

Draft Internal Assessment Resource For planning purposes only

Draft standard Physical Education 3.1: Evaluate physical activity experiences to devise strategies for lifelong well-being

Resource reference: Physical Education 3.1A

Resource title: Back to the Future

Credits: 4

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 Achievement Standard Physical Education 3.1. 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 look back at and reflect on the range of physical activity experiences they have had at different stages in their lives and to evaluate what influenced their participation and decision making. Students will then use this information to devise strategies for lifelong well-being.

Conditions

Students should be given the assessment task at the start of the teaching and learning programme so they can spend considerable time reviewing their past physical activity experiences before devising strategies.

Resource requirements

Making Meaning: Making a Difference:

http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php

Stay and Play summary:

<http://www.sportnz.org.nz/en-nz/young-people/Guidelines--Resources/>

Sport New Zealand survey:

<http://www.sportnz.org.nz/en-nz/young-people/SPARC-Young-Peoples-Survey-2011/>

Additional information

Assessment modes should be adapted to reflect the needs of your students, the nature/context of your teaching and learning programme, and the facilities/environment you work in. It may be possible for you to select a more appropriate mode of assessment without influencing the intent or validity of this task.

Examples of these assessment modes can be found in Level 3 Physical Education exemplars. These include: self-assessments, peer assessments, written tasks, verbal assessments, electronic portfolios, blogs/wikis, visual portfolios, and teacher professional judgements.

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Achievement	Achievement with Merit	Achievement with Excellence
Evaluate physical activity experiences to devise strategies for lifelong well-being.	Evaluate, in depth, physical activity experiences to devise strategies for lifelong well-being.	Critically evaluate physical activity experiences to devise strategies for lifelong well-being.

Student instructions

Introduction

This assessment activity requires you to evaluate your past and present physical activity experiences, consider your future physical activity needs, and devise strategies for lifelong well-being.

Negotiate with your teacher how you will present your evaluation. It could be in the form of a written report, a presentation accompanied by visual material, a documentary, a photo journal, or another method of your choosing as agreed with your teacher.

You will be assessed on the depth of your evaluation, the coherence and insight of your judgements, and how well you make links between your evaluation and the strategies you devise.

This assessment will take place over eight weeks of in- and out-of-class time.

Preparation

Using Resource 1, identify some of the physical activity experiences you have had in your lifetime.

Once you have done this, analyse the factors that have influenced and enabled your participation in these physical activities. Identify any assumptions that affected these participation choices.

Consider the research available about young people and physical activity (for example, Sport NZ's Stay and Play summary, Sport NZ's Young People's Survey 2011, or any research you may have done in year 12) when considering the physical activity needs of young people.

Identify and become familiar with stereotypes and assumptions around physical activity and young people, and self-reflect in relation to this.

Task

Evaluate physical activity experiences

Evaluate your physical activity experiences so that you have an understanding about the role and place of physical activity in your life to date. Consider the following questions and prompts as you go about your evaluation:

- What type of physical activity has been and is most prevalent in your life? Why do you think this is the case?
- Who or what have been the influences, enablers, and barriers to your participation in physical activity?
- What has been the role of your family, friends, the environment in which you live, your community, and your school? What role has history, culture, and tradition played in the physical activities available to you? What role has money had?
- What was offered at school? Who was it offered to? Who could participate? Did you have to be “good” at the sport or activity?
- Was any physical activity valued more than other forms of physical activity? Were some sports valued more than others? If so, how and why, and how did that contribute to your decision making?
- What role did coaches, teachers, family, and friends play? Did they contribute to your participation or not?
- Did it matter if you were male or female? Did this have an influence on what you could or couldn't do? Whose voice was heard and why? How much choice did you have?
- Did any trends and/or media focusing on physical activity have an influence on your choices? How do societal views on physical activity impact on decision making about physical activity?
- What have you enjoyed the most and why? What were the influences on that enjoyment?
- What have you continued with and why? How does your involvement in physical activity contribute to your well-being? In what ways might this stay the same or change when you leave school?
- What are the assumptions about physical activity for young people that may or may not influence what you have done, are doing, or may want to do in the future?
- What does the research say about young people and physical activity? How does it fit with your own experiences?
- Identify any assumptions that were made by you or by others in relation to these choices. What were or are these assumptions related to (for example, masculinity, femininity, identity, class, being part of the “right” groups)?
- Question and challenge any assumptions about the relationship between your experiences of physical activity and the impact on your well-being.
- Question and challenge any assumptions related to your physical activity experiences to date. Your judgements need to consider a range of factors and points of view that have may have either a positive or negative impact on your well-being. You should include a range of perspectives and influences (societal, political, environmental, economic, cultural, and historical).

