



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Physical Education Level 2

This exemplar supports assessment against:

Achievement Standard 91335

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

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to examine comprehensively the implementation and outcome(s) of a physical activity event or opportunity.</p> <p>This involves:</p> <ul style="list-style-type: none"> • evaluating the implementation, the outcome(s) and the ways in which the outcome(s) relate to the planned aims/purpose • using supporting evidence such as personal accounts, photographs, participant or stakeholder evaluation. <p>The student has provided full and thorough explanations of the implementation of the event (1), the outcome(s), and the ways in which the outcomes relate to the planned aim(s)/purpose (2).</p> <p>The student has evaluated the implementation of sending e-mails as part of the planning (3), and has also evaluated all other parts of the implementation (4).</p> <p>The student has also evaluated how the outcome(s) related to the intended aims/purpose of the event (5).</p> <p>For a more secure Excellence, the student needs to provide more evidence through personal accounts or participation or stakeholder feedback as to how the effective the outcome was.</p>

.... As a class, we chose to split up into group to plan an event to for 'Get up and Go' week. The purpose of Get up and Go week was to get people involved in an active event to promote a healthy and active lifestyle.....we had several ideas that we which we discussed as a group for example a tournament, a sports week, a try out a new sports day. The final event chosen was to do an "Amazing Race". We chose this because it is a well-known famous event which many of the students would have watched on T.V and therefore it would create a lot of interest. We also thought it was a fun idea and a good chance for participants to use physical, mental, strategically and team work skills. The amazing race would be an event run over an afternoon. Teams would compete against each other in several events/stations which are to do with active/sporting events. Teams will gain points at each activity and at the end of the afternoon the team to finish all the events first as well as collecting all the ribbons offered at each event would win. ...At each station, we decided the groups would have to answer a question. When they get it correct they will receive a clue to find a certain colour or ribbon. To complete the amazing race, they would need all six ribbons...**They designed an entry booklet including all the information each team would need to compete. The entry booklet included a team name, whanau and classes they would be missing, who those teachers were whose class they would be missing were, a set of rules, entry fee, and general info for the event and how to play the games. The next step was to start advertising our event and getting people interested by printing out posters with our logo and info about the event. ...We all printed our posters at home then we hung them up around the school. We put a notice in the daily notices about our event, stating that anyone interested in junior school should come and pick up an entry form, and that it must be handed in by the 16th August...We decided on the junior students due to the fact that they will not be involved in exams during term three. We wanted to get an idea of the make-up/profile of the students that we would be taking and what games or activities that they may be interested in so that we could so what would be the most relevant activities for them to be involved in....We decided to survey the top middle and bottom classes in year 9. SM approached Mrs And got a timetable for these particular classes so we could determine what period would work best. TA sent the e-mails to the chosen teacher of each class so that they were aware of what was happening and would not be surprised when we arrived in class to conduct the survey. There was an issue with this however as not all the teachers whichemailed replied before school started that morning. TA organised for her sister to TA's e-mails during her computer class as none of us had computer access that morning during class. We received all the teachers replies except for two, so during morning tea, Tara went and found the two teachers and successfully go their permission. I think next time we would probably ask a little bit earlier so that the teachers had more time to reply, we could have also asked our teacher to give the message to the teachers in the staffroom that morning so that they did not forget.**

...The race was originally planned to start at 1pm giving us all of period four and half an hour of lunch time to set up, but as the time quickly passed by we started to panic and realised we would not be ready to start at 1pm as we had to organise the activities and this took a lot longer than we expected. Luckily the teams understood and didn't mind waiting till the end of lunchtime to start. 'We don't mind' one girl said as 'we get more time to eat and get ready before the event'. **I think if we did this next time we would try and get some stuff ready the**

day before or try and use the period 3 as well, this would ensure that we are ready to start on time and not stress ourselves out by rushing round.

