

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 3.1B

Resource title: Sport Is Good for Us ... Isn't It?

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 focuses on sport as a physical activity context. It requires students to reflect on sports they have participated in, why they have participated, what assumptions they or others make about involvement in sport, and the influences that have an effect on their choice of sports.

Students will then use this evaluation as the basis for devising strategies for lifelong well-being.

It is important to note that although sport is the context for this activity, students will also be expected to compare and contrast their involvement in sport to other types of physical activities. Strategies for future well-being may also link to other types of physical activities outside of sport.

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

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

Students will negotiate with their teacher as to how their evaluation will be presented. It could be presented, for example, as text or a video documentary, on Wikispaces, Facebook or a web page, or by other means suggested by students.

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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 consider assumptions people make about the value of sport, evaluate the role and place of sport in your life, and devise strategies for lifelong well-being.

You will be assessed on the depth of your critical evaluation of sports experiences and on how well you make links between your evaluation and the strategies you devise.

Note that although sport is the context for this assessment, you will also compare and contrast your involvement in sport with your involvement in other types of physical activity.

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

Your teacher will give you details of the time allocated to you and the due date for submission of your finished work.

Task

Evaluate past and present sports activities and experiences

Identify and describe the sports activities and other physical activity experiences that you have participated in at different stages of your life. Consider what factors may have influenced your participation. Use Resource 1 to help you.

Evaluate these experiences so that you have an understanding about the role and place of sports in your life to date.

Consider a range of factors that may or may not be relevant to your well-being. These should include perspectives, influences (societal, political, environmental, economic, cultural, and historical), and assumptions. Use Resource 2 to help you.

Devise strategies for lifelong well-being

Based on what you believe sport may or may not contribute to your vision for the future, devise a plan to ensure that physical activity continues to be part of your life and has a positive impact on your well-being.

Make coherent links between your evaluation and the strategies you propose.

As you devise your plan, 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 evaluating your past experiences in sport, and explain how your awareness of these may/may not influence your future participation in sport or other types of physical activity
- the enablers and barriers you identified when 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 a lifelong involvement in physical activity.

Again, use Resource 2 to help you.

Resource 1: Physical activity experiences

Specifically review the sports you have played or been involved in at each stage of your life. Suitable stages 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 stages identify and describe your sports experiences and who or what influenced you to participate (for example, family, friends, school, environment, community, cost, accessibility, history, cultural context).

Also, for each stage identify and describe other types of physical activities that you have participated in (for example, play, dance, fitness, incidental exercise, cultural games, aquatics, family tramps, recreation/leisure).

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Resource 2

Personal participation and influences

- What type of sport has been or is most prevalent in your life? Why do you think this is the case?
- How has your involvement in organised sport been different from your involvement in other types of physical activities?
- What has been the role of your family, friends, the environment in which you live, your community, and your school?
- What role has history and tradition played in the sports available to you? What role has money had?
- What sports were offered at school? Who were they offered to? Who tended to participate?
- 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 sports have an influence on your choices? How do societal views on sport impact on decision making?
- What have you enjoyed the most and why? What influenced that enjoyment?
- What have you continued with and why? In what ways might this stay the same or change when you leave school?
- What does the research say about young people and sport? How does it fit with your own experiences?

Relationship to well-being

- What were the physical (taha tinana), mental/emotional (taha hinengaro), social (taha whanau), and spiritual (taha wairua) effects/influences on your participation?
- How did the dimensions of hauora interrelate during participation in sports?
- Did you have to be "good" at sport for it to affect your well-being positively?
- Did sport affect your well-being in a different way from other physical activities you have been involved in?
- How did injuries affect your involvement in sport?
- Did your level of fitness affect your participation in sports at any stage?
- Overall, do you feel that participating in sport has a positive impact on your well-being? Were there any times when you felt your involvement in sport was having a negative impact on your well-being?

