

Internal Assessment Resource

Health Level 2

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| This resource supports assessment against:  Achievement Standard 91237 version 2  Take action to enhance an aspect of people’s well-being within the school or wider community |
| Resource title: Connecting with the Local Community |
| 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-01-2015-91237-02-5538 |
| 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 91237: Take action to enhance an aspect of people’s well-being within the school or wider community

Resource reference: Health 2.3B v2

Resource title: Connecting with the Local Community

Credits: 5

Teacher guidelines

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

You need to be very familiar with the outcome being assessed by Achievement Standard Health 91237. 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 take action to promote an aspect of well-being in their local community by planning, implementing and evaluating a plan for health promoting action.

It is expected that this assessment will take place after a teaching and learning programme that includes background information on effective health promotion, needs analysis, goal-setting and action planning in a health promotion context, and issues relating to well-being for communities in New Zealand.

Issues for the health promoting action might emerge out of, or run concurrently with learning associated with any of Health AS 2.1, AS 2.2, AS 2.4 or AS 2.5.

It is recommended that students choose the specific issue on which they take action. For example, the class might negotiate a common goal/issue and small groups within the class contribute to the planning and implementation of this overall action. Alternatively, groups might work on their own independent health promotion initiatives.

Please note that *the local community* refers to the area proximal to the school, such as: a contributing primary school, or the surrounding neighbourhood, suburb or town.

This assessment activity directs students to engage with the local community, rather than within their school community. You could adapt this to the school community if this better suits your teaching and learning programme and your students or context.

You will need to teach students about SMART goals.

Actions that could be taken in the local community include:

* Support a local primary school or early childhood centre to promote an aspect of the well-being of children
* Advocate that local businesses or companies using billboard (or other) advertising near the school display only healthy images and advertising with healthy messages
* Organise and run a student-led health promotion campaign as part of a community or country wide action, such as SADD
* Develop health promotion material for display in the community, such as a display in the local library or community centre
* Organise a community meeting or community health expo on a specific well-being related issue(s)
* Work with local iwi in relation to a local well-being need
* Engage with local government (or the local Member of Parliament) in relation to, for example: an aspect of healthy public policy; community and recreational facilities; other identified well-being related issues in the community.

Conditions

Planning, implementing and evaluating the health promoting action will take place over a time period of approximately ten weeks of in- and out-of-class time.

Assess the issue identification and plan of action individually prior to implementation of the health promoting action.

Students will document the implementation of the plan, including their individual contribution, in a log. You might use milestone checks or other form of verification at regular intervals.

Students will need to have access to their planning and implementation documentation in order to complete their written evaluation.

Resource requirements

The resources that students need to complete their health promotion action will depend on the action chosen. They might include, for example: access to a video camera; computer and Internet access; community policies, proposals or laws; senior management or teachers in local schools; relevant community members.

Students need to work within the established principles of *health promotion* as adopted by the Health and Physical Education Learning Area. For further reference, see *Curriculum in Action: Making Meaning, Making a Difference*, Years 11-13, Ministry of Education, Learning Media, 2004. This is available online at: <http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php>

The following additional resources may be useful:

* Health Promoting Schools (NZ): <http://hps.tki.org.nz/>
* Youth 2000 and Youth 2007: <http://www.youth2000.ac.nz/>
* Local or central Government resources, publications and websites, such as: <http://www.beehive.govt.nz/>

Additional information

Recommended group size would be no more than four students to ensure manageability and accountability for each student within the group.

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Achievement Standard Health 91237: Take action to enhance an aspect of people’s well-being within the school or wider community

Resource reference: Health 2.3B v2

Resource title: Connecting with the Local Community

Credits: 5

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Take action to enhance an aspect of people’s well-being within the school or wider community. | Take in-depth action to enhance an aspect of people’s well-being within the school or wider community. | Take comprehensive action to enhance an aspect of people’s well-being within the school or wider community. |

Student instructions

Introduction

This assessment activity requires you to take action to promote an aspect of well-being in your local community by planning, implementing and evaluating a plan for health promotion. You will create a written presentation that documents your health promoting action process and your involvement in the process.

