Note: Terminology
In the UP LMS a **COURSE** is the term used to define the whole programme or qualification. However, in the programme documentation the term COURSE is used to refer to what the LMS terms **MODULE**. Furthermore, within the LMS – Module 1 is designated as an introductory section that is not assessed.
Course 1 [Programme Document] is Module 2 in the LMS. Rachelle McNabney has asked that we use the Terminology of the Programme Document in the documentation for this assessment.

If anyone is using this document to upload into the UP LMS please note the following:
- Course 1 (in this document) is equivalent to Module 2 in the LMS

Course 1: Developing our youth Level 4 Total credits 17 Approx. TH/SD 120/50 Total: 170	Assessment 1.1 MARKING GUIDE 4 Credits LO 1.1 Identify and describe theories and models relevant to youth development work in Aotearoa New Zealand.
Assessment Event	Analyse and identify the human development theory/model that is portrayed in various given examples. Include the indicators or factors that support the theory identified.
Assessment name	**Human development theories and models**

Assessment name	Human development theories and models
Module (in LMS)	2. Developing our youth
Level and credit	**Level 4 Credits 4**
Take 2 code	**YTD Human Development**

New Zealand Certificate in Youth Work – Level 4		
Course 1 Assessment 1.1		
Graduate Profile outcome	Learning Outcome	Assessment (Programme Document)
GPO 2 Mentor and support young people to recognise and develop their potential.	LO 1.1 Describe theories and models relevant to youth development work in Aotearoa New Zealand. 4 credits	1.1 Analyse and identify the human development theory/model that is portrayed in various given examples. Include the indicators or factors that support or apply to the theory identified. 4 credits

Instructions for completing the assessment

1. To gain competency in this assessment Task 1 and Task 2 must be completed correctly and fully as required by the marking criteria.
2. The assessment must be the student's own work.
3. Resits are available. Refer to student handbook for assessment and resit policies.

TASKS	Complete a theory assessment about human development theories and models
Task 1	Read scenarios and identify factors or indicators within the scenarios of human development theories.
	Assessment for LMS ▪ **Topic 1: Human development theory**
Task 2	Create a piece of work that illustrates one of three models to explain development of a young person as a 'whole' human being.
	Assessment for LMS ▪ **Topic 2: Being human – 3 models**

Task	1
Question	1 of 3
Instructions	Read Scenario A. Which human development theory does Scenario A best show? ☐ **Social learning theory** Explain your choice of theory with examples from Scenario A. *Provide equivalent of five or six lines to write answer into.*
Resource	**Scenario A – Andy** [See Appendix at end of this document.]
Marking guide MODEL ANSWER – Evidence	Scenario demonstrates aspects of this theory "in action". Students use examples from the scenario to explain some of the key components of the theory – Social learning theory. The following are a list key concepts related to this theory provided for the benefit of the marker. The student answer should focus on at least **two** key components and discuss how it relates to human development/learning using examples from the scenario. The student answer should at a minimum identify modelling and observation as the key mechanism for the development of learning and behaviour. Student answer does not need to use the terminology provided the explanation of the concept is correct. Possible ways to use examples from the scenario provided are included below the list of key concepts. **Social Learning Theory** Some important key concepts of social learning theory:

- Key role of **modelling** and **observation** in learning – behaviour is learned from the environment through the process of observational learning; and then
- Norms, attitudes, beliefs etc. are developed via mental processes that mediate what was observed – mediating between stimuli (external environment) and response
- Not all learning inherently changes behaviour – learning can happen without it being performed or reinforced
- Observational learning needs a model to focus attention on and then retention of what has been observed; influential models for children are parents, family, TV, friends and peer group, teachers, etc.; children pay attention to models and encode their behaviour and at a later time may imitate the behaviour they observed
- Change in behaviour is a reproduction of the model; but
- Motivation to continue the behaviour is mediated through both internal and external rewards and punishments (reinforcement); we are more likely to imitate and then continue behaviour that is rewarded and discontinue behaviour that is punished
- Reinforcement can be negative or positive; both external and internal reinforcement are used to motive behaviour or changes in behaviour (as an expression of learning)
- Learning driven by internal motivation to act in the environment; occurs through observation of consequences to others for behaviours that could be imitated; internal selection of model (who to observe and imitate) motivated by the model having a quality the learner/child wants to possess
- Other options – people more likely to focus on and imitate those they perceive as being similar (e.g. gender); external reinforcement has little impact if it does not match with internal needs.

