**NZQA**

**Approved**

Achievement standard: 90970 Version 2

Standard title: Demonstrate self management strategies and describe the effects on participation in physical activity

Level: 1

Credits: 3

Resource title: It’s all about me!

Resource reference: Physical Education VP-1.9 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-02-2015-90970-02-7283 |
| 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: 90970

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Learner instructions

# Introduction

This assessment activity requires you to demonstrate self-management strategies, and describe the effects, as you participate in a chosen physical activity.

You are going to be assessed on how you demonstrate self-management strategies, and on how comprehensively you describe the effects on participation in a physical activity. You need to explain with examples or evidence how and why the self-management strategies did or did not result in changes to your participation, and consider future changes in your self-management strategies.

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 working as a kitchen hand in a local restaurant and you realise that you need to be quite fit to carry out the physical tasks required of you in the kitchen. You feel that your current physical fitness is poor and would like to make the most of your time between your shifts to train for the Great Lake Cycle Challenge. You will identify and demonstrate two self-management strategies as you train for this event, and will describe to your colleagues in an online blog how putting these strategies into practice affected your participation.

## Part 1: Your goal

Decide on a personal goal you want to reach by training for the Great Lake Cycle Challenge.

This goal could involve raising your fitness, strength or stamina levels, losing weight, maintaining flexibility, improving mental well-being or completing the event towards a particular time.

Discuss with your assessor/educator what your physical activity will be. Record your activity and your personal goal in a blog or video blog. See Resource A for an example of an entry.

## Part 2: Your strategies

See Resource B for examples of self-management strategies and then:

* choose two self-management strategies you will use to help you work towards your goal
* record your two selected self-management strategies, and describe how you plan to demonstrate each one in your blog or video blog.

## Part 3: Your evaluation

Complete your evaluation by doing the following:

* maintain a weekly blog or video blog during your training time that includes a summary of:
	+ the physical activity/activities you trained in
	+ how often and for how long you trained
	+ how effective/ineffective your self-management strategies were in keeping you motivated.
* evaluate, for both of the self-management strategies you have chosen, how the strategies helped you participate in your physical activity, and how they helped you achieve your goal
* make sure your evaluation includes specific examples from your physical activity/activities, including what worked well and what didn’t
* include your evaluation at the end of your blog or video blog
* aim to write about an A4 page for each self-management strategy, or talk for about three minutes.

# Resource A

## An example of an initial blog entry

25 September

My goal is to raise my fitness levels to be able to complete the relay event in the Lake Taupo Cycle Challenge this November. I have eight weeks to train. I will prepare for this by setting up a weekly fitness programme that includes cardio training, strength training, and some flexibility training.

For my cardio, I will aim to either jog or cycle four times a week for between 30–40 minutes. I will train with others who are also going to complete the relay with me. For my strength training, I want to focus on simple exercises such as push-ups and abdominal crunches. I don’t have access to weights so I think it will be easier to work on push-ups and crunches at home in the morning. Before my cardio, I will stretch for around 10 minutes to warm up my main muscle groups.

The self-management strategies I will use to help me will be:

1. time management
2. setting goals.

I will draw up a chart of my goals. I think that if I have a chart on the wall it will help me to see what I have to achieve each week leading up to the relay. I think that working with others will also need me to set up who I’ll be working with each session. If I am organised and don’t leave anything to chance, I think I will be successful in raising my fitness levels to complete the relay.

# Resource B

## Self-management strategies

These include (but are not limited to):

* being resourceful
* working with others
* time management
* stress management
* being adaptable
* self-monitoring
* showing resilience
* seeking motivation
* seeking knowledge
* seeking feedback and feed-forward
* showing perseverance when dealing with both disappointment and success.

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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 demonstrate two self-management strategies as they train for the Great Lake Cycle Challenge. Learners are also required to describe comprehensively how these strategies affected their participation in the physical activity.

# Conditions

Learners are required to construct an individual presentation based on their self-management strategies and their participation in physical activities.

Learners will be individually assessed.

Assessors/educators will need to verify over a given time period that learners have demonstrated two selected self-management strategies and participated in physical activities.

Decide on the format for the evaluation record. Learners can set up an electronic diary, wiki, blog entry, or a paper-based diary. Evidence could be verbal or written. You may wish to take learner preferences into account in deciding on the format.

