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NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship 2011 Physical Education

2.00 pm Tuesday 29 November 2011

Time allowed: Three hours

Total marks: 24

ANSWER BOOKLET

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Use this booklet to answer the THREE questions you have chosen from Question Booklet 93501Q.

Each question is worth 8 marks.

Start each answer on a NEW page. Carefully number each answer.

Check that this booklet has pages 2–18 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

2 In 2007 I played for Touch Southland. I loved the sport, but with the competitiveness and bickering amongst the team, I no longer found it as fun. Come 2008 when I was again selected to play, I opted out of the sport. Like many children in New Zealand, I was a contributing statistic to the number of children dropping out of sport. 11

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According to SPARC, 70% of children who participate in sport drop out between the ages of 13 and 17. But why is this? Coakley, Hallinan, Jackson and Meivett (2009) suggest that the three main reasons children participate in sport is because of the involvement of particular others - such as peers, friends, parents and teachers, because it is personally pleasing for them, or because they have the ability, characteristics or personality for it. If one of these three elements was removed, we can understand why a child might decide to drop out of a sport. However while there are a range of theories as to why this issue is happening in NZ, three key reasons to consider are adult involvement, lack of fun and the economics of sport. We are also forced to consider whether children dropping out of sport means that they are entirely dropping out of activity. 11

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According to SPARC, 50% of children do no sport, or do not participate in organised sports through their

2 Schools. Research by SPARC further backs this up, by helping to explain that while this statistic is only half, it appears to be a national trend across NZ, and could ultimately have very negative consequences. Although today's society is constantly changing - with more options becoming available to children, not just physically, but also culturally, and socially. Just because such a high number of children are not involved in organised sport, to say that they do no activity at all is often unjustified, and in many cases, unrealistic. This essay will explore three main reasons as to why children may drop out of a sport, the consequences of this, and possible solutions to the problem. /

Adult involvement is one factor that ultimately causes children to drop out of sport. SPARC Representative Fiona Ward states that adults use, "Youth sports to meet their needs, rather than the needs of the participants - the kids." In a number of cases adults tend to maximise rules and regulations - while eliminating movement and excitement - the very aspect that children thrive off. They often forget that adult versions of games are not suitable for children, as they are often too complicated or advanced. This can often affect children for the worse as they will not want to play games they do not understand. Instilling in children a winning

2 "at all costs" mentality is another reason children drop out of sport. Most of the time this is unwanted and unnecessary pressure to perform at such a young age. Coakley et. al. (2009) help to explain that until around 12 years of age, children do not even grasp the full concept of competition. Therefore having this mentality eliminates fun and adds pressure that kids do not want or need when playing sport.

Adult modelling is another important element to consider. Children follow their parents examples - so chances are that if they do not place a lot of value in physical exercise, then the child will grow up with the same mentality. This means that dropping a sport or even taking up one to begin with, would not be considered regarded as that important. Teachers need to realise that they are also part of the problem. If teachers got involved more - chances are students would also feel more inclined to attempt sports. If adults do not place any value in sport, then this attitude is reflected back on the children, so they in turn decide to drop out.

Coakley et.al. (2009) explain After completing a survey on primary school children I found that the main reason they played sport was because it was fun. Coakley et.al. (2009)

2 reinforce this by saying that it is the number one reason why children play sport. If this element is removed, it is not surprising that the child chooses to drop the sport. This aspect often comes about as a result of adult involvement. If coaches have a winning at all costs mentality then there is always that kid who is constantly benched and gets too little game time. This eliminates the element of fun from the game as they are forced to watch instead of getting to play. It is therefore not surprising that children choose to drop out. Being forced to specialise too soon anyways also reduces the element of fun as the sport and trainings, competitions and games can begin to feel like more of a chore as a result. One man from the article "Youth and Sport" states that, "you don't have to specialise to gain the positive benefits associated with sport." However, many adults do not realise this, forcing kids to specialise ~~and~~ which ultimately leads to many dropping out due to a lack of fun.

