

Internal Assessment Resource

Physical Education Level 3

This resource supports assessment against Achievement Standard 91789

Standard title: Devise strategies for a physical activity outcome

**Credits:** 4

Resource title: Putting everything in place

**Resource reference:** Physical Education 3.9B

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| 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 | February 2015To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91789-01-6322 |
| 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. |

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Teacher guidelines

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

Teachers 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 students against it.

Context/setting

This assessment activity requires students to devise comprehensive strategies for achieving a physical activity outcome (planning and implementation of a two-day place responsive\* tramping experience). Students will trial these strategies through a day tramp, then respond, refine and/or adjust strategies before the two-day place responsive outdoor experience.

Students will be assessed on how well they explain the biophysical, socio-cultural and tramping knowledge that underpins the strategies they devise to achieve their physical activity outcome. In their explanation, students need to use coherent and insightful reasoning by questioning and challenging assumptions in relation to this knowledge.

Other contexts used to assess this standard can include but are not limited to: a kayak or waka ama journey, mountain biking journey or a combination of outdoor activities.

*\*Place responsive approach (Wattchow & Brown 2011)*

*The aim of a place responsive approach is to build a lasting relationship of caring between students and their local significant places. The learning that can occur can be historical, cultural, environmental, as well as the frame for more traditional outdoor pursuits. A place responsive approach also provides students with the opportunity to engage with the unique histories, geographies and cultural understandings associated with their particular places.*

*The concept of place is not restricted to a location, rather it is the integration of elements of nature and culture that form a unique ensemble which distinguishes a particular place from all other places (e.g. a beach, a harbour). It is in its own way unique due to the interaction and meaning making that occurred in this place from the early settlement of Māori through to the current forms of urbanisation occurring today. A place responsive approach emphasises the relationship between people and place.*

Conditions

This assessment activity will take place over an extended period of in-class and out-of-class time. Students will work as individuals and in groups however the evidence for the assessment activity will be an individual response.

Resource requirements

Students may need to access resources from New Zealand Mountain Safety Council.

Students may need access to the Internet and/or book resources for information on the biophysical and socio-cultural knowledge and outdoor knowledge that they will need to present. They may also access expertise from local iwi, personnel at DOC and within their school community. The books below are recommended for teachers and students.

Brown, M. (2012). Student perspectives of a place-responsive outdoor education programme. *New Zealand Journal of Outdoor Education*, *3(1), 64-88*.

Wattchow, B., & Brown, M. (2011). *A pedagogy of place: Outdoor education for a changing world*. Melbourne, Australia: Monash University Publishing.

Additional information

Sources of evidence may include: self-assessments, peer assessments, and teacher professional judgements.

Presentation formats may include: written reports, electronic portfolios, blogs/wikis, and audio/visual portfolios.

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Student instructions

Introduction

This assessment activity requires you to devise strategies for the planning and implementation of a two-day place responsive tramping experience. Students will trial these strategies through a one-day tramp, then make adjustments to the strategies before the two-day place responsive tramping experience.

Teacher note: Depending on students’ interests and resources available you could use a different context for the physical activity outcome.

You will be assessed on how well you explain the knowledge that underpins the strategies you devise to achieve your physical activity outcome. Your explanation will use coherent and insightful reasoning by questioning and challenging assumptions.

Task

As you begin this task, you will need to negotiate with your teacher how you present the knowledge that will inform your devised strategies and that are then presented as a plan.

This could be in the form of a written report, an ongoing blog etc, or another method of your choosing as agreed to by your teacher.

**Setting your goal**

Use the information gathered from class activities and your own research to set personal goals and group goals for the two-day place responsive tramping experience. A personal goal/s may be: gaining the skills to plan a safe, challenging, and enjoyable outdoor experience. Group goals may include: improving group members’ relationships with each other and with the places you encounter, planning a route that is challenging and enjoyable for the whole group, developing training principles and methods to prepare for the tramping experience.

**Camp Preparation**

Identify the relevant knowledge (camp planning; outdoor knowledge; history, legends, ecology of places, biophysical and socio-cultural knowledge) that you will need to develop the strategies required to reach these outcomes/aims.

