



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

Exemplar for Internal Achievement Standard

Physical Education Level 3

This exemplar supports assessment against:

Achievement Standard 91503

Evaluate the use of health promotion to influence participation 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 critically evaluate the use of health promotion to influence participation in physical activity.</p> <p>This involves:</p> <ul style="list-style-type: none"> • questioning and challenging assumptions about a health promotion process to make coherent and insightful judgements about the impact of the process on participation • using those judgements to identify and justify how the use of the health promotion process may be improved. <p>The student has questioned and challenged assumptions about a health promotion process to make coherent and insightful judgements about the impact of the process (developing knowledge and insight) on participation (1).</p> <p>The student has identified and justified how the use of health promotion process may be improved (2).</p> <p>For a more secure Excellence, the student would need to:</p> <ul style="list-style-type: none"> • question and challenge assumptions about other steps of the health promotion process to make coherent and insightful judgements about the impact of the process on participation • link clearly the judgements made from questioning and challenging assumptions to identify and justify how the use of health promotion may be improved.

This report will critically evaluate our use of The Action Competency Learning Process (ACLP) in order to run the physical activity programme. The key physical activities we focused on were 'moving to music' and 'invasion games' and we designed a 6 week programme for our students whom we met twice a week....The Action Competency Learning Process was a very helpful model to use for planning the physical activity programme for our 5 students. This was because it forced us to consider a number of issues from many different angles. Without the use of this model there are a important considerations we would have missed and our overall success would not have been as high....

..Step one (identifying the issue) was an interesting process for me because after going through the whole programme I have now begun to question whether there really was an 'issue' for some of the students with special needs at all. For example.... Our class was required to implement this process as part of our NCEA assessment and we were allocated students to work with. As we went through the action competency process we became aware that some of the students with special needs were already very active. This made me question whether it was actually appropriate that we were allocated a group without too much input from the students with special needs....

..Step 2 (developing knowledge and insight) - was a really important part in working out what the needs and abilities of the students actually were. We met with the students at their school before we started the programme to talk with them and play a quick ball tag game. We found out that Kayla and James were already both very active, Taine and Jackson were only really involved in the physical activity offered by their teachers but loved it whereas Nikau did everything he could to get out of PE and school sports. If we had not used the Action Competency Process we probably wouldn't have even bothered finding this information out and would have steamed ahead with just planning the actual activities. This could have been detrimental to our students and we may have ended up planning something completely irrelevant to them...Having the information about each individual student meant we could not only tailor the activities we offered to what they enjoyed but it also gave us some insight into how we could best teach them. I now really appreciate how different each individual student is and how hard it must be for teachers with big classes...

Step two (developing insight and knowledge) also forced us to consider our own attitudes and understandings towards students with special needs. For this step we had a group brainstorm and we listed down all our expectations, hesitations and questions we needed to find out.

We quickly realised our group held a number of assumptions that needed to be dealt with before we moved onto the next step. For example most of our group were really surprised to hear that Kayla and James were already very active. We had wrongly assumed that physical activity wouldn't have been a priority for them and we were also surprised at the level of understanding the students had of a number of different sports. It feels embarrassing to admit this now but before we spoke to our students I had assumed that they would all be pretty uncoordinated and possibly even lazy. Therefore in my opinion this process was very effective because it forced us to consider our own attitudes towards students with special needs and made us realise that we probably had much lower expectations of their ability to be involved in making their own decisions and participating in a physical activity programme...

