

NZQA Approved

Internal Assessment Resource

Health Level 1

EXPIRED

This resource supports assessment against Achievement Standard 90973 version 3

Standard title: Demonstrate understanding of interpersonal skills used to enhance relationships

**Credits:** 5

Resource title: Getting along as a team

**Resource reference:** Health 1.4C

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| 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 |

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| Date version published by Ministry of Education | February 2015  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90973-01-9015 |
| 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: 90973

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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 the achievement standard. 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 activity requires students to demonstrate comprehensive understanding of four interpersonal skill areas, and their components in relation to three specific conflict scenarios:

* 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 take part the demonstrations of listening and assertiveness skills using a scenario of a sports team. For example, they could be a member of a volleyball team. The student will also complete a self reflection explaining critical knowledge of the interpersonal skills and the way they enhance relationships

Conditions

The practical demonstration can be undertaken in groups, and could be completed as a peer assessment under teacher/educator supervision. The self reflection will be individually assessed. The student may refer to their learning journal or class notes.

The peer assessor or teacher will observe the students’ demonstration of their interpersonal skills in a sports volleyball team, and annotate the listening and assertiveness skills checklists or lists of skills, which will be used to verify the student’s level of achievement.

Resource requirements

Access to:

* recording equipment (if applicable)
* class notes or learning journal
* checklists or lists of skills for recording evidence of the practical demonstration of listening and assertiveness skills.

Listening skills role play - the format or template should enable the teacher to include the following:

* skills - body language, minimal encouragement, reflecting feelings, paraphrasing, asking open questions
* a section to record ticks each time the skill is demonstrated
* a section to annotate specific examples
* a section for annotating words or codes reflective of the levels of achievement, for example, DC = detailed and coherent; HE = highly effective
* a section for the listener self-reflection - what was detailed, coherent, and highly effective
* a section for the speaker’s reflection - what was detailed, coherent, and highly effective.

Assertiveness skills role play - the format or template should enable the teacher to include the following:

* skills - appropriate language; appropriate tone of voice and facial expressions; appropriate body language; eye contact
* a section to record ticks each time the skill is demonstrated
* a section to annotate specific examples
* a section for annotating words or codes reflective of the levels of achievement, for example, DC = detailed and coherent; HE = highly effective
* a section for the performer self-reflection - what was detailed, coherent, and highly effective
* a section for the partner’s reflection - what did I observe that was detailed, coherent, and highly effective?

Examples of suitable templates are available on <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Health-and-physical-education/Health-education/Level-1-Health-education>: Internal assessment resource for Health 1.4A v3 for Achievement standard 90973.

Additional Information

None

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Student instructions

Introduction

This assessment activity requires you to demonstrate your understanding of four interpersonal skill areas (including their components) using a scenario related to a volleyball team, and to demonstrate your ability to use these skills in role-play situation.

You are going to be assessed on how comprehensively you demonstrate understanding of how interpersonal skills can enhance the relationships between the volleyball team members, and how well you are able to apply the use of effective listening and assertiveness skills. Your critical explanations will make explicit links between the components of the skills, and how they enhance relationships in the provided scenario about the volleyball team.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt and allow you to achieve success in this standard.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Demonstrate comprehensive understanding of interpersonal skills used to enhance relationships by reading the scenario below and answering the questions that follow.

Knowledge of the following skill areas, including components of the skills, must be demonstrated:

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

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| A month out from the national secondary schools tournament, the successful volleyball team at Kowhai College has lost their well-respected captain, Sione, to injury. Jack, the vice-captain, has stood up to be captain, but the loss of Sione and the change in leadership has led to a number of tensions and arguments in the team, for example:   * team members ignoring Jack’s advice and suggestions * arguments between team members at practice and around the school * reduction in the team’s ability to work cohesively and well together.   The coach has noticed this tension and has decided, with Sione and Jack’s help, to develop the team’s understanding and use of interpersonal skills to enhance communication and relationships between team members. |

To answer the questions in this assessment, you will take the role of a team member.

