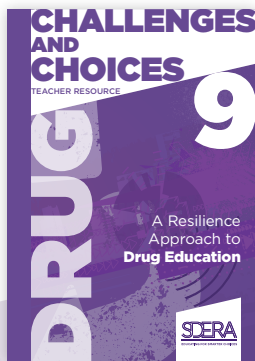


# CHALLENGES AND CHOICES

## YEAR 9 ASSESSMENT TASK

### HEALTH AND PHYSICAL EDUCATION

### RESILIENCE AND WELLBEING



# 9

#### TASK DETAILS

<b>TITLE OF TASK</b>	<b>Thinking it through</b>
<b>TASK DESCRIPTION</b>	In this task students will keep a journal for three weeks and record at least three situations where they have needed to use different coping strategies to manage and cope with a situation they have faced. Students will analyse each of these situations and reflect on the strategies used.
<b>EVIDENCE TO BE COLLECTED</b>	<ul style="list-style-type: none"> <li>• Reflective journal</li> </ul>
<b>SUGGESTED TIME AND ASSESSMENT CONDITIONS</b>	<ul style="list-style-type: none"> <li>• One lesson of class time to explain and commence task</li> <li>• Three weeks to complete the task</li> </ul>

#### TASK PREPARATION

<b>PRIOR LEARNING</b>	Students have: <ul style="list-style-type: none"> <li>• identified negative and positive coping styles/strategies</li> <li>• practised selecting and applying coping styles/strategies in different situations.</li> </ul>
<b>RESOURCES</b>	Challenges and Choices Year 9 Focus Area 1 – Topic 2 Activity 2 – Coping skills (page 22) Be Ready student workbook (page 13)
<b>ASSESSMENT DIFFERENTIATION</b>	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

<b>CONTENT</b>	Sub-strand	<ul style="list-style-type: none"> <li>• Being healthy, safe and active</li> </ul>
	Content descriptor	<ul style="list-style-type: none"> <li>• Skills to deal with challenging or unsafe situations</li> </ul>
	Sub-strand	<ul style="list-style-type: none"> <li>• Communicating and interacting for health and wellbeing</li> </ul>
	Content descriptor	<ul style="list-style-type: none"> <li>• Strategies for managing emotional responses and resolving conflict in a family, social or online environment</li> </ul>
<b>PROPOSITIONS</b>	<ul style="list-style-type: none"> <li>• Take a strengths-based approach.</li> </ul>	

TEACHER INSTRUCTIONS

- 1. Revise the ways of coping outlined in Be Ready (page 13). Note, ways of coping can also be referred to as coping styles and/ or coping strategies. Write the name of each strategy on a card.
- 2. Working in small groups, distribute one card per group. Groups discuss the strategy on their card and answer the following.
  - How would you describe the strategy?
  - What would the strategy look like if someone used it to manage/cope with a situation? eg, what would they say or do?
  - In what situations would you recommend using the strategy?
  - In what situations would you not recommend using the strategy?
- 3. As a class, discuss the responses of each group. Discussion could include reference to the following:

Coping style/ strategy (ways of coping)	Description	What someone might do or say?	When is it best to use or not use?
Accept responsibility	Admit your own role in the problem and attempt to put things right.	Taking practical steps to solve the problem such as apologising if you were at fault.	This is useful most of the time.
Seek social support	Make an effort to look for information and seek emotional support related to the problem.	Talking to someone you trust about how you are feeling.	This is useful most of the time especially if the problem is serious, or if someone is having trouble managing difficult feelings. Choosing the 'right' person to talk to for the situation is an important part of seeking help.
Positive appraisal	Reflect on the problem and try to create a positive meaning by focusing on personal growth.	Saying things like 'I can learn from this experience'.	This is useful most of the time. It may be necessary to use with another strategy eg seeking help.
Problem-solving	Work out how to change the situation by focusing on the problem rather than your feelings.	Focusing on the best solution to the problem. Using a problem-solving model to identify options and the advantages and disadvantages of each option.	This is useful most of the time especially where the solution is not obvious and there may be several options that could be explored.
Self-control	Apply effort to control your feelings and actions.	Counting to ten slowly and breathing deeply to manage anger or difficult feelings.	This is useful most of the time, especially where someone is upset or is having trouble managing difficult feelings. This strategy can also help to build healthy relationships.
Distancing	Think about other things rather than the problem to try and make it (the problem) seem less important.	Saying things like 'I didn't really want to go to that party'.	This is useful when a person may be feeling deeply disappointed or hurt.
Confrontational	Act aggressively to try and alter the situation.	Using aggressive statements or actions such as 'I hate you' or 'You are always wrong'.	This is generally not a helpful strategy.
Escape or avoid	Pretend the problem does not exist.	Shutting yourself away and not talking to anyone.	This is generally not a helpful strategy. Problems will not go away if they are ignored.

