

HEALTH EDUCATION HPO1070Y1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 90974 (VERSION 4) HEALTH 1.5

Demonstrate understanding of strategies for promoting positive sexuality

Level 1, Internal assessment

4 credits

STUDENT INSTRUCTIONS

Overview

This achievement standard involves demonstrating understanding of strategies for promoting positive sexuality at a:

- personal
- interpersonal
- community level.

Conditions:

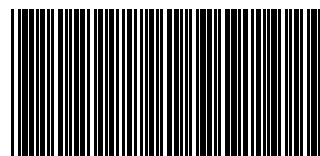
- This is an individual assessment activity, you may refer to your module(s).
- The time allowed will be two hours.
- It must be entirely your own work.
- Plagiarism detection software may be used to check this is your own work.

You will need:

- HPO1070 module
- learning journal.

Supervisor requirements:

- Supervision is not required for this assessment.
- Upload your assessment to the HPO1070Y1 assessment dropbox when you have completed it.



ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 90974 (VERSION 4) HEALTH 1.5 Demonstrate understanding of strategies for promoting positive sexuality

Achieved	Achieved with Merit	Achieved with Excellence
Demonstrate understanding of strategies for promoting positive sexuality.	Demonstrate in-depth understanding of strategies for promoting positive sexuality.	Demonstrate comprehensive understanding of strategies for promoting positive sexuality.

SOURCE: NZQA

Demonstrate understanding means to describe strategies for promoting positive sexuality, e.g. describing what the strategy involves with an indication of how the strategy helps promote positive sexuality for some people in society.

Demonstrate in-depth understanding means to explain strategies and how these strategies help promote positive sexuality for a variety of people in society.

Demonstrate comprehensive understanding means to critically explain knowledge of strategies and how these strategies promote positive sexuality for a diverse variety of people in society. Critical explanations will include a relevant combination of consideration to:

- the more essential actions integral to a strategy
- how a strategy impacts on all aspects of well-being
- how a strategy reflects the attitudes and values of the learning area
- the interconnections between different strategies
- the need for different strategies for different groups in society
- the need for multiple strategies at personal, interpersonal and societal levels.

Promoting positive sexuality encompasses a range of strategies including:

The development of personal knowledge and skills to support sexual health, self-worth and self-acceptance; maintaining and enhancing well-being in sexual relationships; through to inclusive practices whole communities can engage in. Promoting positive sexuality also means to be inclusive of the diversity of sexualities that exist among people and the range of attitudes, values and beliefs held by people in society. Sexuality as a concept is inclusive of the physical, social, mental, emotional and spiritual aspects of people's sexual well-being.

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INSTRUCTIONS

- Read over the entire task before beginning the activity.
- Assemble all the materials and tools required.
- Your supervisor must be present to observe you and complete the supervisor sheet.

TASK 1

Explain personal and interpersonal strategies for enhancing sexual relationships.

TASK 2

Explain safer sex options and support for people's sexual health.

TASK 3

Explain school and community strategies for promoting positive sexuality.

TASK 1: PERSONAL AND INTERPERSONAL STRATEGIES IN SEXUAL RELATIONSHIPS

Scenario

Hannah and Hoani have been in a sexual relationship for one year. Hoani is older than Hannah and is a builder's apprentice. He works hard physically so he likes to have a few drinks after work on a Friday with his work mates. He also has great mates at the league club. He really likes Hannah. He is not sure if it is true love and commitment. He finds it hard to talk to Hannah about sex so he doesn't understand her stance the other night when she refused to have sex because he wouldn't use a condom.

1A

Explain how Hannah can use the skill of assertiveness when communicating with Hoani about their sexual relationship. Consider both **verbal** (what she says) and **non-verbal** (how e.g. body language) components of assertive communication.

[illegible]

1B

Explain Hoani and Hannah's rights and responsibilities in their relationship.
Explain critically how consideration of these rights and responsibilities will promote positive sexuality for them both.

