**NZQA**

**Approved**

Achievement standard: 91335 Version 2

Standard title: Examine the implementation and outcome(s) of a physical activity event or opportunity

Level: 2

Credits: 3

Resource title: Let’s get physical

Resource reference: Physical Education VP-2.9 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-02-2015-91335-02-8209 |
| 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

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Learner instructions

# Introduction

This assessment activity requires you to:

* explain the planning and implementing of a physical activity event for a corporate wellness programme
* gather evidence of the planning, implementation and outcomes of this event
* produce a report or presentation explaining the planning, implementation, and outcomes and relating the outcomes to the planned aims of the event.

You are going to be assessed on how comprehensively you examine the implementation and outcomes of a physical activity event or opportunity.

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. For example, it may be necessary for you to find an organisation or business willing to allow your learners to arrange its corporate wellness activity.

# Task

You may plan and implement the physical activity event as a class or group or individually. You will need to keep an individual record of the planning and implementation process to provide evidence for your final report or presentation.

Part 1 (planning) and Part 2 (implementing) are not assessed as such, but your examination of them – and the outcomes – is, so you are required to plan and implement the physical activity event.

## Part 1: Plan the physical activity event

Gather information about the requirements of the corporate wellness programme.

See Resource A for some suggested planning questions.

Decide what physical activity event you will run and create a detailed implementation plan. Depending on the needs of participants, you might choose a Pilates, yoga or power walking session, or plan a fitness circuit. You may want to make use of a local swimming pool, sports field, bush walk, beach, or park, for example.

Clearly state the aims of the physical activity event you will run. These will include your aims as the organiser of the activity and the aims of the individual participants and the organisation for which you are organising the corporate wellness programme event.

As you work, gather evidence of the planning process. You may keep your records in an online blog, handwritten journal, portfolio, or some other format. You may include photos, video or audio in your records. In any case:

* keep a record of the decisions you make
* give reasons for these decisions, including the information you rely on
* note possible problems and suggest contingency plans
* record your thoughts and observations.

Assessor/educator note: You may wish to make time for group discussions to encourage learners to reflect on what is being done.

## Part 2: Implement the physical activity event

Carry out the event you have planned and organised. As you proceed, gather evidence of the implementation for your records. This evidence could include:

* photos of you and/or your group setting up the event
* photos of you and/or your group facilitating the event
* photos of participants doing the physical activity
* completed participant survey forms
* an observer checklist, filled in by someone not involved in the event
* your own observations.

## Part 3: Produce a report or presentation

Part 3 of the task will be assessed. It must be produced individually.

Decide on the format for your report or presentation. You could present a written report, an oral presentation, a slide presentation, a video or a multi-media presentation, for example. Confirm your choice with your assessor/educator.

Refer back to your records of the planning and implementation of your physical activity event and evaluate its success. You may use other people’s thoughts and feedback as well as your own. You might collate ideas for your evaluation with a PMI (Plus, Minus, Interesting) model or other decision-making tool.

See Resource B for some suggested evaluation questions.

Produce a report or presentation in which you:

* state the aims of the physical activity event you organised
* evaluate the planning and implementation of the event (or your part in the running of it, if you were working in a group), giving full and thorough explanations and making judgements supported by evidence
* evaluate how well the outcomes of the event matched the aims you identified during planning, backing up your explanations and judgements with evidence
* suggest how you might improve, add to or change any future events.

Ensure you provide specific details and evidence for your conclusions, such as photographs, quotes from participants, or observer comments.

# Resource A

## Sample questions for planning

### Why

* What is the aim of the corporate wellness programme?
* Why do the employees want to participate in my physical activity?
* What do I aim to achieve in organising the physical activity?
* Are these aims SMART (Specific, Measurable, Action-Oriented, Realistic, Time Bound)?
* What will be a successful outcome for the participants? For their organisation?

### Who

* What is the age range of participants? What are their interests?
* What cultural factors do I need to take into account?
* How fit are the participants? Is there a wide range of fitness levels?

### What

* What activities would be enjoyed?
* Based on the fitness and activity levels of the group, is the type of activity I have chosen suitable? Will anyone be excluded?
* What local facilities could I use? What equipment will I need? Will there be a cost?
* What safety issues will there be? For example, do participants need to complete a medical clearance form prior to participating? Does the area have adequate mobile phone coverage if an emergency arises? Do participants all have suitable footwear and clothing?

### Where and when

* Where will the activity take place?
* Will the location need to be booked or otherwise negotiated?
* When will this activity take place?

### How

* How will I communicate with the participants?
* What details do they need to know?
* What do they need to bring or wear?
* How will I know how many people will participate?

