

Also the Tough Guy and Gal Challenge could be used as a context in units of work that assess the following standards:

Level 3

91502 Examine a current physical activity event, trend, or issue and its impact on New Zealand society

Students would have the opportunity to experience a current physical activity event. This would provide a more relevant and meaningful context for students to research and explain from different perspectives (spectators, event management, other competitors) to draw conclusions about the event's impact or potential impact on New Zealand society.

91789 Devise strategies for a physical activity outcome

Students could develop their own physical activity outcome for the Tough Guy/ Gal Challenge. This involves devising strategies, trialling and adjusting them as a result of ongoing reflection to achieve the physical activity outcome. Devising strategies is the process by which knowledge is applied to meet the purpose of the physical activity outcome for self and others.

91500 Evaluate the effectiveness of a performance improvement programme

Students could examine their actual performance improvement programme by using biophysical principles and socio-cultural factors to evaluate and make judgements about the effectiveness of the programme. Students could develop their own goals to measure the effectiveness of the performance improvement programme.

91498 Evaluate physical activity experiences to devise strategies for lifelong well-being

The Tough Guy/ Gal Challenge could be examined as one of the physical activities students have experienced to date.

Level 2

91327 Examine the role and significance of physical activity in the lives of young people in New Zealand

Students could experience the Tough Guy/ Gal Challenge and explore the role and significance of the event for themselves and other young people in New Zealand. For example, for the role of physical activity the student could explore fun and enjoyment, challenge, social contact, development of team work. For significance of physical activity, students could explore who/ what influences them when making decisions to enter a community based challenge like Tough Guy/ Gal or how young people view the relationship between physical activity and entertainment.

91329 Demonstrate understanding of the application of biophysical principles to training for physical activity

Students could develop biophysical knowledge through applying relevant biophysical principles (principles and methods of training, exercise physiology and sports psychology) to training for the Tough Guy/ Gal Challenge.

91331 Examine the significance for self, others and society of a sporting event, a physical activity, or festival

Students could examine the significance of Tough Guy/ Gal Challenge for self, others and society. By experiencing the event, it becomes more relevant to students and they have a better understanding of the significance for self, others and society.

91335 Examine the implementation and outcome(s) of a physical activity event or opportunity

Students could specify an intended aim/ purpose for the Tough Guy/ Gal Challenge for a group of participants, for example, their class or another group of young people. They would then develop and implement a plan to meet these aims/ purpose. The actual outcomes are then examined in relation to how they relate to the intended aim/ purpose for the Tough Guy/ Gal Challenge.

Suggested NCEA Standards to link with the Tough Guy and Gal Challenge

NCEA Level 1:					
Ref.	No.	Achievement Standards	Credits	Level	Assessment Mode
90964	1.3	Demonstrate quality movement in the performance of a physical activity.	3	1	Internal
90965	1.4	Demonstrate understanding of societal influences on physical activity and the implications for self and others.	4	1	Internal
NCEA Level 2:					
Ref.	No.	Achievement Standards	Credits	Level	Assessment Mode
91333	2.7	Demonstrate understanding of the application of risk management strategies to a challenging outdoor activity.	4	2	Internal
91335	2.9	Demonstrate understanding of the implementation and outcomes of a physical activity event or opportunity.	3	2	Internal
91329	2.3	Demonstrate understanding of the application of biophysical principles to training for physical activity.	4	2	Internal
NCEA Level 3:					
Ref.	No.	Achievement Standards	Credits	Level	Assessment Mode
91501	3.4	Perform a physical activity to nationally developed performance standards, in an applied setting.	4	3	Internal
91500	3.3	Evaluate the effectiveness of a performance improvement programme.	4	3	Internal
91502	3.5	Examine a current physical activity event, trend or issue and its impact on New Zealand society.	4	3	Internal