

Internal Assessment Resource

Health Level 1

EXPIRED

|  |
| --- |
| This resource supports assessment against:  Achievement Standard 90973 version 3  Demonstrate understanding of interpersonal skills used to enhance relationships |
| Resource title: Putting Things Right Again |
| 5 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | January 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2015-90973-02-4439 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher 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. |

Internal Assessment Resource

Achievement Standard Health 90973: Demonstrate understanding of interpersonal skills used to enhance relationships

Resource reference: Health 1.4A v3

Resource title: Putting Things Right Again

Credits: 5

Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Health 90973. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to demonstrate understanding of four interpersonal skill areas, and their components, in relation to three parts of a specific conflict scenario:

* listening skills (including non-verbal and verbal communication)
* assertiveness skills
* problem-solving skills (for solving individual and joint problems)
* skills for maintaining, managing changes to, and enhancing relationships.

Students will produce written work and take part in role-play demonstrations of listening and assertiveness skills.

Conditions

Students will work individually to complete the written work involved, but in groups for the practical demonstration.

You may require all work to be done under controlled classroom conditions. However students could complete development of the scripts and the practical role-plays out of class, if they film their role-play and give a copy of the recording to their teacher for assessment.

Skills checklists are provided to assist when assessing the practical demonstrations (Student Resource A and B). You may adapt these to suit your students’ needs if you wish.

Resource requirements

For the problem-solving part of the task, students may need access to their learning journal or notes on individual and joint problem-solving strategies. Alternatively you may wish to provide students with the steps of the problem-solving models.

Additional information

You may choose to write a different scenario or adapt it to better suit your students’ needs.

Students can complete the tasks in any order. You can vary the suggested order and conditions in this assessment resource to suit your teaching programme and available time.

Assess the practical demonstration of listening and assertiveness skills in a small-group situation to provide a safe, supportive environment.

It is recommended that you record the practical demonstrations, or ask students to do so.

Internal Assessment Resource

Achievement Standard Health 90973: Demonstrate understanding of interpersonal skills used to enhance relationships

Resource reference: Health 1.4A v3

Resource title: Putting Things Right Again

Credits: 5

|  |  |  |
| --- | --- | --- |
| Achievement | Achievement with Merit | Achievement 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 |

Student instructions

This assessment activity requires you to demonstrate your understanding of how four skill areas of interpersonal skills and their components can be used to enhance relationships and scenarios involving conflict.

You will work individually and in small groups to complete this work.

Working individually, you will complete the written parts of the task.

Working in a small group, you will give a practical demonstration of the use of effective listening skills and assertiveness skills.

Teacher note: Specify the conditions of assessment such as time allocations and whether students will complete the work using in- or out-of-class work, or a combination.

You will be assessed on how comprehensively you explain how interpersonal skills can enhance relationships, and how well you are able to apply the use of effective listening and assertiveness skills. Critical explanations make explicit links between the components of skills and how these enhance relationships in the scenario.

Student Resource A and B provide templates that you, your partner, and your peer/teacher might use to record observations about your practical demonstration of listening and assertiveness skills.

Teacher note: Use or adapt the templates as required. If you do not wish to use them, adapt the instructions to suit.

Use or adapt the scenario to suit student needs. Possible contexts: sibling conflicts, teenage romantic relationship conflict, workplace conflict.

Task

Read the following scenario and answer the questions that follow.

**Scenario**

*Part 1*

*The girls’ softball team is looking for a new member. Sue and Kim are friends who both want to join the softball team. Both girls have been training hard and are ready to show their skills to the rest of the team.*

*The trials go ahead, and Sue is chosen for the team. Kim is upset that she wasn’t chosen but is still pleased for her friend and tells her so.*

*Part 2*

*As time passes, Sue starts to think she is “better than” Kim at many things and often mocks Kim in front of other people. Kim is hurt by this, especially because she congratulated Sue for making the team and wanted to remain friends with her.*

*Part 3*

*Kim has explained to Sue how she feels about the way Sue has been treating her, but their friendship has changed, becoming less friendly. After some time, Sue admits to herself that the way she treated Kim was not fair or kind. Sue realises that Kim has been a good friend and decides it’s time to put things right.*

*Sue texts Kim, asking to meet to talk things over.*

Problem-solving strategies

Select, apply, and explain an **individual** and a **joint** problem-solving strategy that could be applied to the conflict situations in the relationship (in part 1 or part 2 of the scenario above), which would enhance Kim and Sue’s relationship. You may use your learning journal or class notes on problem-solving strategies.