Our main aim purpose of this event was to get students up and active and involved. We also aimed to plan a successful properly organised and well run event for students to get involved in and enjoy being active. We had very positive outcomes from our event we got student active and involved as evidenced in the photos you can see that all students are involved in the events and there are no students not being active. The events that we organised such as the obstacle course and the horizontal bungee made student get involved as they wanted to compete and help their team to win the amazing race. The obstacle course provided students with the opportunity to get active as it was a race through certain obstacles like crawling through hoops and jumping over benches. The water balloons got people involved by giving them an opportunity to have fun while involving some skill by trying to hit a target. From the participants feedback from the event all the students surveyed said that they had fun and enjoyed being involved in the amazing race. Many students said that this was the best thing that they had done all year. Although while I was reflecting back to our very first aim which was to get as many students involved and active for the 'Get up and Go' week, I realised that due to us getting really caught up in planning a successful perfectly planned and run event we didn't focus enough on the particular part of our aim. To improve if we ran this event again or completed an assessment similar to this I think we could probably run this for the year 10 students as well on a different day and maybe offer it to other students in the school as well. This would mean that we could get as many students as possible involved in getting active. The part of our aim around an active a healthy lifestyle was a little harder to get feedback on as I don't think that student really think about whether the events that we promoted would have an effect on their lifestyle as they were just going along to have fun rather than the event having an effect on their well-being. I think that indirectly it may have an effect and that maybe we can make our aim clearer in the future by focusing specifically on what areas of well-being it may affect and then showing evidence of this.

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	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to examine in-depth, the implementation and outcome(s) of a physical activity event or opportunity.</p> <p>This involves:</p> <ul style="list-style-type: none"> • giving full and thorough explanations for the implementation (including the planning), the outcome(s) and the ways in which the outcome(s) is related to the planned aims/purpose • using supporting evidence such as personal accounts, photographs, participant or stakeholder evaluation. <p>The student has provided full and thorough explanations of the planning and how they went about planning the event and running it (1). The student has also started to evaluate the implementation (2).</p> <p>The student has provided a full and thorough explanation as to how the outcome is related to the planned aim(s)/purpose and the intended outcome of the event (3).</p> <p>They have also referred to evidence such as photos and personal accounts to help support the explanations (3).</p> <p>To reach Excellence, the student would need to provide some evaluation of the outcome and of how the intended outcome(s) is related to the planned aims/purpose.</p>

Student 2: High Merit

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The purpose of the event was to plan a day of fun activities for FD students in an environment that allowed them to engage in some form of physical activity. Our aim was to organise an event for the children at FD school that could include children of different abilities, and involve them in a range of fun activities, some physical and others artier. The idea of this was that not everyone would do all the activities, but mainly those that suited their abilities.

..... We planned that the event would be a carnival, with an animal costume theme, which made it more interesting and engaged the kids more. It was also easier with a clear theme to plan the event, surrounding the idea of animals, ie. animal costumes, pin the tail on the donkey, and animal face painting. We chose this aim/purpose because as the event had to involve some kind of physical activity, making it fun and exciting and including all the children meant they would engage better in the activities. It would also make it easier to deal with larger numbers of children if they were enjoying themselves. The intended outcomes of the event were to allow the children to participate in a different variety of activities than they would usually encounter and to allow them to play and have fun.

..... During the planning phase, we decided as a class on the activities that we would run, then split up to organise the activities individually, reporting to AL on our progress who was the overall 'event co-ordinator. (job sheet included about responsibilities and who did what) Our responsibilities were allocated by first as a whole class deciding which activities we wanted to run. Then we divided these up around the class to people who wanted to work on each one. This was an easy process as everyone was happy to do any station, so it did not take long for us to allocate these roles. When this was done, we worked on organising our particular stations and reporting back to AL on our progress so that she could keep track of us being prepared for the event on time.