The Strategies

Devise strategies to meet your personal and group goals for your place-responsive tramping experience. These may need to be adjusted or changed along the way and in response to the day tramp experience.

You will need to include

* A timeframe that shows when you will be completing each planning task and other preparation tasks such as researching the history of the place(s), trialling menus for the camp, route selection, improving cardiovascular endurance, muscular endurance and strength in order to tramp for two days with a pack on your back.
* The relevant research information to assist you in planning the two-day outdoor tramp. You need to provide enough detail for each session so that people know exactly what you are doing. This might include maps, distances, route descriptions, place responsive questions for your inquiry, physical training, research into clothing, gear and nutrition in the bush, environmental sustainability, logistics.
* Other factors that may impact (both positively and negatively) on the strategies devised for the two-day journey. For example, lack of outdoor experience, unsuitable clothing and gear, prior skills and knowledge.

You could use Resource A: Devising Strategies.

Explanation of your Plan

Use coherent and insightful reasoning to explain the strategies you have devised and why these strategies are going to develop your ability to achieve your personal and group goals through experiencing a place responsive tramping experience.

Use your selected outdoor, place-responsive, biophysical and socio-cultural knowledge to explain why these strategies will be the most appropriate to use to achieve your outcomes/goals.

Experience a one-day tramp to trial your devised strategies

Devise, Trial, Reflect

After participating in a day tramp reflect on the strategies that you have devised. Use insightful and coherent reasoning by questioning and challenging assumptions, that draw on the selected and relevant biophysical, socio-cultural and outdoor knowledge.

You may wish to use Resource B as a reflection tool.

* Did the strategies work? If not how do you know and what could you change/adapt and why?
* If these strategies did work, how do you know and why do you think they worked?

Questions you could consider that might help you to make decisions about what to keep doing or what to change could include:

* Is the chosen route too easy or too challenging?
* Am I achieving what I set out to achieve? How do I know this?
* Are there any assumptions I made about outdoor education that I need to challenge? What are the historical factors that have influenced what is taught and learnt in outdoor education in Aotearoa New Zealand? Has local Iwi/hapu knowledge of Whenua been included? Why or why not?
* Were the goals I set realistic in for the two-day place-responsive tramping experience?
* Had I considered all the possible things that might support my personal and group goals?
* Had I considered all the possible things that might get in the way of me achieving my goals?
* Did I use relevant information and knowledge in my plan?
* Is there other knowledge that I have not used that perhaps I should have?
* What assumptions did I make about the strategies that I used?

Make any necessary changes to your strategies in response to the one-day tramp.

If you don’t need to change anything explain why using supporting evidence from your outdoor experience.

Resource A: Devising Strategies

As a group, select a physical activity outcome and identify any barriers or enablers to your activity. You might decide, for example, that your overall aim is for the class to connect with each other, and significant place(s) through implementation of a place-responsive approach, and through experiencing a safe and enjoyable outdoor experience.

Devise strategies that should enable you to achieve your individual and group goals of your two-day place-responsive tramping experience.

Among other things, you should consider:

* Participants: Who do you want to include on the tramping experience? What experts could help? What strengths do the members of your group have? Who is going to be responsible for which task? Who do you need to get permission from? What needs and experience do the participants have?
* Fitness: Identify fitness requirements in order to prepare for two days of tramping. What training principles and methods would be the most appropriate to prepare for the experience?
* Route Planning: Is the route challenging yet achievable for the whole group? How do you know? Do you need to plan rest/refreshment stops? Where would be the most appropriate places? Will the group camp in tents or in a hut? What strategies will you use to keep the group together?
* Place: Where would be the most appropriate place(s) to visit on your expedition? What is the history/significance/stories of the place/s you will be visiting? Is there any private land you need to access? Are there any tapu areas you need to consider/avoid? What would be the most appropriate mode(s) of transport or activities to do in this/these places? Do you need to book it or check if it’s free? Is accommodation available at the site? If so, what kind?
* Equipment: What equipment do you need and what do you already have? Could you borrow equipment from somewhere? Do you require specialist knowledge to set up or use any of the equipment?
* Safety (RAMs/SAPS): Do you need first aid equipment? What precautions can you take to minimise the risk of participants hurting themselves?
* Environment: What role could the weather play in your expedition? What do you need to be aware of in terms of the environment?

