

HEALTH AND LIFE SKILLS

GRADE 6

HEALTHY RETREAT

ALBERTA LEARNING

- PERFORMANCE ASSESSMENT -

Developed by AAC... everyday assessment tools for teachers

HEALTHY RETREAT

OVERVIEW

In this two-part performance assessment, students have the opportunity to develop a two-day program reflecting a realistic, balanced lifestyle for their peer group or family that promotes good nutrition, and a balance of physical, social, learning and relaxation activities. The first part of the assessment requires the creation of a detailed two-day schedule for their program. The second part requires the creation of a visual promotional poster, brochure or commercial.

RECOMMENDED GRADE LEVEL – 6

TIME SUGGESTED

- **Assessment Task 1:** Two 40-minute periods
- **Assessment Task 2:** One to two 40-minute periods

GENERAL OUTCOMES

SPECIFIC OUTCOMES

No.	Description	No.	Description
Health and Life Skills – Grade 6			
W–6	<i>Students will</i> make responsible and informed choices to maintain health and to promote safety for self and others.	W–6.1	<i>Students will</i> evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection.
		W–6.5	<i>Students will</i> analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants.
		W–6.10	<i>Students will</i> demonstrate responsibility for, and skills related to, the safety of self and others; e.g., baby-sitting, staying home alone, demonstrating Heimlich manoeuvre/abdominal thrust techniques.

English Language Arts – Grade 6			
GO 4	<i>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</i>	4.3.1	Present and Share Present information <i>Students will use various styles and forms of presentations, depending on content, audience and purpose.</i>
		4.3.2	<i>Students will emphasize key ideas and information to enhance audience understanding and enjoyment.</i>

CRITERIA for assessing student products/performances based on specific outcomes that will be evaluated

Task 1

Each student will:

- develop a comprehensive program that demonstrates a variety of activities for a balanced lifestyle and addresses physical, social, cognitive and relaxation activities
- provide menus that are nutritionally balanced
- consider and provide for safety needs of participants.

Task 2

Each student will:

- address all components of the program in specific detail
- use appropriate language, tone and visual elements to communicate effectively and convincingly.

MATERIALS AND RESOURCES

- handouts:
 - Healthy Retreat Planner
 - Healthy Retreat Schedule
- a variety of supplies for creating posters, brochures
- multimedia presentation software; e.g., HyperStudio or PowerPoint
- sample visual advertisements (brochures, posters, fliers) for similar programs as examples (optional)
- simple resource material regarding effective marketing strategies (optional)

PRIOR LEARNING EXPERIENCES AND INSTRUCTION

Before completing this performance assessment, students should be able to:

- recognize and describe the need for balance and variety in daily activities and apply this knowledge to the planning of activity programs (from W–6.1)
- discuss balanced lifestyles using terms, such as physical activity, relaxation, reflection, learning activities, social activities, nutrition (from W–6.1)
- recognize the need for planning healthy meals and snacks for special activities, based on analyzing personal eating behaviours in settings away from home (from W–6.5)
- understand their responsibility in considering the safety of others in planning an activity (from W–6.10)
- present ideas in a visual form, such as a poster, brochure or flyer, considering the elements of effective presentation, such as color, arrangement, size, balance.

STUDENT PRODUCTS/PERFORMANCES

Task 1

- Schedule for a two-day program that reflects a healthy, balanced lifestyle

Task 2

- Promotional poster, brochure, commercial, flyer, multimedia presentation

DESCRIPTION OF ASSESSMENT TASKS

TASK 1

Title: Planning a Healthy Retreat

Purpose: Students will demonstrate knowledge of nutritious meals and healthy lifestyle factors and how to balance these factors in a planned program that reflects informed, healthy choices.

Teacher Note: Students may choose to work independently, in pairs, or groups, depending on time available, class size and individual learning preferences. In order to prepare students for this task, explain the use of the graphic organizers provided or encourage them to create their own for the planning stage.

Assessment Activity:

Students design a two-day program. This program can take the form of a weekend retreat, winter or spring break program, outdoor school or in school-fun day. The program should have a theme and address nutritional, physical, social and cognitive issues, and consider the safety of the participants. Students will create a schedule with times and events outlining the activities for participants. The schedules must include the menus for the balanced meals/snacks.

Role and Audience: Students become “health program consultants” to create a program for an audience of peers, parents, home and school association members, or community groups.

TASK 2

Title: Promoting Your Healthy Retreat

Purpose: Students use organizational and visual representation skills to provide information about their program and to persuade their audience to participate.

