**Supported Learning Assessment Support Material**

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| **Unit standard** | 29303 | | | | |
| **Title** | Demonstrate behaviours appropriate to different types of relationships and contexts | | | | |
| **Level** | 1 | **Credits** | 4 | **Version** | 3 |

A group of people sitting on a hill overlooking a valley

Description automatically generated with low confidence

Assessor Guidelines

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| The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.   1. See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/> |

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| GENERAL   1. This unit standard is intended for ākonga/learners with learning disabilities, including those with intellectual disability. They are people who require support with their learning either through additional resources, specialised equipment or adapted teaching programmes. 2. This unit standard contributes to *the New Zealand Certificate in Skills for Living for Supported Learner s (Level 1) [Ref: 2853*].   ASSESSMENT   1. The assessments must be at Level 1 of the New Zealand Qualifications and Credentials Framework (NZQCF). For information go to The Level descriptors for the NZQCF - <https://www2.nzqa.govt.nz/qualifications-and-standards/about-new-zealand-qualifications-credentials-framework/level-descriptors-nzqcf/> 2. The assessors must be satisfied that the ākonga/learner can demonstrate competence against the unit standard, with minimal support towards increased independence. The assessor must sign an attestation in the Ākonga/learner Guidelines to confirm that all the work done is the ākonga/learner ’s own. 3. To ensure assessment conditions and assessor judgement are consistent and fair, assessors must be Supported Learning teachers who understand the assessment requirements. Learning support and/or teacher aides may be used to support a ākonga/learner with gathering and verifying of evidence. 4. This resource exemplifies assessment of learning of one unit standard. However, it is highly recommended that this standard be assessed in conjunction with other Supported Learning unit standards to allow for a thematic approach. This would make the learning more meaningful to ākonga/learner s in their own social, cultural, family/whanau, community and/or work contexts. 5. This assessment resource provides examples of how assessments could be presented. These assessment tasks may need to be altered to suit the learning styles and additional needs of the ākonga/learner. 6. Sample answers have been developed to guide assessors. However, it is important to note that ākonga/learners’ answers will vary depending on the individual. Assessors should also be aware that sample answers are not provided for all questions, and that they may need to develop their own examples for some assessment parts.   GATHERING OF EVIDENCE   1. A variety of approaches should be considered for the gathering of evidence, which may involve the use of digital technology – internet; laptop/ tablet e.g. iPad/cell phone, and augmentative communication; and use of a reader/writer or enlarged print, where appropriate for the ākonga/learner and context. 2. All evidence such as videos, audio, pictures etc. must be attached to the ākonga/learner ’s paper-based copy of the Ākonga/learner Guidelines, when moderation is required, thus verifying the ākonga/learner’s own work. If the ākonga/learner is unable to record the answers on their paper-based copy, their Supported Learning Teacher or Teacher aide must do so. If the ākonga/learner is part of a group when carrying out tasks, the assessment evidence must reflect the ākonga/learner’s ability to achieve each task independently. 3. Evidence collected for this assessment can be attributed to the ākonga/learner through its natural occurrence, in real life contexts and collected over an extended timeframe. A verifiers checklist is acceptable if accompanied by evidence that includes examples from the ākonga/learner’s performance. |

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| BEFORE THE ASSESSMENT  Over the weeks prior to this assessment, ākonga/learners must have had sufficient teaching and learning opportunities to be familiar with the following:   * Relationship – the way two people are connected. Examples of relationships: friends, family/whanau, workmates/colleagues etc. * Behaviours appropriate/inappropriate to different relationships and context in terms of: body language, personal space, personal conduct, verbal language etc. |

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| PRE-ASSESSMENT ACTIVITY  To prepare ākonga/learners for the assessment, an activity immediately before the assessment task is recommended. This could be setting the scene and providing a scenario which assist ākonga/learners to relate the assessment task to a meaningful, real context.  Ākonga/learners may also need terminology or concepts unpacked for them, so they have a better understanding of what is required. However, pre-assessment activities tasks may not lead the ākonga/learner to the answers. Ākonga/learners must still independently demonstrate their competency against this standard. |

