

Exemplar for Internal Achievement Standard Physical Education Level 2

This exemplar supports assessment against:

Achievement Standard 91336

Analyse group processes in physical activity

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 analyse comprehensively group processes in physical activity.</p> <p>This involves, using ongoing reflection to evaluate group processes in relation to their nature and benefits, through experience in physical activity.</p> <p>The student has been involved in a ssrange of physical activity experiences in which to provide ongoing reflection of the group processes (1).</p> <p>The student has explained the group process of decision making in relation to its nature and benefit or how the group process(s) benefited the group (2).</p> <p>The student has evaluated the group processes of communicating and working together in relation to their nature and benefits (3).</p> <p>For a more secure Excellence, the student would need to evaluate in more detail the other group processes rather than just focusing on communication. The student could also evaluate some of the group process theories to provide more depth to their evaluation.</p>

Lake Pupuke

When we went to lake Pupuke, this was my first trip with my outdoor class as I arrived in the middle of term 1. I was relatively worried at first because the class members all seemed very close apart from me. I knew only half the class members and didn't know the rest. NH was a good friend of mine because she is in my tutor class so I tried to work with her most of the times.I felt quite isolated and didn't want to share my opinions because I wasn't comfortable with one of the boys I had to work with. I think according to Tuckman's group theory, I was at the "forming" stage because I was driven by a desire to be accepted by my group members and avoided any conflict or feelings that occurred with the group.I realised the girls were more focused than the boys. We maintained on task more whereas the boys just sat there and talked, they would always be talking about irrelevant things to the task. However, we all contributed in our share of opinions and ideas during discussions. The behaviours that I observed were that the boys joked around a lot, which made us all laugh and have a fun time which rather helped our group get friendlier and get to know each other better. I think we are at the polite stage at this moment (Coggs ladder) because we are still getting to know each other and ideas given were simple. At the lake, my class was put as one group when we were kayaking. During this, our group had effective listening by staying quiet and focusing on what our instructors were telling us to do. This ensured everyone was aware of the instructions. ...I saw Jason and Anthony do the T-rescue and I was able to get an idea of how to do it. They did very slowly so that I was able to learn.when I did it I got some help from group members who saw that I was struggling. Quinton got assigned to help me and he was very helpful showed me clearly what to do. I failed a few times, but we worked co-operatively. He gave me some feedback on what I was doing wrong and I considered all of this and I was able to do this in the end. He also helped me in a positive way because he kept saying "try again, you can do it" and had a smile on this face. Giving me feedback helped me to improve the skill which is one of the benefits of working and learning with others in the group.

I feel much more comfortable around my classmates. I have made new friends with some of my group members which has helped me gain a bit more confidence.I am more comfortable talking to some of the boys and asking them for help.I believe that we weren't working cooperatively as a group as well as we should have. I think that the group needs to use more effective communication by using loud voices, having active listening skills and giving feedback so the group can function much better.

Ponui

..... We got assigned to decide what food to bring for our overnight trip.

Hunua Tramp

On this tramp, the behaviours that I observed to start with were that me and my group members were all quite shy as we had Year 13 outdoor student join us in our groups. None of my group members know the Year 13's so we were all getting to know each other better as we started our tramp. According to the idea of cogs ladder, we are at the "polite stage" because ideas were simple and we were still getting to know everyone in the group. Also there was a limit to self-disclosure because every member of the group wasn't confident enough to share their ideas publicly or be dominant

around the others. This was like starting all over again with other group members as we had moved on to the “why we are here” stage of Cog’s Ladder with the other members of the class as we had been working together in the kayaking and the overnight trip. We had started to form cliques and were questioning each other about decisions..... They had effective communication and kept the group together. They gave some rest stops if people were struggling at the back and used good map skills to direct us in the right direction. Since our group was quite big, it was important that we stayed at the same pace and made sure no one was lacking behind.....I think that by the 2nd day, the dynamics of the group had changed in a positive way. We have become friendlier with every member in the group from socialising to working together as a group. We were starting to walk together as a group more and were able to include every member...as a result of socialising with the group it made it much easier to work together when we had to make decisions such as when we came across a fork we straight away stopped and gathered as a group to discuss where we were on the map. Once we had established where we were it was easy to find out which way to go as everyone was involved in looking at the map and therefore this meant that whatever direction that we took the group was happy with as we were all a part of the decision making process.I think that the last two days we were at the “Cooperation Stage” of Cogs ladder because we had a good team spirit building up and our groups productivity increased. Also if new individuals were introduced to our group at this point, they would be viewed as outsiders because our group has formed a strong team bond with the original group members. These points are what the “Cooperative Stage’ states for the idea of Cogs ladder.