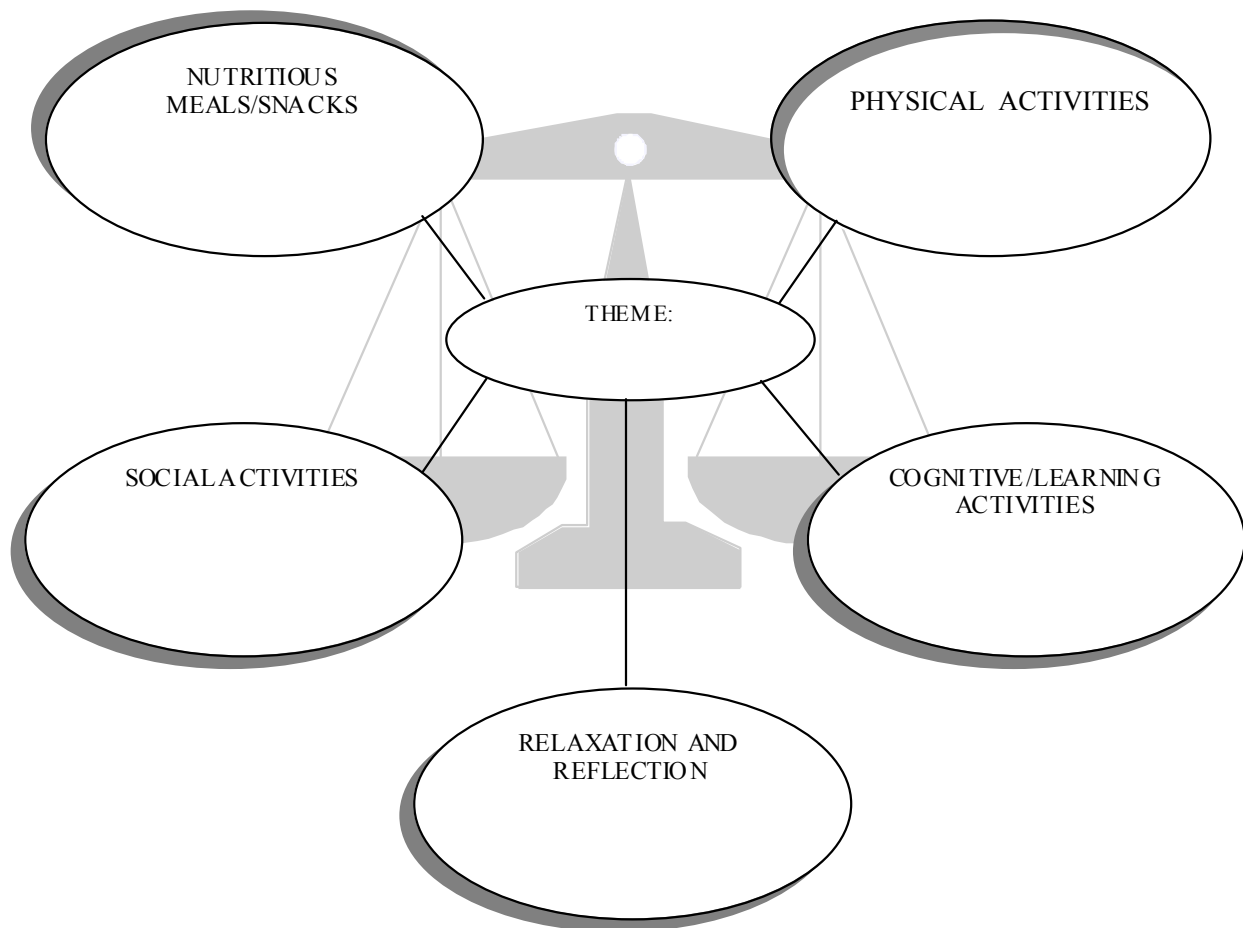
Teacher Note: Students may wish to consult their graphic organizers in creating their promotional materials as well. To help students in their preparations, spend some time discussing effective marketing strategies that could be applied to convincing their peers, family and community to participate in their program. As well, discuss the elements of an effective visual presentation, such as color, balance, variety of font sizes and styles, and symbols. Discussion of the assessment rubric for this task would also be advised at this time.

Assessment Activity: Students create promotional materials in a visual format to describe the program they have developed and to “sell” the plan to their peers, parents, teachers and community. This presentation can be a poster, brochure, flyer, commercial or HyperStudio or PowerPoint presentation. Two graphic organizers have been included to help students organize their ideas and work during the planning stages, if necessary.