Step 5 (Planning) was very useful for us because instead of organising a whole heap of random activities that might not have been pitched at the right level we drew up a list of enablers and barriers for each individual student. It was really difficult to pick physical activities that everyone was going to be comfortable but once we had thought about the specific barriers in detail we were able to offer modifications. For example Nikau struggled with coordination in ball activities and would get grumpy if he thought he was going to be forced into these types of activities. Because we had taken the time to really get to know Nikau and followed the previous steps in the process, we were able to come up with some really good ideas to increase his confidence. For example, we made sure we always used soft balls in the invasion games so it wouldn't hurt him if he didn't catch and we also gave him lots of encouragement when he tried something new. Introducing 'challenge by choice' to Nikau was also really effective and we found that usually when he didn't feel forced into something he was more likely to give it a go. Without going through the previous steps in the process we wouldn't have even thought about needing to offer these options for Nikau and we probably would have just got annoyed that he wasn't participating. This would have also reinforced the assumptions I had about students with special needs whereas now I can appreciate how important the planning and teaching process is for each individual student. I think this is relevant for everybody, not just students with special needs and therefore I believe this process would work for lots of different occasions.

Critically evaluating the process overall

After having a high level of success in implementing our physical activity programme I definitely believe that all the steps in the action competency process are necessary. There is no way we could have offered a suitable programme that catered for each individual in our group without thinking about the deeper issues that I discussed above... We did find that the process wasn't necessarily a step by step thing though and we often found ourselves going back to the earlier steps when something didn't work. For example when Kayla got upset with me in 'moving to music' I had to go right back to step two and consider whether or not Kayla had felt she had a voice in making the decision about what activities we were going to offer. I realised because she was one of the more confident and coordinate students I had taken it for granted that she would just participate in anything....

2

Overall I think the way we approached this task was very successful, however there are definitely some things I would change if I were to do this again. For example, I would try and look at gathering as much information from as many sources as possible rather than just relying on our group to come up with all the answers. I think we would have been able to do an even better job if we had worked closer with our students' teacher and possibly even their families when we were working through all the steps. One way we could do this would be to... I also think it is very important to consider this process as more of a cycle rather than a step by step thing that you can tick off and forget about before moving through each stage. If we had more time to meet as a group I would have like to have reflected and evaluated each lesson rather than just evaluating our programme at the end....

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to evaluate, in depth, the use of health promotion to influence participation in physical activity.</p> <p>This involves:</p> <ul style="list-style-type: none"> • reviewing in detail the steps in a health promotion process and their implementation • making coherent judgements about the impact of the process on participation. <p>The student has reviewed in detail the steps (identifying the issue and understanding) in a health promotion process and its implementation (1).</p> <p>The student has made coherent judgements about the impact of the process (the understanding step and the whole process) on participation (2).</p> <p>The student has attempted to question assumptions about the health promotion process (3).</p> <p>To reach Excellence, the student would need to question and challenge in more detail assumptions about a health promotion process to make coherent and insightful judgements about the impact on participation. They could then use these judgements to identify and justify how the use of the health promotion process may be improved.</p>

Last month our group ran a physical activity programme for 4 students with special needs. We followed the steps in the action competency process in order to plan, action and evaluate our programme. Our students had differing levels of physical ability. The main physical activities we focused on were 'net/wall activities' and 'moving to music'.

Evaluating the steps taken

Step 1 (Identifying the issue) We didn't really have much input into this step as our teachers had already identified the issue for us. We were told that the students had delayed development issues and that we would be helping them with getting active. I think this step would probably work better if in the future we got to identify our own issue and decide on what group we would work with ourselves. The students we were teaching also didn't seem to have a say in their own participation and I think this is an important part of the first step that needs to be considered in the future. Their teacher told us that they wanted more opportunities to get involved in physical activity but later in the process we found out that this was actually not true for a couple of students who didn't enjoy sports or PE.

1

After implementing this whole process it made us realise that just because the students had delayed development issues they should still have a say in whether or not they had to be part of this programme. One student was already very active and even had a personal trainer and this made us question whether or not he really needed to be part of the programme...