1

2

Woodhill Mountain Biking

For this mountain biking trip....With just the girls. I was already friends with them and had been involved with them in the previous activities, so it helped us to work together more easily without any awkwardness or conflict....I think that we are at the stage of “Why we’re here stage”. This is when group members want to know why they have been called to together for this mountain biking trip, we were put together because we all had the same ability and confidence in mountain biking...we worked together by helping each other adjust the helmet correctly and making sure that bikes that we were riding were suitable that breaks and gear worked correctly. ...every member of our group stayed at a slow pace so that our group were able to ride safely....making sure everyone was alright....when one person would lag behind we would stop and wait for them to catch up....we made positive comments like “Are you alright and?” and “it’s okay!”. This resulted in a more positive environment and helped the group to function more positively...we all stayed together gave each other support and kept positive at all times. So we were able to learn how to mountain bike with more ease and confidence and feel safe while doing it at the same time. Working together and communicating positively were the most important group processes I thought as it made the trip more enjoyable and fun to be involved with.

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Rotorua Redwood

.....When TH fell during one of the sharp corners very member of the group got off the bike and went to see if she was okay and helped her up....I believe this made our group dynamics more positive because we knew that every member was supported by the group and we will stay together and work together at all times...According to Tuckman’s theory I think that my group was at the ‘performing’ stage because we.....

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to analyse in-depth group processes in physical activity.</p> <p>This involves, using ongoing reflection to explain group processes in relation to their nature and benefits, through experience in physical activity.</p> <p>The student has been involved in a range of physical activity experiences in which to provide ongoing reflection of the group processes.</p> <p>The student has explained the group process of decision making, how this process is applied and why. There is also evidence of what the benefits are when using this process such as less conflict within the group (1).</p> <p>The student has also explained how different roles are allocated in the group and why. Benefits of using this group process are provided such as, having a clear leader (2).</p> <p>The student has started to evaluate the group processes when considering roles within the group (3).</p> <p>To reach Excellence, the student would need to evaluate in more detail the other group processes used.</p>

When we were first put into groups we were pretty happy because we all knew each other so were past the polite stage on the COGS ladder of team development (getting to know each other) because most of us were into the same classes throughout high school and also had some shared interests i.e. sports. This meant while we were organising our tramp we were in the 'why we are here' stage of group development on the COGS ladder, this meant we were defining goal, starting to take risks and sensing that some students may have hidden agendas. For organising the tramp we took on a democratic leadership style which meant that there wasn't a clear leader but all of us joining in (in doing this we were showing effective communication, making decisions, remaining in task and working cooperatively). When deciding who took what equipment we took a more participative role when making decisions about who should bring what on the tramp e.g. I said that I have a burner so that I can bring it, then NH said that he had one as well, AS said that we should bring both of the them, that way we would be able to cook our food faster and even be able to cook a wider variety of food as we would have more than one cooker. Both AS and I agreed that bringing two cookers would be better seeming as we both had one. This was an effective decision making process. The positive result of this process in preparing for the tramp made it easier and quicker to get ready and because we all had input and all agreed on what to bring therefore creating less conflict with in the group. But finding out closer to the tramp that one of our group members couldn't attend the tramp but we responded to changes alright in this group. This time we had LP and AS take charge as the group leader (autocratic leadership with defined leaders) we had been given the new food lists and equipment and food, but I felt as if we should have all decided together, In this group I frequently observed effective communication, respect for difference (because some of us are not into the same things like MH are into rugby and I'm into mountain biking, also I'm quite so the group all knows this and gets me involved) and working cooperatively. These are helpful on building group dynamics because by showing this everyone in the group can get stuck in to reach shared goal easily. For example we had a goal of making sure we had enough to eat so we don't lack in energy. We had thought of this goal during preparation we took it into account and brought more than enough food for tea and lunch on the tramp.

