

Internal Assessment Resource

Health Level 1

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| This resource supports assessment against:  Achievement Standard 91097 version 3  Demonstrate understanding of ways in which well-being can change and strategies to support well-being |
| Resource title: Hauora Changes |
| 4 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | January 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2015-91097-02-4444 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard Health 91097: Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Resource reference: Health 1.3B v3

Resource title: Hauora Changes

Credits: 4

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Health 91097. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

Students will consider ways in which well-being can change and strategies for managing these changes.

This assessment task has been developed as a generic resource, without a specific context. Teachers will need to decide on a context that is relevant to their students’ needs and the teaching and learning programme and use this context to develop a scenario about changes to well-being. Students will respond with short answers to the scenario you provide for them.

The context needs to focus on changing states of health caused by one or more of factors that are potentially health harming (e.g. illness, injury, separation, discrimination, disappointment, and grief), result in aspects of health being different to what they were before (e.g. changes resulting from growth and maturation), and/or are potentially health enhancing (e.g. lifestyle changes).

Students need to demonstrate understanding of ways in which well-being can changein relation to each dimension of hauora, and include likely feelings and responses of both the individuals who have experienced the change, and other people they have interacted with.

Students need to consider strategiesto support well-being at personal, interpersonal and societal levels. Societal strategies are those strategies that involve school or community systems that support well-being.

Conditions

Students will work individually to complete the written work under controlled classroom conditions. Students may work under open-book conditions, having access to their learning journal or notes.

Resource requirements

You will need to provide students with a relevant scenario, and they may need access to their learning journal or notes.

Additional information

The focus is on change education through health-enhancing outcomes. Focus on any form of self-harm as a response to change is not appropriate for this standard.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate understanding of ways in which well-being can change, and strategies to support well-being. | Demonstrate in-depth understanding of ways in which well-being can change, and strategies to support well-being. | Demonstrate comprehensive understanding of ways in which well-being can change, and strategies to support well-being. |

Student instructions

This assessment activity requires you to demonstrate your understanding of the ways in which well-being can change, and the strategies that can support well-being during these changes. This assessment activity is based around a scenario your teacher will provide for you.

This is an open-book activity during which you may refer to your learning journal and class notes.

You will work individually.

Teacher note: Adapt these instructions to suit your selected conditions of assessment.

You will be assessed on how well you understand the effects of the change on the well-being of the characters involved in the scenario, their consequent feelings (positive and negative) and possible responses; along with strategies to support their well-being during the change.

Task

Read the scenario and answer the questions that follow.

Teacher note: Provide students with a suitable scenario.

Changes, feelings, and responses

*The scenario above has caused changes and as a consequence the main character’s well-being will be affected.*

* Explain with insight ways in which the main character’s well-being has changed as a result of the situation described in the scenario. You need to take account of the four dimensions of hauora (taha hinengaro, taha wairua, taha tinana and taha whānau).
* Explain how the changes across the dimensions of hauora are inter-related (are connected to each other) to have a greater impact on the main character’s well-being than if only one or two dimensions are affected.

*The main character will experience a range of emotions due to the change. They may respond quite differently to these emotions.*

* Explain feelings the main character could have about the change he/she is experiencing. Your explanation needs to describe the feelings and justify why the main character might feel this way.
* Explain possible responses (something the main character might do) as a result of these feelings. Your explanation needs to describe the behaviour and justify why the main character might respond in that way.

*Changes in the main character’s life can also have an effect on other people that he/she interacts with.*

* Explain feelings that two other people might experience due to the changes to the main character’s well-being.
* Explain possible responses (something the other people above might do) as a result of this feeling.

Make sure both positive and negative feelings are included and the feelings and responses are different for each person.

Support strategies

*There are many different strategies that can be used to support someone who is struggling with change.*

* Describe personal strategies that the main character could use to support his/her own well-being, and explain with insight how each strategy would enhance their well-being.
* Describe interpersonal strategies other people could use to support the main character’s well-being, and explain with insight how each strategy would enhance the main character’s well-being.
* Describe societal strategies that the school and/or the wider community could use to support the main character’s well-being, and explain with insight how each strategy would enhance the main character’s well-being.

Insightful explanations will show how the recommended strategies purposefully address how the main character’s well-being has been impacted by the change situation.

