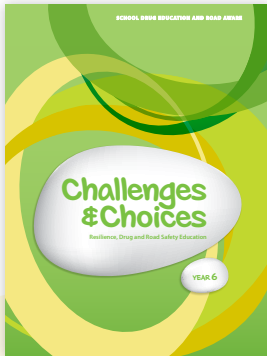


CHALLENGES AND CHOICES

YEAR 6 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

RESILIENCE AND WELLBEING



6

TASK DETAILS

TITLE OF TASK	Mission possible
TASK DESCRIPTION	In this task students will apply the steps in the problem-solving process to a scenario about cyber bullying.
EVIDENCE TO BE COLLECTED	Final investigation (format to be negotiated with the teacher).
SUGGESTED TIME AND ASSESSMENT CONDITIONS	Two class lessons. Some out of class time may be necessary to complete the task.

TASK PREPARATION


PRIOR LEARNING	Students have: <ul style="list-style-type: none"> • identified seven ways to deal with conflict as follows: <ul style="list-style-type: none"> ▪ forcing doesn't work ▪ ignoring doesn't usually work either ▪ agreeing to disagree can be helpful ▪ asking someone else to help you sort things out is sometimes necessary ▪ being assertive is a good strategy ▪ apologising is a good strategy ▪ problem-solving and negotiating is the very best strategy • explored ways to deal with cyber bullying.
RESOURCES	Challenges and Choices Year 6 Focus Area 1 Activity 6 – Seven ways to deal with conflict (page 46) Focus Area 1 Activity 7 – Cyber bullying – what you can do about it (page 49)
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 to establish and manage positive relationships, such as: <ul style="list-style-type: none"> • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences.
PROPOSITIONS	<ul style="list-style-type: none"> • Take a strengths-based approach. • Include a critical inquiry approach. 	

TEACHER INSTRUCTIONS

1. Revise the seven ways to deal with conflict (refer Activity 6 *Seven ways to deal with conflict*, page 46 of Year 6 Challenges and Choices). Ways to deal with conflict include:
 - forcing doesn't work
 - ignoring doesn't usually work either
 - agreeing to disagree can be helpful
 - asking someone else to help you sort things out is sometimes necessary
 - being assertive is a good strategy
 - apologising is a good strategy
 - problem-solving and negotiating is the very best strategy.
2. As a class, discuss why problem-solving and negotiating is the very best strategy. Answers could include:
 - both parties get some of what they want and this can build relationships
 - it can help you see the other person's point of view which can build relationships
 - it can build problem-solving and negotiation skills which are important to other areas of life
 - stress may be prevented/reduced as a solution to the problem is agreed upon
 - it can minimise conflict or 'bad feeling' between people
 - it can be an effective way to resolve issues
 - it may prevent future conflict.
3. As a class, discuss how to solve a problem. Explain that there are steps that can be used to break down problems into parts. These steps also help to better understand the problem and identify possible solutions. The steps to solve a problem include:
 1. Defining the problem (*What is the problem? What has caused the problem?*)
 2. Identifying possible solutions (*What can be done? What are the solutions/options?*)
 3. Exploring each solution (*What are the pros (advantages) and cons (disadvantages) of each solution/option?*)
 4. Choosing the best solution/option (*What would work the best in this situation and why?*)

 Explain that a further step (step 5) in this process is to test and review what happened. (*What was the outcome when the solution/option was implemented?*)

4. Use a relevant problem (made-up or real) and apply the four steps in the problem-solving process. As a class, work through each step in the process.
5. Introduce the *Mission possible* assessment task to the students. Students are to choose one of the scenarios provided (page 3) (or make up their own) and apply the problem-solving process to generate a well thought out and informed solution. Students are to take notes using the four steps in the problem-solving process. These planning notes are to be used to create their final presentation.

 If students make up their own scenario, they must check it with you before they begin their task.