Devise strategies for lifelong well-being

Based on the role that physical activity plays in your life, develop a plan and strategies to ensure that physical activity has a positive effect on your lifelong well-being. As you do so, consider:

- what you might be doing (tertiary study, work, overseas trip) and where you might be (at home, in a hostel, flatting) once you leave school, and explain how this may/may not affect your future participation in physical activity
- the assumptions you identified when critically evaluating your past experiences in physical activity, and explain how your awareness of these may/may not influence your future participation
- the enablers and barriers you identified when critically evaluating your past experiences in physical activity, and explain how you will address these in the future
- any gaps or new experiences you may like to include in the future
- any physical activity experiences, routines, practices, or habits that you do not wish to include in the future
- what types of strategies you will need to implement to ensure lifelong involvement in physical activity.

Resource 1: Physical activity experiences

Some suggested physical activities are: swimming, dancing, playing with family or friends in the backyard, sports, tramping, skiing, trampoline, PE, playground games, outdoor education, walking or cycling to school, snowboarding, horse riding, martial arts, surf lifesaving, outdoor adventure, biking with friends, skateboarding, Polyfest, Stage Challenge.

Review physical activity experiences for specific periods in your life. Suitable periods could be 0–5 years, primary school, 5–11 years (out of school), intermediate school, 12–13 years (out of school), secondary school, 14–18 years (out of school).

For each of these periods identify and describe your physical activity experiences.

For each of these physical activity experiences identify who or what influenced you to do them (family, friends, school, environment, community, cost, accessibility, history, cultural context, and so on).