Possible assumptions to be considered/challenged

- Participation in sport from a young age means you will continue to play sport into adulthood.
- Organised, competitive sport is the most valued form of physical activity in our society.
- You need to specialise early in a sport if you want to be good at it.
- Contact sports toughen you up.

- When we talk about being involved in sport, we mean playing sport rather than other forms of involvement such as officiating, organising, or managing.
- Sport:
 - is good for you
 - makes you fit
 - improves teamwork
 - helps you make friends
 - improves your skills
 - stops you being fat
 - burns off kids' energy
 - keeps kids off the streets
 - helps you get good school marks
 - gives you a sense of identity and belonging
 - is always fun
 - helps you learn to be a winner
 - is a good outlet for aggression
 - is all about winning
 - helps you deal with stress.
- Particular ethnicities play particular sports.

Assessment schedule: Physical Education 3.1B Sport Is Good for Us ... Isn't It?

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has evaluated sports experiences and devised strategies for lifelong well-being. The student makes a link between their evaluation of the sports experiences and the strategies they develop.</p> <p><i>"I have been involved in some form of sport since I was four years old. My parents were involved in the local soccer club, and it just seemed logical that I would play soccer from an early age. As we spent most of our Saturdays at the club or on a field, I didn't get many opportunities to see or play other sports until I went to primary school. At primary school we played other sports, but I didn't enjoy them because I didn't know and didn't really learn how to play them as the class was divided into two teams and had one ball.</i></p> <p><i>"I like playing soccer. I enjoy scoring goals. I enjoy playing with people who don't go to my school, and I like watching other games. I have continued playing soccer at secondary school, but for my club and not the school. I did think about playing for the school, but it seemed a bit too hard and the coach of the top team seemed to just get players to move from other schools anyway. I would have liked to go to the school tournament week, but you had to be in the top team to go.</i></p> <p><i>"When I leave school, I am moving away from home to university. It seems like a good opportunity to try something new; however, I am confident in my ability to play soccer, so I think I will initially continue with this as it is a good way to meet new people. I have talked with people in our club and have identified two good clubs to make contact with, but I will see where I end up living. As it is a winter code, I may even</i></p>	<p>The student has evaluated, in depth, sports experiences and devised strategies for lifelong well-being. The student makes a link between their in-depth evaluation of the sports experiences and the strategies they develop.</p> <p><i>"I have been involved in some form of sport since I was four years old. My parents were involved in the local soccer club, and it just seemed logical that I would play soccer from an early age. As we spent most of our Saturdays at the club or on a field, I didn't get many opportunities to see or play other sports until I went to primary school. At the time I didn't know any different, and I remember wondering why my cousins didn't play soccer as I thought everyone did. At primary school we played other sports, but I didn't enjoy them because I didn't know and didn't really learn how to play them as the class was divided into two teams and had one ball. I remember getting really good at making daisy chains but not being able to hit or catch a softball. I also remember having to do cross-country, which put me right off any form of running as I hated it.</i></p> <p><i>"In hindsight, my family has probably been the greatest influence on what I have done and probably what I haven't done. As my parents were at the club so much, they didn't have time to let me try anything else. School didn't have much influence, and I think most of my good friends have been made through my involvement in soccer. I do wonder what it would have been like to try other sports and probably should have tried something in addition to soccer at secondary school; however, I didn't really have the confidence, which seems strange because I am really</i></p>	<p>The student has critically evaluated sports experiences and devised strategies for lifelong well-being. The student makes a link between their critical evaluation of the sports experiences and the strategies they develop.</p> <p><i>"I was really pleased in 2010 when the All Whites did so well in the FIFA World Cup. It was probably one of the easiest years I have had at school as a soccer player because everyone was interested in the sport and kept asking me how it was played and who the good players were. We often played it in our physical education class and at lunchtime. In most other years soccer was just not considered a cool sport. At our school, rugby and netball were the privileged sports and got the most respect (and money) from the school. The players were given new uniforms each year and were constantly paraded in assemblies, and the principal turned up to the matches.</i></p> <p><i>"However, in all honesty, I do not play soccer because of the recognition. I play it because I love it. Soccer has been kind to me, and I have gained a lot from it. I have played since I was four years old, initially because of my family's involvement in the club, but later because I loved it for what it was. I enjoy competition and testing my abilities against a different team. I enjoy how we work as a team and also how we continue to socialise together as we get older. I also enjoy working on my skills and agility in my own time and trying new moves in games. It's a real buzz to pull off something I've been trying to perfect in practice. I did want to play for the school, but we watched as the coach continued to get players in from other schools for the first 11, so I knew it would be harder to make the school team and</i></p>