**Evidence and Judgement Guidance**

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| **Unit standard** | 29303 | | | | |
| **Title** | Demonstrate behaviours appropriate to different types of relationships and contexts | | | | |
| **Level** | 1 | **Credits** | 4 | **Version** | 3 |

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| Outcome 1: Demonstrate behaviours appropriate to different types of relationships and contexts. **Range:** behaviours may include but are not limited – body language, personal conduct, personal space;  relationships may include but are not limited to – friends, family/whānau, professional relationships. | |
| 1.1 Relationships are identified and described in terms of personal situations.  Range: evidence of four different types of relationships. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 1**  **Four** different types of relationships are identified and described in terms of ākonga/learner’s situation. | The four different types of relationships are sourced from ākonga/learner’s own daily life.  The relationships are described in terms of the way the ākonga/learner connects with these people. |
| 1.2 Behaviours are identified and described in terms of personal relationships.  Range: one behaviour for each of the four relationships. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 1**  Identification and description of **one** behaviour for each of **four** different relationships. | Description of behaviour for each of the **four** different relationships relates to one or more of the following: body language, personal conduct, personal space, and other. |
| 1.3 Behaviours demonstrated are appropriate to the relationships and context.  Range: evidence of one behaviour for each of the four relationships. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 2**  Demonstration of the identified behaviour for each of **four** relationships. | Behaviour demonstrated is appropriate to the relationship and context. |

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| Demonstrate behaviours appropriate to different types of relationships and contexts  Instructions for the ākonga/learner: |

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| 1. **Do ALL parts of this assessment.** 2. **Ask your assessor if you need help to understand something better.** 3. **Answer in a way that is easiest for you (e.g. drawing, recording voice memos, speaking to your helper, taking photos).** |

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| Conditions of Assessment | |
|  | * A person writing on a piece of paper    Description automatically generatedYou will complete Part One of the assessment with the assessor. * You will carry out Part Two of the assessment (with support if required). * The assessment will take place over a timeframe set by the assessor. * Assessments must be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They must be conducted in authentic situations that are relevant to the ākonga/learner’s day-to-day living that may include but is not limited to workplace, educational setting or within the community. |

Demonstrate behaviours appropriate to different types of relationships and contexts

A picture containing outdoor, sky, water, nature

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Assessment Task

This assessment task has two parts. You will be asked to:

Assessment – Part 1

You probably have different kinds of relationships, with coaches, church leaders, neighbours, classmates, colleagues, and managers, in lots of different situations.

**1a.** Discuss people from **different contexts ‘situations’** you either know or that you plan to connect with for the first time.

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| **Social**  **A group of women laughing  Description automatically generated** | **A person and a child playing a game  Description automatically generatedHome** |
| **Work or school**  **A group of people posing for a photo  Description automatically generated** | **Community**  **A group of people sitting on grass by water  Description automatically generated** |

**1b.** Record some of the different contexts or situations you connect with people in:

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**1c.** The word ‘relationship’ describes how people are connected to each other. There are different types of relationships, some which last a lifetime, and some which only be for a short time. Below are examples of different types of contexts, relationships, and descriptions. See how many of the **descriptions** to the **contexts** and **types of relationships** you can connect.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTEXT** |  | **TYPE OF RELATIONSHIP** |  | **DESCRIPTION** |
| Community |  | **teacher** |  | Grandmother or elderly woman. |
| School |  | **sports coach** |  | A person you don’t know well. |
| Whānau (family) |  | **acquaintance** |  | A person helping learners learn. |
| Community |  | **kuia/elder** |  | Person training a sports team. |
| Whānau (family) |  | **girlfriend** |  | The parents of your parents. |
| Work |  | **iwi** |  | A romantic or intimate partner. |
| Whānau (family) |  | **grandparents** |  | People you trust and like a lot. |
| Social |  | **colleagues** |  | A tribe or ‘nation’ of people. |
| Work |  | **brother** |  | Responsible for management. |
| Community |  | **manager** |  | People who work with you. |
| Social |  | **friends** |  | Sibling or tuakana/teina. |
| Community |  | **professional** |  | Somone living near you. |
| Whānau (family) |  | **neighbour** |  | Visitor(s) who have been invited. |
| Community |  | **manuhiri/guest** |  | Someone you pay, like a Dentist. |
| Community |  | **caretaker** |  | Spiritual or religious leader. |
| School |  | **mentor** |  | Usually aunt or uncle’s child. |
| Community |  | **priest/pujari** |  | Someone who cleans the school |
| Whānau (family) |  | **classmates** |  | A trusted expert or advisor. |
| School |  | **cousins** |  | Others in a class with you. |

