

# Pump up the volume!

Getting more out of your  
students  
through a range of  
literacy strategies



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# Concept Star

(page 5-7)

 **The strategy:** An original idea to present questioning sequences. Use the concept star in conjunction with a bus stop activity. Students work in group and move around in a group to a new star every five minutes. The challenge for students as time goes on, it sot be able to further develop answers of previous groups. The teacher's role is to question students in small groups to get further examples and more comprehensive explanations. Student answers can then be typed out and used for study notes for the topic.

**The writing frame (FRAME ME) for writing an explanation is an ideal progression of this activity**


 **Objectives:** To get students to think about the topic at a high level

 **Could be used for:** 1.6, 1.1 or anything where they need to question/think critically

# Frame me


(page 8-11)


 **The strategy:** Writing an explanation response to a subject topic

 **Objectives:** To get students to present their information in a clear and logical order.

 **Could be used for:** EVERYTHING with a written component

# Free Writing

 **The strategy:** Free writing is an exercise which requires the writer to write non-stop, without re-reading or reflecting for a pre-determined period of time. Whenever the words dry up, the writer simply writes anything until other words come. The piece of writing is read only at the end of the allocated time, and only by the writer.

 **Objectives:** Free writing shifts the focus from the product ('how does this look?') to the process ('just keep writing until the time is up') and the writer is able to relax. Often the ideas come more readily and fluency of writing improves.

 **Could be used for:**

- reflection on practical performance, team work, and improvement
- generate ideas for essays and assignments in Level 2 and 3 Physical Education and scholarship
- break through 'writers block'
- practice writing within a time frame for Physical Education senior assessment

**Variations:**

Because clauses


'Because' clauses can be used to generate ideas. You attach 'because' to a working hypothesis, then complete the sentence as many times as you can. So, for example, you can complete as many times as you can: 'Female athletes should get as much media attention as men *because.....*'


### What if I believed the opposite?

Another way of coming up with ideas is to view the working hypothesis from all sides. You will ask: 'How would I argue if I believed the opposite of this proposition?', and then generate 'because statements' based on the new proposition, this is an effective way of testing whether it works. This strategy is also useful for topics that require the presentation of the cases for both sides of an issue, rather than one or the other. For example:

*Explain in detail the advantages and disadvantages of a Multisport event being run in a National Park.*

## Stop drop & roll (Learning Logs) (page 12)


 **The strategy:** An ongoing record of students reflection of their own learning

 **Objectives:** To get students to understand and reflect on their learning processes, and the learning-to-learn strategies.


 **Could be used for:**

- ★ identify what and how they are learning
- ★ the types of thinking they are using to learn
- ★ process the information they have gathered
- ★ develop learning strategies that war effective for them
- ★ monitor and evaluate their own learning


## The Yeah-Na-Later Method (page 13-15)


 **The strategy:** An original idea to present questioning sequences


 **Objectives:** To get students to think about the topic at a high level

 **Could be used for:** 1.6, 1.1 or anything where they need to question/think critically

## Evidence - Bring it on (page 16-25)

 **The strategy:** Deconstructing an assessment task and gathering evidence to support each aspect of the task

 **Objectives:** To get students to provide examples/evidence to support their statements which will encourage them to produce more detail required for merit and excellence responses.

 **Could be used for:** Senior Physical education, particularly good for Level 3 and Scholarship

# The Thinking Skills Framework

You have been asked to ...	Which means to ...	Your assignment questions may look like ...
<p><b>Design</b></p> <p>Always improving, designing, planning</p>	<p>Creating, devising, embellishing, extrapolating, forecasting, formulating, generalising, generating, hypothesising, improving, inventing, modifying, planning, predicting, proposing, synthesising</p>	<ul style="list-style-type: none"> <li>• Design an improved ... for ...</li> <li>• Formulate a set of criteria to judge ...</li> <li>• Compose a song, jingle or rap to ...</li> <li>• Modify ... in order to create a fairer ...</li> <li>• Develop an argument to persuade people ...</li> <li>• Generate key questions for ...</li> <li>• Create a role play/experiment to ...</li> <li>• Devise a new code for ...</li> </ul>
<p><b>Evaluate</b></p> <p>Being like a judge based on the evidence</p>	<p>Arguing, assessing, concluding, deciding, critiquing, debating, determining, grading, judging, justifying, prioritising, ranking, recommending, selecting, verifying</p>	<ul style="list-style-type: none"> <li>★ Which of the two ... would be better for ...</li> <li>★ Choose and justify a theme song for ...</li> <li>★ Determine which is the more effective ...</li> <li>★ Evaluate the effectiveness of ...</li> <li>★ Select which is the best option ... or ...</li> <li>★ Rank the following from ... to most ...</li> <li>★ Debate the issue ...</li> </ul>
<p><b>Analyse</b></p> <p>Being like a sorting tray, examining and breaking up an issue into its component parts</p>	<p>Analysing, arguing, categorising, comparing, contrasting, critiquing, debating, deducting, differentiating, discussing, distinguishing, examining, explaining, identifying, interfering, investigating, separating</p>	<ul style="list-style-type: none"> <li>• From at least 4 peoples' viewpoint, analyse ...</li> <li>• Discuss the similarities and differences between ...</li> <li>• Compare and contrast ...</li> <li>• Investigate all of the factors that could influence ...</li> <li>• Summarise the reasons for ...</li> <li>• Deduce how the parts interact in ...</li> <li>• Conduct research on the issue of ... in order to gain a deeper understanding of ...</li> <li>• List the pros and cons of ...</li> </ul>
<p><b>Apply</b></p> <p>Being like a 'how to manual' - applying previously learnt data in similar or novel situations</p>	<p>Applying, calculating, classifying, compiling, completing, constructing, demonstrating, dramatising, employing, illustrating, inferring, operating, practising, showing, solving, using, writing</p>	<ul style="list-style-type: none"> <li>★ Apply previously learned knowledge, construct ...</li> <li>★ Using your knowledge of ..., formulate 6 questions ...</li> <li>★ Write a letter to the editor pointing out ...</li> <li>★ Classify the following ... into their correct ...</li> <li>★ Write a news report ...</li> <li>★ Construct a flow chart for ...</li> <li>★ Interview a group of people .... To identify ...</li> </ul>
<p><b>understand</b></p> <p>Being like a dictionary, understanding words, concepts, cause-effect and reasons for</p>	<p>Classifying, comprehending, describing, discussing, explaining, interpreting, outlining, paraphrasing, recognising, restating, translating</p>	<ul style="list-style-type: none"> <li>• Explain how ... has impacted on ...</li> <li>• Describe in clear logical steps ...</li> <li>• Paraphrase in your own words ...</li> <li>• Give reasons for ...</li> <li>• Using words, pictures and icons, restate what you know about ...</li> <li>• Use the metaphor of ... to help you understand ..</li> <li>• Research songs to help you understand ...</li> <li>• State three things you know about.</li> </ul>
<p><b>Remember</b></p> <p>Being like an encyclopedia where one finds information facts, data</p>	<p>Defining, describing (facts), finding, labelling, listing, locating, matching, memorising, naming, quoting, recognising, repeating, reproducing, retelling, stating, telling</p>	<ul style="list-style-type: none"> <li>★ Describe what happened at ...</li> <li>★ List all the ...</li> <li>★ Name all the ...</li> <li>★ What is .... (facts/definition etc)</li> <li>★ List the attributes of ...</li> <li>★ Write 10 facts about ...</li> <li>★ Make an A – Z list of ...</li> <li>★ Recall ...</li> </ul>

Go to [www.itcpublications.com.au](http://www.itcpublications.com.au) and purchase these posters for your classroom. They create higher order thinking. Also look at the Innovative Teacher Companion Year Planner. Fantastic which offers teacher practical ideas for the classroom. An awesome planner that you can put more detail into.