In the planning phase, the deciding of the activities that we would run took a few class lessons, but we came up with some good ideas and it was easy to eliminate the ones that we did and didn't want, without any battles or arguments between us. After this we all chose a station to organise. Because we were able to choose our station, and also because we split the jobs up, it meant that we worked quickly to plan our activities/the event. I thought we organised what we needed to plan and prepare individually sufficiently, as when we ran the event it did not seem that anything had not been planned for. For planning the event, reporting back to AL and everyone giving their plans to her meant that we were organised and everyone was able to stay on track, which was good... This meeting helped us to create activities such as the wheelchair painting that those with physical disabilities could happily participate in. Meeting the kids on our third visit meant it was after we had decided on the activities that would be run. Although we had planned the activities to suit all abilities, we weren't fully sure how severe the students may be, and it would have been better to meet the children and talk to them before planning so that we could have more 'chill out' areas, or on the other hand more 'challenging' activities. It would have been easier to plan the stations knowing whether we were planning too many activities for the more physically able, or vice versa, and I found that after meeting the kids there was a bigger range of abilities than I had expected.

Despite this, I think the range and number of activities that we had on the day was good, as any less and it the event would have become boring much more quickly, and any more activities would have been difficult for our class to manage. Meeting the kids before the event was really beneficial for me because I wasn't as nervous the second time I met them, at the event...

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Overall the event ran smoothly, as there were no major problems that meant we had to stop the event. The event's organiser who came to talk to us said that she has back up plans for all different scenarios that could occur during events. We did not feel we needed to plan like this because as the event was pretty casual, we could use our common sense to figure out problems, or go to MB, and if there were any incidents with the children misbehaving or hurting themselves there would be a teacher aid or other adult close by to help out..... This was also good communication in the planning phase. Our communication during the event was also good as we were able to talk to each other and move the students on when they needed to be this allowed all the children to rotate when they wanted this meant that they were able to get involved in many of the activities which was our aim of the day...I think the activities were fun students seemed to be having a good time on them, we good see by the way that they wanted to stay on the activities and not leave them like the trampoline where students did not want to leave the station and move on to the next one, also the photos that we took show the students enjoying themselves...and there were not many issues with them staying on activities for too long...This took me about 40 minutes, which was an annoying thing having to manage and messy to trying to defrost them in the limited space of FD 'kitchen'. Paint and the blindfolds were forgotten before the event started, so getting these did not interrupt the smooth running of the event. I had to go back to school whilst we were setting up to bring the blindfolds. We had allowed extra time to set up in case of a situation like that, which meant that the problem was easily solved and the activity could still be run. Feedback from the event was generally positive, and during everyone seemed happy and like they were enjoying themselves.... We planned to start on the station we had organised, and as we wanted to change just swap with another station. I think because communication between different areas of the courtyard was not great it meant that we didn't really swap around with those other than the station right by us. This didn't matter to me for most of the time but there was about 20 minutes I was in the gym by myself and felt a bit swamped as all the children in there were without teacher aids. This wasn't a major problem, but planning could have been better to make sure at least 2 people were in the gym, although I'm not sure why the teacher helps had also not stayed with the students.

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	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to examine in-depth, the implementation and outcome(s) of a physical activity event or opportunity.</p> <p>This involves:</p> <ul style="list-style-type: none"> • giving full and thorough explanations for the implementation (including the planning), the outcome(s) and the ways in which the outcome(s) is related to the planned aims/purpose • using supporting evidence such as personal accounts, photographs, participant or stakeholder evaluation. <p>The student has given some full and thorough explanations of the implementation (planning) and how they did this (1). They have also explained other aspects of the planning when working collaboratively (2).</p> <p>Throughout the work there is reference to the outcome(s) and what happened at event (3). These relate to the aim/purpose of the event (4). Section (4) also talks about participant and stakeholder evaluation about the event, which was included in with the student work.</p> <p>For a more secure Merit, the student needs to provide more full and thorough explanations as to the ways in which the outcome is related to the planned aims/purpose, using specific examples from the physical activity event.</p>