Part 1: Understanding and demonstrating effective listening skills

Sione, Jack and the coach brainstorm together the following effective listening skills that they think will be useful for the team to understand and practise using:

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

Write a conversation between two team members who are discussing ‘a recent win and how the team is going in preparation for the up-coming tournament’. One team member should mainly be the ‘speaker’, and one should be the ‘listener’ – using all five skills in the list above.

Use this conversation to demonstrate your use of listening skills by acting in the role of the listener with a peer who will take on the role of the speaker.

A checklist or list of skills will be completed/annotated by your teacher to provide evidence for your successful completion of this part of the assessment.

Describe specific examples of the five listening skills as used in your conversation.

Explain how the use of these skills enhances the relationship between you (the listener) and the speaker. Include examples to support your explanation.

Part 2: Understanding and demonstrating assertiveness skills

Sione, Jack and the coach pose a scenario for the team to use in order to develop understanding of assertiveness and practise using their assertiveness skills. Read the scenario and answer the questions that follow.

Explain what it means to be assertive.

Brad is a new member of the school volleyball team. After several games and training sessions, he has begun to feel as though he is not seen as a valuable team member by some of the others.

He has also heard that Tim, one of the senior players in the team, has spread an untrue rumour that Brad is not as good as the others because he often goes out to parties and drinks heavily.

Brad decides to have a conversation with Tim to air his concerns.

Provide an assertive response that Brad could make in this situation. Your answer needs to include:

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

Explain why the assertive response would enhance the relationship between Brad and Tim.

Demonstrate your use of assertiveness skills by acting in the role of Brad - use this assertive response with a peer who will take on the role of Tim.

A checklist or list of skills will be completed/annotated by your teacher to provide evidence for your successful completion of this aspect of the assessment.

Part 3: Understanding skills for solving individual and joint problems

Apply and explain an individual and a joint problem-solving strategy that could be applied to the Brad and Tim conflict situation outlined above.

* Individual problem-solving: Apply and explain the DESC (describe, explain, specify, consequences) or another individual strategy.
* Joint problem-solving: Apply and explain a joint/negotiation/compromise strategy.

Each answer needs to include:

* the steps of the problem-solving strategy you are using
* how each step of the strategy will be applied to solve the problem in your scenario
* an explanation of how the use of the problem-solving strategy to solve this specific conflict can enhance the relationship between Brad and Tim.

Part 4: Managing the leadership change in the team to maintain and enhance relationships between team members

Explain three interpersonal skills that could be used to manage the leadership change in the team, in order to maintain and enhance relationships between the volleyball team members.

Your answers need to describe clearly and specifically what is involved in using each skill and explain why relationships between team members would be maintained or enhanced by the use of each skill.

Examples of interpersonal skills that you may include (others are acceptable):

* open and honest communication
* knowledge of rights and responsibilities
* getting to know each other better
* learning and practising assertiveness/listening/problem-solving skills.