Teacher note: Adapt the mode of presentation to suit your students. Examples of other modes of presentation include: a poster, a combination of written and oral presentation in a seminar, a formal report.

During your health education classes you will have identified a range of issues which relate to the well-being of members of your local community. You will choose one of these issues and, working in a small group, plan and take positive action to bring about health-enhancing change in relation to this issue.

Although you will work in a group, you will need to document individually the planning, implementation and evaluation of your health promoting action.

You will be assessed on how well you develop and implement your plan, and evaluate its effect on well-being.

You will have 10 weeks of in- and out-of class time to complete this task.

Final submission date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher note: Amend this timeframe to suit your teaching and learning programme. If milestone checks or other form of verification at regular intervals are used students should be advised of when these will be. If specific time/s is/are intended to be set aside in order for students to complete their written evaluation students should be given this information.

Task: Take health-promoting action

Choose one of the issues relating to the well-being of people in your local community that you identified in your health education classes.

Working in a small group, plan and use health promotion strategies to take positive action to bring about health-enhancing change in relation to this issue.

Document your action plan and process in a written presentation. In your presentation:

Identify the issue

Briefly describe the issue relating to well-being that your class/group has identified to be the focus for your health-promoting action. Include in your description:

* how the issue arose
* its importance (now and in the future) in your local community.

State clearly what the overall SMART goal of your health promotion action will be.

Explain how your planned action could enhance the well-being of people in your local community.

Develop a detailed, workable plan of action

Develop a plan to enhance well-being in relation to your issue which includes the following aspects and relates to the concept of SMART goal setting. Include:

* actions which are critical for addressing the issue and an explanation why each of these actions is needed
* description of potential barriers and enablers related to taking these actions
* explanation of how the barriers could hinder the plan’s implementation and how the enablers could assist with the plan’s implementation. You should also consider how the barriers could be overcome
* an appropriate, realistic timeframe for the actions.

Teacher note: You may want to develop a template for students to use to develop their plan of action.

Implement the plan of action

Carry out your planned health promoting action.

Keep a log as you carry out your action that details your personal contribution. This will also help you in completing your evaluation.

Teacher note: You might provide a template to students to assist them in keeping their log.

Evaluate the outcomes of implementing the plan of action

Critically reflect on the outcomes of the implementation of your plan for the well-being of people in your local community. Describe:

* the results of your actions – a summary of what actually happened, and to what extent you achieved your SMART goal
* actions that were successful, and how these actions resulted in a positive impact on people’s well-being as planned
* actions that were not successful, the reasons for this and how this interfered with your ability to achieve positive impacts for people’s well-being
* whether the actions impacted on all or only some people and reasons for this
* alternative or additional actions needed to meet the overall goal if this health promotion was continued or repeated, and reasons why these changes would be needed
* what steps should be taken now to build upon the positive impacts for well-being achieved by the actions.

Support your evaluation with specific evidence from your implementation.

See Student Resource A for further guidance.

Student Resource A: Further Guidance

Identifying the issue

Relate your answer to the concept of *hauora* by describing how each dimension of *hauora* could be enhanced and how the enhancements to the dimensions inter-relate to improve well-being for people in your local community.

You need to include links to enhanced well-being across the four dimensions of hauora.

Keeping your log

Your log should show your involvement in at least FIVE actions. Include:

* date the action was taken
* the specific action taken
* what happened (self-reflection, feedback and comments from others)
* any enablers that arose
* any barriers/problems that arose

Where possible, provide evidence that demonstrates the implementation of your plan of action, such as: photographs, video, poster(s), written submission, assembly presentation, library display, seminar, drama production, or a copy of a letter and reply.