Resource B

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| Everything In Its PlaceDay Tramp Reflection:  | Reflection and EvaluationP C I Analysis Tool |
| Class: | Event:  |
| A: Goals/ Intended Outcomes  |
|   |
| Pluses | Challenges | Interesting |
|  |  |  |
| Revision/adaptation of devised strategies (after day tramp): |

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| B: Planning and Organisation (e.g. venue, facilities, transport, equipment, food) |
| Pluses | Challenges | Interesting |
|  |  |  |
| C: Presentations, safety management and team work |
| Pluses | Challenges | Interesting |
|  |  |  |
| Revision/adaptation of devised strategies: |

Assessment schedule: Physical Education 91789 - Putting everything in place

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| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has devised strategies for a physical activity outcome by:* selecting and explaining the relevant knowledge that underpins the strategies to achieve the physical activity outcome
* trialling and making adjustments to the strategies in order to achieve the physical activity outcome

For example:*I wanted to learn more about the place in order to connect with the area and to work towards meeting my selected goals. I wanted to enjoy the experience while connecting with my classmates and the places we would be travelling through on our outdoor experience.* *I researched the history of the tracks and the Waitewheta Sawmill that used to be on the site of the current hut and campsite. This history was useful when we stopped for lunch as it gave us a chance to reflect on the history of the area and to connect with it. I was able to tell my classmates about the sawmill and the operation started in the 1920’s and they built a tramway to move the giant kauri logs. This helped me to connect with the area but also my classmates. As we were tramping through the Kaimais I had also done some work on how the Kaimai Mamakus got their name. The literal translation of this is the place where the food comes from, so in recent times Māori settler formed tracks through the ranges, hunted in the forest and used its plants for food. Learning about what plants were used for medicine made me become more aware of the environment as we walked through this area and helped me to meet my goals of being more connected with the area.**I had to adjust other aspects of my plan after the experience of the day tramp. I had borrowed my Uncle’s Swandry which is extremely warm but was not the best choice for tramping. I got hot quickly while tramping and had to take it off to fit it in my pack. It took up a lot of room in my pack and whenever we stopped I had to drag it out again as I would get cold quickly.**After the day tramp I researched different fabrics for their heat retention versus weight and bulk and devised strategies to lighten my pack and keep warm. I saved up money to buy a merino jersey and borrowed two polypropylene tops and longs off my friend who is the same size as me. I also packed a light waterproof jacket, woollen beanie and gloves that I bought earlier this year for watching rugby in wet and cold conditions.* *The examples above are indicative samples only.* | The student has devised in-depth strategies for a physical activity outcome by:* selecting and explaining, using coherent reasoning, the knowledge that underpins the strategies to achieve the physical activity outcome
* trialling and making adjustments to the strategies in order to achieve the physical activity outcome For example:

*Prior to the day tramp we decided as a group that we wanted to plan a camp which would be safe and enjoyable, that we would connect as a group without distraction, and learn about the place(s) we visited throughout our journey.**I am a competitive multisporter and I am used to getting from A to B as fast as possible. I carried this attitude towards the day tramp and me and two friends raced ahead of the group and waited for the rest of the class at our planned rest points. Once everyone arrived we pushed the group to get going again so we could get to the destination as fast as possible. When we reflected as a class on the day tramp experience I realised my attitude had resulted in a negative experience for some of my classmates who had shared that they felt rushed. Listening to the others I also realised I had missed out on a lot of the fun the rest of the group had along the journey. I had missed the view across the ranges to Te Aroha, the tuis singing in the trees, and the joking around that occurred when everybody was slipping and laughing through the mud. I was also extremely hungry and the noodles I brought along to eat only filled me up for a little while and I got sick of the flavour.**In order to achieve our chosen goals I devised the following strategies. I would spend time with everybody on our camp and try and find something new about them. I would spend time at the tail end and encourage and support those who were struggling. I would slow it down, take in the sights, sounds of the bush and learn as much about the area as I could. I researched different foods appropriate for tramping and focused on the nutritional value, the weight, and the flavour. In response I have planned my menu to include foods that are nutritionally dense to meet the energy demands of tramping twelve hours in the bush. I discovered the most important point to consider is that the amount of energy you will need is dependent on the level of intensity of activity and your body weight. I worked out that for a person of my weight to tramp with a moderately heavy pack, I would need an additional 2000kj/hr of energy in addition to my daily needs (approximately about 9000kj). Therefore, a 6hr tramp would more than double my energy needs compared to my normal daily requirement.* *In order to meet my increased energy needs I included snack foods such as dark chocolate, dried fruits and nuts. I also purchased food that was light and with minimal packaging as I knew we would have to carry all the rubbish out.**The examples above are indicative samples only.* | The student has devised comprehensive strategies for a physical activity outcome by:* selecting and explaining, using coherent and insightful reasoning by questioning and challenging assumptions, the knowledge that underpins the strategies to achieve the physical activity outcome
* trialling and making adjustments to the strategies in order to achieve the physical activity

