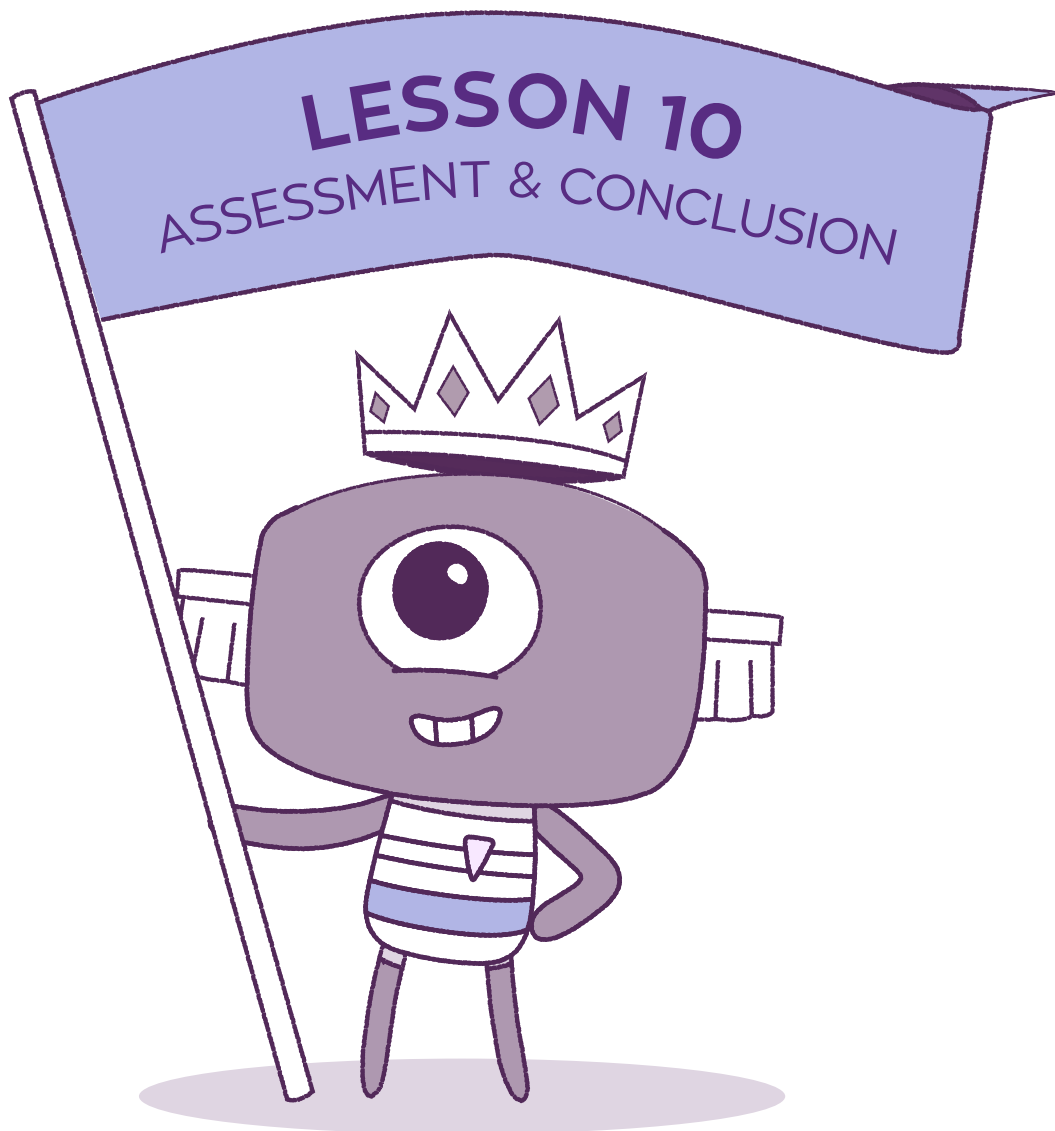




BIG TALKS for Little people



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 program, students have the opportunity to demonstrate and present their learning; both to consolidate learning and also for the purpose of assessment. Assessment is comprised by way of appraising the 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:

- Explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01).
- Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04).
- Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06).
- Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).
- Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about conflict-management.

PART 2: 3D PEEP DIORAMA

For the final lesson, have students create a 3D or digital representation of a Peep that represents themselves within their own chosen environment. This may be presented as a Peep inside a hand-made diorama, using recycled or craft 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 freedom to choose the environment that they would like their Peep to reside in. Ask students to design an environment that reflects their values, their self-concept, and how they manage friendships.

Optional: Students can create a voice file along with their digital Peep, that helps to explain the things that have been included in their personal Peep creation.

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 5-6".

LESSON 10 - ASSESSMENT & CONCLUSION

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?