



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

2008

Internal Assessment Resource

Subject Reference: **Physical Education 1.5**

Internal assessment resource reference number:
PhysEd/1/5_C5

Developing Interpersonal Leadership Skills

Supports internal assessment for:

Achievement Standard 90071 v2
Demonstrate interpersonal skills and describe their effects on the
functioning of a group or team

Credits: 4

Date version published:

August 2008

**Ministry of Education
quality assurance status**

For use in internal assessment
from 2008

Teacher Guidelines:

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Context/setting:

This assessment is designed as an introduction to or to compliment the Kiwisport Leadership Award.

1. Students will assess personal leadership characteristics and develop the interpersonal skills needed to effectively lead a group of students in a kiwi sport activity.
Interpersonal leadership skills include: *(all page numbers refer to the Kiwisport Leadership Award Resource manual)*
 - Communication with individuals and groups.(voice pg 11, feedback ,open questions pg12
 - Using group management skills (routines pg 22, demonstration pg 13, controlling behaviour and motivation pg 18-20.Additional teaching and learning aspects that may provide a focus for using interpersonal leadership skills include: general organisation pg21, managing a group pg 22-24, inclusiveness pg25-26, safety pg 27–31 and skills teaching pg 32-37.
2. Leadership planning will include development of selected interpersonal leadership skills that will enhance the success of the group in the Kiwisport activity.
Success can be measured in players showing an improvement in their:
 - Development of individual skills
 - Co operation and team work
 - Fairplay and related codes of behaviour
 - Motivation, fun and enjoyment
3. Teachers will assess the students **demonstrating** their interpersonal skills in the coaching situation. Additional guidelines for providing evidence are included in the Co-ordinators Manual; Communication pg 16, Planning and Management pg 17. The Kiwisport Leadership award templates are on pg 20 of the Coordinators Handbook and pg 28 of the Kiwisport Leadership Award workbook. Teachers will need to use their professional judgement, as not all groups will be equal in the mix of personalities and their potential for responding to leadership.
4. Students will complete tasks that identify, describe and explain the way they intend to develop their interpersonal skills needed for communication and group management. Students use information from their 'Lesson Evaluation' sheets to evaluate the influence their techniques had on improving their own interpersonal leadership skills and how that affected the functioning of the team. 'Lesson Evaluation' template pg 42 should be adapted as required.

Conditions:

The amount of time necessary to meet the requirements of the achievement standard will vary according to the local situation.(length of periods , access to primary school etc) It is recommended that students have 4 or 5 sessions in the leadership role and that the group or team be at a primary school age.

Note: Teachers considering concurrently assessing the Kiwisport Leadership Award, guidelines indicate a minimum of 15 hours. The Kiwisport Leadership Award is also linked to a Level 2 Leadership activity.

Task 1 will need to be completed after an appropriate programme of teaching and learning.

The written assessment for tasks 2 and 3 will be carried out at the completion of the leadership sessions. A class period will be allocated to complete the required tasks. Students will need to bring their entire planning and evaluation sheets and other related worksheets.

Resource requirements:

Hillary Commission's Kiwisport Leadership Award.

Co-ordinators Handbook

Sport leader Resources

Resource Manual (these may be photocopied)

Workbook

For assistance contact your Regional Sports Trust

2008

Internal Assessment Resource

Subject Reference: **Physical Education 1.5**

Internal assessment resource reference number: **PhysEd/1/5_C5**

Developing Interpersonal Leadership Skills

Supports internal assessment for:

Achievement Standard 90071 v2

Demonstrate interpersonal skills and describe their effects on the functioning of a group or team

Credits: 4

Student Instructions Sheet

School/Institution	
Student Name	
Teacher or class	
Date	

1. You will be taking part in a Leadership programme that requires you to look at the skills needed to teach a group of primary school students a Kiwisport.
2. You will be investigating and assessing your interpersonal leadership skills and looking at ways to develop these skills so that your team will experience success.

The interpersonal skills that you should be developing must be related to

- Communication
- Group management

Success for your team can be measured by their:

- Development of individual skills
- Co operation and team work
- Fairplay and related codes of behaviour
- Fun and enjoyment

This activity has four tasks

Task 1 (before teaching your group) involves selecting and describing 2 interpersonal skills for improving your communication, eg. voice, feedback, open questions and 2 interpersonal skills for improving your group management, eg. controlling behaviour, ways of demonstrating/teaching skills, motivation, including all team members.

Task 2 involves your teacher assessing you demonstrating interpersonal skills during the coaching sessions.

--	--

Task 2 Demonstrating your Interpersonal Skills. Your teacher will observe and assess you using your techniques in the coaching situation.

Achievement - demonstrates interpersonal skills

Merit - demonstrates effective interpersonal skills

Excellence - consistently demonstrates effective interpersonal skills. Demonstrates initiative or flair.

Teacher Recording Sheet for Interpersonal skills

The following table enables teachers to record student demonstration of interpersonal skills.

Student	Interpersonal Skills observation Students will need to let the teacher know what IP skills they would like to demonstrate	Teacher records					
		NS Not seen		NA Not achieved		E Excellence	
		A Achieved		M Merit			
		Date	Date	Date	Date	Date	Date
1	1						
	2						
	3						
2	1						
	2						
	3						
3	1						
	2						
	3						
4	1						
	2						
	3						
5	1						
	2						
	3						
6	1						
	2						
	3						
7	1						
	2						
	3						
8	1						
	2						
	3						
9	1						
	2						
	3						
10	1						
	2						
	3						

Task 3 **What did you do?** (You may refer to your lesson evaluation sheets)

After your coaching unit describe **what happened when you applied your interpersonal skills** during your coaching module. Give examples and comment on any improvements or additional skills that helped.