Reference: [Albert Bandura's Social Learning Theory] Albert Bandura's Social Learning Theory | Simply Psychology
McLeod, S. (2016). Albert Bandura's Social Learning Theory. Simply Psychology.
https://www.simplypsychology.org/bandura.html

These are some samples of how the student answer could use examples from the scenario to discuss the theory.
The student answer should approximate in scope a minimum of two bullet points. However, this is not an exhaustive list of possible answers. Any answer that uses examples from the scenario to explain an aspect of the theory in a similar way is sufficient. Student answer could use other key components of the theory with different examples.

- Key role of observation and modelling in Andy learning how to be an adult male; when Andy is with a brother who is a patched gang member, he observes and uses him as a model and starts to encode his behaviour; he then starts to imitate the behaviour he observed (starts his own offending).
- Key role of observation and modelling is reinforced when Andy moves into a new environment and his other brothers provide an alternative model of behaviour, norms and attitudes, etc. His observation of his

	navy brothers leads to potential change in behaviour as the reproduction of a model and internal change in thoughts and attitudes.
	• Motivation mediated through internal and external rewards and punishments: Andy responds to external stimuli – a good workout leads to a mean feed but is motivated by internal reinforcement/stimuli as he starts to want the internal and external rewards he can see his brothers and others obtain through their life in the navy – fit, strong, happy, active life and financial security. • Driven by internal motivations to act on the environment: Andy desires to be happy, fit and strong like the brothers he observes and starts to model himself after them; this is reinforced by his own internal preference to be in the water (option of being a navy diver has presented itself to him as a possibility) and to make good money.
Marking guide Judgement statement	This is a competency-based assessment task. To be assessed as competent the student answer must explain key components of Social Learning Theory that meets the following criteria. • minimum **two** key components of the theory are included as part of the explanation (see list of potential options provided in evidence guide above) • modelling and observation as the key mechanism for human development/learning is included as part of the explanation (may focus on different aspects related to this) • examples from Scenario A incorporated into the explanation support the aspects of the theory discussed in the student answer • explanation of theory is similar in scope and length to approximately **two** of the bullet points (as per samples in the evidence guide above); however, students may answer differently if they focus a different aspect of the theory or use examples from the scenario in different ways. Accept any answer that at a minimum meets the criteria. The answer may vary to the examples provided in the evidence guide so long as the explanations correctly represent the theory and use examples from the scenario that are able to show the aspects focused on in the student answer.

Task	1
Question	2 of 3
Instructions	Read Scenario B. Which human development theory does Scenario B best show? □ **Psychosocial theory** Explain your choice of theory with examples from Scenario B. *Provide equivalent of five or six lines to write answer into.*
Resource	**Scenario B – Sarah** [See Appendix at end of this document.]
Marking guide	Scenario demonstrates aspects of this theory "in action". Students use examples from the scenario to explain some of the key components of the theory – Psychosocial theory.