Student 3: Low Merit

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Personally, I took the role of organizing the Bouncy Castle, involving me to find companies which we could hire from, could hold ages up to 18 and was within a reasonable budget. I started off by looking at bouncy castle rentals in Christchurch and what bouncy castles they had on offer that would be suitable for our event. Having found two companies in Christchurch, with suitable prices and suitable bouncy castles, I emailed them with a few enquiries about the availability, age limit, transport and price. With one company being unavailable, the other was very accommodating, recommending a bouncy castle suitable for all ages, available on the day, and with a discount..... I booked the bouncy castle and wrote a list of rules and a list of other accessories I need to be sure to have on the day for example an extension cord..... I decided to drive down to FD to meet him, help him set up and do the payment before heading to buy the paint. However, taking a lot less time than I imagined.... I could go and get the paint and be back before the students arrived. This was exceptionally helpful because it allowed NK and I more time to find the paint, which we needed up needing having to go to a few stores before finding what we were looking for. ...Although I didn't get to see everyone else's set up happen, having it all done by the time NK and I returned was very positive with everyone prepared as the students arrived. In hindsight, we could have had an equipment check one or two days before the event in which case we would have realized and gone and purchased the things we were missing, or found them.

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I had thought I would have needed which was very lovely as it allowed me to relax and see how other students were going with their planning and see if they needed any help however there wasn't very much for me to do as everyone was very organized. I did help LY come up with the last of the names for our activities and help NK figure out how the scooter course and football course were going to be placed. I do feel like the jobs were set out equally as everyone had at least one station they were in charge of and the students who had more than one had agreed/chosen their roles or they had two smaller stations rather than one larger one. I felt like we did have a lot of time to plan and prepare as most students had finished their planning and organizing before the due date. However, I thought this was good as nobody felt rushed, did what they needed to do, and I think because of that the day was able to run as smoothly as it did. Something I would recommend to the group to do next time would be to go and visit the students one or two more times, maybe the week before the carnival day. Just to excite them and remind them, show our faces and see if they have any other suggestions or anything. Just to remind them who we are and what's happening, if they have any other questions.....

There was one encounter when we managed to get all of the wheelchair students lying down on the bouncy castle with a few teacher aids lightly jumping to add movement to the bouncy castle when one boy came running up and onto the bouncy castle jumping round the wheelchair students looking very unaware of what we had organized and out of control. As this happened so fast and he came out of nowhere it was a very frightening experience and I was unsure how to handle the situation I screamed and turned away despite knowing this was the absolute worst thing to do. However, with the many teacher aids around who were also shocked and scared, they managed to avoid any injuries and was able to get the student off the bouncy castle very swiftly.

I felt the bouncy castle was a really good idea and lovely activity to have at the carnival. The bouncy castle was filled with children throughout the day, children were still bouncing on it right up until the bouncy castle was being deflated where a boy who loved fans continued to watch the fan at the back of the bouncy castle. Having seen all the children who participated

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in the bouncy castle activity enjoy themselves so much and come back multiple times to have a second, third or fourth turns I think really allows us to understand how positive it was.

I did feel like the day was quite long and that it maybe could have been shorter. Rather than starting at 10 and ending at 12 it could have gone from 10:30 – 12:00 or had a full break for a snack or something rather than keep the activities gong for the full 2 hours. Despite this, I thought the day was very successful! The weather grew nicer as the day went on. All the stations seemed to always be full of students, my station seemed well liked and was always thriving with children right up until the very end when it needed to be deflated and from the thankyou cards we received.....

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Taking a few groups of students to really start to feel comfortable LY and I started to learn how to control and handle the students. For example, when a student loved the bouncy castle, but struggled to stand up and continue to stay standing allowing her to support herself on me and help the bouncy castle to provide some movement for her. Or more negatively when a student's time was up and yet they were still unwilling to get off the bouncy castle, I would have to assist them off as mentioned earlier.

Another idea LY and I tried to apply was putting students with the same capabilities on the bouncy castle at similar times in order for there to be less problems. I found this worked very well, having the capable boys who wanted to wrestle each other on at the same time and the children who would rather sit and be slightly bounced together made the experience a lot more enjoyable for the students and a lot nicer for LY and I. However, there were moments when students wouldn't listen and just run and jump frightening other students but this allowed me to work on my skills and try and communicate with them and how to behave with them.

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LY and I went and purchased more sausages for the BBQ station. It was the flexibility of others that allowed the day to flow so smoothly. Personally, I didn't have any expectations of the day as this was my first encounter with such a high number disabled children together, let alone planning a carnival or taking on the responsibility of a bouncy castle however I think that it went to plan with a lot of good communication between my class mates and our helpers.

