
Teacher Package

Health and Physical Education Exemplar Task Grade 1 – Active Participation

Teacher Package

Title: Kid Fit for Healthy Active Living!
Time Requirement: 250–330 minutes (over several class periods)

Introductory activities

- Pre-task 1: 35–45 minutes
- Pre-task 2: 35–45 minutes
- Pre-task 3: 30–40 minutes

Exemplar Task: 30–40 minutes per day for 5 days

Description of the Task

The focus of this activity is to participate in and set goals for daily vigorous physical activity. Vigorous physical activity is directly related to raising the heart rate and maintaining this increase for a sustained period of six minutes. The students will use a tally sheet and a goal-setting sheet to keep track of their vigorous physical activity for five days. They will record their impressions of the task in a reflection journal using some problem-solving, decision-making, and goal-setting skills.

Student Scenario

Present the following scenario and instructions to the students:

A television station is producing a new show called “Kid Fit for Healthy Active Living!”. The producers are looking for a “healthy active living expert” to interview. The host of the show will ask you two questions:

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

You will participate in vigorous physical activity for five days and keep track of your progress on a tally sheet and a goal-setting sheet. You will answer questions about the activity in a reflection journal in preparation for your interview.

Curriculum Expectations Addressed in the Task

This task gives 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).

Teacher Instructions

Prior Knowledge and Skills Required

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)

Safety Considerations

The following safety considerations must be observed throughout the performance of the exemplar task:

- Ensure that students wear proper athletic or running shoes and remove jewellery.
- Review concepts of general and personal space.
- Remind students to be aware of their movements, especially when moving about peers.
- Set appropriate boundaries for students (e.g., staying between pylons, moving on the gym floor lines).
- Give students opportunities to practise starting and stopping in response to a variety of signals (e.g., clapping, key word, whistle, music).
- Use appropriate warm-up and cool-down activities.
- Encourage students to be aware of their limitations and to monitor their own levels of participation.

Refer to your school board's policy statement on safety.

Assessment and Evaluation

The rubric* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 9 of *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998*.

Introduce the rubric to the students at the beginning of the exemplar task. Review the rubric with the students to ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Before going to the gymnasium/open activity area, review the elements of the rubric again with your students to ensure that they understand the criteria and the descriptions for achievement at each level.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task. Students with medical conditions will need to be accommodated.

Materials and Resources Required

The following materials are needed for this exemplar task:

- pencils, crayons, markers
- chart paper
- red, yellow, and green construction paper
- pylons
- stopwatch
- copies of Appendix B: Student Tally Sheet, Appendix C: Student Goal-Setting Sheet, and Appendix D: Student Reflection Journal for each student (Note: The Student Tally Sheet and Student Goal-Setting Sheet should be copied back-to-back.)
- whistle
- stethoscope (if available) and alcohol swabs for disinfecting
- music (optional)

*The rubric is reproduced on page 9 of this document.

Task Instructions

Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task. Ideally, the three pre-tasks will occur in the week preceding the exemplar task. Some components of the pre-tasks can be done in the classroom.

Pre-task 1: Moderate and Vigorous Physical Activity (gymnasium/open activity area: 20–25 minutes; classroom: 15–20 minutes)

1. In the gymnasium/open activity area, lead the class in a warm-up activity for 2–3 minutes. Play Mirror, Mirror on the Wall, a game in which the students mirror your actions. Prepare the students for a more vigorous activity, using such activities as the following:
 - arm circles
 - leg stretches
 - knee raises
 - trunk circles
 - marching on the spot
 - stretching from head to toe

(*Note:* Have the students engage in a warm-up activity before doing the vigorous physical activity each day.)
2. Lead the students in the following cardiorespiratory activity, called Red, Yellow, Green. By holding up different colours of construction paper, signal to the students to move in different ways (red for marching on the spot; yellow for speed walking; green for jogging briskly). If this activity is being done in a gymnasium, instruct the students to follow the lines on the gymnasium floor. Remind the students to go one way on the lines and to be careful of other students. The first time the game is played, ask the students to march on the spot (signal with the red paper) for 15 to 30 seconds and then to stop. Ask them to feel their hearts beating by placing one hand on their chests, and to feel their breathing by placing the back of one hand in front of their mouths. Discuss changes in their heart rate and breathing rate after they participate in physical activities. Repeat this process for the “yellow” and “green” activity levels. Continue the activity, using the red, yellow, and green signals at random.
3. Lead the students in a cool-down activity. Ask them to walk slowly around the area for a minute, and then lead them through a series of stretches. (*Note:* The stretches used in the warm-up can also be used for the cool-down activity.) Explain that a cool-down activity serves to bring the increased heart and breathing rates down to their resting rates. The students should feel their hearts beating more slowly and notice their breathing rate slowing down.
4. In the classroom, discuss with the students the changes that happened to their bodies when they played the Red, Yellow, Green game. Review some examples of cardiorespiratory activities and possible changes to the body during these activities. Record student responses on a chart like the following one.

