

Internal Assessment Resource

Physical Education Level 1

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| This resource supports assessment against:  Achievement Standard 90966 version 2  Demonstrate interpersonal skills in a group and explain how these skills impact on others |
| Resource title: Survivor Challenge |
| 4 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 | February 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90966-02-4564 |
| 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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| Internal Assessment Resource |

Achievement Standard Physical Education 90966: Demonstrate interpersonal skills in a group and explain how these skills impact on others

Resource reference: Physical Education 1.5B v3

Resource title: Survivor Challenge

Credits: 4

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 90966. 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 three selected interpersonal skills as they participate in a variety of group “survivor” challenges.

Students also design and set up an electronic diary to record their reflections after each challenge in which they explain how their chosen interpersonal skills impacted on the other participants.

Conditions

This assessment activity will take place over a unit of work, for example, 4–8 weeks of in-class time. Choose a variety of group “survivor challenges” or negotiate these with your students. The challenges should involve a competitive or recreational physical activity, for example, adventure-based learning, elimination games, “Top Town” events, competitive games, outdoor education activities, or tabloid sports. Ensure that each challenge provides opportunities for the students to demonstrate interpersonal skills.

Depending on the planned challenges, you may need to suggest additional interpersonal skills to those listed in Resource A. You also need to ensure that students choose skills appropriate to the challenges.

The students will work in groups to complete the challenges and individually to record their electronic diary entries. They will be assessed individually. (A sample recording sheet is provided as Resource B.) Make at least four such records throughout the unit of work.

Resource requirements

Equipment and settings appropriate to the selected physical activities.

The choice of electronic diary format will depend on the resourcing available to your school. Voice-recording methods such as podcasts, digicams, mobile phones, flip videos, and iPods may also suit the nature of the physical education learning area.

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.

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Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Demonstrate interpersonal skills in a group and explain how these skills impact on others. | Consistently demonstrate interpersonal skills in a group and explain how these skills impact on others. | Effectively demonstrate interpersonal skills in a group and explain how these skills impact on others. |

Student instructions

Introduction

This activity requires you to demonstrate interpersonal skills as you participate in a variety of “survivor” challenges.

You will create and use a video diary to reflect on your use of interpersonal skills and to explain how your behaviour has impacted on the other participants.

You will be assessed on your ability to effectively demonstrate interpersonal skills and the quality of your explanations in your diary.

Task

Demonstrate your chosen interpersonal skills

You will participate as a group member in a variety of survivor challenges. Your teacher may choose these or negotiate them with you.

Select three interpersonal skills that you would like to develop. Refer to Resource A for examples. Your teacher may suggest additional interpersonal skills.

Your aim is to help your group function well by effectively demonstrating your three chosen interpersonal skills. To effectively demonstrate interpersonal skills, you will think independently and proactively and not rely on your teacher for direction. You will be aware of what is going on around you and adapt accordingly.

Your teacher will make observations and record the level of your demonstration in at least four survivor challenges.

Explain your chosen interpersonal skills

Set up an electronic diary. Your teacher will help you select the best format for this.

After each survivor challenge, complete a reflective entry in your diary. Refer to specific examples of how you applied your three interpersonal skills.

* What were the positive impacts on others of your applying your interpersonal skills?
* Were there any negative or unintended impacts?
* What can or will you do to improve your use of interpersonal skills to ensure that these have a positive impact on the group or team in future?

Resources

Resource A: Interpersonal skills

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| Interpersonal skills include, but are not limited to: | Your use of interpersonal skills may result in: |
| effective communication | improved group or team performance |
| cooperation | more cohesiveness |
| giving and receiving feedback | shared understanding of what the goal is and the plan to reach it |
| acceptance of diversity | improved success |
| supporting and encouraging others | increased enjoyment |
| inclusiveness | better communication |
| problem solving | quality of teamwork |
| negotiation | more encouragement and support amongst team/group members |
| conflict resolution | harmony within the group and between group members |

Resource B: Continuum for demonstration of interpersonal skills – sample teacher recording sheet

Student’s name:

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| Name | Interpersonal skills for observation | Teacher to make judgement on student’s level of performance on a continuum.  **ND:** Not demonstrated; **D**: Demonstrated; **ED**: Effectively demonstrated | | | |
| **ND** | **D** | **ED** | Overall level |
|  | 1 Communication |  | | |  |
| 2 Cooperation |  | | |  |
| 3 Problem solving |  | | |  |
|  | 1 |  | | |  |
| 2 |  | | |  |
| 3 |  | | |  |
|  | 1 |  | | |  |
| 2 |  | | |  |
| 3 |  | | |  |
|  | 1 |  | | |  |
| 2 |  | | |  |
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| 3 |  | | |  |

Assessment schedule: Physical Education 90966 Survivor Challenge

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| Evidence/Judgements for Achievement | Evidence/Judgements for  Achievement with Merit | Evidence/Judgements for  Achievement with Excellence |
| Over the unit of work, the student demonstrates interpersonal skills that impact on others.  These may include:   * effective communication * cooperation * giving and receiving feedback, and feed-forward * acceptance of diversity * supporting and encouraging others * inclusiveness * problem solving * negotiation * conflict resolution. | The student consistently demonstrates interpersonal skills that impact on others. Consistency will be assessed across the activities.  These may include:   * effective communication * cooperation * giving and receiving feedback, and feed-forward * acceptance of diversity * supporting and encouraging others * inclusiveness * problem solving * negotiation * conflict resolution. | The student effectively demonstrates interpersonal skills that impact on others, (i.e. the student uses interpersonal skills in a perceptive manner and does not rely on the teacher for direction).These will be consistently demonstrated (as for Merit).  These may include:   * effective communication * cooperation * giving and receiving feedback, and feed-forward * acceptance of diversity * supporting and encouraging others * inclusiveness * problem solving * negotiation * conflict resolution. |
| The student has identified at least two interpersonal skills and makes ongoing reflections that explain how these have impacted on others. Evidence of this impact is provided by the student’s video diary entries.  Example: Inclusiveness  During the raft-building challenge, I used inclusiveness and communication skills to help my team work together more effectively.  When we were planning how to build our raft, I noticed that one person in my team wasn’t saying much. My other team mates had a lot of ideas but she was really quiet. I asked what she thought about all the ideas so far, and what she thought we could do to make our raft better. She had some good ideas for decorating our raft. When we were making the raft I helped her make some decorations. Because I made an effort to include my team mate in the challenge, our team’s raft stood out from the others. The impact on the team was that no one was left out and we could feel proud that we all contributed.  I also used my communication skills whenever my group started to argue about what we should do. I spoke clearly so that I could be heard. I said we should all have a chance to put forward our ideas and that we should decide together on the best action to take, instead of arguing. The impact on my team was that everyone stopped arguing and started listening to each other, and we found a good solution to a problem. | The student has identified at least two interpersonal skills and makes ongoing reflections that explain how these have impacted on others (see examples from Achieved that are at the correct level to contribute to Merit). | The student has identified at least two interpersonal skills and makes ongoing reflections that explain how these have impacted on others (see examples from Achieved that are at the correct level to contribute to Excellence). |

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