For example:*Prior to our place responsive outdoor experience in the Kaimai Mamukus I believed that outdoor experiences were about hardship and overcoming adversity. Our chosen goals and our planned strategies challenged this assumption. We aimed to connect with each other, and with the places we stayed in and travelled over. In order to do this we planned a camp without cellphones, ipods and facebook. We planned our journey to experience the Kaimai Mamukus first hand, together without distraction.* *On our day tramp a couple of the new students in our class listened to music while we were tramping and took ‘selfies’ every five minutes. I noticed that their experience was very different from mine as they missed the jokes and laughter, the views and the stories we learnt about the land and the stories and memories we created for ourselves.**In response to observing this distraction we decided to devise a strategy where we would ban the use of technology on our camp in order for us to all be able to experience the Kaimai tracks and trails first hand and together.* *On the day tramp my leg muscles became fatigued, I was either too hot or too cold and my lower back became sore. From this experience I devised further strategies. I recognised in order for me to enjoy twelve hours of tramping I would need to improve my aerobic fitness, muscular endurance and strength. I walked up Mauao twice a week to improve my aerobic fitness, did specific resistance training to increase the strength of quadriceps, gluteals, hamstrings, erectus spinae and abdominals. In the six weeks I trained I improved my original beep test score by two levels and improved my leg press RM by 20%. I also researched how to organise my pack to be light with weight appropriately distributed, and to adjust the straps so I could take the pressure off my lower back.* *Through my place-responsive research I discovered that the route we were travelling for our two-day place-responsive experience was a historic trading route between Tainui tribes and the tribes of Tauranga Moana. One of my personal goals was to improve the quality of my presentation and learn more about the history of the routes. I devised the following strategies to achieve my goal. I approached prominent Kaumatua and Kuia from my marae to find out more. I also emailed a historian my teacher recommended who sent me further information. I then used this information to design what one of my classmates described as an “interesting and informative presentation”, and another commented, “It was so valuable to learn about the pre-colonial history of the area as I literally walked in the footsteps of my ancestors”. The feedback I received from my peers indicated to me that I had which achieved one of my personal goals and the group goal of connecting with our significant place(s). The place-responsive approach challenges the assumptions that are inherent in traditional outdoor education programmes. New Zealand and overseas researchers have found that many outdoor educators believe that learning outcomes are best achieved in remote or wilderness environments far removed from the everyday lives of their students. Brookes described such approaches as being “short raids on the ‘bush’ as strangers” which may hinder rather than aid in developing a sense of connection.* *A valuable aspect in planning our tramp was that as the Kaimai Mamukus are within half an hour from school we can re-visit with family and friends. It was also valuable to share our research through the presentations at the actual significant place. Through this we were able to share our knowledge of history, myths and legends on our chosen significant places. Our experience reinforced the value of this pedagogical strategy in connecting students with place through an embodied experience. Contemporary outdoor education researchers Brian Wattchow and Mike Brown urge both outdoor educators and learners to attend to the values of their senses, and strive to understand the cultural meanings they attach to them. They emphasise the power of stories in connecting people with place. I found that the stories inherent in the presentations are a powerful tool to promote questioning and discussion.* *The examples above are indicative samples only.* |

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