

Internal Assessment Resource

Health Level 2

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| This resource supports assessment against:  Achievement Standard 91236 version 2  Evaluate factors that influencepeople’s ability to manage change |
| Resource title: Fred’s ups and downs |
| 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 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-01-2015-91236-02-5535 |
| 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 91236: Evaluate factors that influence people’s ability to manage change

Resource reference: Health 2.2A v2

Resource title: Fred’s ups and downs

Credits: 5

Teacher guidelines

The following guidelines are supplied to ensure that teachers can 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 91236. 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 write a ‘slice of life’ report deigned for publication in a youth interest magazine which evaluates factors that influence a teenager’s ability to manage changes that occur over a period of five weeks.

Prior to beginning this assessment activity, provide opportunities for students to develop the necessary knowledge and skills to complete the assessment activity.

Students should:

* develop understanding of the concept of resilience
* explore risk and protective factors which operate at the personal, interpersonal and societal levels
* explore a variety of strategies that develop and maintain the protective factors and minimise the risk factors, to build resilience.

Students will be given a description of a character (Fred). As a preparatory task, they will need to keep a diary over five weeks (with at least one entry per week) writing about the changes Fred goes through over the five weeks, and identifying relevant risk and protective factors that are influencing Fred’s ability to cope with these changes.

Teacher note: The teacher could chose to write the diary entries so there were pertinent examples of protective and risk factors that were relevant and specific to the change situation.

Students could get ideas for the diary entries from class activities over the five weeks, as well as using ideas from their own life, or that of their peers.

For this assessment task, students will be required to explain how personal, interpersonal and societal (risk and protective) factors have influenced Fred’s ability to manage the changes and recommend strategies that Fred could employ to minimise the risk factors and develop and maintain the protective factors and therefore build resilience. Students will also explain inter-relationships between these strategies.

Conditions

Diary entries are a preparatory activity and are not assessed. These may be completed individually, in small groups or as a class. It is important to check the entries each week to make sure students are writing relevant information, as they are required to refer to the diary entries in order to complete the assessed activity.

You may wish to use one lesson of class time a week for students to write their diary entries. This will make it easier to check their entries, and work with students who are finding it challenging writing a diary. Teacher monitoring of the dairy entries is needed to ensure that students write entries which will ensure adequate material for the assessment tasks. As a guide, students should be able to identify, across the scenario and their entries, at least two risk and two protective factors for each of the personal, interpersonal and societal categories.

Students will complete the report individually, under open-book conditions.

It is suggested that students have at least 3 hours of in class time to complete the report.

Adjust this time frame to suit the needs of your students.

Resource requirements

Teachers may allow students to utilise electronic and/or online technologies for writing the diary entries, such as use of social networking sites or blogging, for example:

<http://www.penzu.com>.

<http://softwareforlearning.tki.org.nz/Browse-Software>

Resource A provides students with a list of the recognised risk and protective factors. In addition to this being a crucial resource used as part of the teaching and learning programme, students will need this resource as they write the diary entries and while completing their report.

Additional information

Using scenarios from previous external examinations can help clarify students’ knowledge of change and assist with ideas for the diary entries.

<http://www.nzqa.govt.nz/ncea/assessment/search.do?query=health&view=exams&level=02>

Useful web-based resources:

<http://www.moh.govt.nz>

[http://www.myd.govt.nz](http://www.myd.govt.nz/)

[http://www.headspace.org.nz](http://www.headspace.org.nz/)

[http://www.mentalhealth.org.nz](http://www.mentalhealth.org.nz/)

[http://www.stuff.co.nz](http://www.stuff.co.nz/)

[http://www.thelowdown.co.nz](http://www.thelowdown.co.nz/)

**Internal Assessment Resource**

Achievement Standard Health 91236: Evaluate factors that influence people’s ability to manage change

Resource reference: Health 2.2A v2

Resource title: Fred’s ups and downs

Credits: 5

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Evaluate factors that influence people’s ability to manage change. | Evaluate in depth, factors that influence people’s ability to manage change. | Evaluate comprehensively, factors that influence people’s ability to manage change. |

Student instructions

Introduction

This assessment activity requires you to write a ‘slice of life’ report which is designed for publication in a youth interest magazine. This report will evaluate factors that influence a teenager’s ability to manage changes that have been documented in his/her diary.

