

Exemplar for Internal Achievement Standard Health Level 2

This exemplar supports assessment against:

Achievement Standard 91237

**Take action to enhance an aspect of people's well-being within the
school or wider community**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to take comprehensive action to enhance an aspect of people’s well-being within the school or wider community.</p> <p>This involves considering and explaining the critical steps in the plan for addressing the issue, implementing the plan, and critically evaluating the outcomes of the health promotion action for people’s well-being.</p> <p>This student has identified bullying as an issue for social well-being, using evidence to justify its existence (1) (2). The student has thoughtfully explained the importance of the issue for well-being of teenagers, with a clear target group identified.</p> <p>A SMART goal and detailed action plan have been developed. The steps in the plan are the more critical actions needed.</p> <p>Evidence is provided in the log of the plan’s implementation. The outcomes of the action are critically evaluated, with thoughtful reflection, connected to evidence (3) (4). Recommendations for future action relating to the issue are proposed and justified (5).</p> <p>For a more secure Excellence, the student could:</p> <ul style="list-style-type: none"> • more extensively develop, in the identification of the issue and/or in the evaluation, impacts for well-being wider than the social aspect • provide specific evidence in the evaluation from the implementation of the plan • further explain alternative/additional actions or actions that could now be taken to sustain or build on the outcomes achieved by taking this action.

Identifying an issue:

Peer pressure and bullying is a big issue in today's society. This issue is important for teenagers because the effects of being pressured or bullied can be serious for all aspects of well-being, and it is important for teenagers to develop a positive sense of who they are and have good overall well-being so that they are more likely to enjoy their teenage years and develop into positive and confident adults. A **survey [1]** that our health class did around school showed that peer pressure and bullying was more of an issue in year 9 than in any other year group, so our group has decided to focus on this age. The **Youth 2012 national report [2]** showed that bullying was more common in this age group as well. As a class, we will raise awareness of, and try to reduce bullying and peer pressure in year 9 at our school. We will aim to work within a collective action model by different groups targeting different layers of the school system, including school policies on bullying, teachers, school leaders and year 9 students.

My group's SMART goal is to help develop social well-being and healthy relationships in year 9 by planning and teaching three lessons to year 9 students about healthy friendships and communicating well with others. By achieving this goal, social well-being within the school community can be enhanced, and issues relating to peer pressure and bullying can be reduced. Year 9 students will feel more confident in themselves and more connected to the school community. This will help them to focus on their learning and will create a more positive environment in and out of class.

Action plan (all critical steps are identified with details exemplified for two steps only):

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Ask permission to teach the three lessons to one health class	So that we are able to carry out our action and achieve our goal.	The health teacher says no, so we will have to try another teacher. This could slow us down or stop us from doing our health promotion.	The health teacher being supportive, so we can start planning. Knowing who the class is will help us create lessons.	By 30/3
Start planning the lessons – what do we want them to learn and how?	We need to be organised with quality activities for our lessons, so that we can be effective as teachers and reach our goal.	Arguments within the group, no ideas or no resources to help plan with. This will stop us from progressing on time.	Our teacher giving us some ideas and books to look through. This will give us an idea of suitable activities for a year 9 class.	By 10/4
Show our planning to the class teacher				
Continue planning				
Organise when, where				
Double-check planning with the class teacher				
Finalise and practice the activities				
Teach the lessons				
Feedback from the teacher and year 9s.				

Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
6-9 April	We have spent the last three lessons in health researching and planning. We decided on the aims for the lessons and each took responsibility for one lesson. I was in charge of lesson one. I looked through the books to find some good activities then discussed my ideas with my group.	We have sorted out three main aims (one for each lesson) and have made good progress with the actual activities. Some of my ideas for lesson one needed to be changed after discussing with the others in my group, but by working on it together, we were able to get good planning done and we are almost ready to show our planning to the class's teacher.	Everyone in the group being at school and being motivated to get the planning done. Having the books helped us sort out the ideas, and talking to each other helped to make changes if needed.	Not having any experience with planning lessons. This made us unconfident to begin with, but we overcame this with help from the books, each other and our teacher.

Evaluating the outcomes for well-being:

We were successful in completing all of the stages of our action plan, although some steps were easier to complete than others. In the end, we planned and taught three lessons of a year 9 health class, about healthy relationships. Our lessons were well planned and I think they were interesting to the year 9 students. We used a mixture of role plays, video clips, activities with cards and continuum activities. We got the ideas from books our health teacher gave us, and from working well in our group and from feedback given by the teacher of the year 9 class. The students were interested and enjoyed the activities and their teacher said she was impressed by the participation and learning for most students.

