

NZQA Approved

Internal Assessment Resource

Health Level 1

This resource supports assessment against Achievement Standard 91097 version 3

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

**Credits:** 4

Resource title: Sione’s injury

**Resource reference:** Health 1.3C

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| 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 | February 2015To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91097-01-9016 |
| 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. |

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Achievement standard: 91097

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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 the achievement standard. 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 activity requires students to demonstrate comprehensive understanding of ways in which the well-being of Sione, a teenage sportsperson, can change as a result of a serious injury, and strategies to support his well-being during times of change.

Note that the scenario that has been developed for this resource is referred to in the ‘sport’ resource for Health AS90973 (1.4C): Getting along as a team. This provides links between the two activities.

Conditions

Students will work individually to complete the assessment activity.

Resource requirements

Access to:

* the internet (if applicable)
* class notes or learning journal during assessment.

Additional information

The focus of this achievement standard 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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Student instructions

Introduction

This assessment activity requires you to demonstrate understanding of ways in which well-being can change, and strategies to support the well-being of Sione, a young sportsperson who has been affected by a major injury.

You are going to be assessed on how you demonstrate comprehensive understanding of the effects of change on the well-being of Sione, the main individual in the scenario below, his and others’ consequent feelings (positive and negative) and possible responses, along with strategies to support his well-being during the change.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt and achieve success in this standard.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Read the scenario below and answer the questions that follow.

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| Sione is in Year 13 at a large co-educational school. He is the captain of the school’s successful volleyball team and is a well-respected leader and talented sportsperson in the school. For the past two years, Sione has been involved in the team’s success at regional and national competitions. Last year, he was named player of the tournament. His positive attitude and supportive nature have led to him being named team captain this year, as well as gaining the position of student sports leader on the school’s student council.Sione, the other team members and the coaches have worked hard to develop a positive team culture and the team is training solidly for the upcoming secondary schools’ tournament. As well as regular training sessions, the team is busy fundraising for the trip – including running a carwash every Saturday morning at the local supermarket.One day at training while participating in a drill to practise spiking, Sione lost his footing and came down hard on his ankle. His mum was called and she took him to the local sports clinic. He was diagnosed with several fractured bones in his ankle as well as the complication of ligament damage. He was told that he may need surgery and will need therapy to be able to regain full function of his ankle. This meant that Sione’s volleyball season was over, and it would be a long road to recovery if he wanted to participate and compete in future sporting events. |

Changes, feelings and responses

Sione’s well-being can change as a consequence of his injury.

* Explain with insight ways in which Sione’s well-being has changed as a result of his injury. You need to take account of the four dimensions of hauora (taha hinengaro, taha wairua, taha tinana and taha whānau) and you may wish to consider short-term and long-term changes to his well-being.
* Explain how the changes across the dimensions of hauora are interrelated/connected to each other, and have a greater impact on Sione’s well-being than if only one or two dimensions were affected.

Sione will experience a range of emotions due to the injury and other changes described in the scenario.

* Explain feelings Sione could have about the change he is experiencing. Describe his feelings and explain why Sione might feel this way.
* Explain possible responses (something Sione might do or a reaction he might have) as a result of these feelings. Describe the response and explain why he might respond in that way.

This change is likely to affect other people in Sione’s life, for example, his coach, teammates and parents.

* Explain feelings that two other people might experience due to the change to Sione’s well-being. Describe their feelings and explain why they might feel this way.
* Explain possible responses (something the other people above might do or a reaction they might have) as a result of each feeling. Describe their responses and explain why they might respond in that way.

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 faced with a change such as Sione’s injury.

* Describe personal strategies that Sione could use to support his own well-being, and explain with insight how each strategy would enhance his well-being.
* Describe interpersonal strategies other people (such as the coach, team mates or parents) could use to support Sione’s well-being, and explain with insight how each strategy would enhance Sione’s well-being.
* Describe societal strategies that the school and/or the wider community could use to support Sione’s well-being, and explain with insight how each strategy would enhance his well-being.

Insightful explanations will recommend the most critical or effective strategies as related to Sione’s injury and subsequent changes to well-being, as well as clearly explain how the actions will enhance Sione’s well-being.