3

Step 4 (Understanding – gathering, analyzing and evaluating ideas) In step Four our group brainstormed a range of ideas about what physical activities we would include in the programme. The previous steps we had taken as part of the action competency process really paid off when we got to this stage. This was because we were able to consider physical activities that actually met the needs of our group rather than just jumping in blind. For example Ben had already met with the special needs teacher as part of developing knowledge and insight for step two and he found out that most of our group members didn't like some of the activities that required catching hard balls. She explained that this was because they sometimes struggled with the coordination of catching and hard netballs etc were intimidating for them if they missed and it hit them in the face. We hadn't even considered this at first but by the time we got to this step we had a better idea about what type of activities to include because of this previous knowledge Ben had contributed. We found out that one thing that all the students had in common was their love of music and dance. This was something we weren't really that into but we had to remind ourselves that the programme wasn't for us....

1

Step 7 (Reflecting and evaluating) In the final step of the process we reflected on the programme and evaluated our actions. We concluded that overall our programme was very successful because we achieved the goal of getting our group to enjoy physical activity and improve their confidence with the net/wall activities. On the last session we finished early and had a big talk with our group members about all the things they like and didn't like about the programme. We learnt that they all loved the moving to music sessions and this made us realise how important the information Ben had found out was. Initially we were going to focus on lots of ball skill activities and so Step Two of the process was really helpful because it forced us to see the potential in using the 'moving to music' activities....

2

I think because we were so successful the students will probably participate in these type of activities more often and without the need of us facilitating the activities...I personally learnt a huge amount from carrying out the Action Competency Learning Process and I will definitely be able to apply this to other things I plan in the future. There were a few things we could have done better. For example, organising wet weather options and having our equipment ready earlier but overall I think we would have made a lot more mistakes if we hadn't followed this process....

Evaluating the process overall

Overall I think that following the steps of the action competency learning process meant we were better able to meet the needs of our students than if we had just planned without a formal process. The main reason for this is that we did a lot more background work, gathering important information and thinking about the barriers and enablers etc before jumping straight into planning or teaching. It also forced us to think more deeply about issues like what voice had the group had in the decision and what some of the attitudes towards people with disabilities are...

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to evaluate, in depth, the use of health promotion to influence participation in physical activity.</p> <p>This involves:</p> <ul style="list-style-type: none"> • reviewing in detail the steps in a health promotion process and their implementation • making coherent judgements about the impact of the process on participation. <p>The student has reviewed in detail the step (developing knowledge and insight) in a health promotion process and its implementation (1).</p> <p>The student has made some coherent judgements about the impact of the process (developing knowledge and insight) on participation of this step (2).</p> <p>For a more secure Merit, the student would need to:</p> <ul style="list-style-type: none"> • review in more detail the other steps in the health promotion process and their implementation • make more coherent judgements about the impact of the process on participation.

Introduction

Our group used the Action Competency Learning Process to design 12 physical activity sessions for students with disabilities. We decided to teach 'Jump Jam' and we also used the school pool to teach water safety and swimming for 2 sessions. We had 4 students to teach and they were all very different so we had to make sure we got to know their abilities really well before doing too much planning.

Evaluating the steps taken

Step One (Identifying the issue) For this step we basically just listened to our teacher talk about what the issue was and read our assignment overview explaining what we needed to do. The main points I took from this step were that students with special needs might not have as many opportunities to be physically active and that it was a good thing for our class to meet them and see if we could help them. I guess this means we didn't strictly identify the issue ourselves but I don't think this mattered too much because our teacher had done some of the background organising anyway. For example we were allocated 4 students per group and our students all had downs syndrome. The issue as we understood it was to provide them with an enjoyable physical activity programme....

Step Two (Developing knowledge and insight) For this step we had to think a bit deeper about the special needs students we were going to be working with and consider our attitudes towards them. I think this step was really useful because when we had our group discussion it was obvious that one of our group members didn't really want to teach special needs students because he thought they would all be too full on and undisciplined. It was lucky we found this out really early because then we could ask the teacher for management strategies and practice them before we started teaching....