Topic	Red = Light Activity	Yellow = Moderate Activity	Green = Vigorous Activity
Examples of Physical Activities	<i>(Sample responses)</i> <ul style="list-style-type: none"> • walking • playing catch • bouncing a ball • tobogganing • playing hopscotch 	<i>(Sample responses)</i> <ul style="list-style-type: none"> • jogging • skating • biking • dancing • playing hockey 	<i>(Sample responses)</i> <ul style="list-style-type: none"> • skipping rope • running • swimming • playing tag • playing soccer
Changes to the Body During Physical Activity	<ul style="list-style-type: none"> • I can hear or feel my breathing a little. • I feel warmer. • I can talk easily. • I know my heart is pumping but I can't feel it beating. • My muscles aren't tired. 	<ul style="list-style-type: none"> • I huff and puff a little. • I feel hot. • I take deeper breaths while I'm talking. • My heart beats fast. • My muscles are tighter or tired. 	<ul style="list-style-type: none"> • I huff and puff hard. • I am hot and sweating. • I say fewer words and take deep breaths. • My chest goes up and down. • My heart is pounding. • My muscles are tired.

5. Ask the students why it is important to be physically active. Possible student responses are: it's fun; it makes my body feel good; I can do it with friends; it makes my body healthy. Possible teacher responses are: it increases our energy level; it helps our brains function; it helps build our muscles; it helps build self-esteem; it helps us to maintain a healthy body weight; it helps us sleep; it strengthens our hearts; it increases our bodies' ability to use oxygen. (*Note:* Create a word bank with topic words. Post the word bank for future reference and encourage students to consult the list during the written component of the exemplar task.)
6. Discuss safety issues related to activities, equipment, and facilities that students should take into consideration when participating in physical activities (e.g., use of space, awareness of others, proper clothing).

Pre-task 2: Introduction to Daily Vigorous Physical Activity (classroom: 15–20 minutes; gymnasium/open activity area or outside: 20–25 minutes)

Classroom

1. Review the results of the activity in pre-task 1. Ask the students to recall how their bodies felt during the Red, Yellow, Green game (e.g., breathing, heart rate, muscles). Have the students compare these feelings to their heart rate and breathing rate when at rest. Ask the students to put one hand on their chests to feel their hearts beating, and then to describe what they feel (e.g., slow heart rate; heart always beating, but can't feel it). (*Note:* If a stethoscope is available, let students use it to listen to their hearts.) Ask the students to put the back of one hand in front of their mouths to feel their breathing, and then to describe what they feel (e.g., light breath, slow breathing rate). Tell the students that they are observing heart rate and breathing rate when at rest.
2. Explain to the students that “cardiorespiratory” activity makes their hearts (“cardio”) and their lungs (“respiratory”) work better. Ask them what kinds of activities they like to do regularly and what they think happens to their heart rate and breathing rate when they participate in some of these activities. (You may wish to provide examples: climbing on a climber, playing tag, bike riding, skipping, playing ball.)
3. Review the student scenario and explain to the students that, in preparation for the exemplar task, they will be involved in a “green” (vigorous) activity (for details, see the following section, “Gymnasium/Open Activity Area or Outside”). The goal is to take part in vigorous physical activity for six minutes with as few stops (rests) as possible, and to observe how they feel, what their heart rate is, and what their breathing rate is. The first day of this activity will be a trial run, done as part of pre-task 2 – the “pre-test” on the Student Tally Sheet and Student Goal-Setting Sheet. *The activity will continue for five more days (days 1 to 5) as the exemplar task.* After they complete the activity each day, they will compare the actual number of stops they made with their goals, and will note any progress from day to day on the Student Goal-Setting Sheet. They will also record information each day on how they feel and what their heart and breathing rates are.
4. Give each student a Student Tally Sheet (Appendix B) and a Student Goal-Setting Sheet (Appendix C) copied on the reverse. Explain to the students that their Student Goal-Setting Sheets will be the “official record” of their performance in the activity and that these sheets may be used for the “interview” for the television show mentioned in the student scenario. Ask them to print their names clearly in crayon or marker on the Student Tally Sheets.
5. Explain to the students how to complete the Student Tally Sheets. Tell them that, on the first day (the pre-test), they will estimate the number of times that they will stop for a rest and record it under “Guess/Goal”. During the activity, they will record each stop by placing a check mark under “Results”. You may wish to show the students some completed samples. Explain that this information will be helpful when checking personal progress and recording information on successive days for the actual exemplar task. (The number of stops may be tracked during the activity by using other means, such as miniature craft sticks or pipe cleaners. If these are used, the results will need to be recorded on the tally sheets after the activity is done.)
6. Using the guidelines in Appendix A, tell the students how to complete the Student Goal-Setting Sheets. Again, explain that this information will be helpful when checking personal progress and recording information on successive days for the exemplar task.

