**NZQA**

**Approved**

Achievement standard: 91336 Version 2

Standard title: Analyse group processes in physical activity

Level: 2

Credits: 3

Resource title: All for one and one for all

Resource reference: Physical Education VP-2.10 v2

Vocational pathway: Social and Community Services

|  |  |
| --- | --- |
| Date version published | February 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-02-2015-91336-02-8211 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

Achievement standard: 91336

Standard title: Analyse group processes in physical activity

Level: 2

Credits: 3

Resource title: All for one and one for all

Resource reference: Physical Education VP-2.10 v2

Vocational pathway: Social and Community Services

Learner instructions

# Introduction

This assessment activity requires you to analyse group processes while taking part in a range of outdoor activities.

You are going to be assessed on how comprehensively you analyse group processes in physical activity. You need to use ongoing reflection to evaluate group processes in relation to their nature and benefits as you take part in physical activities. This should draw on your ability to observe how groups operate, the role individuals play in groups, and the behaviours and practices that enable groups to form and perform.

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

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

Careers NZ – Mana Rapuara Aotearoa website states that youth workers need to be good leaders and communicators, good problem-solvers, able to relate to people from a range of cultures, honest, ethical and impartial.

You are involved in a training programme for young people that aims to build confidence, interpersonal communication skills, leadership skills, and the ability to work co-operatively in a group situation. The end goal of this programme is that you will be equipped to be a mentor for younger children also entering this programme and will have the skills and knowledge to take on a volunteer youth leadership role in their holiday programme.

It is important to be able to recognise the processes and behaviours that occur in a group so you can potentially fuel the positive ones and dampen the ineffective ones. This task aims to give you practice at doing just that.

You will prepare a presentation based on reflections and experiences during your participation in the group activities.

## Participation, self-reflection and evaluation

During your training to be a volunteer mentor you will take part in a range of outdoor recreational physical activities arranged by your assessor/educator. You will be working in a group with others in your course, and these activities will be similar to those you will be helping to lead in the holiday programme.

Reflect on what you observe and/or experience as a member of the group. Compare and contrast your observations with relevant group processes theories. It may be helpful to use a group development model (such as Tuckman’s model) to consider how your group is functioning and the different needs/roles within your group. Resource A has examples of the group processes and practices that you may observe as members of your group learn to work together.

Keep a video journal or blog to reflect on the nature and benefits of the group processes. Resource B can be used as a guide. Your assessor/educator will read and give you feedback on your journal/blog over the course of the assessment activities.

Prepare a presentation to summarise your evaluation of the group processes. You may wish to include visual materials such as photos, snippets from your video blog or PowerPoint slides. You will be assessed on the depth and comprehensiveness of your analysis.

# Resource A

## Group processes and practices

Here are some processes and practices you could consider as your group learns to work together. (This is not an exclusive list.)

### Set action, and review goals

* Decide on a plan of action.
* Reflect on personal and group roles.

### Personal and peer behaviours

* Ask for and provide assistance and support.
* Use initiative.
* Respond to needs and changes in the group/individuals and environment.

### Effective communication

* Communicate in a way that is clear, concise and timely.
* Practise active listening.
* Give and receive feedback.

### Active participation in the management of the group

* Maintain on-task behaviour.
* Respond to the needs of others.

### Group practices

* Work cooperatively.
* Help to solve problems.
* Make decisions.

### Respect for difference

* Through individual and group behaviour and actions, show respect for difference (involving both self and others).

### Act on feedback

* Receive feedback in a positive manner.
* Consider and evaluate feedback given.
* Act on feedback in an appropriate way.

Source: Adventure Works.

# Resource B

## Questions and prompts for self-reflection and evaluation

* Explain the processes and practices you have observed. Do these change as increased time is spent together as a group? Do the dynamics of the group change in any way?
* Is what you see happening what you would have expected? Why (why not)?
* What are the positive/negative effects of these processes and practices?
* When did the group start working effectively as a group? If so, how do you know? If not, why do you think this is the case?
* What behaviours are you observing frequently? How helpful or harmful are these to group formation?
* How has leadership evolved in the group? Compare leadership in the earlier activities with leadership more recently; which is the more effective in terms of group benefits?
* How are decisions arrived at? What roles do group members make when decisions need to be made?
* How have roles and responsibilities evolved? Compare earlier and latter dynamics. Were these forced or naturally occurring, and how did they come about?
* Compare and contrast processes and practices being used by the group with those from group process theories. Which are most effective/beneficial and why?
* Suggest alternative processes or modifications to the behaviours and practices that you would like to see occurring when you work as a youth mentor with your group in the school holidays, drawing on ideas from your reading or research about group processes theories.

Vocational Pathway Assessment Resource

Achievement standard: 91336

Standard title: Analyse group processes in physical activity

Level: 2

Credits: 3

Resource title: All for one and one for all

Resource reference: Physical Education VP-2.10 v2

Vocational pathway: Social and Community Services

Assessor/Educator guidelines

# Introduction

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

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators 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 learners against it.

# Context/setting

This activity requires learners to comprehensively analyse group processes while taking part in a programme of recreational outdoor physical activities. Learners will learn how groups operate through ongoing participation in the activities with their group, keeping a journal or blog, and making a presentation.

# Conditions

The assessment activity involves group participation and an individual evaluation needs to be completed.

Suitable physical activities may be abseiling, high ropes courses, rafting, rock climbing, caving, tramping, orienteering, etc. They may be individual activities undertaken within a group, or group activities.

Read, and give feedback on each learner’s journal/blog. Each learner must provide evidence of ongoing reflection on the group process. Evidence could be written (for example in the learner’s journal/blog), oral, or multimedia.