1

In the next activity our group is making decisions, in some case we opt for democratic leadership where everyone has input, but in some cases we use autocratic leadership whether one person was the leader. For example in the abl activity were we could only touch the ground with our hands LP Became the leader and told us what to do because we couldn't think of anything. She is confident girl in the class and gets on well with everyone which is probably why she took charge. She also has a loud voice and can make herself heard over the noise made by some of the other groups. I think we were probably in the Constructive phase of COGS ladder where some team spirit was starting to build in this activity. This had a positive effect on the group as because we only had one clear leader meant that we weren't trying to get idea out over the top of each other making this activity easier to complete.

2

Choosing a good leader is a good group process to use as most groups will do well under a good leader as they can stop conflict and help groups to function effectively. Us boys have started to see a clique forming in the group, between the girls. This is a clear example that we are in the 'why we are here' stage of group development because in this stage we see cliques form. This has a negative effect on the group because all the work is currently being done by us boys while they are talking rather than joining in and shows at times that we are not

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working together as a group. I observe the group using effective communication, providing assistance and support and working cooperatively, an example of this is the tramp. During the second day of the tramp we carried one pack between the group myself and the rest of the members showed all these practices. On the walk up to the second hut three members of the group were happy to carry the pack up and don't want to swap even after everyone continuously asking. After lunch, on the walk home I could see that most of the group members were fatigued from the extreme walk up so I offered to take the pack the whole 3 hours back with all group members agreeing. The group needs to carry on demonstrating working cooperatively, effective communication, making decisions; active participation and we also need to get rid of the clique in our group to move up on the COGs ladder of group development. I think we need to be able to decide on a plan before jumping in blind and to be able to maintain on the set task so that the group can function better, so we know what we are doing and stick with it without getting distracted. Deciding on a plan will help to provide direction to the group and will also help avoid conflict as people will know what we are doing so that there won't be arguments, we will also be more efficient with the task. An example of this was the ABL activity where we had to get from point A to point B with a mat and a rope without touching the ground. We devised a plan before we started by making sure we kept in a order and that the people at the front and back were strong enough to hold on and throw the mats out in front. We made sure we kept close together as part of our plan so that we didn't have to pass the mats so far. Instead of it taking 40min to complete it only took 15. I think we should also try and raise moral in the group to make sure people don't get distracted and stop and think what the best ways to do this before starting is. I currently think we are the 'why are we here' stage of group development. This is because us boys know there is a clique in the group which influence decisions, total work being completed and others influence others opinions occasionally. I do not see this group moving up in COGs ladder until this clique is removed.

In my new group it is very interesting to see how the group's dynamics and leadership styles have changed from our old groups. In my new group I think we are at the constructive /Esperit 'stage of group development of COGS ladder of group development. This means we are building team spirit, actively listening, accepting. Open minded and working to a high standard together. Compared to my old group where we were at the 'why we're here' stage of group development, which mean cliques grew in our group, started to define goals and began taking risks. In terms of group dynamics this new group is far better. I think we have moved forward in this new group because well get along share common interests and are able to joke around with each other and not get offended (know our limits) and therefore are able to show the following skill; all work cooperatively, all helped to solve problems, all help make decisions that are agreed upon by all and maintain on a set task. For example we had devised a plan to split the group into two to make the snow caves. While building our snow cave we would take shifts one cleaning and the other digging to maximise the work being completed and not getting exhausted., we would also go up to check on the other half of the group during our breaks to give them a hand. Also just before it was getting dark when we had finished we came up to help them and noticed that they weren't able to fit all three of them inside so us as a group decided that our cave was going to house 3 and the other two. This was a clear example on how our group has evolved to solve problems, make decisions and stay on task. With every passing week I see our group dynamics evolving and moving forward. For example first lesson together we were kidding around a bit too much choosing a name but the next week doing food prep were totally focused on completing the task.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to analyse in-depth group processes in physical activity.</p> <p>This involves, using ongoing reflection to explain group processes in relation to their nature and benefits, through experience in physical activity.</p> <p>The student has been involved in a range of physical activity experiences in which to provide ongoing reflection of the group processes.</p> <p>The student has explained the group process of problem solving (1) and has provided a benefit of using this group process (2).</p> <p>The student has explained the group process of making decisions about food choice (3).</p> <p>For a more secure Merit, the student would need to focus more on the ways in which decisions are made or ways of communicating.</p>