- 4. Explain the task. Each student will keep a journal and record three entries over three weeks. Each entry will describe a situation where a coping style/strategy was used, and the outcome. Students will reflect on each entry and assess whether the coping style/strategy used was successful (or not). In the case of the coping style/strategy not working well, students will explain what they would do differently in the future.

Each journal entry will be comprised of three parts consisting of:

**Part 1 Situation – What happened?**  
Students will describe a situation or problem where it was necessary to use a coping style or strategy.

**Part 2 Coping style/strategy – What strategy was used?**  
Students will describe the coping style or strategy that was used and record the outcome of using this strategy.

**Part 3 Reflection – What would you do differently and why?**  
Students reflect on the situation and explain if they think the coping style/strategy worked well on this occasion and why. If things didn't go well, students explain what they might do differently next time and why.
- 5. Explain that for each situation, a different coping style/strategy should be used.



Suggested scaffolds

To further reinforce the different coping styles/strategies and situations in which they can be used, students work in their group to apply the coping strategy they have been provided to a scenario (refer Year 9 Challenges and Choices page 27).

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

Thinking it through

Student name: \_\_\_\_\_

TASK

In this task you will keep a journal for three weeks and write three entries.

Each entry will describe a situation where you have needed to use a coping style or strategy, and the outcome of the situation (what happened). The final part of each entry will include an assessment about whether the coping style/ strategy used was successful (or not). If the coping style/strategy did not work well, you will need to explain what you would do differently in the future.

JOURNAL STRUCTURE

Each journal entry will include three parts as follows:

Part 1 Situation – What happened?

Describe a situation or problem where it was necessary to use a coping style or strategy.

Part 2 Coping style/strategy – What strategy was used?

Describe the coping style or strategy that was used and record what happened when you used it. Make sure you use a different style/strategy for each situation.

Part 3 Reflection – What would you do differently and why?

Think about the situation and what happened (Parts 1 and 2). Explain whether the coping style/strategy worked well on this occasion and why. If things didn't go well, explain what you would do differently next time and why.

ADDITIONAL INFORMATION

- Use headings to separate each entry into Part 1, 2 and 3.
- Refer to the marking key for information about where marks are allocated for the task.

## SAMPLE MARKING KEY

DESCRIPTION	MARKS		
	Journal entry 1	Journal entry 2	Journal entry 3
<b>PART 1 &amp; 2 (9 marks)</b>			
• Clear and coherent description of relevant situation and strategy	3	3	3
• Clear or mostly clear description of relevant situation and strategy	2	2	2
• Limited description; situation and/or strategy used may be irrelevant or unclear	1	1	1
<b>PART 3 (18 marks)</b>			
• Detailed and insightful reflection of appropriate coping style/strategy used; sophisticated analysis of its effectiveness with reference to situation; clear and coherent explanation of considerations for the future (if appropriate)	5-6	5-6	5-6
• Well thought out reflection of appropriate coping style/strategy used; includes some analysis of its effectiveness with reference to situation; clear outline of considerations for the future (if appropriate)	3-4	3-4	3-4
• Simple reflection of coping style/strategy used; general comments about effectiveness or style/strategy (may not refer to situation); includes basic and/or limited considerations for the future (if appropriate)	1-2	1-2	1-2
<b>Marks</b>	<b>/9</b>	<b>/9</b>	<b>/9</b>
<b>TOTAL MARKS</b>	<b>/27</b>		