Take action so more people ride bikes

Internal assessment resource – Physical Education 1.8

Supports assessment against:

Achievement Standard 90969 – Take purposeful action to assist others to participate in physical activity.

2 credits

This resource:

- clarifies the requirements of the assessment standard
- supports good assessment practice
- should be subjected to the school's usual assessment quality assurance process
- should be modified to make the context relevant to students in their school environment and to ensure that submitted evidence is authentic.

Authenticity of evidence

Using this assessment resource without modification may mean that students' work is not authentic. Teachers must manage authenticity for any assessment from a public source because students may have access to the assessment schedule or student exemplar material. The teacher may need to change figures, measurements or data sources. They also may need to set a different context or topic to be investigated or a different text to read or perform.

Teacher guidelines

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

Teachers need to be very familiar with the outcomes being assessed by Achievement Standard Physical Education 90969. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context and setting

This assessment activity requires students to take purposeful action to assist others to participate in a cycling development programme. Prior to students creating an action plan and taking action, they work through a variety of tasks that give them a greater understanding and empathy for why action should be taken in relation to cycling. Students will individually lead a small group of younger students through the programme, assisting them to meet their needs.

Conditions

The students all need to complete an action plan that includes:

- participant profile (who the participants are and what are their needs in relation to the cycling development programme)
- student aims for the 3 sessions
- what the student will be doing with the participants outlined in 3 session plans and justification for why they are doing these activities
- safety action plan(SAP) for the 3 sessions.

Ideally, you will observe the student and gather evidence of the student taking action. If the student chooses to perform the cycling development programme in a setting where you are not able to be present,

ensure that the required evidence can be collected from another verified source (e.g. a parent, manager, or official).

Depending on the availability of cameras or camcorders, the student could photograph or film the cycling development programme or organise another person to help with this. These images will provide additional evidence of how successful they were at taking purposeful action to assist others to participate. Evidence of these actions must be gathered to support the teacher's final judgement on whether the student's action was purposeful, considered, and independent.

The student's presentation describing what they did during the cycling development programme will also help to determine whether the student's action was purposeful, considered, or independent. Refer to the Teacher Recording Sheet (Resource A).

Resource requirements

Bikes, helmets, sports field, tennis or netball courts, cones and other markers.

Additional information

This achievement standard works in conjunction with the lesson plan "Take action so more people ride bikes" which can be found in the on the Waka Kotahi Education Portal. There you will find curriculum links, learning intentions, lesson outlines and links to online resources.

Health and PE (bike riding – Waka Kotahi)

Some students may already take action that assists others to participate in cycling, (e.g. they may volunteer at a local road cycling, track cycling, BMX, cyclocross or triathlon club). In this case, the student could complete the assessment activity in the same context.

Take action so more people ride bikes

Internal Assessment Resource

Achievement Standard Physical Education 90969: Take purposeful action to assist others to participate in physical activity.

Credits: 2

Achievement	Achievement with Merit	Achievement with Excellence
Take purposeful action to assist others to participate in physical activity.	Take purposeful action with consideration to assist others to participate in physical activity.	Take purposeful action independently to assist others to participate in physical activity.

Student instructions

Introduction

This assessment activity requires you to take purposeful action to assist others to participate in cycling.

This means you will provide opportunities for others to take part in cycling, and support and encourage them as they participate.

You will be assessed on whether your actions have been purposeful, considered, and independent. Evidence from observations, your action plan and reflective presentation after the action was taken, along with feedback from participants, will determine this.

Tasks

1. **Create an Action Plan**

Draw up your action plan. Your plan should include:

- participant profiles which outline who the participants are and what are their needs are in relation to this programme. Attach evidence from tests, questionnaires and permission letters from the first meeting between you and the participants.
- your aims for the 3 sessions with them (once you understand the needs of your participant, outline what would you like them to achieve from your programme)
- outline what you will cover with your participants in 3 session plans. Outline the justification for why you are doing these activities which relate directly to the aims that you set for the participant.
- safety action plan (SAP) for the 3 sessions (available here: EOTC safety management plan template)

The action plan will need to be checked off by your teacher prior to the cycling development programme starting.

