

# HEALTH EDUCATION HPO1050Y1

## INTERNAL ASSESSMENT ACTIVITY

### **ACHIEVEMENT STANDARD 90973 (VERSION 3) HEALTH 1.4**

**Demonstrate understanding of interpersonal skills used to enhance relationships**

Level 1, Internal

5 credits

### **STUDENT INSTRUCTIONS**

#### **Overview:**

This achievement standard involves demonstrating an understanding of interpersonal skills used to enhance relationships.

#### **Conditions:**

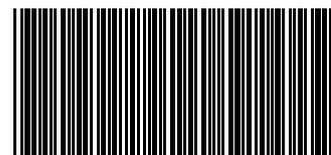
- This is an individual assessment activity; you may refer to your module(s).
- It must be entirely your own work.
- Plagiarism detection software may be used to check this is your own work.

#### **You will need:**

- recording device (video, phone or similar).

#### **Supervisor requirements:**

- Supervision is not required for this assessment.
- Upload your assessment to the HPO1050Y1 assessment dropbox when you have completed it.



# ASSESSMENT CRITERIA

## ACHIEVEMENT STANDARD 90973 (VERSION 3) HEALTH 1.4

### Demonstrate understanding of interpersonal skills used to enhance relationships

Achieved	Achieved with Merit	Achieved with Excellence
Demonstrate understanding of interpersonal skills used to enhance relationships.	Demonstrate in-depth understanding of interpersonal skills used to enhance relationships.	Demonstrate comprehensive understanding of interpersonal skills used to enhance relationships.

SOURCE: NZQA

The focus of this achievement standard involves understanding and demonstrating the use of personal and interpersonal communication skills used to enhance relationships.

Understanding of each of the following four skills must be demonstrated:

- **listening skills** which includes non-verbal communication (using minimal encouragers, appropriate facial expression, appropriate eye contact, open body language) and verbal communication (using minimal encouragers, e.g. reflecting feelings, paraphrasing, asking open questions)
- **assertiveness** and its application when giving and receiving feedback
- **problem-solving** skills for solving individual problems and joint problems. A minimum of two problem-solving processes must be used. Problem-solving processes could include, but are not limited to, situations where:
  - the candidate owns the problem (e.g. using the DESC model – describe, explain, specify consequences)
  - one (other) person owns the problem (e.g. using an outcome-oriented problem-solving model)
  - two or more people own the problem (e.g. using a joint problem-solving model).
- **strategies** for maintaining, managing changes to, and enhancing relationships. Relationships can be any of: intimate relationships where there are very close bonds between people, and typically, but not necessarily, where people feel and express love for each other e.g. between friends, siblings, parents and children (or any other family members); a couple in a sexual or non-sexual relationship; less intimate relationships between people who are known to each other, who interact and communicate e.g. peers at school, work colleagues, members of a team or club, neighbours.

*Demonstrate understanding* means to describe knowledge of interpersonal skills and how aspects of them can enhance relationships, and to demonstrate practical application of the components of the skills in specific situations.

*Demonstrate in-depth understanding* means to explain knowledge of skills and how their use enhances relationships, and to demonstrate detailed and coherent application of the skills in specific situations.

*Demonstrate comprehensive* understanding means to explain critical knowledge of the skills and the way they enhance relationships, and demonstrate highly effective application of these skills in specific situations. Critical explanations make explicit links between the components of the skills and how these enhance relationships. Highly effective use of the skills means, for example, to listen in a way that encourages the speaker to keep talking, or to give an assertive response that results in an enhancement of the relationship.

# ASSESSMENT ACTIVITY

## HEALTH EDUCATION

### INSTRUCTIONS

- Read the questions carefully and write your answers in the spaces provided.
- Assemble all the materials and tools required.
- Your supervisor must be present to observe you and complete the supervisor sheet.

This assessment is in two parts.

**Part 1** is written only.

**Part 2** is a practical demonstration of your skills.

# PART 1

## TASK 1

### Scenario

Wikitoria and Grace's families live near each other. Wikitoria and Grace have grown up together. This has built a strong friendship over the years. They have been through primary and intermediate school together and in the same class this year. They have always played in the same netball team and hang out together a lot. Grace and Wikitoria catch up some weekends and borrow each other's clothes.



Wikitoria has noticed that now when she does get her clothes back after lending them to Grace, they smell of smoke. Wikitoria finds this a problem.

- Use an **individual problem solving model** to help Wikitoria **solve her problem**.
- **Write down each step** of the model and describe how they can be applied to solve her problem.
- Explain how solving the problem will enhance their relationship.

