

Activities for the collection of evidence for numeracy unit standards

Fun Sports Event

Planned learning experiences

The activities below are designed to provide opportunities for the collection of evidence for the Numeracy unit standards, as well as the speaking Literacy unit standard. The teacher/tutor can adapt the activities within this module to suit the needs and interests of the learners.

The activities in this module could provide evidence for Numeracy (measurement and number), as well as Literacy (speaking).

Information for teachers/tutors

This module of work would need to be part of the learning activities for an existing course or programme in order to be considered naturally occurring evidence. The evidence for the standards needs to be gathered over time and must be drawn from a variety of different activities.

Please ensure you are familiar with the requirements of the Literacy unit standards, as well as evidence collection requirements, should you wish to use evidence generated through this learning experience towards the standards. The standards and associated clarifications can be found on the NZQA website.

In this activity learners plan a fun sports competition for their group. As US 26627 requires learners to take practical measurements and use them in calculations to solve problems, they need to plan events that will require practical measurements to be taken to set up the events, and to record individual performances in the events. They can then use the measurements to make calculations to find the winning individual and team. (These are considered the problems being solved.)

Learners can work individually or in groups, provided that the evidence collected can be verified as the result of the learner's own work without undue assistance. Each learner should have several opportunities to take measurements of length, time and capacity so that they can use these in calculations to solve problems. Each learner must be observed taking the measurements, and this evidence captured and attested to.

Where evidence from these activities is being collected for US 26623 it is important that learners have the opportunity to select the strategy they use. It must not be given to them. While calculation of rates or averages are not required for US 26627, they can provide evidence for US 26623 (use number to solve problems).

Helpful link: <http://www.nzqa.govt.nz/literacy-numeracy>

Possible events

Possible events could be:

- Event 1: Throwing an object such as a shuttlecock, ping-pong ball or gumboot (measurement of distance)
- Event 2: 50 metre backwards sprint (measure distance and time and calculate a speed)
- Event 3: Negotiating an obstacle course with a container of water (measurement of capacity before and after)
- Event 4: A balance activity - longest time staying balanced on one leg

Measurements taken can then be used in calculations to find the winning individual and team in each event, and overall winning team and/or individual:

- Event 1: Longest distance thrown by an individual, and best performance by team
- Event 2: Fastest speed (metres per sec) by individual (and fastest average speed for team)
- Event 3: Most liquid left at end of the obstacle course (individual), and highest average for team
- Event 4: Longest time for balancing activity (individual), and highest average for team

[page break]

Information for learners

1. Brainstorm some novelty events for a fun sports competition. Each event should require practical measurements to be taken.

Some possible events could be:

- Longest gumboot throw
- Fastest 50m backwards sprint
- Most water remaining in container after negotiating an obstacle course (within a time limit)
- Longest time balancing on one leg

2. Set up the events:

- Select the measuring equipment to use
- Select a method to record the measurements you take
- In teams, take turns in measuring distances to set up events. Your teacher/tutor will check your measurements

3. Run the events.

- In teams, take turns measuring and recording your team mates' performances. Your teacher/tutor will check your measurements

4. From the results you have recorded, calculate your teams' average score for each event

5. Determine the following results:

- Best individual performance for each event
- Best team (average score) for each event
- Best team overall across all events