Assessment schedule: Health 91097 - Sione’s injury

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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 strategies to support well-being by:* describing ways in which Sione’s well-being can change in relation to the four dimensions of hauora

For example:Sione’s physical well-being will change due to the recovery process. He won’t be able to practise his volleyball skills and will lose fitness as he can’t exercise normally. Socially, he will become distanced from the team, as he won’t be able to spend as much time with his team mates. Spiritually he will lose self-esteem and his identity as ‘team captain’ will be lost. Mentally, he will feel sad and disappointed that his season is over and worried about permanent effects.* describing the likely feelings and responses of Sione and others to change

For example (one feeling and response):Sione will be worried about getting back to full fitness and whether his injury will fully heal. In response, Sione will take on board the advice from the doctor and physiotherapist, so his chances of healing are better.* providing an account of personal, interpersonal and societal strategies to support well-being during times of change. This includes a statement about how or why the strategies would enhance Sione’s well-being

For example (one strategy):Sione could write his feelings down in a diary. This will help him get all his feelings out in a safe environment and will help him to recover from the injury, as he will be feeling happier.*The examples above are indicative samples only.* | The student demonstrates in-depth understanding of ways in which well-being can change, and strategies to support well-being by:* giving explanations of the interconnected ways in which Sione’s well-being can change

For example:Sione’s physical well-being will change due to the recovery process. He won’t be able to practise his volleyball skills and will lose fitness as he can’t exercise normally. In the long-term, he may never get full function back in his ankle, which will mean he can’t compete at sport as he used to. Socially, he will become distanced from the team, as he won’t be able to spend as much time with his team mates but this may mean he has the opportunity to meet new people outside of the team. Spiritually he will lose self-esteem because he probably gets a lot of this from his involvement in the team and his identity as ‘team captain’ will be lost. Mentally, he will feel sad and disappointed that his season is over and worried about permanent effects if he is unable to recover completely. Due to not being able to physically be part of the sport and team this season, he may feel sad and disappointed, and he may withdraw from spending time with his team mates, which makes it hard to maintain their friendship, which will make Sione lose self-esteem and feel that his identity is changed dramatically.* giving explanations of the likely consequent feelings and responses of Sione and others to these changes

For example (one feeling and response):Sione will be worried about getting back to full fitness, as time out from sport is a big de-motivator and whether his injury will fully heal, due to the possible complications and the slow recovery process. In response, Sione will take on board the advice from the doctor and physiotherapist, which involves giving his ankle time to heal, attending appointments and doing exercises given to him so his chances of a complete recovery are better.* providing explanations of strategies to support Sione’s well-being during times of change

For example (one strategy):Sione could write his feelings, positive affirmations and goals for each week down in a diary in order to focus his energy on what he can control, and positive things in his life. This will help him get all his feelings out in a safe environment and will help him to recover from the injury, as he will be feeling happier as he achieves his weekly goals and as he reflects on the positive things in his life.The examples above are indicative samples only. | The student demonstrates comprehensive understanding of ways in which well-being can change, and strategies to support well-being by:* explaining, with insight, the interconnected ways in which Sione’s well-being can change in a specific situation and the likely consequent feelings and responses of Sione and others to these changes

Insightful explanations will explicitly consider how the dimensions of well-being are inter-related in change situations, and include positive and negative feelings and responses.For example:Sione’s physical well-being will change due to the recovery process. He won’t be able to practise his volleyball skills and will lose fitness as he can’t exercise normally. In the long-term, he may never get full function back in his ankle, which will mean he can’t compete at sport as he used to. Socially, he will become distanced from the team, as he won’t be able to spend as much time with his team mates but this may mean he has the opportunity to meet new people outside of the team. Spiritually he will lose self-esteem because he probably gets a lot of this from his involvement in the team and his identity as ‘team captain’ will be lost. Mentally, he will feel sad and disappointed that his season is over and worried about permanent effects if he is unable to recover completely. Due to not being able to physically be part of the sport and team this season, he may feel sad and disappointed, and he may withdraw from spending time with his teammates, which makes it hard to maintain their friendship.One positive and negative feeling and response:Sione will feel relieved that the pressure of being a team captain and sportsperson in the school is off him for the time being. This may lead him to focus his thoughts and time on other parts of his life, such as school work and family commitments, which will make him a better-rounded person.Sione will be worried about getting back to full fitness, as time out from sport is a big de-motivator and whether his injury will fully heal, due to the possible complications and the slow recovery process. In response, Sione will take on board the advice from the doctor and physiotherapist, which involves giving his ankle time to heal, attending appointments and doing exercises given to him so his chances of a complete recovery are better.* providing insightful explanations of critical strategies to support well-being of Sione during times of change

Explanations of critical strategies give a justification for the strategy and purposefully address the aspect(s) of well-being impacted upon by the change situations.For example (one strategy):Sione could write his feelings, positive affirmations and goals for each week down in a diary in order to focus his energy on what he can control, and positive things in his life. This will help him get all his feelings out in a safe environment and will help him to recover from the injury, as he will be feeling happier as he achieves his weekly goals and as he reflects on the positive things in his life. This will enhance his mental and his spiritual well-being as his emotions will be more in check, he is acknowledging what he has achieved during his recovery and he will be able to feel more optimistic about his future and carve out a new personal identity.The examples above are indicative samples only. |

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