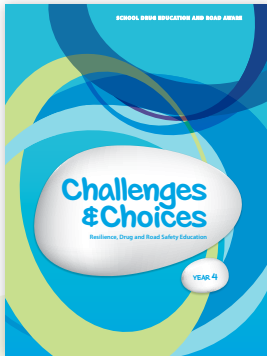


CHALLENGES AND CHOICES

YEAR 4 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

RESILIENCE AND WELLBEING



TASK DETAILS		
TITLE OF TASK	Goal setting = Goal getting!	
TASK DESCRIPTION	<ul style="list-style-type: none"> In this task students will write a plan to achieve a set goal. They will identify two skills of resilience and explain how each one will help them to achieve their goal. Students will reflect on their plan. 	
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> Completed action plan Student reflection 	
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> Two lessons of in-class time 	
TASK PREPARATION		
PRIOR LEARNING	Students have: <ul style="list-style-type: none"> defined and practised different resilience skills including blaming fairly, optimistic thinking, courage, and dealing with disagreements. 	
RESOURCES	Challenges and Choices Year 4 Focus Area 1 Resilience skills to practise (page 41) Focus Area 1 Activity 8 – Putting clever tricks into practice (page 53)	
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 that help individuals to manage the impact of physical, social and emotional changes.
PROPOSITIONS	<ul style="list-style-type: none"> Take a strengths-based approach. 	

TEACHER INSTRUCTIONS

- Revise the four skills of resilience (refer to *Resilience skills to practise* – Year 4 *Challenges and Choices* Focus Area 1 page 41). These include:
 - blaming fairly
 - using optimistic thinking
 - acting with courage
 - dealing with disagreements.
- For each skill ask:
 - can you define/explain this skill? What does it mean?
 - what does it look and sound like when someone is using this skill?
 - what might someone say or do if they are using this skill effectively?
 - in what situation/s could you use this skill?
 - what might happen if you use the skill in a good way?
- Revise some of the goals that were discussed in Activity 8 *Putting clever tricks into practice* (Year 4 *Challenges and Choices* Focus Area 1 page 53). For example:
 - saving enough money to buy something special
 - being a good friend to a student who is new to the school
 - getting better at sport (eg netball, athletics, cross country running, touch football etc...)
- For one or more of these goals, discuss some of the ways it could be achieved. Make a list of these actions first, then break them down into general actions and specific actions. Explain that general actions can be applied for many goals while specific actions would only apply to the set goal.

Example – Being a good friend to a new student

General actions (Actions that can be applied to many goals)	Specific actions (Actions that are specific to the goal)
<ul style="list-style-type: none"> Have a plan Write it down Stick to the plan Stay focused Be committed Don't get distracted 	<ul style="list-style-type: none"> Smile at the person Say something nice to them Do something nice for them Show them around the school Invite them to sit with you at recess/lunch Include them in a game/conversation

- Tell students they are going to choose a goal and then make a plan to achieve this goal using the Goal Setting Plan worksheet. They will need to identify:
 - a goal they want to achieve
 - a date to achieve the goal by
 - three** specific actions they will take
 - barriers they may face
 - two** skills of resilience to help them achieve their goal
 - an explanation of how they will use each of these skills.



Remind students resilience skills will help them to overcome any barriers and stay on track to reach their goal.

- Finally, students need to reflect on their plan and explain if they think they will achieve their goal (and why/why not) writing their answer on their Goal Setting Plan worksheet.
- Model the use of the Goal Setting Plan worksheet using a sample, relevant goal before students begin their assessment task.



Suggested scaffolds

- Photocopy *Resilience skills to practise* on Year 4 *Challenges and Choices* Focus Area 1 page 41 (one per small group of students). Cut out each skill and play a game of *Guess which skill?* where students choose a card and provide clues to their group to describe the skill. For example students say "This skill is about..."
- Use T charts to identify what each resilience skill looks like and sounds like.

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

GOAL SETTING PLAN

Student name: _____

My goal is to...

I will do this by (insert a date)...

To achieve my goal I will (write three specific actions you will take)...

-
-
-

Barriers that might get in the way include...

Two skills of resilience I will use to help me achieve my goal are...

-
-

I will use _____ (insert resilience skill 1) to help me overcome barriers and reach my goal by...

I will use _____ (insert resilience skill 2) to help me overcome barriers and reach my goal by...

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

REFLECTION

Do you think you will be successful in achieving your goal? Why or why not?

SAMPLE MARKING KEY

DESCRIPTION	EXCELLENT	HIGH	SATISFACTORY	LIMITED	VERY LOW
Goal setting plan (actions and barriers)	Constructs a clear goal. Identifies thoughtful and relevant actions and barriers.	Constructs a clear goal. Identifies relevant actions and barriers.	Constructs a mostly clear goal. Identifies general actions and barriers (actions and barriers may lack specificity).	Attempts to construct a relevant goal. Identifies one or two general actions and barriers.	Attempts to construct a relevant goal. Identifies one or two general actions and barriers. Relies on teacher prompts/support.
Application of resilience skills	Identifies and appropriately applies resilience skills in a clear and coherent way.	Identifies and appropriately applies resilience skills in clear terms.	Identifies and applies resilience skills in a general sense.	Identifies and applies resilience skills using basic terms.	Identifies resilience skills using basic terms; application of skills may be confusing or irrelevant.
Reflection	Explains and justifies with detail whether goal will be achieved.	Explains and justifies whether goal will be achieved.	Uses simple justifications to explain whether goal will be achieved.	Uses limited or inaccurate justifications to explain whether goal will be achieved.	Uses confusing or inappropriate justifications to explain whether goal will be achieved.