

## **Year 10 Physical Education and Health Assessment - Term 2 2024 - Cultural Games**

*Achievement Object - 5B4 - Investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors.*

This term, our context in Wai Whānau is Multicultural Us “Whanaungatanga”. In health, we are looking at various drugs and alcohol and how that has impacted New Zealand culture. In Physical Education, we have looked at a few games that have or have yet to be introduced to New Zealand. We have talked about why certain games have come to be played here and why others haven't.

For this assessment, you will work in groups of 3 or 4. You will work to discover a game that has become a part of New Zealand culture over time (brought here by migrants) or a game that has yet to make its way to our shores. You will create a write-up about your game and then teach it to the class. You will also be marked on your on-going participation during your peers' games.

This assessment will be completed in three parts - a written write-up of your game including history and rules, the teaching of your game, and your on-going participation.

### **Part A. - Write-Up - Research Cultural Game** *(this must be completed individually on template provided)*

Here, you will be completing a write-up of your cultural game. You will do this on a template provided to you. Part of this write-up can be done together in your group of 3 but you will need to submit your own copy on MHOL. Part of it will be individually based.

### **Part B. - Teaching of Cultural Game** *(this must be completed in groups of 3)*

You and your group will be assigned a session to teach your game. You must come to that session in correct gear ready to fully lead your peers for the sessions. During the session, you will be responsible:

- Organizing/collecting equipment with Ms Grant from PEH gear shed
- Setting up equipment for your game
- Teaching the history of your game to your peers - confident, clear
- Teaching instructions of how to play game to your peers - clear, confident, check understanding
- Running the game with your class for the session and maintaining control
- Debriefing class and putting gear away

**Part C. - On-Going Participation** (*individual mark*)

You will fully participate in your classmate's games throughout the term. This includes coming to class in the correct gear, respectively listening to instructions, and fully participating in the game.

Assessment Due Date: Teaching - you will be assigned a date before Friday 5th July 2024.

You write-up will be due 3pm on the Friday your group teaches.

Criteria	TOWARDS	AT	ABOVE	BEYOND
<b>Research of Cultural Game</b>	You have a developing understanding of how social and cultural factors influence participation in your chosen game.	You have an understanding of how social and cultural factors influence participation in your chosen game.	You have a sound understanding of how social and cultural factors influence participation in your chosen game.	You have a comprehensive understanding of how social and cultural factors influence participation in your chosen game.
<b>Teaching of Cultural Game</b>	You have attempted to lead others to understand factors that influence participation in your chosen game.	You have led others to understand factors that influence participation in your chosen game.	You have successfully led others to understand factors that influence participation in your chosen game.	You have successfully and enthusiastically led others to understand factors that influence participation in your chosen game.
<b>Participation in On-going Games</b>	You have developed movement skills through peer led games.	You have developed skills and responsible attitudes through peer led games.	You have applied skills and responsible attitudes through peer led games.	You have acquired and applied comprehensive skills and responsible attitudes through peer led games.
<b>Accuracy in Writing</b>	You have used a range of punctuation accurately most of the time. These are intrusive at times, but the reader can 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.
<b>Time Management</b>	You <i>have not</i> completed the assessment by the due date.	You <i>have</i> completed the assessment by the due date.	You <i>have</i> completed the assessment by the due date.	You <i>have</i> completed the assessment by the due date.
<b>Overall</b>	<b>Towards</b>	<b>At</b>	<b>Above</b>	<b>Beyond</b>