Lake Pupuke –

I was nervous at first as it was my first time kayaking properly but the instructors and my group were very helpful so I didn't find it as hard as I had expected from what I had heard from my peers. I think I found it easier because I knew everyone in my group very well, and I trusted them especially as they had already had a lesson learning how to kayak, therefore I was in a comfortable environment, which is a very important factor for me personally. At first it was hard to kayak in a straight line which was very frustrating as it was hard to stay as a group and stop yourself from moving in the wrong direction, this showed my problem solving skills as I figured out how to use the rudder on my own and once my rudder was down it helped a great deal and made it much easier to direct my kayak. Though having the rudder down helped a lot, I found it difficult to get used to the foot pedals as the opposite pedal directed the kayak in the opposite direction. It was comforting to see that I wasn't the only one having difficulties, LP also found it hard to direct her kayak. Here we used effective listening while AS helped us one on one explaining clearly how to use the pedals and by the end of the day we were kayaking confidently and perfectly thanks to all the practice. The instructor, TH, advised me to only watch the rescues that day as I had never seen or done them before. This gave me the chance to observe my group and how they worked together. I noticed that there was a very wide range of abilities and some people were not as confident as others at capsizing their kayaks. We all had respect for the difference in everyone's abilities and took them into consideration by encouraging those who needed it most eg MH who wasn't keen on capsizing so the group encouraged him by talking him through it step by step. I also noticed our great problem solving skills while watching MH do the X and T rescues. We used our problem solving skills to figure out why MH couldn't do the specific rescue, we all pitched in ideas and worked co-operatively by forming an opinion on what the best way to do the rescue was, we came to the conclusion that her hands were placed incorrectly therefore not allowing her to get her boat up properly. MH responded to our assistance and support positively, acting on it appropriately and the benefit of this was that she managed to get her boat up out of the water when involved in these rescues. After watching a few rescues, my group encouraged me to give it a go. TH helped me do my first barrel roll. I wasn't nervous as I did it in shallow water and TH was standing in the water next to my kayak which showed great support and team work, ready to help in case anything went wrong. I didn't find it too difficult thanks to the effective communication from TH, he talked me through the rescue which helped keep me calm and complete the rescue correctly. As the first day observing my group, the processes and practices I observed were what we had expected because we all have the same social identity (Refer Social Identity Theory) as we are all interested in sports and kayaking in particular which helps us work well together. Also because this whole group is friends outside the classroom this helps break the awkward polite stage (Cogg's Ladder) straight away on this trip and helps us to communicate better and trust each other more. I had lots of fun kayaking and I am glad I got my barrel roll done. I am really excited to complete the rest of the resources on our trip this Friday.

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Ponui Island - As this was our first overnight trip there was a lot of preparation. We learnt a lot about kayaking in class, naming all the parts of a kayak and we also went over all the things we needed to take as we had such little space to put everything as well as the right food (not too heavy or large, nothing that would get squashed or go off in our kayaks and also food that would give us the required energy and keep us full and satisfied throughout the day.) My group consisted of LP, AS TH and MH. We're all really good friends which was good as it helped make it an enjoyable experience and we were also very comfortable with each other and not afraid to voice our opinions. Though this was also bad as it was very difficult to come to a conclusion with our menus because we're all so opinionated. We didn't have a leader but we found it much better to work as a group and brainstormed lots of ideas. It was hard because some of us have very specific food preferences but after changing the menu many times, someone suggested butter chicken which we all like, so we decided on butter chicken for dinner and bacon and hash browns for breakfast with bacon wraps for lunch which we all agreed on because it's food we all like, it didn't take up much room in our kayaks and also wouldn't go off. We all went shopping and decided what to buy. We decided to make a list of what we needed and then divide the list between meats, breads and miscellaneous items. We then took a list each when we arrived at the supermarket and then went and got those items so that the person pushing the trolley did not have to go all over the supermarket to get things. This worked well as it did not take as long to do the shopping.

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It was a beautiful day when we kayaked to Ponui Island. I decided to take a single kayak as the sea was calm and I was confident. We had an instructor for our group, but he preferred to let us take turns leading the group. We had trouble with our leadership skills as some of the boys took off without the group and refused to

listen when LP and AS were leading, though this could have been because they couldn't hear them as I barely heard them also. We can fix this problem by the leaders speaking more loudly and clearly and by having the rest of the group listen actively and do as the leaders ask. When we arrived at the island, we first set up our tent as it was important to get that out of the way before nightfall. We worked well together and also had some help from the boys group. As we still had a lot of time before nightfall, I took the initiative to finish all my rescues first, before going for a swim with the rest of the students. MH was my partner as we both hadn't done the T or X rescues yet. We were both very nervous and kept on having to wet exit, making it very time consuming. We took into consideration how nervous we were so we made sure to give lots of encouragement. We realised that the problem was that we were freaking out too much when under water and needed to relax. We solved this problem by borrowing goggles, which allowed us to see under water and this calmed us down a great deal. We then completed the rescues really easily with the goggles on.

