**Supported Learning Assessment Support Material**

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| **Unit standard** | 32927 | | | | |
| **Title** | Maintain commitments to a limited range of repetitive and familiar activities within defined contexts | | | | |
| **Level** | 1 | **Credits** | 5 | **Version** | 1 |



Ākonga/learner Guidelines

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| **ĀKONGA/LEARNER’S INFORMATION** | |
| First and last name |  |
| NSN number |  |
| Date |  |

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| Maintain commitments to a limited range of repetitive and familiar activities within defined contexts  Instructions for the Ākonga/learner |
| 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 | |
|  | * You will complete Part One of the assessment with the assessor. * You will carry out Part Two of the assessment (with support if required). * Each commitment in the assessment will be maintained over a timeframe set by the assessor. * Before the assessment tasks, an introduction to the assessment should be given, using the examples provided. * 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. |

Maintain commitments to a limited range of repetitive and familiar activities within defined contexts



Assessment Task

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

Assessment – Part 1

**1a.** ‘Commitment’ means having responsibility where others may rely on you. Examples of commitments may include attending sports practice or band rehearsal, washing the dishes, taking out the rubbish or recycling, or handing out the resources in class. Here are some more examples:

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| **Cook dinner twice a week for my whānau.** | **A person using a computer with a dog on her lap  Description automatically generated with medium confidenceDog-sit for my neighbour Monday’s from 4pm-8pm.** | **Rehearse with my band to prepare for RockQuest.** |
| **Clean the bathroom and once a week.** | **Take out our bins and sweep path once a week.** | **Get groceries for my grandparents and take them over once a week.** |

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| **1a.** Make notes (in words or pictures) of some of the commitments you have already made and are maintaining… |

Making a commitment is like making a promise to do something. Sometimes commitments are responsibilities that, for example, everyone living at your home has, such as folding the clean laundry and putting it away or closing the front door and locking it behind you after you go out through it. Usually commitments involve others depending on you to do what you have promised.

Some it might not matter too much if you break your commitments. For example, if you said you would reorganise a cupboard and tidy it up on Saturday, but then you ended up helping your Nan in the garden instead. You committed to doing sorting out the cupboard on Saturday, but you broke your commitment, however if it wasn’t something you **needed** to do then, it probably doesn’t matter very much.

Other commitments are more serious, such as agreeing to pick up your little sister from school and walk her home. If you commit to doing that, it is probably something you really need to make sure you do.

**For this assessment, you need to:**

* **Identify three commitments in different situations which would meet a need.**
* **Consider any health and safety risks, and how to address any of these issues.**
* **Identify at least one strategy per commitment to support you to manage your time well.**
* **Demonstrate that you can maintain (keep up) these three commitments.**
* **Have evidence that you have demonstrated these three commitments safely, using strategies to support you to manage time, and meet your needs in different situations.**

**1b.** To start with, brainstorm ideas for commitments you could make that would help meet your needs, then circle or highlight the ones you think you would be able to maintain**.**

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| *Put the rubbish and recycling bins out each week, because everyone keeps arguing about it and it gives me a headache.*  *I could clean out the tanks and cages for our class pets once a week, so that they smell nice and they are healthy environments for the animals.*  Ideas for **COMMITMENTS** that would help me to meet my needs |

**1c.** Review your ideas from 1b. (above) and **circle or highlight three commitments** which will help you to meet your needs and that you are going to demonstrate for this assessment.

**1d.** Are there any health and safety risks you need take into consideration for your commitments? Below are some of the health and safety risks that might need to be considered for different commitments. Add your commitments and any potential risks there might be and how you will address them.

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| **COMMITMENT** | **POTENTIAL RISK** | **HOW TO ADDRESS RISK** |
| *Put out rubbish and recycling.* | *Could trip and fall.* | *Take just one bin at a time.* |
| *Lead Sunday School group.* | *Learners might run off.* | *Position myself by the door.* |
| *Support juniors to get to HPE.* | *One of them might get lost.* | *Count off at start and end.* |
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**1e.** Sometimes it is difficult to keep going with new commitments. Korero/discuss with the people around you, the different strategies you could use to help you to maintain your commitments. Use the kupu/words below to complete the cloze exercise. Fill in the gaps with some of the strategies people use to maintain commitments.

*One strategy you can use to help you maintain commitments is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and to celebrate your successes. Another thing you could do is to get someone to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you so that you remember what you have promised to do. You could also make a collage or draw a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to remind you of what your commitments are. You could set up a planner, diary, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to help you to stay on track and stick to your schedule. You might like to make a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and colour-code the different steps you have to go through, to help you remember what you need to do for your commitments. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them better. Sometimes it might even be appropriate to work with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who can help you.*

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| ***PROMPT*** | ***BUDDY*** | ***TRACK*** |
| ***REMEMBER*** | ***SUCCESS*** | ***PICTURE*** |
| ***PROGRESS*** | ***CHART*** | ***CALENDAR*** |

You need to maintain these commitments over a period of time and have evidence that you have demonstrated them in accordance with health and safety practice. You also need to show that you have used strategies to support effective time management. Consider how you will record this evidence, for example:

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| **A hand holding a phone  Description automatically generatedKeep notes on your device** | **A person writing on a piece of paper  Description automatically generatedKeep a journal or diary** |
| **A person writing on a paper  Description automatically generatedRegular reporting to your teacher** | **A person taking a picture of a family dinner  Description automatically generatedPhoto or video evidence** |

**1f.** What ways can you think of that you could use to collect evidence for this assessment?

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Assessment – Part 2

**2a.** **Plan the three commitments you are going to maintain to help meet your needs in different contexts and situations** (a ‘situation’ is a set of circumstances or a location/place). For each of your chosen commitments you need to think about whether there are any risks to health and safety that you would need to work around. You also need to identify strategies that you can use to help you to maintain your commitments.