2

As part of this step we also had to consider what voice the special needs students had and whether or not they even wanted to be active. Our group had a really good debate about this and my view was that it was pretty normal for school age students not to have a voice in lots of things that happen at school so it probably shouldn't matter too much for our special needs students if they didn't strictly volunteer themselves for the programme especially if it was going to be good for them. One of the girls in my group disagreed and she thought that it was human rights for people to have a say in everything they do and so the special needs students should have been asked if they even wanted to be taught by us.

1

We didn't necessarily agree in the end but following this step meant we had an interesting and useful conversation which helped us understand each other better. When it came to the planning phase I started to appreciate her argument a little bit more and the process also forced us to consider the special needs students opinions in designing our activities....

2

Step Five (Planning) At first I thought this was the most important step of the process but now I realise if we hadn't done all the other steps we wouldn't have been able to plan so well. For example when we were working through step four we found out that all four of our students lacked confidence with swimming. They wanted to be able to swim but just hadn't had any formal lessons or training. We decided that this would be a great opportunity to try and build their confidence and water especially as our school is lucky enough to have its own pool. We were really nervous taking on such a big challenge but all the background work we had done in getting to know our students and finding out their abilities made it way more meaningful. For example when....

Step Seven (Reflecting and Evaluating) – In the last step of the Action Competency Learning Process we reflected on how well our plan worked. In order to do this we met with our students one on one after each session and talked to them about how they felt about the session.

If I wasn't following this process I probably would never have thought about doing this and at first didn't really see any real value in it. However the conversations I had with the special needs students were amazing and it made me feel really proud about what we had achieved. For example by the last session, one of the students we were teaching had a complete change around. At first he was really negative about the jump jam and a couple of times tried to get out of it. I found out by talking with him after the third session that he felt embarrassed about dancing in front of his friends and didn't think he was keeping up. Because of this we arranged for him to come early to the next couple of lessons and we worked one on one with him through the basic moves before the others came. If we didn't bother holding these reflection talks we would never have found out why he wasn't enjoying himself and probably would have just carried on as normal.

Evaluating the process overall

Evaluating our teaching was a really useful thing to do not just for us but for our special needs students because it meant we improved our teaching for them and learnt heaps from our mistakes. I would definitely use this model for any other teaching I do in the future because it makes you think about all the background details rather than just race ahead with planning lots of games. Next time I would probably spend even more time researching the barriers and enabler.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to evaluate the use of health promotion to influence participation in physical activity.</p> <p>This involves:</p> <ul style="list-style-type: none"> • reviewing the steps in a health promotion process and their implementation • making judgements about the impact of the process on participation • providing supporting examples. <p>The student has reviewed a step (planning) in the health promotion process and its implementation (1).</p> <p>The student has made judgements about the impact of the process on participation providing supporting examples (2).</p> <p>The student has reviewed in detail a step (developing knowledge and insight) in the health promotion process (3).</p> <p>The student has made a coherent judgement about the impact of the process on participation (4).</p> <p>To reach Merit, the student would need to:</p> <ul style="list-style-type: none"> • review in detail other steps in the health promotion process and their implementation • make more coherent judgements about the impact of the process on participation.

Introduction

Before we started teaching our 5 special needs students our teacher taught us all about the Action Competency Learning Process. We learnt that it is an effective way to organise our planning and consider the needs of our students. It requires us to work through a number of steps before we actually start teaching our special needs students. The group we were assigned had varying delayed developmental issues and after lots of talking with each other and research we decided to run a physical activity programme that we thought would be fun and strenuous at the same time, that is why we went with a non-traditional workout programme.

Evaluating the steps taken**Step One (Identify the issue)**

We judged our success in carrying out this step to be good because we identified the issue of special needs students lacking physical activity opportunities early on and we made sure that all of our group members had the same goal of making sure that we could provide fun physical activity opportunities for the special needs students.