MODEL ANSWER – Evidence	The following are a list key concepts related to this theory provided for the benefit of the marker. The student answer should focus on at least **two** key components and discuss how it relates to human development/learning using examples from the scenario. The student answer should at a minimum identify that human development passes through stages of ego/identity formation, that this happens in a social context and include discussion of stage 5 (ego developing its sense of self and/or as the formative precondition for healthy development at stage 6). Student answer does not need to use the terminology provided the explanation of the concept is correct. Possible ways to use examples from the scenario provided are included below the list of key concepts. **Psychosocial Theory** Some important key concepts of psychosocial theory: - We develop in stages across our lifespan – 8 stages of psychological development - Social experiences influence stages the most - Development of **ego –** a conscious sense of self we develop though our interactions with other people and our society **Ego identity** changes as we experience new things and get new information through our interactions with other people - An individual feeling of **competence** is what motivates human behaviour and action - Stage 5 (adolescence); at this stage: - We explore independence and develop our sense of self - If we get encouragement from others and reinforcement through personal exploration we develop a strong sense of self; feel independent and in control - But if do not get this we remain unsure of beliefs and desires; feel insecure and confused about who we are - Successful transition produces someone who can live by society's standards and expectations - and Stage 6 (early adulthood): exploring personal relationships - Important to develop close, committed, secure relationships with other people at this stage - If leave stage 5 with strong sense of personal identity we have what is necessary to develop close relationships with others - If a poor sense of self emerges in stage 5 we are less able to form committed relationships, and are likely to have higher levels of emotional isolation, loneliness and depression - Successful transition produces someone who can love and form lasting, meaningful relationships with other people. Reference for marker if required: if student's answer delves deeper into the earlier stages, or identifies other aspects the marker is unfamiliar with please read this article: [Erik Erikson's Stages of Psychosocial Development (verywellmind.com)](https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740) Cherry, K. (2020, June 26). Erik Erikson's stages of psychosocial development. verywellmind. https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740

	These are some samples of how the student answer could use examples from the scenario to discuss the theory. The student answer should approximate in scope a minimum of two bullet points. However, this is not an exhaustive list of possible answers. Any answer that uses examples from the scenario to explain an aspect of the theory in a similar way is sufficient. Student answer could use other key components of the theory with different examples. Erikson's theory of psycholsocial development stages focuses on how the individual ego identity develops within a social context: - Sarah's ego identity is developed by her experience of Crossfit. Within the family Sarah sees herself as overlooked and unimportant, without the same interests (in sport) as her family. But when Sarah experiences the Crossfit class she starts to develop her own identity through these new experiences and social relationships. Her sense of who she is starts to form in positive ways. - Stage 5 of ego development happens during adolescence. Here we see Sarah exploring her independence and developing a sense of self through her involvement in Crossfit. Sarah appears to be progressing successfully through her social interactions and relationships as she makes new friends and even starts a romantic friendship through a shared interest outside of her family. (Her family remain supportive, but Sarah is developing her independence and self/identity apart from her family in positive ways). - At Stage 5, adolescence can be a time of confusion about identity – who am I? Inside the family, Sarah's sense of self was not well developed, and she was confused about her role in the world. However, as she starts to develop new social relationships that are positive so too is her identity. She starts to answer the question – who am I? She begins to see herself as a good Crossfiter and athlete – talented, strong, confident in her ability and social group. She is developing a positive sense of where she fits in society. - Can also see in this scenario as positive preparation for Stage 6 that will happen to Sarah in her later teenage years. At this stage, the primary conflict will be in forming intimate relationships with others. Here we can see with her Crossfit mates and Jack are laying the groundwork for positive relationships later on. If Sarah had not found Crossfit it is possible that she would not have developed the positive sense of self and identity necessary for a successful transition to Stage 6. As a middle child she felt left out and overlooked. Had this continued she may have, later in her teenage years, felt more isolated and alone, and unable or unworthy of forming close, honest intimate relationships with others.
Marking guide Judgement statement	This is a competency-based assessment task. To be assessed as competent the student answer must explain key components of Psychosocial Theory embedded in Scenario B that meets the following criteria. minimum **two** key components of the theory are included as part of the explanation (see list of potential options provided in evidence guide above)

- human development passes through stages of ego/identity formation within a social context should be included as part of the explanation (may focus on different aspects related to this)
- aspect/s explained should be relevant to stage 5 and include the key function of the stage 5 ego is to develop a sense of self or identity and/or that stage 5 success as the precondition for success in stage 6
- examples from Scenario B incorporated into the explanation support the aspects of the theory discussed in the student answer
- explanation of theory is similar in scope and length to approximately **two** of the bullet points (as per samples in the evidence guide above); however, students may answer differently if they focus a different aspect of the theory or use examples from the scenario in different ways.