2. Take action by getting people on bikes

Throughout each of the 3 cycling development programme sessions, you should be collecting feedback from the participants (e.g. what they are learning, if they are enjoying the sessions, what don't they like and what else would they like to see). This will allow you to be responsive in meeting the needs of the participants throughout the programme.

As you take action and implement you action plan, your teacher will be observing you and collecting evidence on the action you are taking to assist others to participate in cycling. They will also note the level of guidance you require from them as you take action.

3. Create a presentation

Create a short presentation that allows you to reflect and showcase the action you took and how this assisted those who participated to cycle. Discuss this presentation with your teacher. Making a presentation will give you an opportunity to add footage captured from the cycling development programme, to quote what the participants said about the programme and for you to add personal reflections about the overall unit.

The presentations could take the form of any of the following but are not limited to: a speech, PowerPoint, video or poster.

Resource A: Teacher Recording Sheet

Student name _____

Action Plan – consisting of: • Participant profile outlining who the participant is and what their needs are in relation to this programme. • Student aims for the three sessions with the participants. • What students will be doing with the participants (three-session plans) and justification for why. • A safety action plan (SAP) for the 3 sessions.				
Did the student take purposeful action to assist others to participate in cycling? Yes/No				
Evidence of this action For example: questionnaires, safety forms, promotional material, permission letters, maps of the course, activity instructions, equipment lists etc.				
Guidance required • Achieved – support/guidance from a teacher • Merit – some support/guidance from a teacher • Excellence – little teacher support/guidance required.				
Presentation of what action was taken to assist the participants with their cycling.				
Overall grade (final judgement)	Not achieved	Achieved	Merit	Excellence
Teacher comments				

Assessment schedule

Physical Education 90969 – Take action so more people ride bikes

Evidence, judgements for Achievement	Evidence, judgements for Achievement with Merit	Evidence, judgements for Achievement with Excellence
The student takes purposeful action to assist, or provides opportunities for others to take part in cycling. The student within their action plan: • defines an aim for three sessions • makes a plan for three sessions that contribute to others participating in physical activity. Evidence is provided by the teacher's observations/external verification (Teacher Resource A) and the student's final presentation of how their actions contributed to others taking part in the cycling. The student may regularly consult the teacher for support or guidance. *Example: Cycling* *My aim is to improve the overall bike skills and knowledge of the Year 6 students that I am working with during the cycling development programme to enable them to have more confidence to ride bikes more often. The actions I will carry out include:* • *showing the members of my group how to perform a bike safety check prior to riding it*	The student takes purposeful action with consideration to assist, or provides opportunities for others to take part in cycling. The student within their action plan: • defines an aim that meets the needs of the participants • makes a plan for three sessions that contribute to others participating in physical activity • considers risks that could prevent carrying out the predetermined actions, and possible solutions within a safety action plan. Evidence is provided by the teacher's observations/external verification (Teacher Resource A) and the student's final presentation of how their actions contributed to others taking part in the cycling. The student may occasionally consult the teacher for support or guidance. *Example: Cycling* *My aim is to improve the overall bike skills and knowledge of the Year 6 students that I am working with during the cycling development programme to enable them to have more confidence to ride bikes more often. The actions I will carry out include:*	The student takes purposeful action independently to assist, or provide opportunities for others to take part in cycling. The student within their action plan: • defines an aim that is responsive to the needs of the participants • makes a plan for 3 sessions that contribute to others participating in physical activity • considers risks that could prevent carrying out the predetermined actions, and possible solutions within a safety action plan • caters for individual needs within the group • provides feedback from the participants about the quality of the participation • provides evidence (such as rolls of participation, photos, video feedback forms) of others participating in the physical activity. Evidence is provided by the teacher's observations/external verification (Teacher Resource A) and the student's final presentation of how their actions contributed to others taking part in the cycling. The student rarely consults the teacher for support or guidance.

