

Internal Assessment Resource

Physical Education Level 1

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| This resource supports assessment against:  Achievement Standard 90968  Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities |
| Resource title: Hats on for Safety |
| 3 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | November 2012 Version 2  To support internal assessment from 2013 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-11-2012-90968-01-4173 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

* Internal Assessment Resource

Achievement Standard Physical Education 90968: Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities

Resource reference: Physical Education 1.7B v2

Resource title: Hats on for Safety

Credits: 3

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Physical Education 90968. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

* Context/setting

This assessment activity requires students to demonstrate responsible behaviour for safety during outdoor education activities.

To show understanding of the impact of these behaviours, they will write a letter to the board of trustees advocating the school’s continuing participation in outdoor education.

* Conditions

The demonstration, and teacher observation, of responsible behaviour for safety will take place over the course of a unit of work, for example, 4–8 weeks of in-class time.

Begin by unpacking the term “safety” with the students, exploring what is meant by physical and emotional safety. Encourage students to give examples using their own experience and knowledge.

Depending on the chosen activities, you may need to suggest additional or alternative safety behaviours to those listed in Resource A.

In setting the scene, you may wish to consider using Edward de Bono’s blue, white, and black thinking hats (see Appendix A in this section) to scaffold the students’ considerations.

Information about Edward de Bono’s hats can be accessed at the Mind Tools website: <http://www.mindtools.com/pages/article/newTED_07.htm>

As the students take part in the selected outdoor activities, give any appropriate general guidance and feedback.

The letter to the board may be done in-class or out-of-class time. If it is completed out of class, the authenticity of the work will need to be verified.

Students may find it useful to refer to Edward de Bono’s yellow, red, and green thinking hats as a way of scaffolding the evaluative content of the letter (Resource C).

* Resource requirements

Chosen activities will depend on access to and availability of resourcing and outdoor activities.

* Additional information

Methods of collecting evidence should reflect your students’ needs, the nature and context of your teaching and learning programme, and the facilities and environment you work in.

It may be possible for you to select a more appropriate method of collecting evidence without influencing the intent or validity of this task. Examples of these methods can be found in other Level 1 Physical Education assessment resources. These include self assessment, peer assessment, written tasks, verbal assessment, electronic portfolios, blogs/wikis, visual portfolios, and teacher professional judgements.

* Appendix A

Thinking hats

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| **White hat**  **Information** | * What information do you have about your **two** chosen activities? * How do you know that the information you have received is from a trusted source? |
| **Black hat**  **Caution** | * What are the potential physical and/or emotional safety risks in your **two** chosen outdoor education activities? |
| **Blue hat**  **Process** | * What have I done so far? * What might I do next? * How will this improve my responsible behaviour for safety? * What do I need to do to gain a higher level of achievement for the demonstration? |

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities. | Demonstrate, and show in-depth understanding of, responsible behaviour for safety during outdoor education activities. | Demonstrate, and show comprehensive understanding of, responsible behaviour for safety during outdoor education activities. |

Student instructions

* Introduction

This activity requires you to demonstrate responsible behaviour for safety as you participate in outdoor activities.

Following the outdoor activities, you will reflect on your behaviours in the form of a letter to the board of trustees.

You will be assessed on how well your letter shows a comprehensive understanding of responsible behaviour for safety when undertaking outdoor education activities.

* Task

Demonstrate your responsible behaviours for safety

Consider the behaviours listed in Resource A, and any additional behaviours your teacher may add to this list. Identify two behaviours that you would like to develop. Record these on Resource B.

Demonstrate your responsible behaviours for safety in outdoor activities. Your teacher will give you appropriate general guidance and feedback.

Your teacher will judge your demonstration of responsible behaviours for safety.

Write a letter to the board

Imagine that your school’s board of trustees is discussing whether your school should continue to offer outdoor activities. The board is concerned about students’ physical and emotional safety. However, the board is willing to hear from students before they make a final decision.

Based on your own experiences, write a letter in support of continued school-wide outdoor education experiences and activities. See Resource C (prompts based on Edward de Bono’s red, green, and yellow thinking hats) for questions that may help you.

Your letter should include:

* a description of your responsible behaviours for safety during the outdoor activities
* an explanation of how you demonstrated these behaviours
* an explanation of why you did so
* an evaluation of how these behaviours resulted in physical and/or emotional safety for yourself and the other participants.

Support your evaluation with specific examples from your participation in the activities.

On the basis of the evidence you have offered, say why you think that the school should continue to offer outdoor education.

