

NZQA Approved

Internal Assessment Resource

Health Level 2

This resource supports assessment against Achievement Standard 91236 version 2

Standard title: Evaluate factors that influence people’s ability to manage change

**Credits:** 5

Resource title: Resilient Role Model - John Kirwan

**Resource reference:** Health 2.2C

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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-02-2015-91236-01-9017 |
| 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. |

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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 comprehensively evaluate factors that influence the ability of a high-profile figure in New Zealand (John Kirwan) to manage change in a situation of clinical depression. Students will present their evaluation in a format agreed with you, for example, a report.

Conditions

Students can review the resource material as a group, however, the evaluation must be completed individually.

Resource requirements

Resource A provides extracts from John Kirwan interviews/narratives.

Resource B provides a list of known risk and protective factors.

John’s 2010 book, All Blacks Don’t Cry, could be used as a teaching resource or extracts from this could also be used as resource material in this assessment. <http://www.amazon.com/All-Blacks-Dont-Cry/dp/0143204807>

Suitable websites for further information include:

<http://www.myd.govt.nz>

<http://www.likeminds.org.nz>

<http://www.mentalhealth.org.nz>

<http://www.depression.org.nz>

<http://www.thelowdown.co.nz>

Additional information

This topic may bring up or raise concerns for some students who have or are currently experiencing changes or who are affected by a mental illness such as depression. Hence it is important to introduce this topic in a sensitive manner and to recognise signs of distress in students. It is advisable that teachers are able to offer guidance or refer to support agencies to help these individuals as needed.

Presentation suggestions

Students could complete a written report or a visual or multimedia presentation. The format should be agreed to before the report is completed.

If students select a format such as PowerPoint, where the nature of the slides means the information is presented in a brief way, it is recommended that they include additional evidence (written and/or oral).

Other possible contexts:

The context of this assessment will be based on a significant change situation related to the key learning area of mental health.

Examples of other possible change situations for people involved in a sporting pursuit are:

* a person experiencing an accident or condition resulting in a physical disability. For example, Dan Buckingham suffered a neck injury while playing rugby and is a member of the New Zealand Wheel Blacks and former ‘Attitude’ associate producer - <http://www.sportsground.co.nz/danbuckingham>, Brian Coker Christchurch earthquake amputee and his journey to complete the New York marathon - <http://www.stuff.co.nz/sport/other-sports/6864435/Unlikely-athlete-to-race-in-New-York-marathon>
* an athlete using banned substance/s.

Definitions of resilience:

* Resilience is the capacity to bounce back and keep going during difficult times (The NZ Mental Health Foundation).
* Resilience is how people respond to difficult times (Youthline NZ).
* Resilience is the ability to recover quickly from unexpected events, change or misfortune; create mental buoyancy and positivity to cope well and to remain positive even in difficulty and setbacks (‘Get the Tools’ – the Cancer Society of NZ).

Determinants of health:

For a Health and Physical Education (NZC 2007) understanding of the determinants of health, see: <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Health-education2/Determinants-of-Health>

Risk and protective factors:

The Youth Development Strategy Aotearoa, Ministry of Youth Affairs, 2002 provides a list of common risk and protective factors (pages 20-21). This document is available for download under the Resources & Reports tab on the Ministry of Youth Development website: <http://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html>

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Student instructions

Introduction

This assessment activity requires you to evaluate factors that influence resilience – the ability to manage change for John Kirwan, a high-profile figure in New Zealand. This change is in relation to a situation of clinical depression.

You will be assessed on how comprehensively you can evaluate factors that influence resilience – the ability to manage change for John Kirwan, a high profile figure in New Zealand. This means you must be able to explain the personal, interpersonal and societal factors that influence John Kirwan’s ability to cope with and manage the change, and recommend personal, interpersonal and societal strategies that enhance his resiliency in this particular situation.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt and 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**

John Kirwan is a well-respected and high-profile figure in New Zealand and the international rugby union community. Since 2000, John Kirwan has also been a figurehead for depression awareness in New Zealand, having spoken candidly about his personal journey with depression across television, radio, print and guest speaker appearances across New Zealand.

Consider the material provided in Resource A, which contains extracts from John Kirwan’s interviews and personal narratives, as well as Resource B, which provides a definition of resilience and risk and protective factors.

Evaluate comprehensively, factors that influence John Kirwan’s ability to manage change, and recommend personal, interpersonal and societal strategies that enhance his resilience for his particular situation. Present your evaluation in a format agreed with your teacher. For example, it could be a written report or a visual or multimedia presentation.

Your evaluation should include:

* explanations of the personal, interpersonal and societal risk and protective factors that are likely to have influenced John Kirwan’s ability to cope with change

For each factor:

* describe what the factor is, for example is it personal, interpersonal or societal, is it a protective or risk factor; what is the nature of it, what happened and who or what was involved
* explain how or why the factor helped or hindered John Kirwan’s ability to cope and manage the change (his resilience)
* link to the relevant determinants of health, as appropriate.
* recommended strategies from a personal, interpersonal and societal perspective that have been taken or could have been taken to manage change and build resilience. You will describe the nature of the strategies (the actions involved), and make connections back to the factors by explaining how the strategies will minimise the risk factors and how the strategies will develop and maintain the protective factors that have been previously discussed
* explanations of the inter-relationships between the strategies, for example: how were the strategies connected to each other to help John Kirwan manage the change and build resilience?

