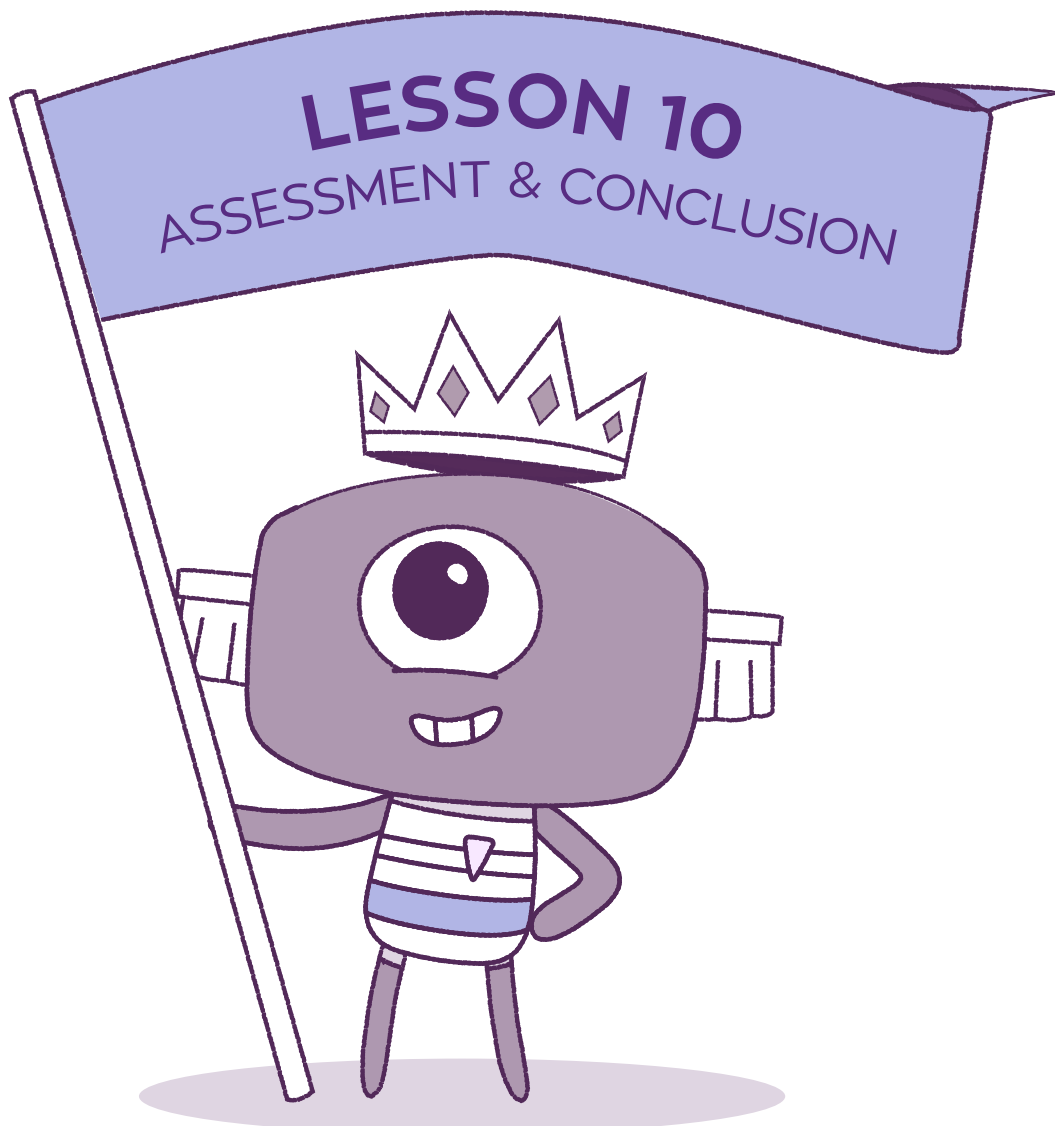




BIG TALKS for Little people



LESSON 10 - ASSESSMENT & CONCLUSION

LESSON AIMS

Assess and conclude the module.

EQUIPMENT REQUIRED

(Optional) Access to Browser: For surveys.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Feelings Journal

PART 3 (OPTIONAL): Student post-survey

PART 4 (OPTIONAL): Teacher post-survey

TEACHER NOTES

In the final lesson of this series, students have the opportunity to present and consolidate their learning also for the purpose of assessment. Students will complete the post-assessment that is comprised by way of appraising competencies of the HPE V.9 content descriptors covered throughout this unit.

Students can be assessed as accomplished in their ability to do the following:

- Describe their personal qualities and those of others and explain how they contribute to developing identities (AC9HP2P01).
- Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)
- Identify how different situations influence emotional responses (AC9HP2P03)
- Practise strategies they can use when they need to seek, give, or deny permission respectfully (AC9HP2P04)
- Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them, and others, stay safe (AC9HP2P05)
- Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06)

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about 'Resilience' from last week.

PART 2: FEELINGS JOURNAL

For the final lesson, have students create a 'feelings journal'. For each page, they will create an image of themselves experiencing an emotion or feeling, or an abstract image of emotions and feelings, including:

- Happy
- Sad
- Angry
- Excited
- Scared
- Annoyed
- Relaxed

Other emotions can be included depending on the student and classroom context. Assist students with writing words where required, adding details to each page on a strategy or behaviour, that will allow students to have a positive outcome of their feelings. For example, one student may write or add 'taking time to cool off' when angry, or 'sharing my excitement' when excited or happy.

Ask students to speak to how they respond to their emotions affects their own and others' feelings.

Ask the students to speak to how they can act to be respectful of others.

LESSON 10 - ASSESSMENT & CONCLUSION

PART 3: STUDENT POST-SURVEY (OPTIONAL)

At the completion of the 'Big Talks...' program, students who are participating in the optional 'Post-program survey' will be asked to please complete the Year 1 and 2 'Post-survey', available at this link:

www.caper.com.au

The teacher should explain to the students the importance of this information for:

- Providing some better understanding of what students have learnt.
- To help improve the lessons for other students.

To access the post-survey visit the below website and look for "HPE Module – Student Survey" and click on "Year 1-2".

PART 4: TEACHER POST-SURVEY (OPTIONAL)

Teachers who are participating in the optional 'Post-program survey' will be asked to please complete the 'Teacher Implementation Index' available at this link:

www.caper.com.au

To access, please scroll down to the: 'HPE Module – Teacher Implementation Index' and click the button.

TEACHER CHECKLIST

- ☐ Have you completed the relevant activities?