Each answer needs to include:

* the steps of the problem-solving strategy you are using
* how each step will be applied to solve the problem in the above scenario
* an explanation of how the use of the problem-solving strategy to solve the specific conflict can enhance Sue and Kim’s relationship.

Assertiveness

*Kim needs to be assertive to resolve the problem described in the scenario.*

Explain what it means to be assertive.

Provide an assertive response that Kim could make.

Your answer needs to include:

* what Kim might say to Sue
* a description of the tone of voice Kim could use
* a description of the body language Kim could use (for example, eye contact, hand gestures, posture, and facial expressions).

Explain why the assertive response would enhance the friendship.

Maintaining and managing changes to friendships

Identify barriers and (recent) changes that are apparent in Sue and Kim’s friendship.

Explain the interpersonal skills that can be used to overcome the barriers and manage the changes, in order to maintain or enhance the friendship. Your explanation needs to describe what is involved in each skill and justify why the friendship would be maintained or enhanced by its use.

Listening skills

Practical demonstration

In a group of three (speaker, listener, and peer or teacher), choose a conversation topic and demonstrate your use of listening skills in a conversation.

The topic chosen will need to give you (as the listener) opportunities to demonstrate detailed, coherent, and highly effective use of listening skills.

Listening skills include:

* body language
* minimal encouragers
* reflecting feelings
* paraphrasing or summarising
* asking open questions.

Your demonstration will take place during class time and should last about five minutes.

The peer assessor or teacher will observe this conversation and annotate the listening skills checklist (Student Resource A), which will be used to verify your level of achievement. After the demonstration both the listener (you) and the speaker will complete the self-reflection question on the checklist.

Written work

Describe specific examples of listening skills that you used in your practical demonstration as the listener.

Explain how your use of each skill could enhance a relationship now and/or in the future.

Assertiveness skills

Practical demonstration

Work with a partner and a peer/teacher to demonstrate your ability to use assertiveness skills in a role-play.

Choose topic/s that will give you opportunities to demonstrate coherent and highly effective application of assertiveness skills.

Demonstrate your understanding of both giving and receiving feedback, which can be positive (e.g. compliments) or negative (e.g. criticism).

Develop a script or speaking notes for both you and your partner in order to “set up” the situations that require the assertive responses. You should include details of:

* what will be said (including “I” statements and DESC scripts)
* how it will be said (tone of voice)
* the body language you will use (for example, eye contact, facial features, hand gestures, and posture).

Your demonstration should last about five minutes.

Role-play the situation with your partner.

The peer assessor or teacher will observe the role play and annotate the assertiveness skills checklist (Student Resource B), which will be used to verify your level of achievement. After the demonstration both you and your partner will complete the self-reflection question on the checklist.

Student Resource A: Listening skills checklist

**Listener: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Speaker: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Tick each time skill shown** | ***In this column, be specific about what you saw or heard. Give examples.*** | | Use words or codes, e.g. DC =detailed and coherent; HE = highly effective |
| Body language |  |  | |  |
| Minimal encouragement |  |  | |  |
| Reflecting feelings |  |  | |  |
| Paraphrasing |  |  | |  |
| Asking open questions |  |  | |  |
| Self-reflection (listener): What was detailed, coherent, and highly effective? | | | Speaker’s reflection: What was detailed, coherent, and highly effective? | |
| Teacher verification: | | |  | |

Student Resource B: Assertiveness skills checklist

**Person being assessed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role-play partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note – you may wish to use two different coloured pens to complete this table – one for receiving feedback and another for giving feedback.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Tick each time skill shown** | ***In this column, be specific about what you saw or heard. Give examples.*** | | Use words or codes, eg, DC =detailed and coherent; HE = highly effective |
| Appropriate language |  |  | |  |
| Appropriate tone of voice and facial expressions |  |  | |  |
| Appropriate body language |  |  | |  |
| Eye contact |  |  | |  |
| Self-reflection (performer): What did I do that was detailed, coherent and highly effective? | | | Partner’s reflection: What did I observe that was detailed, coherent and highly effective? | |
| Teacher verification: | | |  | |