Accept any answer that at a minimum meets the criteria. The answer may vary to the examples provided in the evidence guide so long as the explanations correctly represent the theory and use examples from the scenario that are able to show the aspects focused on in the student answer.

Task	1
Question	3 of 3
Instructions	Read Scenario C. Which human development theory does Scenario C best show? ☐ **Bioecological systems theory** Explain your choice of theory with examples from Scenario C. *Provide equivalent of five or six lines to write answer into.*
Resource	**Scenario C of 3 – Billy** [See Appendix at end of this document.]
Marking guide MODEL ANSWER – Evidence	Scenario demonstrates aspects of this theory "in action". Students use examples from the scenario to explain some of the key components of the theory – Bioecological systems theory. The following are a list key concepts related to this theory provided for the benefit of the marker. The student answer should focus on at least **two** key components and discuss how it relates to human development/learning using examples from the scenario. The student answer should at a minimum identify that human development occurs within a complex system of contexts made up of five interrelated layers that impact the individual's development. Student answer does not need to use the terminology provided the explanation of the concept is correct. Possible ways to use examples from the scenario provided are included below the list of key concepts. **Bioecological Systems Theory** Some important key concepts of Bioecological Theory:

- Not an individual process but one that happens within a context – complicated system of environmental relationships at multiple levels
- Interactions within a wide, complex environment of systems that determine learning and development – this interaction is the key mechanism
- Development/learning – a lasting change in the way we see and deal with our environments
- Five layers of development the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem
- Layer with the most influence on the individual is the microsystem – the immediate environment of family and school; but
- All the layers are interrelated and what impacts one will impact all
- Focus on interplay within systems to determine outcomes/development

Reference: Bronfenbrenner's Ecological Systems Theory | Simply Psychology
Guy-Evans, O. (2020, November 9). Bronfenbrenner's Ecological Systems Theory. Simply Psychology. https://www.simplypsychology.org/Bronfenbrenner.html

These are some samples of how the student answer could use examples from the scenario to discuss the theory. The student answer should approximate in scope a minimum of the last bullet point (explain the whole system) and one of the other bullet points (details on one of the layers). However, this is not an exhaustive list of possible answers. Any answer that uses examples from the scenario to explain an aspect of the theory in a similar way is sufficient. Student answer could use other key components of the theory with different examples.

Some examples from the case study of the theory; please note this list is not exhaustive:

- **Microsystem** involves things that have direct contact with Billy - family, parents, school, teachers, friends. The relationships at this level directly influences Billy, as shown by his conflict with Mr MacDonald. How Billy acts out in reaction to his perception of Mr MacDonald's attitude towards him is impacting how he is treated at school and his relationship with his parents.
- **Mesosystem** are the interactions that happen in Billy's microsystem, but not directly with him. Billy's behaviour causes his parents and school to meet and talk about him. But it is not successful. His father wants to pull him out of school and into the workforce for his own good. The teacher and School Principle work on an alternative education plan. While not in direct conflict, the poor communication, especially about changed economic circumstances, is like to negatively impact Billy's development. But Billy having a friend at the new school that makes him want to go is a positive influence.
- **Exosystem** involves all formal and informal structures that indirectly impact Billy's development and opportunities because they relate to one or more of his microsystems. These are things like Billy's father losing his job, so the family must move across town; it is now much harder and more expensive for Billy to get to his AE school every day. The AE provider being available as an alternative to Billy's first school is also an example of the Exosystem.

