**NZQA**

**Approved**

Achievement standard: 91334 Version 2

Standard title: Consistently demonstrate social responsibility through applying a social responsibility model in physical activity

Level: 2

Credits: 3

Resource title: Thinking of others

Resource reference: Physical Education VP-2.8 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91334-02-8208 |
| 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

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Learner instructions

# Introduction

This assessment activity requires you to consistently demonstrate social responsibility through involvement in snow sport activities.

You will be assessed on how you consistently demonstrate an outstanding level of social responsibility while participating in these physical activities and in wider contexts as you train to become an instructor in the outdoors.

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

In your training course to become an outdoor recreation instructor you have the chance to specialise in a specific area of interest or strength. This task provides you with the opportunity to participate in a range of snow sport activities. You will be required to self-reflect on the level of social responsibility you think you are working at while taking part in these activities. You must also select someone who is in a position to assess your level of social responsibility in a wider context (that is, away from the ski field).

## Part 1

Participate in a number of snow sport activities. These activities will help you to develop the skills and knowledge to help mentor others in outdoor situations involving snow sports and other physical activities.

Apply *Hellison’s Model of Social Responsibility* (Resource A) in each activity. Activities could include:

* adaptive snow sports
* snow boarding
* cross-country skiing
* free skiing
* ski racing.

## Records and assessment

Maintain an ongoing log or journal, where you record your participation in physical activities in fitness/recreation context and in the wider context. Describe your activities, conduct and involvement in each physical activity and assess yourself in relation to the behaviours listed in the Hellison’s model. Your behaviours, while participating in and leading physical activities, will be observed at different stages during your training. Your level of social responsibility will be assessed on evidence from your log/journal, and by your assessor/educator.

## Part 2

During your skiing activities you have demonstrated a number of social responsibility skills such as helping others, showing leadership skills and self-direction. You are required to demonstrate these skills in a wider context. The person you selected to be your assessor will observe and attest as to whether you have demonstrated an outstanding level of social responsibility.

Give your assessor/educator a copy of *Hellison’s Model of Social Responsibility* (Resource A).

This standard may be assessed through ongoing opportunities.

# Resources

## Resource A: Hellison’s Model of Social Responsibility

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| --- | --- | --- |
| Level | Level of Social Responsibility | Skills/descriptors |
| 5 | Beyond the training environment | * tries all these goals in other areas of life * is a role model * assist others in reaching this level |
| 4 | Helping others and leadership | * shows good interpersonal skills (is sensitive towards others, shows care and compassion) * listens and responds without being judgemental * helps others when they want help or need it * recognises the needs and feelings of others * shows inner strength (the ability to resist peer pressure and step up as a leader) * makes sure all players in the group have an equal opportunity to be involved * acknowledges other teams’ skills or efforts * proactively applies fair play/honest rules * happily accepts others as part of the group |
| 3 | Self-direction | * demonstrates on-task independence (can do the task without the educator standing over them) * sets goals and self-standards * shows the courage to resist peer pressure (focus on achieving what’s best for them) * is fully involved and active (but not dominating) * plays by the rules |
| 2 | Participation and effort | * is self-motivated * tries their best and never gives up * tries new things and persists when the going gets tough * redefines success (it may be achieving a goal, it may be winning a competition) * can take part as directed and improves efforts to contribute independently * participates in game (not fully involved) |
| 1 | Respect for the rights and feelings of others | * shows self-control (no verbal or physical abuse i.e. name calling) * includes everyone (no intimidation, bullying or hogging equipment) * solves conflicts peacefully * does not disrupt the work and play of others |

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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 consistently demonstrate an outstanding level of social responsibility when they are involved in regular, individual or group physical activities on the snow throughout a period of training. Learners will need to demonstrate and apply *Hellison’s Model of Social Responsibility* as they participate in a range of snow sport activities in their outdoor recreational industry training, and will independently instruct others in a wider context. Learners will also maintain an ongoing record of their participation and level of social responsibility.

# Conditions

This assessment will take place throughout the course of outdoor recreation training.

# Resource requirements

Resource A: Hellison’s Model of Social Responsibility

# Additional information

None.

## Other possible contexts for this vocational pathway

Travel and tourism: adventure training.

# Assessment schedule: Physical Education 91334 – Thinking of others

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner consistently demonstrates social responsibility through applying a social responsibility model in physical activity by:   * applying self-direction and using ongoing reflection within *Hellison’s Model of Social Responsibility* in snow sports activities   For example:   * + displays on-task independence, e.g. will work at improving the skills required to master snowboarding for the entire session without distractions   + sets goals and self-standards, e.g. will organise themselves and be motivated to ensure they get the best out of each practical session while being taught the required skills to be proficient at participating in and instructing snow boarding   + shows the courage to resist peer pressure, e.g. continues to practice side slipping heel side when the instructor is with other groups and while the rest of their own group may be mucking around   + is fully involved and active, e.g. always has gear and is eager to participate in all activities, quietly confident in self but may not speak up in a group situation   + participates in activities, *e*.g. will listen to and follow instructions for the activity.   *I had organised myself with adequate and correct equipment such as thermal layers, ski clothing, gloves and beanies all the time and did not need to rely on borrowing others’. I had enough spare to lend to Lauren when she needed a thermal. I think today I am working at Level 3 of Hellison’s model.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner consistently demonstrates a high level of social responsibility through applying a social responsibility model in physical activity by:   * applying self-direction and using ongoing reflection and helping others in leadership within *Hellison’s Model of Social Responsibility* in snow sports activities   For example:   * + shows good interpersonal skills when working with others also learning how to snowboard   + listens and responds without being judgmental   + helps others when they want help or need it   + recognises the needs and feelings of others   + shows inner strength and the ability to resist peer pressure and to step up as a leader   + makes sure all members of the group have equal opportunity to be involved   + acknowledges people’s skills or efforts   + proactively applies fair play/honest rules   + happily accepts others as part of the group.   *I snowboarded with another person in my course today and encouraged her when she looked like she was finding it hard going from the heel side to the toe side of the board. I slowed down and showed her again how to do it and went in front of her down the mountain so she could mirror what I was doing. I also encouraged her when she was feeling apprehensive about instructing others, and gave her ideas on where she could go to get ideas. I think today I am working at Level 4 of Hellison’s model.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner consistently demonstrates an outstanding level of social responsibility through applying a social responsibility model in physical activity and in wider contexts by:   * consistently demonstrating an outstanding level of social responsibility in physical education and in wider contexts * applying self-direction, using ongoing reflection and helping others in leadership within *Hellison’s Model of Social Responsibility* in snow sports activities and in other aspects of their lives   For example:   * tries all the Hellison’s Model of Social Responsibility goals in other activities within their lives * is a role model * assists others in reaching this level.   When I worked with my junior netball team I displayed some of the skill I learnt while skiing such as showing good interpersonal skills. Taught them the short pass today, using my communication skill to try and talk to each player in the team. I went through each step slowly, explaining the skills they had to do to move on to more difficult drills. I showed them what to do and what the ideal technique looked like. At break I also went around and asked them how they felt they were going and what we could work on next. In the next session I recognised those who were typical learners and gave them more difficult skills to work on, or if they preferred I matched them up with a weaker member of the group so they could be a buddy for them. I have feedback and evidence from my assessor (coach) that today’s instruction of the junior netball team shows I am working at Level 5 of Hellison’s model.  *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.