I feel that yes, my class and I did achieve our aim to provide them with an enjoyable day full of activities and also to get them physically active in a fun filled environment. With the feedback that we have received, (cards from various schools and their students) it seems although the students and teacher aids really enjoyed themselves too and it was a successful event for us all.

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	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to examine the implementation and outcome(s) of a physical activity event or opportunity.</p> <p>This involves explaining:</p> <ul style="list-style-type: none">• the implementation (including the planning)• the outcome(s)• the way in which the outcomes are related to the planned aims/purpose. <p>The student has provided a full and thorough explanation for the implementation of the event, and provided evidence to support this (1).</p> <p>The student has explained the outcome(s) (2), and has links to how the outcome(s) related to the planned aim/purpose.</p> <p>To reach Merit, the student would need to provide more full and thorough explanations for the outcome(s) and how the outcome (3) related to the planned aim(s)/purpose.</p>

... This carnival was planned to take place on Thursday the 19th of September from 10am to 12pm. Our aim and purpose of planning such an event was to have fun and get outside and do some physical activity in different contexts. We organised this entertaining morning so that these students could feel an enormous sense of accomplishment and increased self-esteem, when taking part in the organised activities situated at thirteen different stations, located throughout FD school. We tried as much as possible, when organising, to expose these students to activities that would make them happy, laugh and smile. Because all the students from these schools have different ability levels it was hard to choose activities that everyone could easily take part in. To help us understand the different abilities of these students and see the school, we took a trip down to FD. This was a very different experience and wasn't quite what some of us expected.....

The thirteen stations that were set up included: the chill out zone, sausage sizzle, football, bouncy castle, trampoline with balls, wheelchair/scooter obstacle course, drinks station, swing in gym, pin the tail on the donkey, parachute, dance mat, sensory activities and canvas paint with wheelchair wheels scooter wheels and handprints. We chose these stations from talking to the students at the centre and from because these events were outside and were fun for the students to do. Also, they had done some of these events before and told us that they really enjoyed them..... Everybody's actions contributed to the day's success as everybody took on their responsibilities and had as much fun with the students as possible. I followed through on all my responsibilities, which were to get the required equipment and set up the sensory activities station and parachute station. For the sensory activities station, as shown in the planning notes, I filled up three different sized containers with rice, popcorn kernel's and stones. I made scented lemon play dough, which the students were able to make shapes out of with the plastic cut outs. I also brought along a small, red furry rug. As humans, we have five senses through which we experience and explore our world. They are hearing, smell, touch, sight and taste. Through sensory play these students were able to experience stimulation of all their senses, as I provided items that would help do this. For the parachute station, as shown in the planning notes, I borrowed a parachute, and five squishy, different sized balls from the p.e equipment room. The basic concept of parachute play is that it involves a large group of people in an activity, which is non-competitive, where everyone works towards a common goal and has fun. ...I found that the parachute activity was too advanced for the student's level of ability. My actions in using different sized balls in this activity, turned out to be unsuccessful as the balls were too heavy for the students to lift into the air. Also, the students had trouble with the timing of lifting the parachute, which I hadn't anticipated they just seemed to be out of rhythm with everyone else and didn't really seem to get it. This involved with the timing of the parachute meant that they couldn't even get the ball off the parachute

The day of the carnival turned out to be a great morning in which everybody enjoyed, including students, aids and us RR girls. Everybody turned up and had a great time outside and participated in all the activities available. I really enjoyed working with these students not only did I have a lot of fun, but so did they. They really enjoyed all the activities that we put together for them and I loved seeing how happy they became over the course of the carnival event, and I didn't find it too difficult interacting with them and helping them.....