	- **Macrosystem** is not a specific environment but the established culture, society and economy Billy is growing up in. The changed economic status of the family has a huge impact on Billy's ability to go to school, but it occurs within a context in which the father does not value continuing his education because he is old enough to be out working. This is presented in the scenario as an established social attitude. Mr MacDonald despite his inability to communicate effectively with Billy does value his education – find him an alternative rather than agreeing with Billy's father and letting him quit. This is an interaction/conflict within the culture. Also, if the family valued education bus money might be a priority over other needs, even when money is tight. - **Chronosystem** is major life transitions and events. Here we see Billy at a critical time in his life for education at risk of dropping out. This is likely to have on going impacts on his life. - All the systems in the model can impact Billy's situation and his development, especially his educational opportunities which are at risk. The interpersonal communication between him and his math teacher has broken down and is causing him emotional issues and he is acting out rather than studying. At the layer above this, the school and parents fail to communicate effectively and help resolve the situation. The school organises for Billy to go to the AE provider, but this does not appear to be actively supported by his parents. Due to changes in the environment at a layer above this it is now becomes even more difficult for Billy to access an education. He is likely to fall even further behind or quit altogether.
Marking guide Judgement statement	This is a competency-based assessment task. To be assessed as competent the student answer must explain key components of Bioecological Systems Theory embedded in Scenario C that meets the following criteria. - minimum **two** key components of the theory are included as part of the explanation (see list of potential options provided in evidence guide above) - human development occurs within a complex system of contexts made up of five layers should be included as part of the explanation (may focus on different aspects related to this) - at least **one** of the five layers is explained in more detail in terms of what happens to the individual at this layer and how it impacts their development or potential for development - examples from Scenario C incorporated into the explanation support the aspects of the theory discussed in the student answer - explanation of theory is similar in scope and length to approximately the last bullet point and one of the other bullet points (as per samples in the evidence guide above); however, students may answer differently if they focus a different aspect of the theory or use examples from the scenario in different ways. Accept any answer that at a minimum meets the criteria. The answer may vary to the examples provided in the evidence guide so long as the explanations correctly represent the theory and use examples from the scenario that are able to show the aspects focused on in the student answer.

Task	2
Question	1 of 1

Instructions	Think about the three models introduced in the online course.
	    □ Te Whare Tapa Whā
	    □ Te Wheke (the Octopus)
	    □ Circle of Courage
	
	How could these models apply to yourself when you were a similar age to youth you currently work with? Which one do you relate to the most?
	
	Select **one** of these models. Create a piece of work that illustrates the key factors of the model you selected applied to yourself as a young person. You only need to include things in the work that you are comfortable sharing with your tutor. The aim is to explain the model, not expose yourself unnecessarily.
	
	Your tutor may provide an opportunity for those who wish, to share their works with each other.
	
	You may present the work in any way you wish. For example, a written or spoken explanation, presentation, a poster, comic, story or as illustrations.
	
	Criteria
	In your work, it should be clear:
	    • what the overall concept of the model is
	    • what the key components of the model are
	    • how they integrate with and explain a 'whole' human being (yourself as a young person of similar age to those whom you work with).
	
	If any aspect of the criteria might not be clear to the person marking your assessment, please provide a very brief written or spoken explanation of any points you feel need clarification. If you have any questions about this discuss it with your tutor.

Resource	N/A
Marking guide MODEL ANSWER – Evidence	A unique work in any medium that meets the criteria. Overview of each of the models and its key components that the work produced should use as a reference point. Below is a summary of the overall concept and key components for each model.