Bullying is another contributing factor to children dropping out of sport. Many are laughed at because they are not as good as the other children or possess the right qualities to succeed. This leads to many children dropping out of a sport. The child is then also less likely to attempt

2 new sports, out of the fear that they will be no good, and so in turned be laughed at. This element was very important to when me when I decided to stop playing for Touch Southland. The competitiveness and bickering in the team made it no fun - as many were being bullied. I now play socially, amongst friends and the element of fun has definitely returned. //

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The economics of sport for some, are also a reason children have to drop out of sport. Research shows that parents spend about \$2000 on average to fund their child's participation in sport. - Costs cover everything ^{including} travel, fees, gear, nutrition, health care, clothes, accommodation and more. To keep me involved in sport my parents spend around \$1500 a year, and without their contribution I would be unable to participate in many of the sports I play. The truth is that many families can just not afford to keep their children in organised sport, often encouraging them to take up less expensive options instead. //

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Children rely on their parents to run them around. Without their contribution, many would not be able to participate in games. If this element were removed, a number of children would have to drop out of sport because of their total reliance

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2 on their parents. Sometimes it is the economics of sports that can determine whether or not a child can play; Even if they don't understand it. //

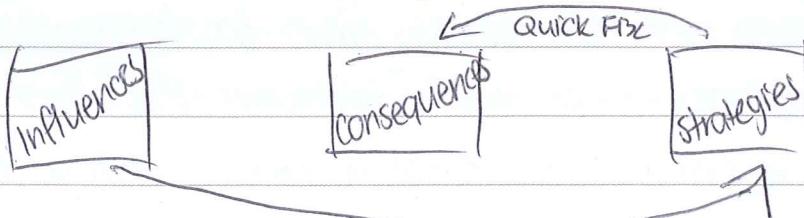
SPARC states that 62% of children who participate in sport indicate they are highly likely to drop out of sport. With numbers so high in children dropping out, it is easy to see that number of consequences associated with this issue, continuing to rise! //

One issue that develops because of the high number of children dropping out is the cut-out of "grass roots." This means that with less ~~children~~ children involved in sport, fundamental skills - like run, jump and throw are becoming less important and more likely to cease to exist in future generations. This raises an issue for society as NZ prides itself on being a sporting nation. By cutting out the grass roots of sport, there is the potential risk of less elite athletes as they will not have the fundamental skills to build off. This means that teams such as the All Black and All Whites - who are practically idolised, becoming less important, and NZ national identity as a sporting nation being stripped. This also poses a problem for advertisers who often use elite sports people to endorse or self advertise their products. By losing grass roots, NZ not only loses its national identity, but

2 advertisers also lose an advertising source.

From a purely bio-medical standpoint, children dropping out of sport also increases the potential risk of childhood obesity. Research shows that the number of kids becoming sedentary is increasing - from an energy balance standpoint. This means that they are consuming too much energy in, but are not doing enough to burn it off, resulting in an imbalance of energy consumption and the potential risk of obesity. If a child drops out of sport it could also affect their entire being (hours) as they are not learning all of the positive life lessons associated with sport. Sport too teaches commitment, leadership, teamwork, how to win and lose, how to overcome adversity etc, and if a child is dropping out of sport then they are forfeiting these values and life lessons. Through parent modelling, if this trend continues - learning these values through sport may even be lost.

However there are a number of solutions being put in place to change this trend - such as the College Games and kiwisport. We must ask ourselves though if this is enough to lead to sustainable change



2 SPARC is offering \$13 per head in primary and \$21 per head in secondary schools to use for their sporting departments. While the money spent on new gear and better facilities might entice some students to take up sport, chances are that if they weren't already interested, new sporting equipment is not going to change their mind. Similarly the College Games has been set up to try and introduce more inactive teenagers to the positive benefits of sport. Now while many said that they enjoyed the experience, what's going to stop them from going back to their same old habits once the programme is finished? It would appear that in order to bring about change in regard to the issue of children dropping out of sport, one cannot simply throw money at the problem - as that will not lead to sustainable change, instead ending with consequences.

In order to change

In order to bring about sustainable change in regard to the issue of children dropping out of sport, it would appear that the attitudes of not just the children - but also the adults would have to be altered. If parents are teachers were educated and made aware of the positive benefits of sport, they would then be able to model this behaviour onto the children - encouraging them to take up or remain involved in a sport. This mentality could then be modelled and passed down through the

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2 generations - & further helping to ensure that more children remained involved with sport in the future. Now while this solution would be more difficult to achieve than others, and take a large amount of time, it would be a sustainable change that would continue to positively affect NZ into the future.