# Resource requirements

Resources will depend on the chosen physical activity, and on the agreed format for each learner’s evaluation record.

# Additional information

Assessors/educators could adapt the physical activity to an event in the local community, such as a touch rugby tournament, a 10km run, fitness boot camp, or an indoor netball tournament.

Methods of collecting evidence should reflect the needs of the learners, the nature and/or context of the learning programme and the facilities/environment in which you work.

It may be possible to select a more appropriate method of collecting evidence without influencing the intent or validity of this task, for example it could include electronic portfolio, wiki or visual portfolio.

## Other possible contexts for this vocational pathway

These include preparing for sport or fitness training courses, preparing for major sporting fixtures or tournaments, or participating in a health or nutrition programme where the goal is to become fitter and healthier.

# Assessment schedule: Physical Education 90970 – It’s all about me!

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates self-management strategies and describes the effects on participation in the selected physical activity by: * demonstrating two self-management strategies

For example:The learner could choose the strategies of time management and setting goals while participating in an eight-week training programme for the Great Lake Cycle Challenge.* giving an account of and/or providing details of the effects the self-management strategies had on participation in physical activity

For example: *I focused on setting goals as a self-management strategy. I did this by setting three major goals for the Great Lake Cycle Challenge. One was to get my 40 km ride time down from 2 hours 20 minutes, to under 2 hours by the end of the eight weeks. I did this so that I could see improvement, and to make me work hard. Because I had that goal it made me work hard in all the sessions, and this meant that I participated well in whatever training sessions I completed. This led to me achieving my goal as I completed my 40km leg of the cycle challenge in 1hr 58 minutes.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates self-management strategies and describes, in depth, the effects on participation in the selected physical activity by: * demonstrating two self-management strategies

For example:The learner could choose the strategies of time management and setting goals while participating in an eight-week training programme for the Great Lake Cycle Challenge.* explaining how and why self-management strategies affected participation in physical activity

For example:*I focused on setting goals as a self-management strategy. I did this by setting three major goals for the Great Lake Cycle Challenge. One was to get my 40km ride time down from 2 hours 20 minutes to under 2 hours by the end of the eight weeks. I did this so that I could see improvement, and to make me work hard. Because I had that goal, I thought it would make me work hard in all the sessions, and this meant that I participated well in most training sessions I completed. This occurred on most occasions. Looking back at my blog I noted that I felt I gave 100% in 14 out of the 18 training sessions. Other factors came into play on the other four sessions, e.g. on session 15, I had already had netball training in the morning, and waterpolo at lunchtime. I was feeling so tired, I could not give 100%. That was a negative effect on my participation. So I would say on most occasions I gave 100% as I had that goal in mind. In the end, I think that this helped me to achieve my goal as I finished with a time of 1hr 58 minutes at the end of the eight weeks.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates self-management strategies and describes, comprehensively, the effects on participation in the selected physical activity by: * demonstrating two self-management strategies

For example:The learner could choose the strategies of time management and setting goals while participating in an eight-week training programme for the Great Lake Cycle Challenge.* explaining with example or evidence how and why the self-management strategies did or did not result in changes to participation in physical activity, and considering future changes in self-management strategies

For example:*I focused on setting goals as a self-management strategy. I did this by setting three major goals for the Great Lake Cycle Challenge. One was to get my 40 km ride time down from 2 hours 20 minutes, to under 2 hours by the end of the eight weeks. I did this so that I could see improvement, and to make me work hard. I made an assumption that this would make me work hard in all sessions. This occurred on most occasions. Looking back at my blog I noted that I felt I gave 100% in 14 out of the 18 training sessions. Other factors came into play on the other four sessions, e.g. on session 15, I had already had netball training in the morning and waterpolo at lunchtime. I was feeling so tired, I could not give 100%. That was a negative effect on my participation. I think if I was to change what I did in the future. I would have broken my goal-setting down a bit further. As this was a far-off goal, I could have made it a better self-management strategy if I had increments along the way, such as by week four to be able to complete 40 km in 2 hours 10 or less. So I would say on most occasions I gave 100% as I had that goal in mind. In the end, I think that this helped me to achieve my goal as I finished with a time of 1hr 58 minutes at the end of the eight weeks. The only way I would change it would be to have the increments. I think this may have meant that when I blogged I may have had more motivation, and 100% participation all the way and may have been even faster.**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.