Model	Overall concept	Key components
Te Whare Tapa Whā	Holistic model of health and well-being. A person's health represented as a wharenui and the 4 dimensions of well-being as the walls and the 5th dimension as the whenua upon	**Taha Tinana –** physical fitness, good nutrition, healthy sleeping habits, and being free from illness. **Taha Hinengaro** - thoughts, feelings and attitudes, as well as how a person reacts to challenging situations **Taha Wairua** – sense of mauri or expression of religious faith - sense

		which it rests. All are needed for health. If one of the dimensions are weakened or damaged the person's health and well-being suffers.	of where the person has come from, where they are going and their connection to the universe. **Taha Whānau** – quality and quantity of relationships in the person's life – who they care for and who they can count on for support during life's challenges. **Whenua -** whenua or connection to the land/roots as the foundation underneath the wharenui - connection to the land. Its soil, plants, animals and people – tangata whenua. It is the earth through which a person is connected to their tūpuna/ancestors. Whenua is a place of belonging.
	Te Wheke (the Octopus)	Whole health model that uses a Māori health perspective - the whole family is healthy for the individual to be healthy. Concept uses the octopus as a metaphor with the head/body as the whanau and the eyes as wairoa. Eight other aspects are the tentacles that reach out to find and gather what is necessary for the whanau to survive. These tentacles/dimensions are all intertwined with each other.	Octopus Head/body – te whanau Eyes – wairoa (defined here as total well-being) Tentacles: 1. Wairuatanga is the person's spirituality. 2. Hinengaro is the person's mind. This is about their cognitive development. 3. Taha tinana is the person's physical wellbeing. 4. Whanaungatanga is about the relationships between the family and members of the extended family. 5. Mauri is the life force in people and objects. 6. Mana ake is the unique identity of individuals and the family. 7. Hā a koro ma, a kui ma is the breath of life from a person's forbearers or their connection with the ancestors. 8. Whatumanawa is the open and healthy expression of emotion.

	Circle of Courage	Model for youth development based on four principles of belonging, mastery, independence, and generosity that all young people/children strive for and need as part of their growth. Shown as points around a medicine wheel (North American indigenous concept). Concept adapted here to fit into a Māori worldview.	**Belonging → Whānau** Similar to the way that belonging to a community or tribe is a significant part of indigenous North American cultures, a person's place in their whānau or hapū is a central aspect of Te Ao Māori (Māori worldview). These familial connections and social relationships help provide a network of support and respect for young people. **Mastery → Pukengatanga** Being able to prove a one's abilities and achievements is as important for young people as it is for adults. Having the ability – and the opportunity – to learn from those who are more experienced, overcome challenges and attain mastery of skills that are valued by the young person is a crucial part of their development. **Independence → Mana Motuhake** Part of the transition to adulthood is having more autonomy, as well as the discipline and responsibility necessary for success. This principle is about giving the young person the opportunity to make their own decisions so they might develop the maturity to own their decisions. **Generosity → Atawhai** This principle focuses on nurturing generosity as an important personal quality. A young person who demonstrates altruism and unselfishness cannot help but make positive contributions to the lives of those around them.
Marking guide Judgement statement	This is a competency-based assessment task. To be assessed as competent the student submission should be a piece of work that creatively illustrates how they could apply the model to themselves as a young person.		

This is intended to be an opportunity for self-expression and to demonstrate in the medium of the submission how to approach a holistic understanding of a holistic model.

Submitted work is a demonstration of **one** of the three models.

All key components of the model are represented or addressed by the work.

A young person's existence as a 'whole' human being is used to demonstrate the concept as it can apply to human development.

Student may present their answer in any way or through any medium that meets the criteria:
- what the overall concept of the model is
- what the key components of the model are
- how they integrate with and explain a 'whole' human being (yourself as a young person of similar age to those whom you work with).

The specifics of what the student submits for assessment will depend on the medium used. Accept any work that is a clear representation of the overall concept; for example, a poster shows a stylised wharenui with each of the five dimensions labelled. Maybe it shows using bright colours for aspects that were healthy and monotone grey for areas that were not. That clearly shows the key components of the model; for example, a montage of images and/or little snippets of life story, key words and/or quotes are placed in the part of the poster that represents each dimension. That shows how the components integrate with and explain a whole human being; for example, the images are copies of photos from the student's younger days or little drawings or they could write little mini stories from their life or impactful quotes from others at that time in their life or what they remember from their own inner monologue.

