

Why Physical Activity- What might it look like from year 11 – 13?

Year 11	Year 12	Year 13
<p>Possible achievement objectives 6A2 Regular Physical Activity Choose and maintain ongoing involvement in appropriate physical activities and examine factors influencing their participation. 6B4 Challenges and social and cultural factors • Demonstrate understanding and affirmation of people's diverse social and cultural needs and practices when participating in physical activities 6D1 Societal attitudes and values Analyse societal influences that shape community health goals and physical activity patterns. 6D4 People and the environment Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental care.</p>	<p>Possible achievement objectives 7A1 Personal Growth and development Assess their health needs and identify strategies to ensure personal wellbeing across their lifespan 7B4 Challenges and social and cultural factors Appraise, adapt, and use physical activities to ensure that specific social and cultural needs are met. 7D2 Community resources Evaluate school and community initiatives that promote young people's well-being and develop an action plan to instigate or support these. 7A2 Regular Physical Activity Plan implement and evaluate a physical activity programme and examine factors used to justify physical activity as a means of enhancing wellbeing</p>	<p>Possible achievement objectives 8B4 Challenges and social and cultural factors • Devise and apply strategies to ensure that social and cultural needs are met in personal and group physical activities 8D1 Societal attitudes and values Critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities. 8D3 Rights, responsibilities, and laws Evaluate laws, policies, practices, and regulations in terms of their contribution to social justice at school and in the wider community</p>
What might they learn?	What might they learn?	What might they learn?
<p>Why is physical activity important for us? What counts as physical activity? Who is involved and why? What influences our participation? Do we/should we care about wellbeing? What influences our ideas about physical activity? What motivates me? How is this similar or different to my peers? What types of activity do I prefer and why? How is this similar or different to others?</p>	<p>What role does physical activity have in the lives of children, young people, and adults What are the range of points of views people have about physical activity for young people What do young people want and get from being involved in physical activity? What counts as physical activity in your school/community? What influences how young people in your school/community think about physical activity What are the assumptions that exist about what young people want in terms of physical activity in your school/community? What physical activity is valued and what is not in your school/community? How do you know this? How do schools decide what physical activity they offer, who are the decision makers – who has</p>	<p>What physical activity have you done over your life span? What or who have been the influences, enablers and barriers to your participation in physical activity? What has been the role of your family, friends, the environment in which you live, your community, and your school? What role has societal, political, economic, environmental, cultural or historical factors had in your decision making about what you did or did not do? This may or may not include gender issues around physical activity, the idea that the body is a machine that can be “worked on”, the comodification of the body and physical activity, physical activity as a business, etc. refer to Lorna Gillespie and Sue McBains work on the Critical</p>

	<p>voice?</p> <p>How might these perspectives be similar or different around New Zealand?</p> <p>Do physical activity opportunities in school / community match young peoples wants and needs?</p> <p>Who or what is disadvantaged by physical activity opportunities in schools and communities and why?</p> <p>What is the role of sport, sporting events and physical activity events in society?</p> <p>How have physical activity opportunities in schools and communities changed over time? Why?</p>	<p>Analysis Process 2006</p> <p>Analyse the influences and enablers to your participation, and any assumptions that your participation choices were made on.?</p> <p>What can we do to encourage ourselves, and others in physical activity?</p> <p>Whose voice was heard and why? How much choice did you have?</p> <p>What have you enjoyed the most and why?</p> <p>What were the influences on that enjoyment?</p> <p>What have you continued with and why?</p> <p>How does your involvement in physical activity contribute to your wellbeing?</p> <p>How do you think this might be similar or different when you leave school?</p> <p>What are the assumptions about physical activity for young people that may or may not have had an influence of what you have done, are doing or may want to do?</p> <p>What does the research say about young people and physical activity? How does it fit with your own experiences? How does it fit with what you and your peers believe?</p>
<p>How might it be assessed?</p> <p>1.1</p> <p>1.4</p> <p>1.8</p>	<p>How might it be assessed?</p> <p>2.1</p> <p>2.5</p> <p>2.9</p>	<p>How might it be assessed?</p> <p>3.1</p> <p>3.5</p> <p>3.6</p>