Our overall goal was to develop social well-being and healthy relationships and I feel that we achieved this to a certain point. After the lessons, the students gave us feedback that they have a better understanding of healthy friendships and said that they would be less likely to pressure or bully others (see survey responses attached). We would need to do another survey after some time has passed to see whether our actions had any long-term effect [3].

Overall we did not have too many problems, but we found it more difficult to do the actual lessons than we thought it would be. We needed the teacher's help quite often to sort students out into groups, to give out instructions and to make sure they were doing what they were meant to be doing. I think that this would have impacted on the overall action and the achievement of our SMART goal. If students weren't able to meet the aims of the lessons and activities and learn about healthy relationships, then it would not have had an effect on enhancing people's social well-being, reducing bullying and peer pressure etc. The students who were more interested in the learning might then have gotten more out of the lessons and might be more likely to have enhanced well-being, but it was important for this goal that everyone (not just a few people) learnt how to relate well to others, otherwise bullying and peer pressure in the year 9 student group would not change [4].

The feedback from the students our group taught was that they enjoyed the activities and that all year 9 students should do this sort of learning, especially at the start of the year. Therefore a good recommendation to the health teachers is that they could teach these lessons at the start of the year to build on the unit they usually do about getting to know each other. I feel it was a valuable experience to have year 12 students teaching the year 9s, so I would recommend that teachers continue to involve older students in this [5].

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to take in-depth action to enhance an aspect of people’s well-being within the school or wider community.</p> <p>This involves developing a detailed plan linked to an identified well-being issue, implementing the plan and evaluating the effect of implementing the action plan on people’s well-being, using evidence.</p> <p>This student has identified bullying as an issue for social well-being, using evidence to justify its existence (1) (2). The student has also considered the importance of the issue for well-being of teenagers.</p> <p>A SMART goal and detailed action plan have been developed. An example of detail in the plan is that the explanations of barriers and enablers consider why/how these would help or hinder the plan’s progress.</p> <p>Detailed evidence is provided in the log of the plan’s implementation. The outcomes of the action are evaluated in depth. Reference is made to the lack of immediate outcomes for people’s well-being (3) with potential impacts for well-being explained. A recommendation for building upon the outcomes of the health promotion is identified and justified (4).</p> <p>To reach Excellence, the student could:</p> <ul style="list-style-type: none"> • include more of the critical steps for addressing the issue, for example researching other schools’ policies on bullying, consulting with other students before presenting to the principal, a follow-up step after meeting with the principal • critically evaluate the outcomes of the health promotion for people’s well-being, which may involve adding further reflection and details, reference to evidence from the implementation of the plan, and more extensive (potential) impacts for well-being.

Identifying an issue:

Our class is focusing on the issue of having healthy relationships with others within the school in relation to bullying, peer pressure and friendships. In my group, we are focusing on the area of school policy relating to bullying.

Bullying is an important issue in high schools because it has the ability to endanger every aspect of well-being. It can stop students from feeling safe at school, they can be hurt physically and mentally, and they can develop problems of low self-confidence. The Youth 2012 survey [1] shows that bullying is reported by up to 10% of students (younger students report it happening more often). The survey our class carried out [2] with our school students showed that bullying is a minor issue in our school. However because looking at policy is an important part of a collective action health promotion model, our group decided to investigate our school's policy on bullying to see if any changes were needed.

Our SMART goal is to review the school policy on bullying to make recommendations to the principal of possible changes that would help students develop better relationships with others (social well-being). We will do this by the end of term two.

Action plan:

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Find the school policy on bullying	So we can continue with our plan.	Not being able to find it. This might mean it doesn't exist (we could change our plan to suggest ideas for one) and this will make our health promotion more difficult to finish.	Being able to find it. This means we can move on to the next step of reading and reviewing it.	By the end of week 3
Read over this and make notes on possible changes	So we understand it and can continue with our plan and have ideas for the changes.	Not understanding the policy and not having any ideas. This means we cannot suggest changes or present these.	If the policy is easy to understand and we have ideas on possible changes. This means we can continue.	By the end of week 4
Discuss the policy with our health teacher	To see if we are on the right track and if she has any other ideas.	Might be hard to get a time to sit down with her or she might not have good feedback so we might need to start again.	Having the discussion and getting good feedback so we can write up the recommendations.	By the end of week 5
Write up our recommendations for the principal	So that our recommendations are presented convincingly.	Having trouble accessing the computers/printer at school (if so will have to do this at home).	Having good access to the computers and a printer to get this printed out.	By the end of week 7
Meet with the principal to discuss what we recommend	So we can explain our recommendations and see what she says.	Problems with getting an appointment. This might mean we have	The principal's PA can help us make an appointment. This	By the end of week 9