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to examine the implementation and outcome(s) of a physical activity event or opportunity.</p> <p>This involves explaining:</p> <ul style="list-style-type: none">• the implementation (including the planning)• the outcome(s)• the way in which the outcomes are related to the planned aims/purpose. <p>The student has explained the outcome of the event, using accounts from student to help support the answer (1).</p> <p>The student has briefly explained how the outcome is related to the planned aims/goals, and provided examples of attempts to get some students active (2).</p> <p>There is some explanation of the implementation of the event (3).</p> <p>For a more secure Achieved, the student would need to explain in more detail about the actual implementation of the event that they ran and what they actually did.</p>

GUAG Report (get up and go)

Our aim was to successfully hold a multisport Tournament for two Year 9 classes during two of their periods. We choose this as our event as we thought it was a good idea to get everyone involved, get up, and get active. And also, to know a few ideas of the different variety of sports SP High has to offer all students who are interested in sports. In our multisport Tournament we choose the sports basketball, uni-hoc, netball and Soccer. *(Verbal by teacher Overall aim, to get everyone involved and for them to have fun.)*

Each of us was assigned a job to get done by a certain date so that by the due date we were organised and ready to do the Tournament. These were all noted into our planning booklets. For the event, we were then assigned a job on the day, where PP was the Ref, MH and I were the callers and AS and LP were score keeper. We weren't fussed on who got what as well agreed on everything together.

During the planning of the week's leading up to the day we would write every session on what we talk about such as the cost, venue, needed, etc., to hold the event. Before anything we wrote a letter of approval to Mrs NH so that we could actually get the event up and going as she had the first/last say, because we were waiting on other groups to get their letter in was had to wait a while before we could do anything else, and that was frustrating but eventually got them all in. **With KK we got approval and from there we got working. After being successful we then had another two letters to Mrs KT and Mrs MN as they were the teachers of the two Year 9 classes we wanted to take, they also agreed that our idea was good and allowed us to carry on with the event. My jobs were to type the letters out on the laptop, be the caller and to put all the equipment away.** Apart from that we got all our jobs that were allocated to us finished and waited for the day of the event. ③

On the day, we were expected two P.E classes to be there but with the interference of the sports exchange been held in the arena all day we had to stand down Mrs B's class and went with the Monday during our P.E session. With only one class there was still a lot of students who were happy to go ahead with, so we evenly sorted out the teams not just based on who they were best friends with by on their weak and strong player as some of us already knew a couple of girls. The girls were all enthusiastic and found that the Multisport was a good idea; we thought because we only had one class it wouldn't work as we hoped for but with a lot of their P.E class at school on the day the event ran smoothly. Half the time the students were really excited and made us feel joy so also felt the happy vibe given from them. One student decided she didn't want to get involved and sat out most of the period. So as a way to get this problem solved we approached her and asked her why she didn't want to get involved. **With minutes of trying to convince her to participate we thought of other way to get her involved by asking her if she wanted to be the score keeper, or ref the game with one of the girls or even be the caller but she declined all our offers** each of us approached her at different times so by the time we could get anything out of her the lesson was finished. **By using games such as soccer and netball everyone has played these so they didn't need to be shown how to play. I knew they enjoyed it because there was a lot of clapping and laughing a sign that the students were comfortable with us and were having fun even though they didn't** ②
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know us very well. We had a lot of feedback from the students as well, asking to have another tournament because they enjoyed it that much and we also gave them feedback and thanked us for letting us take them. We also gave them a bit of advice about taking P.E and that it is a great subject and does have a lot to offer.

There were pro and cons to our event, where we had to sadly tell Mrs BH we couldn't take her class for the tournament because of other school curriculum happening that day. We weren't all disappointed but I thought that it would have been good to get them involved as well. With our intended goal which was to get as many students to participate it didn't work out though. With great communication between us all we managed to run though all our responsibilities smoothly. All our actions were also well organised and there were no bad decisions made during our plan.

In conclusion, I believe we achieved our aim. We provided an event which everyone knew the rules to and how to play, and would think was fun. By using team games and the multisport set up everyone had to get involved so was getting active. With help of my group all balanced everything up and if I had the choice to hold this event again I would consider a more exciting twist to the sport that can be held for a longer period of time with the involvement of more year 9 students. And by this working, a more helpful source would be to hold it during a lunch time instead of one period so that both classes could get up, get active and get involved either than just one. Overall my group did excellent and hope that in the future other year 12 students could help our younger students and give them the opportunities that we have been given.