**Note**: Your letter will be judged on your level of description, explanation, and evaluation, not on how it is structured or on your fluency of expression.

**Resources**

Resource A: Responsible behaviours for safety

Responsible behaviours for safety include but are not limited to:

* cooperation with others
* self management
* compliance with instructions
* care of equipment
* appropriate communication
* group work
* assisting others
* tolerance
* conflict resolution.

Resource B: Teacher judgement sheet

Enter your two chosen outdoor education activities.

Identify two responsible behaviours that you intend to demonstrate for each of the outdoor activities.

Hand this sheet to your teacher so that they can collect evidence of your demonstrations.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- |
| My outdoor activities | Responsible behaviour I will need to demonstrate | Teacher records  NS Not seen S Seen (observed) | | | | | |
| Date | Date | Date | Date | Date | Demonstrated |
| **1.** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Overall grade for achievement (for practical aspect of the assessment activity):

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| **Achievement** |
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Note that the practical expectations are the same for Achieved, Merit, and Excellence.

Teacher verification

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource C: Asking good questions

The following questions, based on three of Edward de Bono’s “thinking hats”, may help you with evaluating your demonstrations of responsible behaviours for safety.

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| **Yellow hat** | * What were the effects of my chosen responsible behaviours on physical safety? * What were the benefits (if any) for physical safety? * Why did my responsible behaviours affect physical safety? |
| **Red hat** | * What were the effects of my chosen responsible behaviours on emotional safety? * What were the benefits (if any) for emotional safety? * Why did my chosen responsible behaviours affect emotional safety? |
| **Green hat** | * What are the consequences of my chosen responsible behaviours for safety? * Do I need to change anything? If so, what and how? * What was the result of any earlier changes that I had to make? * Are there alternative ways I can demonstrate my safe behaviours? * Consider anything else your feel the board of trustees may need to know. |
| Information about Edward de Bono’s thinking hats can be accessed at the Mind Tools website: <http://www.mindtools.com/pages/article/newTED_07.htm> | |

* Assessment schedule: Physical Education 90968 Hats on for Safety

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates responsible behaviour for safety during the chosen outdoor education activities. Evidence is provided by the teacher observations/judgement.  The student shows understanding of their responsible behaviour for safety in outdoor activities by describing them.  For example:  Kayaking  Kayaking is a generally safe activity. When instructions are followed, the risks are minimised. In the kayaking that we went on I listened to the instructions that were given by the instructor. By doing this, I showed responsible behaviour, which helped to keep the activity safe. | The student demonstrates responsible behaviour for safety during the chosen outdoor education activities. Evidence is provided by the teacher observations/ judgement.  The student shows in-depth understanding of their responsible behaviour for safety in outdoor education activities by explaining them.  For example:  Kayaking  Kayaking is a generally safe activity. When instructions are followed, the risks are minimised. In the kayaking that we went on I listened to the instructions that were given by the instructor. By doing this, I showed responsible behaviour, which helped to keep the activity safe. One example was ensuring that I was wearing my life jacket correctly. I listened to the instructor when he said to check that our life jacket was done up and properly secured. This meant that if I fell out of my kayak, my life jacket would stay on and I would float long enough to make sure that I could be rescued. Wearing a life jacket also means that you save energy because you float in a safe, head-up position, and your mouth and nose are kept out of the water. | The student demonstrates responsible behaviour for safety during the chosen outdoor education activities. Evidence is provided by the teacher observations/ judgement.  The student shows comprehensive understanding of their responsible behaviour for safety in outdoor education activities by evaluating them.  For example:  Kayaking  Kayaking is a generally safe activity. When instructions are followed, the risks are minimised. When we kayaked, I listened carefully to the instructions, which helped to keep the activity safe for me and other people. One example was ensuring that I put on my life jacket correctly. We all had to check that our life jackets were done up and properly secured. This meant that if I fell out of my kayak, my life jacket would stay on, and I would float long enough to be rescued. Wearing a life jacket also means that you save energy because you float in a safe, head-up position, and your mouth and nose are kept out of the water. When I followed these safety instructions, it not only helped me, but also helped to create a safe environment for others as I was able to check that other people had also followed instructions. It’s very important to put a life jacket on before you set off, because accidents can happen suddenly and there may be no time to put a life jacket on after things go wrong. I feel confident that I could assist with safety practices in future by making sure that I listen and do what is required. When responsible behaviours such as listening to safety instructions are followed, then activities like kayaking remain as safe as possible. These activities are an opportunity for students like me to learn responsible behaviours and to prove that we can be responsible. For this reason, I think that kayaking should be kept in our school programme. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.