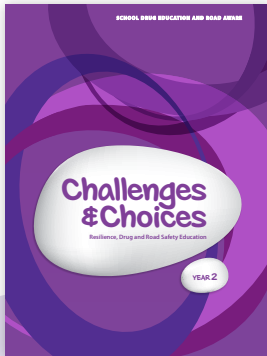


CHALLENGES AND CHOICES

YEAR 2 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

RESILIENCE AND WELLBEING



TASK DETAILS		
TITLE OF TASK	Keep it positive	
TASK DESCRIPTION	In this task students will use a diary to: <ul style="list-style-type: none"> record situations where they have felt worried or bothered track their feelings; and identify helpful thoughts to help manage these feelings. 	
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> Helpful thinking diaries 	
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> One lesson to explain and start the task. One week to complete the diary (short periods of class time could be allocated throughout the week). 	
TASK PREPARATION		
PRIOR LEARNING	Students have: <ul style="list-style-type: none"> identified helpful and unhelpful ways to think about different situations. 	
RESOURCES	Challenges and Choices Year 2 Focus Area 1 Activity 2 – Helpful thinking makes us feel better (page 40) Challenges and Choices Year 2 Teaching and Learning Strategies (page 188)	
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	Being healthy, safe and active
	Content descriptor	Strategies and behaviour that promote health 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 4: Children are confident and involved learners Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</p>
NATIONAL QUALITY STANDARD	<p>QA1 Education program and practice 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

- Revise the difference between dolphin (helpful) and shark (unhelpful) thoughts identified in the Year 2 Challenges and Choices resource, Teaching and Learning Strategies (page 188).
- Explain that helpful thinking can make someone feel better when they have a problem or are feeling worried or sad. Helpful thinking means:
 - acting in a calm way
 - focusing on the positive (good things)
 - not jumping to conclusions
 - not getting upset if things don't work out.

Reinforce that helpful thoughts can make us feel better, happy and more confident.
- Explain to students that they are to keep a helpful thinking diary. Using the *Helpful Thinking Diary* student resource, they are to keep a diary for a week writing down anything that has worried or bothered them. For each situation, they will identify helpful ways to feel better about the situation.

Guide students through the example below.

Something that bothered me today was...

I was not invited to my friend's birthday party.

This made me feel...

Sad, left out, like my friend didn't like me.


What could I say to myself in this situation to feel better?

Maybe it was just a small party.

I have lots of other friends.

I am a good friend to lots of people.

- Provide class time throughout the week (eg at the end of each day) for students to complete their diary. Students will also need to write a response to the final question – Why is it important to think helpful thoughts?
- Collect completed diaries at the end of the week.

 Students must include at least three entries in their diary.

EXTENSION ACTIVITIES

Introduce different words that can also be used to describe helpful thinking such as positive thinking, feel good thinking, optimistic thinking and resilient thinking.

CHALLENGES AND CHOICES ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION
RESILIENCE AND WELLBEING

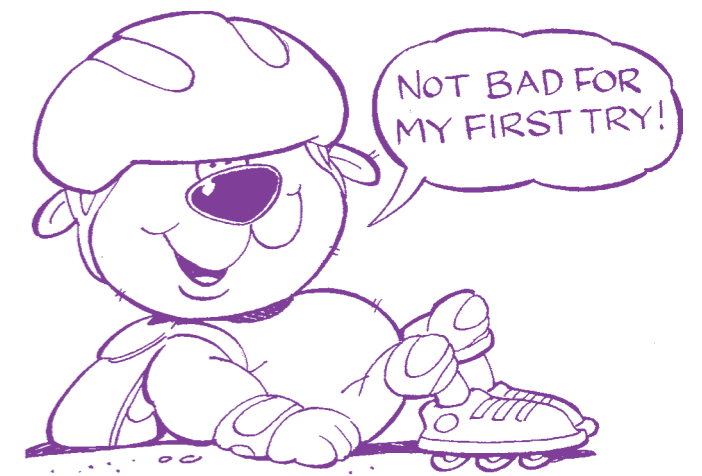
Name _____

Keep it positive

SAMPLE MARKING KEY

DESCRIPTION OF PERFORMANCE	DESCRIPTOR
Independently describes a range of helpful thoughts for three or more different situations.	EXCELLENT
Independently describes a range of helpful thoughts for at least three situations.	HIGH
Independently describes one or two relevant helpful thoughts.	SATISFACTORY
Describes one helpful thought; may require prompting/assistance.	LIMITED
Attempts to describe a helpful thought, with generous prompting/assistance.	VERY LOW

DESCRIPTION OF PERFORMANCE	DESCRIPTOR
Accurately justifies the importance of positive thinking. Uses correct and appropriate terminology throughout diary.	EXCELLENT
Justifies the importance of positive thinking with some accuracy. Uses mostly correct terminology throughout diary.	HIGH
Attempts to justify the importance of positive thinking, response has some relevance. Uses some correct terminology in diary.	SATISFACTORY
Attempts to justify the importance of positive thinking, although response may be inaccurate. Demonstrates limited use of appropriate terminology.	LIMITED
Inaccurate response. Does not use appropriate terminology.	VERY LOW



My helpful thinking diary

Today is _____

Something that bothered me today was...

This made me feel...

What could I say to myself in this situation to feel better?

Today is _____

Something that bothered me today was...

This made me feel...

What could I say to myself in this situation to feel better?

Today is _____

Something that bothered me today was...

This made me feel...

What could I say to myself in this situation to feel better?

Today is _____

Something that bothered me today was...

This made me feel...

What could I say to myself in this situation to feel better?

Today is _____

Something that bothered me today was...

This made me feel...

What could I say to myself in this situation to feel better?

Today is _____

Something that bothered me today was...

This made me feel...

What could I say to myself in this situation to feel better?

Today is _____

Something that bothered me today was...

This made me feel...

What could I say to myself in this situation to feel better?



Why is it important to think helpful thoughts?