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	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to examine the implementation and outcome(s) of a physical activity event or opportunity.</p> <p>This involves explaining:</p> <ul style="list-style-type: none">• the implementation (including the planning)• the outcome(s)• the way in which the outcomes are related to the planned aims/purpose. <p>The student has briefly explained the implementation and what they did with the student (1).</p> <p>The student has identified an aim and described what the outcome was from the sessions (2).</p> <p>To reach Achieved, the student would need to:</p> <ul style="list-style-type: none">• explain in more detail the outcome(s), both intended and actual• explain in more detail how and why the outcome(s) is related to the planned aim/purpose.

Student 6: High Not Achieved

NZQA Intended for teacher use only

During the special needs unit 2.9 we worked with kids from the disabled school down the road. My partner GL and I worked with MH who was 14. MH sometimes was a bit hard to work with at times as he did not enjoy doing physical things. Although MH loved Harry Potter and Lord of the Rings and Star Wars. MH did not like many physical activities but GL and I work out if we somehow related it to one of the 3 movies MH was very willing to participate. My aim with MH was to get him to try new things and participate in every activity we offered for him. I felt like I had achieved my goal with MH as we came to the end of the six sessions with him he was a lot more willing to try new things and activities. I was very happy with the progress that he made throughout the six sessions and I really enjoyed working with him. Our first session with MH we took him on a tour around the school. This was very helpful as it gave us time to get to know him as discover what he liked and what his hobbies were. From this I learnt that he is not a very active boy, but loved to watch movies and play video and computer games. We took him to the chess board which he was very interested in although he was unable to move the pieces himself he has very good communication skills to be able to tell myself or GL where he would like the pieces moved. During this lesson, we had planned to do some ball and hoop activities by getting him to roll the ball into the hoop and making a game of it for him. We thought this might be something he hadn't done before with him but this did not go to plan and he had limited use in his hands. During this lesson is when we discovered his love for Harry Potter, Star Wars and Lord of the Rings. So, after our game of chess with MH we took him to the tennis court where we found him a stick that looked like a Harry Potter wand. He loved this and acted out to GL and I many scenes from Harry Potter. MH quoted Harry Potter for a good twenty minutes. This started to get a little bit frustrating for GL and I as it was very hard to get a word in and ask if he wanted to try something new. I found this lesson a little bit challenging as he is not very willing to try new things and if I was to ask if he would like to do something majority of the time he would just reply no thanks.

Our second lesson with MH we paired up LP and her partner. At the very start of the lesson we played chess with MH and AS, once again MH related this game to Harry Potter pretending he was Ron and AS was Hermione. This was good fun for both of them as AS really enjoyed it and loved the fact that she was Hermione. After this game, we went by the gym and found an open area where we laid some cones down about 25 metres apart and got MH and AS to race each other and see who won. Although MH did not really understand this and decided to just go straight but I helped him with his chair and we managed to go between the cone. He really enjoyed this as it was something new and he got to do it with someone else. He really enjoyed this although he did lose but that was because he did not go when the buzzer went. I thought that this lesson went very well as we tried some new things and it was good having someone else in a wheel chair to help relate with time and join together in games and activities.

Our third lesson with MH was not there so GL and I had a 14-year-old boy NK. MH was a lot easier to work with as he was able to communicate with us very well whereas NK was not as capable to do so and would only say limited words such as car and more. We had previously planned a lesson for NK which involved a chess game and a treasure hunt along with some time on the school tramp. However, he was a lot less capable than MH so

we had to work around these issues. At the start of the lesson we took him for a walk around the school to get to know him but this proved to be very hard as he did not communicate very well with GL or me. Although we found out that his favourite things to do were to go fast on his wheel chair by GL and I pushing him fast and laying and resting on the tramp while we slowly bounced the tramp for him. Although he physically couldn't tell us he was enjoying this we could tell by the expression on his face and what he was doing with his voice. From NK care givers, we also discovered that he had been horse riding that day and loved riding horse. I really enjoyed working with him even though I found it more challenging than working with MH.