Note that you may need to infer (make an educated guess) about the risk and protective factors, as well as the strategies in relation to John Kirwan’s resilience. This means you need to show insight into the change situation beyond the immediate resource material.

The focus of this assessment is the concept of resilience – not on depression itself.

Resources

Resource A

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| June 20, 2007: Closeup (TVNZ) Mark Sainsbury interview with John Kirwan (available from <http://www.youtube.com/watch?v=0o5pLPVnl-4>) Extract:  Mark: They are talking about this being one of the biggest diseases in the world.  John: Yeah and I think, if you look at modern society and modern life, how we live you know, um … it’s getting harder and harder to get ahead, money is more and more of an issue, you know. You’ve got to try to get ahead, houses are costing more, everyone’s working, there’s lots of pressures on us all.  (John speaking in a TV advertisement: Getting help, for someone like me who was very staunch I guess, or saw getting help as a weakness … I just reached out and that’s a big step.)  Mark: … At the time, did you just want to keep it quiet?  John: Oh totally. And I did - because of the stigma. I didn’t know what it was firstly, and secondly, I didn’t want to be perceived as a failure. And then, moving forward, I thought well, no that’s wrong, because you know I see identifying a weakness as a strength and I think that, with this, if you identify it and talk about it’s not a weakness, it’s just something that happens.  (John speaking in a TV advertisement: I went to a mate of mine, and he said “harden up”. (laughs) hardening up is not what you need to do … ) |

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| Extract from One News article (June 17, 2012) <http://tvnz.co.nz/national-news/depression-flatlines-you-sir-jk-4932863> which is based on “a conversation with John Kirwan” <http://www.attitudepictures.com/attitude-tv/2012-episodes/579/>  Depression struck when Kirwan was at the height of his rugby career and he says if he had had help quicker his journey to wellness would not have been as hard or as long.  After acknowledging his illness, he went on what he calls a fun journey to find out what depression was about ...  "It's vital to take time out - a healthy mind depends on it."  Recognising he was unwell was the first step for Sir John and as soon as he accepted the situation he started getting better.  "I'm a better person ... I can work harder, push limits because I know my limits. I didn't get myself back. I got someone better back." |

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| John speaking in a TV advertisement, accessed from <http://www.depression.org.nz/waythrough>  “ … I had everything in my life – I was an All Black at a young age, I lived the New Zealand dream. But I’m telling you – this is better. Well-being through it is uh, it’s just cool. And that’s why I want to give people the hope because it’s really good out there, it’s really good through the other end and I think that hope is so important – if you are in there freaking out, hold onto hope, grab onto it.” |

Resource B: Definition of resilience, and risk and protective factors

A resilient person is someone who has the ability to bounce back (or cope) after experiencing stressful life events, despite any adverse conditions they may live in.

Risk factors increase the likelihood of difficulties, and poor well-being.

Protective factors enhance life opportunities and promote good well-being. These factors can reduce the impact of unavoidable negative events.

Common **risk factors** (impairing the building of resilience) include:

* having low self-esteem and poor social or coping skills
* lack of social support from family, friends, community
* truancy, academic failure, and dropping out of school
* experiencing parental conflict and divorce when growing up
* low family income and family disadvantage
* chronic illness, mental health or behaviour or learning problems
* heavy use of alcohol and other drugs
* transience, high mobility.

Common **protective factors** (helping to build resilience) include:

* having a large social support network (family, friends, people in the community)
* having optimism, aspirations, hopes and plans for the future, and faith that life has meaning
* having at least one close friend
* having at least one supportive parent who shows warmth and caring, who sets clear limits and expectations
* staying longer at school and achieving well
* having many personal interests and hobbies that are valued and recognised by others
* having meaningful employment
* living in a safe and supportive neighbourhood
* feeling connected to the community and one’s culture
* having the skills (and opportunity to use them) for leadership, autonomy (working independently), interpersonal communication and leisure activities
* having thinking skills for problem-solving and decision-making
* being able to see things from other people’s perspectives
* having positive interactions with other people.

Adapted from <http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Health/Health-Risk-and-Protective-factors.pdf> and <http://www.myd.govt.nz/documents/resources-and-reports/publications/youth-development-strategy-aotearoa/ydsa.pdf>