<p><i>meet up with people on my course first, and we can choose the same club. Soccer is something I am good at, and it gives me a sense of being successful, which helps me feel good about myself. I will aim to keep that in my life in the near future.</i></p> <p><i>“I would also like to try an indoor sport and maybe a summer sport, although most of the summer is a university holiday, so it may need to be an individual sport. Tennis is a sport I have always enjoyed playing with friends, and maybe I can play this in a club competition. I feel like tennis is something I could play for years, and it seems that when my body gets a bit older, tennis will always be available at any level.</i></p> <p><i>“Depending on what career I end up in, time availability will be a key to future involvement. If I am working shifts or weekends, I may not be able to play soccer for a club. In that case I would try to play a week night futsal competition – for fun, skill, and socialising with like-minded people.”</i></p>	<p><i>confident when it comes to soccer.</i></p> <p><i>“When I leave school, I am moving away from home to university. It seems like a good opportunity to try something new; however, I am confident in my ability to play soccer, so I think I will initially continue with this as it is a good way to meet new people. I have talked with people in our club and have identified two good clubs to make contact with, but I will see where I end up living. As it is a winter code, I may even meet up with people in my course first, and we can choose the same club.</i></p> <p><i>“I would also like to try an indoor sport and maybe a summer sport, although most of the summer is a university holiday, so it may need to be an individual sport. Tennis is a sport I have always enjoyed playing with friends, and maybe I can play this in a club competition. I feel like tennis is something I could play for years, and it seems that when my body gets a bit older, tennis will always be available at any level.</i></p> <p><i>“Depending on what career I end up in, time availability will be a key to future involvement. If I am working shifts or weekends, I may not be able to play soccer for a club. In that case I would try to play a week night futsal competition – for fun, skill, and socialising with like-minded people.”</i></p>	<p><i>decided to stay just in the club. In some ways I regret this as school sport is pretty special and you get to be seen around school as a sporty person.</i></p> <p><i>“Soccer has been good to me (and good for me), and I want to continue playing when I leave school. Because I have been in a club situation already, I may find it easier to find a club when I move away as opposed to those who have played in a school team. In my opinion, playing in a school team has made it easier for them so far because most of the work is done for them. Practices are at school, the sports coordinator gets the information to them and organises the transport to games, and the school pays for uniforms and fees, so the players don’t have to be as involved as I was. We fundraised every year, I helped set up fields and goals, and lately I have been helping to organise draws. I also coach a younger team and have learned to referee – so I am feeling quite well-rounded and am confident about approaching a club. However, I know that some clubs judge you on what school you played for, so either way I’ll need to back myself when I trial.</i></p> <p><i>“When I leave school, I am moving away from home to university. It seems like a good opportunity to try something new; however, I am confident in my ability to play soccer, so I think I will initially continue with this as it is a good way to meet new people. I have talked with people in our club and have identified two good clubs to make contact with, but I will see where I end up living. As it is a winter code, I may even meet up with people in my course first, and we can choose the same club.</i></p> <p><i>“I would also like to try an indoor sport and maybe a summer sport, although most of the summer is a university holiday, so it may need to be an individual sport. Tennis is a sport I have always enjoyed playing with friends, and maybe I can play in a club competition. I feel like tennis is something I could play for years, and it seems that when my body gets a bit older, tennis will always be available at any</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.

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