

Key:

Completed already
Module 1
Module 2
Module 3
Module 4

Number	Standard Name	Credits	Learning Area	Description	Possible modifications, personalisation options.
2.1a	What's on offer and why	3	Role and significance of physical activity in the lives of young people	Look into how physical activity opportunities at school are meeting student needs, then looking at the wider role of how physical activity has an impact on young peoples lives. This is looking more at extra-curricular activities.	Work alongside Sport Tairawhiti to analyse the impacts of Wednesday sport programme, prepare a report for the organisers.
2.1b	Does our Physical Education programme fit?	3	Role and significance of physical activity in the lives of young people	Investigate how how and why physical activity has a role and significance in the lives of the young people in New Zealand and summaries how well your school's Physical Education programme fits to young people's requirements. This is looking closely at our school PE curriculum and the benefits of physical activity.	Connect with other local schools to find out what they do in their PE programmes, and the opinions of their students.
2.2a	A ball of a time	5	How and why biophysical principles relate to the learning of physical skills	Apply biophysical principles to volleyball, analysing the skills of a junior student and helping them improve through analysing functional anatomy, biomechanics, skill learning and psychology.	Could use coaches eye and break down the skills digitally. Could choose a different sport to analyse.

2.2b	Move to improve	5	How and why biophysical principles relate to the learning of physical skills	Learn a skill with the non-preferred side of the body and talk about how it can be improved through analysing functional anatomy, biomechanics, skill learning and psychology.	Choose your own skill to work on.
2.3a	Train to Gain	4	Application of biophysical principles to training for physical activity	Peer led sessions and reflections on biophysical principles used.	We completed this in term 1
2.3b	Improving wellbeing, improving performance	4	Application of biophysical principles to training for physical activity	This assessment activity requires you to write a report on a 2-week minimum personal training programme that you have devised and implemented. In your report you will evaluate the application of relevant biophysical principles to the training.	We completed the other option so can't do this one!
2.4a	Ki-o-Rahi: forerunner to rugby	4	Practical Performance	Perform a physical activity in an applied setting. Ki-o-Rahi.	Choose which sport you will be assessed in - Dwayne from sport Tairawhiti could come in and run some sessions - we could compete as a class at a local tournament.
2.4b	Turbo Touch	4	Practical Performance	Perform a physical activity in an applied setting. Turbo Touch.	We could change the sport again, but work on your own individual sport and ask your coach to assess it. The list of sports is available here .
2.5a	Relevance S.O.S (Self.	4	Examine the significance	Participate in an event and summarise how the event affects you, others and society. You can summarise	Take part in a fun run or half marathon in Gisborne, have a look at the up-coming

	others and society)		for self, others and society of a sporting event	the event through a presentation, film documentary, or letter to a sport magazine/website.	events in the region, the way the project is reported on is up to the student.
2.5b	Why host the Rugby World Cup 2011?	4	Examine the significance for self, others and society of a sporting event	Use a collection of resources to critically examine the significance of the Rugby World Cup. Students could focus specifically on New Zealand's hosting the event in 2011, and the significance for themselves, others (which could include friends, family, whānau), and society (which could include community, hapū, iwi, region, nation, or global society).	Usually a written essay but formative assessment could represent some of the final mark through participation in an online forum discussing the RWC.
2.6a	Taking kids to camp	4	Evaluate leadership strategies that contribute to the effective functioning of a group	You will apply the leadership strategies as you lead a group of five year 10 students in at least two activities. You will work with them prior to, and on the year 10 camp. You will record your evaluation in a journal (or other format as agreed with your teacher). It will include both ongoing reflection and summative evaluation	Could tie in with Tu Tane camps, but these are usually after seniors have left and internal standards have been finalised.
2.6b	Coaching a team	4	Evaluate leadership strategies that contribute to the effective functioning of a group	Select, apply, and evaluate leadership strategies that contribute to the effective functioning of a group. In this case, the group is a team that you will coach for a season. Your teacher or sports coordinator (if a teacher) will observe your implementation of the leadership strategies and you will reflect on an ongoing basis on how well your selected leadership strategies are contributing / have contributed to the effective functioning of the team.	This could be a voluntary standard that runs through the year if you are coaching a junior team. It could involve Jeffo or Sue Croskery at Sport Gisborne. You could be assessed formatively through a reflective journal or page on Google+.
2.7a	Outdoor education	3	Risk management	In this activity, you will make a presentation in which you analyse the application of selected risk	The activity could be altered to any other outdoor activity?

	on your doorstep		in an outdoor activity	management strategies to the activity of kayaking. You will be assessed on the depth and comprehensiveness of your analysis.	
2.7b	The Great Outdoors	3	Risk management in an outdoor activity	Improve the systems involved with planning for a school camp. Complete a written report in which you analyse the application of selected risk management strategies to the outdoor camping situation and the challenging outdoor activities that students engage in while at camp.	Use the year 10 camps, but the senior students will have left at this point, there are no camps during the middle of the year.
2.8a	Let's get physical	3	Social responsibility	Apply social responsibility to a range of activities over a prolonged period of time. Students will need to keep a reflective journal of participation in activities, as well as taking part in peer evaluation	Use google forms to create 'anonymous' feedback from students about peers. Online journal kept for participation. It could be part of the leadership programme, or something you are involved in outside of school.
2.8b	Hikoi	3	Social responsibility	Apply social responsibility through a 3 day camp, student maintains a log and reflects on level of social responsibility.	Organise an expedition or outdoor activity opportunity.
2.9a 91335	Get Up and Go Week	3	Examine the implementation and outcome(s) of a physical activity	Work as part of a group to choose, plan, and implement a physical activity event/opportunity as part of your activity programme. Then individually write a report that examines the implementation and outcomes of your chosen event/opportunity.	Present your work in a verbal presentation, documentary style youtube clip, written report, magazine article.
2.9b	Beyond City Limits	3	Examine the implementation and outcome(s) of a physical activity	Plan an expedition and write a report on how it went.	This could be part of a camp, but these standards are covered in O.Ed.

2.10a	Let's do it together	3	Analyse group processes in physical activity	Participate in adventure based learning activities designed to challenge personally and socially. Then analyse the group processes that took place.	Students lead the ABL activities, organise groups and present about group dynamics (while working in groups!)
2.10b	Collaboration and co-operation	3	Analyse group processes in physical activity	Take part in a range of challenging outdoor activities, like cross-country skiing, rafting, team adventure race, kayaking or working together to plan an outdoor education physical education event.	Maybe adapt a survivor style camp, or adventure race up Kaiti hill?