Assessment schedule: Health 91237 Connecting with the Local Community

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student produces a presentation documenting that they have **taken action** to enhance an aspect of people’s well-being within the local community.  The student has:   * identified an issue that affects an aspect of well-being of people within the local community, describing a SMART goal and describing how implementing this goal could enhance people’s well-being across the four dimensions of hauora * developed a workable plan to improve well-being, based on the concept of SMART goals * provided evidence of the plan’s implementation by completing log entries * evaluated the effectiveness of the action by reflecting on the implementation of the plan – describing what happened, what was successful, what was not successful, the extent to which the SMART goal was met and the extent to which people’s well-being was enhanced.   For example:  **Identifying the issue:**   1. We’ve noticed a lot of bullying behaviour outside the nearby primary school. One of our group members has a sister that goes to the school, and she’s mentioned that some people don’t feel safe at school. This might have arisen due to the behaviours of certain students in the school, but also they seem to be getting away with it. This is an important issue, because being safe at school is needed for well-being and learning, Bullies also need to learn to relate to people properly. 2. We aim to improve students’ sense of safety in the primary school by teaching year 7 students about effects of bullying and strategies for seeking help. We will do this over the next 5 weeks. 3. Students will learn skills to prevent bullying and to increase knowledge of seeking help if needed. This will reduce bullying in the school. Students will feel safer and more secure, which will enhance their learning. Physically they’ll have reduced risk of injuries from bullying, but also less stress-related symptoms if they are not worried about bullying. Students will feel they are valued and connected to the school, and also feel good about themselves (spiritual) if they have the skills to help prevent bullying. All of this has positive affects for social well-being, as people in the school will trust and support each other more, which will build a supportive, caring environment and strengthen relationships.   **Developing a plan of action (one step only):**  April 10: Plan what we are going to include in our lessons about bullying. Enabler: The teacher hopefully will give us a whole heap of teaching resources so we can learn background information but also have resources to give to the students. Barrier: The resources might be out-of-date or too difficult for us or the primary school students to understand. This means we will have to find other activities and information.  **Implementing the plan of action (one step only):**  April 15:  We looked through the resources provided to us and used post-its to mark the activities we wanted to refer to or use. We found a lot of excellent material – probably too much, so we will need to look at it again and decide what to cut out.  The teacher helped because she gave us the resources, as well as links to a couple of really good websites with worksheets on them. This helped because we have high quality information. The only problem was access to the internet – we weren’t allowed to use the library computers, but the teacher let us use her computer, so that helped.  **Evaluating the outcomes of the plan of action:**  We went into the primary school and taught two lessons to one year 7 class. The first lesson focused on increasing knowledge about bullying behaviour, and the second lesson was more about seeking help and supporting others. What went well was the planning part – we had great resources to use, and this allowed us to present two lessons that were interesting and informative. We asked the teacher for feedback and she agreed with this. The biggest problem throughout the process was absences in the group. Two group members were away for several planning sessions – and one didn’t turn up to the first lesson. This was a problem for all of us, as some of us had to do extra work, and we couldn’t rely on the others because we didn’t know if they would turn up. We made some change to well-being, I believe. In combination with the other activities by other groups, we have changed the way bullying is viewed at the primary school. The students told us they felt more confident and felt a little bit safer at school. | The student produces a presentation documenting that they have **taken in-depth action** to enhance an aspect of people’s well-being within the local community.  The student has:   * developed a **detailed,** workable plan to improve well-being **in relation to the issue**, based on the concept of SMART goals * evaluated the effectiveness of the action by reflecting on the implementation of the plan **with evidence** – describing what happened, what was successful, what was not successful, the extent to which the SMART goal was met and the extent to which people’s well-being was enhanced.   