[illegible]

[illegible]

1C

Explain how Hannah and Hoani's well-being can be enhanced by the use of interpersonal skills including Rights and Responsibilities and effective communication. In your explanation include the attitudes and values both partners show for each other when they use these skills.

[illegible]

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TASK 2: STRATEGIES FOR PROMOTING SAFER SEX AND SEXUAL HEALTH

It's Saturday night. Toni and Sean have gone to the local rugby league club which is holding a dance party to raise money for their U18 team to go to Sydney.

Read the descriptions in the speech bubbles about some of the young people at the dance party. These include a description of aspects of their sexuality. Circle the people who may be targeted by bullies. Put a cross next to the people who are engaging in high risk sexual activity. Use the people to answer the questions in Task 2.

Mali: heterosexual, believes in abstinence because of her religion, is scared to have a close relationship. Has strong beliefs and happy that she has. She feels some people don't accept her beliefs and she finds it difficult socialising with others at the party, because they don't understand her beliefs. Thought Loto needed someone to talk to – is talking to Loto with a non-alcoholic drink in her hand.



Hannah: 16, heterosexual, not a virgin, only has sex with her steady boyfriend Hoani. Hannah doesn't want to get pregnant so has told Hoani they need to discuss options. She reads magazines to see what the celebs are doing. Upset at the party because Hoani is talking to his league mates.



Hine: heterosexual, tries to break out of the normally accepted stereotypes for females because her sisters are all very feminine. At the party she is dressed in her favourite boy-style pants but is definitely attracted to the males – confidently dancing showing off to the league boys.



Loto: heterosexual, has never had sex. All her friends say they have and she really would like to fit in. She has been watching TV and movies to get some tips on how to attract males. She is drinking alcohol because she is nervous when males are around – she is talking to Mali with an alcoholic drink in her hand.



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Kylee: at the party dressed in skimpy clothing and has had a few drinks already – she forgets she is trying to stay celibate for awhile. She has only had sex when she has been wasted so doesn't know if condoms were used. She thinks she is okay, not pregnant or anything because she feels fine. She is dancing in competition with Hine trying to outdo her. Thought she could post a clip on YouTube, as that might attract some males.



Fetu: a fa'afafine who has just arrived in the country, he is a little shy when mixing with others outside the family. Came because Loto is his cousin and he is trying to meet people. He has lots of interests so finds it easy to talk to people.



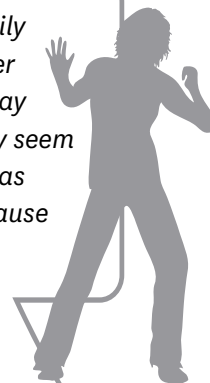
Levi: identifies as heterosexual even though he knows he is gay – it is easier. His family would not be very accepting if they knew he was gay. He prefers to stay at home and go in to a chat room where he can be himself but he came to the party because he'd been to the concert and Kaleb asked him. He will be able to tell his Mum that he'd been with his friends and it would look okay.



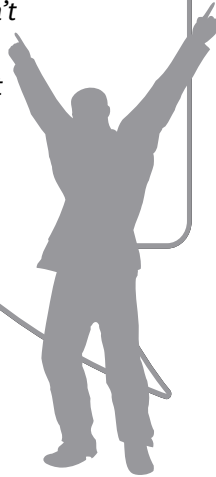
Latesha: lacks confidence in herself, thinks she is not attractive. No one at home takes much notice of her and cares what she does. She got invited to the party because Kaleb felt sorry for her and thought she could meet people. She is standing near the drinks table tidying up the bottles as she is unsure who to talk to. She thinks if she got pregnant and had a baby, someone would love her – her cousin did that.



Kaleb: is transgender and mixes easily with everybody at the party. The other partygoers seem to show they are okay about how he identifies himself. They seem to be inclusive. Most of the time he has found people don't discriminate because of his sexual identity.