Role and Audience: For this activity, students add “marketing experts” to their role as “health program consultants” to sell their program to an audience of: peers, parents, home and school association members, or community groups.

HEALTHY RETREAT PLANNER

Use this graphic organizer to help you brainstorm and plan ideas for your “balanced” program.



HEALTHY RETREAT SCHEDULE

DAY <u> </u>	
Time 	   Activity   
Morning	
Afternoon	
Evening	

ASSESSMENTS AND REFLECTIONS

“Continual self-reflection throughout the performance assessment enables students to assess progress, identify areas of difficulty, define learning and reassess goals. Self-reflection is the key to continued, powerful learning.” *How to Develop and Use Performance Assessments in the Classroom*, p. 31.

Students should be invited to evaluate and support their own performance based on the criteria from the rubrics provided. The self-evaluation and teacher evaluation may be included in a portfolio or notebook.

Two rubrics and a student assessment guide have been included.

- The first rubric assesses the program and schedule that the students develop. This can be used by teachers only, or by teachers and students. A simplified version in language appropriate for students can be created, or teachers can take time to explain the criteria to students prior to their assessment.
- The second rubric is designed to assess the promotional material; e.g., poster or brochure, for their program. It is also for teacher assessment, with the option of using it for student assessment in the manner described above.
- The third is a student self-assessment guide, which is to be completed by students individually at the completion of both tasks. It may be used in addition to, or instead of, student versions of the two rubrics.

TASK 1 RUBRIC:

PROGRAM PLAN AND SCHEDULE

Level	Description of plan
4 Excellent	<ul style="list-style-type: none"> includes a realistic balance of all lifestyle factors, provides for variety and considers safety components includes a variety of nutritionally balanced, appealing meals with sufficient detail
3 Proficient	<ul style="list-style-type: none"> includes a realistic balance of all lifestyle factors includes a variety of nutritionally balanced meals
2 Adequate	<ul style="list-style-type: none"> includes all lifestyle factors includes reasonable, nutritionally balanced meals
1 Limited*	<ul style="list-style-type: none"> lacks some lifestyle factors includes meal plans in which nutritional consideration is lacking
Insufficient/ Blank*	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

* When work is judged as limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

TASK 2 RUBRIC: HEALTHY RETREAT PROMOTION

Level	Description of promotion
4 Excellent	<ul style="list-style-type: none"> addresses all components of the program with specific and convincing detail communicates in a convincing and persuasive manner and thoroughly considers the audience employs color, balance and creative ideas effectively to enhance the visual representation
3 Proficient	<ul style="list-style-type: none"> addresses all components of the program with appropriate detail communicates clearly with a consideration of audience demonstrates a variety of effective visual elements
2 Adequate	<ul style="list-style-type: none"> addresses all components of the program with minimal detail communicates clearly demonstrates some attention to visual elements
1 Limited*	<ul style="list-style-type: none"> addresses some components, little or no detail communication falters poor visual presentation of ideas
Insufficient/ Blank*	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

- When work is judged as limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

STUDENT SELF-ASSESSMENT GUIDE

Circle your **score for Task 1:** Program Plan and Schedule
Explain why this should be your score:

4 3 2 1

Circle your **score for Task 2:** Healthy Retreat Promotion
Explain why this should be your score:

4 3 2 1

I completed this project _____ independently _____ with a partner _____ in a group

How effective was I in designing this program? What did I do well? Next time I would ...

If a group developed the program, how effective was I as a group member in designing the program? What did I do well? How was the work shared? Next time I would ...

What could I do to improve this project?

LINK AND LEARN

Adaptations/extensions for use in other subjects or settings

- **Information and Communication Technology (ICT):** Students choosing to complete their project using multimedia address the following ICT outcomes:
 - P3** Students will communicate through multimedia.
 - 2.1** create a multimedia presentation, incorporating such features as visual images, sounds and animated images, appropriate to a variety of audiences and purposes.
 - C1** Students will access, use and communicate information from a variety of technologies.
 - 2.3** communicate effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes.
- **Language Arts Extension:** More time could be spent on analyzing the written and visual aspects of the visual promotion aspect (Task 2) and the students could also present their plans and visual representations orally in their own class, in a peer class, or in classes of younger students.
- **School-wide Health Application:** The class may want to choose a successful project and carry out the planned program for the whole school, Division 1 or 2 students. Programs suitable for adults may even be presented for consideration by staff.

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