You may negotiate with learners about the activities to include, and the risk factors for the group.

# Resource requirements

The following resources may be useful:

Tuckman’s model of group development

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

<http://health.tki.org.nz/Key-collections/Sports-studies/Teaching-approaches>

<http://www.iwise2.com/stages-group-development>

# Additional information

None.

# Assessment schedule: Physical Education 91336 – All for one and one for all

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner analyses group processes in physical activity by:   * using ongoing reflection to explain group processes through experience in physical activity   For example, the learner explains:  *In our first outdoor recreation activity it initially seemed like we were not really working as a co-operative, communicative group. Reasons for this could be that we did not know each other very well as it was the start of the training programme, and that we were in an unfamiliar environment. In these early stages of working together we were eager to avoid conflict and most of us were reluctant to take on a purely directive leadership role. José was the most outspoken of us and tried to provide direction. But I noticed we did not always listen to him, perhaps as we had not had enough time yet to form as a fully functioning group.*  *I noticed that communication was key to ensuring everyone felt part of the group and to develop roles and responsibilities to make sure we functioned successfully. By the end of the first week in this programme most of us had slotted into specific roles. José stepped up to the mark and was confident enough to begin providing direction both in the activity completion and in encouraging communication between our groups. In these early stages of group formation, strong leadership is important, and this was supported in the working of our group once José was trusted and respected as a leader. We began to* [examples provided here of what actually happened].  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner analyses, in depth, group processes in physical activity by:   * using ongoing reflection to explain group processes in relation to their nature and benefits, through experience in physical activity   For example, the learner explains:  *As we participated in more outdoor recreation activities it was interesting to me how the group dynamics and leadership styles changed. As we moved into the ‘storming’ stage (from Tuckman’s stages of group development) the communication between our group members was much better. This could be because we felt much more united as ‘a group’ rather than a ‘group of individuals’ and shared common goals. We all wanted to take part in these cool activities that we normally wouldn’t but we were also bonded by our similar backgrounds which lead us to being in this programme in the first place. As we opened up about our experiences, I noticed the trust and warmth for each other grow. This supports the theories of finding meaning in a group due to the make-up of the individuals in the group (Hackman).*  *We started to have much more fun as a group as time went on, but at times we went off task and the instructors had to step in to ensure our safety. Research suggests that a balance between task focus and social focus is also important. The risk to our safety probably gave us the wake up call to recognising this too.*  *This was reflected in the changing nature of the roles and in our group José did now not have to give so much direction on his own as the leadership became much more collaborative. Group members took on roles and responsibilities that were based on their strengths and helped provide structure to the group (Hackman). As we entered the ‘norming’ stage we had developed more trust for each other and were more likely to value everyone’s input. I noticed that we got much better at allowing everyone to give their ideas and then used our negotiation skills to decide on the best action to take.*  *I learnt a lot about groups while doing these activities and will be interested to see how my group progresses when I get to work with them as a mentor.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner comprehensively analyses group processes in physical activity by:   * using ongoing reflection to evaluate group processes in relation to their nature and benefits, through experience in physical activity   For example, the learner explains:  *During the outdoor recreation activities it was really interesting to me to see the dynamics change in response to individual competence and confidence, leadership styles and task familiarity. When comparing the practices of maintaining on-task behaviour and acting on feedback received, I think the most beneficial aspect for our group was the way we received feedback and acted on it. Many times early on in the programme we heard feedback and tried to respond, but what is different now is that no one takes it personally but immediately says, “So what are we going to do about this?”*  *At this stage of the programme we have been together as a group for a period of time long enough to feel we share common commitment to our goals and we work effectively towards these. My observations of our group at this stage mirror what I think a group should be functioning like at the ‘constructive co-operative stage’ of the COGS ladder model. At this stage groups are focused on goals, co-operating and have mutual respect for each other.*  *We all not only wanted to develop confidence in these activities while completing them, but also wanted to use the experience to develop our individual interpersonal communication and leadership skills for when we work as mentors with our group of learners in the school holidays. When our assessor/educator gave us some feedback on how we had lost task focus and had jeopardised our safety, Bethany immediately said to us all “So what can we do differently to get this plan happening?” We all sat down and allocated group members to each task.*  *Another benefit highlighted here is how the leadership within the group had evolved. We no longer required one person to be directing or telling us what to do, but functioned effectively with more indirect leadership and strong individual, yet collaborative, participation. The value of this was the sense of achievement felt by the whole group as we took part in these activities and had the confidence to all contribute and develop socially. For example, Zane by this stage was responding to ideas from others without interrupting thinking he knew better. He would still also offer ideas but also recognised the value of the contributions of others. Without the whole group evolving in this way, this individual change may also not have happened.*  *However, as a result of this collaborative leadership style we had tried to adopt, we sometimes did lose task focus and tried to accept everyone’s ideas, which at times was detrimental to our success. We were probably at times less efficient than we could have been with a more directive approach like when José was predominantly leading and directing.*  *While our understanding of behaviour types helped us to develop confidence to try to contribute some leadership to a group situation, we at times needed to recognise that someone then needed to take responsibility to reflect on the ideas and provide direction/guidance for the benefit of the group. I think that this will be important when working with my group, and I may need to try to encourage the most appropriate roles and responsibilities that need to be occurring dependant on the stage of functioning that the group is at.*  *I think this was also the case with each new activity we took part in and perhaps a new leader initially took over. I noticed that our group’s behaviour then mimicked that of the early stages of COGS ladder model, the ‘polite phase’, and we progressed through the stages as our familiarity and confidence with the activity grew.*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.