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| **FIVE**  **COMMITMENTS** | **PURPOSE/NEED MET BY COMMITMENT** | **CONTEXT/SITUATION FOR COMMITMENT** | **HEALTH & SAFETY CONSIDERATIONS** | **STRATEGIES TO MAINTAIN COMMITMENT** | **EVIDENCE YOU WILL COLLECT** |
| ***Example:***  *I will make a commitment to my team and our coach to attend basketball training regularly.* | ***Purpose/Need:***  *Improve fitness for tournament. Regular exercise is important, plus if I am not at training, then I am not allowed at tournament.* | ***Context/Situation:***  *Community – Sports club.* | ***Health & Safety:***  *I am still recovering from an injury, so I have to allow time and make sure my ankle is strapped.* | ***Strategies:***  *I have a calendar in my kitchen, and I have made a note of when my practices are so everyone knows and they can remind me as well.* | ***Evidence:***  *My coach takes a roll, and so I can get a copy of that or take a photo of it on my phone* |
| **Commitment 1:** | **Purpose/Need:** | **Context/Situation:** | **Health & Safety:** | **Strategies:** | **Evidence:** |
| **Commitment 2:** | **Purpose/Need:** | **Context/Situation:** | **Health & Safety:** | **Strategies:** | **Evidence:** |
| **Commitment 3:** | **Purpose/Need:** | **Context/Situation:** | **Health & Safety:** | **Strategies:** | **Evidence:** |

**2b.** Now you need to put your plan into action. Your assessor will need to sign off the following:

* Three commitments identified in terms of purpose and need.
* The three commitments were demonstrated and maintained in accordance with health and safety practices.
* Strategies were identified to help manage time and maintain each of the commitments.
* These commitments were maintained over a period of time to show time management.

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| **ĀKONGA/LEARNER HAS IDENTIFIED THREE COMMITMENTS  IN TERMS OF PURPOSE/NEED** | **COMMITMENT CARRIED OUT  IN ACCORDANCE WITH  HEALTH & SAFETY PRACTICES** | **STRATEGIES IDENTIFIED  TO MANAGE TIME AND  MAINTAIN COMMITMENT** | **EVIDENCE THAT COMMITMENTS MANAGED OVER A PERIOD OF TIME TO SHOW TIME MANAGEMENT** |
| **Commitment 1**: ākonga/learner has identified commitment in terms of purpose/need: | Commitment carried out in accordance with health & safety practices: | Strategies identified to manage time and maintain commitment: | Evidence commitments managed over a period of time to show time management: |
| **Commitment 2**: ākonga/learner has identified commitment in terms of purpose/need: | Commitment carried out in accordance with health & safety practices: | Strategies identified to manage time and maintain commitment: | Evidence commitments managed over a period of time to show time management: |
| **Commitment 3**: ākonga/learner has identified commitment in terms of purpose/need: | Commitment carried out in accordance with health & safety practices: | Strategies identified to manage time and maintain commitment: | Evidence commitments managed over a period of time to show time management: |

Assessor Name, Signature, and Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1**: Maintain commitments to a limited range of repetitive and familiar activities within defined contexts.  **Range**: Contexts for commitments may include but are not limited to – home, work, study, family/whānau, social, community.  **Performance Criteria:**  **1.1** - Commitments are identified in terms of purpose and/or need.  **Range**: **Evidence of three commitments is required.**  **1.2** - Commitments are demonstrated to meet the purpose in accordance with health and safety practices.  **Range**: **Evidence of three commitments in different situations is required.**  **1.3** - Strategies to maintain and meet commitments are identified to show time management.  **Range**: **Evidence of one strategy for each identified commitment is required.**  **1.4** - Commitments identified are maintained over a period of time to show time management.  **ĀKONGA/LEARNER EVIDENCE** - Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  | | --- | --- | --- | --- | | **Purpose/Needs**  Commitments are identified in terms of purpose and need.  ***Evidence that need and purpose identified for three commitments (in three contexts).*** | **Health & Safety**  Commitments are demonstrated to meet the purpose in accordance with health and safety practices.  ***Evidence three commitments have been safely met in different situations.****.* | **Strategies**  Strategies to maintain and meet commitments are identified to show time management.  ***Evidence at least one strategy for each of the three commitments.*** | **Commitments demonstrated**  Commitments identified are maintained over a period of time to show time management.  ***Evidence that three commitments have been maintained over a period of time.*** | | **Achieved**  **Not Achieved** | **Achieved**  **Not Achieved** | **Achieved**  **Not Achieved** | **Achieved**  **Not Achieved** | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | | |
| **Overall comments:** | | | | |
| 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. | | | | |
| **Assessors Name:** |  | **Assessors Signature:** |  | |
| **Date:** |  | **Position Held:** |  | |