Step Two (Developing knowledge and insight)

..I think that this was a really important step in our planning process because it helped us appreciate who we were going to be working with. Our teacher got us to consider our views about special needs students and how these might affect our teaching. No-one in our group had any experience with working with these type of students so we did a brainstorm to sort out what we knew for sure and what we needed to find out more about. Aroha had a really good idea to email their teacher and ask for any tips on how to deal with the students. The teacher gave us lots of information about their personalities and this helped us try and understand who we were going to work with. For example we found out that Jack is really competitive and responds well to setting personal challenges but Sarah dislikes any form of competition and it doesn't help to encourage her. One of the most important things their teacher told us was that we should try and interact with the students as normally as possible and focus on what they could do not what they couldn't.

3

This was really good to know because we were all a bit nervous about teaching special needs students and thought we would have to organise something completely different to what we would do for other teenagers the same age....

4

Step Five (Planning)

We were probably so successful with our planning because we had followed all the previous steps in the process so well. By the time we got to the planning phase we already had heaps of ideas of what to do and we even knew some of the things that might not work that well with the students.

That is why we decided to go with the non- traditional fitness workout programme. It meant we could change the activities and circuits every week and we could also fit the work out to the individual student. The previous steps in the model had forced us to consider that not everyone is the same or has the same goals so by offering lots of different modifications we managed to get around this. For example both Jack and Nesi were really competitive so we often paired them against each other but we knew Sarah and Angela weren't very confident so we taught them how to set their own personal individual goals.

1

The planning phase was good for this because it got us to think about the barriers and enablers for each student before rushing straight into organising a programme for them...This really helped with how our group participated. For example, the enablers of simple instructions that we repeated, demonstrating the skill and us joining really helped in making the session successful and fun. Saran and Angela felt a lot more comfortable having us doing the circuit with them. They could also see what to do as we repeated the activity until they were successful...

2

Step Seven – (Reflecting and Evaluating)

As a group we stayed behind after most of the workout sessions and filled out reflection logs. This helped us work out any issues we needed to solve for next time and we also used it as an opportunity to finalise our planning for the next session... For example, our organising group in the debrief for each student in our session we talked about what they did well/ not so well and planned the next session accordingly. Jack and Nesi really loved the competition. We planned different competitive activities that they liked and set individual goals to improve. The main issue was that they got off task quickly. We had to plan lots of different fun activities to keep them active the whole time. This involved trying to beat us in the circuit activities.

2

..Reflecting on our teaching helped us to improve overall. For example at the start of the programme I was really nervous and I think I gave the students too many detailed instructions. By the end of the programme I learnt how to keep in short and sharp and I also used questioning to check they got what I was saying....

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to evaluate the use of health promotion to influence participation in physical activity.</p> <p>This involves:</p> <ul style="list-style-type: none"> • reviewing the steps in a health promotion process and their implementation • making judgements about the impact of the process on participation • providing supporting examples. <p>The student has reviewed the steps (developing insight and knowledge, gathering and analysing, planning and evaluating) and their implementation (1).</p> <p>The student has made a judgement about the impact of the process (developing insight and knowledge) on participation and supported with an example (2).</p> <p>For a more secure Achieved, the student would need to make clear judgements about the impact of the process on participation supported with examples.</p>

Introduction

This report will evaluate the steps my group has taken in the Action Competency Learning Process. We used this process to teach basketball to 5 students who have downs syndrome.

Evaluating the steps

In step one we identified the issue which was that the special needs students needed help from us to run a physical activity programme. We knew this because our teacher told us so that was useful and also we had recognised that there were not many sports opportunities in our community that catered to special needs students.

In step two we had to think about knowledge and insight. This meant we considered everything we knew about the students we were going to be working with and also thought about what else we should find out in order to teach them better.

This step was important and useful to our group process because it made us realise we were actually guessing lots of things rather than really knowing them for sure. One example of this was when we met with the special needs teacher and she told us that 3 of our students already played basketball but we had thought that none of them would know the rules or have had any previous experience....

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As part of step two we also found out more specific details relating to each individual students disability. We found this out by first meeting with our 5 students and observing them and talking to them and then by meeting with their teacher....

