**NZQA**

**Approved**

EXPIRED

Achievement standard: 91097 Version 3

Standard title: Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Level: 1

Credits: 4

Resource title: The flying trapeze

Resource reference: Health VP-1.3 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-02-2015-91097-02-7254 |
| 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: 91097

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Learner instructions

# Introduction

This assessment activity requires you to demonstrate understanding of ways in which well-being can change, and strategies to support the well-being of a tourism worker.

You are going to be assessed on how comprehensively you demonstrate understanding of the effects of the change on the well-being of a tourism worker, his and others’ consequent feelings (positive and negative) and possible responses, along with strategies to support their well-being during the change.

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

You are training in adventure tourism which involves working with many extreme sports. While working in this industry people often experience situations in which their well-being can change, for example seasonal employment.

Your supervisor has asked you to demonstrate your understanding of ways in which well-being can change and strategies to support well-being by reading the scenario below about Jackson and completing the activities that follow.

Jackson was a keen adventure junky: a seasoned surfer, extreme mountain-biker, and off-roader enthusiast. He wanted to pursue his passion for high octane thrills as a career and so when he scored an internship with an adventure tourism company in Queenstown over the summer he couldn’t believe his luck. It would be his first time living away from home; he didn’t know anyone in Queenstown and had never been to the South Island before. He had to organise flights and accommodation and found a fairly cheap room at the local YMCA. He was already hoping that the internship would develop into a paid position.

Finally the day came, and he arrived at Queenstown airport. The company had sent their courtesy van to meet him and a young woman got out of the driver’s seat and introduced herself as Roberta. They took a detour to the YMCA where he checked in and dropped his bags off, and then they were back on the road.

When they reached the adventure tourism office, Roberta led Jackson inside and introduced him to the boss Tuka. Tuka wanted Jackson to experience some of the activities they had on offer that day so that he would understand the feelings associated with the activities. He told Jackson that not only was it important to understand how to safely operate the activities and keep the gear in top condition, but it was just as important to know the feelings associated with the activities when experiencing them so that he could better support the customers.

Tuka and Roberta led Jackson outside to the high wire activity. Roberta explained to Jackson that he needed to climb the 13 metre pole and with outstretched hands leap from the top of the pole across to catch a trapeze hanging about two metres away over empty space. He noticed that there were no nets. Roberta reassured him that he would be strapped into a safety harness, which made him feel a little better, but his fear of heights had reared its ugly head. More than anything he wanted to make a good impression on his new boss and Roberta.

As Roberta checked his safety harness she talked him through the process, letting him know that he was to concentrate on the experience for now. Jackson began the pole climb. He was fit and reached the top in seconds. As he surveyed the scene he made the mistake of looking down and froze. He wanted to move but his arms would not and his legs seemed to have planted themselves into the pole. How could he possibly jump for the trapeze if he could not move? He was suddenly brought back to reality. He could hear Roberta calling, ‘When I count to three, you’re going to jump for the trapeze – have you got that?’ Jackson signalled he understood. Roberta yelled, ‘One, two, three’, and in one fluid motion Jackson jumped for the trapeze. His fingers curled around the bar and he held on for dear life. At that moment he suddenly felt on top of the world, swaying back and forth metres above the ground just like a circus performer.

At the end of the day Jackson was back in the van with Roberta returning to Queenstown. She dropped him off at the YMCA and said she would pick him up at 6.30 am the following morning for his first day of real work. Once in his room it all seemed a little daunting and he was now on his own and there was no one there to help him. He has shared this with you.

Provide insightful explanations that show how the dimensions of hauora are interrelated, and justify your recommended strategies in terms of how they address the aspects of Jackson’s well-being that have been affected.

## Part 1: Changes, feelings and responses

Changes have occurred in Jackson’s life that affect his well-being.

* Explain with insight ways in which Jackson’s well-being has changed as a result of the situation described in the scenario. You need to take account of the four dimensions of hauora (taha hinengaro, taha wairua, taha tinana and taha whānau).
* Explain how the changes across the dimensions of hauora are interrelated/connected to each other, and have a greater impact on Jackson’s well-being than if only one or two dimensions were affected.

