**NZQA**

**Approved**

EXPIRED

Achievement standard: 90969 Version 3

Standard title: Take purposeful action to assist others to participate in physical activity

Level: 1

Credits: 2

Resource title: A community event

Resource reference: Physical Education VP-1.8 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90969-02-7281 |
| 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 assist others to participate in physical activity. You have been asked to plan and run an event, on behalf of a local council, to assist people of your community to participate in physical activity in an outdoor setting.

You are going to be assessed on how purposeful the action is that you take to independently assist others to participate in a physical activity. This activity may be completed individually or as part of a group. If working in a group, each person will take an individual role that assists the group to achieve its overall aim for the event.

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. For example, you may include information about a particular community group you have approached or an event you would like your learners to model.

# Task

## Create an action plan

This activity may be carried out by an individual or a group. If the event is organised by a group, the group will need to put in place a group action plan that clearly identifies the role of each individual involved. Note: This action plan is not assessed, but is necessary to ensure completion of the activity.

As an events manager, you have been approached by a local council to run an event for the people of your community to participate in physical activity in an outdoor setting. Note: In this context, to assist others means supporting others or providing opportunities for others to take part in physical activity.

You will need to define an overall aim and a plan of action that targets participants and provides a reason for the event.

For example:

* outdoor physical training sessions in a local park for adults wanting to improve their fitness
* a school holiday programme
* a 5km fun run/walk.

Gather evidence to ensure that your aim reflects the needs of the target participants and that the selected activities will be suitable for them.

Design a plan for gathering feedback from the participants about the activity and their participation, for example prepare a short question sheet that they fill in at the end of the sessions.

Consider strategies for supporting the participants’ physical, emotional/mental and cultural safety during the event.

## Planning individual roles and action plans

Note: This will be done by each individual if the event is being organised by a group.

Identify your own role and clearly explain how it contributes to the (group’s) desired outcome and the group/event.

Prepare an action plan that includes consideration for the following:

* needs of the participants in the event
* chosen overall aim
* the aim of your role (which overall should contribute to and complement the group’s aim if you are working in a group)
* possible barriers that could hinder the achievement of the aim of your role and how you will overcome these barriers
* possible enablers (human and non-human resources) that could help you achieve the aim of your role
* actions you need to take to achieve the aim of your role. Include details of when you will need to complete each action
* how your actions will assist in achieving the overall aim and in meeting the needs of the participants.

## Action and evidence

Complete your individually-planned actions.

Present to the council the actions you have taken, for example developing a portfolio that includes questionnaires, information about group needs, safety forms, promotional material, permission letters, maps of the course/area, activity instructions, equipment lists, video or camera evidence of event etc.

Obtain feedback from the participants in the activity. Feedback questions might include:

* Did you enjoy the event?
* Why did you enjoy/not enjoy the event?
* What things worked well and supported you in what you were doing?
* What could the organisers have done differently to help you?
* Would you participate in this event again?
* Why/why not?

Write a description of what you did in your role:

* include the date and describe the event
* identify your role and describe the specific actions you took in this role. If cameras or camcorders are available, the event could be photographed or filmed
* identify and explain actions that were successful and not so successful
* explain how these actions assisted the participants to take part in the physical activity
* explain how you were responsive to the participants’ needs and assisted the overall aim to be achieved.

You may quote from organised feedback and refer to relevant photographs or video clips, if that type of evidence has been gathered.

# Resources

Examples of events that are currently provided in different communities:

PT in the Park - Exercise for free in Christchurch

<http://site.fitnessnz.co.nz/pt-in-the-park/>

‘Boot camp’ type programmes

<http://www.lesmills.co.nz/exercise-options/team-training/bootcamp/?gclid=CO7e3faCoLQCFcoipQodJH8AJA>

Activity ideas and links to other websites

<http://www.sportnz.org.nz/>

School holiday programmes article

<http://www.kiwifamilies.co.nz/articles/about-holiday-programmes/>

Websites for local and district councils will be useful.

Other recreational and sporting organisations will have information about their current holiday programmes.

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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 run an event for the local council through which they independently take purposeful action to assist others to participate in physical activity in the outdoors.

# Conditions

It is essential that the role(s) in the chosen event gives each learner equal opportunity to demonstrate purposeful action and to independently assist others to participate in the selected physical activity.

Assessors/educators must observe learners as they carry out their role(s) and the actions they defined in the planning process. Evidence of these actions must be gathered and documented to support the assessor/educator’s final judgement on whether the learner’s action was purposeful, considered, or independent. The assessor/educator will need to verify whether learners had:

* assessor/educator support/guidance
* some assessor/educator support/guidance
* little assessor/educator support/guidance.

If the learner chooses a physical activity in a setting where the assessor/educator is not able to be present, arrangements need to be made to ensure that the required evidence can be collected from another verified source, for example a parent, a manager or an official.

### Examples of an assessor/educator summary for this aspect of the standard can be seen in the exemplars on the NZQA Physical Education subject specific resource page ([www.nzqa.govt.nz/pe](http://www.nzqa.govt.nz/pe)).

# Resource requirements

Information related to event planning and/or event management and activities that would be suitable for the selected group to participate in.

Video cameras and other electronic recording devices.

# Additional information

Supporting the group’s physical, mental, emotional and cultural safety is crucial (especially for children) and an appropriate risk management plan will need to be developed and implemented. This may include the following:

* Understanding the suitability of the target market to the outdoor activity chosen.
* If the activity is a ‘Fitness Boot-Camp’ conducted in the local park, then safety issues include: Pre-medical screening of clients/participants (Physical Activity Readiness Questionnaire (Par-Q) is filled in as well as informed consent for the activity is completed and collected prior to the event).
* Instructor/leader must have a current First-aid Certificate, Unit standard 6401 or 26552.