**1d.** Choose four different contexts and a person you know through that context and write them down in each of the circle sections. In the little boxes to the side, note the kind of relationship you have with the person. At the end you should have named **four different people** that you have **four different types of relationships** **with** from **four different contexts.**

Type of relationship:

Type of relationship:

Type of relationship:

Type of relationship:

Relationships can have a big impact on our lives and the way we see ourselves. It is important for our hauora (well-being) that we establish and maintain respectful relationships.

Two women hugging each other on a beach

Description automatically generatedA picture containing person

Description automatically generatedA person sitting at a desk talking to another person

Description automatically generatedA couple of women sitting at a table in a room with windows

Description automatically generated with medium confidenceA picture containing blur

Description automatically generatedA person with her arms crossed

Description automatically generatedA group of women posing for a photo

Description automatically generatedA person and person looking at a computer

Description automatically generatedA picture containing person, indoor, standing

Description automatically generated

**Since relationships are so important, we need to think about what kind of behaviour is expected and appropriate for the different contexts and relationships.**

**1e.** Use the scale below to show how appropriate the behaviours are for each of the relationships:

(highlighting does not indicate what is appropriate or inappropriate, it is just there as an example)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Appropriate behaviour** | Scared face with solid fill with solid fill**NO!** | Sad face with solid fill with solid fill**No.** | Expressionless face with solid fill with solid fill**Meh.** | Smiling face with solid fill with solid fill**Yes.** | Sunglasses face with solid fill with solid fill**YES!** |
| **a)** | **How appropriate would it be to go up to these people and hug them?** | | | | |
| Kuia/Nana? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| Priest/Pujari? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| **b)** | **How appropriate would it be to shout to get the attention of these people?** | | | | |
| Mum? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| Manager? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| **c)** | **How appropriate would it be to ask for help with your homework?** | | | | |
| Grandparents? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| Caretaker? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| **d)** | **How appropriate would it be to interrupt these people?** | | | | |
| Teacher? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| Friend? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| **e)** | **How appropriate would it be to borrow clothes from these people?** | | | | |
| Siblings? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| Manuhiri/guest? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| **f)** | **How appropriate would it be to ask them to help you carry books home?** | | | | |
| Dentist? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| Neighbour? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| **g)** | **How appropriate would it be to ask these people for career advice?** | | | | |
| Acquaintance? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| Mentor? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| **h)** | **How appropriate would it be to cancel plans with these people?** | | | | |
| Cousins? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |
| Sports Coach? | Scared face outline with solid fill | Sad face outline with solid fill | Expressionless face outline with solid fill | Smiling face outline with solid fill | Sunglasses face outline with solid fill |

**1f.** Think about the four relationships you identified in 1d. and record behavioural expectations for each of them. The behaviours might include verbal language, body language, personal conduct, and personal space. In the boxes below, identify and describe appropriate behaviours for each of the four contexts and relationships:

**Assessment – Part 2**

You have already:

* identified and described different types of relationships in different contexts.
* identified and described appropriate behaviours for these personal relationships.

Now you need to demonstrate behaviours that are appropriate to the context and relationship. Your assessor will need to observe and attest that you have done this.

