

# The Great Outdoors!

Studies Year 8 Assessment – Term 1 Weeks 8 & 9  
Due Monday April 4, 2020 at 3:00 PM



Throughout this unit we have looked at the benefits of being outdoors on the physical and mental well-being of students. This unit is especially relevant to what has been happening in New Zealand over the past two years.

The Covid-19 pandemic has resulted in a greater awareness of and emphasis on the importance of knowing about the impact of psychological stress on student well-being and how to counter high levels of anxiety.

A second aspect of the pandemic involves the impact of being inside on our physical health including everything from indoor air quality to reduced physical activity to the effect of longer screen times on eye health.

**Imagine that our principal, Mr Morrison, has contacted you because he knows that you have been studying the importance of being outdoors on your health. He wants you to write a report to guide him.**

**Instructions:**

**1. A cover page which should have your:**

- a. name
- b. assessment title
- c. class name
- d. teacher
- e. date issued
- f. date due
- g. include an image (drawing, clip art, etc. That reflects the topic)

**Achievements Objectives:**

Level 4:

Understand that events have causes and effects.

Understand how people participate individually and collectively in response to community challenges.

For this assessment, you are required to create a response to each of the 4 questions in the form of a paragraph using information that we learned in class. You may also conduct additional research either online or using the EPIC data base assessible through the Mission Heights Junior College Library. Also, include the key terminology we learned in class (for example, particulate matter, anxiety).

**Problem – Solution**

**Questions:**

**1a. Describe the physical benefits on your health to being outdoors during a pandemic in New Zealand (how it can positively affect your body).**

**1b. Describe the negative consequences to your physical health from being inside for lengthy periods during a pandemic in New Zealand.**

**2a. What are the mental (psychological/emotional) benefits to being outdoors in the midst of a pandemic in New Zealand?**

**2b. What are the negative impacts to your mental health from being inside for long periods during a pandemic in New Zealand?**

## **Checkpoints:**

**1. Week 8 Thursday - Brainstorm for: Describe the physical benefits on your health to being outdoors outdoors.**

**2. Week 8 Friday - Brainstorm for: Describe the negative consequences to your physical health from being inside for lengthy periods.**

**3. Week 9 Wednesday - Brainstorm for: What are the mental (psychological) benefits to being outdoors?**

**4. Week 9 - Friday: Upload the report to Mission Heights Online**

## Key Points to remember:

- a. Students may wish to respond to questions 1a and 1b, however, depending on the depth of the responses, it may inhibit your chances of attaining at the Above and Beyond levels.
- b. Follow the instructions and use the S-E-X-Y writing style.
- c. The greater the depth and relevance of your responses in addressing the topic, the higher the mark.
- d. If you use quotations, limit them to 2 that are no longer than a sentence.
- e. Write in your own words. Do not copy and paste from the internet!

A refresher on the S-E-X-Y method appears below:

### S-E-X-Y

**S** – This is a **Statement** that establishes the main idea; also known as a topic sentence

**E** – Give an **Explanation** that expands, develops and clarifies your main idea.

**X** – Provide an **Example or Examples** – they can include facts, quotations, proof, evidence, details that support your main idea

**Y** – **You Add** - Give your opinion - explain the significance of the idea – explain the example

Criteria	WORKING TOWARDS Curriculum expectations	Working AT curriculum expectations	Working ABOVE curriculum expectations	Working BEYOND curriculum expectations
Identify Problems	You have <b>yet to clearly identify</b> the impact of a benefit and detriment in relation to outdoor life	You have <b>clearly identified</b> the impact of a benefit and detriment in relation to outdoor life	You have <b>described in detail</b> a range of benefits and detriments of outdoor life	You have <b>described in detail with examples</b> the benefits and detriments in relation of outdoor life
Explanation	You have a <b>limited</b> understanding of the benefits and detriments of outdoor life in New Zealand	You have <b>some</b> understanding of the benefits and detriments of outdoor life in New Zealand	You have <b>an understanding</b> of the benefits and detriments of outdoor life in New Zealand	You have a <b>full</b> understanding of the benefits and detriments of outdoor life in New Zealand
Impact	You have <b>yet to clearly describe</b> the impact of a benefit and detriment to outdoor life in New Zealand society	You have <b>clearly described</b> the impact on benefits and detriments to outdoor life in New Zealand society	You have clearly <b>described with examples</b> the impact of a range of benefits/detriments to outdoor life in New Zealand society	You have <b>explained the impact</b> of benefits/detriments to outdoor life in New Zealand society
Accuracy in writing	You have made errors in grammar, spelling and/or punctuation and these are intrusive at times, consequently the reader has to infer meaning	You have made some errors, but minimal reader inference is needed as meaning is mostly clear	You have carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear	You have carefully edited your writing to ensure you have no intrusive errors and meaning is consistently clear
Time Management	You have not submitted your assessment on time	You have not submitted your assessment on time	You submitted your assessment on time	You have submitted your assignment by the due date...
Overall	<b>WORKING TOWARDS Curriculum expectations</b>	<b>Working AT curriculum expectations</b>	<b>Working ABOVE curriculum expectations</b>	<b>Working BEYOND curriculum expectations</b>

### English Marking

Ideas	You have developed your understanding of how to make inferences and apply reading strategies to make meaning and respond to texts. You have a developing understanding of the ideas, links, and viewpoints within the text.	You have applied several reading comprehension strategies to make meaning and respond to texts. You have communicated an in-depth understanding of the ideas, links, and viewpoints within the text.	You have independently applied a range of reading comprehension strategies to make meaning and respond to texts. You have applied critical thinking skills to explore the ideas, links, and viewpoints within, across, and beyond the text(s).	You have confidently and deliberately applied a range of reading comprehension strategies to make meaning and respond to texts. You have communicated an in-depth critical evaluation of the the ideas, links, and viewpoints within, across, and beyond the text(s).
Structure	You have developed your understanding of text types. You may have started to describe their characteristics.	You have identified text types. You have described their characteristics	You have identified a range of text types. You have described their structures/characteristics/conventions most of the time.	You have consistently identified a range of text types. You have described their structures/characteristics/conventions
Accuracy	You have made errors in grammar, spelling and/or punctuation. These are intrusive and affect meaning.	You have made errors in grammar, spelling and/or punctuation. These are intrusive at times, but the reader can infer meaning.	You have made some errors but minimal reader inference is needed. Meaning is consistently clear.	You have carefully edited your writing to ensure you have few (or no) intrusive errors. Meaning is consistently clear.
Time Management	You have not submitted your assessment on time	You have not submitted your assessment on time	You submitted your assessment on time	You have submitted your assignment by the due date...

Overall	<b>WORKING TOWARDS</b> Curriculum expectations	Working <b>AT</b> curriculum expectations	Working <b>ABOVE</b> curriculum expectations	Working <b>BEYOND</b> curriculum expectations