### Step 1

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### Step 2

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ASSESSMENT ACTIVITY

**Scenario**

Once the New Year comes around Wikitoria and Grace find they are in separate classes. Grace starts to spend more time with her own class. She hasn't made much effort to keep up with Wikitoria and hasn't had so much time to ring her like she used to. She is trying to make friends with her new class. Grace realises when she sees Wikitoria walking home on her own that she has not been a good friend lately. She thinks one way to make time for her friend is to have Wikitoria to stay for the weekend. Grace wants her friend to stay but her Mum has been really busy lately. She doesn't want to make extra work for her Mum if Wikitoria stays. She needs to talk this over with her Mum.



1. Work through each step of a **joint problem solving model** to help Grace increase her chances of having her friend to stay.

**Step 1**

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**Step 2**

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**Step 3**

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- Explain listening skills that Grace could demonstrate as she hears Wikitoria explaining her feelings on the changes to their friendship. (Listening skills could include body language, minimal encouragers, reflecting feelings, paraphrasing/summarising and asking open questions).
- Include in your explanation how each skill could enhance the friendship.

**Listening skill**

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**TASK 3**

Explain comprehensively how interpersonal skills can be used to overcome barriers and manage changes to maintain or enhance Wikitoria’s and Grace’s friendship. These might include strategies and actions as well as the problem solving, assertiveness and listening skills that help friendships.

**Barriers and change**

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**Interpersonal skills to overcome these**

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**Strategies and actions to overcome barriers and manage changes**

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## ASSESSMENT ACTIVITY

### **Receive negative feedback** – a criticism

The situation: Your friend waited at the mall for over 20 minutes after the time you said you'd meet. They started to get worried about you. When you arrived your friend said, 'You should have let me know you were going to be late. It would have been easy to text. You are not very thoughtful.'

Your response:

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**Complete the checklist (page 19) to evaluate your assertiveness skills.**

**ASSERTIVENESS SKILLS CHECKLIST**

Skill	Language No blame = NB Uses 'I' statements = 'I' Briefly = B Explained = E Expained fully = EF Highly effective = HE (desired outcome)	Tone Calm = CA Confident = C Clear = CL Other (give details)	Non-verbal communication Eye contact = EC Minimal encouragement = ME (give details) Body language – appropriate facial expression/gestures/body position/distance = ABL (give details) =	Self-reflection What did I do well? What could I work on? What could I do differently? (add extra paper if required)
Give positive feedback				
Receive positive feedback				
Give negative feedback				
Receive negative feedback				

## TASK 2: LISTENING SKILLS

- a. Arrange to meet your teacher at the regional office and take this assessment.
- b. Record (video, phone or similar) role play situations with friends or family showing your listening skills.

Using the movie example write in the listening skill responses in the spaces in the script.

Demonstrate the following skills:

- verbal minimal encouragers
- reflecting feelings
- paraphrasing
- asking open questions
- non-verbal communication including non-verbal minimal encouragers, body positions and distance, facial expressions, eye contact, gestures.

### A FRIEND TALKING ABOUT A MOVIE

*'Wow you gotta go and see the movie. It was heaps of action lots of blood and car chases. There was this dude who looked real mean. He was driving this car when the aliens attacked him. He just cracked up. Drove straight into a wall.'* (ask an open question here)

*'It was fun. Why don't you come to see it next Monday at 5 pm? I'm going to go and see it again. It takes an hour and a half so we would have time to see the league when we get home.'* (paraphrase this)

*'Mum said she was pleased with the amount of homework I have done recently so no hassles about going. So that made me feel really good.'* (reflect the feeling of the speaker).

*'Yeah I didn't have to nag her about going to the movie. That is why I can see the league too.'* (include a verbal minimal encourager)

*'What are you doing this weekend? I think I'll be able to do something on Saturday. I'm babysitting my cousin at 6 pm but I'm free till then.'*

*It is good to not have to worry about studying for that test until next week.'* (include a non verbal encourager)

**Complete the checklist (page 21) to evaluate your listening skills.**

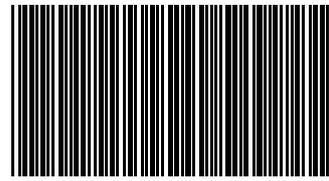


**Reminder: Upload your script and the recording of your assertiveness and listening skills along with your assessment to the HPO1050Y1 assessment dropbox.**

**LISTENING SKILLS CHECKLIST**

Skill	Language Brief = B Detailed = D Fully detailed = FD Use - Partly appropriate = PA Appropriate = A Fully Appropriate = FA Enhances conversation = E	Tone Calm = CA Confident = C Clear = CL	Non-verbal communication Eye contact = EC Body language – appropriate facial expression/gestures/body position/distance = ABL (give details) =	Self-reflection What did I do well? What could I work on? What could I do differently? The speaker may give you some ideas. (add extra paper if required)
Asking open questions				
Paraphrasing				
Relecting feelings				
Verbal minimal encouragement				
Non-verbal minimal encouragement				

**HP01050Y1**



**STUDENTS – PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.**

Full Name \_\_\_\_\_

ID No. \_\_\_\_\_

Address  
(if changed) \_\_\_\_\_