Gymnasium/Open Activity Area or Outside

1. Set up the gymnasium/open activity area for the pre-test by placing six pylons in an oval track (see the diagram that follows). (*Note:* If this activity takes place outside, inspect the area before starting the activity to make sure it is safe.) The oval track must remain the same size for the entire five days of the exemplar task. The inside of the oval track will be the recording area, and should be large enough to contain all Student Tally/Goal-Setting Sheets and pencils.



2. Ask the students to place their papers (with the Student Tally Sheets facing up) and pencils in the recording area. The papers should be spread out in such a way that all are visible and accessible. (*Note:* If the task is being done outside, tell the students to place small objects on top of the papers to keep them from blowing away.)
3. Lead the class in a warm-up for 2–3 minutes (see pre-task 1 for suggestions).
4. Briefly review the task and remind the students that they will be participating in a “green” (vigorous) activity (i.e., they will be running or jogging quickly). Divide the class into six groups, one starting at each pylon. The students will run, skip, and/or gallop around the track for six minutes. Use a stopwatch to time the activity. Signal the start and stop of the activity with a whistle. All students will begin running at the same time. If students need to stop during the task they will walk into the recording area, place a check mark on their Student Tally Sheets, and have a brief rest (they should count to ten). They should then move back out onto the track to continue running, taking care to be aware of others and of safety issues throughout the activity. (You could call out reminders to keep the students motivated.) When the allotted time ends, have the students record their heart rate, breathing rate, and physical state on their Student Goal-Setting Sheets.
5. At the end of the activity, ask the students to feel their hearts beating by placing one hand on their chests. Ask them to put the back of one hand in front of their mouths. Then have them describe what is happening to their heartbeat and breathing.
6. Lead the students in a cool-down (2–5 minutes) with “red” activities, such as the following:
 - walking/moving slowly
 - walking in patterns (e.g., in a winding path, in a maze)
 - walking in shapes (e.g., in circles, squares, triangles; in letters of the alphabet)Instruct the students to feel their own heartbeats again and discuss the changes that are beginning to occur now that they are no longer participating vigorously.
7. Ask the students to retrieve their papers and pencils and, on the Student Goal-Setting Sheets, to record how their hearts and breathing feel. Have the students complete the first box (“How do I feel?”) either at this time or later back in the classroom. Also, tell them to count the number of check marks they have put on their Student Tally Sheets in order to determine the total number of stops they made.

- Discuss the information on the Student Tally Sheets (i.e., the relationship between the number of stops students predicted they would make and the actual number of stops they made; reasons why they may or may not reach their goal for the next day).

Pre-task 3: Living Skills (classroom: 30–40 minutes)

- Review living skills (e.g., basic problem-solving, decision-making, and goal-setting skills) with the class. Explain to the students the importance of having a goal and some skills that are helpful in attaining a goal (e.g., solving problems, making decisions, checking progress, seeking help). Provide the students with familiar examples for goal setting (e.g., “I will improve my spelling by practising words at home, consulting the word bank, and using my personal dictionary”).
- Explain to the students that people need to take care of their heart and lungs in order to achieve cardiorespiratory fitness, and to exercise them regularly, at least once a day. Explain that the students will continue the activity from pre-task 2 for the exemplar task. Their goal will be to complete a vigorous physical activity every day for five days to maintain and/or improve fitness.
- Briefly review the activity (see pre-task 2) and the physical fitness goal: to run, skip, and/or gallop for six minutes, stopping for a short time only if a rest is really needed.
- Ask the students to identify possible problems and decisions that they might encounter. Record student responses on a chart. Some suggested samples follow:

