



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

2008

Internal Assessment Resource

Subject Reference: **Physical Education**

Internal assessment resource reference number:
PhysEd/2/1_A5

Physical Activity – Is it good for us?

Supports internal assessment for:

Achievement Standard 90432 v2
Examine the relationship between physical activity and health, and
implications for self and society

Credits: 3

Date version published:

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**Ministry of Education
quality assurance status**

For use in internal assessment
from 2008

Teacher Guidelines:

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

While the task has given guidance as to the number of words that might be written, students cannot be penalised if they do not use this number of words or if they exceed the number of words. They are intended as a guide only.

Context/setting:

This task has been written for a unit of work, which has included critical analysis on the following aspects. It is expected that in this module of work a critical thinking model be used in all aspects of the investigation.

- How is health affected by gender, age, location, socioeconomic status, culture, history etc?
- What is physical activity (include exercise, physical activity and fitness)?
- How does our understanding of physical activity change for different people and different situations and what implications do these have for people's lives?
- What is the role of physical activity in a healthy lifestyle?
- Consider the concept "Healthism" (a set of assumptions, based on the belief that health is solely an individual responsibility, that embrace a conception of the body as a machine that must be maintained and kept in tune in a similar way to a car or motorbike).

Conditions:

Task 1: You will collect evidence that will help you to investigate the relationship between physical activity and health.

- a) Keep a log of your own involvement in physical activity.
- b) Collect evidence such as text book information, readings from books, newspapers, internet, cartoons, advertising and observations of people involved in physical activity, fitness centres, recreation centres etc. Summarise this evidence and briefly outline how it has contributed to your understanding of the relationship between physical activity and health.

The templates for this task will be given to students by their teacher. Students may wish to reformat the template so that they have more room to give their answers

Task 2 will be completed as a class assignment. They will critically discuss the relationship between physical activity exercise and health, and the implications for self and society.

Students will need to answer this task on their own paper.

Resource requirements.

The following texts may help with a unit of work that looks at the concepts outlined in context/setting

Kirk, D. et al. (1999) *Senior Physical Education: an integrated approach*. Human Kinetics, Australia.

Browne, Clarke, Lambert, Cheers, McClung, McKeen (2002) *PDHPE application and inquiry*. Preliminary Course. Oxford University Press
ISBN 0 19553721 1

Wright, J., Macdonald, D., & Burrows, L. (Eds.). (2004) *Critical Inquiry and Problem Solving in Physical Education*. London. Routledge.

Additional information:

Healthism. A set of assumptions based on the belief that health is solely an individual responsibility, that embraces a conception of the body as a machine, that must be maintained and kept in tune in a similar way to a motor car (Learning Media 1999).

Learning Media (1999) Health and Physical Education in the New Zealand Curriculum. Learning Media, Wellington.

2008

Internal Assessment Resource

Subject Reference: **Physical Education 2.1**

Internal assessment resource reference number: **PhysEd/2/1_A5**

Physical Activity – Is it good for us?

Supports internal assessment for:

Achievement Standard 90432 v2

Examine the relationship between physical activity and health, and implications for self and society

Credits: 3

Student Instructions Sheet

KEY TASKS TO COMPLETE:

Task 1

You will keep a log of your own physical activity for a 4-week period. (See template 1a)

You will collect further evidence that will help you to develop an understanding about the relationship between physical activity and health. The evidence will come from sources such as text book information, readings from books, newspapers, internet, cartoons, advertising, observations of people involved in physical activity, fitness centres, recreation centres etc. Summarise this evidence (template 1b) and briefly outline how it has contributed to your understanding of the relationship between physical activity and health.

Task 2

You will critically discuss the relationship between physical activity exercise and health, and the implications for self and society.

You will be assessed against the following criteria

Physical Education 2.1 (AS90432) Examine the relationship between physical activity and health, and implications for self and society

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Collect evidence, including from personal participation in exercise/activity that shows the relationship between physical activity and health.	<ul style="list-style-type: none">Collect evidence, including from personal participation in exercise/activity that shows the relationship between physical activity and health.	<ul style="list-style-type: none">Collect evidence, including from personal participation in exercise/activity that shows the relationship between physical activity and health.

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Describe the relationship between physical exercise/activity and health, and the implications for self and society.	<ul style="list-style-type: none">Discuss the relationship between physical exercise/activity and health, and the implications for self and society.	<ul style="list-style-type: none">Critically discuss the relationship between physical exercise/activity and health, and the implications for self and society.

TASK 1a

You will need to keep a log of your physical activity over a 4-week period. You must have at least 3 entries a week.

