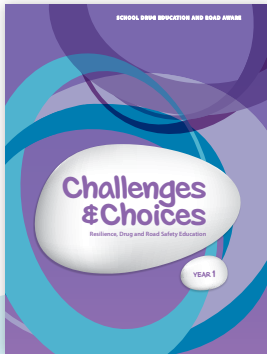


# CHALLENGES AND CHOICES

## YEAR 1 ASSESSMENT TASK

### HEALTH AND PHYSICAL EDUCATION

### RESILIENCE AND WELLBEING



TASK DETAILS		
<b>TITLE OF TASK</b>	<b>Take action</b>	
<b>TASK DESCRIPTION</b>	In this task students will identify strategies they could use to take action and help someone who is being bullied.	
<b>EVIDENCE TO BE COLLECTED</b>	<ul style="list-style-type: none"> <li>• Student worksheet</li> </ul>	
<b>SUGGESTED TIME AND ASSESSMENT CONDITIONS</b>	<ul style="list-style-type: none"> <li>• One lesson of class time</li> </ul>	
TASK PREPARATION		
<b>PRIOR LEARNING</b>	Students have: <ul style="list-style-type: none"> <li>• developed an understanding of the differences between bullying and a single act of unkindness or one argument</li> <li>• identified situations where someone is being bullied</li> <li>• identified how someone might feel if they are being bullied</li> <li>• identified some actions a person could take if they are being bullied such as: ignoring the bully, moving away from the bully, using a friendly voice and asking the bully to stop, using a strong voice and asking the bully to stop, and asking a teacher or another trusted adult for help.</li> </ul>	
<b>RESOURCES</b>	Challenges and Choices Year 1 Focus Area 1 Activity 5 – What to do when bullied (page 42)	
<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>	Sub-strand	Being healthy, safe and active
	Content descriptor	Strategies to use when help is needed
<b>PROPOSITIONS</b>	<ul style="list-style-type: none"> <li>• Take a strengths-based approach.</li> </ul>	

## LINKS TO OTHER RELEVANT RESOURCES

<b>EARLY YEARS LEARNING FRAMEWORK</b>	<p><b>Outcome 1: Children have a strong sense of identity</b> Children develop their emerging autonomy, interdependence, resilience and sense of agency</p> <p><b>Outcome 3: Children have a strong sense of wellbeing</b> Children become strong in their social and emotional wellbeing Children take increasing responsibility for their own health and wellbeing</p> <p><b>Outcome 5: Children are effective communicators</b> Children interact verbally and non-verbally with others for a range of purposes</p>
<b>NATIONAL QUALITY STANDARD</b>	<p><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</p>

## TEACHER INSTRUCTIONS

Before beginning this task remind students that bullying is repeated unkindness to a person and not a single act of unkindness or just one argument.

1. Play a game of thumbs up thumbs down. Ask a statement (see below). Students respond by agreeing (thumbs up), or disagreeing (thumbs down). If students are not sure they can put one thumb up and one down. Discuss each statement.

### Statements

- Pushing, kicking or punching the same person every time you play together in an angry way is bullying.
- Saying mean things to someone every time you see them is bullying.
- Always leaving the same person out of a game on purpose is bullying.
- If someone bullies you, you should bully them back.
- If someone bullies you, you should do nothing.
- If your friend is getting bullied, you should go away and not get involved.
- If someone you know is being bullied, you should tell someone you trust.

2. Read the following story to students.

*Jordan went to fill up the watering can so he could water the plants in the school veggie garden. When he turned on the hose, the nozzle exploded from the pressure of the water and his shorts got wet. Some of the other children started laughing at him and saying he looked like he had wet his pants and needs to wear a nappy. Jordan felt upset but he walked away and finished watering the plants.*

*Over the next few days at school, two students started to tease Jordan in front of others, calling him a baby who needs a nappy and making baby crying sounds whenever he was nearby. Jordan began to cry and looked at the ground to hide his face. One of the students saw that he was crying and pointed to him shouting 'baby, baby, baby'. Jordan ran away.*

3. Discuss as a class how Jordan might be feeling.
4. Explain that other students who watch or are nearby when someone is being bullied are called bystanders. Bystanders can be:
  - friends of the person being bullied
  - friends of the person/s bullying
  - people who see the bullying
  - people who are aware of the bullying (but may not be there in person while it is happening).
5. Ask students what they could do as a bystander to help Jordan. Answers may include:
  - watch and do nothing
  - pretend not to see what is going on
  - ignore what is going on
  - ask the person being bullied to come and play with them
  - get involved and stand up to the bully
  - get involved and stop the bully
  - get help from others such as a teacher or other trusted adult.
6. Ask students why they think it is important to take action to help Jordan. Answers may include:
  - it could stop Jordan being bullied (stop the bullying)
  - it could help Jordan feel safer and better/happier
  - to send a message that bullying is not OK.

Explain that even if a person is scared or does not feel confident to help someone who is being bullied, they can still take action by going to get help from a trusted adult.

