**NZQA**

**Approved**

Achievement standard: 91335 Version 2

Standard title: Examine the implementation and outcome(s) of a physical activity event or opportunity

Level: 2

Credits: 3

Resource title: Let’s get together

Resource reference: Physical Education VP-2.9 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91335-02-8210 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to examine the implementation and outcome(s) of a community ‘have-a-go’ event based on a physical activity.

You are going to be assessed on how comprehensively you examine the implementation and outcome(s) of the community ‘have a go’ event, including your ability to make judgements and back these up with evidence.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

As part of your role as a community worker, you have been asked by your supervisor to plan and implement a ‘have-a-go’ event as a group or individually for a local community organisation. You will need to keep an individual record of the planning and implementation process to provide evidence for your final report or presentation.

Part 1 (planning) and Part 2 (implementing) are not assessed as such, but your examination of them and the outcomes is, so you are required to plan and implement the ‘have-a-go’ event.

## Part 1: Plan the ‘have-a-go’ event

Gather information about the requirements of the ‘have-a-go’ event you will run for your local community organisation.

See Resource A for some suggested planning questions.

Decide what physical activity the ‘have-a-go’ event will be based on and create a detailed implementation plan. Depending on the needs of participants and your access to skills and local facilities, you might choose to run a Ki-o-Rahi tournament or a cricket match, or offer stand up paddle boarding or surfing lessons, for example.

Clearly state the aim or aims of the ‘have-a-go’ event you will run. These aims will include your aims as the organiser of the activity and the aims of the individual participants, as well as the aims of the local community organisation you are supporting through the ‘have-a-go’ event.

As you work, gather evidence of the planning process. You may keep your records in an online blog, handwritten journal, portfolio, or some other format. You may include photos, video or audio in your records. In any case:

* keep a record of the decisions you make
* give reasons for these decisions, including the information you rely on
* note possible problems and suggest contingency plans
* record your thoughts and observations.

Assessor/educator note: You may wish to make time for group discussions to encourage learners to reflect on what is being done.

## Part 2: Implement the ‘have-a-go’ event

Carry out the event you have planned and organised. As you proceed, gather evidence of the implementation for your records. This evidence could include:

* photos of you and/or your group setting up the event
* photos of you and/or your group facilitating the event
* photos of participants doing the physical activity
* oral or visual ‘sound bites’ from participants, collected throughout the event
* completed participant survey forms
* an observer checklist, filled in by someone not involved in the event
* your own observations.

## Part 3: Produce a report or presentation

Part 3 of the task will be assessed. It must be produced individually.

Decide on the format for your report or presentation. You could, for example, present a written report, an oral presentation, a slide presentation, a video or a multi-media presentation. Confirm your choice with your assessor/educator.

Refer back to your records of the planning and implementation of your ‘have-a-go’ event and evaluate its success. You may use other people’s thoughts and feedback as well as your own. You might collate ideas for your evaluation with a PMI (Plus, Minus, Interesting) model or other decision-making tool.

See Resource B for some suggested evaluation questions.

Produce a report or presentation in which you:

* state the aims of the ‘have-a-go’ event you organised
* evaluate the planning and implementation of the event (or your part in the running of it, if you were working in a group), giving full and thorough explanations and making judgements supported by evidence
* evaluate how well the outcome(s) of the event matched the aims you identified during planning, backing up your explanations and judgements with evidence
* suggest how you might improve, add to or change any future ‘have-a-go’ event(s).

Ensure you provide specific details and evidence for your conclusions, such as photographs, quotes from participants, or observer comments.

# Resource A

## Sample questions for planning

### Why

* Why am I running this ‘have-a-go’ event? What are my aims? What are the aims of the local community organisation?
* Why are the participants going to take part in this event? What are their aims? What will they want to get out of the event? (For example, they may want to have fun, try a new physical activity and/or make new friends.)
* Are these aims SMART (Specific, Measurable, Action-Oriented, Realistic, Time Bound)?

### Who

* Who are the people I am targeting? What mix of age and gender? What are their interests? How fit are they? Could there be a wide range of fitness levels?
* How many people should I expect?
* What cultural factors do I need to take into account?