You will be assessed on the extent to which your report evaluates, comprehensively, risk and protective factors and recommends strategies that develop and maintain protective factors and minimize risk factors in relation to changes that have occurred over a five week period in a teenager’s life.

You will work in a small group or with your class to write the teenager’s diary entries over a period of five weeks. You will use these entries to individually write your report in class under open-book conditions over approximately 2 – 3 hours.

Task: Fred’s ups and downs

***Preparatory task: Writing the diary entries***

Note that the diary entries are not assessed.

See the scenario below which is about a teenager called Fred. Over the next five weeks you will complete a diary entry once a week about the changes that are happening in Fred’s life. You will use the scenario as a starting point for the diary entries, but the specific changes that occur in Fred’s life over the five weeks are up to you.

It is important to include some significant changes in Fred’s life because you will be required to use your diary entries to write your report, which requires you to:

* Explain risk and protective factors that have influenced Fred’s ability to manage the changes in his/her life.
* Recommend strategies that Fred could employ to develop and maintain the protective factors and to minimise the risk factors to manage change and you will also explain the inter-relationships between these strategies.

Read the scenario below, which describes what’s currently happening in Fred’s life.

Scenario:

*Note that you decide whether Fred is male or female. You may change the name.*

Fred is 16 and lives with mum and mum’s new husband. Fred’s mum and dad split up over 10 years ago but dad still lives in the same area and Fred stays with him every second weekend. Fred has lived in the same neighbourhood since being born, and really feels part of the community. Fred has a great group of friends and Kerry (Fred’s partner) is part of their group.

Fred’s stepfather has recently gained a promotion at work. This involves the family re-locating to another city. This has caused a lot of conflict between Fred and mum. Fred has decided to stay and live with dad full-time as Fred doesn’t want to leave Kerry and wants to stay to complete year 13 next year. Fred does well at school and is involved in several school activities at any one time. Fred is hoping to be selected as a school leader next year.

Over the next five weeks imagine you are Fred. Write a weekly diary entry about the changes that happen in your life.

Make each entry as detailed and as realistic as possible. Include changes that have occurred in Fred’s life, high and lows for the week, dramas, school life, home life, work, sport, other commitments and activities. Make sure you include some changes that are potentially health-enhancing, and some which are potentially health-harming (ups and downs).

Teacher note: Provide students with guidance here as to how entries will be recorded (on paper or electronically), whether entries are to be written individually, in pairs or as a class, and whether the entries will be completed in class time or as a homework activity.

Refer to Resource A for a list of risk and protective factors that could be included across the five weeks of diary entries. A number of risk and protective factors are evident in the scenario, for example:

* Experiencing parental separation when growing up (risk)
* Having positive interactions with others (protective).

As a guide, you should be able to identify, across the scenario and in your diary entries, at least two risk and two protective factors for each of the personal, interpersonal and societal categories.

Evaluate factors that influence Fred’s ability to manage change by reporting comprehensively on aspects (a) – (d) below.

1. Introduce your report by identifying the risk and protective factors that have influenced Fred’s ability to manage change over the last five weeks. Use the information from the scenario, your diary entries and Resource A. Beside each of these, identify whether it is a personal, interpersonal or societal factor.
2. Select a risk factor and a protective factor from each of the personal, interpersonal and societal levels

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Explain how the selected risk and protective factors have influenced Fred’s ability to manage the change situation. Your response should describe the nature of each factor and explain how each factor has influenced Fred’s ability to manage change.