The artistic or creative ability of the student is **not** being assessed. Accept any work in any medium that meets the criteria.

Task 1 Scenarios

Scenario A – Andy

Andy, 16, was living with his Dad and oldest brother who are both patched gang members. Andy recently started offending and the police and Oranga Tamariki got involved. They held a family group conference to address his offending.

Part of the plan was for Andy to go live with his mum and two older brothers who are in the navy.

Andy's mum is busy with two jobs, but one of his older brothers who is 21 has taken him under his wing. When the brother is off shift, he gets Andy to come to the base, so they can train together. Andy's older brother works in the navy as a chef. After each gym session they have a mean feed.

Andy has started to think more about what he wants for his future. He sees how happy, fit and strong his brothers are. These days he is thinking about entering the navy when he finishes school because he likes to be busy and active. He also loves the water and has heard from a navy mate of his brother that he could make good money as navy diver.

Scenario B – Sarah

Sarah, 13, is a shy middle child, the third of five children. Both her parents work but are still very involved in their children's lives. It is a busy active household and the parents run a tight ship.

Sarah's family are all very good at sports. Her older sister plays representative netball, and her older brother plays representative rugby.

Yet Sarah have never really been that athletic or into team sports. Sometimes she feels like an afterthought for the family; like she is being left behind.

But something new happened earlier this year. Her collage PE teacher took the class to see a Crossfit competition at a local gym. Sarah was impressed by the extreme athleticism and fast paced competition. Back at school she joined a conversation with some classmates, who were talking about going to a local Crossfit gym that ran teen sessions. One of the girls said her Dad went to the gym and she thought they might be able to get in for free.

Sarah was asked if she wanted to come. Usually, in the past with this kind of thing, Sarah would have felt reluctant and just slinked away from the conversation. But this time Sarah said that she would be keen to tag along.

Sarah went with her friends to the Crossfit class. She really enjoyed it. At the gym, the head coach told Sarah she was a natural with the talent and skills for Crossfit. Sarah didn't show it but secretly she felt really proud of herself and was keen to keep going to the classes.

Sarah is now going to the Crossfit class and finds herself getting fitter and stronger each week. She enjoys the individual challenge of pushing through a workout. She also enjoys the community of Crossfitters around her.

Since joining the Crossfit gym Sarah is starting to feel like an athlete. She is training every day and preparing for competitions. Her parents are supportive and attend her events. Sarah's self-esteem and sense of self (who she is) is developing and growing.

Through the competitions, Sarah has met other young Crossfitters and become really good mates with some of them. One of them, Jack, has become more than a friend to Sarah. They have started dating. Sarah finds this new relationship easy as they share a common interest in Crossfit.

Scenario C – Billy

Billy, 14, lives with his mum, dad and three younger sisters.

Billy had been getting into trouble a lot at school, mainly in one class: maths. Billy felt like his math teacher, Mr MacDonald, had it in for him. That it didn't matter what he did in class because Mr MacDonald would always find a way to tell him off. Billy found himself outside of class a lot as he got very angry at Mr MacDonald and acted out.

Billy's parents went to the school for meetings to discuss his behaviour. Billy's dad didn't see any point in his son staying at school, as it would be better if Billy came to work with him – it was what Billy's dad did himself when he was Billy's age. Billy's mum didn't know what to do, but she has enough on her plate running around after Billy's three younger sisters.

Mr MacDonald and the School Principal referred Billy to the local Alternative Education (AE) provider for a term to work on his behaviour. Billy was looking forward to the change, especially as one of his mates also goes to the same AE provider.

Then Billy's dad lost his job. At a result, the family moved in with Billy's Nan, whose house is across the other side of town. Now, it takes Billy longer and costs more to get to his new school.

Billy has now started at the new school, but his attendance has started to slip, especially as his family cannot afford to pay his bus fare every day.