

Lesson 6: Tâche de performance sur la nutrition et l'exercice

Nutrition and Exercise Performance Task

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| Grade: 6 | Duration: 2 hours + | |
| Specific Learner Outcomes: | Learning Objectives: | Assessments: |
| <p>All outcomes from previous lessons are targeted in this performance task. The following Communication outcomes are also targeted:</p> <p>Oral Production: express simple oral messages by using one word utterances, memorized global expressions or simple, concrete sentences based on available models and sometimes recombining known linguistic elements.</p> <p>Written Production: express simple written messages by copying, labelling, substituting words or using simple concrete sentences based on available models and sometimes recombining known linguistic elements.</p> | <p>Students will draw upon their knowledge learned throughout this unit to create a 3-day meal and exercise plan for a youth athlete training for the Youth Olympics. They will then orally present their plan.</p> | <p>The written wellness plan can be taken in as formative or summative assessment. Students' oral presentations can be formatively or summatively assessed.</p> |

Preparation required:

Print copies of the B-49 **Performance Task Instructions** (one for each student), the B-50 **Youth athlete profiles** (enough so each student can have one profile), the B-51-1 **exemplar brochure** (a few copies for students to reference if needed), and the B-51-2 **brochure template** (optional- print copies for however many students will use this template). Note that students can present their wellness plans in a format other than a brochure (a poster, a PowerPoint, etc.). The exemplar brochure is a guide only. The exemplar includes:

- Information about the trainer (the student designing the wellness plan) such as their age, descriptive adjectives, and things they like.
- Information about the athlete (taken from the athlete profile, but other information can be

made up like age, descriptive adjectives, etc.).

- A 3-day plan that outlines the youth athlete's breakfast, lunch, dinner, snacks, and physical activities they will do. Note that the exemplar includes both French Canadian and European meal names. The French Canadian meal names are listed first and the European meal names are in parentheses. Students can use the meal names that are appropriate for where their selected athlete is from.

Your students' brochures can have a different format than the exemplar and can include more or less detail depending on their abilities.

Introduction (5 minutes):

Tell students that they get to be a peer trainer and help 5 youth athletes prepare for the upcoming Youth Olympics. Their role as the peer trainer will be to design a 3-day wellness plan outlining the balanced meals the youth athlete will eat and the physical activities they will do.

Pre-task (10-30 minutes):

1. Go over the performance task instruction sheet with students and answer any questions they may have.
2. After the assignment is clear, students will select one of the 5 athlete profiles. They will design a wellness plan for this athlete.
3. Students can then begin to plan meals and physical activities, using materials from previous lessons when needed.

Task (1-2 hours)

1. Once students have selected an athlete and outlined a rough plan, they can choose the format for how they will present their wellness plan in writing. They could do a brochure, a poster, a PowerPoint, or other options agreed upon by the teacher and the student.
2. Students will work on writing their plan. The requirements for the plan are open-ended and allow for differentiation. See the Differentiation/Accommodation section below for more details. Encourage students to be creative, to look up new vocabulary needed for this project, and to add visual elements (drawn or printed images) to enhance their work.
3. Once students have completed their wellness plans, consider how students will share and present their work. You can include students in this discussion. Options include: students present their wellness plans in front of the class, students take turns presenting their plans to a small group, students record a video outlining their wellness plan, students share their wellness plan with another grade or class (Phys. Ed/Health, Foods, Nutrition/Fitness/Sports Performance), or other options that suit your and your students' needs and context.
4. You can further extend this performance task by having students determine which wellness plan (out of all of the plans created) will be most effective for each student athlete. Ideas include:

- Pairing students up and getting them to use Canada’s Food Guide (available online: <https://food-guide.canada.ca/en/>) to determine how balanced they think a meal or a day from each other’s meal plan is.
- Getting students to vote on or have a discussion about which plan they think is the most effective and balanced for each athlete.

Post-task (Variable amount of time required):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Go over any concepts students may still need to review.
- Have a “nutrition party” where students bring in various snacks and can try their best to speak about them in French.
- Take students outside or to the gym to participate in one of many physical activities discussed in this unit.
- If possible and appropriate in your context, invite students from another grade or class and have your students share some of their French learning from this unit (students could share their wellness plan, past work from this unit such as “Create a plate”, or show other students how to play some of the games- Bingo, Memory game, Board game, etc.- from this unit).

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, allow students to use the sentences from the exemplar brochure as a model and fill in their own food and activity choices. Another option is for students to simply list foods and physical activities in each section of the brochure template. Support students during the presentation portion by encouraging them to present in French when possible and fill in the gaps with English.
- To accommodate this lesson for a higher level, encourage students to write full sentences as independently as possible and to add details to their plan. They can look up new words not previously studied in the unit. Students working at a higher level can be leaders in the presentation portion of this project, especially if students will be sharing their work with another grade or class. Encourage students to present as much of their work as possible in French.