		to just deliver the letter, which will be less effective.	means we can speak to the principal in person.	
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Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
3 April	Wrote up three recommendations for wording changes to the school policy on bullying.	After feedback from our teacher, we saw that these were good ideas. We made sure that we worded these well so that they were easy to understand and got the message across. Only two group members were here today – me and Kristy. We did the work and will have to check it with Cara when she's back at school.	Having good feedback so we knew our recommendations were on the right track and just needed to be worded well.	Cara being away. This meant that we had to do this without her which made our workload bigger and we had to wait to check it with her.

Evaluating the outcomes for well-being:

The result of our actions was that we made three recommendations for updates/changes to the school policy on bullying and we presented our findings to the principal. She said that she would take our discussions to a senior leadership team meeting and see if more research can be done and the changes made. Our recommendations related to updating to make the policy more relevant by having more specific mention of cyber bullying and language relating to different cultures and gender identities etc in the school.

At this point **people's well-being is not improved [3]** because the changes to the policy have not been made, although the principal seemed open to the changes. If the changes were to happen, then well-being could be enhanced by making everyone feel equal and included, protected from bullying and safe at school. Bullying would be less likely to occur, and if it did happen, it could be dealt with effectively. This would make the school a safer place, with more social support and confidence in the school system to deal with any problems that may occur.

What went well was the meeting with the principal, probably because we were able to present thoughtful recommendations for updating the policy. We were pleased that she was positive about the changes and will take this further, meaning that hopefully the changes can be made.

What didn't go so well was the fact that we don't feel we made any changes for people's well-being – not yet anyway. Making changes to policy is slow work, and the effects for well-being cannot be seen straightaway.

If someone was to pick up on this project again, **I recommend [4]** that they follow up on our recommendations and also volunteer to help with revising the policy from a student's perspective. If no-one takes this any further now, then the changes we recommended might just get lost amongst other school business.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to take in-depth action to enhance an aspect of people’s well-being within the school or wider community.</p> <p>This involves developing a detailed plan linked to an identified well-being issue, implementing the plan and evaluating the effect of implementing the action plan on people’s well-being, using evidence.</p> <p>This student has identified bullying as an issue for people’s well-being, using evidence to justify its existence (1). The student has also considered the importance of the issue for well-being of teenagers.</p> <p>A SMART goal and detailed action plan have been developed.</p> <p>Detailed evidence is provided in the log of the plan’s implementation. The outcomes of the action are evaluated in some depth, however links to well-being are only briefly described (2) (3).</p> <p>For a more secure Merit, the student could:</p> <ul style="list-style-type: none"> • more extensively develop, in the identification of the issue and/or in the evaluation, links to how people’s well-being could be or was enhanced as a result of taking action • provide further detail in the explanation of barriers and enablers in the plan, explaining how/why these hinder or help the plan to progress.

Identifying an issue:

The class health issue relates to social well-being and our health promotions are about how we can take action around bullying, peer pressure and friendships/relationships to help students to enhance their social well-being and have better overall well-being, in and out of school.

A survey that our health class did around school showed that peer pressure and bullying was more of an issue in year 9 than in any other year group [1], so our group has decided to focus on this age. As a class, we will raise awareness of, and try to reduce bullying and peer pressure in year 9 at our school. This issue is important because the negative impacts of bullying and peer pressure can seriously hinder a teenager's well-being and their experiences at school.

My group's SMART goal is to help develop social well-being and healthy relationships in year 9 by planning and teaching three lessons to year 9 students about healthy friendships and communicating well with others. By achieving this goal, social well-being within the school community can be enhanced, and issues relating to peer pressure and bullying can be reduced to make the school a more comfortable and safe environment.