# Factors to Improve Touch Rugby Performance

**Learning Intention** - Students will:-

Work in groups to discuss factors that affect Touch Rugby Performance

Write an explanation on two factors

**Success criteria** – Students can:-

Explain in detail two factors that affect their Touch Rugby Performance

Discuss how each factor can be improved

## **Lesson Outline**

- ➊ Jigsaw activity to get students into groups
- ➋ Bus stop activity with Concept Stars
- ➌ 5 minutes at each. Each group add information

**Question students in small groups to get further examples and more comprehensive explanations**

- ➊ Report back
- ➋ Individual Activity

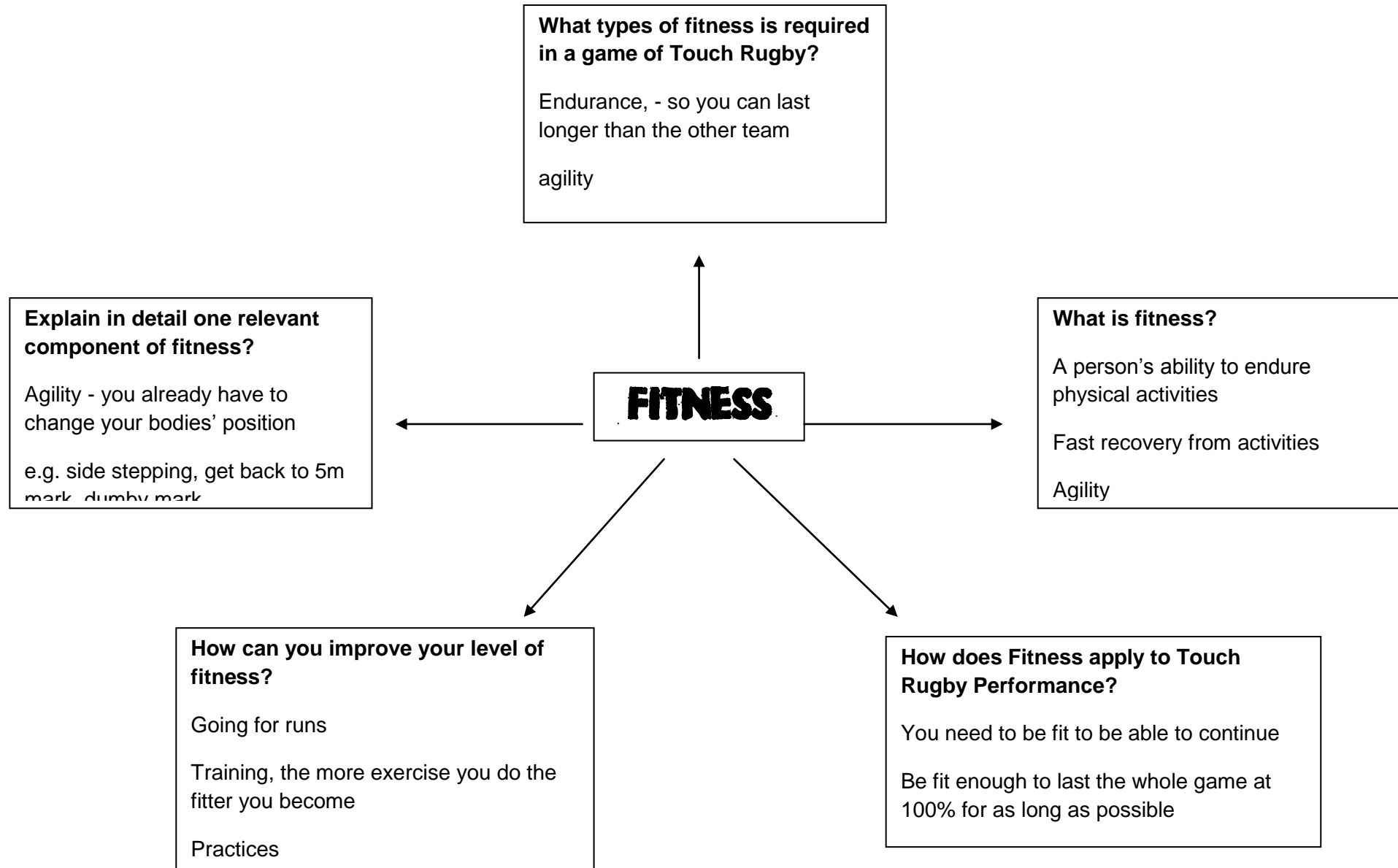
**Writing frame:** Writing an explanation

**Question:** List two factors that influenced your pre-test Performance

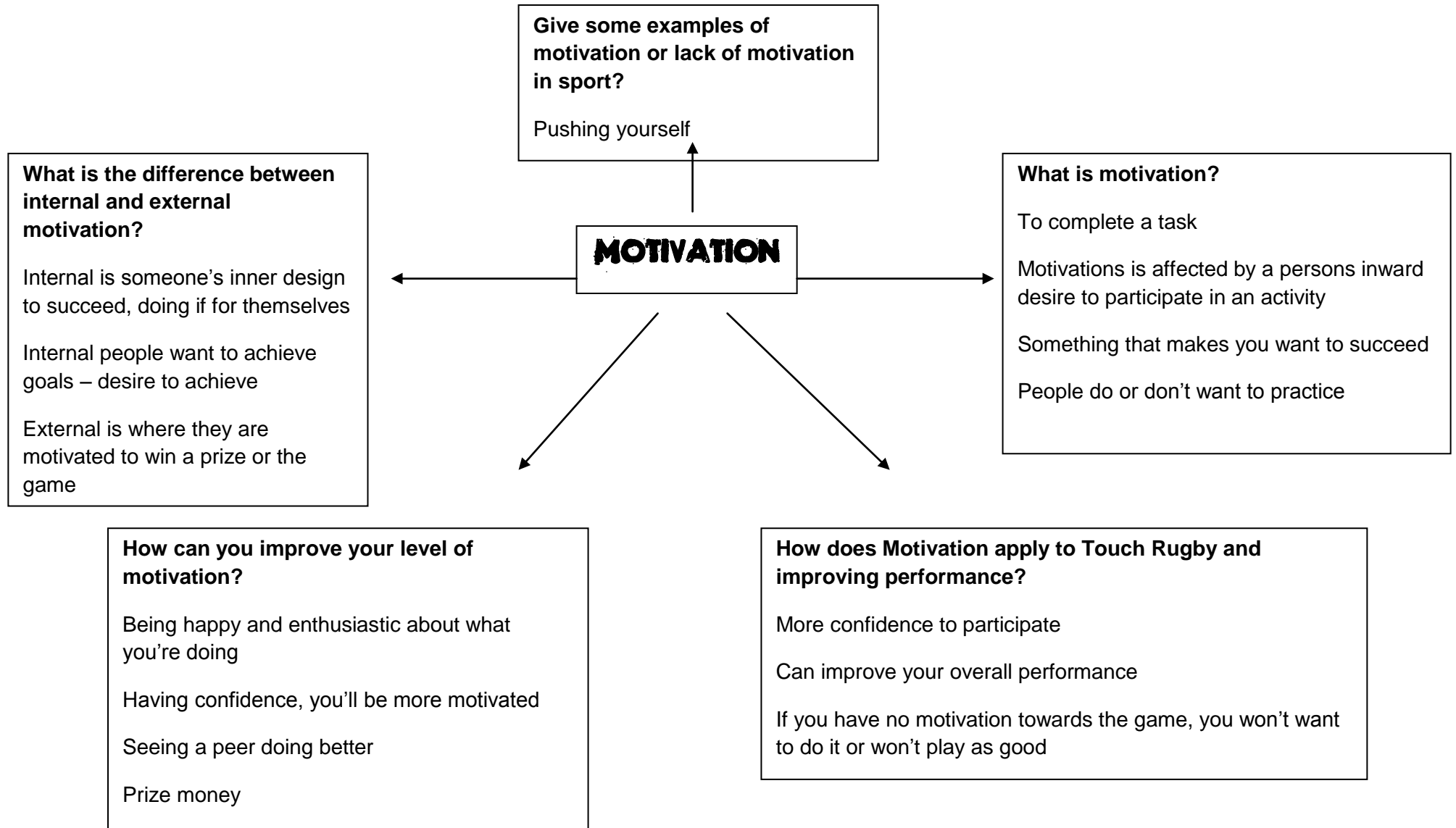
Explain in detail how each factor influenced your performance



