

**Fitness Education
Project Based Learning
Grades 3-5**

Name of project: Community Snapshot

Educational purpose:

1. Students will be able to identify national recommendations for youth physical activity
2. Students will be able to identify opportunities for physical activity throughout the day
3. Students will be able to think critically about how their community environment influences participation in physical activity
4. Students will be able to evaluate the appropriateness/safeness of physical activity environments

Skill practice desired:

- Critical observation
- Photography
- Drawing
- Writing
- Verbal presentation
- Arithmetic

Resources needed:

- High Tech
 - Cameras, photo paper, color printer
- Low Tech
 - Drawing paper, pencils, Crayons/markers

Assessment:

- Rubric

Element	Ideas for this project
1. Create the need to know (anticipatory set)	Share a slide show with pictures of community environments that either <i>facilitate</i> or act as a <i>barrier</i> to physical activity. With each picture, ask students to evaluate whether or not they would be active in that environment; and why or why not.
2. Possible driving questions a. Captures heart of project	Leading Questions 1. How many minutes of physical

<ul style="list-style-type: none"> b. Sense of challenge c. Linked to purpose d. Linked to desired skills e. Answers for students what is the point of all this 	<p>activity should you accumulate each day for good health?</p> <ul style="list-style-type: none"> 2. If you are active half of the time in PE class, how many minutes could you get? 3. If you are active during recess, how many minutes could you get? 4. How many total minutes of PA could you get at school? 5. How many more minutes do you need to be healthy? 6. What about days you don't have school or PE? <p>Driving Questions</p> <ul style="list-style-type: none"> 1. How might you be active outside of school? 2. What characteristics of your community environment <i>facilitate</i> physical activity? 3. What characteristics of your community environment act as a <i>barrier</i> to physical activity?
<ul style="list-style-type: none"> 3. Student voice & choice <ul style="list-style-type: none"> a. What can students choose b. What is required 	<p>Requirements</p> <ul style="list-style-type: none"> ▪ Two pictures of facilitators ▪ Two pictures of barriers ▪ Captions written for each picture describing why this is an example of a facilitator or a barrier ▪ Contribution of one facilitator and one barrier picture to a final bulletin board ▪ Verbal presentation to class <p>Choices</p> <ul style="list-style-type: none"> ▪ Camera or drawing ▪ What to take/draw pictures of
<ul style="list-style-type: none"> 4. 21st Century skills <ul style="list-style-type: none"> a. Needed b. Explicitly taught 	<p>Required knowledge</p> <ul style="list-style-type: none"> ▪ National recommendations for PA <ul style="list-style-type: none"> ○ 60 minutes of MVPA each day is suggested good health ▪ Opportunities for physical activity

	<p>include</p> <ul style="list-style-type: none"> ○ Physical education ○ Recess ○ Active transportation ○ Organized sport/recreation ○ Play ○ Exercise ▪ Vocabulary <ul style="list-style-type: none"> ○ Facilitator = something that helps you be active ○ Barrier = something that prevents you from being active ▪ Safety considerations in physical activity settings <p>21st Century Skills</p> <ul style="list-style-type: none"> ▪ Critical thinking ▪ Written communication ▪ Oral communication
<p>5. Inquiry & Innovation</p> <ol style="list-style-type: none"> a. Possibilities for own research b. Ways to create culture of hypothesizing 	<p>Project Extension</p> <ul style="list-style-type: none"> ▪ What could you do to capitalize on the facilitators and remove the barriers in your community?
<p>6. Feedback & Revision</p> <ol style="list-style-type: none"> a. Formalized feedback process b. Rubrics needed- c. Self /peer assessment opportunities (coach how to use rubrics) d. Teacher checks e. Feedback from others 	<p>Assessment Rubric</p> <ul style="list-style-type: none"> ▪ See attachment <p>Feedback</p> <ul style="list-style-type: none"> ▪ Students will present in small groups and have the opportunity to revise their captions ▪ Students will be able to use peer feedback and self-assessment to select pictures for bulletin board ▪ Teacher checks in small groups
<p>7. Publicly presented product</p>	<p>Presentation</p> <ul style="list-style-type: none"> ▪ Present two pictures to the class and explain captions ▪ Bulletin board for public display