Assessment Schedule: Health 91097 Hauora Changes

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of ways in which well-being can change and of strategies to support well-being.  For the scenario provided, the student has:   * described the ways in which the main character’s well-being can change in relation to each of the four dimensions of hauora * described the likely feelings and responses of the main character and others. The feelings are mainly emotional reactions rather than thoughts or opinions about the situation, and are appropriate to the scenario. There may be some repetition across the responses * described personal, interpersonal, and societal strategies for managing the change situation. This description includes a statement about how/why the strategies would enhance well-being. These statements could be quite general in their focus.   For example:  Dimensions of hauora  Note: Specific changes will depend on the scenario chosen and descriptions of changes to the main character’s well-being should be provided. The following may apply:  Taha hinengaro – A change in thoughts or feelings about self, stress, or confusion.  Taha wairua – Impact of change on beliefs or values and sense of connection to society or community.  Taha tinana – change in appetite and sleep patterns due to stress.  Taha whānau – change in relationships, such as feeling isolated from friends or family.  Feelings and responses  X is confused about why some people want to treat her this way. She could increase her confidence by taking the time to build her friendships so that she might eventually be able to confront the bullies.  Strategies  Personal – X could use positive self-talk to encourage herself not to feel so afraid and be motivated (taha wairua). | The student demonstrates in-depth understanding of ways in which well-being can change and of strategies to support well-being.  For the scenario provided, the student has:   * explained ways in which the main character’s well-being can change in relation to each of the four dimensions of hauora. Explained the inter-relationships between the dimensions of hauora in relation to the changes. This explanation may be brief or lack clear connection to the responses in the scenario * explained the likely feelings and responses of the main character and others. The feelings are appropriate to the scenario and there is little repetition across the responses * explains personal, interpersonal, and societal strategies for managing the change situation. The explanations build on the descriptions, including valid statements about how/why the strategies would enhance well-being, with an obvious positive outcome linked to the changes.   For example:  Dimensions of hauora  (Taha hinengaro only) – the main character is doubting herself and feels quite negative, which is affecting her total well-being. She feels lonely because she doesn’t have many friends in her new school that she can talk to.  Feelings and responses  X is confused because these bullies don’t even know her, but are making her life difficult for no real reason. She will be less and less happy about going to school, and she might bunk school to avoid being hassled and feeling unsafe.  Strategies  Personal – X could use positive self-talk, e.g. “I can bounce back from this”. This will help her to keep focused, know that she has some control over the situation and help her to stay motivated (taha wairua). | The student demonstrates comprehensive understanding of ways in which well-being can change and of strategies to support well-being.  For the scenario provided, the student has:   * explained, with insight, the interrelationships between the dimensions of hauora in relation to the changes. The explanation explicitly and clearly considers how the dimensions of hauora are interrelated and makes connections to the feelings and responses already explained * explained, with insight, the likely feelings and responses of the main character and others. The feelings and responses are not. Positive and negative feelings and responses are encompassed * explained, with insight, critical personal, interpersonal, and societal strategies for managing the change situation. The student selects strategies that are clearly relevant. The explanations provide a justification for the use of each strategy, including how the strategy addresses purposefully the aspects of well-being impacted upon by the change.   For example:  Dimensions of hauora  (Taha hinengaro only) – the main character is doubting her ability to settle in her new community and feels quite negative, which is affecting her total well-being. She feels lonely because she doesn’t have many friends in her new school that she can talk to, because the friends she does have are new to her and she doesn’t fully trust them yet.  When people come from one culture into another, their hinengaro dimension is affected through the negative feelings caused by leaving their familiar culture behind (a loss) and the stress of learning new ways. This leads to a disconnection from the culture as the migrants are trying to work their way into the new culture, which can be difficult socially. This can cause a lot of stress, which has had a physical impact.  Feelings and responses  X is likely to be confused and scared because these bullies don’t even know her and they are not in her home room class – they are making her life difficult for no real reason. She is likely to be afraid about getting to and from school, and being hassled at breaks. X worries about what she can do. She has a friend in another year and she thinks that if she can walk to school and home with this friend for a while, she will not feel so scared. Feeling that she can do something and that other people will help her will help her build her confidence so that she might eventually be able to confront the bullies.  Strategies  Personal – X might use positive self-talk, e.g. “I can bounce back from this”. This will help to keep her focused, know that she has some control over the situation, and motivated not to give up (taha wairua). Other things that might help her taha wairua are reminding herself about other difficulties she has managed before and that she does have one very good friend at her school and through her she can try to make new ones as things become more familiar. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.