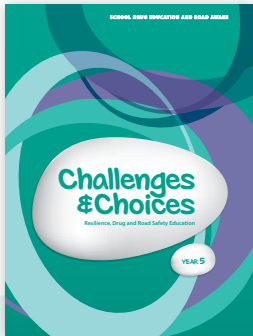


CHALLENGES AND CHOICES

YEAR 5 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

RESILIENCE AND WELLBEING



TASK DETAILS	
TITLE OF TASK	How will you respond?
TASK DESCRIPTION	In this task students will be introduced to two ways of responding to bullying and identify the pros and cons for each one. They will choose one way to respond to bullying, act out their response, and justify their choice.
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> • Video clip • Individual student reflection
SUGGESTED TIME AND ASSESSMENT CONDITIONS	Two class lessons to explain and complete the task
TASK PREPARATION	
PRIOR LEARNING	<p>Students have:</p> <ul style="list-style-type: none"> • developed an understanding of the differences between bullying and a single act of unkindness or one argument • identified reasons why students may bully other students • identified reasons why students do not always speak up if they are being bullied or see someone else being bullied • discussed strategies to respond to bullying such as acting confidently and standing up for a friend.
RESOURCES	<p>Challenges and Choices Year 5 Focus Area 1 Activity 5 – Bullying is everyone’s problem (page 44)</p> <p>ReachOut YouTube clips 2 ways to deal with Bullying (0.48 seconds) https://www.youtube.com/watch?v=r8TMAh6Jw2c</p> <p>Not respond (1.04 seconds) https://www.youtube.com/watch?v=r8TMAh6Jw2c</p> <p>Stand up for yourself (1.22 seconds) https://www.youtube.com/watch?v=r8TMAh6Jw2c</p> <p>Video filming equipment eg iPads</p>
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	Communicating and interacting for health and wellbeing
	Content descriptor	Skills and strategies to establish and manage relationships over time, such as: <ul style="list-style-type: none"> dealing with bullying and harassment.
PROPOSITIONS	<ul style="list-style-type: none"> Take a strengths-based approach. Develop health literacy. 	

TEACHER INSTRUCTIONS

1. Explain that the assessment task involves watching a series of videos about responding to bullying. Students will watch them a number of times taking notes about the important information in them.
2. Watch the ReachOut YouTube video *2 ways to deal with bullying* (0.48 seconds), followed by the videos *Not respond* (1.04 seconds) and *Stand up for yourself* (1.22 seconds). Explain to students that they are to just watch the videos the first time.
3. Play the videos a second time (and even a third time if required) asking students to take notes about each approach for responding to bullying. They are to write their notes down in the second column of the graphic organiser on the worksheet *How will you respond?* Notes could include:

Response 1 – Not respond	Response 2 – Stand up for yourself
<ul style="list-style-type: none"> Check your body language – keep your head and shoulders up and walk away Distract yourself eg put your headphones on, slowly count to 50 in your head, think about what you are doing on the weekend (or something else) Imagine you are inside a giant coloured bubble that is protected (nothing and no one can get in) Once at a safe distance, talk to someone about what happened 	<ul style="list-style-type: none"> Stand strong, take some deep breaths, head up, shoulders back, make eye contact Look confident even if you don't feel it Find a way of saying that you don't like the way you are being treated Ask them to stop Wait and approach them when they are alone and things have settled down Talk to someone you trust

4. As a class, discuss the notes written by the students.
 - Provide extra time for students to add to their notes in case they missed any important points.
5. Introduce the idea of pros (advantages) and cons (disadvantages) of the different approaches (eg not responding; stand up for yourself) for responding to bullying. Discuss these.
 - Explain to students that it is important to consider the pros (advantages) and cons (disadvantages) of each approach for responding to a bullying situation/problem in order to make a sensible decision about which approach to use.
6. Break students into small groups and ask them to discuss the pros and cons of each approach for responding to bullying. They may use information from the whole class discussion and add additional ideas that come from the group discussion. At the end of the group discussion, provide time for students to individually complete columns three and four of the graphic organiser on the worksheet *How will you respond?*
7. Using information from the graphic organiser, and considering the pros and cons of each way to respond, tell students they are going to choose one of the approaches for responding to bullying. They should choose the approach that they think is the 'best fit' for them.
8. Using information from the graphic organiser and being guided by the script questions in the worksheet *How will you respond?*, students are to write a short script which they will read from and 'act out' while a partner films.
 - Provide sufficient time for students to write their script and practise before filming begins.
9. Working in pairs (and using their scripts to help them), students take turns to film one another.
10. Students complete the reflection component of the *How will you respond?* worksheet individually.

Suggested scaffolds

1. Reassemble groups after step six, and discuss any additional pros and cons of each approach that were identified through the group discussion. Allow time for students to add these to their graphic organiser.

EXTENSION ACTIVITIES

1. Invite students to perform their script in front on the class.
 - Collect graphic organisers, completed script and reflection as further evidence to support teacher judgements.

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

How will you respond?

Student name: _____

GRAPHIC ORGANISER

Two ways to deal with bullying	Notes from the video	What are the pros (advantages) of using this approach?	What are the cons (negatives) of using this approach?
Response 1 Not respond			
Response 2 Stand up for yourself (or someone else)			

VIDEO SCRIPT

My name is ...

I have chosen to respond to bullying by ...

Because ... (list the pros or advantages of your choice)

If I were being bullied or if I saw someone else being bullied I would ... (describe what you would do first, then second, then third etc..., and act out what this looks like)

To make this approach work best I would also need to ... (add anything else that you think would help make this response to bullying successful)

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

REFLECTION

I would feel confident responding in this way because...

SAMPLE MARKING KEY

CRITERIA	EXCELLENT	HIGH	SATISFACTORY	LIMITED	VERY LOW
Advantages of chosen strategy	Provides a sophisticated response with multiple relevant advantages.	Provides a detailed response with several relevant advantages.	Provides one or two relevant advantages.	Provides a simple yet relevant advantage.	May provide an irrelevant advantage.
Steps to address bullying (what students would do based on their chosen strategy)	Provides and/or demonstrates clear and coherent steps to address bullying. Applies sophisticated knowledge of chosen strategy.	Provides and/or demonstrates mostly clear and coherent steps to address bullying. Applies accurate knowledge of chosen strategy.	Provides and/or demonstrates mostly clear steps to address bullying. Applies some knowledge of chosen strategy.	Provides and/or demonstrates one or two limited steps to address bullying. Applies basic knowledge of chosen strategy.	Provides and/or demonstrates very limited steps to address bullying. Does not demonstrate or apply appropriate knowledge of chosen strategy.
Justification of strategy (confidence in applying strategy)	Provides a detailed, clear and accurate justification.	Provides a general yet accurate justification.	Provides a simple justification.	Provides a basic justification.	Provides an irrelevant justification; may require teacher prompting.