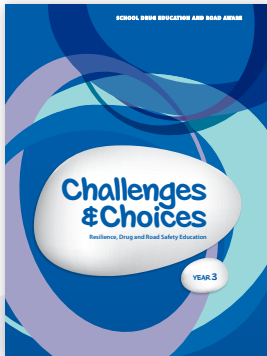


CHALLENGES AND CHOICES

YEAR 3 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

RESILIENCE AND WELLBEING



TASK DETAILS		
TITLE OF TASK	How to ask for help	
TASK DESCRIPTION	In this task students will create a plan for asking a trusted adult for help.	
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> • Planning worksheet – My plan for talking to someone I trust • Plan evaluation – My partner's plan 	
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> • One lesson of class time 	
TASK PREPARATION		
PRIOR LEARNING	Students have: <ul style="list-style-type: none"> • identified different ways of dealing with problems and setbacks including using helpful and positive thinking and nominating trusted adults to ask for help • practised assertive communication skills. 	
RESOURCES	Challenges and Choices Year 3 Focus Area 1 Activity 6 – Practising positive thinking and help-seeking (page 47)	
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	Assertive behaviours and communication skills to respond to unsafe situations, such as: <ul style="list-style-type: none"> • keeping calm • using appropriate non-verbal communication skills • seeking help.
PROPOSITIONS	<ul style="list-style-type: none"> • Take a strengths-based approach. • Include a critical inquiry approach. 	

TEACHER INSTRUCTIONS

- Choose one of the *Dealing with problems and setbacks* cards (page 48) from Activity 6 Practising positive thinking and help-seeking (page 47) in the Year 3 Challenges and Choices resource. Read out the situation to the class. Ask students the following questions writing their responses on the board.
 - What helpful and positive thinking could make this situation better?
 - If you needed to, who could you talk to about this?
 - Who are some other trusted people you could talk to about this problem? For example, classroom teacher, other teacher, teacher assistant, mum, dad, aunty, uncle, good family friend, sports coach etc.
- Ask students why it is important to talk to a trusted adult about a problem or difficult situation. Discuss answers which may include:
 - it can help you work out a plan/find a solution or answer to the problem
 - it can help you feel better/more calm
 - it can help you not worry so much
 - it can help you see things in a different way.
- Explain to students that it may not be easy to approach an adult and ask for help. Introduce a four step plan for talking to someone you trust.

Step 1 – Decide who are going to talk to.
Step 2 – Plan what you want to say (describe the situation and how you are feeling).
Step 3 – Find a good time to talk.
Step 4 – Decide what you want to happen from the conversation.
- Choose a problem (or use the problem introduced earlier) and model the four step plan. Discuss what students could do for each step.

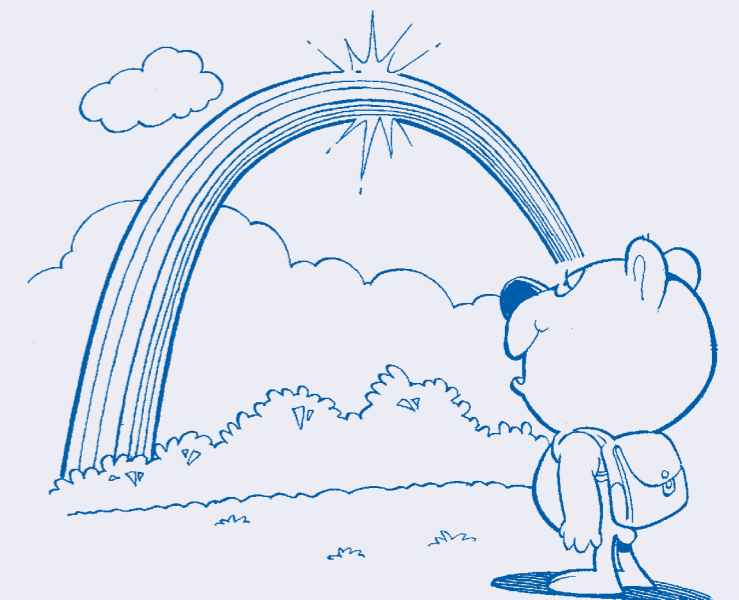
EXAMPLE

Problem You have too much homework to finish in one night and are worried your teacher will be angry with you if you don't finish.	
Steps	What will I do?
1. Decide who to talk to	I am going to talk to my Mum.
2. Plan what to say	Mum, I have lots of homework. It's all due tomorrow. I am feeling sad and worried that I can't finish everything.
3. Find a good time	I will talk to Mum before dinner.
4. Decide what you want to happen	I want Mum to listen to me and help me work out what to do.