Action plan:

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Ask permission to teach the three lessons to one health class	So that we are able to carry out our action and achieve our goal.	The health teacher says no, so we will have to try another teacher.	The health teacher being supportive, so we can start planning.	By 30/3
Start planning the lessons – what do we want them to learn and how?	We need to be organised with quality activities for our lessons.	Arguments within the group, no ideas or no resources to help plan with.	Our teacher giving us some ideas and books to look through. This will give us an idea of suitable activities for a year 9 class.	By 10/4
Finalise and practice the activities	So that we are ready to go with the lessons.	Not having the activities ready or having to redo them. This might stop us from being able to teach the lessons.	Everything is working as planned and we can feel confident about the lessons.	By 15/4
Teach the lessons	This is the main part of our health promotion action.	Group members being away, or feeling unconfident and not prepared. The lesson not going well.	Everyone being able to do their part and the lessons going well, so we can meet our goal and enhance well-being.	Week of 18-21 April
Feedback from the teacher and year 9s.	To see whether well-being is improved and our goal is met.	Not having good questions or time to do the survey.	Teacher might help us do the survey, students take it seriously and give us useful feedback.	After the lessons.

Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
6-9 April	My group has spent the last three lessons in health researching and planning.. I was in charge of lesson two. I decided on the sorts of activities I wanted and started making them. I also found a good video and thought up some questions.	We made good progress and the others liked my activities and the video clip. This meant that the planning was productive and we could move on to the next step in the plan.	Everyone in the group being at school and being motivated to get the planning done. Having resources to use when developing the lessons.	Not really any barriers, just parts of the planning took longer than expected.

Evaluating the outcomes for well-being:

We planned and taught three lessons of a year 9 health class, about healthy relationships. Our lessons were well planned and I think they were interesting to the year 9 students. We used a mixture of role plays, video clips, activities with cards and continuum activities. We got the ideas from books our health teacher gave us, and from working well in our group and from feedback given by the teacher of the year 9 class. The students were interested and enjoyed the activities and their teacher said she was impressed by the participation and learning for most students.

Our overall goal was to develop social well-being and healthy relationships and I feel that we achieved this to a certain point. After the lessons, the students gave us feedback that they **have a better understanding of healthy friendships and said that they would be less likely to pressure or bully others [2]**. See survey responses (attached) for this evidence.

What worked well was the planning stage and the delivery of the lessons. We worked well as a team and I think this made the lessons more successful and it more likely that we could achieve the goal. What didn't work so well was at times the activities didn't work as expected, so we needed to move on to the next one, and **I am not sure how effective they were for learning and therefore changes for well-being [3]**.

In the future, these sorts of lessons should continue and be given to all year 9 students in health class or in another class. This would help develop positive relationships at school.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to take action to enhance an aspect of people’s well-being within the school or wider community.</p> <p>This involves identifying an issue that affects people’s well-being, developing a workable plan to improve well-being relating to the identified issue, implementing the plan and evaluating the effectiveness of the action by reflecting on the implementation of the plan.</p> <p>This student has identified bullying as a well-being related issue, and has justified its existence and importance. A clear description is provided for how well-being will be enhanced as a result of the stated SMART goal (1).</p> <p>Five logical steps are described in the action plan.</p> <p>Evidence is provided of the plan’s implementation. In the evaluation, reflections refer more to the health promotion process (2) (3) than to outcomes for people’s well-being. Enhanced well-being is briefly considered (4).</p> <p>To reach Merit, the student could:</p> <ul style="list-style-type: none"> • provide more detail across the identification of the issue, the action plan and the evaluation • more clearly link outcomes of taking the health promotion action to well-being that is enhanced (or not enhanced, if this is the case).

Identifying an issue:

Our group is focusing on the health issue of bullying and peer pressure, as part of the class's overall focus on social well-being in year nine students at our school. Each group is focusing on a different aspect of this issue and our group is presenting a powerpoint at assembly to raise awareness of bullying and peer pressure.

This is an issue for well-being in our school, especially in the year nine group. We know this because we surveyed students at different year levels and this seemed to be more of an issue in year nine. Bullying was not very common, but it was reported in the survey. Some students did not feel safe all the time at school and some were lonely, without good friendships.

Our SMART goal is to enhance social well-being by presenting a powerpoint at a year assembly in week five on the importance of not bullying and pressuring others. We will measure this by giving the students a survey after the presentation to see if it was effective.

By achieving our goal, we can see that social well-being will be enhanced because the year nine students will have more positive relationships with others. Students who feel unsafe now will feel more safe at school (mental and emotional and physical) and the year nines will feel connected as a group (spiritual) [1].