1. Recommend strategies at personal, interpersonal and societal levels that Fred could employ to help him/her manage the change situation and therefore build resilience. You will make connections back to the factors by explaining how the strategies will minimize the risk factors and how the strategies will develop and maintain the protective factors.
2. Explain the inter-relationships between the strategies: How are the recommended strategies connected to each other to help Fred manage the change situation and build resilience?

Resource A: Definition of Resilience and Risk and Protective Factors

A resilient person is someone who has the ability to bounce back (or cope) after experiencing stressful life events, despite any adverse conditions they may live in.

**Risk** factors increase the likelihood of difficulties in life, and poor well-being.

**Protective** factors enhance life opportunities and promote good well-being. These factors can reduce the impact of unavoidable negative events.

Common **risk factors** (impairing the building of resilience) include:

* having low self-esteem and poor social or coping skills
* lack of social support from family, friends, community
* truancy, academic failure, and dropping out of school
* experiencing parental conflict and divorce when growing up
* low family income and family disadvantage.

Common **protective factors** (helping to build resilience) include:

* having a large social support network (family, friends, people in the community)
* having optimism, aspirations, hopes and plans for the future, and faith that life has meaning
* having at least one close friend
* having at least one supportive parent who shows warmth and caring, who sets clear limits and expectations
* staying longer at school and achieving well
* having many personal interests and hobbies that are valued and recognised by others
* having meaningful employment
* living in a safe and supportive neighbourhood
* feeling connected to the community and one’s culture
* having the skills (and opportunity to use them) for leadership, autonomy (working independently), interpersonal communication and leisure activities
* having thinking skills for problem-solving and decision-making
* being able to see things from other people’s perspectives
* having positive interactions with other people.

Source: (adapted) *The Youth Development Strategy Aotearoa*, Ministry of Youth Affairs, 2002 and *The Curriculum in Action: Making Meaning, Making a Difference*, Ministry of Education, 2004.

