

Internal Assessment Resource

Physical Education Level 1

EXPIRED

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| This resource supports assessment against:  Achievement Standard 90970 version 2  Demonstrate self management strategies and describe the effects on participation in physical activity |
| Resource title: Participate with SWOT |
| 3 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90970-02-4572 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher 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. |

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| Internal Assessment Resource |

Achievement Standard Physical Education 90970: Demonstrate self management strategies and describe the effects on participation in physical activity

Resource reference: Physical Education 1.9B v3

Resource title: Participate with SWOT

Credits: 3

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcomes being assessed by Achievement Standard Physical Education 90970. 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 demonstrate two self management strategies as they participate in a selected physical activity and to write a report in which they comprehensively describe how their chosen strategies affected their participation.

Conditions

This activity could take place over a complete unit of work, for example, 4–8 weeks or over the course of the year.

Select or negotiate the choice of physical activity with your students.

Students could write their report as an out-of-class assignment. If completed out of class, the authenticity of the report will need to be verified.

Resource requirements

Resources will depend on the physical activity you have selected.

Additional information

Methods of collecting evidence should reflect your students’ needs, the nature and context of your teaching and learning programme, and the facilities and environment you work in.

It may be possible for you to select a more appropriate method of collecting evidence without influencing the intent or validity of this task. Examples of these methods can be found in other Level 1 Physical Education assessment resources. These include self assessment, peer assessment, written tasks, verbal assessment, electronic portfolios, blogs/wikis, visual portfolios, and teacher professional judgements.

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Resource reference: Physical Education 1.9B v3

Resource title: Participate with SWOT

Credits: 3

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Demonstrate self management strategies and describe the effects on participation in physical activity. | Demonstrate self management strategies and describe, in-depth, the effects on participation in physical activity. | Demonstrate self management strategies and describe, comprehensively, the effects on participation in physical activity. |

Student instructions

Introduction

This activity requires you to demonstrate two self management strategies as you participate in a selected physical activity and to write a report in which you describe how your chosen strategies affected your participation.

You will be assessed on your demonstration of self management strategies while participating in the activity/s and on the comprehensiveness of your description.

Preparatory activity

Discuss with your class what an ideal, self managing student might look, sound, and feel like when participating in the physical activity that your teacher has suggested or negotiated with you.

Complete a SWOT analysis to identify how you might compare to this ideal, self managed student. Your teacher will discuss each of the SWOT areas with you. Note down what you think are your individual:

* strengths
* weaknesses
* opportunities
* threats.

Refer to the list in Resource A, or other strategies your teacher may add to this list, and select at least two self management strategies that you think will help improve your participation in the selected physical activity.

Consider how these strategies will help you to:

* **S:** support yourstrengths
* **W:** overcome any weaknesses
* **O:** take advantage of opportunities
* **T:** minimise perceived threats.

Using Resource B, identify your selected self management strategies and describe briefly how you will demonstrate these.

Task

Demonstrate self management strategies

Demonstrate your self management strategies in the selected physical activity. Your teacher will observe and record your demonstration of the self management strategies you have selected.

Write a report

Write a report for a parent or guardian about your use of self management strategies in the selected physical activity.

In your report, you are required to evaluate (describe comprehensively) the effects of your self management strategies on your participation, supporting your judgements with specific examples. The following questions may help you.

* Identify and describe how you demonstrated the self-management strategy.
* Why did you use this self management strategy?
* What happened as a result of demonstrating each strategy?
* What effect did each self management strategy have on your participation in the physical activity? Give examples.
* How did your chosen self management strategies result or not result in changes to your participation in the selected physical activity?
* Consider the self management strategies that you used. Would you modify your strategies as a result of the effects you observed/experienced? Justify, with examples, these suggested modifications. What does/could this mean for your participation in this activity (and in other physical activities) in the future?

