

# CHALLENGES AND CHOICES

## PRE-PRIMARY ASSESSMENT TASK

### HEALTH AND PHYSICAL EDUCATION

### ALCOHOL AND OTHER DRUGS



# PPP

TASK DETAILS	
<b>TITLE OF TASK</b>	<b>Bounce-back Bear needs your help</b>
<b>TASK DESCRIPTION</b>	In this task students will identify actions they could take to relieve symptoms of a headache that do not involve taking medication.
<b>EVIDENCE TO BE COLLECTED</b>	<ul style="list-style-type: none"> <li>• Student photo</li> <li>• Spoken responses to questions</li> </ul>
<b>SUGGESTED TIME AND ASSESSMENT CONDITIONS</b>	<ul style="list-style-type: none"> <li>• One lesson of class time to explain and complete the task</li> <li>• Students work with the help of the teacher or other adult helper to take a photo of themselves.</li> </ul>
<b>RESOURCES</b>	Access to a camera, printer and audio recording device.
TASK PREPARATION	
<b>PRIOR LEARNING</b>	<p>Students have:</p> <ul style="list-style-type: none"> <li>• identified actions to stay healthy and happy</li> <li>• identified actions to take when feeling unwell, such as telling a teacher or other adult</li> <li>• identified alternative ways to manage simple pain such as in the case of a headache.</li> </ul> <p>Students are familiar with what assertive behaviour looks like, sounds like and feels like; and the differences between assertive, submissive and aggressive behaviour.</p>
<b>RESOURCES</b>	Challenges and Choices Pre-primary Focus Area 2 Activity 9 – Sharing knowledge and skills around medicine
<b>ASSESSMENT DIFFERENTIATION</b>	Teachers should differentiate teaching and assessment to meet the specific learning needs of students. Where appropriate, scaffolding or extensions may be required.
LINKS TO WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION P-10 SYLLABUS	
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• Actions that promote health, safety and wellbeing, such as:               <ul style="list-style-type: none"> <li>▪ eating healthy food</li> <li>▪ practising appropriate personal hygiene routines</li> <li>▪ identifying household substances that can be dangerous</li> <li>▪ following safety symbols and procedures.</li> </ul> </li> </ul>
<b>PROPOSITIONS</b>	<ul style="list-style-type: none"> <li>• Take a strengths-based approach.</li> <li>• Include a critical inquiry approach.</li> </ul>



## LINKS TO OTHER RELEVANT RESOURCES

<b>EARLY YEARS LEARNING FRAMEWORK</b>	<b>Outcome 1: Children have a strong sense of identity</b> Children develop their emerging autonomy, interdependence, resilience and sense of agency <b>Outcome 3: Children have a strong sense of wellbeing</b> Children take increasing responsibility for their own health and physical wellbeing <b>Outcome 4: Children are confident and involved learners</b> Children transfer and adapt what they have learnt from one context to another <b>Outcome 5: Children are effective communicators</b> Children interact verbally and non-verbally for a range of purposes
<b>NATIONAL QUALITY STANDARD</b>	<b>QA1 Education program and practice</b> 1.1.1. Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community , wellbeing, confidence as learners and effectiveness as communicators 1.1.6. Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world <b>QA2 Children's health and safety</b> 2.1 Each child's health is promoted 2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child <b>QA6 Collaborative partnerships with families and communities</b> 6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing

## TEACHER INSTRUCTIONS

1. Complete *Activity 9 Sharing knowledge and skills around medicine* p. 68 of *Challenges and Choices*. In this activity students identify actions to manage simple pain such as a headache. These include taking medicines as well as other actions that do not involve taking medicine.
2. Use Bounce-back Bear to tell a story similar to the following.

### Story

*Recently Bounce-back Bear has been getting a lot of headaches and you (as his friend) are worried about him. Last week he had three headaches and was feeling very sad. He knows it is not a good idea to use medicine every time he has a headache. Can you help him by suggesting other things he could do?*

3. Ask students:  
*Can you think of ways to help Bounce-back Bear when he has a headache that does not involve taking medicine?*
4. Tell students that it is also important to look at ways to prevent or avoid getting a headache. If Bounce-back Bear doesn't get a headache in the first place he will feel happier and healthier.
5. Ask students:  
*Can you think of ways to help Bounce-back Bear prevent or avoid headaches?*

Responses may include:

### Ways to cope with a headache

- Sip water regularly.
- Tell the teacher or an adult you are not feeling well.
- Eat regularly and eat healthy foods.
- Rest eg put your head down on your desk.
- Put a cold compress or ice pack on your forehead and lay down.
- Limit screen time.
- Stop running around.
- Sit or lie in a quiet place such as in a dark room or under a shady tree.
- Do some breathing exercises to try and relax eg take five long slow breaths and count to five each time you breathe in and out.