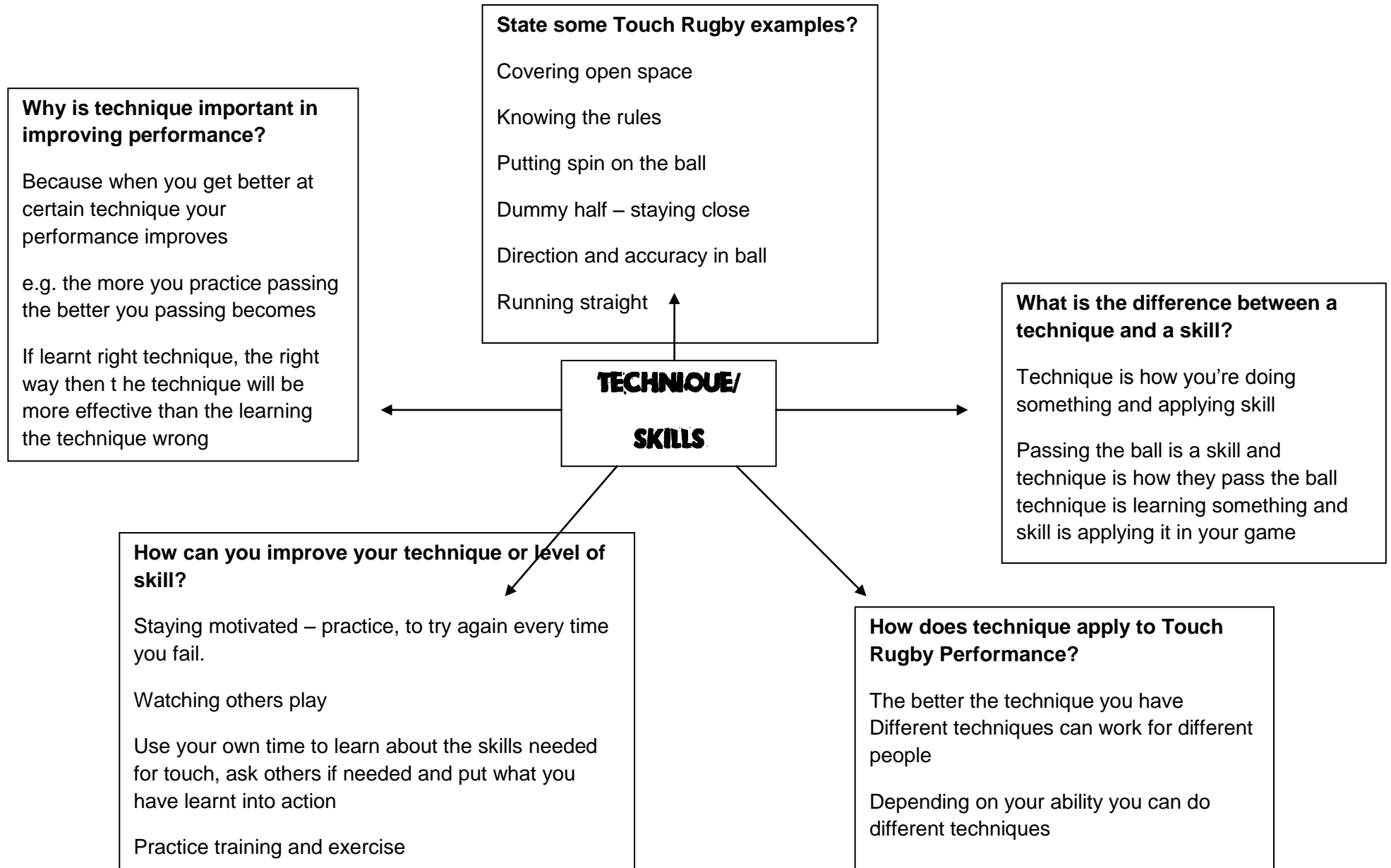
## FACTORS TO IMPROVE PERFORMANCE



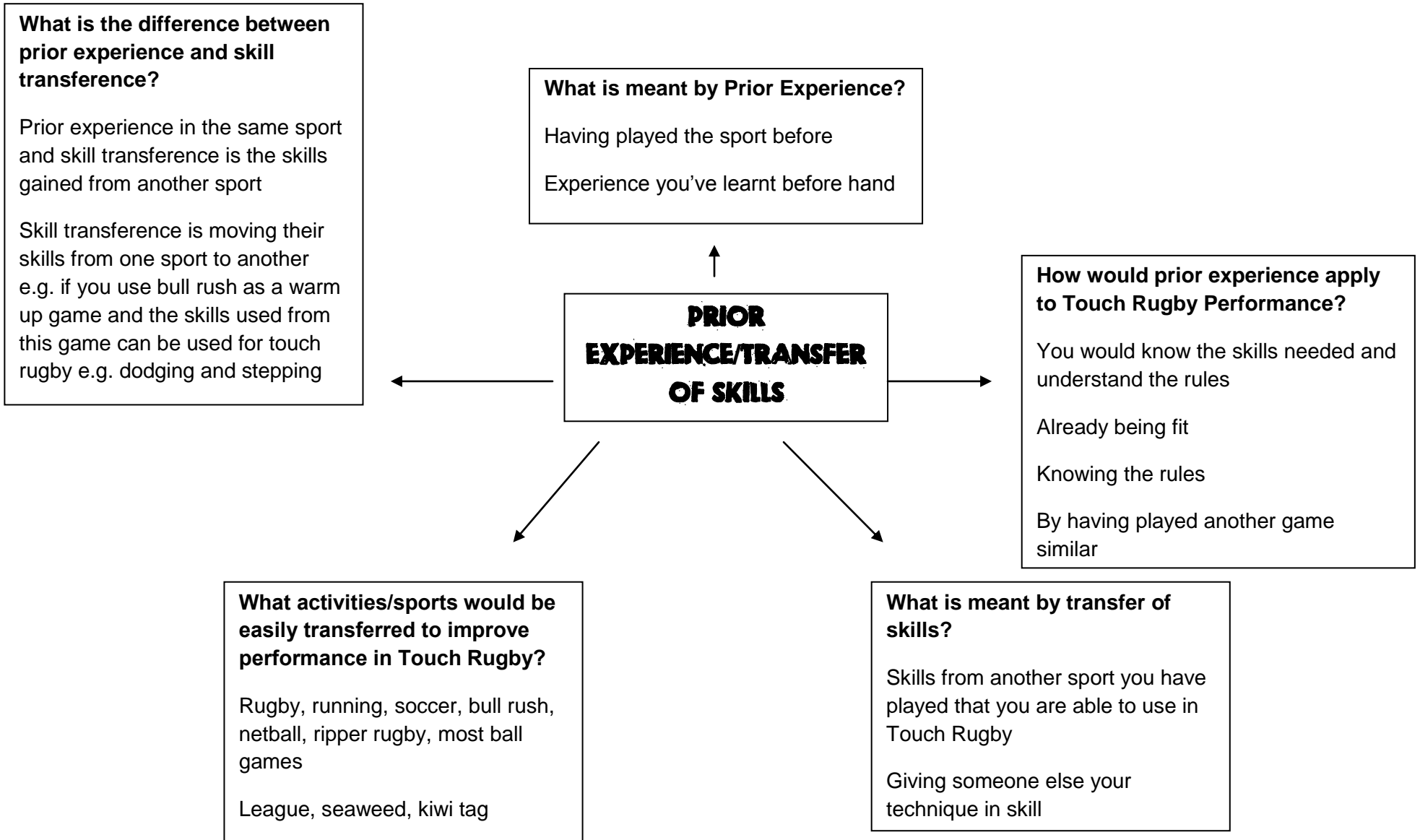
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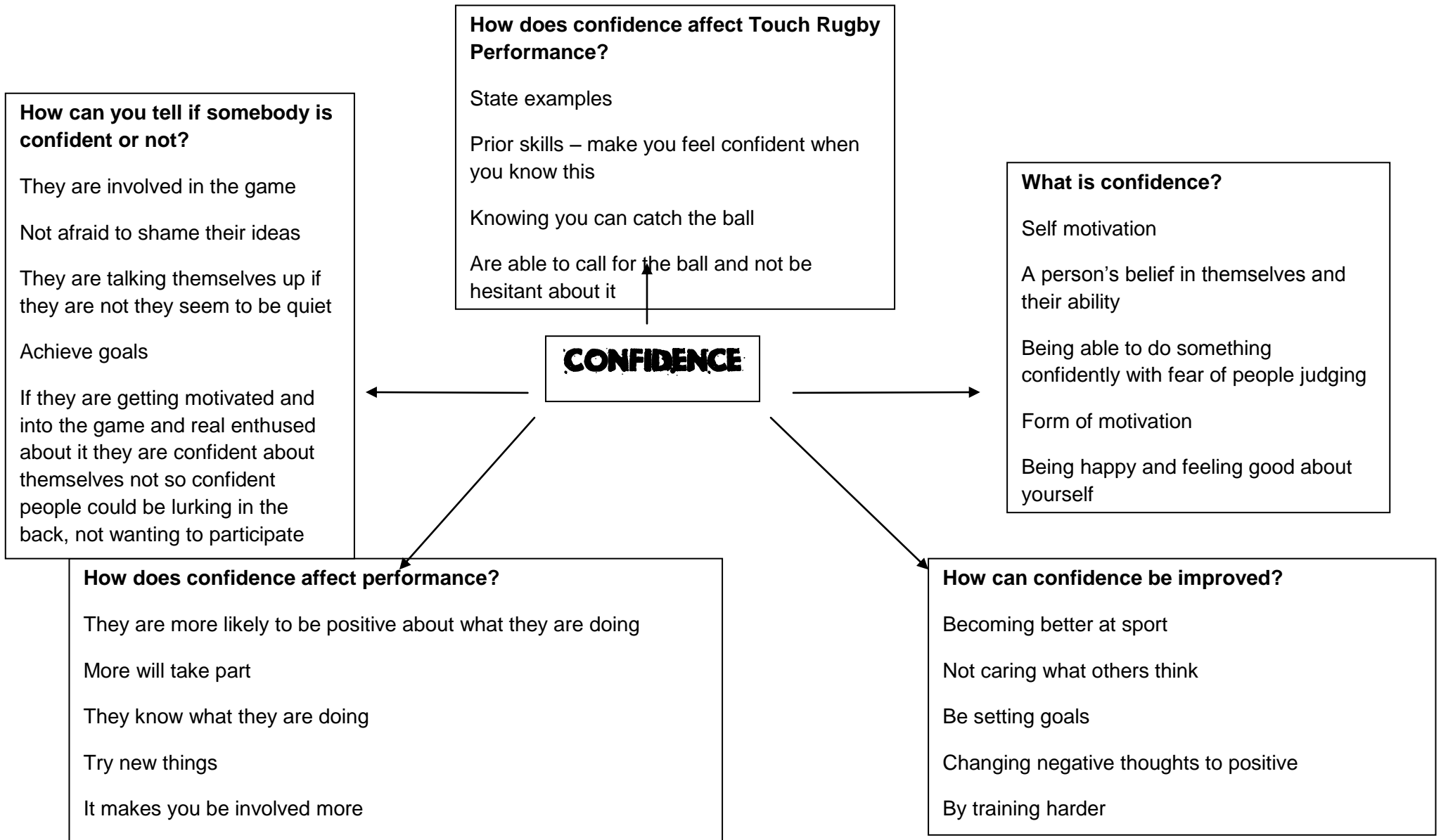
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