Action plan:

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Ask permission to give our presentation	So we know for sure the presentation will take place on the day we have organised.	Not being given permission to present.	Being given permission to do our presentation.	Week 3
Find important information for our powerpoint	To make sure what we are presenting is interesting and correct.	Not having any information, or information that is not very good.	Having access to the Internet and good information.	Week 3
Plan a, work on, finish the presentation	To make sure the presentation is the best it can be.	People in the group being away or unmotivated.	Having time to get this done, working together well.	Week 4
Present the powerpoint at assembly	To achieve our goal.	Not ready, group members away.	Everything being organized and everyone present.	Week 5
Survey the students two days later	To check whether our goal is achieved.	Not having the survey ready or not having good questions.	Teachers can help us with this.	Week 6

Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
20 April	Today we presented our powerpoint at the assembly. Everyone was there and did their parts. I was in charge of the introduction and the conclusion.	The powerpoint worked well, without any equipment problems. We had practiced so we were confident in what we were saying. Some students seemed interested but some did not.	Everyone being there for the presentation and having no problems with the equipment.	We were anxious about the presentation and this may have impacted on how well we delivered the messages.

Evaluating the outcomes for well-being:

I think that to a certain extent, we met our SMART goal to enhance social well-being by presenting a powerpoint at a year assembly on the importance of not bullying and pressuring others. We did the presentation which I think had really good information and we did the survey afterward and got some good comments that indicated that some students had their well-being enhanced.

What went well was the planning for the presentation. We had **good access to computers and time to research, and we divided up the tasks in our group so we all had different responsibilities [2]**. This worked well, as we were able to use our time effectively and therefore plan a really good presentation for the year nines. Our health teacher gave us feedback that she thought it was a useful presentation that met our aims related to the SMART goal.

What didn't go so well was **getting everyone's full attention on the day, at the assembly [3]**. We noticed that a lot of students didn't seem interested, or were talking during the powerpoint. This was disappointing because it interfered with their ability to learn, and take the issue seriously, and **therefore their well-being may not change in relation to this issue [4]**.

If this was to be done in the future, I would recommend that the presentation would occur in a smaller group situation, such as in form time or in health class. This is because it would allow the opportunity for questions and discussion, which is a better way of learning than just by having a powerpoint presented. This would make the goal more likely to be achieved.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to take action to enhance an aspect of people’s well-being within the school or wider community.</p> <p>This involves identifying an issue that affects people’s well-being, developing a workable plan to improve well-being relating to the identified issue, implementing the plan and evaluating the effectiveness of the action by reflecting on the implementation of the plan.</p> <p>This student has briefly identified bullying as a health issue, and justified its importance. Reference is made to well-being but it is only briefly stated within the SMART goal how social well-being may be improved by taking action.</p> <p>Within the action plan, sound steps are outlined. Barriers and enablers are briefly considered (2).</p> <p>Evidence is provided of the plan’s implementation. The effectiveness of the action (no changes yet to people’s well-being) is reflected upon in relation to the plan’s implementation.</p> <p>For a more secure Achieved, the student could:</p> <ul style="list-style-type: none"> • further describe how taking action and/or attaining the goal could enhance people’s well-being • describe barriers and enablers that are not solely each other’s opposite • more extensively consider links to well-being in the evaluation.

Identifying an issue:

Our issue is the issue of having healthy relationships with others within the school in relation to bullying, peer pressure and friendships. As a class we are focusing on this aspect of well-being. In my group, we are focusing on the area of school policy relating to bullying.

Bullying is an important issue in high schools because it has the ability to endanger every aspect of well-being. It can stop students from feeling safe at school, they can be hurt physically and mentally, and they can develop problems of low self-confidence. From a school survey we found that bullying is not a huge problem, but it does happen so we thought it would be worth having a look at the school policy on this.

Our SMART goal is to review the school policy on bullying to make recommendations to the principal of possible changes that would help students develop better relationships with others (social well-being) [1]. We will do this by the end of term two.