### What

* What activities would be enjoyed?
* Based on the fitness and activity levels of the group, is the physical activity I have chosen suitable? Will anyone be excluded?
* What local facilities could I use? What equipment will I need? Will there be a cost?
* What safety issues will there be? For example, do participants need to complete a medical clearance form? Does the area have adequate mobile phone coverage if an emergency arises? Will participants need special footwear or clothing?

### Where and when

* Where will the activity take place?
* Will the location need to be booked or otherwise negotiated?
* When will this activity take place?
* Could rain or bad weather prevent the activity taking place? What happens then?

### How

* How will I communicate with everyone?
* What details do participants need to know?
* What do they need to bring or wear?
* How will I know how many people will participate?

# Resource B

## Sample questions for evaluation

### Planning

* What was the aim of the ‘have-a-go’ event? What were my aims? Participants’ aims? The aims of the local community organisation?
* How appropriate was the event as planned? Did I expect too much/too little from the participants? Did my planning have clear links to the aims?
* Did I miss anything in my planning? What would I plan differently next time and why?

### Implementation

* How suitable were the locations I used?
* Were there unexpected problems? Unforeseen circumstances? Was my contingency plan sufficient to solve these?
* Did people participate fully in the activities? How do I know? Did the programme motivate them to do the physical activity again or to try other new physical activities?
* What factors limited me from implementing the event as I would have liked?
* What went well? Why was this?
* What did not go so well? Why was this?
* What would I do differently next time?

### Outcomes

* Did the physical activity meet my aims? Did it meet the aims of participants and their organisation? Why?
* Did participants enjoy both the physical and social aspects of the activity?
* Did the actual outcome(s) differ from the intended outcome(s)? How?
* Were there any unexpected outcomes?
* Have I promoted participation in physical activity beyond this particular event?

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Assessor/Educator guidelines

# Introduction

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

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators 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 learners against it.

# Context/setting

This activity requires learners to plan and implement a ‘have-a-go’ event for a local community organisation based on a physical activity as part of their role as a community worker. Learners will be assessed on the comprehensiveness of a report or presentation in which they evaluate the event and its outcome(s) in relation to the planned aims of the event, providing evidence to support their judgements.

# Conditions

Learners could work in small groups, but each would need to gather their own evidence. Each learner will be assessed individually against the evidence they provide.

# Resource requirements

Learners may need access to a local community organisation or sports club.

Useful websites for visual presentations include:

Vuvox [www.vuvox.com](http://www.vuvox.com)

Museum box <http://museumbox.e2bn.org/>

Prezi <http://prezi.com/>

PowerPoint tips: <http://www.youtube.com/watch?v=gNG0etmnwuk>

# Additional information

None.

## Other possible contexts for this vocational pathway

Examine the implementation and outcomes of a physical activity event or opportunity such as:

* a well-being activity organised in conjunction with an organisation such as the Heart Foundation, ActiveSmart, Sport New Zealand, or a Primary Health Organisation
* a community fitness activity targeted at a specific group, such as Pasifika, pregnant women, Green Prescription patients, the elderly
* an activity for an after-school or school holiday programme
* a community activity such as a fun run.