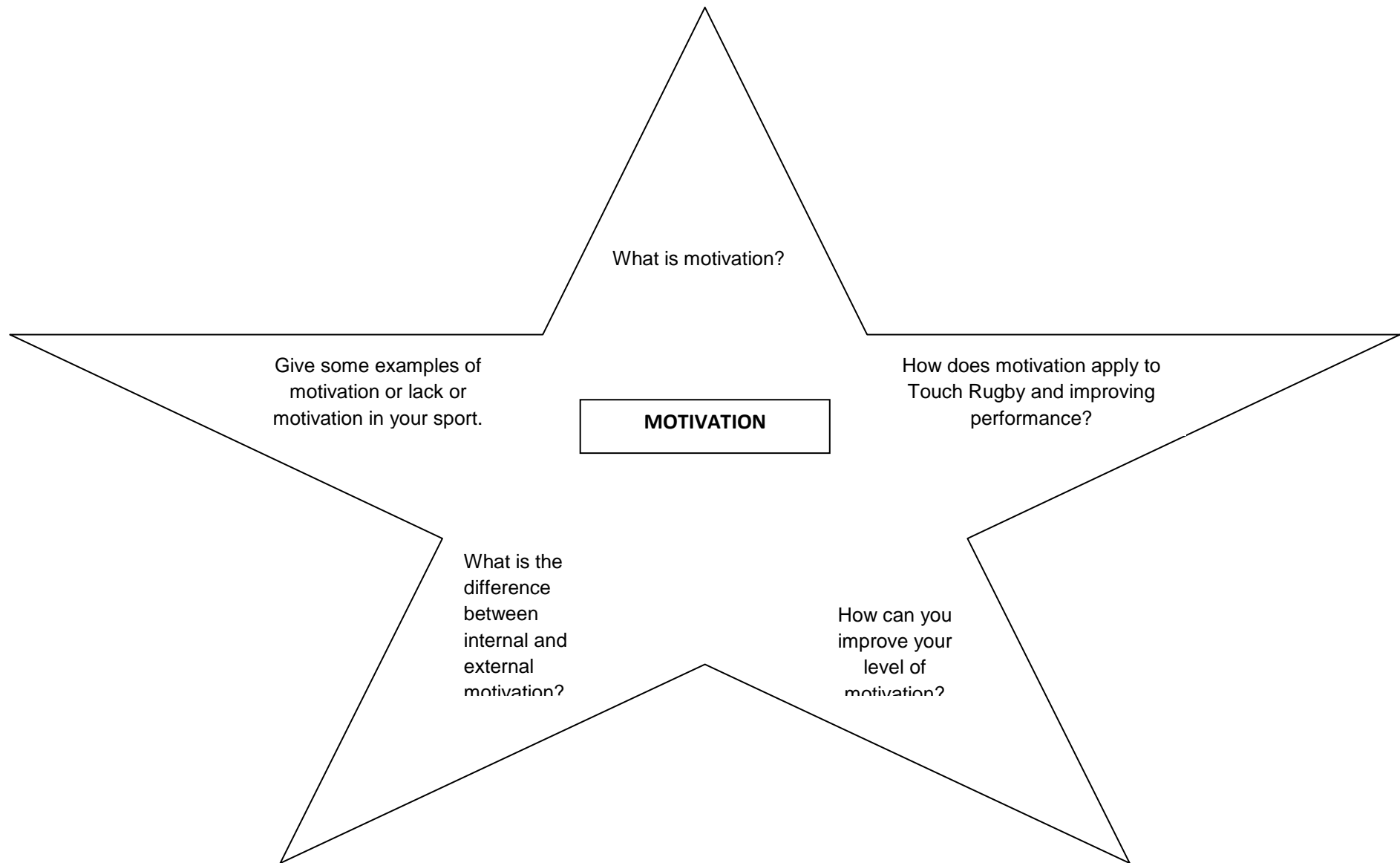
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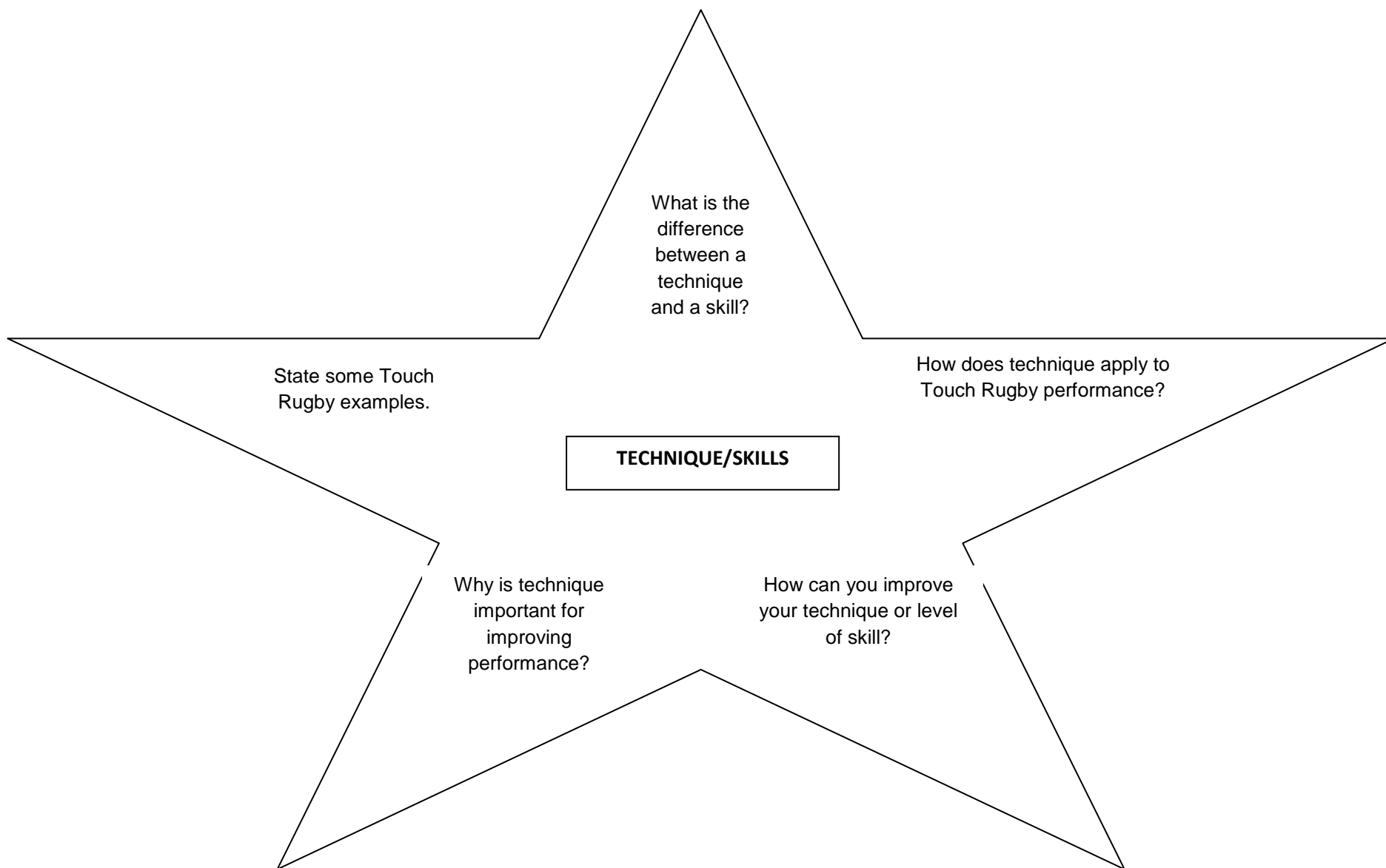
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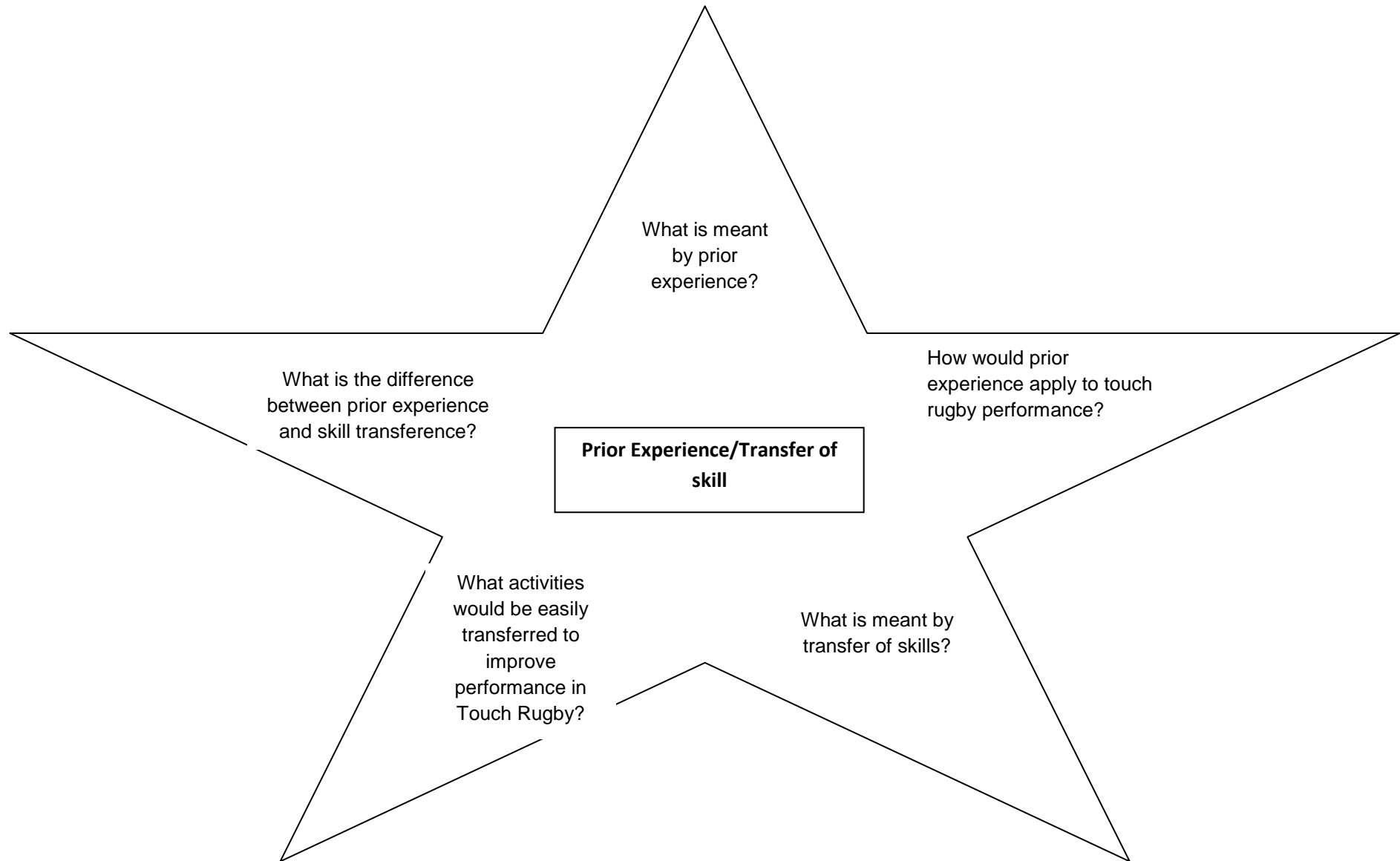
## Factors to Improve Performance