DRAFT
Not for use with students
in 2012

Assessment schedule: Physical Education 3.1A Back to the Future

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has evaluated physical activity experiences and devised strategies for lifelong well-being. The student makes a link between their evaluation of the prior physical activity experiences and the strategies they develop.</p> <p><i>“I have been lucky with my opportunities for physical activity over the years. My parents have been the greatest influence in my wanting to be active. They have always had an active lifestyle. Since I can remember, they have run, gone to the gym, been involved with the local surf club, and enjoyed walking to explore different areas of New Zealand. Because of this, physical activity has always been a part of my life. Initially I did what they did. In my early primary school years my parents encouraged me to try a wide range of activities, including sports, dance, martial arts, gymnastics, and swimming. This was good for me as I got to make new friends from joining all the clubs that my parents encouraged me to join. Some of those friends I still have today. As I got older, they asked me what I wanted to continue with and what I didn’t.</i></p> <p><i>“I love being active. I enjoy the feeling of pushing my body to some physical limits, I enjoy activity with my friends, and I really enjoy activity around exam times, when I run to help clear my head and make some space to think about what I need to do next. When I leave school, I am going to a local training institution and will continue to live at home. This means I can continue with most of the activities I do at the moment, but I don’t know what</i></p>	<p>The student has evaluated, in depth, physical activity experiences and devised strategies for lifelong well-being. The student makes a link between their in-depth evaluation of the prior physical activity experiences and the strategies they develop.</p> <p><i>“I have been lucky with my opportunities for physical activity over the years. There have been a number of influences that have developed my understanding of the role of physical activity in my life. These influences have included my parents and family, school, friends, the environment I live in, and the media, which has given me opportunities to see a whole range of festivals and competitions and has supported my love of physical activity.</i></p> <p><i>“My parents have been the greatest influence in my wanting to be active. They have always had an active lifestyle. Since I can remember, they have run, gone to the gym, been involved with the local surf club, and enjoyed walking to explore different areas of New Zealand. Because of this, physical activity has always been part of my life. Initially I did what they did. In my early primary school years my parents encouraged me to try a wide range of activities, including sports, dance, martial arts, gymnastics, and swimming.</i></p> <p><i>“These early experiences showed me that the enjoyment from being active comes from a range of aspects. For example, running not only allowed us to push our bodies’ physical limits, but it also</i></p>	<p>The student has critically evaluated physical activity experiences and devised strategies for lifelong well-being. The student makes a link between their critical evaluation of the prior physical activity experiences and the strategies they develop.</p> <p><i>“I went through primary school about the time that the government of the day was rolling out Mission-On to primary schools. I was really lucky that I had a family who had encouraged me from an early age to be involved in a range of activities and had helped me to understand the range of reasons and purposes for being active. At school the main message we got was that you had to be active so you wouldn’t get fat. We had to analyse what we had in our lunchboxes, and notices went home to our parents telling them that they could not put chips in our lunches. We weren’t allowed birthday cakes, and we had to ‘get active’ as much as we could during the school day.</i></p> <p><i>“However, this should not apply to everyone – we all have different body shapes, and some things in moderation are quite all right for you. In fact, Bull (2001) states that intrinsic motivation is actually far more effective at keeping people active than extrinsic reasons. It has been proven that forcing people to exercise doesn’t work long term. Therefore I think schools should be focusing on providing opportunities for students to enjoy the thrill and joy of movement rather than forcing them to use exercise as a way of losing weight. I know that when I feel pressured into doing exercise I</i></p>