That night we made butter chicken for dinner, LP cooked the rice mostly so the rest of us contributed my washing the dishes and also the next day AS cooked the bacon instead. We all contributed well therefore our meals were successful, though we learnt not to take butter chicken again as it leaves too much of a mess. The next day the weather drastically changed compared to the first day and the rough sea was much harder to kayak on. This time I decided to get in a double kayak with AS as we knew the rough water would be too difficult for us in a single kayak. I found it extremely tiring because I think I pushed myself too much on the first day, this taught me to pace myself. It was hard to stay in our groups, but we all listened effectively and followed our instructors. LP capsized and wet exited straight away, luckily an instructor was near and quickly helped get him back into his kayak, this was good as it let us see all our training used in a real situation, teaching us how to deal with it accordingly.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to analyse group processes in physical activity. This involves, using ongoing reflection to explain group processes through experience in physical activity.</p> <p>The student has been involved in a range of physical activity experiences in which to provide ongoing reflection of the group processes.</p> <p>The student has explained how and why the group process of decision making is applied (1). The student has also provided some information on why this may have been a benefit (2).</p> <p>The student has explained the group process for the way roles in the group are applied, such as, how and why the group is chosen (3).</p> <p>To reach Merit, the student would need to consider the benefits of at least two group processes. The way 'roles in the group' are developed needs more detail on how this benefited the group. For example, how is the student constructive and organised?</p>

2.10 group processes reflective journal

6/7/2013

Early Days

Some of the processes and practices that I have observed in my group are group practices, for example we had to work co-operatively communication, feedback, leadership and more to sort out what we had to do for example equipment, food, and clothes for our tramp. This enabled the group to organise a lot better so everyone carried equal amount for the three days we were away for. I expected our group was going to be hard work because we all had different attitudes and behaviours. We were all quiet and not talking to each other as we were just getting to know each other first (polite stage of COGS ladder) when people are checking each other out. Our communication was limited to polite conversation about friends that we had in common and how you were. We needed for the tramp many things so it was important to organise before we go. And this way we would not forget anything important. We used effective communication for this process. This way everyone worked co-operatively to solve the problems. Eg when we had to get our bags packed into the vans for the tramp we all talked about leaving our food out to stop it getting squashed. We made these decisions by talking to other people in the group and discussing as a group what would be the best way to pack the gear into the vans, this is probably because everyone cares what happens to their gear when getting packed and that nobody likes having squashed food. This being positive because this was the first thing we had worked on as a group. We tried hard to all work as a group and I know this is getting better because we are all getting on well and starting to talk more as a group. I think the stage of the COGS ladder we are on is constructive. Eg everyone gets a say in what the group is doing so that makes the group democratic because everyone get to say on their opinion and puts in a say which makes everyone feel included. Everyone has an agreeable manner this helps with making our decision. Sometimes this doesn't work because I think everyone just says yes because we have sum autocratic leader who tells us what to do. I think the others are too scared to say what is on their minds so everyone says yes. Other processes that helped us were goal setting for example we all set a goal to work in our groups at cooking. This worked because we had direction and made everyone work harder. Also to work to get things handed in on time and take on feedback to help our group get further up the COGS ladder.

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After a few sessions together

I have noticed that our group is now making good decisions most of the time everyone has their own say on each decision as well listen and decide on the best option (constructive and democratic leadership). The reason that our group is making good decisions is because we have a leader for different tasks. The dynamics of the group has changed because we all have jobs and we all have times to lead them. SO what our group needs to work on is to make more effort to listen to the leader and give support and care. For example when I told everyone that we should take up one

bag on the 2nd day and take just food and water so we can share the bag around. Two people in the group said it was a dumb idea. Lucky they came around and we worked it out by setting reasons for and not for. This was also good problem solving. Also to get further up COGS ladder we need to use more group processes like positive feedback and set and review more goals to make sure we have a target to get. To make sure that we stay on the right track we need to give feedback from member in our group that could have better ideas for the task. We need to keep on working constructively to accomplish tasks to help us bond better as a group and move up to the constructive stage on the COGS ladder to esprit or flow. We will know when we are there when the dynamics of the group begin to change for the better. Eg leadership roles will be passed around to other members in the group and relationships better in the group. Overall our group worked well on all tramping and a few things need to change to make sure we bond for our next trip.