Day/ Date	What did you do	How long did you do it for? (Duration)	Intensity (1 – 10 scale)	Type of activity E.g., Sports practice, game, Fitness activity, leisure, lifestyle, Fun, PE lesson	Relationship to your own definition of health and the role that physical exercise / activity has in that definition
Monday 5 August	Yoga class at local gym	1 hour	1 - 2	Lifestyle and fun	I enjoy the chance to relax and have some quiet time
Tuesday	Circuit Training in PE	30 mins	8 - 9	PE lesson / fitness	We had to do it, but even though it was tiring I enjoyed it when it had finished

Verification. Confirmation of participation in physical activity needs to be given and signed by a teacher or gym instructor

TASK 1b

You will need to keep a log of other evidence that you have used while investigating the relationship between physical exercise/ activity and health. You must have at least 3 sources of evidence on this template

Day/ Date	Evidence E.g. Texts, Articles, readings, cartoons, videos etc	Brief description of what the article, reading, cartoon video etc was about	How did the evidence contribute to your understanding of the relationship between physical exercise/activity and health

Health has been defined as the result of interaction between the following dimensions, Physical, Social, Mental/emotional, and Spiritual (Hauora). It is dynamic and relative to individual's circumstances.

Before you can critically discuss the relationship between physical exercise/activity and health, you will need to investigate and define the concepts of physical exercise, physical activity and health and then critically discuss the relationship that may or may not exist between them.

You will then need to investigate the implications of these concepts for yourself and society

TASK 2a

Critically discuss the statement: Physical activity /exercise =health.

You may like to consider the following questions (but do not be limited by them) to help answer this.

- Define the concepts of health, physical activity and exercise
- What is the relationship between physical activity, exercise, and health?

Consider the following:

- Will any physical activity or exercise contribute to health?
- What are the positives of being involved in physical activity?
- What are the negatives of being involved in physical activity?
- Is "health" the same for everyone?
- Is it possible to be fit and not be healthy?
- Is it possible to be healthy without being fit?

Your answer should be between 500 - 1000 words.

TASK 2b

What does this mean for you – OWN health and physical exercise / activity requirements?

You may like to consider the following questions to help answer this. (but do not be limited by them)

- What does health mean for you?
- What is the role of physical activity in your understanding of what health means to you?
- What are your physical activity needs
- What influences these needs?
- How are you going to meet these needs?

Your answer should be between 300 – 500 words

TASK 2c

What does the relationship between physical activity and exercise, and health mean for society?

You may like to consider the following questions to help answer this (but do not be limited by them).

- How does society aim to meet the wide range of activity and health needs for individuals and groups?
- What messages does society give about the relationship between physical activity and health?
- Where do people in society get the messages?
- Why are these messages considered important and who has a vested interest in them?
- What are the positives about the messages?
- What are the negatives about the messages?

Your answer should be between 400 – 800 words

Critical discussion is a result of the critical thinking process. This process may include the influence of social, historical, socioeconomic, political, and cultural perspectives. After investigating the relevant aspects, looking at who is advantaged and disadvantaged, comparing and contrasting, looking at the pros and cons, or breaking the information into smaller parts, you will then need to make decisions about what information you will use to influence your decision on the role of physical activity in your lifestyle.

Assessment schedule - PhysEd/2/1_A5: Physical Activity – Is it good for us?

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement towards Achievement with Excellence
1a and 1b	Evidence is collected from both personal participation and from other sources e.g. texts, articles, readings, video, observation etc.	Evidence is collected from both personal participation and from other sources e.g. texts, articles, readings, video, observation etc.	Evidence is collected from both personal participation and from other sources e.g. texts, articles, readings, video, observation etc.	Evidence is collected from both personal participation and from other sources e.g. texts, articles, readings, video, observation etc.
2	<p>Concepts of health, physical exercise, and physical activity are defined. The place and role of physical exercise and physical activity within a health lifestyle are outlined and justified. See Malpeli, R. Horten N. Davey G. (1997) Physical Education, VCE units 3 & 4. Nelson ITP. Australia. Pg 3 for concepts of health and pg 266 for definitions and explanations of physical activity and exercise.</p> <p>The following information may be included in an answer but an answer should not be limited to these examples. Challenging the assumption that any exercise is “good” for you. The benefits gained from an activity or exercise will depend on what benefits are required and matching the correct type of activity / exercise to meet those requirements.</p> <p>Challenging the un questioned notion that involvement in activity will be good for you.</p> <p>Different people do different types of activity / exercise for different reasons to meet a range of “health” reasons. Those different types of exercise and activity can have benefits for different aspects of</p>	<p>Described concepts of health and physical exercise and physical activity</p> <p>Implications for self should include a description of what a healthy lifestyle for the individual students is and the role and place of physical activity / exercise is within that lifestyle.</p> <p>Societal implications Should describe what society could do to meet the range of activity needs, but could also describe what messages society gives about health and activity and how it gives these messages.</p> <p>Eg “New Zealand is described as a sporting nation. The Government has a Minister of sport and an agency (SPARC) that aims to provide sporting opportunities and physical activity opportunities for New</p>	<p>Explained concepts health and physical exercise and physical activity.</p> <p>Information given should look at HOW and WHY these concepts may change between individuals, cultures, and location within our society.</p> <p>As for achieved and an explanation as to how and why the activity and or exercise will meet their own needs.</p> <p>Eg <i>Physical activity is very important to my concept of health. I come from a family that values activity and encourages and creates opportunities to be active. I like the holistic view of health and it provides a balance for me. While the physical aspects are important to me I also value my friends and family, and I think it is important to be able to cope with the many things life will throw at us by developing skills to be resilient. Physical activity is important</i></p>	<p>The critical discussion about health, physical activity and physical exercise should include the changing nature of health and the role and place of physical exercise and physical activity is dependent on the individual or individuals situation and influences on the situation.</p> <p>Eg <i>Evidence and research suggests that physical activity does have benefits for both individuals and society. While much of the research and evidence focuses on the physical health benefits such as contribution to maintaining a healthy weight, contributes to prevention and management of heart disease and diabetes, we also need to focus on 1. the other aspects of health that benefit from involvement in physical activity ie mental and emotional health, social health and spiritual health and we also need to look at the negative aspects of involvement in physical activity eg injury, obsessive exercise, expectations on how elite sports people expect to be treated, the behaviour of some sports people, drug taking and so on.</i></p>