# Resource B

## Sample questions for evaluation

### Planning

* What was the organisation’s aim (or aims)? What were the aims of the participants? What was my aim?
* How appropriate was the programme as planned? Did I expect too much/too little from the participants? Did my planning have clear links to the aims?
* Did I miss anything in my planning? What would I plan differently next time and why?

### Implementation

* How suitable were the locations I used?
* Were there unexpected problems? Unforeseen circumstances? Was my contingency plan sufficient to solve these?
* Did the programme motivate people to want to participate in some form of physical activity in the future? How do I know? What factors limited me from implementing the activities as I would have liked?
* What went well? Why was this?
* What did not go so well? Why was this?
* What would I do differently next time?

### Outcomes

* Did the physical activity meet my aims? Did it meet the aims of the participants and their organisation? Why?
* Did the actual outcome differ from the intended outcome? How?
* Have I promoted participation in physical activity beyond this particular event?

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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 plan and implement a physical activity event for the corporate wellness programme of a local business or organisation. Learners will be assessed on the comprehensiveness of a report or presentation in which they evaluate the activity and its outcomes in relation to the planned aims of the event, providing evidence to support their judgements.

# Conditions

Learners could work in small groups, but each would need to gather their own evidence. Each learner will be assessed individually against the evidence they provide.

# Resource requirements

Learners will need access to local organisations or businesses.

Useful websites for visual presentations include:

Vuvox [www.vuvox.com](http://www.vuvox.com)

Museum box <http://museumbox.e2bn.org/>

Prezi <http://prezi.com/>

PowerPoint tips: <http://www.youtube.com/watch?v=gNG0etmnwuk>

Useful websites for background reading include:

<http://triscope.co.nz/corporate-challenge/>

<http://www.corporatewellness.net.nz/>

<http://www.vitalityworks.co.nz/wellness-programs/>

# Additional information

None.

# Assessment schedule: Physical Education 91335 – Let’s get physical

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner examines the implementation and outcome(s) of a physical activity event or opportunity by: * explaining the planning and implementation of the event
* explaining the outcomes of the event and how these relate to the stated aims

For example:*The main goal for our group was to make the activities fun for the participants and to get them to challenge themselves by trying different things.* *We came up with a list of ideas and picked out six activities suitable for a seven-minute time slot. We sourced the equipment from school and home and made a few small purchases. We divided up our responsibilities and then ran through how we were going to work it on the day.**We were really happy with the results. They laughed heaps and did not want to change the games. This was the feedback we got from the participants which gave us evidence that we had met our intended outcomes. We also provided a challenge for the participants by … reading the final feedback forms from participants told us that we had allowed them to have fun by taking part in these group activities and they had had to go beyond their comfort zones in some ways. This met our aims.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner examines, in-depth, the implementation and outcome(s) of a physical activity event or opportunity by: * giving full and thorough explanations for the planning and implementation of the event
* explaining the outcomes of the event and how these relate to the stated aims
* providing evidence to support their explanations

For example:*The main goal for our group was to make the activities fun for the participants. SPARC research suggests that this is one of the main enablers to being physically active.* *We came up with a list of ideas and then researched these with participants by asking them which sounded fun to do. We had proposed a competitive environment, but this proved to be a barrier for some of our participants …**To help promote the activity we advertised on the staffroom notice board. People had to sign up by a specific date so we knew how many we would be catering for. This also gave us a chance to look at gender balance and organise groups so that the environment was welcoming to all …**We were really happy with the success of the event. The event met our aims and those of participants and the feedback provided by participants supports this …**I think the time we spent modelling our activities to suit what we found in research and to personalise it to the group ensured that goals were met.* *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner examines comprehensively the implementation and outcome(s) of a physical activity event or opportunity by: * evaluating the planning, implementation and outcomes of the event and how these relate to the stated aims
* providing evidence to support their judgements

For example:*I think it was good that rather than do one activity for the whole time we did a range of different activities. We would all agree that enjoyment motivates participation, but enjoyment is different for everyone and people can enjoy different activities for different reasons. For example, a highly competitive individual can still enjoy a fun game on the beach, where the outcome is not that important, if they are playing with a group of friends and enjoying a chance to be together. In this case, the idea of being able to do something with colleagues outweighs the desire to be competitive …**What is harder to evaluate is whether or not we have made a difference to any of the individuals’ attitudes and motivated them to keep being active or to increase levels of activity. Behavioural change is very hard to influence and/or measure and I cannot say for sure that anything has changed. I hope I have provided a range of fun opportunities to be active with colleagues. Subconsciously this may influence participants’ future behaviour either as individuals or as a business, where they might now be more likely to enter corporate sports competitions …**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.