Jackson will experience a range of emotions due to the change. He may respond in quite different ways to these emotions. Include both positive and negative feelings and responses.

* Explain feelings Jackson could have about the change he is experiencing. Describe his feelings and explain why he might feel this way.
* Explain possible responses (something Jackson might do or a reaction he might have) as a result of these feelings. Describe his responses and explain why Jackson might respond in that way.

Changes in Jackson’s life can also affect other people that he interacts with.

* Explain feelings that two other people might experience due to the changes to Jackson’s well-being. Describe the feelings and explain why they might feel this way.
* Explain possible responses (something the other people above might do or a reaction they might have) as a result of these feelings. Describe the responses and explain why the other people might respond in that way.

Make sure both positive and negative feelings are included and the feelings and responses are different for each person.

## Part 2: Support strategies

There are many different strategies that can be used to support someone who is struggling with change:

* Describe personal strategies that Jackson could use to support his own well-being, and explain with insight how each strategy would enhance his well-being.
* Describe interpersonal strategies other people could use to support Jackson’s well-being, and explain with insight how each strategy would enhance Jackson’s well-being.
* Describe societal strategies that the hostel and/or the wider community could use to support Jackson’s well-being, and explain with insight how each strategy would enhance his well-being.

Insightful explanations will show how the recommended strategies purposefully address how Jackson’s well-being has been impacted by the situation described in the scenario.

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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 demonstrate comprehensive understanding of ways in which well-being can change, and strategies to support well-being for a tourism worker.

# Conditions

Learners’ work will be individually assessed.

# Resource requirements

Access to:

* the internet (if applicable)
* assessor/educator notes or learning journal during assessment.

# Additional information

The focus of this achievement standard is on change education through health-enhancing outcomes. Focus on any form of self-harm as a response to change is not appropriate for this standard.