<p>health. The amount and type of activity will play a role in the benefit that may be gained from the activity / exercise as well the reason for doing the activity or exercise. E.g. "Individuals can participate in physical activity and develop a toned, muscular body and a high level of cardio respiratory fitness without being healthy. Their internal organs may not be healthy as a result of high consumption of alcohol or drug use, or they may be stressed or unable to maintain positive relationships with others. In order to be healthy we need to consider all aspects of health, not just the physical dimension." Pg 14 Malpeli, R. Horten N. Davey G. (1997) Physical education, VCE units 3 & 4. Nelson ITP. Australia.</p> <p>Exercise and activity does have negative outcomes e.g. Falling of mountains while climbing or walking in them, injury through incorrect application or use of activity, obsessive use of activity / exercise Investigating the trends or fads in activity and exercise e.g. Pilates, spinning, etc Challenging the many myths surrounding activity / exercise E.g. If you are slim you must be fit therefore healthy. If you are big then you are not healthy.</p> <p>Implications for self should include the student outlining what health means for them and the role and place of physical activity / exercise within their understanding of what a healthy lifestyle is for them. This should also include</p>	<p><i>Zealanders. SPARC has been involved in getting messages out to New Zealand about the importance of activity. The catch phrase is 30 minutes a day you have to push play. To meet a range of different groups in New Zealand, the advertising focuses on a range of ethnicities and different body shapes".</i></p>	<p><i>for my health, not only for what it can do for me physically but also for what it can do for the other aspects of health. I love playing sport with my friends and my parents often come to watch as well. I also find the activity good for dealing with stress. A run or walk gives me time to think about things and when I get back from a run I often feel better able to deal with what ever has caused the stress.</i></p> <p>Societal implications. As for achieved but the answer explains why society has a range of needs to meet and explains why society also gives strong messages about the relationship between health and activity.</p>	<p><i>Another factor that we should be wary of is the assumption that all or any activity is good for us. We need to be more specific about these claims. Which aspect of health will benefit and under what conditions. Eg If we expect to improve our cardiovascular fitness with an aim of helping to manage heart conditions, then the amount and type of activity will vary from individual to individual depending on that individuals situation.</i></p> <p>Implications for self should acknowledge the complexities of different types of activity for different activity needs and for different health needs and that we should not just assume that any activity is "good for us".</p> <p>The activity that we undertake needs to be specific to meet our needs whether they are specific activity needs or different aspects of health needs.</p> <p>Critically discusses how society attempts to meet the requirements of a range of health and activity needs of people.</p> <p>Critically discusses the messages that are given out to society about the relationship between health and activity and how the varying groups may have varying and vested interests in the delivery of these messages.</p> <p>Eg Government would like to reduce the health costs, diabetes groups would like to reduce the incidence of diabetes</p>
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<p>what their physical activity needs are, what influences them and how they meet these needs.</p> <p>Implications for society How society aims and attempts to meet the varying needs of a wide range of people.</p> <p>It could include the messages that society gives about relationships between physical activity and health e.g. that you should be active 30 minutes a day, if you do not exercise then as a society we will become obese.</p> <p>The messages should then be investigated as to why they think that these messages are given – i.e. at a government level a “healthier nation “ means less drain of a health system Implications could be that individuals need to look carefully at who is giving the message and why (i.e. advertising would like us all to be slim – so that we then purchase the goods and services that will help us to be like that.</p>			<p>Eg Fast food chains use high performance athletes to show that their food does not necessarily contribute to 'health' problems.</p>
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Overall Grade

- Achieved:** A student must have achieved in Task 1 and 2
- Merit:** A student must have achieved merit in Task 1 and 2
- Achieved:** A student must have achieved excellence in Task 1 and 2