<p><i>my hours will be like, and I don't know how much time I will have to be active.</i></p> <p><i>"Strategy 1: I will use public transport, which means I will have to walk to and from transport. The walk of about 15 minutes to the bus stop will give me an extra 30 minutes of exercise a day, which can contribute to my taha tinana. I could also get my dad to take the bus as well because then we could both walk together at times. I enjoy walking, and this has been an experience that I have got a lot out of in the past. A lot like running, walking to the bus will give me the opportunity to clear my head.</i></p> <p><i>"Strategy 2: I enjoy going to the gym, and I will be able to continue that as there is a gym on site, which should make it easier to continue going. What I will have to discuss with my parents is what they will pay for and what I will have to pay for.</i></p> <p><i>"Strategy 3: Once I get my timetable, I will plan my week and put in time for at least three runs.</i></p> <p><i>"Strategy 4: I will continue to play basketball with the team we had at school (those who have not moved away) so we can keep in contact and be competitive."</i></p>	<p><i>gave us opportunities to explore places in different ways and to enjoy the environment we live in. Running along the beach with the surf pounding is still one of my favourite things to do and can ease any stress I may have. The other aspect that I have really enjoyed from my involvement in activity is the social aspect. Being able to be active with friends and family is something I want to continue with in my life as it provides a fun and relaxing way to catch up and talk through what has been happening.</i></p> <p><i>"School would probably be the next influence but not in the best way. It very nearly put me off physical activity. Daily fitness and cross-country runs were so boring, and we all hated them. Running around the school grounds with bare feet was not fun, and training for the cross-country was such a waste of time, but we had to do it. It seemed strange to me that I could enjoy running when I did it with my family but hate it at school.</i></p> <p><i>"When I leave school, I am going to a local training institution and will continue to live at home. This means I can continue with most of the activity I do at the moment, but I don't know what my hours will be like, and I don't know how much time I will have to be active.</i></p> <p><i>"Strategy 1: I will use public transport, which means I will have to walk to and from transport. I will need to remember to wear the right shoes and take a change of clothes if I decide to run. I believe incidental physical activity will be very effective for me as I won't have a lot of spare time to incorporate a lot more exercise. The walk of about 25 minutes to the bus stop will give me an extra 50 minutes of exercise a day, which can contribute to my taha tinana. I could also get my dad to take the bus as well because then we could both walk together at times. I enjoy walking, and this has</i></p>	<p><i>have had no input into, it doesn't inspire me to continue with it.</i></p> <p><i>"I remember thinking that our family was active. We had fun exploring new parts of the country (by walking or running), and we spent summers on the beach, boogie-boarding, swimming in the waves, trying to run in the sand, and playing endless games of bat down, touch, and Frisbee. I never considered that I did this because we were fat – it was just good fun, and we loved it. The issue of obesity never occurred in my parents' schooling due to the different lifestyle that they led and less use of technology then.</i></p> <p><i>"It appears that the government had wanted to keep its health budget down by addressing what is still being debated as an obesity epidemic. In my mind this has clouded many people's understanding of why we are active.</i></p> <p><i>"Fortunately, I grew up with family and friends who found as many opportunities as they could to get out and be active. I suspect that I will take this philosophy with me as I leave school and look to my future.</i></p> <p><i>"In my future I see physical activity as still playing a major role in my life. I think the type of activity I get involved in may change as I become a poor student and can no longer rely on my parents to keep paying for me. I am hoping that many of the activities I enjoy will not have to incur costs, although in this day and age even a trip to the beach starts to add up, with the cost of petrol continually rising. However, if a group of us go, we can pool petrol costs and still enjoy our summers. When I get into studying, I will have to look at my weekly timetable and plan in some running time and time to get together with friends who haven't moved away. We may be able to form a social</i></p>
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	<p><i>been an experience that I have got a lot out of in the past. A lot like running, walking to the bus will give me the opportunity to clear my head.</i></p> <p><i>“Strategy 2: I enjoy going to the gym, and I will be able to continue that as there is a gym on site, which should make it easier to continue going. What I will have to discuss with my parents is what they will pay for and what I will have to pay for. The student price for the gym is \$280 per year, and this is a lot cheaper than the private gyms in the area. Because I am familiar with working out at a gym, I am happy to prioritise putting some money aside for this. I also find that if I am paying for something, I am more likely to stick at it because I don't want to waste money. This is interesting, considering that some of the research I looked into about exercise adherence actually stated that intrinsic motivation was more successful in keeping people active than extrinsic motivation.”</i></p>	<p><i>basketball team to continue the fun we had playing at school.</i></p> <p><i>“Strategy 1: I will continue to play basketball with the team we had at school (those who have not moved away) so we can keep in contact and be competitive. The Stay and Play study by Sport NZ revealed that a lot of young people discontinue sport once they leave school, and I think that is a real shame. I can understand that it becomes more of a hassle to organise when you don't have a sports coordinator and organised school competitions, but I have contacted our local basketball club and they seem really organised and keen to enter new teams in the open league. This will be a big step up for us, but I think it is really good for my taha hinengaro to keep challenging myself mentally and physically.</i></p> <p><i>“I have also decided that if I want this to happen, I will have to step up and take on a lot of the organising as I know most of the guys in my team won't do it. I will try not to see this as a chore but as a chance to practice my leadership skills. There are a lot of assumptions about young people being lazy and disorganised, but I think sometimes this might be because at school everything is done for us without us having to think. Maybe if we were given more input into organising our sports and physical activities at school (for example, getting the draws ourselves, registering teams, and so on), people might be more likely to stay active because they would be used to organising exercise for themselves. I think I am probably lucky because, as I mentioned in my evaluation, my family has always encouraged me to be active and make opportunities happen for myself.”</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.