**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: Fun and games

Resource reference: Physical Education VP-1.8 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-02-2015-90969-02-7282 |
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Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to:

* plan and run an event that encourages children to participate in physical activity
* gather evidence from observations of others participating, your action plan and notes, and feedback from participants about the quality of the participation
* produce a report or presentation that documents your aims, action plan and outcomes.

You are going to be assessed on how independently you take purposeful action to assist others to participate in physical activity.

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 the particular early childhood education centre you arrange for your learners to support in this task.

# Task

Your group will plan and run an event for an early childhood education centre. You will take an individual role that helps achieve the group aim for the event.

## Part 1: Develop a group action plan

Work in a group to do the following:

* Identify a group aim that reflects the needs of the children at the early childhood education centre. To gather evidence of these needs you could talk to staff, parents and children at the early childhood education centre and investigate children’s physical and emotional development.
* Develop a group action plan that details the event you will run. It might be a tabloid sports event of activities suitable for the children, for example. This plan should explain:
  + the individual tasks involved in planning and running the event and assign individuals to these roles according to their strengths and interests

Assessor/educator note: Ensure that each learner takes a role that will give them the opportunity to ‘take purposeful action independently’ and meet the requirements of the standard.

* + how you will support the children’s physical, emotional, mental and cultural safety during the event
  + how you will gather feedback from the children about the activity and their participation, for example by recording responses to questions and/or by observing children’s involvement during the event
  + how you will document the running of the event and the outcomes achieved, perhaps by photographing or filming the event with the permission of the early childhood education centre staff and parents.

Assessor/educator note: Ensure that necessary permissions are obtained and that learners follow agreed conditions regarding the use of photographs or video.

## Part 2: Develop an individual action plan

Work individually to develop an action plan that will allow you to successfully fulfil your role, contribute to the chosen group aim and be responsive to the needs of the participants. Document your decisions and actions. You may want to create a portfolio, for example, that includes:

* a description of the needs of the event participants
* background information about child development
* the group aim and action plan
* the aim of your individual role and how it contributes to the group aim
* actions you need to take to achieve the aim of your role, with details of when and where you will do each action
* an explanation of how your actions will help to achieve the group aim and meet the needs of the participants
* 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
* any questionnaires, safety forms, promotional material, permission letters, activity instructions or equipment lists you create as part of your role.

Assessor/educator note: Guide learners as to what evidence they could gather and how they could collate and present this evidence.

## Part 3: Take purposeful action

Implement your plan, being responsive to the needs of the children and supporting them to participate in the physical activity.

During the event, observe how the children are playing. Gather feedback from the children and other stakeholders, such as early childhood education centre staff. The age of the children will determine what questions you can ask. You may want to consider the following:

* Did you like the games? Which was your favourite?
* Which game was your least favourite?
* Which game was the hardest? What helped you to play this game?

## Part 4: Prepare a report or presentation

Decide on the format for your report or presentation. You could present a written report, an oral presentation, or a portfolio. Confirm your choice with your assessor/educator.

Prepare a report or presentation in which you explain what you did to assist the children to take part in the event. You may want to:

* describe the event, including the group aim
* identify your role and individual aim
* describe the specific actions you took in this role
* identify actions that were successful and not so successful and explain why
* explain how these actions assisted the children to take part in the physical activity
* explain how these actions were responsive to the needs of the children
* explain how these actions enabled the group aim to be achieved.

You should provide evidence of children participating in the event, such as:

* quotes from children, staff and parents that you gathered yourself and/or from the feedback organised by the group
* photographs or video clips, if the group planned for these, as appropriate.

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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 independently plan and run an event that encourages children to participate in physical activity.

Learners begin by working collaboratively to identify a group aim and develop an action plan for the event. Guide the discussion so that the group aim reflects the desired outcome of the event.

# Conditions

Each learner will be assessed individually. You must observe the learners as they carry out their role and the actions they defined. Evidence of these actions must be gathered to support your final judgement on whether the learner’s action was purposeful, considered, or independent. Along with this documentation, you will need to verify whether learners had assessor/educator support and/or guidance, some assessor/educator support and/or guidance, or little assessor/educator support and/or guidance. If the learner chooses a physical activity in a setting where you are not able to be present, 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 New Zealand Qualifications Authority physical education subject-specific resource page ([www.nzqa.govt.nz/pe](http://www.nzqa.govt.nz/pe)).

