate in vigorous physical activity for six continuous minutes in each of five successive days. They were to keep track of their progress each day, recording their heart and breathing rates and the number of times they needed to rest during the activity, and they were to set goals for improvement each day. They were also to answer various questions in a reflection journal, and the answers would be used to prepare them for the interview with the television producers.

## Expectations

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Active Participation strand for Grade 1 in *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998*. Note that the codes that follow the expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. recognize the importance of being physically active (1p28);
2. acquire living skills through physical activities (1p29);
3. participate in moderate to vigorous physical activity for five to ten minutes (1p34);
4. recognize that the heart is always beating and pumping blood to the muscles and the rest of the body, and that increased activity increases both the work of the heart and the speed of breathing (1p35).

## Prior Knowledge and Skills

To complete the task, students should have some experience with, or some knowledge or skills related to, the following:

- adhering to safety procedures in the gymnasium and classroom
- moving safely with an awareness of personal and general space
- indicating the location of the heart and lungs in their bodies
- using locomotor/travelling skills (e.g., skipping, galloping, running, hopping, speed walking, jumping, jogging)
- following oral and visual instructions (e.g., changing locomotor skills in response to visual and/or oral cues)

*For information on the process used to prepare students for the task and on the materials and equipment required, see the Teacher Package, reproduced on pages 42–57 of this document.*

## Task Rubric – Active Participation, Grade 1: Kid Fit for Healthy Active Living!

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of Concepts</b>				
The student:				
1, 4	<ul style="list-style-type: none"> <li>– demonstrates limited understanding of the importance of being physically active</li> <li>– demonstrates limited understanding of the relationship between sustained physical activity and increased speed of the heart and rate of breathing</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates some understanding of the importance of being physically active</li> <li>– demonstrates some understanding of the relationship between sustained physical activity and increased speed of the heart and rate of breathing</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates considerable understanding of the importance of being physically active</li> <li>– demonstrates considerable understanding of the relationship between sustained physical activity and increased speed of the heart and rate of breathing</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates thorough understanding of the importance of being physically active</li> <li>– demonstrates thorough understanding of the relationship between sustained physical activity and increased speed of the heart and rate of breathing</li> </ul>
<b>Active Participation and Living Skills</b>				
The student:				
2, 3	<ul style="list-style-type: none"> <li>– applies goal-setting skills with limited effectiveness</li> <li>– participates in vigorous physical activity for six minutes with limited success</li> </ul>	<ul style="list-style-type: none"> <li>– applies goal-setting skills with some effectiveness</li> <li>– participates in vigorous physical activity for six minutes with some success</li> </ul>	<ul style="list-style-type: none"> <li>– applies goal-setting skills with considerable effectiveness</li> <li>– participates in vigorous physical activity for six minutes with considerable success</li> </ul>	<ul style="list-style-type: none"> <li>– applies goal-setting skills with a high degree of effectiveness</li> <li>– participates in vigorous physical activity for six minutes with a high degree of success</li> </ul>
<b>Communication of Required Knowledge</b>				
The student:				
2	<ul style="list-style-type: none"> <li>– communicates ideas on physical activity (e.g., on goals, on fitness levels) with limited clarity</li> </ul>	<ul style="list-style-type: none"> <li>– communicates ideas on physical activity (e.g., on goals, on fitness levels) with some clarity</li> </ul>	<ul style="list-style-type: none"> <li>– communicates ideas on physical activity (e.g., on goals, on fitness levels) with considerable clarity</li> </ul>	<ul style="list-style-type: none"> <li>– communicates ideas on physical activity (e.g., on goals, on fitness levels) with a high degree of clarity</li> </ul>

\*The expectations that correspond to the numbers given in this chart are listed on page 8.

*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.