**NZQA**

**Approved**

Achievement standard: 90965 Version 3

Standard title: Demonstrate understanding of societal influences on physical activity and the implications for self and others

Level: 1

Credits: 4

Resource title: Focus on fitness

Resource reference: Physical Education VP-1.4 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90965-02-7278 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

Achievement standard: 90965

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Vocational pathway:Services Industries

Learner instructions

# Introduction

This assessment activity requires you to participate in appropriate activities and demonstrate your understanding of societal influences on physical activity and the implications for self and others, using the youth fitness market as your focus.

You are going to be assessed on how comprehensively you demonstrate your understanding of societal influences on physical activity and the implications for yourself and others, the depth and breadth of your explanations, your level of critical thinking that asks questions of and challenges assumptions in relation to these influences.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are to participate in appropriate physical activities and gather evidence from others, in order to present a documentary, interview, or written report that demonstrates your understanding of societal influences on physical activity and the implications for self and others, using the youth fitness market as your focus.

## Collecting evidence

Participate in at least three different types of fitness activity aimed at the youth market, for example exercise-to-music class (Zumba, Body Jam, hip hop class); aqua fitness class (stand up paddle board class, aquatic boot camp); small-group training (RPM, boot camp) etc.

Complete a physical activity log for each activity and gather detailed information from other participants.

Use evidence from your logs to compile a documentary, interview, or written report that summarises information and details of societal influences on physical activity, and of the implications of these influences for yourself and others. Societal influences include, for example: media, advertising, popular view, policy, peers, social marketing, family background, socio-economic status, ethnicity, education levels, and geographic location. Societal influence themes include, for example: sexism, healthism, commodification, youth culture, the body.

Evidence may include:

* identifying what you enjoyed/did not enjoy about the activities you took part in, and explaining why you feel this way
* explaining why these classes might be targeted towards youth, including exploring various societal influences on participation in specific fitness classes for a youth market
* identifying the characteristics of the activities that make them appeal/or not appeal to youth
* explaining how these classes might be experienced by different types of youth participants, for example overweight youth, very fit youth, uncoordinated new recruits, and disabled youth
* explaining why these classes might be targeted towards youth, for example exploring various societal influences on participation in specific fitness classes for a youth market.

Your assessor/educator may provide a log template for you to use.

## Youth and physical activity – the implications

Use information from your activity log and from the detailed evidence you have gathered from others about their experience, to develop a final documentary, interview, or written report that comprehensively outlines the implications of societal influences on physical activity in the youth market.

Choose one presentation option from the following:

* a documentary with you as reporter (you might use video clips with a voiceover)
* an oral presentation to the assessor/educator
* a one-on-one interview with the assessor/educator
* a written report.

Research recent marketing and advertising materials put out by local community fitness and recreation centres in their bid to encourage new members to join their facilities. Identify the societal influences that are being used to specifically attract young people. Include examples from activities you have taken part in. Question and discuss particular themes that are portrayed to prospective new youth clients/members and consider the implications of these societal influences on the youth market, for example:

* who is advantaged/disadvantaged by the influence?
* how did/does this influence occur?
* so what?
* now what?
* now that I know about these influences, what should I/we (self/others) do about it?

Societal influences you might consider include:

* Popular view:
  + what was your opinion of the activities?
  + what were the opinions of others that also took part?
  + what did you all enjoy/not enjoy about the activities you took part in, discuss and justify your opinion?
* Media:
  + what societal influences are being used in targeting the youth market?
* Social marketing/advertising:
  + how might marketing/advertising materials be interpreted by different ethnicities, different ages, different socio-economic groups etc., within the community?
* Peers/youth culture:
  + how does youth culture and/or peer pressure influence participation in specific fitness classes for a youth market?
* Body image:
  + what was the experience for different youth participants, for example overweight youth, very fit youth, uncoordinated new recruits, disabled youth?
* Policy:
  + what impact do Ministry of Health initiatives have on the youth fitness market?
* Sexism:
  + were weight loss and weightlifting classes, for example targeting a particular gender?
* Youth culture:
  + were dance, for example hip-hop classes targeting the youth market?

Note: You are required to include more than one influence.

## Presenting the evidence

Present information and evidence as agreed with your assessor/educator.

