

Internal Assessment Resource

Health Level 1

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| This resource supports assessment against:  Achievement Standard 90973 version 3  Demonstrate understanding of interpersonal skills used to enhance relationships |
| Resource title: Making a Relationship Work |
| 5 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-01-2015-90973-02-4440 |
| 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 90973: Demonstrate understanding of interpersonal skills used to enhance relationships

Resource reference: Health 1.4B v3

Resource title: Making a Relationship Work

Credits: 5

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 90973. 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

This assessment activity requires students to demonstrate understanding of four interpersonal skill areas and their components, in relation to a specific conflict scenario:

* listening skills (including non-verbal and verbal communication)
* assertiveness skills
* problem-solving skills (for solving individual and joint problems)
* skills for maintaining, managing changes to, and enhancing relationships.

Students will produce written work and take part in role-play demonstrations of listening and assertiveness skills.

Conditions

Students will work individually to complete the written work involved, but in groups for the practical demonstration.

You may require all work to be done under controlled classroom conditions. However students could complete the development of the scripts and practical role-plays out of class, if they film their role-play and give a copy of the recording to you for assessment.

You may wish to use a checklist to help assess the students’ practical demonstrations. Health 1.4A *Putting Things Right Again* includes examples in the student resources and you may choose to adapt these to suit your students’ needs if you wish.

Resource requirements

For the problem-solving part of the task, students may need access to their learning journal or notes on individual and joint problem-solving strategies. Alternatively, you may wish to provide students with the steps of the problem-solving models.

Additional information

You will need to check students’ scenarios to ensure that they involve real/potential conflict and adequate information to allow them to achieve to all levels of performance.

Assess the practical demonstration of listening and assertiveness skills in a small-group situation to provide a safe, supportive environment.

It is recommended that you record the practical demonstrations, or ask students to do so.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate understanding of interpersonal skills used to enhance relationships. | Demonstrate in-depth understanding of interpersonal skills used to enhance relationships. | Demonstrate comprehensive understanding of interpersonal skills used to enhance relationships. |

Student instructions

This assessment activity requires you to demonstrate your understanding of how four skill areas of interpersonal skills and their components can be used to enhance relationships, in a range of scenarios involving conflict.

You will work individually and in small groups to complete this work.

Working in a small group, you will give a practical demonstration of the use of effective listening skills and assertiveness skills.

Teacher note: Specify the conditions of assessment such as time allocations and whether students will complete the work using in- or out-of-class work, ora combination.

You will be assessed on how comprehensively you explain how interpersonal skills can enhance relationships, and how well you are able to apply the use of effective listening and assertiveness skills. Critical explanations make explicit links between the components of skills and how these enhance relationships in the developed scenario/s.

Preparatory task

Create a scenario. This will not be assessed, however, you will need to complete this part carefully. It is recommended that you get your teacher to check your scenario before completing the parts that follow.

Create a scenario describing a relationship between two people that involves some form of conflict. In your description include:

* the names of your characters
* what type of relationship they have with each other (for example, siblings, friends, peers, romantic partners, share a sporting or leisure activity, or work alongside each other)
* a description of two conflict situations that have occurred in the relationship (one will be owned by the main character and the other will be owned by both people in the relationship). Do not provide solutions.
* a description of some recent changes that have occurred in the relationship
* a description of a situation whereby one person recently helped the other person
* a description of positive aspects of the relationship
* a description of negative aspects of the relationship.

Note: It is important that both people in the relationship are on a similar level (no power imbalance). You should try to give as much detail as possible.

Task

Use the scenario you have developed to do the following.

Maintaining and managing changes to friendships

Identify barriers and changes (recent) that are apparent in the relationship.

Explain the interpersonal skills that could be used to overcome the barriers and manage the changes, in order to maintain and enhance the relationship. Your explanation needs to describe what is involved in each skill and justify why the friendship would be maintained or enhanced by its use.

Problem-solving strategies

Select, apply and explain an **individual** and a **joint** problem-solving strategy that could be applied to the conflict situations in the relationship. You may use your learning journal or class notes on problem-solving strategies.

Each answer needs to include:

* the steps of the problem-solving strategy you are using
* how each step will be applied to solve the problem in your scenario
* an explanation of how the use of the problem-solving strategy to solve the specific conflict can enhance the relationship.

Assertiveness

The main character needs to be assertive to resolve a conflict described in the scenario.

Explain what it means to be assertive.

Provide an assertive response that the main character could make.

Your answer needs to include:

* what the main character might say to the other person
* a description of the tone of voice the main character could use
* a description of the body language the main character could use (for example, eye contact, hand gestures, posture, or facial expressions).