- Tell students they are to think of a problem (which can be a real or made-up) and write this in the box on the planning worksheet – *My plan for talking to someone I trust*. Students then need to work through each of the four steps filling in the blank boxes under the column titled *What will I do?*
- When all students have finished the activity individually they are to find a partner. Working with this partner they need to explain their plan and the actions they will take for each of the steps in the plan. Remind students to communicate their problem and plan in an assertive style (see Suggested scaffolds).
- Once each student has shared their plan they need to evaluate their partner's plan by completing the worksheet *Plan Evaluation: My partner's plan* and providing some written and verbal feedback. Monitor this partner discussion.
- Following the partner discussion, the owner of the plan reflects on what their partner said and suggests improvements to their own plan by completing the final question on the worksheet *Plan Evaluation: My partner's plan*.
- Collect completed plans and partner evaluations.

Suggested scaffolds

- Revise the meaning and importance of assertive communication and model what it sounds like and looks like (or show this using a visual stimulus). Reinforce the aspects of tone, body language and posture and how these contribute to communicating in an assertive way.
- Provide simple practice/role-play activities where students can assertively communicate with a partner.



Name _____

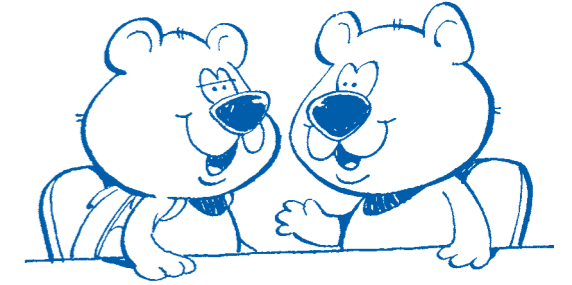
PLANNING WORKSHEET

My plan for talking to someone I trust

You are going to create a plan for talking to someone you trust.

1. Write a problem in the box at the top of the table.
2. Fill in the blank boxes in the *What will I do?* column.

My problem	
Steps	What will I do?
1. DECIDE who to talk to	
2. PLAN what to say	
3. FIND a good time to talk	
4. DECIDE what you want to happen	



PLAN EVALUATION
My partner's plan

My name is: _____

My partner is: _____

PART A

1. Work with a partner. Taking it in turns, explain your problem and the four steps in your plan to your partner.
2. Thinking about your partner's plan, answer the questions below.
 - a. Is this a good plan? Why or why not?

b. What do you like best about your partner's plan?

c. What would make this plan even better?

PART B

1. Using your answers to the questions above, tell your partner what you think about their plan.
2. Now, listen to your partner talk about your plan. Think about what improvements you could make to your plan.
3. Answer the final question below.

Using the information provided by your partner, what could make your plan even better?

How to ask for help

SAMPLE MARKING KEY

DESCRIPTION	MARKS
HELP-SEEKING SKILLS (PLANNING WORKSHEET)	
Describes appropriate and well thought out (and relevant to context) help-seeking skills, and an overall coherent and appropriate help-seeking plan.	EXCELLENT (5 marks)
Describes several help-seeking skills relevant to context and an appropriate help-seeking plan.	HIGH (4 marks)
Identifies some appropriate help-seeking skills and a mostly appropriate plan.	SATISFACTORY (3 marks)
Identifies simple help-seeking skills.	LIMITED (2 marks)
Identifies basic help-seeking skills.	VERY LOW (1 mark)
ASSERTIVE COMMUNICATION SKILLS (TEACHER OBSERVATION)	
Demonstrates a range of appropriate assertive behaviours while communicating with a partner to effectively convey information.	EXCELLENT (5 marks)
Demonstrates some appropriate assertive behaviours (two or more) while communicating with a partner to convey information.	HIGH (4 marks)
Demonstrates simple yet appropriate assertive behaviours (one or two) while communicating with a partner to convey information.	SATISFACTORY (3 marks)
Demonstrates simple assertive behaviours (one or two) while communicating with a partner to convey information.	LIMITED (2 marks)
Demonstrates simple assertive behaviours (one or two) while communicating with a partner, although may be inappropriately applied or ineffective at conveying information.	VERY LOW (1 mark)
TOTAL MARKS	/10

USE THIS PAGE TO THINK...



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