Things that will make it hard to reach my goal	Things that I can do to help myself reach my goal
<ul style="list-style-type: none"> Forgetting my running shoes Wearing clothing that is too heavy 	<ul style="list-style-type: none"> Tying my shoes properly before I start Wearing a T-shirt Removing jewellery
<ul style="list-style-type: none"> Feeling too tired to play 	<ul style="list-style-type: none"> Going to bed on time Eating a healthy snack Drinking more water
<ul style="list-style-type: none"> Being bothered by my friends 	<ul style="list-style-type: none"> Practising at home Working with my friends (getting suggestions, encouragement)
<ul style="list-style-type: none"> Starting too fast Stopping too many times Making unneeded stops 	<ul style="list-style-type: none"> Jogging slowly at the beginning Trying not to stop too many times Pacing myself for the six minutes

- Discuss safety procedures that students should observe that are related to the physical activity, equipment, and facilities (see under “Safety Considerations”, page 43).
- Ask the students to suggest who might be able to help them reach their goals (e.g., teacher, classmates, family) and what support such people might provide (e.g., suggestions, encouragement). Explain to the students that their suggestions might help other students reach their fitness goals.

7. Ask the students to suggest ways in which they can show that they have been successful in reaching their goals (e.g., the total number of stops each student makes is close to the number of stops predicted; the students are able to decrease the number of stops they make over the five days of the exemplar task).

Exemplar Task (35–45 minutes per day for 5 days)

Each student’s completed Student Goal-Setting Sheet (Appendix C) and Student Reflection Journal (Appendix D) are to be submitted for marking.

1. Read the scenario to the students and post it in the classroom.
2. Explain to the students the criteria from the rubric to help them understand how their performance will be assessed.
3. Set the physical fitness goal for the students – that is, to run, skip, and/or gallop for six minutes, stopping for a short time only if a rest is really needed.
4. Post the chart from pre-task 3 and review the information related to possible problems and decisions, as well as assistance and indicators of success.
5. On the first day of the exemplar task, ask the students to set a goal for the number of stops they will make during the activity, using the results from the pre-test (the trial run) as the basis. Instruct the students to record their goals each day on their Student Tally Sheets.
6. Ensure that the gymnasium/open activity area or outdoor area is set up as indicated in pre-task 2. Ask the students to place their papers (with the Student Tally Sheet facing up) and pencils in the recording area.
7. Lead the class in a warm-up activity for two to three minutes (see pre-task 1).
8. Divide the students into six groups. Send one group to each pylon, which will be their starting point. Tell the students that they are to run, skip, and/or gallop around the track for six minutes and that all students are to begin the activity at the same time when they hear the whistle (or a clap or music). If they need to stop during the task, they must walk into the recording area, place a check mark on their Student Tally Sheets, rest for ten seconds, and then move carefully back onto the track and continue the vigorous activity. Remind the students to consider the safety of other students when moving around the track.
9. Start the activity, using a stopwatch to time it and a whistle (clap, music) to signal to the students when they are to begin. At the end of six minutes, signal the end of the activity with a whistle (clap, music), and tell the students to count the number of check marks they recorded on their Student Tally Sheets. The total will equal the number of stops they made.
10. Lead the students in a cool-down for 2–5 minutes with “red” activities (see pre-task 2).
11. Each day, as the students complete the physical activity, give them an opportunity to review the information they recorded on their Student Tally Sheets and record it on their Student Goal-Setting Sheets – that is, the relationship between the number of stops they guessed they would make and the actual number of stops they made, and their progress in decreasing the number of stops they need to make.
12. After the five days of the exemplar task, have the students complete their Student Reflection Journals to demonstrate their understanding of the concepts addressed in the exemplar task. Read the questions to the students and encourage them to ask questions for clarification. Tell them that they may use the back of the Reflection Journal sheets if they need more space for their answers.

Appendix A: Guidelines for Completing the Student Goal-Setting Sheet

How do I feel?

Instruct students to draw a detailed picture of their faces and/or print words in the box to show how they felt at the end of the six-minute task each day.

How is my heart?

Instruct students to circle the heart icon that best describes how their hearts felt at the end of the six-minute task each day. Note that the three sizes of hearts – small, medium, and large – represent the heart rate as it increases. Tell the students that:

- a small heart means “my heart is pumping but I can barely feel it”;
- a medium heart means “my heart is beating fast”;
- a large heart means “my heart is pounding”.

How is my breathing?

Instruct the students to circle the cloud icon that best describes their breathing at the end of the six-minute task each day. Note that the three sizes of clouds – small, medium, and large – represent the rate of breathing as it increases. Tell the students that:

- a small cloud means “I can feel my breath a bit”;
- a medium cloud means “I have to take deep breaths”;
- a large cloud means “I am huffing and puffing hard”.