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The fourth step was in my opinion the most important because we gathered, analysed and evaluated ideas. Step four required us to develop a range of ideas about what our group might do with the special needs students. For me this was the most important step of the whole process because it made us consider all the options rather than just rushing into something easy.....

As part of step four we matched all our ideas to our students' abilities. This meant we considered the group as a whole and it made us realise we had to cross some of the more difficult sports like tennis and touch rugby off our list.....

Step five was when actually started planning all of our lessons. It was really good that we had carried out the previous four steps because it made planning a lot easier having all the background information....

In this step we also thought about all the things that would help our special needs students participate and enjoy our basketball lessons (enablers) and all the things that might stop or limit them (barriers). One of the key barriers we identified was confidence. Once we had identified this as a barrier we decided it would be a good idea to also incorporate some icebreaker activities at the start of each session to get our students feeling a bit more at ease...

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Step seven required our group to reflect and evaluate on how well our plan worked. We did this by filling out reflection logs after each teaching session and putting them online through our group blog. This meant that we could read each others and then talk about what went well and what we could do better. This was a useful step to take because we were more comfortable being honest with our own reflections first whereas we probably would feel a bit shy about saying some of our reflections in our big group...

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to evaluate the use of health promotion to influence participation in physical activity.</p> <p>This involves:</p> <ul style="list-style-type: none"> • reviewing the steps in a health promotion process and their implementation • making judgements about the impact of the process on participation • providing supporting examples. <p>The student has reviewed the step (gathering and analysing) of the health promotion process and its implementation (1).</p> <p>To reach Achieved, the student would need to:</p> <ul style="list-style-type: none"> • review more steps of the health promotion process and its implementation • make clear judgements about the impact of the process on participation • provide more supporting examples.

Introduction

For our assessment we taught soccer to 4 students with special needs. We used the action competency learning process to help us plan. We worked through each step together as a group and learnt heaps about teaching soccer to special needs kids. Overall I think we did a really good job because the special needs students had lots of fun and were active in our lessons.

Steps taken

In the first step we identified the issue. Our issue was 4 special needs students who weren't very active so we planned a soccer programme for them to get involved in twice a week.

In the second step we developed knowledge and insight about the students we were going to be working with. We did some research about delayed development issues on the internet and we met with our students before we starting planning. We found out what they could and couldn't do and what they like doing. After talking to our group we realised that one thing they all had in common was a love of soccer.....

Next we developed a vision. Our vision was that the special needs students would develop lots more enthusiasm for sports and physical activities so that they would participate more in their own time....

...As part of this step we had to consider why the group needed our support to participate in physical activity and we came to the conclusion that society doesn't offer as many opportunities for special needs students to get involved in sports so it would be a really good thing for us to do this...

In the fourth step (understanding) we gathered, analysed and evaluated ideas. We did this by holding group meetings and brainstorming a list about all the different sports and physical activities we could offer. Even though we had pretty much already decided to do soccer with the special needs students it was important to complete this

step in order to get all our ideas on paper and think about the positives and negatives of each one...

As part of this step we also had to think about how the student might carry on with soccer after our programme with them had finished. To help with this we emailed the local soccer club to find out if they would take the students into one of their club teams. Unfortunately they didn't email us back...

Step five was the planning step and for this part we met as a group to analyse our top ideas which were soccer, t ball, basketball and touch rugby. Next to each sport we listed the barriers and enablers and this helped us confirm that soccer was the right choice...

Once we had decided on teaching soccer to the students we photocopied the lesson planning sheets and starting planning each of the 12 sessions. We used the internet to find heaps of good drills and we also filled out an equipment booking form for the teacher to save our stuff...

The last step in the action competency learning process was reflecting and evaluating. After each lesson that we taught we had to fill out a blog to record what went well and what we could do better. As part of this step we had to consider whether or not we were meeting the vision we set early on in the process and we could also use this step to think about any changes we should make for the next lesson...