Explain why the assertive response would enhance the relationship.

Being assertive

Practical demonstration

Work with a partner and a peer/teacher to demonstrate your ability to use assertiveness skills in a role-play.

Use the scenario involving the people in your relationship or choose topic/s that will give you opportunities to demonstrate coherent and highly effective application of assertiveness skills.

Demonstrate your understanding of both giving and receiving feedback, which can be positive (e.g. compliments) or negative (e.g. criticism).

Develop a script or speaking notes for both you and your partner in order to ‘set up’ the situations that require the assertive responses. You should include details of:

* what will be said (including “I” statements and DESC scripts)
* how it will be said (tone of voice)
* the body language used (for example, eye contact, facial features, hand gestures, posture).

Your demonstration should last about five minutes.

Role-play the situation with your partner, in class time.

The peer assessor or teacher will observe the role play and annotate the assertiveness skills checklist, which will be used to verify your level of achievement. After the demonstration both you and your partner will complete the self-reflection question on the checklist.

Listening skills

Practical demonstration

In a group of three (speaker, listener, and peer/teacher assessor), choose one of the conflicts you used for consideration of problem-solving skills or a conversation topic, and demonstrate your use of listening skills in a conversation.

The conflict/topic chosen will need to give you (as the listener) opportunities to demonstrate detailed, coherent, and highly effective use of listening skills.

Listening skills include:

* body language
* minimal encouragers
* reflecting feelings
* paraphrasing or summarising
* asking open questions.

Your demonstration will take place during class time and should last about five minutes.

The peer assessor or teacher will observe this conversation and annotate the listening skills checklist, which will be used to verify your level of achievement. After the demonstration both the listener (you) and the speaker will complete the self-reflection question on the checklist.

Written commentary

Describe specific examples of the listening skills you used in your practical demonstration as the listener.

Explain how using each skill could enhance a relationship now and/or in the future.