Assessment schedule: Health 90973 - Getting along as a team

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of interpersonal skills used to enhance relationships by:   * describing knowledge of interpersonal skills and how aspects of them can enhance relationships between the volleyball team members * demonstrating practical application of the components of the skills in specific situations   For example:  Part one: Listening skills  Body language and minimal encouragers: I leaned towards the speaker, and often said “mmmm” and “go on”, which showed an interest in what he had to say. This meant he was encouraged to continue.  Reflecting feelings and paraphrasing: I said “you must have felt bad about that” and “sounds like it’s been a rough week”. By doing this, the speaker felt that I understood both how he was feeling, and what he was saying.  Open questions: I asked a couple of questions to try and get more information out of the speaker. For example, “why did you do that?” and “why do you think people reacted that way?”  A checklist or list of skills is annotated showing that the student demonstrated the five listening skills at least once. Not all aspects may have been effective.  Part two: Assertiveness skills  Tim, I feel worried about the rumours you are spreading and I want to sort this out. Tone of voice would be steady, and body language would include eye contact and limited use of hand gestures.  Brad will be able to get his feelings out in the open but without being aggressive and causing more trouble in the relationship.  A checklist or list of skills is annotated showing that the student demonstrated assertiveness skills at least once. Not all aspects may have been effective. The student is able to communicate their thoughts, opinions and feelings while respecting others.  Part three: Solving individual and joint problems  Tim, I feel worried and annoyed because you are spreading rumours that are untrue and this is having an impact on me. I want to sort this out so we can both be effective members of the team, which will help us all to work more effectively as a team. Using DESC will help Brad to get his feelings out and try to solve the problem, with Tim hopefully taking this on board.  Brad and Tim both state what they see the problem as being, and brainstorm possible solutions. They decide on one solution that suits them both and agree to try it out, and then evaluate it.  Using this strategy will make both Brad and Tim feel that their thoughts and feelings were taken into consideration.  Part four: Interpersonal skills to manage the leadership change  Recognising that the new captain deserves respect (a right), and members of the team making sure they treat the new captain fairly and inclusively (a responsibility). This will help the team to adjust to the new leadership and begin working well together again.  The examples above are indicative samples only. | The student demonstrates in-depth understanding of interpersonal skills used to enhance relationships by:   * explaining knowledge of skills and how their use enhances relationships between the volleyball team members * demonstrating detailed and coherent application of the skills in specific situations   For example:  Part one: Listening skills  Body language and minimal encouragers: I leaned towards the speaker, and often said “mmmm” and “go on”, which showed an interest in what he had to say. This meant he was encouraged to continue as well as made him feel valued as a speaker, which helps our relationship.  Reflecting feelings and paraphrasing: I said “you must have felt bad about that” and “sounds like it’s been a rough week”. By doing this, the speaker felt that I understood both how he was feeling, and what he was saying; and again felt valued as a speaker and encouraged to tell me about these sorts of things in the future.  Open questions: I asked a couple of questions to try and get more information out of the speaker. For example, “why did you do that?” and “why do you think people reacted that way?” This helped us continue the conversation and we learnt more from each other, which helps our friendship to develop.  A checklist or list of skills is annotated showing that the student demonstrated the five listening skills at least once. Use of the listening skills was effective, detailed and coherent.  Part two: Assertiveness skills  Tim, I feel worried about the rumours you are spreading and I want to sort this out so we can both be effective members of the team. Tone of voice would be steady, non-accusing and with normal volume. Body language would include eye contact and limited use of hand gestures.  Brad will be able to get his feelings out in the open but without being aggressive and causing more trouble in the relationship. Tim will be more likely to stop the negative behaviour and respect Brad for approaching him assertively. They will be able to move past this.  A checklist or list of skills is annotated showing that the student demonstrated assertiveness skills at least once. Use of the skills was effective, detailed and coherent. The student is able to communicate their thoughts, opinions and feelings while respecting those of others.  Part three: Solving individual and joint problems  Tim, I feel worried and annoyed because you are spreading rumours that are untrue and this is having an impact on me. I want to sort this out so we can both be effective members of the team, which will help us all to work more effectively as a team. Using DESC will help Brad to get his feelings out and try to solve the problem, with Tim hopefully taking this on board. This means that they can move on from this, and concentrate on working well together within their team.  Brad and Tim both state what they see the problem as being, and brainstorm possible solutions. They decide on one solution that suits them both and agree to try it out, and then evaluate it.  