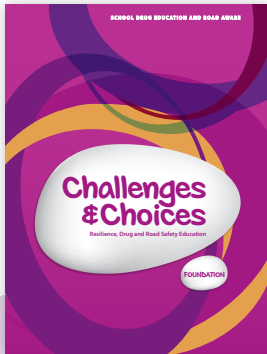


CHALLENGES AND CHOICES

K/PP ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

RESILIENCE AND WELLBEING



K/PP

TASK DETAILS		
TITLE OF TASK	Ways to be calm	
TASK DESCRIPTION	In this task students will identify ways to be calm to manage different feelings such as disappointment, frustration, nervousness and/or anger.	
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> • Video recording of each student 	
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> • Two class lessons to explain and complete the task. 	
TASK PREPARATION		
PRIOR LEARNING	Students have: <ul style="list-style-type: none"> • identified alternative words for 'calm' and 'not calm' • identified different situations where they may feel upset or out of control. 	
RESOURCES	Challenges and Choices Pre-primary Focus Area 1 Activity 8 – I am the boss of my 'out of control' feelings (page 44)	
ASSESSMENT DIFFERENTIATION	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		
CONTENT	Sub-strand	Contributing to healthy and active communities
	Content descriptor	Actions that promote health, safety and wellbeing
PROPOSITIONS	<ul style="list-style-type: none"> • Take a strengths-based approach. • Develop health literacy. 	

LINKS TO OTHER RELEVANT RESOURCES

EARLY YEARS LEARNING FRAMEWORK	<p>Outcome 1: Children have a strong sense of identity Children develop their emerging autonomy, interdependence, resilience and sense of agency</p> <p>Outcome 3: Children have a strong sense of wellbeing Children become strong in their social and emotional wellbeing Children take increasing responsibility for their own health and physical wellbeing</p> <p>Outcome 5: Children are effective communicators Children interact verbally and non-verbally for a range of purposes</p>
NATIONAL QUALITY STANDARD	<p>QA1 Education program and practice</p> <p>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</p> <p>1.1.6. Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world</p> <p>1.2.2. Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback</p> <p>1.2.3. Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world</p>


TEACHER INSTRUCTIONS


1. Revise different words that can be used for 'calm' and 'not calm' identified in *Activity 8 – I am the boss of my 'out of control' feelings*. These words may include:

Calm	Not calm
Relaxed	Upset
Fine	Stressed
OK	Angry
Normal	Frustrated
Soft	Worried
Flat	Frazzled
Cool	Sad
The same	Strange
Good	Weird
Even	Worried
Peaceful	Out of control
Still	Uncertain
Quiet	Seeing red
Content	

2. Revise different situations where a person may feel 'not calm' or out of control. Choose from situations described in *Activity 8 – I am the boss of my 'out of control' feelings*, or devise new situations. For example:
 - your dog runs away at the park and won't come back
 - you are lost at the beach and it is crowded
 - your friends at school won't let you play with them.
3. Discuss each situation (above). Ask students to close their eyes and imagine what they are feeling in this situation. Ask:
 - what is your body doing? (eg breathing faster, sweating, crying, tummy butterflies, gnashing teeth, clenched hands or jaw)
 - how might you feel in this situation?
 - what can you do to be calm in this situation?
4. Reinforce that it is helpful to be calm and be the boss of your own feelings. This means being able to manage 'out of control' feelings in different situations. It can help you feel better and solve the problem that may be making you feel 'not calm' eg you might be able to work out what you can do to find your dog who has run away at the park.

5. Tell students to think of a situation where they have felt 'not calm' (or choose one that has been discussed if they can't think of one of their own). Ask students to think about different ways they can be calm and be the boss of their own feelings. Give students a minute to close their eyes and imagine what they can do to be calm. Encourage students to think of more than one way to be calm in case their first strategy does not work.
6. Use the script provided below and a support person to ask the questions while students respond to them.
7. Film each student as they answer questions from the script. Prompt as necessary to elicit responses.

 Model this process first (multiple times if necessary) until students understand what they need to do.

 Other students may draw themselves being calm, or copy the words for calm (identified above) while they wait for their turn to be filmed. These pictures and words may be added to the feelings wall (refer Suggested scaffolds).

Suggested scaffolds

1. Source and use pictures which show ways that people can stay calm and use these as a stimulus for discussion. For example, a photo of a person walking away (or footsteps), a person taking deep breaths, a person drawing, a person counting to ten using their fingers.
2. Create a feelings wall which contains words, images or symbols for 'calm' and 'not calm'.

SCRIPT

1. What is your name?
2. Tell me about a time you felt upset, angry or worried?
3. How did you feel in this situation?
4. If this happened again, what could you do to be calm?
5. If this doesn't work, what else could you do to be calm?
6. Why is it important to be calm and be the boss of your own feelings?



**CHALLENGES AND CHOICES
ASSESSMENT TASK**
HEALTH AND PHYSICAL EDUCATION
RESILIENCE AND WELLBEING

Ways to be calm

Name _____



SAMPLE MARKING KEY

DESCRIPTION OF PERFORMANCE	DESCRIPTOR
Clearly identifies two ways of staying calm; accurately explains why it is important to stay calm, all with no prompting.	EXCELLENT
Identifies one or two ways of staying calm; explains why it is important to stay calm, all with minimal or no prompting.	HIGH
Identifies a simple way to stay calm; provides a suitable reason why it is important to stay calm, with some prompting.	SATISFACTORY
Identifies a basic way to stay calm; provides incorrect or no reason why it is important to stay calm, with generous prompting.	LIMITED
Identifies an incorrect way to stay calm; provides incorrect or no reasons why it is important to stay calm, despite generous prompting.	VERY LOW