Appendix B: Student Tally Sheet

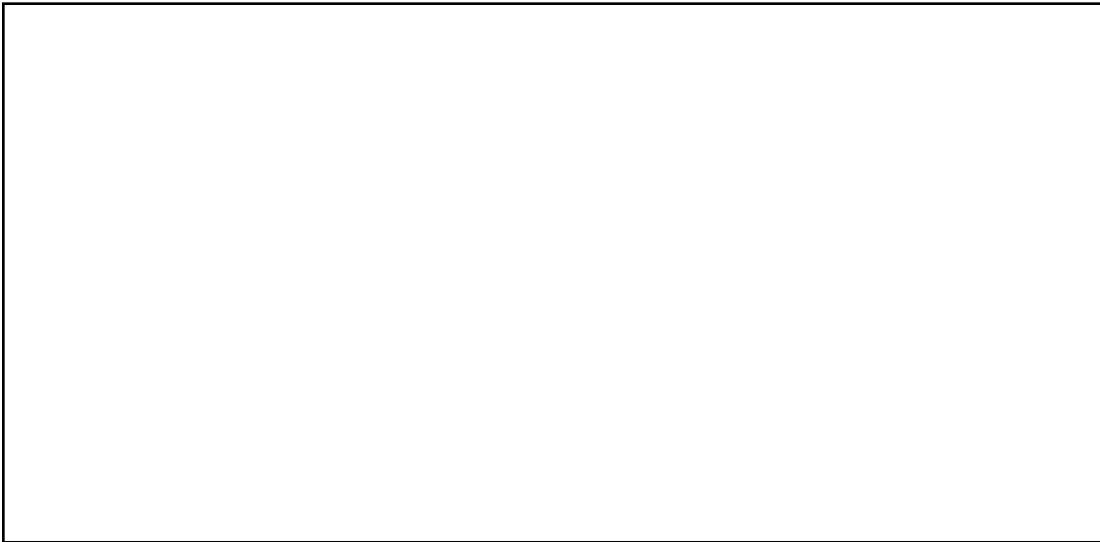
Name: _____

STOPS	Pre-test (trial run)	Day 1	Day 2	Day 3	Day 4	Day 5
<u>Guess/Goal</u> Number of times I think I will stop						
<u>Results</u> Number of times I stopped						

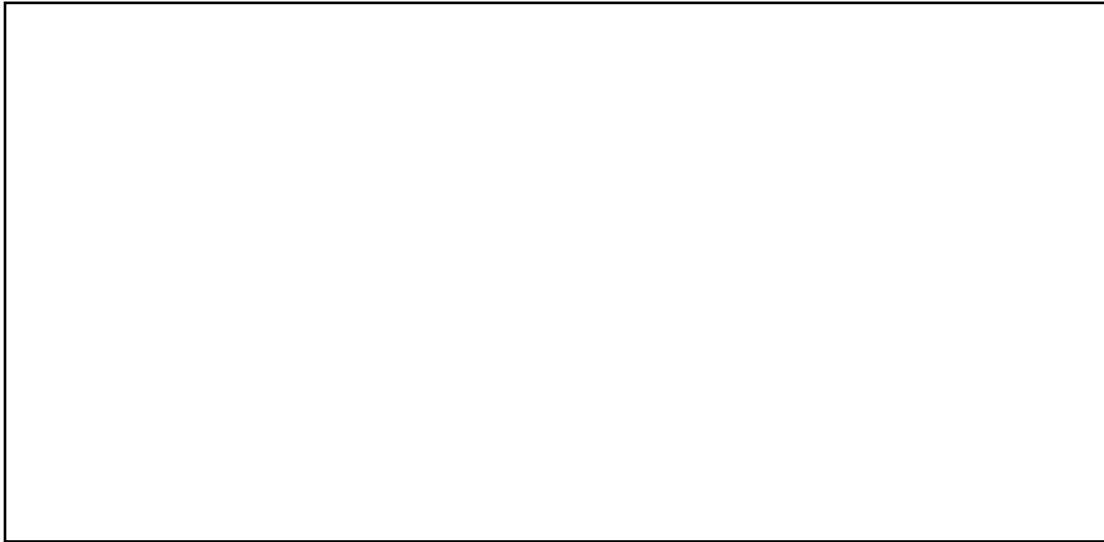
Appendix D: Student Reflection Journal

Part 1: Physical Activity

1. Why is it important for you to be physically active?



2. What happens to your body when you do vigorous physical activity?



Part 2: Reaching a Goal

The goal was to take part in vigorous physical activity for six minutes with as few stops (rests) as possible.

1. What made it hard for you to reach this goal?

2. What did you do to try to reach this goal?

3. What advice would you give to help other children reach their own fitness goals?