# Assessment schedule: Physical Education 91335 – Let’s get together

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner examines the implementation and outcome(s) of a community ‘have-a-go’ event by:   * explaining the planning and implementation of the event * explaining the outcomes of the event and how these relate to the stated aims   For example:  *We chose to introduce the sport mini-hockey to members of the local youth group and to run an after-school tournament.*  *Our aim was to teach all participants the rules of mini-hockey and a basic skill set to allow everyone to get involved.*  *We wanted to include a range of group activities requiring communication, co-operation and problem solving as warm ups and ice-breakers, as well as modified games to encourage socialising.*  *We put posters up around the youth centre to let people know when the tournament would be and how to get involved …*  *Everyone seemed pretty excited about it and asked us lots of questions. We used this as an opportunity to gather ideas about what they would like to get out of it too.*  *Jason was in charge of the draw. Tim was going to referee. I would help set up the gear and get it ready…*  *Our tournament went all right. We had heaps of people turn up and everyone got a game. People seemed to enjoy the icebreakers, such as minefield, and modified games like four-corner hockey. These activities got everyone talking to each other before the tournament started, which was great.*  *The only issue we had was that the tournament ended up being a bit long and we had to play some of the games the next week. Our planning fell a bit short of being realistic here…*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner examines, in-depth, the implementation and outcome(s) of a community ‘have-a-go’ event by:   * giving full and thorough explanations for the planning and implementation of the event * explaining the outcomes of the event and how these relate to the stated aims * providing evidence to support their explanations   For example:  *Our aim was to teach all participants the rules of mini-hockey and a basic skill set to allow everyone to get involved. An enabler to participation is confidence and with a lack of past experience from most participants this was a way to develop this.*  *We wanted to include a range of group activities requiring communication, co-operation and problem solving as warm ups and ice-breakers, as well as modified games to encourage socialising. Research shows that participation is more likely when participants are with friends and these types of activities also create stronger bonds between the individuals…*  *We wanted at least eight teams entered in the tournament for it to be seen as ‘successful’…*  *Accessibility and cost can be factors that need to be considered when running any tournament. We put up posters around the youth group to let everyone know it was on. Because it was going to be held on the youth group’s fields, there was no cost, which we thought would encourage more young people to be involved.*  *To get as many people involved as possible, we opened the event up to juniors (Years 9-10) and seniors (Years 11-13)…*  *The games would be 5 minutes each way, with the finals played the next day between the winning two junior and senior teams …*  *We planned to have Jason in charge of …*  *We had a good turnout of people (80 in total from the register) and our planning ensured everyone got to participate, so we thought that the tournament was very successful. Evidence of participation of the tournament can be seen in the attached photo collage, which shows participants fully involved in the icebreakers and games…*  *Our contingency plan, which is attached, ensured we could run the tournament despite weather conditions.*  *The inclusion of our ice-breakers and modified games worked really well and observations after these saw people encouraging and supporting others in their teams. This helped us to meet our aim of not only getting people active but also showing how physical activity can contribute to more than just the physical dimension of their well-being.*  *The youth group has asked us to organise further activities, which is great as it shows we have made an impact on people’s attitudes and perhaps even how they might use their leisure time elsewhere…*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner examines comprehensively the implementation and outcome(s) of a community ‘have-a-go’ event by:   * evaluating the planning, implementation and the outcomes of the event and how these relate to the stated aims * providing evidence to support their judgements   For example:  *The mini-hockey tournament was a good way to get people enthused about physical activity. However, now that I know the youth group members better I would probably try to cater any future activity more to their specific needs and interests.*  *In this case, I decided on both the activities and the aims. Next time, I would use a more collaborative approach and let the participants contribute to the event also. Past experiences in PE for me have been most successful and enjoyable where the assessor/educator considered our opinions and feedback.*  *Specifically, the feedback I received on the day and via feedback forms showed that all our participants had different ideas about what would encourage them to take part in future activities.*  *Most participants on the day pointed towards fun and enjoyment which was a factor that motivated them to participate in the activities. However this may differ from person to person. Some people may enjoy the company of others by participating and being part of a team, others may enjoy the experience of being involved in a competitive situation and playing against others. Certainly the opportunity to be involved in an activity with people that you work with was an influential factor as everyone had to be involved and were then encouraged by their colleagues because they were all in it together. In the 2005 SPARC study entitled ‘Obstacles in action’ one of the key factors people gave as a barrier to physical activity was a lack of encouragement and support from others…*  *I think in the future that we need to think about what sport we did. Although hockey was a sport that we had a lot of experience with we should have maybe made it indoor hockey so that more people got to put their skills into context rather than running around the field and at times not getting involved. If we had it indoors we could have also had the activity running no matter what the weather. This may have made it more appealing to some people who want to be inside and do stuff rather than go outside on the field. From our feedback forms juniors preferred to be inside rather than go outside so changing where we had the activity may have got more people involved.*  *I think we did get everyone involved, as there was no one that was sitting out or not giving the game a go. There seemed to be no issue with the rules as the games ran very smoothly and everyone had a good understanding of the rules. I was refereeing a lot of the games and had to pull very few people up for indiscretions of the rules. So in that sense we did achieve the outcome that we set.*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.