Internal Assessment Resource

Health Level 2

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| This resource supports assessment against:Achievement Standard 91236 version 2Evaluate factors that influence people’s ability to manage change |
| Resource title: Resilient Role Models |
| 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 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-01-2015-91236-02-5536 |
| 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 2.2B v2

Resource title: Resilient Role Models

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 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 clearly identify and explain how resiliency enables people to cope with life changes (either positive or negative) through interviewing role models.

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.

In this activity, students work individually and interview a person they know in the community who has experienced a significant change in their lives, with a focus on what that individual has done or learnt about building resilience as a result of that change experience. The students could interview the person individually or in small groups. The interview is not assessed.

Care should be taken before beginning this activity, to instruct students how to use ethical research procedures when interviewing other individuals in school or community and allowing them to remain anonymous, if they wish.

Students will illustrate their understanding of how people can enhance their resilience to cope with life changes by focusing on their interview findings and ‘telling the story’ with a visual display.

The target audience is teenagers and other people in the local school community.

This activity can be easily adapted by choosing another form of presentation for example, a pamphlet, a double-page spread in a magazine, or a ten minute radio show or podcast. Update the Student instruction sheet as required.

For this assessment task students will be required to explain how personal, interpersonal and societal (protective and risk) factors that influence the interviewee’s ability to cope with change and identify or recommend appropriate strategies (personal, interpersonal and societal) that they can take 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

This assessment activity will take place over approximately 2-3 weeks of in-class and homework time. The students will be assessed individually for the visual displays of their resiliency role models.

It may be appropriate to include peer assessment for the visual displays.

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

Resource requirements

Students will need access to research material, for instance, computers and reference books in order to complete this assignment. Additionally, they need to have access to individuals within the wider community to interview about their change experiences. Students must also have access to physical resources such as display board and art materials to construct their visual displays.

Suitable websites for this activity include:

* <http://www.barnardos.org.nz>
* <http://www.skylight.org.nz/>
* <http://www.victimsupport.org.nz/>
* <http://www.hospice.org.nz/index.html>
* <http://www.relate.org.nz/>
* <http://www.nalag.org.nz/>
* <http://www.urge.co.nz/>
* <http://www.canteen.org.nz/>
* <http://www.winstonswish.org.uk/>
* <http://www.counselingforloss.com/>
* <http://www.ethnicaffairs.govt.nz/>

Students will need to access the online and hard copy literature around resiliency and coping with change.

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/)

Additional information

Students will need knowledge and understanding of resiliency, risk and protective factors, strategies for managing change and enhancing resilience.

This topic may bring up or raise concerns for some students who have or are currently experiencing changes due to grief or loss. Hence, it is important to introduce this topic in a sensitive manner and to recognise signs of distress in students. It is advisable that health teachers are able to offer guidance or refer to support agencies to help these individuals as needed.

Some individuals in the community may be in the early stages of grief and will not be appropriate for interviewing (for instance, somebody who is recently bereaved or made redundant). Hence it is advisable to clearly state a significant time period must have lapsed since the change experience to mitigate any potential causes of trauma for the person being interviewed.

It is important to establish clear guidelines for students that the purpose of their interview is to focus on the building of resilience in an individual, and not on the source of the change experience itself (i.e. they are not expected to do grief counselling). The key questions are provided as a guideline for the interview process. Students also must recognise the need for sensitivity when interviewing other individuals about their change experiences and be respectful when ‘telling the story’ of their person in the visual display.

**Internal Assessment Resource**

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

Resource reference: Health 2.2B v2

Resource title: Resilient Role Models

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

In this assessment activity, you will evaluate factors that influence a person's ability to manage change by interviewing a person you know in the community about a significant change they have experienced in their lives (which could be positive or negative), and what they have learnt about resilience as a result of that change.

This assessment requires you to present your findings through a visual display to illustrate your understanding of the change process by ‘telling the story’ of your person, with a focus on the concept of resilience in the context of managing change situations.

This assessment activity will take place over <insert time> weeks of in-class and homework time.

Teacher note: You may adjust the time frame and conditions to suit the needs of your students.

You will be assessed on how well you can convey your understanding of the concept of resiliency with regards to managing change. This means you must be able to illustrate the personal, interpersonal and societal factors that influenced this person’s ability to cope with change, and the personal, interpersonal and societal strategies taken or that could have been taken that would have enhanced their resiliency in this particular situation.

As change affects people in different ways, it is important that you choose somebody who you think has managed the change in their lives in an effective and resilient manner and who you consider to be a role model of resiliency. It is important that there has been a significant lapse of time since the change experience, to enable the person being interviewed to reflect on the experience and to share what they’ve learnt as a result. For this reason, it is not appropriate to interview somebody who is currently experiencing a significant loss or is in the midst of a grief process, as this interview is not intended to cause any distress or concern for those individuals.

For you to gain an understanding of how resilience enhances people’s ability to manage change, it is recommended the key questions provided are adhered to during the interview.