Hoani: is definitely straight. He has great mates at the rugby league club who he is talking to at the party. He is talking to them and ignoring Hannah because she said 'no' to sex the other night. He hadn't wanted to use a condom and she had said he should respect her more.



Freda: is a confident woman who has come along to help supervise at the dance party. She is in her early thirties and has been with her partner for over five years, he is the assistant coach of the U18 team. They have a strong relationship built on trust and they are trying to start a family.



Elliott: is the manager of the rugby league club. He is 50 years old but in his younger days was a DJ, so he is running the music for the night. He is a little bit alternative but in terms of his sexuality he is definitely straight. He has been married for 30 years.



Wayne: is the coach of the u18 rugby league team. He recently split from his wife because she had an affair with his best friend. He is really looking forward to living it up on the trip to Sydney.



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2A

Explain why different contraception options are suitable for different people. Use the dance party scenario to answer these questions.

- Describe the different contraceptive options (pregnancy prevention) for Kylee and Freda or Elliot. Describe the contraception, how it is used and how it works.
- Explain how/why your choice is suitable.

[illegible]

[illegible]

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2B

Describe different methods Kaleb or Wayne or couple's can use to protect themselves from STIs. (These may also be contraceptive methods). Then explain how/why your choice is suitable. Use the dance party scenario to answer this question.

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[illegible]

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Describe sexual health services that could be available at a school or in the community for the person or the couples to use. Use the dance party scenario to answer this question.

[illegible]



Explain critically how correct use of safer sex practices; personal and interpersonal skills and access to a sexual health service would enhance the person's or couple's well-being and promote positive sexuality both now and in the future? Use the dance party scenario to answer this question.

[illegible]

[illegible]

TASK 3: EXPLAIN SCHOOL AND COMMUNITY STRATEGIES FOR PROMOTING POSITIVE SEXUALITY

Schools generally have inclusive practices in place with policies and procedures to support students in areas related to **sexuality** and **sexuality education**.

Use the video example (HPO1073 module – lesson 4) or you can use your own experiences of schools to answer the questions in Task 3.



The inclusive practices are backed up with support services, using a school you know, complete the following tables explaining the support offered:

Name of school: _____

School support	Services they offer
Teachers	
Deans	
Health nurse	
Health classes	

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Counsellor	
Pupils/peer support leaders	

Policy refers to a formal plan of action within an institution that shapes the physical and emotional environment of the institution.

Procedures refer to the processes (regular way of doing things) and practices that enable policies to be implemented.

Using a school you know, complete the following tables, explaining the policies and procedures the school uses to promote inclusive practices:

INCLUSIVE PRACTICES

School rules/ Policies	e.g. bullying will not be tolerated
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<p>Procedures</p>	<p>e.g. all cases of alleged bullying will be recorded by the staff responsible for handling the issue using the incident log</p>
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3B

Describe an inclusive practice that the school could be involved in to promote positive attitudes and behaviours towards diversity of people in relation to sexuality. What can schools do to support LGBTQ (lesbian, gay, bisexual, transgender and queer) students.

[illegible]

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Explain how the school support services and inclusive practice would enhance the well-being of the students and their sexual relationships. Use examples of people from the dance party (from Task 2) to help in your explanation.

[illegible]



Explain critically how the support and inclusive practice could help students maintain positive attitudes and values around sexual orientation. Include in your explanation how the support is connected to the inclusive practice.

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[illegible]



If the students do not feel safe in their school community what other options in the wider community could they use for support and guidance?

[illegible]

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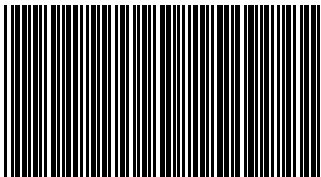
ACKNOWLEDGEMENTS

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Illustration

People dancing, # 5883981 © Kirsty Pargeter © istockphoto.com. Standard license.

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STUDENTS – PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.	
Full Name	_____
ID No.	_____
Address <small>(If changed)</small>	_____