**2a.** With your assessor, you need to plan when you will connect with each of the four people, so that your assessor can observe the interaction and attest that you have demonstrated behaviour appropriate to the context and relationship.

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| **Step 1:** Decide on the reason for meeting, e.g., to go shopping, or play cards. You should also decide on where and when this is going to happen. It might also be helpful to think about the behaviours you want to demonstrate.  **Step 2:** Prepare for this activity. Decide on a time and a place to meet with the person you have chosen. Invite this person to meet.  **Step 3:** Meet this person and have the assessor observe the interaction so they can attest that you demonstrated behaviours appropriate to each context and relationship. |

**Step 1:**

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| **Name of the person and the activity or reason for the meeting:** | **When and where is this happening?** | **Appropriate behaviour I want to demonstrate…** |
| **Example:**  *Luke – my boss at Countdown. I need to make an appointment to see him and ask him for time off so I can go to a doctor’s appointment.* | **Example:**  *I need to do this before the roster comes out so that I will be able to go to the doctor, so before the weekend. The teacher aide is free to come with me on Thursday and Luke is free then too.* | **Example:**  *When I meet with Luke, I need to knock on the office door and wait for him to invite me in. I need to shake his hand and then speak to him politely but get straight to the point.* |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

**2b**. **Observation/Attestation (to be completed by the Assessor)**

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| Activity | Evidence | Comments on ākonga/learner performance |
| **Example:**  *The ākonga/learner asked his boss Luke for some time off work to go to the doctor.* | **Evidence:**  *Assessor contacted Luke for proof of the meeting.*  **Verified by:**  *Awatea Cyne (Teacher)*  **Date:** *31.01.23* | **To be completed by the assessor.**  *The ākonga/learner approached Luke when he was in his office, knocking on the door and waiting to be invited in. He was polite and used eye contact when making his request, and Luke agreed to the time off for the Doctor’s appointment****.*** *The ākonga/learner used the behaviour previously identified as appropriate for the situation.* |
| **1.** | **Evidence:**  **Verified by:**  **Date:** | **To be completed by the assessor:** |
| **2.** | **Evidence:**  **Verified by:**  **Date:** | **To be completed by the assessor:** |
| **3.** | **Evidence:**  **Verified by:**  **Date:** | **To be completed by the assessor:** |
| **4.** | **Evidence:**  **Verified by:**  **Date:** | **To be completed by the assessor:** |

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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1**: Demonstrate behaviours appropriate to different types of relationships and contexts.  **Range:** Behaviours may include but are not limited – body language, personal conduct, personal space; relationships may include but are not limited to – friends, family/whānau, professional relationships.  **Performance criteria:**  **1.1** - Relationships are identified and described in terms of personal situations.  **Range**: **Evidence of four different types of relationships.**  **1.2** - Behaviours are identified and described in terms of personal relationships.  **Range**: **Evidence of one behaviour for each of the four relationships.**  **1.3** - Behaviours demonstrated are appropriate to the relationships and context.  **Range**: **Evidence of one behaviour for each of the four relationships**.  **ĀKONGA/LEARNER EVIDENCE** - Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  | | --- | --- | --- | | **1.1**  Relationships are identified and described in terms of personal situations.  ***Evidence that four different types of relationships identified.*** | **1.2**  Behaviours are identified and described in terms of personal relationships.  ***Evidence that one appropriate behaviour identified and described for each of the four relationships.*** | **1.3**  Behaviours demonstrated are appropriate to the relationships and context.  ***Evidence that one appropriate behaviour demonstrated for each of the four relationships.*** | | **Achieved**  **Not Achieved** | **Achieved**  **Not Achieved** | **Achieved**  **Not Achieved** | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | |
| **Assessor’s Attestation:**  I confirm the following:   * the ākonga/learner has adequacy of knowledge and performance. * the assessment complied with relevant health and safety practices. * the ākonga/learner’s likely repeatable competence in the future. | | | |
| **Assessor Name:** |  | **Assessor Signature:** |  |
| **Date:** |  | **Position Held:** |  |