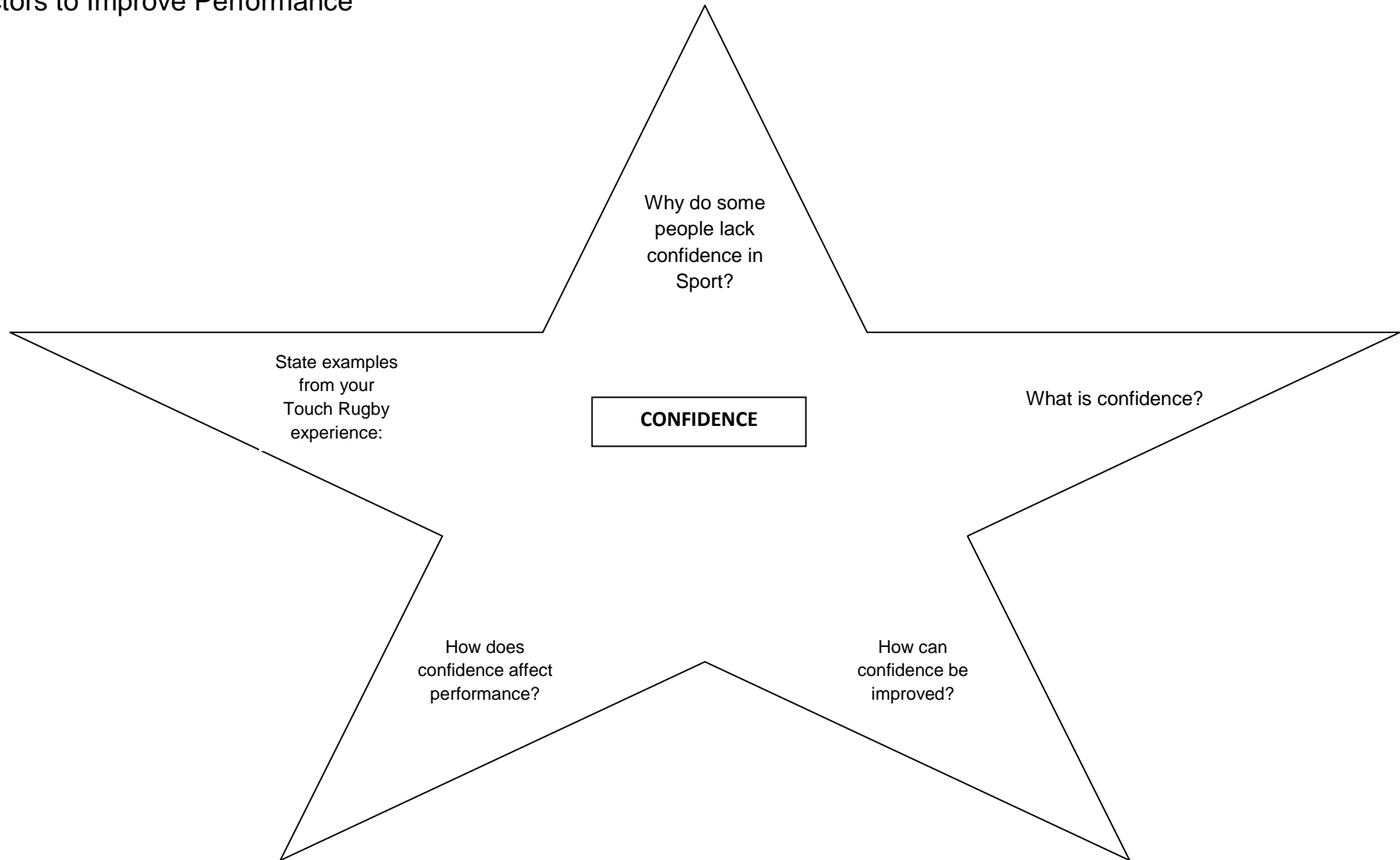
## Factors to Improve Performance



# Factors to Improve Performance



## Factors to Improve Performance



# Describe



(achieved)

## USE WORDS LIKE

Is  
As  
Are  
Has  
Will  
Which  
Increases  
decreases

# Explain



(merit)

## USE WORDS LIKE

Because  
This means that  
Which means that  
Due to  
Therefore  
Thus  
Which causes  
As shown by

# Discuss



(excellence)

## USE WORDS LIKE

So  
This can be shown by  
Compared with  
On the other hand  
As this changes  
As a consequence  
In the same way that  
Similar to  
Other ways in which

# Evaluate



(excellence)

## USE WORDS LIKE

Therefore  
This implies that  
These results suggest  
As shown by  
Due to  
Advantages/positive  
Disadvantages/negative  
On reflection

## Explain in Detail

- ▶ Identify and clarify what is being explained
- ▶ Clearly outline the topic
- ▶ Provide a reason and justify how and why something occurs
- ▶ Give examples

## Evaluate

- ▶ Make a judgement
- ▶ Justify with reasons
- ▶ How could you improve, what would you change, what would you do the same
- ▶ Give the pros/advantages and cons/disadvantages
- ▶ Implications for the future

# Year 11 Coaching Evaluation Model

## Positives

(The Yeah's)

Communication strategies used

①

②

Management strategies used

①

②

Rate how effective these were on the scale below.