Later on

In our new groups that have been selected it seems that Mr....put us in group of same likes and dislikes. This group seems to work a lot better cause I think it is made up of the same people.from my last group has continued to be the leader and taken on the role of responsibility as she is outgoing and talkative and has some knowledge about the outdoors which means people listen to her. The rest of the group hasn't had any problems about this though because she has good communication skills and is not real bossy plus she likes talking. She also gets things going because it takes a while for the group to get organised. Having the same leader it seems it hadn't changed much. She is leading how she was in the last trip, however because she knows more about being a leader now she is very constructive and organised which makes things flow in the group when we do activities. She spoke clearly so our group remained calm, and collective throughout the activity. Coming straight into this new group I would say that we are at the constructive stage on COGS ladder, this is because we have all been in groups before and understand the dynamics of being in a group. Plus we had a good nominated leader. For the first actively our team spirit had continued to group and we use our resources well. Eg used someone else's snow cave whenbroke the ones her was digging. Decisions in our group are usually done democratically, when all come up with ideas then agree on the best one. Then because ofgreat leader skills she controls the group thought plan we made. Because we have a defined leader to control us the group can focus on doing the job they have been given, so that activities are accomplished more efficiently. A group process that were using now is Active Feedback, this helpsmake decisions and keeps the group happier because they all get a say. egwill ask if we know a better or easier way if she gets stuck. We need to keep on working as a group to accomplish tasks. We need to give other people leadership roles so that they can understand what it is like to be a leader, this will help them learn what dynamic role they take in the group, because of this we can function better and move up to the top stage 'Esprit' on the COGS ladder. To do this we will nominate a member that has experience in an activity that we are doing.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to analyse group processes in physical activity. This involves, using ongoing reflection to explain group processes through experience in physical activity.</p> <p>The student has been involved in a range of physical activity experiences in which to provide ongoing reflection of the group processes.</p> <p>The student has explained how and why the group process for ways of communicating is applied (1).</p> <p>The student has briefly explained the group process for decision making (2).</p> <p>For a more secure Achieved, the student would need to:</p> <ul style="list-style-type: none">• explain in more detail the group process for decision making. For example, why the person leading the group was put in this position.• explain in more detail the other group processes. For example, for decision making, how did the group decide to evenly distribute the load (3)?

Rotorua overnight mountain biking excursion.

The groups that the two classes were put in were sufficiently accurate. The groups were divided into beginners, average, and experienced mountain bikers. This made it a lot easier for individuals as we were put into ability groups. I thought this was a much nicer plan because the ability groups would decrease the amount of issues that may occur during the excursion that may include, getting lost, getting left behind or injury. This was one of the processes we did as a whole group together, which definitely made a huge impact on us all and the group. On day one of the excursion the group I was in (the beginners group) made goals together and decided on a plan of action for the day this was really good because of the fact that we had made it a group/joint decision that we all agreed on. I realised that during the day individuals in the group, like Syba and Bianca started to open up as we spent more time together. We each took on leadership roles and showed great communication and support with each other during the day by always supporting each other when we were riding. We did this by saying things like 'nice riding' 'wow you did primo going down that hill'. I suppose this is because we are at the 'Norming' stage of Tuckman's model as group we had gained confidence because of the ability group that we were in. [REDACTED] was always at the front and mostly lead the path and the pace for the rest of us and I felt that was good because we all had similar abilities toward mountain biking and we were supportful for each other. When we had to go down a difficult steep track, we would support each other individually and I felt that it made a huge impact within the group because everyone felt apart of the group and we got along together. Although during some legs of the track some of us grew tired I noticed that the rest of the group would respond to the needs of others and we did this well with each other as we all had the same pace and had support with us along the entire way. During the end of the day our confidence grew significantly that we became excited for another day of mountain biking in the Redwoods because we tried things that we would have never done and we enjoyed each others company. On day two, the beginning began the same way except that we had to pack up our gear early to head off to mountain biking. When we got back to the Redwoods the group acted on feedback from our performances the day before which made planning easier as we reflected on the types of tracks we were able to do and our level of confidence. During the day the groups communication became more positive as we had developed more of a positive attitude toward this activity and therefore we had lots of support during the day. Once I found Bianca and I near the front of the group walking down the hill because [REDACTED] had fell, but we got ahead of the issue and checked to see if [REDACTED] was okay and identified where the problem may lie and notified the others to prevent further risk of injury to the other group members. This action made me feel that we not only cooperated well as a team but we always used our initiative. We always maintained on task and we kept wanting to move up levels to try new things so we decided to go further in the redwoods to try an advanced track which we were all nervous about at the start but we had fun and made it through with no injuries in the end because we all actively participated and put our practice and encouragement to work. I believe that the functioning of the group was good. This is because our planning, cooperation and encouragement within the group went well and at the end of each day we were happy and enjoyed our time.