## Other possible contexts for this vocational pathway

Individuals/groups organising other events, such as:

* outdoor recreation guide/instructor
* event management
* group fitness sessions conducted in the outdoor settings like park, walkways
* council recreation facilitators often conduct outdoor fitness activities, especially as part of school holiday activities
* boot camp activities
* other contexts include planning a simple event for fitness and recreation members to participate in: for example a 5 km fun-run; mini-triathlon; gym-based fund-raising event for the Heart Foundation which involves a small ‘try-athlon’ using a seated rowing ergometer, a treadmill and a bike (equipment could be taken outside the facility into a park or nearby car-park, or in some cases a shopping mall).

# Assessment schedule: Physical Education 90969 – A community event

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner takes purposeful action to assist others to take part in physical activity by:   * defining an aim * developing a plan of action for their role * regularly consulting with the assessor/educator for support or guidance   For example, cross training snippet:  *My aim is to improve the overall cardiovascular fitness of the group of people that I have been assigned. The actions that I will carry out will include:*   * + *running sessions that are designed to meet the needs of the people in my group, taking into account their current level of fitness*   + *taking sessions that are different and interesting so that the people involved in my group don’t get bored with my exercise. I can do this by researching different types of fitness sessions and getting involved in different sessions at my gym*   + *learning about the methods and principles of training in a group and from instructors at the gym*   + *making sure that I have the correct equipment required for the sessions*   + *having a safety plan that caters for the physical, mental/emotional and cultural safety of the participants.*   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes purposeful action with consideration to assist others to participate in physical activity by:   * defining an aim * developing a plan of action that reflects forward thinking and leads to others participating in physical activity * occasionally consulting with the assessor/educator for support or guidance   For example, cross training snippet:  *My aim is to improve the overall cardiovascular fitness of the group of people that I have been assigned. The actions that I will carry out will include:*   * + *running sessions that are designed to meet the needs of the people in my group, taking into account their current level of fitness*   + *taking sessions that are different and interesting so that the people involved don’t get bored with my exercise. I can do this by researching different types of fitness sessions and getting involved in different sessions at my gym*   + *learning about the methods and principles of training in a group and from instructors at the gym*   + *making sure that I have the correct equipment required for the sessions*   + *having a safety plan that caters for the physical, mental/emotional and cultural safety of the participants.*   *My aim is to improve the cardiovascular fitness of the group of participants that I have. The needs of the participants include activities that are not too strenuous as to put them off, but enough to work their cardiovascular system and improve their aerobic fitness.*  *Something that could prevent me from carrying out my action plan is having exercises that people find too strenuous and can’t do. This would mean that they may not get the benefit out of my training. I will try and tailor my activities to my participants’ needs by asking them beforehand what sort of exercise they are involved in now and how strenuous it is. Also exercises that are pitched at the right level for my group. I don’t want to give them exercises that are too hard and may cause injury to the participants. Again making sure I know the needs of my clients will help me to pitch exercise at the right level to prevent injury and make sure that participants are working at the right intensity.*  Note: Assessor/educator can verify that on the day of the event the learner took purposeful action with consideration to assist others taking part in the physical activity.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes purposeful action independently to assist others to take part in physical activity by:   * achieving the desired outcome for the event * being responsive to the needs of the group * providing evidence of others participating in the physical activity * providing feedback from the participants about the quality of their participation * rarely consulting with the assessor/educator for support or guidance   For example, cross training snippet:  *My aim is to improve the overall cardiovascular fitness of the group of people that I have been assigned. The actions that I will carry out will include:*   * + *running sessions that are designed to meet the needs of the people in my group, taking into account their current level of fitness*   + *taking sessions that are different and interesting so that the people involved don’t get bored with my exercise. I can do this by researching different types of fitness sessions and getting involved in different sessions at my gym*   + *learning about the methods and principles of training in a group and from instructors at the gym*   + *making sure that I have the correct equipment required for the sessions*   + *having a safety plan that caters for the physical, mental/emotional and cultural safety of the participants.*   *Something that could prevent me from carrying out my action plan is having exercises that people find too strenuous and can’t do. This would mean that they may not get the benefit out of my training. I will try and tailor my activities to my participants’ needs by asking them beforehand what sort of exercise they are involved in now and how strenuous it is. Also exercises that are pitched at the right level for my group. I don’t want to give them exercises that are too hard and may cause injury to the participants. Again making sure I know the needs of my clients will help me to pitch exercise at the right level to prevent injury and make sure that participants are working at the right intensity.*  *When asking the participants what sort of activities they would like to do I find that high intensity exercise and any exercise that was too hard on the joints were ones to avoid. I chose exercises that were similar to what they do already but also exercises that would not put too much stress on joints. Things like jumping or running at 100% were not exercises that were suited to my participants’ needs. I also found that some participants did like this type of exercise so I had trainings that suited all types of people and catered for all needs. For example instead of jumping up onto the box they could walk up instead.*  *Some of the feedback that we got from participants after the training sessions was that they really enjoyed having someone to push them along and get them motivated to get active. Some of them said they find it hard to motivate themselves if they have to exercise and they found this activity really beneficial.*  *It was hard to measure the improvement in their cardiovascular fitness after just two sessions and whether any improvements had been made. I may have to modify my aim for next time and make sure that I get people active rather than improving cardiovascular fitness which is hard to measure after just two sessions.*  Note: Assessor/educator can verify that on the day of the event the learner took purposeful action in an independent manner, to assist others taking part in the physical activity.  *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.