# Assessment schedule: Health 91097 – The flying trapeze

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of ways in which well-being can change, and strategies to support a tourism worker’s well-being by:   * describing the ways in which Jackson’s well-being can change in relation to the four dimensions of hauora * describing the likely feelings and responses of Jackson and others. The feelings are mainly emotional reactions rather than thoughts or opinions about the situation * providing an account of personal, interpersonal, and societal strategies to support well-being during times of change. This includes a statement about how or why the strategies would enhance Jackson’s well-being   For example, the learner describes:  Dimensions of hauora: *Taha whānau – Jackson has moved away from his friends and family to live in Queenstown where he knows no one. Taha hinengaro – Jackson is feeling accomplished that he managed to grasp the trapeze.*  Feelings and response: *Jackson may feel exhilarated after he achieved the trapeze for the first time. He could put the photo on his facebook page so his friends and his family will know what he achieved.*  Societal strategies: *The YMCA has a noticeboard where they pin up flyers for nearby takeaway places and/or the person at the reception can give him advice about the best place to eat in town. This will mean that Jackson finds a place to eat so will not go to bed hungry.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates in-depth understanding of ways in which well-being can change, and strategies to support a tourism worker’s well-being by:   * explaining ways in which Jackson’s well-being can change in relation to each of the four dimensions of hauora and the interrelationships between the dimensions of hauora in relation to the changes * explaining the likely feelings and responses of Jackson and others * explaining personal, interpersonal, and societal strategies for supporting well-being and managing the change situation. The explanations includes valid statements about how/why the strategies would enhance Jackson’s well-being   For example, the learner explains:  Dimensions of hauora: *After completing the activity, Jackson’s heart rate and blood pressure will have increased which is a change to his taha tinana. This is due to the body producing adrenaline since Jackson was fearful about doing the activity. Jackson is feeling a sense of accomplishment and his taha hinengaro is enhanced because he managed to grasp the trapeze first time, feels exhilarated and he got over his fear of heights and being paralysed at the top of the pole. Jackson’s taha wairua is enhanced as he is now feeling more confident about his role as a guide because he knows exactly what it feels like having personally experienced the activity. He now can talk knowledgeably to the clients about the activity they are going to experience and will be able to develop positive relationships with them enhancing his taha whānau because he can reassure them if they are nervous by explaining to them how he felt when he first experienced the activity.*  *Completing an activity that Jackson was fearful of will mean that his heart rate will increase and when he grasps the trapeze he will feel an overwhelming sense of accomplishment. He now can feel more confident about taking clients through the activity and can talk to them in a knowledgeable manner because he has personally experienced the activity and knows the fear they could experience.*  Feelings and responses: *Jackson is feeling alone when he returns to the YMCA because he does not know anyone else that is staying there, and he’s slightly nervous about meeting new people. Because of this he could decide to go down to the common area and introduce himself to people staying there to get to know them, and find out where he could get some dinner. This will enable him to connect with the other people staying at the hostel and he will feel less alone.*  Personal strategies: *Jackson could think about what he accomplished today with the flying trapeze and use positive self-talk (e.g. ‘I can do this even though it is difficult – kia kaha’) to make himself more confident. By thinking about what he has achieved and the fear he got over, along with using positive self-talk will give him the courage and motivation to go downstairs and introduce himself to other people in the common area, and get to know them. This will enhance his taha whānau because he will be meeting and getting to know the staff and other people who are staying at the hostel.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates comprehensive understanding of ways in which well-being can change, and strategies to support a tourism worker’s well-being by:   * explaining, with insight, the interrelationships between the dimensions of hauora in relation to the changes. The explanation explicitly and clearly considers how the dimensions of hauora are interrelated and makes connections to the feelings and responses already explained * explaining, with insight, the likely feelings and responses of Jackson and others. Positive and negative feelings and responses are encompassed * explaining, with insight, critical personal, interpersonal, and societal strategies for managing the change situation that are clearly relevant. The explanations provide a justification for the use of each strategy, including how the strategy purposefully addresses the aspects of Jackson’s well-being impacted upon by the change   For example, the learner explains:  Dimensions of hauora: *Jackson is feeling exhilarated and a sense of accomplishment because he managed to grasp the trapeze first time and he got over his fear of heights and being paralysed at the top of the pole. Because of this he is feeling more confident that his internship will go well because Roberta and Tuka supported and encouraged him to do the activity; his relationship with them is developing in a positive manner as he feels he can trust them. The business seems to consider their clients’ physical and emotional safety so, as far as adventure tourism operations go, he knows it will be a good place for him to intern as a guide. He understands from his first day that it’s important that he puts himself in the clients shoes and considers what they might be feeling when they attempt the activities. Like him, some people might be fearful and it will be his role to support and empower them to achieve something they might have thought was impossible.*  Feelings and responses: *Although Jackson has had an exciting and adventurous day, when he returns to the YMCA he’s feeling alone and isolated from his family because they are back up north and he does not know anyone else. Jackson is feeling this way because the rest of the day was busy and action packed with other people alongside him and it is now that he is alone in his room the reality of living away from home in a new town is becoming apparent. He could decide to phone his family so he could share with them how everything has gone on his first day. By talking to his family he can explain what he has achieved during the day, such as the highlight of grabbing the trapeze and overcoming his fears and also how he is feeling now. He will immediately feel less alone. Jackson can be reassured that someone else cares for him and his family will know he is alright. Talking to his family will give him the encouragement to go and meet other people that are staying at the hostel.*  Personal strategies: *Jackson could motivate himself to go to talk to the other people staying at the YMCA by thinking about what he accomplished today, and how he was quite fearful but overcame his fears and had the courage to jump. Thinking about what he has achieved and the fear he got over, along with using positive affirmations like positive self-talk (e.g. ‘I can do this even though it is difficult – kia kaha’) will give him the confidence to go downstairs and introduce himself to other people in the common area and get to know them. At the moment he only has himself to rely on and he needs to draw strength from within to overcome his fear. Using affirmations and positive self-talk will enhance his taha wairua enabling him to be more confident at this moment so he has the courage to socialise with other people staying at the hostel. By the experiences he had today he knows he has a lot he can share with others, and he can also tell them about the tour company he works for as some tourists or visitors might be interested in doing some of the activities. By speaking with and getting to know other people who are staying at the hostel, and the staff, will also enhance his taha whānau.*  *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.