1

Waitakere Ranges, 3 day tramp.

For this tramping excursion, the groups have had planning and training done a few weeks prior. The planning and training done ensured that each group member would know what to do while on this excursion and have had some experience to the environment that we would be travelling in that would further reduce risks such as injury to individuals or getting lost. This is because the planning included planning for meals and what gear would be appropriate to take and the training for example would include map reading and how to pitch a tent. I realized that throughout this excursion our tramping group showed that our group processes and functions that we have used had developed our group further as a well managed group because the processes and functions had a positive effect on each individual and not just some. The group processes/functions were we made decisions quickly, had effective communication, responded to needs and changes in the group/individuals and environment, worked co-operatively and considered and evaluated feedback co-operatively. As a group we would always display effective decision making before tramping at each stop. We did this by notifying each group member with information such as what time we were expected at a destination or which track to take. For example when [REDACTED] took over, he had was obliged to tell us what track we were taking and he would decide when we would take a break and this made the group feel confident in him to lead us and to carry on with the tramp as we were supposed to go and what to expect, and every member respected each leaders decisions as we all had similar knowledge about these tracks and where to go. Each of us had shown effective communication and co-operation throughout the 3 day tramping experience.

2

This was because each of us would work together no matter what the situation and the environmental conditions. For example when [REDACTED] was leading he would have always communicated to us if he thought there was a hazard above and would sometimes advise us on how to overcome these and he would get along with all members and encourage us to get moving by praising us and influencing us with a positive behaviour and helping us with difficult situations. Although some of us would really find it difficult a group member would always find a way to encourage us, for example when i was too tired to walk on the second day [REDACTED] walked with me to help motivate me to go faster and it had worked because i felt more apart of the team and motivated. Moved faster together because we all worked efficiently together and helped each other out.

For example when we were crossing rivers, we would use communication to help each other out such as using positive words to help motivate members and instructions from the people who've crossed on how to cross the river without falling. This made us work faster and develop our group dynamics further because we learnt to work together and helped each other in a tricky situation. This team effort from everyone and cooperation needs to continue happening. With this, we would all be able to work through difficult situations faster as a group and get things done. On the last day, things have gone better for us as other group members learnt from others feedback and we were more compelled than ever to get through the day together as a team. In conclusion the functioning of the group throughout these three days have been excellent, this is because from day 1, the group had already displayed effective functioning of the group by showing effective communication and cooperation. This may be due to the groups previous excursions together, but if the functioning of the group wasnt good we would not have helped out each other or encouraged one another.

Ponui Island overnight camp.