Use a different symbol for each strategy

1 = very poor, 10 = excellent

1 2 3 4 5 6 7 8 9 10

## Negatives

(The Na's)

## Improvements

(The Laters)

**PICK ONE of your strategies/skills that you used**

- **Evaluate** how your chosen strategy/skill helped develop these aspects in your team. **Say how and why** your technique worked or did not work and give specific examples
- Suggest ways you could improve

★ Make your judgement: .....

★ Justify with reasons: .....

★ How could you improve?: .....

★ What would you change? .....

★ What would you do the same? .....

★ List 3 positives/advantages .....

★ List 3 negatives/disadvantages .....

★ What does this mean for you if you were to coach in the future?  
.....  
.....  
.....

# To evaluate, use words like

- ➔ *Therefore*
- ➔ *Advantages included*
- This implies that*
- Disadvantages included*
- This suggests*
- On reflection*
- As shown by*
- Due to*

Now write this evaluation up in paragraph form!

A large rectangular box containing 20 horizontal lines for writing a paragraph.



# FRAME ME - WRITING AN EXPLANATION

<b>Question:</b>	
<b>Key words in the question</b>	
<b>Introductory sentence:</b>  What are you trying to explain?  How  When  Why  Where	
<b>What points do you need to include?</b>  What are the key words, ideas, or information that you will need to use to answer the question?  Decide on examples to illustrate your points.	
<b>How will you sequence your explanation?</b>  Decide how to order your ideas and choose link words that you might use.	
<b>How will you end your explanation?</b>  Is there a general statement you can make to sum up your explanation?	

## useful connectives and signal words

<b>Introduction</b>	The topic/issue/study area; this report My purpose/questions/area of interest/hypothesis
<b>Describing procedures or time sequences</b>	The first step, to begin with, initially, before, at this point secondly, subsequently, following this step, next, then, another when, meanwhile, after that, after a while, later, finally, consequently
<b>Giving example</b>	For example, for instance, including, such as, another reason, Another example, can be illustrated by, as follows
<b>Comparing</b>	Both ... and ..., similarly, in most cases, not only ... but also ,, More, most, less, least, less than, more than
<b>Contrasting</b>	But, however, on the other hand, in contrast to, whereas, alternatively, is different from, differs from, on the contrary, although, yet , nevertheless, despite this
<b>Adding information</b>	Also, as well as, another point, another factor, another reason, in addition, additionally, besides, furthermore, moreover
<b>Cause and effect</b>	Due to, because of, the reason for, consequently, in that case, hence, as a result of, as a consequence of, since, the effect of, if ... then ..., therefore, stemmed from, an outcome of, accordingly
<b>Interpreting data</b>	As can be seen by, according to, as shown in, evidence indicates, as exemplified by, as a result of
<b>Conclusion</b>	In conclusion, thus, therefore, for these reasons, these points lead to, as a result, the results indicate, accordingly, to summarise

## What the teacher does

- ★ Discuss the purpose of a particular text form.
- ★ Analyse the structure and language of a model example of that text form.  
Assessment exemplars from *The New Zealand Curriculum Exemplars* (Ministry of Education, 2203c) may be helpful (available online at [www.tki.org.nz/r/assessment/exemplars/index\\_e.php](http://www.tki.org.nz/r/assessment/exemplars/index_e.php)).
- ★ Use templates to model for the students (or collaboratively build with them) an effective paragraph for a text in that form. The planning template below is designed to help students write an explanatory paragraph.  
**Note:** Templates can also be prepared for other paragraph forms, such as describing, explaining procedures, persuading, or presenting an argument. Authors such as Anderson and Anderson (1997), Derewianka (1991), Knapp and Watkins (1994), and Whitehead (1992, 1995, and 2003) have formulated further examples.

# Template for writing an explanation

<b>Question</b>	
<b>Key words in the question:</b>	
<b>Introductory sentence:</b> What are you trying to explain?  How  Who  When  Why  Where	
<b>What points do you need to include?</b>  What are the key words, ideas, or  Information that you will need to use to answer the question?  Decide on examples to illustrate your points.	
<b>How will you sequence your explanation?</b>  Decide how to order your ideas and choose link words that you might use.	
<b>How will you end your explanation?</b>  Is there a general statement you can make to sum up your explanation?	

# STARTERS FOR WRITING A LEARNING LOG

Students may write what they wish, or they may be given open-ended questions or sentence starters. Some suggested cues are listed on the following tables.

To encourage students to write about:	Try these starters:
<b>Learning conditions</b>	<ul style="list-style-type: none"> <li>🌀 I find it helpful when the teacher...</li> <li>🌀 I find it hard to learn when....</li> </ul>
<b>Their understanding of the learning process</b>	<ul style="list-style-type: none"> <li>🌀 The first thing I do when I work on a problem (learning a new skill/practical problem solving/completing a writing task) is.....</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>🌀 Today we learned about.....</li> <li>🌀 One important fact I need to remember is.....</li> <li>🌀 Three important words I need to remember from today's lessons are....</li> <li>🌀 I'd like to know more about.....</li> </ul>
<b>Their use of skills or learning strategies (both practical and written)</b>	<ul style="list-style-type: none"> <li>🌀 I found (writing/practical) task difficult/easy because....</li> <li>🌀 Having to (ask a question/draw a mind map/practice skill with my team) helped me to.....</li> <li>🌀 I find the best way to record facts to remember is.....</li> </ul>
<b>Their personal responses (for example after a training session or on an Outdoor expedition)</b>	<ul style="list-style-type: none"> <li>🌀 What I enjoyed most today was.....</li> <li>🌀 I agree/disagree about.....</li> <li>🌀 One thing that puzzled/surprised/confused me today was....</li> </ul>

★ Adapted from: \* Effective Literacy Strategies: A Guide for Teachers. Ministry of Education. Learning Media. Wellington (2004).

# Getting off the start line...

## sentence starters for higher level thinking

- ⊙ There is a lot of discussion about whether  
.....
- ⊙ The people who agree with this idea, such as  
.....,claim that.....
- ⊙ They also argue that  
.....
- ⊙ A further point they make is  
.....
- ⊙ However, there are also strong arguments against this  
point of view, .....believe that . . . .
- ⊙ Another counter argument is  
.....
- ⊙ Furthermore  
.....
- ⊙ After looking at the different points of view and the  
evidence for them, I think..... because  
.....

# Explain, with evidence, the effectiveness of a physical activity programme and its influence on well-being

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Explain, with supporting evidence, the effectiveness of a physical activity programme and its influence on personal well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate, with supporting evidence, a physical activity programme and its influence on personal well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate, with supporting evidence, a physical activity programme and its influence on personal well-being.</li> </ul>

- ⊕ Participation relates to active involvement and commitment to training/practice/rehearsal.
  
- ⊕ For achievement with excellence, the critical evaluation must, with supporting evidence, examine, **question, evaluate, and challenge taken for granted assumptions about issues and practices** (p. 56 of H&PEiNZC); eg effectiveness of the programme, the process, the outcomes, and the related bio-physical principles and/or socio-cultural factors; before drawing conclusions about the effectiveness of their own physical activity programme and its influence on personal hauora/wellbeing.
  
- ⊕ For achievement with **merit** the evaluation must, with supporting evidence, draw conclusions about how effective the physical activity programme was in influencing personal hauora/wellbeing.
  
- ⊕ In regard to *hauora/well-being*, **personal evidence of the inter-relatedness of the dimensions and their relationship to the student and their programme must be evident**. When conclusions are reached, they should be **justified, with supporting evidence**, using information that must come from experience of participation in the personal activity programme, and, for excellence, must also include other sources.
  
- ⊕ *Supporting evidence* on the effectiveness of the programme could include, but is not limited to, **observations, notes and/or records of: data related to physiological responses, personal feelings, advice received from, and support given by, others; difficulties encountered, management of costs and interactions with peers that occurred while participating in the personal activity programme, modifications made to the plan, record of progress.**

# Reviewing the Mizuno Half Marathon

## Explain, with evidence, the effectiveness of a physical activity programme and its influence on well-being

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Explain, with supporting evidence, the effectiveness of a physical activity programme and its influence on personal hauora/well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate, with supporting evidence, a physical activity programme and its influence on personal hauora/well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate, with supporting evidence, a physical activity programme and its influence on personal hauora/well-being.</li> </ul>

**Task 1:** Complete a 10 week training programme for the Mizuno Half Marathon

**Task 2:** Physical activity programme focus statement

**Task 3:** Record participation for Mizuno Half Marathon (log book)

- You have completed all of these in your previous assignment

- Use all of the above as additional supporting evidence for Task 4

**Task 4:** Mizuno Half Marathon reflection review

- Critically evaluate the effectiveness of your Mizuno Half Marathon training programme by completing the PMI and the evaluation model.

