

**Grade 3**

**Fundamental  
Movement Skills and  
Active Participation**

# Active Kids at the Fair!

## The Task

Students were told that their community was having a fair to promote the importance of physical activity. The organizer of the fair had asked that local students create a movement sequence to be performed at the grand finale of the fair. Auditions would be held at the school.

In groups, students were to create and perform a movement sequence showing different frozen (static) positions and different ways of moving (locomotion) with smooth transitions between movements. They were to demonstrate balance in static positions and the use of a variety of levels and contact points in the movements. They were to observe the performance of another group of students and provide written feedback, which the judges would also read.

Each student was also to complete a reflection piece on the importance of physical activity for young people, which the fair organizer wanted to use in advertisements for the fair.

## Expectations

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Fundamental Movement Skills and Active Participation strands for Grade 3 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. perform the basic movement skills required to participate in physical activities: locomotion/travelling, manipulation, and stability (3p16);
2. demonstrate the principles of movement using locomotion/travelling, manipulation, and stability skills (3p17);
3. recognize the personal benefits of being physically active (3p27);
4. follow safety procedures related to physical activity, equipment, and facilities (3p29);
5. combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (3p18);
6. balance in different positions, using different body parts and levels (3p24);
7. move their bodies in various ways (3p25);
8. communicate positively to help and encourage others (3p39).

### **Prior Knowledge and Skills**

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

- different types of locomotion/travelling movements
- stability skills (e.g., bending, stretching, twisting, turning)
- movement at different levels and in different directions

*In the teacher's notes accompanying the student samples that follow, the examples cited are either from the student worksheets (indicated by a "P", for "print") or from the videotape (indicated by a "V").*

*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 79–89 of this document.*

## Task Rubric – Fundamental Movement Skills and Active Participation, Grade 3: Active Kids at the Fair!

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of Concepts</b>				
The student:				
3	– shows limited understanding of the importance of being physically active	– shows some understanding of the importance of being physically active	– shows considerable understanding of the importance of being physically active	– shows thorough understanding of the importance of being physically active
<b>Movement Skills</b>				
The student:				
1, 2, 5, 6, 7	– performs the required skills of holding static positions, making transitions, and moving in a variety of ways with limited proficiency	– performs the required skills of holding static positions, making transitions, and moving in a variety of ways with some proficiency	– performs the required skills of holding static positions, making transitions, and moving in a variety of ways with considerable proficiency	– performs the required skills of holding static positions, making transitions, and moving in a variety of ways with a high degree of proficiency
<b>Active Participation</b>				
The student:				
4	– shows limited awareness of safety procedures	– shows some awareness of safety procedures	– shows considerable awareness of safety procedures	– shows a high degree of awareness of safety procedures
<b>Communication</b>				
The student:				
8	– provides written feedback to help and encourage others with limited clarity	– provides written feedback to help and encourage others with some clarity	– provides written feedback to help and encourage others with considerable clarity	– provides written feedback to help and encourage others with a high degree of clarity

\*The expectations that correspond to the numbers given in this chart are listed on page 60.

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