Using this strategy will make both Brad and Tim feel that their thoughts and feelings were taken into consideration, and allowed them the opportunity to both give a perspective on the problem as well as share in the solution. This encourages co-operation and team work.  Part four: Interpersonal skills to manage the leadership change  Recognising that the new captain deserves respect (a right) which means he has the right to be listened to and accepted. Members of the team making sure they treat the new captain fairly and inclusively (a responsibility) which means he is accepted in his new role. This will help the team to adjust to the new leadership and begin working well together again, which enhances relationships between people in the team.  The examples above are indicative samples only. | The student demonstrates comprehensive understanding of interpersonal skills used to enhance relationships by:   * explaining critical knowledge of the skills and the way they enhance relationships between the volleyball team members. Critical explanations make explicit links between the components of the skills and how these enhance relationships * demonstrating highly effective application of these skills in specific situations. Highly effective use of 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   For example:  Part one: Listening skills  Body language and minimal encouragers: I leaned towards the speaker, and often said “mmmm” and “go on”, which showed an interest in what he had to say. This meant he was encouraged to continue as well as made him feel that what he was telling me was useful information. This helped him feel valued in our relationship which helps our relationship grow stronger.  Reflecting feelings and paraphrasing: I said “you must have felt bad about that” and “sounds like it’s been a rough week”. By doing this, the speaker felt that I understood both how he was feeling bad about the team not winning the game last week, and what he was saying about having a rough week which meant he was not as focused at practice. This was important because he felt passionately about this situation and it was important to him that I really listened. This will encourage him to tell me about these sorts of things in the future, which is an important part of a strong relationship.  Open questions: I asked a couple of questions to try and get more information out of the speaker. For example, “why did you do that?” and “why do you think people reacted that way?” This helped us continue the conversation and we learnt more from each other, and it helps me to understand how he reacts in a stressful situation which helps our friendship to develop.  A checklist or list of skills is annotated showing that the student demonstrated the five listening skills at least once. Use of the listening skills was highly effective, detailed and coherent.  Part two: Assertiveness skills  Tim, I feel worried and annoyed because you are spreading rumours that are untrue and this is having an impact on me. I want to sort this out so we can both be effective members of the team, which will help us all to work more effectively as a team. Tone of voice would be steady, calm, non-accusing and with normal volume. Body language would include facing Tim, making eye contact and limited use of hand gestures.  Brad will be able to get his feelings out in the open but without being aggressive and causing more trouble in the relationship. Tim will be more likely to stop the negative behaviour and rumours and respect Brad for approaching him assertively. They will be able to move past this and work together better in the team, and as a whole team.  A checklist or list of skills is annotated showing that the student demonstrated the assertiveness skills at least once. Use of the skills was detailed, coherent and highly effective. The student communicates their thoughts, opinions and feelings while respecting those of others. They use a positive form of communication known as ‘win-win’.  Part three: Solving individual and joint problems  Tim, I feel worried and annoyed because you are spreading rumours that are untrue and this is having an impact on me. I want to sort this out so we can both be effective members of the team, which will help us all to work more effectively as a team. Using DESC will help Brad to get his feelings out and try to solve the problem, with Tim hopefully taking this on board. This means that they can move on from this, and concentrate on working well together within their team. This will help their team function better overall, and will also allow them the opportunity to develop a positive relationship outside of the team (social well-being is improved).  Brad and Tim both state what they see the problem as being, and brainstorm possible solutions. They decide on one solution that suits them both and agree to try it out, and then evaluate it.  Using this strategy will make both Brad and Tim feel that their thoughts and feelings were taken into consideration, and allowed them the opportunity to both give a perspective on the problem as well as share in the solution, which is empowering and positive. This encourages co-operation and team work, which will have flow on effects into the functioning of the team as a whole.  Part four: Interpersonal skills to manage the leadership change  Recognising that the new captain deserves respect (a right) which means he has the right to be listened to and accepted. Members of the team making sure they treat the new captain fairly and inclusively (a responsibility) which means he is accepted in his new role. This will help the team adjust to the new leadership and begin working well together again as a team, which enhances relationships between people in the team, hopefully both on and off the volleyball court.  The examples above are indicative samples only. |

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