

Internal Assessment Resource

Physical Education Level 1

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| This resource supports assessment against:  Achievement Standard 90968 version 3  Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities |
| Resource title: Play It Safe |
| 3 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-02-2015-90968-02-4567 |
| 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. |

* Internal Assessment Resource

Achievement Standard Physical Education 90968: Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities

Resource reference: Physical Education 1.7A v3

Resource title: Play It Safe

Credits: 3

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 90968. 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 activity requires students to demonstrate, and show comprehensive understanding of, responsible behaviour for safety during outdoor education activities.

* Conditions

The demonstration, and teacher observation, of responsible behaviour for safety will take place over the course of a unit of work, for example, 4–8 weeks of in-class time.

The student evaluation may be done in class or out-of-class time. If the evaluation is completed out of class, the authenticity of the work will need to be verified.

Depending on the chosen activities, you may need to suggest additional or alternative safety behaviours to those listed in Resource A.

* Resource requirements

These will depend on the outdoor activities you have selected.

* 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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| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities. | Demonstrate, and show in-depth understanding of, responsible behaviour for safety during outdoor education activities. | Demonstrate, and show comprehensive understanding of, responsible behaviour for safety during outdoor education activities. |

Student instructions

* Introduction

This activity requires you to demonstrate, and show comprehensive understanding of, responsible behaviour for safety during outdoor education activities.

Following each outdoor activity, you will evaluate your behaviour, judging whether your behaviour resulted in physical and/or emotional safety.

You will be assessed on the comprehensiveness of your understanding.

* Task

Demonstrate your responsible behaviours for safety

Consider the behaviours listed in Resource A, and any additional behaviours your teacher may add to this list. Identify two behaviours that you would like to develop. Record these on Resource B.

Demonstrate your responsible behaviours for safety in the chosen outdoor activities. Your teacher will give you appropriate general guidance and feedback.

Your teacher will judge your demonstration of responsible behaviours for safety.

Show your understanding of your responsible behaviours for safety

After completing each outdoor activity,evaluate your behaviours. Use the flow chart in Resource C to help with your evaluation.

In each evaluation include:

* the name of the activity
* a description of your responsible behaviours for safety during the activity
* an explanation of how you demonstrated these behaviours
* an explanation of why you did so
* an evaluation of how these behaviours did or did not result in physical and/or emotional safety.

Support your evaluation with specific examples from your participation.

* Resources

Resource A: Responsible behaviours for safety

Responsible behaviours for safety may include but are not limited to:

* cooperation with others
* self management
* compliance with instructions
* care of equipment
* appropriate communication
* teamwork
* assisting and supporting others
* tolerance
* conflict resolution.

Resource B: Teacher judgement sheet

Enter your two chosen outdoor education activities.

Identify two responsible behaviours that you intend to demonstrate for each of the outdoor activities.

Hand this sheet to your teacher so that they can collect evidence of your demonstrations.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| My outdoor activities | Responsible behaviour I will need to demonstrate | Teacher records  NS Not seen S seen (observed) | | | | | |
| Date | Date | Date | Date | Date | Demonstrated |
| **1.** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Overall grade for achievement (for practical aspect of the assessment activity):

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| **Achievement** |
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Note that the practical expectations are the same for Achieved, Merit, and Excellence.

Teacher verification

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource C: Flow chart for review

Use this flow chart to help you review your behaviours. Use a separate sheet of paper to write your review.

**What**

What outdoor activity did I participate in?

What responsible behaviours did I demonstrate?

**How**

How did my behaviour affect physical safety?

How did my behaviour affect emotional safety?

How do I know that my responsible behaviours affected physical and/or emotional safety?

**Why**

Why did my behaviour affect physical safety (positive or negative)?

Why did my behaviour affect emotional safety (positive or negative)?

**So …**

What are the consequences of my responsible behaviours?

Do I need to change my behaviour? If so, how?

What was the influence of my responsible behaviours on safety?

* Assessment schedule: Physical Education 90968 Play It Safe

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates responsible behaviour for safety during outdoor activities. Evidence is provided by the teacher judgement observations.  The student shows understanding of their responsible behaviour for safety in outdoor education activities by describing them. Evidence is provided by teacher observations, drawing on the student’s review of their behaviour.  Example  Rock climbing  In rock climbing I used my common sense to keep safe, like not distracting other people when they were climbing and not making any sudden movements. I also followed the instructions our teacher gave. I did this by listening and concentrating when the teacher was talking and making sure I did the things she told us to. | The student demonstrates responsible behaviour for safety during outdoor activities. Evidence is provided by the teacher judgement observations.  The student shows in-depth understanding of their responsible behaviour for safety in outdoor education activities by explaining them. Evidence is provided by teacher observations, drawing on the student’s review of their behaviour.  Example  Rock climbing  I used common sense to keep safe, for example, not distracting other people when they were climbing and not making any sudden movements. I followed instructions by concentrating when the teacher was talking and making sure I did the things she told us to. One example is the teacher saying that we were not allowed to climb until our belayer was ready. The belayer had to call out to let the climber know when it was safe to start. I made sure I did this when I was belaying and also made sure I listened for the belayer to call out before I climbed. Because of this, no one got hurt or injured. I think good communication can help people keep safe. | The student demonstrates responsible behaviour for safety during outdoor activities. Evidence is provided by the teacher judgement observations.  The student shows comprehensive understanding of their responsible behaviour for safety in outdoor education activities by evaluating them. Evidence is provided by teacher observations, drawing on the student’s review of their behaviour  Example  Rock climbing  I used common sense to keep safe, for example, not distracting other people when they were climbing and not making sudden movements. I concentrated when the teacher was talking and made sure I did the things she told us to. An example was waiting for the belayer to call out to let the climber know it was safe to begin. I made sure I did this when I was belaying and when I listened for the belayer to call out before I climbed. If I had started to climb without my belayer knowing, I might have fallen and hurt myself or hurt the people around me. The impact of my responsible behaviour was to ensure physical safety for me and other people. I also felt emotionally safe as I knew that the belayer was concentrating on their job because I had listened for their reply before starting to climb. This increased my confidence and reduced my anxiety when climbing which made it easier to focus on climbing steadily and made me less anxious if I fell, knowing that my belayer was focussing on their job. If I participate in any outdoor activities again, I will make sure that I understand the instructions and follow them. I will also use my communication skills. This way, I can help keep myself and others safe. |

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