Our day started off early as we had to arrive at school before 8.15am. We had planned for this overnight camp for about 5 weeks now and have been educated and prepared for this with lessons and experiences on and about kayaking. It was good that our class had already gotten to know each other, because we haven't really gotten to know the other class just yet. Our social identity within both classes were similar, which meant that we had the same interest and views on the outdoors and in sports. Getting to spend a day already with the other class was good as we avoided any conflict overnight with people that we were yet to know and to spend more time with them to know them better like we have with our class. The first stages of planning for our camp we had to know one another, which was done. We then got to the point where we had to plan who we wanted to stay in a tent with. It was simple for the girls as there was only three, [REDACTED], [REDACTED] and I. Then there was 6 other boys, our groups formed easy and we learnt to read weather forecasts, put up a tent and use cookers specially made for the outdoors. The tasks were simple, but it was good to go other them to recap our minds and get a similar experience of what it would be like in the outdoors. We had to make list of equipment in our groups of three of what to take with us on our adventure, then shared this with the class which had then formed to a class discussion. There were many good points made and few arguments and which things were essential to take. We had many ideas of the sorts of food we were going to take to our outdoor camp, and my group and i didn't have any arguments on any of our choices, the food suited everyones dietary needs or concerns. [REDACTED] is in my tutor class so i already know her well, just as i have with [REDACTED] our German exchange student. The others were all in different classes and [REDACTED] and I are already in two other classes together. Within my group we decided on who was going to take what so we could evenly distribute our load so that our packs would not be so heavy. The boys wanted to bring things which needed eggs or milk but they had to substitute with things such as sweetened condensed milk instead or having to bring extra containers for liquid things. My group and i decided on pasta with some meat, sausages, and vegetables, courgette so that it was easy to cook and clean up afterwards, as some foods proved to leave too much mess afterward like eggs or fish, like [REDACTED]. Everyone had a turn to take on the leadership role and we looked out for one another out in the sea, different people had different and common positives in their way of leading a group. Noone had any grudges with one another, and the weather on the next day didn't put any of our group in a bad mood, but made us work closer with one another and strengthened our bond with the other class. I found that the thing that had worked out the best with both classes was teamwork, because we all looked out for one another and had gotten to learn about each other more the more that we had to stay out there. Through the tough weather we were more determined to help each other and got to know people from the other class as we had to merge our groups together.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to analyse group processes in physical activity This involves, using ongoing reflection to explain group processes through experience in physical activity.</p> <p>The student has briefly explained how the group process of ways of making decisions about how the load was spread out which also has some link to roles and responsibilities of the group (1).</p> <p>The student has briefly explained how the group process of decision making is applied (2).</p> <p>To reach Achieved the student would need to:</p> <ul style="list-style-type: none">• identify clearly the physical activities involved, in order to use ongoing reflection• explain in more detail why the group processes were applied. For example the student could explain further on why different members of the group have different roles according to their leadership style.

When we were first allocated our groups, it was ok because I know each person in my group and knew what they like to do. E.g hobbies, social groups etc, so it was easy to along with them. Some of the pocesses we have to do for the tramp was we had to go home and find out how long the tramp is. What the weather is going to be like. We all had to work out who was the autocratic, democratic and the laissez faire leader out of our group. Then we sorted out what food we should take and what gear we had to take.

Some of the positive things out of our group was that I knew each person, so I knew what the strong points and their weak points. Another strong point was that we are all young fit people, 'healthy people'. We are all boys which enjoy the outdoor life. Even though we were fit you never know what could happen next. One of our team members AS got cramp which was a negative point. The group had to call on the teacher support to help carry LP back pack. More negatives are that we didn't take enough food.

When we started working as a group we were sorting out food for the tramp. We had to work as a group and pack what food was best to take for the tramp. As we wanted light food but high in energy to last the 9 hours to walk in and the stay. The current stage in the COGs ladder is the bid for power which is when a group member wants to be the leader of the group. DD is trying to be a leader. He has got the group working all as a team. He has shared the work load out even. As a leader he is helping to. A negative point is too many trying to be the leader. We are making better decision as a group because we have to rely on each other for help and support. The changing in our group was that we supported each other in the duties to run a tramp. We knew we had jobs to do as a team. We didn't want to let others down by not doing our job. **The behaviours and practices like decision making we have put together as a group are the people that cook tea don't have to do dishes.** We have learnt to take turns with different tasks. We need to make sure there is enough communication and support and leadership support to keep the team focus and on task, not to let any of the group down. We can change by supporting and helping each other through each activity.

2

The leadership that we had before not as good as the leadership we have now because we have had more experience now that we did before. Some benefits are that we know who the leaders are now. Some group members have different roles in the group. Which are democratic, Autocratic and laissez-faire. This means that there are all different kinds of people to make a team. **The roles and responsibilities of our group has changed from our last group, because we now know our roles and responsibilities.** We didn't have any experience when we did our tramp. **Some of our roles and responsibilities are to share out even load of food and equipment through our group this was one of my jobs and I gave some of the stronger boy like MH some of the heavier stuff to carry as they could handle it.** The processes we have worked on is picking a good group leader. We need to have support group meetings with the leader to help the group function better. To discuss any problems we have we need to change in our group the equal amount of food and equipment. I think my group functions well because we all know our roles and responsibilities and skill with in our team members, so we know what each other can handle and do.

1