7. Using the *Take Action* worksheet, explain to students that they are going to draw or write about the actions they can take to help Jordan. Tell students there are five balloons to fill with pictures or words that describe what they can do to help.

## CHALLENGES AND CHOICES ASSESSMENT TASK

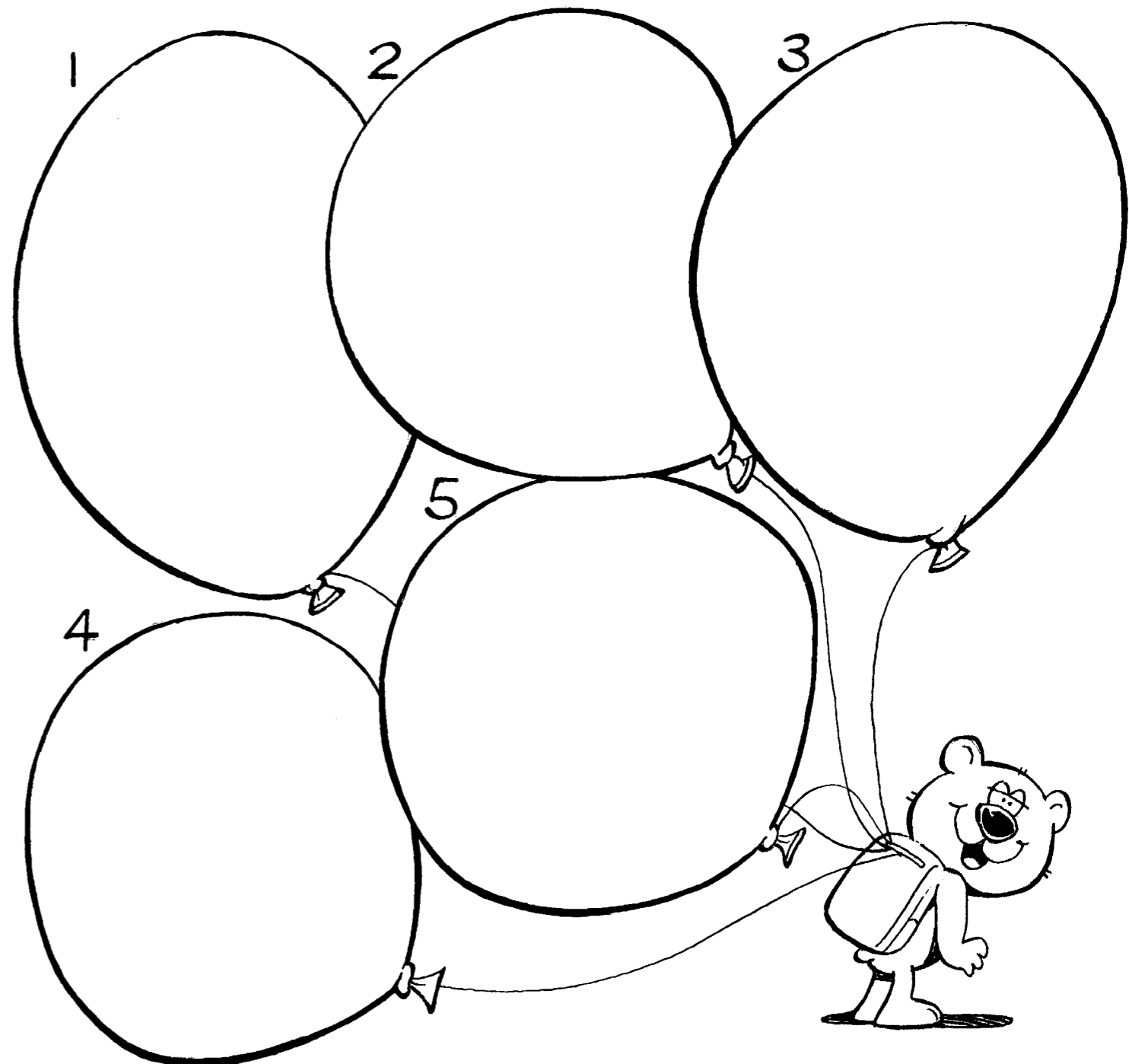
### HEALTH AND PHYSICAL EDUCATION

### ALCOHOL AND OTHER DRUGS

Name \_\_\_\_\_

## TAKE ACTION


Help Jordan by taking action. In the balloons below, draw or write down the actions you could take to help Jordan.



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

**SAMPLE MARKING KEY**

EXCELLENT	HIGH	SATISFACTORY	LIMITED	VERY LOW
Draws and/or describes four or five appropriate actions to support someone who is being bullied with no teacher prompting.	Draws and/or describes four or five mostly appropriate actions to support someone who is being bullied with minimal or no teacher prompting.	Draws and/or describes three appropriate actions to support someone who is being bullied with some teacher prompting.	Draws and/or describes one or two actions to support someone who is being bullied. Student may require some prompting.	Draws and/or describes one action to support someone who is being bullied. Student may require generous prompting.

 Provide students with an opportunity to talk about what they have drawn or written to demonstrate their understanding of strategies to support someone who is being bullied.