- For achievement with excellence, the critical evaluation must, with supporting evidence, examine, **question, evaluate, and challenge taken for granted assumptions about issues and practices**
- In regard to *hauora/well-being*, **personal evidence of the inter-relatedness of the dimensions and their relationship to the student and their programme must be evident**. When conclusions are reached, they should be **justified, with supporting evidence**, using information that must come from experience of participation in the personal activity programme, and, for excellence, must also include other sources.
- Supporting evidence* on the effectiveness of the programme could include, but is not limited to, **observations, notes and/or records of: data related to physiological responses, personal feelings, advice received from, and support given by, others; difficulties encountered, management of costs and interactions with peers that occurred while participating in the personal activity programme, modifications made to the plan, record of progress.**

Complete a PMI model attached.

Use an **introductory paragraph** to your evaluation before beginning to critically evaluate the effectiveness of your programme. Complete the chart below to get planning to write your way to an excellence!

Evaluation Model	Factors to critically evaluate	Have you justified with supporting evidence? Give examples	Self check	Peer check
<b>Judging</b>	<b>Strengths</b>  1.  2.	1. Evidence  2. Evidence		
	<b>Weaknesses</b>  1.  2.	1. Evidence  2. Evidence		
	<b>Influences beyond yourself</b>  1.  2.	1. Evidence  2. Evidence		
	<b>Effects on other aspects of your lifestyle</b>  1.  2.	1. Evidence  2. Evidence		
<b>Compare to Criteria</b>	<b>Compare/contrast effects on your wellbeing</b>			
	<b>Physical</b>  1. Before:  2. After:	1. Evidence  2. Evidence		
	<b>Mental and emotional</b>  1. Before:  2. After:	1. Evidence  2. Evidence		
	<b>Spiritual</b>  1. Before:  2. After:	1. Evidence  2. Evidence		
	<b>Social</b>  1. Before:	1. Evidence		

	2. After:	2. Evidence		
	Overall statement about your wellbeing NOW compared to BEFORE			
<b>Modifying</b>	<p>What modifications would you make to a programme in the future to be more beneficial to your wellbeing? (what would you have done differently and why)</p> <p>1.</p> <p>2.</p>	<p>1. Evidence</p> <p>2. Evidence</p>		
	<p>What adjustments would you make to your definition of wellbeing after completing your programme?</p> <p>1.</p> <p>2.</p>	<p>1. Evidence</p> <p>2. Evidence</p>		
Any additional information you think you should add? Can it fit into any of these categories				
Write a sensational conclusion!				

# EVALUATE...



(key words to get you going towards an excellence)

## USE WORDS LIKE

Therefore

This implies that

These results suggest

As shown by

Due to

Advantages/positive

Disadvantages/negative

On reflection

## PMI: Reflecting on the Mizuno Half Marathon

- Consider the effectiveness of your half marathon programme
- The process (**what you did, when, how**)
- The **outcomes** in relation to biophysical principles and socio-cultural factors

P+

What **pluses**, positives, gains rewards, etc did you gain from your programme?

What **minuses**, negatives and difficulties did you find in your programme?

**M-**

Any other **interesting** details from your programme?

**I?**

Use an **introductory paragraph** to your evaluation before beginning to critically evaluate the effectiveness of your programme. Complete the chart below to get planning to write your way to a merit and excellence!

Evaluation Model	Factors to critically evaluate	Have you justified with supporting evidence? Give examples
<b>Judging</b>	<b>Strengths</b>  1. Sticking to my programme 90% of the time  2. Improving my fitness/time trials (seeing progression)	1. Evidence: completed 2 full weeks in a row without missing a session (1 <sup>st</sup> to 14 <sup>th</sup> August)  2. Evidence: My 20km time trial that I completed in Week 1, 4 and 8 (give results from log book). How I felt after each one.
	<b>Weaknesses</b>  1. Poor Nutrition  2. Allowing others to influence my training	1. Evidence: Junk food consumed 3 x weekly in first 4 weeks (log book). Comments made by family, how I felt  2. Evidence: Log book training days which I missed, feeling angry/annoyed with others and myself
	<b>Influences beyond yourself</b>  1. Bad weather  2. Hills everywhere!	1. Evidence: Log book dates where I biked in the rain/wind/frost as well as days I missed due to bad weather. Feeling frustrated and what I did as an alternative (swim at pools or gym)  2. Evidence: Location of bike rides, how I felt starting and finishing with them, but used to my advantage with hill training and/or managing flat bikes around them.
	<b>Effects on other aspects of your lifestyle</b>  1. Being organised (better time management)  2. improved my confidence	1. Evidence: advice received from teacher, Wendy, Duncan, about following a programme and being prepared with gear for all conditions. Feeling pleased with myself after morning rides, more prepared and alert to get on with other things/school work.  2. Evidence: Now feel I can go and enter more events and feel I can go and train by myself. Comments from parents about how positive I was about event and my training towards end of programme and personal comments from range of people after event congratulating me
<b>Compare to</b> <small>wellbeing</small>	<b>Physical</b>  1. Fitness tests Pre and post  2. Change in body shape:	1. Evidence: Pre and Post test: Identify what I did improve in, what I didn't and reasons why. How this made me feel, benefits to other activities I did, body shape improved, note data! Aerobic energy system, how this became more efficient  2. Evidence: data, weight, physical appearance, comments from others. Note specific muscle groups which got stronger or ones that got weaker as a result of endurance training (upper body) – (observations)

	<p><b>Mental and emotional</b></p> <ol style="list-style-type: none"> <li>1. Before/after tests</li> <li>2. Stress levels improved</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence: Note which specific test results have changed, my personal thoughts and feelings on this</li> <li>2. Evidence: Eg's of how I felt after biking when was stressed, and how I used exercise to relieve stress, or bike with friend to discuss problems and felt better for it by talking to someone different about issues.</li> </ol>
	<p><b>Spiritual</b></p> <ol style="list-style-type: none"> <li>1. Before/after</li> <li>2. Appreciation of the environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence: did not identify with this dimension well, and now have a better understanding of it especially how I talk/discuss personal philosophies about what I want out of life with family (now setting new goals, give eggs for future studies, sport etc)</li> <li>2. Evidence: great to get outside and train on nice days and it made me appreciate the lake/mountains (give specific eg's of rides when this occurred) Felt great getting out of the house on nice day instead of biking in gym (log book, weather, environment, places you biked to etc)</li> </ol>
	<p><b>Social</b></p> <ol style="list-style-type: none"> <li>1. Before and after</li> <li>2: Pick a factor from this dimension and discuss it (eg, helping others)</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence: personality type, who you mixed with before, who you talked with and what you discussed with others during class runs, runs with family/other friends, biking provided me with an opportunity to mix with others: who? When? Advice from them, support from them</li> <li>2. Evidence: Made me assist others with their training, and this made me feel .... Encouraging others when they were struggling, on race day supporting other friends racing with positive comments Eg from log book, their support/advice/comments</li> </ol>
	<p>Overall statement about your wellbeing NOW compared to BEFORE</p>	<p>In a paragraph, discuss what wellbeing was to you before the programme, and now how you think it is after the programme. (compare and contrast) (go back to your Plan ½ marathon assignment – can use this information here!)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Modifying</b></p>	<p>What modifications would you make to a programme in the future to be more beneficial to your wellbeing? (what would you have done differently and why)</p> <ol style="list-style-type: none"> <li>1. Nutrition log book</li> <li>2. Get a coach</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence I would keep a nutritional log book to keep track of all food and fluid consumed each day. List the difficulties I encountered when eating unhealthy, and compare to when I did eat healthy (how I felt and how it effected my training and race day)</li> <li>2. Evidence: Wendy and Duncans advice about coaches v's doing it yourself, getting expertise in an area you are not familiar with or have experience in. List advantages (you have someone to report to) and disadvantages of this (cost etc)</li> </ol>
	<p>What adjustments would you make to your definition of wellbeing after completing your programme?</p>	<ol style="list-style-type: none"> <li>1. Evidence: Note what my goal was, did I achieve it, why, why not, and other goals I would like to set in my life and why. Why is goal setting important to me know</li> </ol>

	<p>1. spiritual - I would place more emphasis on this dimension instead of thinking I didn't really need it to have total wellbeing (more emphasis on goal setting)</p> <p>2. Relaxing! (social dimension)</p>	<p>2. Evidence: Would make sure I would plan time out for myself as this is an important part of wellbeing, and too often I do too much for other people and need to learn to say NO and look after myself. I thought that the social dimension was all about mixing with others (friends and family) and did not take the time out for myself (note the days I overloaded myself and did extra things I should not have done, and note the days I chilled out and how I felt about them, or preferred to bike by myself at times due to how I was feeling)</p>
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## PMI: Reflecting on the Mizuno Half Marathon