### Ways to prevent or avoid getting a headache

- Drink plenty of water.
- Get enough sleep every night (between 9 and 11 hours each night).
- Eat a healthy diet.
- Be active every day.
- Don't overdo things especially when the weather is very hot.
- Stay out of the sun where possible in the heat of the day and wear a hat and sunglasses when you are outdoors.
- Limit screen time - especially in the last hour before going to bed.
- Don't have drinks that contain caffeine such as flavoured milks, cola or energy drinks.
- Find out what is giving you a headache and avoid it. For example, certain foods may trigger headaches.
- Practise relaxation techniques.

6. Explain to students that they are going to choose one way to prevent headaches that could help Bounce-back Bear. They will do this action and the teacher/adult will take a photo of them doing the action. In the photo it must be very clear what they are doing to prevent a headache.

7. Upload or print photos so they are visible for students. Students then reflect on their photo and answer the following questions asked by the teacher or adult classroom helper. Prompt students as required and record responses for evidence.

- Describe what you are doing in your photo to prevent a headache?
- What else could Bounce-back Bear do to prevent headaches?
- Why is it important for Bounce-back Bear to prevent headaches?
- If Bounce-back Bear continues to get headaches after trying some of these things, what would you say to him?



### Suggested scaffolds

1. Source pictures to illustrate ways to cope with a headache or prevent a headache and use these as a stimulus for discussion. For example, show a photo of someone lying down with a cold compress on their head, someone sitting quietly under a shady tree or a glass of water. Display these pictures in the classroom or on a Smartboard.
2. Modify the questions asked by the teacher (about the photo) as required.

## MARKING KEY

DESCRIPTION OF PERFORMANCE	DESCRIPTOR
Identifies several relevant actions to stay healthy; accurately explains why these are important; provides thoughtful and relevant advice which promotes health and wellbeing, all with no teacher prompting.	EXCELLENT
Identifies one or two relevant actions to stay healthy; describes why they are important; provides relevant advice which promotes health and wellbeing, all with minimal or no teacher prompting.	HIGH
Identifies a simple action to stay healthy; provides a suitable reason why they are important; provides simple advice which promotes health and wellbeing, with some teacher prompting.	SATISFACTORY
Identifies a basic action that keeps people healthy; provides incorrect or no advice which promotes health and wellbeing, with generous teacher prompting.	LIMITED
Identifies an incorrect or irrelevant action; provides incorrect or no advice which promotes health and wellbeing, despite generous teacher prompting.	VERY LOW

**CHALLENGES AND CHOICES  
ASSESSMENT TASK**  
HEALTH AND PHYSICAL EDUCATION  
ALCOHOL AND OTHER DRUGS

Name \_\_\_\_\_

1. Can you help Bounce-back Bear?

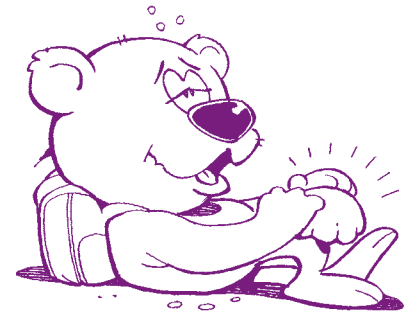
**Story**

*Recently Bounce-back Bear has been getting a lot of headaches and you (as his friend) are worried about him. Last week he had three headaches and was feeling very sad. He knows it is not a good idea to use medicine every time he has a headache. Can you help him by suggesting other things he could do?*

2. Think about one way to prevent headaches that could help Bounce-back Bear.

3. Ask your teacher or an adult helper to take a photo of you doing this action. In the photo it must be very clear what you are doing to prevent a headache.

4. Look at the photo your teacher has given you and think about:
- What you are doing in your photo to prevent a headache?
  - What else could Bounce-back Bear do to prevent headaches?
  - Why it is important for Bounce-back Bear to prevent getting headaches?
  - What you would say to Bounce-back Bear if he continues to get headaches after trying some of these things?



**EVIDENCE**

QUESTION	RESPONSE
What you are doing in your photo to prevent a headache?	
What else could Bounce-back Bear do to prevent headaches?	
Why it is important for Bounce-back Bear to prevent getting headaches?	
What you would say to Bounce-back Bear if he continues to get headaches after trying some of these things?	