For example:  **Developing a plan of action (one step only):**  April 10: Plan what we are going to include in our lessons about bullying – what we will say, what we will get the students to do, what the aims of the lesson are. Enabler: The teacher hopefully will give us a whole heap of teaching resources so we can learn background information but also have resources to give to the students – so the lesson is better. Barrier: The resources might be out-of-date or too difficult for us or the primary school students to understand. This means we will have to find other activities and information – we can overcome this by having a good look on the internet.  **Evaluating the outcomes of the plan of action:**  We went into the primary school and taught two lessons to one year 7 class. The first lesson focused on increasing knowledge about bullying behaviour, and the second lesson was more about seeking help and supporting others. What went well was the planning part – we had great resources to use, and this allowed us to present two lessons that were interesting and informative. We asked the teacher for feedback and she agreed with this **(see the feedback sheet from the teacher).** The biggest problem throughout the process was absences in the group. Two group members were away for several planning sessions – and one didn’t turn up to the first lesson. This was a problem for all of us, as some of us had to do extra work, and we couldn’t rely on the others because we didn’t know if they would turn up. We made some change to well-being, I believe. In combination with the other activities by other groups, we have changed the way bullying is viewed at the primary school. The students told us they felt more confident and felt a little bit safer at school. They felt closer as a class as well. This has positive effects for mental and emotional as well as social well-being in the school. | The student produces a presentation documenting that they have **taken comprehensive action** to enhance an aspect of people’s well-being within the local community.  The student has:   * developed a **detailed,** workable plan to improve well-being **in relation to the issue**, based on the concept of SMART goals **and including actions that are critical for addressing the issue (with explanations)** * **Critically** evaluated the effectiveness of the action by reflecting on the implementation of the plan **with evidence and reasons** – describing what happened, what was successful, what was not successful, the extent to which the SMART goal was met, the extent to which people’s well-being was enhanced, whether the actions impacted on all or only some people, the alternative or additional actions that would be needed to meet the overall goal if this health promotion was to be continued or repeated.   For example:  **Developing a plan of action (one step only):**  April 10: Plan what we are going to include in our lessons about bullying – what we will say, what we will get the students to do, what the aims of the lesson are. We will do this because it is essential that we are organised and that we have good resources that will interest the students. Enabler: The teacher hopefully will give us a whole heap of teaching resources so we can learn background information but also have resources to give to the students. This will help us have a stimulating lesson and increase enjoyment/learning for the students. Barrier: The resources might be out-of-date or too difficult for us or the primary school students to understand. This means we will have to find other activities and information – we can overcome this by having a good look on the internet, because we know there are a lot of good things out there.  [NB: Across the plan, the more critical actions are included.]  **Evaluating the outcomes of the plan of action:**  We went into the primary school and taught two lessons to one year 7 class. The first lesson focused on increasing knowledge about bullying behaviour, and the second lesson was more about seeking help and supporting others. What went well was the planning part – we had great resources to use, and this allowed us to present two lessons that were interesting and informative. We asked the teacher for feedback and she agreed with this **(see the feedback sheet from the teacher).** The biggest problem throughout the process was absences in the group. Two group members were away for several planning sessions – and one didn’t turn up to the first lesson. This was a problem for all of us, as some of us had to do extra work, and we couldn’t rely on the others because we didn’t know if they would turn up. We made some change to well-being, I believe. In combination with the other activities by other groups, we have changed the way bullying is viewed at the primary school. The students told us they felt more confident and felt a little bit safer at school. They felt closer as a class as well. This has positive effects for mental and emotional as well as social well-being in the school. This makes us feel proud of our achievements as well.  **Evidence of this is in the students’ evaluations.**  Because we had several groups working on bullying in different ways, we believe that the impact was pretty impressive considering we are new to health promotion. The school principal said she’s noticed a difference in the students. An additional action that is needed is us (or someone else) to be able to present similar lessons to all of the students at the school. This allows all of the students to have the opportunity to learn about bullying, and will mean even more positive change. We would also like to go back in a couple of months to see whether the changes have lasted. |

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