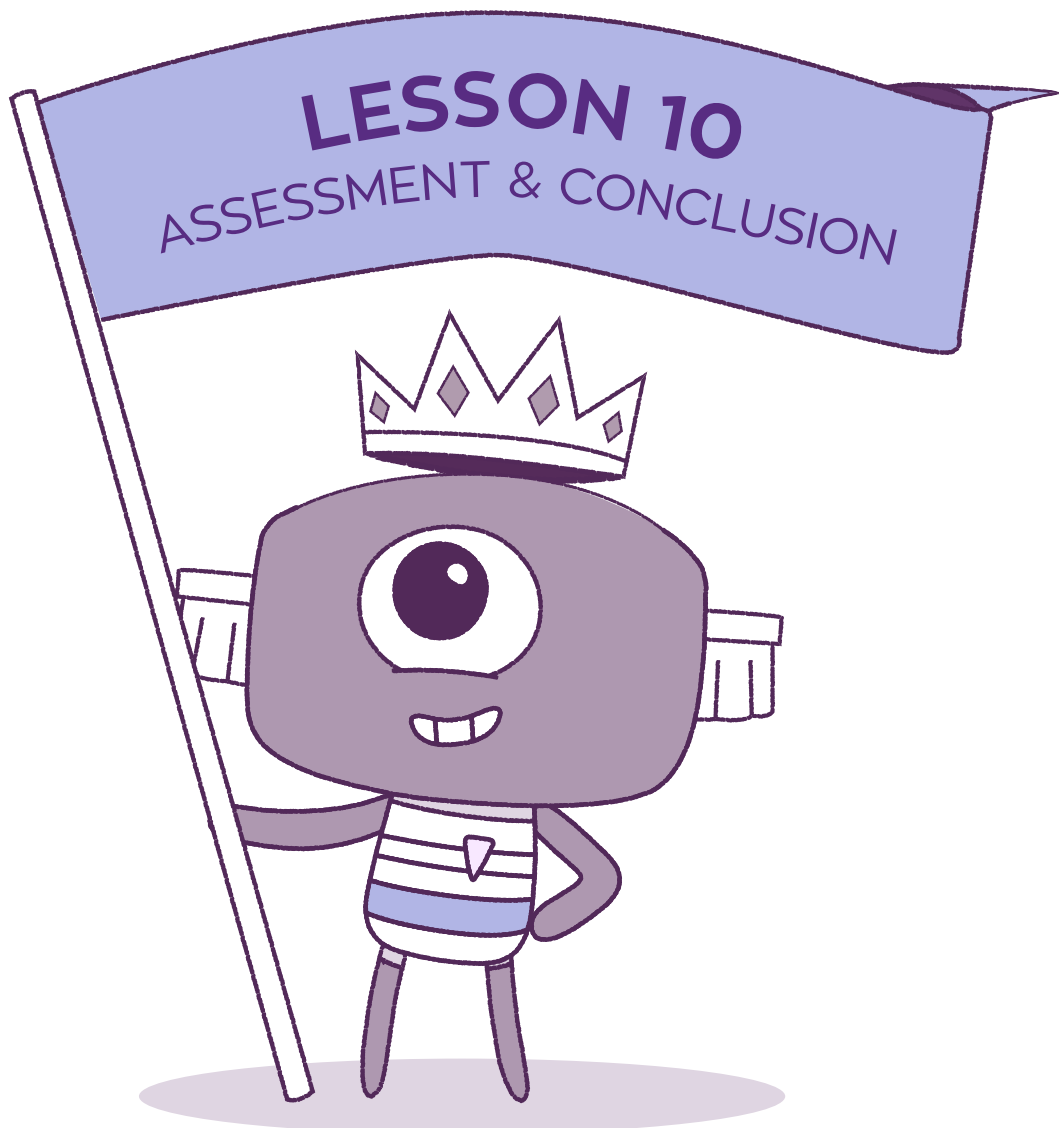




BIG TALKS for Little people



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.

Scraps and Objects: For making a 3D diorama.

Computer access: For making a digital diorama.

CORE CONTENT

PART 1: Review content from last week.

PART 2: 3D Peep Diorama

PART 3 (OPTIONAL): Student post-survey

PART 4 (OPTIONAL): Teacher post-survey

TEACHER NOTES

In the final lesson of this series, students can demonstrate and present their learning; both to consolidate learning and also for the purpose of assessment. Assessment is considered 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:

- Investigate how success, challenge, setbacks, and failure strengthen resilience and identities in a range of contexts (AC9HP4P01)
- Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience (AC9HP4P02)
- Select, use, and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)
- Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities (AC9HP4P05)

- Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06)
- Investigate and apply behaviours that contribute to their own and others' health, safety, relationships, and wellbeing (AC9HP4P10)

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about exclusion and bullying. It is recommended to rewatch the 'Handball' animation before starting the following activity.

PART 2: 3D PEEP DIORAMA

For the final lesson, have students create a 3D or digital representation of a Peep that represents themselves within a chosen environment. This may be presented as a Peep inside a diorama, using recycled materials available to the classroom.

Some students, where possible, may prefer to use digital technology to create a picture and landscape this way, rather than a physical object.

Have students begin with building their Peep from the inside out: making small objects to represent core values and features of their self-concept.

These can then be contained within the physical object of the Peep (ensure students keep a record and list of what is inside of their Peep). Students can have the freedom to choose whichever environment they like for their Peep to reside in.

Ask them to design an environment that reflect the values of themselves and their self-concept and how they manage relationships within any given environment. Students should be able to clearly identify influences that strengthen their identities, describe strategies to manage their emotions, and the application of interpersonal skills to interact respectfully with 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 HPE Year 3 and 4 '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 3-4".

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?