Assessment schedule: Health 90973 Putting Things Right Again

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of interpersonal skills by describing their use and benefits, and demonstrating their ability to use them.  The student has:   * applied the steps of an individual and a joint problem-solving model to two conflict situations. Some inaccuracies are acceptable and there may not be a lot of detail * described how using problem-solving skills can enhance the friendship * described the components of assertiveness, including verbal and non-verbal components. Some inaccuracies are acceptable * described how assertiveness can enhance Sue and Kim’s relationship * demonstrated some components of assertiveness in giving and receiving feedback * described skills and described how use of skills for maintaining and managing changes can enhance Kim and Sue’s relationship * demonstrated non-verbal and verbal listening skills in a role-play scenario * described the listening skills s/he has applied and describes how use of them can enhance a relationship.   For example:  Problem solving (individual)  *Kim describes how she is feeling. She explains the situation as specifically as possible. She specifies the change she wants and says why she thinks this would work. Kim’s confidence is improved, and she is more likely to sort things out with Sue.*  Assertiveness notes for demonstration  *Assertiveness is a way of communicating personal feelings and needs and acknowledging those of others.*  *Kim says “I feel upset when you mock me and I’d like to sort this out”.*  *She uses an even and calm voice.*  *She looks directly at Sue and maintains a serious expression.*  *Sue appreciates Kim’s mature approach and her honesty. This will help the relationship get back on track.*  Maintaining and managing friendships  *Barriers to the friendship could include Kim feeling mistreated by Sue. Kim could assertively talk to Sue about the situation. Kim will feel good for sticking up for herself, and Sue might realise that she needs to start valuing her friend more.*  *One change is that Sue got into the team and Kim didn’t. Sue could include Kim in some of her activities. The friendship is maintained and both get to spend time together having fun.*  Listening skills: student’s notes  *Body language: eye contact – the speaker could see that she had my attention. This means our conversation will continue and we’ll develop our relationship.* | The student demonstrates in-depth understanding of interpersonal skills by explaining their use and benefits, and demonstrating their ability to use them.  The student has:   * applied in-depth the steps of an individual and a joint problem-solving model to two conflict situations. Their use is mostly correct and includes some detail, although this is not consistent * explained how using problem-solving skills can enhance the friendship * explained the components of assertiveness and is mostly correct * explained how assertiveness can enhance Sue and Kim’s relationship * demonstrated most components of assertiveness in giving and receiving feedback. The use of the skills is purposeful, clear and appropriate * explained skills and explained how use of the skills and consideration of the skills for maintaining and managing changes can enhance Kim and Sue’s relationship * demonstrated detailed and coherent non-verbal and verbal listening skills in a role-play scenario. The use of the skills is purposeful, clear, and appropriate * described the listening skills s/he has applied and explains how use of them can enhance a relationship.   For example:  Problem solving (individual)  *Kim describes how she is feeling, using “I” statements. She explains the situation as specifically as possible. She spells out the change required. Kim describes positive consequences of this change for Kim, Sue and/or their relationship/well-being. For example: “I am feeling upset and annoyed because …” Kim’s confidence is improved and she is more likely to sort things out with Sue. This enhances their friendship as their relationship stays on track.*  Assertiveness notes for demonstration  *Assertiveness is a way of communicating personal feelings, clearly outlining one’s own needs, and acknowledging the feelings and needs of others.*  *Kim says “I feel upset when you mock me and I’d like to sort this out”.*  *She speaks in an even and calm voice, not too loud.*  *She looks directly at Sue and maintains a serious expression.*  *Sue appreciates Kim’s mature approach and her honesty. This will help the relationship get back on track and will ensure that future communication is open, therefore enhancing the friendship.*  Maintaining and managing friendships  *Barriers could include Kim feeling mistreated and no longer trusting Sue to be her friend. Kim speaks assertively to Sue and explains her feelings and opinions on how Sue has been treating her badly. Sue will begin to understand how Kim feels and realise that she has been selfish and thoughtless, apologise and decide to make a change to her behaviour. This will be positive for both girls because they can work on rebuilding the loss of trust and still be friends.