Interviewing a resilient person

To complete your individual interview you will need to:

* Understand the concept of resiliency (looking at protective and risk factors) and what the traits are to recognise resiliency in an individual.
* Select a person you know who has experienced a significant change in their lives that you think has role modelled resiliency, for instance, a grandparent who moved here from another country or a person who had a complete change of professions (i.e. from a police officer to a chef etc.). It is important that the person you choose is not currently experiencing any emotional distress due to an existing change, for instance, somebody who has just lost a loved one or their house or job.
* Ask the person if they are willing to be interviewed and have their story of resiliency told through this assignment. Be sure to have them sign the agreement slip contained in the resources.
* Go through the interview questions (attached) and listen to their story of resilience. Take notes as necessary and practice active listening techniques to ensure you get the details correct. Allow for at least an hour for the interview, but be prepared that it may take longer (depending on how much the person likes to talk).

**Note**: It is expected that you will be able to get enough material from your interview to clearly explain the concept of resiliency through this particular change context at a personal, interpersonal and societal level.

**Presentation of findings**

Your visual display needs to convey the messages you want the audience to understand. To examine, comprehensively, factors that influence people's ability to manage change, your visual display needs to include:

* Background information on the meaning of resilience and the personal story of the individual you have interviewed, with their change event clearly identified
* An explanation of the personal, interpersonal and societal protective/risk factors that influenced their ability to deal with the change and linking these to the relevant determinants of health as appropriate
* Recommend or provide an account of strategies at personal, interpersonal and societal levels that the interviewee could employ to help 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
* Explain the inter-relationships between the strategies: How are the strategies connected to each other to help the interviewee manage the change situation and build resilience?

This must be done on the card provided by your teacher that has two or three display areas, such as:

Resources

Your teacher will provide the cardboard panels for your visual display.

The following are suggested questions to include in your individual interview.

***Interview Questions***

1. Tell me about the significant change experience you had in your life – what happened?
2. What was your life like when this change happened (how old, where were you living, family and friends support, etc.)?
3. What were your personal traits that influenced your ability to cope with this change? (What was it about you as an individual that made a difference?)
4. How did other people influence your ability to cope with this change?
5. What was society like at the time this change happened? What were the laws, cultural norms, etc.?
6. How did any of these influence your ability to cope with this change?
7. When this change happened, what did you do to cope? (What actions)
8. What did any of your family or friends do to help you cope? (What actions)
9. Can you think of any systems or support that existed within the community that helped you cope with the change? Identify them.
10. When you look back upon it now, what was the best thing about the change you experienced?
11. What is the biggest thing you’ve learnt from the experience?
12. If someone you knew was going to experience the same thing you did, what would you tell them to help them?
13. How do you think this change experience has influenced your life now?
14. How has the experience helped you to cope with other changes in your life?
15. Finish this sentence: My life is a good example of resilience because...

***Interview Agreement Form***

I agree to be interviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student) for the Health Assignment on role models of resiliency. I understand that my story of coping with a significant life change will be used as the basis for a visual display to help explain the concept of resiliency to a wider audience. By agreeing to take part in this interview, I understand that this assignment will be assessed for achieving Health Achievement Standard 2.2: Evaluate factors that influence people’s ability to manage change, worth 5 NCEA Level 2 credits.

Signed, Date

Signature

Name (print)

Assessment schedule: Health 91236 Resilient Role Models

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| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit  | Evidence/Judgements for Achievement with Excellence |
| The student evaluates factors that influence people's ability to manage change. The student has:explained how personal, interpersonal and societal protective and risk factors contribute to the interviewee’s ability to manage the change situation.provided a combination of personal, interpersonal and societal strategies to help the interviewee to maintain the protective factors AND/OR minimise the risk factors. For example, student evidence could contain:A personal story of their role model that explains relevant protective and risk factors that influenced the individual’s ability to cope with the specific change situation. Strategies are considered in relation to how they enhanced the protective factors identified and/or minimised the risk factors and how they contributed to their role model’s resiliency.  | The student evaluates, in depth, factors that influence people's ability to manage change.The student has:explained in detail, personal, interpersonal and societal protective and risk factors that are clearly linked to the interviewee’s ability to manage the change situation and their effect on resilience; explained how valid personal, interpersonal and societal strategies (recommended or provided) help the interviewee to maintain the protective factors, minimise the risk factors and develop resilience. For example, student evidence could contain:A personal story of their role model that explains in-depth, protective and risk factors at each of the personal, interpersonal and societal levels that influenced the individual’s ability to cope with the specific change situation and develop resilience. Strategies explain how they enhanced the protective factors identified and minimised the risk factors and how they contributed to their role model’s resiliency.  | The student 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 the change situation beyond the immediate evidence
* explained how the change situation could lead to many inter-related changes

For example, student evidence could contain:A personal story of their role model that explains the protective and risk factors at each of the personal, interpersonal and societal levels that influenced the individual’s ability to cope with the specific change situation, and explains comprehensively how these all worked together to provide the right environment for that individual to enhance their resilience Strategies clearly explain how they enhanced the protective factors and/or minimised the risk factors and how they contributed to their role model's resiliency. |

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