Assessment schedule: Health 90973 Making a Relationship Work

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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 interpersonal skills by describing their use and benefits, and demonstrating their ability to use them.  The student has:   * described skills, and described how use of skills for maintaining and managing changes can enhance a relationship * applied the steps of an individual and a joint problem-solving model to two conflict situations. Some inaccuracies are acceptable and there may not be a lot of detail * described how using problem-solving skills can enhance the friendship * described the components of assertiveness, including verbal and non-verbal components. Some inaccuracies are acceptable * described how assertiveness can enhance a relationship * demonstrated some components of assertiveness in giving and receiving feedback * demonstrated non-verbal and verbal listening skills in a role-play scenario * described the listening skills s/he has applied and described how use of them can enhance a relationship.   For example (generic):  Maintaining and managing friendships  Barriers include when positive behaviours, attitudes and values are not in place or when others disapprove of the relationship. Strategies to overcome barriers include self-talk, seeking help, and using assertiveness skills. Using such strategies will help to maintain the relationship through difficult times.  Changes include developing different interests, one person moves away, others interfere. Strategies include making an effort to spend time together and keep lines of communication open, and seeking help. Using such strategies will ensure that both people in the relationship feel supported and able to maintain their closeness.  How using problem-solving skills enhances a relationship  Using these problem-solving skills will allow both people in the relationship to be clear about the issues faced as well as the best way to proceed in dealing with the issues and maintaining/enhancing the relationship.  Listening skills: student’s notes  Body language: eye contact – the speaker could see that she had my attention. This means our conversation will continue and we’ll develop our relationship.  Assertiveness notes for demonstration  *Assertiveness is a way of communicating personal feelings and needs and acknowledging those of others.*  The person given this feedback appreciates their friend’s mature approach and honesty. This will help the relationship get back on track. | The student demonstrates in-depth understanding of interpersonal skills by explaining their use and benefits, and demonstrating their ability to use them.  The student has:   * explained skills, and explained how use of the skills and consideration of the skills for maintaining and managing changes can enhance a relationship * applied in-depth the steps of an individual and a joint problem-solving model to two conflict situations. Their use is mostly correct and includes some detail, although this is not consistent * explained how using problem-solving skills can enhance the friendship * explained the components of assertiveness mostly correctly * explained how assertiveness can enhance a relationship * demonstrated most components of assertiveness in giving and receiving feedback. The use of the skills is purposeful, clear, and appropriate * demonstrated detailed and coherent non-verbal and verbal listening skills in a role-play scenario. The use of the skills is purposeful, clear, and appropriate * described the listening skills s/he has applied and explains how use of them can enhance a relationship.   For example (generic):  Maintaining and managing friendships  Barriers include when others disapprove of the relationship. This can create strain on the relationship and lead to not being able to spend time together or arguments. Strategies to overcome barriers include using assertiveness skills to give feedback to the other person who disapproves. Using such strategies will help to maintain the relationship because issues are out in the open and can be resolved positively.  Changes include developing different interests. This can impact on the relationship because the two people will want and need to do their own thing on occasion. Strategies include making an effort to spend time together, with an activity that they both enjoy. Using such strategies will ensure that both people in the relationship feel supported and able to maintain their closeness, despite also needing to do their own thing.  How using problem-solving skills enhances a relationship  Using these problem-solving skills allow both people in the relationship to be clear about the issues faced as well as the best way to proceed in dealing with the issues and maintaining/enhancing the relationship. Both people in the relationship feel valued and respected and as if their input is valued and needed.  Listening skills: student’s notes  Body language: eye contact – this made the speaker feel that I was interested and wanted him to continue and this meant that we kept talking and learnt more about the other person, bringing us closer.  Assertiveness notes for demonstration  *Assertiveness is a way of communicating personal feelings, clearly outlining one’s own needs, and acknowledging the feelings and needs of others.*  The person given this feedback appreciates their friend’s mature approach and honesty. This will help the relationship get back on track and will ensure that future communication is open, therefore enhancing the relationship. | The student demonstrates comprehensive understanding of interpersonal skills by describing their use and benefits, and demonstrating their ability to use them.  The student has:   * critically explained skills, and critically explained how use of the skills for maintaining and managing changes can enhance well-being, and can enhance relationships. The student has made clear and explicit links between the skills and how the relationship is enhanced * applied the steps of an individual and a joint problem-solving model to two conflict situations. Their use is correct and detailed * critically explained how using problem-solving skills can enhance the friendship, making clear and explicit links between the application of problem-solving and how the friendship is enhanced * explained the components of assertiveness correctly * critically explained how assertiveness can enhance a relationship by making clear and explicit links between the assertive response and how a relationship is enhanced * demonstrated all the components of assertiveness in giving and receiving feedback. The use of the skills is purposeful, clear, appropriate, deliberate, and likely to secure the desired outcome * demonstrated detailed, coherent, and highly effective non-verbal and verbal listening skills in a role-play scenario. The use of the skills is purposeful, clear, appropriate, and deliberate, with effect, and the desired outcome is met * described the listening skills s/he has applied and critically explained how use of them can enhance a relationship by making clear and explicit links between the listening skills and how a relationship is enhanced.   The student plans and applies detailed, coherent, and highly effective non-verbal and verbal listening skills in a role-play scenario. The use of the skills is purposeful, clear, appropriate, and deliberate with effect, and the desired outcome is met.  The student identifies the listening skills s/he has applied and critically explains how use of them can enhance a relationship by making clear and explicit links between the listening skills and how a relationship is enhanced.  For example (generic):  Maintaining and managing friendships  Barriers include when others disapprove of the relationship. This can create strain on the relationship and lead to not being able to spend time together or arguments. Strategies to overcome barriers include using assertiveness skills to give feedback to the other person who disapproves. Using such strategies will help to maintain the relationship because issues are out in the open and can be resolved positively. This enhances the relationship as it allows the relationship to grow.  Changes include developing different interests. This can impact on the relationship because the two people will want and need to do their own thing on occasion. Strategies include making an effort to spend time together, with an activity that they both enjoy. Using such strategies will ensure that both people in the relationship feel supported and able to maintain their closeness, despite also needing to do their own thing. This allows them to grow as individuals but maintain the friendship at the same time.  How using problem-solving skills enhances a relationship  Using these problem-solving skills allow both people in the relationship to be clear about the issues faced as well as the best way to proceed in dealing with the issues and maintaining/enhancing the relationship. Both people in the relationship feel valued and respected and as if their input is valued and needed. This enhances mental and emotional and spiritual well-being of the individuals, as well as social well-being, as the relationship grows stronger.  Listening skills: student’s notes  Body language: eye contact – in the conversation, my good use of eye contact showed the speaker that I was into what she had to say. This made me feel like I was being a good listener, and made her feel valued and respected, therefore strengthening our bond.  Assertiveness notes for demonstration  Assertiveness is defined as a way of communicating personal feelings, clearly outlining one’s own needs, and acknowledging the feelings of others. It involves respect for self and others.  The person given this feedback appreciates their friend’s mature approach and honesty. Use of “I” statements makes it obvious how the person is feeling. This will help the relationship get back on track and will ensure that future communication is open, therefore enhancing the relationship. This person also feels proud that s/he could communicate effectively. |

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