*  *One change is that Sue got into the team and Kim didn’t. Sue decides to include Kim in some of her activities and sets aside time to spend just with her doing something fun. Kim will realise that Sue wants to make it up to her, and they will enjoy spending time together, and this will maintain the friendship.*  Listening skills: student’s notes  *Body language: eye contact – this made the speaker feel that I was interested and wanted him to continue and this meant that we kept talking and learnt more about the other person, bringing us closer.* | The student demonstrates comprehensive understanding of interpersonal skills by describing their use and benefits, and demonstrating their ability to use them.  The student has:   * applied the steps of an individual and a joint problem-solving model to two conflict situations. Their use is correct and detailed * critically explained how using problem-solving skills can enhance the friendship, making clear and explicit links between the application of problem-solving and how the friendship is enhanced * explained the components of assertiveness correctly * critically explained how assertiveness can enhance Sue and Kim’s relationship by making clear and explicit links between the assertive response and how Sue and Kim‘s relationship is enhanced * demonstrated all the components of assertiveness in giving and receiving feedback. The use of the skills is purposeful, clear and appropriate, deliberate, and likely to secure the desired outcome * critically explained skills and critically explained how use of the skills for maintaining and managing changes can enhance well-being, and can enhance relationships, in particular Kim and Sue’s. The student makes clear and explicit links between the skills and how Kim and Sue’s relationship is enhanced * demonstrated detailed, coherent, and highly effective non-verbal and verbal listening skills in a role-play scenario. The use of the skills is purposeful, clear, appropriate, and deliberate, with effect, and the desired outcome is met * described the listening skills s/he has applied and critically explains how use of them can enhance a relationship by making clear and explicit links between the listening skills and how a relationship is enhanced.   For example:  Problem solving (individual)  *Kim describes how she is feeling, using “I” statements. She explains the situation as specifically as possible. She spells out the change required. Kim describes positive consequences of this change for Kim, Sue and/or their relationship/well-being. For example: “I am feeling upset and annoyed about the distance in our friendship recently. Since you …” This will open up healthier communication between Kim and Sue so that each understands the other person’s point of view (especially Sue understanding the effect of her behaviour on Kim). This will allow them to be honest and open in the future, which increases self-confidence and confidence in the friendship. This improves the relationship by allowing positive communication rather than bullying behaviour.*  Assertiveness notes for demonstration  *Assertiveness is defined as a way of communicating personal feelings, clearly outlining one’s own needs, and acknowledging the feelings of others. It involves respect for self and others.*  *Kim says, “I feel upset when you mock me and I’d like to sort this out. That will help us to maintain our friendship.”*  *She speaks in an even and calm voice, not too loud.*  *She looks directly at Sue and maintains a serious expression.*  *Sue appreciates Kim’s mature approach and her honesty. Use of “I” statements makes it obvious how Kim is feeling. This allows Sue to acknowledge the hurt she is causing and change her behaviour by treating Kim in a more respectful manner. This will help the relationship get back on track and will ensure that future communication is open, therefore enhancing and strengthening the relationship and developing trust. Kim also feels empowered that she has communicated effectively with Sue.*  Maintaining and managing friendships  *Barriers could include Kim feeling rejected about not being selected, leading to jealously. Kim could decide to get herself involved in a different team or sport so she can experience success. She could look on the school notice board about trials or ask at the sports office at school. Going out and participating in an activity that she can do well will help to restore her feelings of self-worth, make her feel more capable and less jealous of Sue. This will enable Kim and Sue’s relationship to be less volatile and Kim is also meeting new people, thus enhancing their friendship.*  *One change is that Sue got into the team and started to feel that she was better than Kim. They could spend more time on non-sporting activities together, to improve the friendship in a non-competitive way (e.g. movies, shopping). By spending more time together doing other activities they both enjoy, their friendship can grow again without the jealousy and lack of support. This means their relationship is enhanced.*  Listening skills: student’s notes  *Body language: eye contact – in the conversation, my good use of eye contact showed the speaker that I was into what she had to say. This made me feel like I was being a good listener, and made her feel valued and respected, therefore strengthening our bond.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.