# Resource requirements

Learners require access to information related to event planning and/or event management and activities that would be suitable for children to participate in.

Ensure that you provide time to discuss with learners the specific resources required for the planned event and where these items can be accessed.

Learners require access to feedback for their report or presentation. If this is to include visual images (photographs and video of the event), prior permission from parents/caregivers will be required.

# Additional information

Supporting participants’ physical, mental, emotional and cultural safety is crucial and an appropriate risk management plan should be followed. This may include the following:

* Participants are informed of type of activity and appropriate clothing/footwear to wear.
* A safety briefing is given prior to the event.
* A safety plan is in place, including ‘first-response’ action plan and an understanding of any cultural safety concerns (e.g. different ethnic groups, young children, etc.).
* A site visit is made and potential hazards noted.
* A minimisation of hazards report is completed prior to undertaking the activity.
* Emergency contacts are established.

# Assessment schedule: Physical Education 90969 – Fun and games

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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 participate in physical activity by:   * defining an aim and developing a plan of action * implementing the plan to assist others to participate in physical activity   For example:  The learner regularly consults with the assessor/educator for support or guidance. They are observed to take a role in the event and to encourage the children to take part in the physical activity. They explain their role as follows:  *My role is to lead the sessions for the participants. My aim is to get the children to have fun and enjoy the events that we are running for the centre. The actions that I plan to carry out include choosing games that are fun for the children and easily run. To ensure this, I will run the activities beforehand with others in my group so that I know what activities are going to work and how to run them on the day.*  *I will prepare a risk assessment plan so that I can deal with any potential issues that may arise.*  *On the day, I will encourage and support the children so that they enjoy the activities and have fun doing them ...*  *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 that meets the needs of the identified group * developing a plan of action that reflects forward thinking * implementing the plan to assist others to participate in physical activity   For example:  The learner occasionally consults with the assessor/educator for support or guidance. They are observed to take a role in the event and to encourage the children to take part in the physical activity. They explain their role as follows:  *My role is to lead the sessions for the participants. My aim was to make sure that the children had fun and enjoyed the games. I therefore needed to choose games that were both fun for the children and easily run.*  *To do this, I asked the children what their favourite games were so that we could plan activities that would be fun for them. We also conducted research to find out the needs of participants of this age. We found that young children participating in physical activity need to develop an awareness of fair play as well as motor skills and teamwork. Physical activity should provide challenges for the children that are enjoyable, but not too hard, which could be discouraging.*  *One factor that could prevent me from carrying out my action plan is the weather. We don’t have access to an indoor facility so we organised a postponement day on which we could run the activity in case it was too wet on the original day.*  *We planned to arrive at the centre early so that we could set up the activities and ensure everything runs to time. Our activity had to be over before the end of the session, when children are picked up. We had to manage our time effectively to achieve this.*  *We did this by being organised and keeping to a schedule. Before the event, I ran the activities with others in my group so that we could find out how the activities would work, how long they would take and how to run them on the day …*  *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 participate in physical activity by:   * defining an aim that meets the needs of the identified group * developing a plan of action that reflects forward thinking * implementing the plan to achieve the desired outcome * being responsive to the needs of the children throughout the planning and implementation of the action * providing evidence of the children participating in the physical activity * providing feedback from the children about the quality of their participation   For example:  The learner rarely consults with the assessor/educator for support or guidance. They are observed to take a role in the event and to encourage the children to take part in the physical activity. They explain their role as follows:  *My role is to lead the sessions for the participants. My aim was to make sure that the children had fun and enjoyed the games. I therefore needed to choose games that were both fun for the children and easily run.*  *To do this, I asked the children what their favourite games were so that we could plan activities that would be fun for them. There was a big difference between the games the boys preferred and those the girls chose as their favourites. We were careful to select games from our list that would cater for both the boys and the girls, so that everyone enjoyed the activities and had fun.*  *We also conducted research to find out the needs of participants of this age. We found that young children participating in physical activity need to develop an awareness of fair play as well as motor skills and team work. Physical activity should provide challenges for the children that are enjoyable, but not too hard, which could be discouraging …*  *We interviewed some of the children after the activities and they all agreed that they had fun. They were positive about the games and proud of themselves for doing well.*  *We also got feedback from some of the staff at the centre and they agreed that the children all had a great time and that the event was well organised. They suggested that we come for more sessions and suggested the park down the road as a venue that would give us a larger area for activities …*  *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.