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There are a number of reasons as to why children ^{decide} would ~~decide~~ drop out of a sport - with SPARC providing statistics to prove this is true. However we must consider that just because a child drops a sport, it does not necessarily mean that they are dropping out of all physical activity. With solutions put in place, it appears that even an issue as daunting as this, can in fact be ~~so~~ susceptible to change.

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I have been back ~~played~~ playing touch for years now. Although I have never gone back to playing at the level ~~&~~ I was at I enjoy the social aspect of playing among friends. I am glad I decided to go back, and will continue playing into the future.

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3 Tak The three stages of learning - cognitive, associative and autonomous, as stated by Fitts and Posner (1967) allow us to efficiently see ~~where we are at~~, what stage we are at when learning and developing new motor skills. We are able to better understand the role of practise, and the central part it plays in consideration to improvement. //

earlier this year I was subjected to learning gymnastics. I had little previous experience to work off, and for most skills I was a complete novice. Through understanding the different stages of learning I was able to efficiently move through the stages of learning but by using the likes of feedback and motivation to make improvements in my practise sessions. Knapp (1963) said that a motor skill will be ^{Rushall and Lippman (1993)} and Costik (2004) said that "physical practise serves to concretise neuralmuscular pathways and muscle memory. Mental imagery works with the same facilitation." Through practise I was able to gain not only knowledge, but also improve on my performance through strengthening neuralmuscular pathways and muscle memory. //

Practise was extremely important for me in consideration of my floor routine. I began in the cognitive phase - learning what my cartwheels and handstand forward rolls should look like, while beginning to

3 understand the biomechanics needed to execute them. Through a combination of whole and whole-part learning, massed and distributed practise I was able to quickly break down the sub routines and learn what was needed of me to efficiently perform the skill! Feedback and motivation from class members and the teachers also allowed me to directly address what I was doing in practise - what bad habits or techniques I needed to correct - and then address them in my sessions to allow me to improve. With these socio-cultural factors and my knowledge of understanding in biomechanics I was able to quickly move through the cognitive phase onto the associative phase. //

It was in the associative phase that the importance of practise began to highlight itself in regard to my performance. With feedback from gymnastics coaches, my performance in cartwheels drastically improved as I made a conscious effort to improve my performance based on the flaws that had been pointed out to me. By practising correct technique I had managed to strengthen my neural/muscular pathways and muscle memory - meaning that for each practise session all of the sub routines involved became smoother, and the implementation of the skill more concise and flowing. Practise allowed me to learn and develop my motor skill, in turn causing

3 me to improve and progress through Fitts and Posner's stages of learning. U

However practise had contrasting effects on my handstand forward rolls. Once I understood the biomechanics of the skill I found that even so, I was still at times unable to complete the skill. This was because my physical state was not at the same level as my mental state and it therefore took quite a bit of practise to move me out of the cognitive stage. This showed me the importance of physical practise, as well as mental imagery as without I would not have learnt or developed the skill.

Although once I had reached the associative phase I began to develop the poor habit of landing in a collapsed bridge instead of moving forward in a roll. Walter Jonah Lehrer (2009) states that failure "misrepresents the true neural/muscular reality."

This means that through failing in the perfect execution of a skill, we can then learn from that mistake and move forward. This did not however happen for me, and I continue to inaccurately perform the skill - in turn forming bad habits and techniques in regard to the skill. After doing massed practise on handstand forward rolls and being unable to perform one correctly, I realised that practise had only strengthened my incorrect execution of the skill. If I were to continue to improve on the skill, I

3 I realised that I would have to go back to the cognitive stage and re-learn the correct way to carry out the manoeuvre. After doing this I was able to continue developing the skill with practise. This shows how practise can not only strengthen the execution of a skill, but being performed and practised incorrectly, can also have negative consequences for the athletes - and can at worst lead to injury through poor technique.

Practise immensely helped me with my cartwheels though. I was able to move close to the autonomous stage as the sub routines just flowed and I no longer had to think about them. Practise had strengthened both my physical ability and my mental understanding of how to perfectly execute the skill. However this made me realise that if I wanted to continue to improve, it was not the quantity of practise that mattered. Coach Vince Lombardi (1913-1970) said that "practise does not make perfect. Perfect practise makes perfect." It appears that the ideal autonomous stage - perfection - cannot be reached through any amount of practise, as nobody has any idea on what to model perfection against.