Resources

Resource A

Self management strategies include:

* seeking knowledge
* seeking feedback and/or feed-forward
* meeting challenges
* being resourceful
* working with others
* setting goals
* time management
* stress management
* being adaptable
* using self control
* risk management
* showing resilience
* seeking motivation
* showing perseverance
* dealing with both disappointment and success.

Resource B: Self management strategies – recording sheet

* Enter your two chosen self management strategies.
* State how you will use each self management strategy when you participate in physical activity.
* Hand this sheet to your teacher so that they can collect evidence of your demonstrations.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| My self management strategies | What will this self management strategy look like during participation in physical activity? | Teacher records  N Not demonstrated D Demonstrated | | | | |
| Date | Date | Date | Date | Date |
| Example:  Time management | I will not go to the locker to get my PE gear in between my classes, as it will make me late to class. This will mean that I’m ready to start the lesson on time. |  |  |  |  |  |
| I will make sure that I help the teacher set up any equipment for lesson activities so that we can get on with the lesson and have more time doing the activity. |  |  |  |  |  |
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Teacher verification

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Assessment schedule: Physical Education 90970 Participate with SWOT

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates at least two self management strategies during participation in the physical activity. Evidence is provided by teacher observations and verification of the demonstrations.  The student describes the effects of the self management strategies on participation in the selected physical activity.  Example: Self control  One self management strategy that I used was self control. I made a rule that I would not argue when I disagreed with a decision that the referee had made. Instead I would talk to the referee at the end of the activity.  This meant that I wasn’t sent off the field during the game. It helped me to concentrate on my skills and get involved in the game. | The student demonstrates at least two self management strategies during participation in the physical activity. Evidence is provided by teacher observations and verification of the demonstrations.  The student describes and explains the effects of the self management strategies on participation in the selected physical activity.  Example: Self control  One self management strategy that I used was self control. I made a rule that I would not argue when I disagreed with a decision that the referee had made. Instead I would talk to the referee at the end of the activity. This helped me to concentrate on my skills and get involved in the game.  I had a goal disallowed during a soccer match because the referee thought that I was offside. I was angry as this happened in the last fifteen minutes of the game and my team probably would have won. However, I didn’t argue with the referee at the time. I went up to him after the match to talk to him about his ruling. By waiting until the game had finished, I cooled down and was able to talk to the referee more calmly. | The student demonstrates at least two self management strategies during participation in the physical activity. Evidence is provided by teacher observations and verification of the demonstrations.  The student comprehensively describes, explains, and evaluates the effects of self management strategies on participation in the selected physical activity and physical activities in general.  Example: Self control  One self management strategy that I used was self control. I made a rule that I would not argue when I disagreed with a decision that the referee had made. Instead I would talk to the referee at the end of the activity. This helped me to concentrate on my skills and get involved in the game.  I used self control by following the principles of fair play and removing myself from bad situations. This resulted in more enjoyable physical activity for my classmates, the referee, and myself.  At the start, I found it hard to sub with someone on the sideline when I was angry with the referee. I think that I’m a valuable member of team, but, when I am angry, I don’t help the team because I can’t concentrate on the game like I need to.  I began to focus on the positive things about each game. This helped me gain better control of my emotions during competitive situations. Because of this, I have not been sent off the field at all during the past two weeks. I have been fully involved in all physical activity during class, so I have bonded with my team mates and they have seen that I’m making an effort.  I think that this was a good strategy to use, but you need to go over the fair play principles beforehand and keep reminding yourself that if you act a certain way it can spoil the game for other people. I did find it hard to remove myself from some situations as if I thought others were not acting fairly then I tended to get in an argument and lose control a little. This happened when I touched Tom and the referee did not see. I called touch but Tom kept going and scored a try. He did not acknowledge the touch and this caused me to lose self control. I must try and focus on the fair play principles and use this self management strategy to make the game more enjoyable for others and myself.  I was also given an opportunity to act as referee. Now I know that it can be a hard job and that you can’t always be 100% right. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.