Interpersonal Skills for Communication	Interpersonal Skills for Group Management
Skill 1	Skill1
Skill 2	Skill 2

Assessment Schedule – PhysEd/1/5_C5 - Developing Interpersonal Leadership Skills

Task	Evidence	Achievement	Merit	Excellence
Task 1	The student has identified and described 2 techniques that they will use to develop their interpersonal skills for each of <ul style="list-style-type: none"> • communication • group management 	2 techniques described (for each aspect) that will be used to develop Communication Eg. Voice. I am going to speak clearly and use words that are simple and easily understood... And Group management Eg. Stop and go. I am going use a whistle that means stop and listen	As for achieved plus explanation as to why those techniques were chosen Communication: Eg. Voice. Because my group are quite young and need simple words to understand what I want them to do. Group Management: Eg. Stop and Go... Because it will be very noisy in the gym and they will all be able to hear a whistle	
Task 2	The student demonstrates that they can use interpersonal skills for communication and group management in the coaching situation. (shown on teacher recording sheet)	Student is observed demonstrating interpersonal skills.	Student is observed demonstrating effective interpersonal skills.	Student is observed consistently demonstrating effective interpersonal skills. (Initiative and or flair may be shown)

Task 3	After teaching, the student describes the effects the use of interpersonal skills had on the functioning of the group or team.	The student describes the effect on the group of 3 of the 4 techniques used. eg Communication technique 1: voice. I spoke slowly when talking to my group and they did what I said.	The student explains the effect on the group of 3 of the 4 techniques used eg Communication technique 1: voice. I spoke slowly and clearly so the group could understand. At first a few of the children did not listen, which meant they didn't know what they were meant to be doing. So I had them sit beside me, which seemed to work.	
---------------	--	---	---	--

Task	Evidence	Achievement	Merit	Excellence
Task 4	<p>The student considers the affects their leadership had on the team’s skill development; cooperation and teamwork; Fair play; and enjoyment. They give reasons how their communication, group management helped or did not help develop these aspects in the team. <i>Evidence for Evaluation may also come from Task 3</i></p>	<p>The student describes the effects the leadership techniques had on the functioning of the group. Eg. Voice <i>I made sure I spoke with a loud voice. This helped me communicate better.</i></p>	<p>The student explains the effects the leadership techniques had on the functioning of the group. Eg. Voice <i>I made sure I spoke loud and clear. This stopped others from talking and they paid attention. This helped me to communicate better and get the group organised into practice activities and games.</i></p>	<p>The student evaluates the effects the leadership techniques had on the functioning of the group. Eg. Voice <i>I made sure I spoke loud and clear. This stopped others from talking and they paid attention. This helped me to communicate better and get the group organised. Using a louder voice helped my coaching in many ways. I was able to get instructions across and get feedback from the group. In lesson 3, I had to consider the wind and sun direction. To make it easier for the children to watch and listen I ended up standing side on to the wind (which meant I had to talk loudly) so I could face the sun, which I thought, was more important. The effect of this was the kids could see what I was doing even if they couldn’t hear all the words I said.</i></p>

Overall Judgement

Achievement: Achievement or better for all tasks.

Merit: Merit or better for all tasks

Excellence: Is awarded to students who achieve excellence in tasks 2 and 4 and merit for tasks 1 and 3.

Level 1 NCEA Physical Education 1.5 Leadership Planning Sheet

Activities	Organisation/Teaching Points (Equipment, Area, Groups)	Communication/Group Management Skills
A: Warm-Up		
B: Skill Learning		
C: Game Situations/Kiwisport		
D: Conclusion		

Level 1 NCEA Physical Education 1.5 Leadership Session Evaluation Sheet

Name _____

Describe interpersonal skills (What you intended to do)	<ul style="list-style-type: none">• What happened?• How did it go?• What was the effect on your group?	What are you going to do to improve this technique in your next session?
Communication Skill 1 Skill 2		
Group Management Skill 1 Skill 2		

I agree with my buddy's comments. Signed _____ Date _____

Level 1 NCEA Physical Education Leadership



Interpersonal Skills for Group Management

How you organise/control the group.

Organising for effective coaching/skill learning

Using cones/flags/lines/grids
Sitting group down
Straight line/ $\frac{1}{2}$ circles/circles
considering distractions- wind/sun
direction, other eye-catching
activities
How you will maximise
participation
Inclusiveness (all involved)
Move amongst the group
interacting with each member

Controlling behaviour

Using a whistle to...
Clapping hands
Discipline Strategies (3 strikes)
Conflict resolution



Interpersonal Skills for Communication

How you get the information across to the group.

Speaking and listening

Clearly
Loud Enough
Slow
Listening to Feedback
KISS- language they understand

Body language

Positive
Confident

Using demonstrations to show what is wanted

Visual- using demonstrations
Using able students
and/or describing verbally

Being a positive and enthusiastic communicator

Learning each group member's name and use it during the lesson.
Say something positive to everyone in the group.
Encourage and give feedback to improve, to everyone in the group.