I began to see that if I wanted to continue to develop and improve my skills, I was going to need to focus on the quality of practise - rather than the quantity. Even visually imagining the

3 skill being performed correctly was an element of practise that could lead to improvement. //

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Through completing the gymnastics module I began to appreciate the role of practise. Without it my neural/muscular pathways and muscle memory began to weaken - showing the importance practise holds in regard to the learning and development of skills. //

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Quality practise, rather than quantity allowed me to better understand what I was trying to achieve, while helping me to effectively move through the stages of learning. I began to better understand how central, practise of any kind is when an athlete is learning a new motor skill. Without, improvement and understanding would be almost impossible. //

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I Individuality is such a key factor to consider when developing a physical activity or experience or programme. Earlier this year we conducted our own individual training programmes as we aimed towards a goal. In comparison to the class activity of gymnastics that we attempted later, it is not surprising to see that more people succeeded in their individual training programme. Why? Because they were motivated by means that were important to them, the and the goal suited them personally.

Witmore and Costill (2004)

Blushatt and Lippman (1993) use the words "responders" and "non-responders" to describe how athletes can respond to training. While athletes may possess the same attributes and be at the same level stage of learning, one may thrive off the training and improve, whereas another might not. Why? Individuality. Not every person is the same and is going to react the same way to different methods. What works for one, may be disastrous for another. This became evident in our class gymnastics sessions. Although everyone started off at the same level of learning, some benefited from training straight off, while similar methods were completely useless for others. This was because some individuals had previous experience or more motivation to improve, while others may

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I have been complete novices. The amount of effort put in also came down to the individual as although we all had a similar task, we were not motivated by similar goals. Those who disliked gymnastics just wanted to pass, while others who thrived off the sport wanted to pass well. Just as B.S. Rushall and F.S. Dyke (1990) help to explain this as they suggest that athletes "respond to the physical and social environments of training in their own unique ways." Each individual athlete approached the training sessions differently - trying to find out what worked best for them. Athletes know what works best for them individually, and most of the time tend to favour this option - as became evident when students were asked to chose their optional apparatus.

When developing our training programmes individuality was very prominent. Students were able to chose a goal that was personally motivating for them, allowing them to work for something personally important. This meant that athletes were able to chose their goal - be it performance or outcome without being forced into a collective group working towards a similar goal. By designing our own training programme, students were able to realise the role of individuality - by gaining the understanding that they couldn't just copy one from

I the internet as what works for one may not work for another. Programme design had to be based entirely on the person's behaviour and ability who was designing it.

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Before we started designing the programmes we were made to complete fitness testing and a well-being profile. This identified person strengths and weaknesses within each individual - allowing us to set goals targeting those areas. Individuality played a huge factor in my ~~for~~ the design of my training programme. As I was out of activity with an ankle injury I would have been unable to complete a class set goal. I wanted to maintain fitness, but had to find an activity suitable to my situation. As a result I was the only one in my class working towards a distance swimming goal. This is important as it allowed me to work towards the development of an ~~exp~~ exercise and goal that was personally important to me. If my goal was not individually set I may have not been able to participate, or else would not have possessed the motivation and drive I needed to succeed in my goal.

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Often coaches and people make the mistake of addressing groups of athletes as a whole. They forget to address the aspect of individuality, neglecting

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the fact that what works for one may not work for another. Often this mentality can have negative aspects on the athlete, training them towards burnout or causing them to lose interest and motivation in regard to achieving their goal. If coaches want to successfully train athletes then they should take into consideration the entire individual - their lifestyle, abilities and characteristics. I have found this aspect very important in my competitive sport of athletics. In my squad my coach trains us together, but as individuals. One may have a different number of reps in comparison to others, or need to focus on something entirely different. We are asked what we would like to achieve when goal setting, and our coach takes in that consideration to choose the most appropriate goal. He understands, that collectively we cannot share the or meet the same success as a group. He realises, like many coaches need to, that we are individuals! //

Individuality is such an important role to consider in the development of a physical activity experience or programme. If ignored, it can be the lack of individuality that will break an athlete's chances of success. On the opposite side however, it can also be individuality that can fuel an athlete to reach their full potential! //