Action plan:

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Find the school policy on bullying	So we can continue with our plan.	Not being able to find it.	Being able to find it [2].	By the end of week 3
Read over this and make notes on possible changes	So we understand it and can continue with our plan.	Not understanding the policy and not having any ideas.	If the policy is easy to understand and we have ideas on possible changes.	By the end of week 4
Discuss the policy with our health teacher	To see if we are on the right track and if she has any other ideas.	Might be hard to get a time to sit down with her.	Having the discussion and getting good feedback.	By the end of week 5
Write up our recommendations for the principal	So that our recommendations are presented well	Having trouble accessing the computers/printer at school.	Having good access to the computers and a printer.	By the end of week 7
Meet with the principal to discuss what we recommend	So we can explain our recommendations and see what she says.	Problems with getting an appointment	The principal's PA can help us make an appointment.	By the end of week 9

Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
3 April	Wrote up three recommendations for wording changes to the school policy on bullying.	After feedback from our teacher, we saw that these were good ideas. We made sure that we worded these well so that they were easy to understand and got the message across. Only two group members were here today – me and Ana. We did the work and will have to	Having good feedback so we knew our recommendations were on the right track and just needed to be worded well.	Cara being away. This meant that we had to do this without her.

		check it with Cara when she's back at school.		
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Evaluating the outcomes for well-being:

The result of our actions was that we made three recommendations for updates/changes to the school policy on bullying and we presented our findings to the principal. She said that she would take our discussions to a senior leadership team meeting and see if more research can be done and the changes made. Our recommendations related to updating to make the policy more relevant by having more specific mention of cyber bullying and language relating to different cultures and gender identities etc in the school.

At this point people's well-being is not improved because the changes to the policy have not been made, although the principal seemed open to the changes. If the changes were to happen, then well-being could be enhanced by making everyone feel equal and included, protected from bullying and safe at school. Bullying would be less likely to occur, and if it did happen, it could be dealt with effectively.

What went well was the meeting with the principal, probably because we were able to present thoughtful recommendations for updating the policy. We were pleased that she was positive about the changes and will take this further, meaning that hopefully the changes can be made.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to take action to enhance an aspect of people's well-being within the school or wider community.</p> <p>This involves identifying an issue that affects people's well-being, developing a workable plan to improve well-being relating to the identified issue, implementing the plan and evaluating the effectiveness of the action by reflecting on the implementation of the plan.</p> <p>This student has identified bullying as an issue for well-being and a target group for the health promotion. The goal, while specific and measurable, does not include reference to enhancing the target group's well-being (1).</p> <p>The action plan includes three steps only. Barriers and enablers in the plan are briefly considered.</p> <p>Evidence is provided of the plan's implementation. Reflections focus solely on the implementation of the plan, and not on the impact of the plan on people's well-being.</p> <p>To reach Achieved, the student could:</p> <ul style="list-style-type: none"> • more extensively consider well-being in the identification of the issue, development of the SMART goal and in the evaluation of the implementation • break down the action plan into further steps that are needed to achieve the goal.

Identifying an issue:

Our class has decided to focus on peer pressure/bullying and our health promotions are all focused on this issue. This is an issue for well-being in our school because students might not feel safe or have good friendships with others. We surveyed some students and this seemed to be more of an issue in year 9. So our class is focusing on this age group.

My group has decided to take action on bullying and peer pressure by presenting a powerpoint at a year 9 assembly [1]. This is our SMART goal. By showing this to the year 9 group, we hope that this will make students more aware of the effects of bullying and peer pressure and hopefully they will get on better with others, and develop good friendships (social well-being).

Action plan:

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Ask permission to give our presentation	So we know for certain the presentation will take place.	Not being allowed.	Being allowed.	Week 3
Find important information for our powerpoint	To make sure what we are presenting is truthful.	Not having any information, or information that is not very good.	Internet and information.	Week 3
Plan and complete presentation	To make sure the presentation is the best it can be.	People in the group being away or unmotivated.	Having time to get this done, working together well.	Week 4

Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
10 April	The group used the class computers to do some research for our powerpoint. My part of this was looking up pictures to help make the presentation more appealing.	I found some really good pictures and saved them to the dropbox for the group to look over later. Others also found some good information today.	Having computers available for us to research.	It took a while to log in and find some pictures but once I sorted out my search it was OK.

Evaluating the outcomes for well-being:

Our SMART goal was to give a presentation to year 9s about bullying and peer pressure as part of our class's focus on this part of social well-being. When we did the presentation in assembly a lot of the students did not seem very interested and I am not sure how much of the presentation they took in.

Actions that were successful were that we were able to find good research information for our presentation and that as a group, we worked well together and everyone pulled their weight in the group. This meant that we were able to create and deliver a good power point. On the day, everyone took part in the presentation. Actions that were unsuccessful were the year 9s' inability to pay attention and we don't know how much knowledge they gained as a result. Actions we could take if this was redone could be to do the presentation in class time rather than in assembly, so that it is easier for them to pay attention.