- Consider the effectiveness of your programme
- The process (**what you did, when, how**)
- The **outcomes** in relation to biophysical principles and socio-cultural factors

<p style="font-size: 48pt; font-weight: bold;">P+</p>	<p>What <b>pluses</b>, positives, gains rewards, etc did you gain from your programme?</p> <p>Completed the cycle challenge in a time much better than predicted</p> <p>Improved my fitness over a 3 month period which made me better in my other sports of swimming and running</p> <p>Toned my body shape</p> <p>Got to mix with other people during group rides I wouldn't necessarily mix with which ended up being a motivational and competitive factor with these same individuals.</p> <p>The feeling that I was an 'athlete' after crossing the finish line and realising that I had biked 160 km all by myself!</p> <p>This programme and event has improved my confidence so that I am willing to try bigger and better physical challenges. Eg, a half ironman.</p> <p>The event is quite sociable, lots of people talk to you the whole way around the lake</p>
	<p>What <b>minuses</b>, negatives and difficulties did you find in your programme?</p> <p>Biking in wet weather</p> <p>Don't like wearing lycra in public, but you have to for this sport!</p> <p>That it is expensive getting the gear and maintaining your bike</p>

# M-

If other friends pulled out of a training ride due to weather or their own laziness, this had a big effect of my own motivation and I missed some rides due to this as I depended on others

Getting bigger thighs due to gaining more muscles in this area from so much biking

I got really sick of eating bananas during training rides

I hate windy days, and would make any excuse to bike on the wind trainer instead of going out in the wind

Everywhere you bike in Taupo is hilly!

Cycle events can be expensive

Feeling like I am not making any improvements when other people pass me during training and/or during event. Made me think why can I not go as fast as them?

Getting used to a hard bike seat and having lots of uncomfortable rides before I changed my set up

Being intimidated by other competitors with flasher bikes and better gear.

# I?

Any other **interesting** details from your programme?

That I could train on the wind trainer when it rained, and it proved to be quite an intense workout if you stuck to a specific wind-trainer programme

That other individuals can have very very expensive bikes, but this does not make a difference to the rider unless they have trained!

You want to ride your bike more if you like it! (the bike that is)

I dreaded the long bike rides but felt fantastic after I did them

Nutrition – I learnt that I needed to consume a drink bottle per hour if I could and snack every 20 minutes. I also discovered a type of energy gel that was good for my stomach and did not upset it like other gels did

Training in Taupo – it made me appreciate that I do live in a fantastic place and get to cycle next to our awesome lake and mountains

On race day I was blown away by the many different body shapes and sizes and it made me realise that with goals and training, anything is possible for anyone.

## Reviewing the Great Lake Cycle Challenge

The Great Lake Cycle Challenge is 160 kilometres around the stunning and very scenic Lake Taupo. In the past, I have admired these cyclists and wondered if I was ever capable such a feat! On Saturday the 28<sup>th</sup> December, I completed this event in 5 hours 57 minutes with a smile on my face and it will be a memory that will stay with me forever. For me to achieve this event, I had to plan execute my own 10 week programme. I had many highlights, and many moments where I struggled, but I learnt a great deal from this experience, in particular what I did well, what I could have improved on, and my different perspective of my own wellbeing now that I have completed such an event.

I discovered that I had a number of strengths when training for the Great Lake Cycle Challenge.. The two I will focus on include; challenging myself, and having a good base fitness prior to the ten week training programme..

**Challenging myself:** was my main strength in my programme. Without a challenge I am the type of person to give up and lose focus on my goals, which in this case was to complete the Great Lake Cycle Challenge in a time of 6 and a ½ hours as well as improve my cardiovascular fitness and endurance. I challenged myself each week by increasing the intensity of the activities. The training bikes at the beginning of my programme were done at my minimum intensity of 70% (161 bpm of my target heart rate) on the 20th and 24th of September (log book). I gradually increased the intensity to 75%, 80% and eventually at a maximum of 85% in week 8 on November 7<sup>th</sup> (log book). I found the longer and higher intensity bikes quite demanding on my body but they gave me something to work towards and try at. (This had a positive effect with the increase in by Beep Test level from 8.1 in my first testing one the 7<sup>th</sup> September, to 10.2 in the post fitness tests on 30<sup>th</sup> November.) I also increased the intensity of my 20km time trials, and improved the times of these. The results from this specific time trail were: pre-test 1 hour 10 minutes in week 3, 1 hour in week 5, 57 minutes in week 7, and finally in week 9 my time was 52 minutes. You can see the progress from the graph below. I used this same 20km loop to test myself against and as you can see in my log book, the weather conditions were consistent, (cold and windy) for each time trial. I was more focused and really challenged myself to reduce my time trial from the last one. As a result, I was amazed that I took 18 minutes off the original pre test, which I believe was a huge advantage in my overall training programme. A possible negative side effect from really pushing myself during these time trials were that I my legs were shattered for my ride the next day, in particular my quadriceps (rectus femorus, vastus medialis, vastus lateralis and vastus intermedialis). My legs felt particularly heavy and I did not follow advice offered by professional coach Wendy Crisp to stretch for at least 15 minutes after each rides

**Weaknesses:** At times, I found some aspects of my training programme very difficult to complete. The two main weaknesses I encountered included poor nutrition before, during and after rides, as well as allowing other training partners lack of motivation to ride affect my motivation to ride when they pulled out of meeting up and training together.

During our class theory lessons, we learnt about many aspects of nutrition. I found pre training/event and post training/event meals as well as what you should consume while riding very interesting. The unfortunate fact is that I certainly did not apply these important nutritional facts into my programme until the last 2 weeks. One of my long rides on the 7<sup>th</sup> October (90 km) I noted I had logged that I had fast food and junk food the night before (KFC quarter pack and chocolate and biscuits with a coke- log book nutritional notes) and for breakfast the morning of my long ride I had a piece of toast with marmite and a coffee. This proved to have a negative effect on that particular training ride, as I felt slow and sluggish throughout the ride and was very dehydrated. I ended up having a headache during the ride and did not feel as though I had that much energy. It was interesting to note that Doris, who I completed most of my rides with, noted that I did not seem as 'full as steam' as I usually was and I asked her to stop three times during the ride as I felt tired. I also did not consume good quality food during this training ride as I was unorganised and only took 2 moro bars. After that day I noted in my log book that "Hated this ride today, should have been more prepared with better snacks during the ride, get this sorted for next week!" As a result, this ride was not a quality session, and I learnt the hard way from that particular training session to eat sensibly the night before and the morning of my long rides, as well as being prepared with good energetic snacks such as bananas and muesli bars during these rides. Since that particular horrible

ride which just about put me off completing the event, I had a roast meal with plenty of carbohydrates and creamed rice for dessert, as well as 2 poached eggs on toast with a drink bottle of water with each meal.

The intensities of the activities were at a very high level which my body and fitness levels couldn't cope with through out the 10 weeks. On May 26th I was forced to not complete my planned activity of running for 30mins at 70% intensity but instead stretch my muscles particularly quadriceps, hamstring, gastrocnemius and abdominal which were hurting from the previous days body resistance circuit. On June 22nd I could only manage to complete 5 sets of 10 reps rather than my aim of 15. It was a bit disappointing to think that in week 6 I was struggling but I think the difficulty was a bit hard for me after an intensive week. On June 29th I noted, "I have found my limit I think" which is another indication that the intensity of the activity was too hard.

.....Emotionally, my hypothesis stated I would improve my perseverance by completing the programme, independence by setting up equipment and doing exercises on my own, and determination, as I wanted to get fitter. I was surprised at how well I persevered with all my planned activities. This then impacted on my physical dimension by allowing me to achieve goals in the physical. I managed to work out almost always 6 times per week with the exception of injury, illness or commitments. Even though I found some tasks particularly difficult such as the final body circuit involving 5 sets of 20 reps of 9 exercises, which I struggled to complete I still persevered. I did, however get sick of the gym lengths exercise, as it is a bit tedious and at one session on 23rd of June I ran continuously instead. I did show independence by completing some of the activities on my own and using my initiative to improvise with equipment I didn't have access to such as using a heavy book instead of a medicine ball. My determination also showed out and this was evident in the beep test where I was especially trying my best, as I wanted to succeed in my programme.

Spiritually, my hypothesis stated I would feel happy in myself because I will improve at something I've worked hard at and deserve. This statement is particularly accurate. Personally I did feel really good about myself. I felt good for getting out there, fighting my lazy side and doing some exercise which influenced my physical and emotional wellbeing as well. I did work hard in the programme so felt I earned the improvements I made in my cardiovascular endurance (physical). I felt happy because it was a goal I had achieved on my own without anyone else's hard work. I designed the programme and I completed the programme, which gave me a great sense of satisfaction.