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

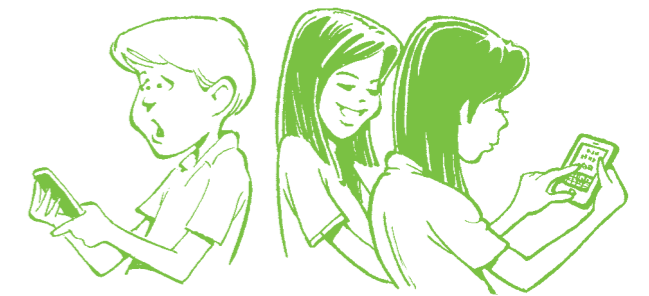
Mission possible

Student name: _____

STUDENT INSTRUCTIONS

Your mission is to work out the best solution to a problem related to cyber bullying. Follow the steps below as you complete your mission.

1. Choose **one** of the scenarios provided or make up your own. If you use your own scenario, check this with your teacher **before** you start.
2. Using the scenario, work through the steps in the problem-solving process. Focus on the questions for each step and write your answers to these. You will need to use these notes when creating your final presentation to hand in for marking.
 1. **Define** the problem (*What is the problem? What has caused the problem?*)
 2. **Identify** three possible solutions (*What can be done? What are the solutions/options?*)
 3. **Explore** each solution (*What are the pros (advantages) and cons (disadvantages) of each solution/option?*)
 4. **Choose** the best solution/option (*What would work the best in this situation and why?*)
3. Using your written notes, think about how you can best present your work. Consider your strengths when choosing how to present the information you have gathered to complete your mission successfully.
4. Once you have decided on a presentation format, discuss this with your teacher. Presentation formats could include (but are not limited to):
 - poster
 - infographic
 - oral presentation
 - movie presentation eg Powtoon, iMovie etc
 - PowerPoint or Prezi presentation.



Scenario 1

Two friends (Taylor and Billy) are sending mean text messages to each other. They are arguing about another friend (Sam), and who is 'best' or 'better' friends with Sam. Taylor and Billy are both very upset. Taylor is so upset he starts a rumour about Billy and posts it online so others can see it. The situation is getting out of control.

Scenario 2

Han took a photo of Le and posted it online without Le's permission. Le saw the photo and was uncomfortable about it. Le is angry that Han didn't ask her before posting it online. Other students are commenting on the photo and some of these comments are unkind and hurtful. At school, Han and some other students start laughing at Le when she walks past. Le is very upset and doesn't want to go to school.

Scenario 3

At a sleepover at Georgia's house, Shan accidentally left her phone unlocked before falling asleep. Steph and Leah thought it would be really funny to hack Shan's Instagram page and make an anonymous post. The post says that Shan 'likes' someone at school. In the morning Shan notices the post and immediately deletes it. However, this is not before over 40 people have commented on the post. Shan is furious and suspects Steph and Leah straight away but is not 100% sure. She wants to confront them but is afraid of losing them as friends and not being invited to any more sleepovers.

CHALLENGES AND CHOICES
ASSESSMENT TASK
 HEALTH AND PHYSICAL EDUCATION
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Mission possible

SAMPLE MARKING KEY

DESCRIPTION	MARKS
Define the problem	
Demonstrates a clear and sophisticated understanding of the problem (one mark) and its causes (two marks).	3
Demonstrates some understanding of the problem and its causes.	2
Demonstrates limited understanding of the problem and its causes.	1
Identify possible solutions/options	
Provides three comprehensive, insightful and appropriate solutions/options.	5-6
Provides two well thought out, appropriate solutions/options.	3-4
Provides one mostly appropriate solution/option.	1-2
Explore possible solutions/options	
Provides comprehensive and well thought out exploration of pros and cons for all three solutions/options.	5-6
Provides exploration of pros and cons with some detail for two solutions/options.	3-4
Provides limited exploration of some pros and cons for one solution/option.	1-2
Justify your solution	
Comprehensive and clear justification of the appropriate solution based on thorough consideration of the problem.	5-6
Clear justification of the appropriate solution with some consideration of the problem.	3-4
Limited justification; little or no consideration of the problem.	1-2
TOTAL MARKS	/21