Assessment schedule: Health 91236 Resilient Role Model – John Kirwan

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student evaluates factors that influence people's ability to manage change by:   * explaining risk and protective factors that contribute to John Kirwan’s ability to manage the change situation * recommending a combination of personal, interpersonal and societal strategies to maintain the protective factors and/or minimise the risk factors   For example (one protective factor and one strategy):  John Kirwan’s change situation of clinical depression  A protective personal factor is that John is a successful sportsperson, who is motivated to achieve the range of goals that he has set for himself. He has had a successful career as an All Black and now is working hard as a rugby coach – he still has plans and goals to fulfil. This links to the known protective factor of having goals and plans for the future and a sense of meaning to life. Because John is motivated to be successful, he will be more likely to cope with the major change situation because he won’t want to lose sight of his personal goals and future plans, as well as his identity as a role model for New Zealanders.  A personal strategy to maintain and build upon this protective factor is for John to practise positive self-talk and continue to set meaningful goals. This involves John taking the positive outlook on his life and telling himself that he will find a way through the situation and cope with this change. This will help build resilience because he is looking on the bright side, not focusing on the negatives in his life.  The examples above are indicative samples only. | The student evaluates in depth, factors that influence people's ability to manage change by:   * explaining in detail, risk and protective factors that are clearly linked to John Kirwan’s ability to manage the change situation and their effect on resilience * recommending a combination of personal, interpersonal and societal strategies specific to the change situation to maintain the protective factors and/or minimise the risk factors   For example (one protective factor and one strategy):  John Kirwan’s change situation of clinical depression  A protective personal factor is that John is a successful sportsperson, who is motivated to achieve the range of goals that he has set for himself and get over any hurdles he may face such as this situation of an unexpected illness diagnosis and the anxiety attacks that are affecting him. He has had a successful career as an All Black and now is working hard as a rugby coach – he still has plans and goals to fulfil – this will help him keep sight on the fact that the depression is something that he will be able to overcome. This links to the known protective factor of having goals and plans for the future and a sense of meaning to life. Because John is motivated to be successful, he will be more likely to cope with the depression he is faced with because he won’t want to lose sight of his personal goals and future plans, as well as his identity as a role model for New Zealanders.  A personal strategy to maintain and build upon this protective factor is for John to practise positive self-talk and continue to set meaningful goals. This involves John taking the positive outlook on his life and telling himself that he will find a way through the situation and cope with this change. This means that John will tell himself that there is a way through his depression and that he is a successful person who will be able to manage this major life event. He has shown the ability to do this, by focusing on ‘hope’ as a way through the depression – this comes out in the story he tells in the interviews and TV advertisement. This helps John to cope with the depression because he is able to see the ‘light at the end of the tunnel’ – by focusing on the positives and the possibilities for the future; he is able to cope with the change.  The examples above are indicative samples only. | The student evaluates comprehensively, factors that influence people's ability to manage change by:   * providing a critical understanding of the risk and protective factors influencing John Kirwan’s ability to manage the change situations, and strategies for maintaining the protective factors and minimising the risk   Critical understanding will be shown by the student through a relevant combination of:   * showing a conceptually sound understanding of the concept of resilience in relation to the change situation * showing insight into the change situation beyond the immediate evidence * showing understanding of how the major life change results in many inter-related changes * linking the risk and protective factors to the relevant determinants of health * explaining interrelationships between the personal, interpersonal and societal factors influencing people’s ability to cope with change , or the strategies for building resilience   For example (one protective factor and one strategy; inter-relationships between strategies):  John Kirwan’s change situation of clinical depression  A protective personal factor is that John is a successful sportsperson, who is motivated to achieve the range of goals that he has set for himself and get over any hurdles he may face such as this situation of an unexpected illness diagnosis and the anxiety attacks that are affecting him. He has had a successful career as an All Black and now is working hard as a rugby coach – he still has plans and goals to fulfil – this will help him keep sight on the fact that the depression is something that he will be able to overcome. This links to the known protective factor of having goals and plans for the future and a sense of meaning to life as well as the personal/lifestyle determinant of health because this is related to his personality and the way he chooses to live his life. Because John is motivated to be successful, he will be more likely to cope with the depression he is faced with because he won’t want to lose sight of his personal goals and future plans, as well as his identity as a role model for New Zealanders and for his family and friends. This overlaps with the social protective factors and determinant of health, because he is motivated to cope not only for himself, but for others who rely on him.  A personal strategy to maintain and build upon this protective factor is for John to practise positive self-talk and continue to set meaningful goals. This involves John taking the positive outlook on his life and telling himself that he will find a way through the situation and cope with this change. This means that John will tell himself that there is a way through his depression and that he is a successful person who will be able to manage this major life event. He has shown the ability to do this, by focusing on ‘hope’ as a way through the depression – this comes out in the story he tells in the interviews and TV advertisement. This helps John to cope with the depression because he is able to see the ‘light at the end of the tunnel’ – by focusing on the positives and the possibilities for the future; he is able to cope with the change.  By advocating as part of health promotion campaigns for depression (societal action) John is able to address the stigma of mental illness and get the message out there that it is OK to suffer from mental illness and major change; there is a way through it and it’s not just you. This leads to people opening up to others (interpersonal action) about their own struggles, because it is seen as acceptable to talk about it, and important to share the burden with others. This then leads to being able to use positive talk and set goals (personal action) because you feel supported and cared for by others in your life as well as the greater community – you are not in it alone and it is worth being positive to get through the depression. In John’s case, by taking personal action to set goals and be positive, he was then in a position where he was in the right ‘space’ to be able to talk with others (interpersonal) and speak out to the whole of New Zealand (societal) and be a role model for others.  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.