# Resources

Websites that may provide some leads:

<http://supsnz.com/>

<http://www.mtbskillsclinics.co.nz/>

<http://www.fitnessevolved.co.nz/?gclid=CMXympis17UCFcgdpQodhw0AHg>

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Vocational pathway:Services Industries

Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to participate in and prepare a comprehensive documentary, interview, or written report in relation to the societal influences on physical activity and implications for self and others that involves an explanation, which has depth or breadth, or both.

# Conditions

None.

# Resource requirements

<http://www.youthtown.org.nz/auckland_gym.html>

<http://www.northernarena.co.nz/group-fitness-classes/> (Teen fit)

<http://www.ymcaauckland.org.nz/fitness/Pages/youth-fitness.aspx>

# Additional information

Learners could achieve this standard at all levels of achievement by using one physical activity. However, to ensure learners’ explanations have the depth or breadth, and involve some level of critical thinking, it is recommended that learners use several physical activities.

# Assessment schedule: Physical Education 90965 – Focus on fitness

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of societal influences on physical activity and the implications for self and others by:   * providing information and details of societal influences on physical activity and the implications for self and others   For example:  The learner considers details of the marketing and advertising of local fitness and community gyms, as they relate to self and others. They may:   * + present advertisements by a local fitness/recreation facility that are targeting youth member recruitment. These could be from the facility’s website or local newspaper advertising   + outline the theme of the advertisements/marketing campaign in terms of its intended target market(s); images that are being portrayed in any photos used, e.g. only female/young/old/types of figures/types of clothing, etc. and the type of products and services that are being offered   + discuss the implications of the advertising in terms of the ‘messages’ the advertising portrays and why these messages might be targeting people in society, e.g. in relation to body-image, age; ‘fit and healthy’, etc.   + briefly discuss the implications of the advertising on themselves, e.g. The picture of the fit looking person on the ad made me want to join that gym. I want to look fit like this person so I will be more accepted and admired by my peers. This is an example of me being influenced by aspects of commodification.   + record reflections in a diary/log book about the classes they undertook and made brief notes on how they personally felt about the class.   The above expected learner responses are indicative only and relate to just part of what is required. | The learner demonstrates in-depth understanding of societal influences on physical activity and the implications for self and others by:   * explaining how and why societal influences impact on physical activity and the implications of these influences for self and others   For example:  The learner provides a snapshot of evidence explaining the marketing and advertising of local fitness and community gyms and how it relates to self and others. They may:   * + present different advertisements from local fitness/recreation facilities and identify three different societal influences used   + explain themes between the advertisements, such as target markets; images that are being portrayed in any photos used, e.g. only female/young/old/types of figures/types of clothing/type of activity portrayed in the photos, etc.   + explain how and why the advertising impacts on the target market, and the implications for themselves and others   + explain how the advertisements might be changed to be more ‘inclusive’ in its target market   + record reflections in a diary/log book about the classes they undertook and made brief notes on how they personally felt about the class.   The above expected learner responses are indicative only and relate to just part of what is required. | The learner demonstrates comprehensive understanding of societal influences on physical activity and the implications for self and others by:   * giving an explanation of findings that has depth or breadth or both. The learner may demonstrate some level of critical thinking that asks questions and challenges assumptions in relation to societal influences and implications on physical activity for self and others   For example:  The learner provides a snapshot of evidence explaining in detail how the marketing and advertising of local fitness and community gyms relates to both self and others. They may:   * + present different advertisements from local fitness/recreation facilities. These could be from internet or local newspaper advertising   + critically assess themes in the advertisements and explain in depth how photographic images, e.g. only female/young/old/types of figures/types of clothing, etc. are being used to target a specific market   + explain the societal implications of advertising/marketing with regard to themselves and other members of society, e.g. who might be feeling excluded – different ethnicities; less fit people; younger or older people, etc.   + provide some critical thinking and research about societal attitudes towards advertising in fitness and health, and relate this to themes that they have discussed, e.g. ageism, healthism, sexism, etc.   + record reflections in a diary/log book based on personal feelings about the classes   + record information and insights, which focus on societal influences on recreation and fitness products and services, gained from interviews/discussions with other users of the recreation/fitness facility.   The above expected learner responses are indicative only and relate to just part of what is required. |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.