• *testing the members of my group on their knowledge of the road rules and then looking at those rules they are unsure of.* • *ensuring that the members of my group understand the importance of wearing a correctly fitted helmet to make sure they are keeping themselves safe.* • *getting the members of my group to practise their hand signals while riding with others to give them more confidence to use them.*	• *showing the members of my group how to perform a bike safety check prior to riding it* • *testing the members of my group on their knowledge of the road rules and then spending time explaining those rules they are unsure of* • *ensuring that the members of my group understand the importance of wearing a correctly fitted helmet to make sure they are keeping themselves safe.* • *getting the members of my group to practise their hand signals while riding with others to give them more confidence to use them.* *My participants need to work on using their hand signals more often when cycling around others. I also added in a quick road rules quiz at the start of each session. The feedback I got from the participants led me to do this.* *My aim is to improve the participants' overall bike skills and knowledge with the hope that this will enable them to participate in more cycling activities because of a greater level of confidence on the bike.* *Risks that I identified within my SAP that could occur were participants falling off their bikes with their helmets not correctly fitted. Other risks were the participants falling off their bikes on wet slippery surfaces after rain. Finally, that they could crash into each other while riding in groups.* *I could address these issues by ensuring that at the start of each session the participants put their helmet on and get this checked by me prior to starting the activities. Before each session, I will assess the conditions of the surfaces and decided what is suitable for the participants to ride on. Lastly, I will stress the importance of communication while riding in a group and using hand signals during the first lesson and will*	*Example: Cycling* *My aim is to improve the overall bike skills and knowledge of the Year 6 students that I am working with during the cycling development programme to enable them to have more confidence to ride bikes more often. The actions I will carry out include:* • *showing the members of my group how to perform a bike safety check prior to riding it* • *testing the members of my group on their knowledge of the road rules and then spending time explaining those rules they are unsure of* • *ensuring the members of my group understand the importance of wearing a correctly fitted helmet to make sure they are keeping themselves safe* • *getting the members of my group to practise their hand signals while riding with others to give them more confidence to use them.* *My participants need to work on using their hand signals more often when cycling around others. I also added in a quick road rules quiz at the start of each session. The feedback I got from the participants led me to do this.* *My aim is to improve the participants overall bike skills and knowledge with the hope that this will enable them to participate in more cycling activities because of a greater level of confidence on the bike.* *Risks that I identified within my SAP that could occur were participants falling off their bikes with their helmets not correctly fitted. Other risks were the participants falling off their bikes on wet slippery surfaces after rain. Finally, that they could crash into each other while riding in groups.* *I could address these issues by ensuring that at the start of each session the participants must*

	continue to talk about this during the other two sessions.	*put their helmet on and get this checked by me prior to starting the activities. Before each session, I will assess the condition of the surfaces and decided what is suitable for the participants to ride on. Lastly, I will stress the importance of communication while riding in a group and the use of hand signals during the first lesson and will continue to talk about this during the other two sessions.* *During the first session, I observed that one of the participants was really struggling with the basics of balancing on a bike and therefore was not keen to continue with the activities. I talked to them at the end of the session and found out what they would be comfortable doing and created a new plan just for them. I explained the situation with the rest of the group at the start of the second session and it meant others in the group also made more of an effort to help this person with their skills. I thought this was a great result as not only did the person who was struggling get a more personalised programme but also the rest of the group all helped and supported them creating a positive atmosphere.* *I compared the participants' statements about their level of confidence with cycling from the first meeting to the last cycling development programme session. They all showed a marked increase in their level of confidence and some mentioned that they were now much for willing to start riding their bikes to school now. I also have footage of my participants on their bikes from the first time and last time I worked with them and it clearly shows how the participants have improved over time.*

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