Assessment schedule: Health 91236 Fred’s ups and downs

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student writes a report which evaluates factors that influence people’s ability to manage change.  The student has:   * explained how personal, interpersonal and societal risk and protective factors contribute to Fred’s ability to manage the change situation/s. * recommended a combination of personal, interpersonal and societal strategies to help Fred to maintain the protective factors AND/OR minimise the risk factors.   For example  *I have moved in with Dad. Life is different at Dad’s. He doesn’t give pocket money as he can’t really afford it. I have decided to get a part time job………….am working heaps of hours, feel like I can’t say no….keep working all weekend and miss school on Mondays………failed all my mock exams…..still angry with mum for leaving……*  **Factors**  *Personal:* Fred is failing at school because he is missing a lot of days due to being tired from working. This is a risk factor hindering his ability to manage his time and therefore getting tin the way of his ability to manage the change of moving into his dad’s as well as having a part-time job.  *Interpersonal:* Fred has always lived with his Mum. They have had a good relationship. However, when Fred’s mum is moving, Fred wants to stay in the same environment (and live with Dad). This causes a lot of conflict with his Mum which then impacts on his ability to manage the change of moving house to live with Dad.  *Societal:* Fred has lived in the same neighbourhood all his life, and really feels part of the community. This protective factor is a positive influence as it enhances his ability to manage change because he feels safe and secure in the community.  **Strategies**  *Personal:* A strategy Fred could use to address the factor of failing is to use assertiveness skills and explain to his boss that exams are close and he needs to prioritise his time as study and going to school every day is important at the moment. His ability to cope will be enhanced because he will find a way to solve the problem.  *Interpersonal:* A strategy Fred can use is to communicate with his Mum and explain what his feelings are on the situation of moving, which is causing the conflict. By communicating effectively with mum, Fred can make her see that this is impacting on others areas of his life and he is unable to manage the move to Dads. This will help him to cope with the change by letting others know that he needs support.  *Societal:* A strategy Fred can use to enhance this protective factor further would be to take on some responsibility within the community, which will strengthen his connection to the community. He can do this through peer mediation and mentoring. The skills he will learn by participating in this programme would also carry over into other parts of his life. | The student writes a report which evaluates, in depth, factors that influence people’s ability to manage change.  The student has:   * explained in detail, personal, interpersonal and societal risk and protective factors that are clearly linked to Fred’s ability to manage the change situation/s and their effect on resilience. * Explain how recommended valid personal, interpersonal and societal strategies help Fred to maintain the protective factors, minimise the risk factors and develop resilience.   For example  **Factors**  *Personal:* Fred is failing at school because he is missing a lot of days due to being tired from working. This is a risk factor as he is not able to manage the continued added pressure from work effectively, and as a result is failing at school due to missing out on large chunks of class work and he has no time to study or do homework. This adds to the stress of the recent move, and makes it difficult to cope with life’s recent changes, so is less resilient. This is connected to the known risk factor of truancy with can lead to academic failure.  *Interpersonal:* Fred has always lived with his Mum. They have had a good relationship. However, when Fred’s mum is moving, Fred wants to stay in the same environment, (and live with Dad). This causes a lot of conflict with his Mum which then impacts on his ability to manage the change of moving house to live with Dad. This also doesn’t help with the added pressure of work demands on his time. Things will start to build up. Conflict with a parent is a risk factor. This is linked to the risk factor of Fred’s having a lack of social support from his family, which makes it hard for him to be resilient during this time of change.  *Societal:* Fred has lived in the same neighbourhood all his life, and really feels part of the community. This protective factor is a positive influence as it enhances his ability to cope with change because he feels a connection to the community. This connection to the community gives him a sense of belonging and support which are important factors that will contribute to Fred developing resilience.  **Strategies**  *Personal:* A strategy Fred could use is to use his support system (protective factor) and seek help from his teachers whom he has known for a while. They could work together and come up with a plan to get Fred up to date with the work he has missed. He does need to address the issue of pressure from work. To do this he can also get advice from his teacher on what to say to his boss, so he communicates effectively and the boss is aware of Fred’s needs. By developing and practising the skills of assertive communication Fred will be solving one of his personal problems and increases the likelihood of developing resilience.  *Interpersonal:* A strategy Fred can use is to communicate with his Mum and explain what his feelings are on the situation of moving, which is causing the conflict. By communicating effectively with mum, Fred can make her see that this is impacting on others areas of his life and he is unable to manage the move to Dads. He needs to use the protective factor of having a close quality relationship with his mother to help manage changing homes, which will help him to be more resilient and cope with change in his life.  *Societal:* A strategy Fred can use to enhance this protective factor further would be to take on some responsibility within the community, which will strengthen his connection to the community. By being actively involved in the community he will be busy and having an enjoyable time, will increase his chances of being resilient because he is a lot happier. He can do this through peer mediation and mentoring. The skills he will learn by participating in this programme would also carry over into other parts of his life. | The student writes a report which evaluates, comprehensively, factors that influence people’s ability to manage change.  The student has:   * explained inter-relationships between the recommended strategies.   In addition to demonstrate ‘critical understanding’ the student could also have:   * shown a conceptually sound understanding of resilience * been insightful into Fred’s change situation beyond the immediate evidence * explained how the change situation for Fred could lead to many inter-related changes   For example (excerpt of inter-relationships only):  *By becoming a role model for others in the community and developing his communication skills and confidence, Fred will be more likely to see life from an adult perspective, which will aid his communication with his mum. This communication is already good, but will be challenged by mum moving away, so Fred’s new skills and confidence will help him manage the communication with his mum.  Being able to effectively communicate with his mum means that his confidence around adults will be further developed, leading to him feeling more confident to seek help from teachers at school to manage the problems that he is having with school work.* |

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