



Sample assessment task

Year level	6
Learning area	Health and Physical Education
Subject	Health Education
Title of task	Let's make a change

Task details

Description of task	Students will choose a situation, identify the emotions and thoughts that may be experienced in this situation, and explain strategies they could use to manage these emotions and thoughts before making a decision
Type of assessment	Summative
Purpose of assessment	To assess students' ability to: <ul style="list-style-type: none"> • identify positive and negative emotions associated with certain situations • explain appropriate strategies for dealing with such emotions
Assessment strategy	Graphic organiser
Evidence to be collected	Worksheet
Suggested time	40–60 minutes

Content description

Content from the Western Australian Curriculum	Situations in which emotions can influence decision making: <ul style="list-style-type: none"> • in peer group • with friends • with family • during sporting or physical activities
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Task preparation

Prior learning	Students are familiar with: <ul style="list-style-type: none"> • the higher order emotions listed and personally ranking each emotion to how it affects them (strategy – the Power of the Word) • the relationship between positive and negative emotions, and positive and negative thoughts and how they affect our decision making • strategies to manage emotions before making decisions, e.g. anxiety – deep breathing, meditation, exercise, positive thinking, challenging the negative thoughts (Is it true? What is the worst that can happen?).
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their levels of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions	Students work individually, in pairs or in small groups at different stages of the task.
Resources	<ul style="list-style-type: none"> • Sample situations for role-plays • Sample planning sheet • Examples of useful vocabulary/phrases

Instructions to teachers

Let's make a change

This task should be administered at the end of a teaching cycle in which students have discussed the power of positive and negative emotions and thoughts, and practised strategies to cope with these emotions. Strategies such as role-play allow students to understand how emotions and thinking can impact on their decision making in a range of situations.

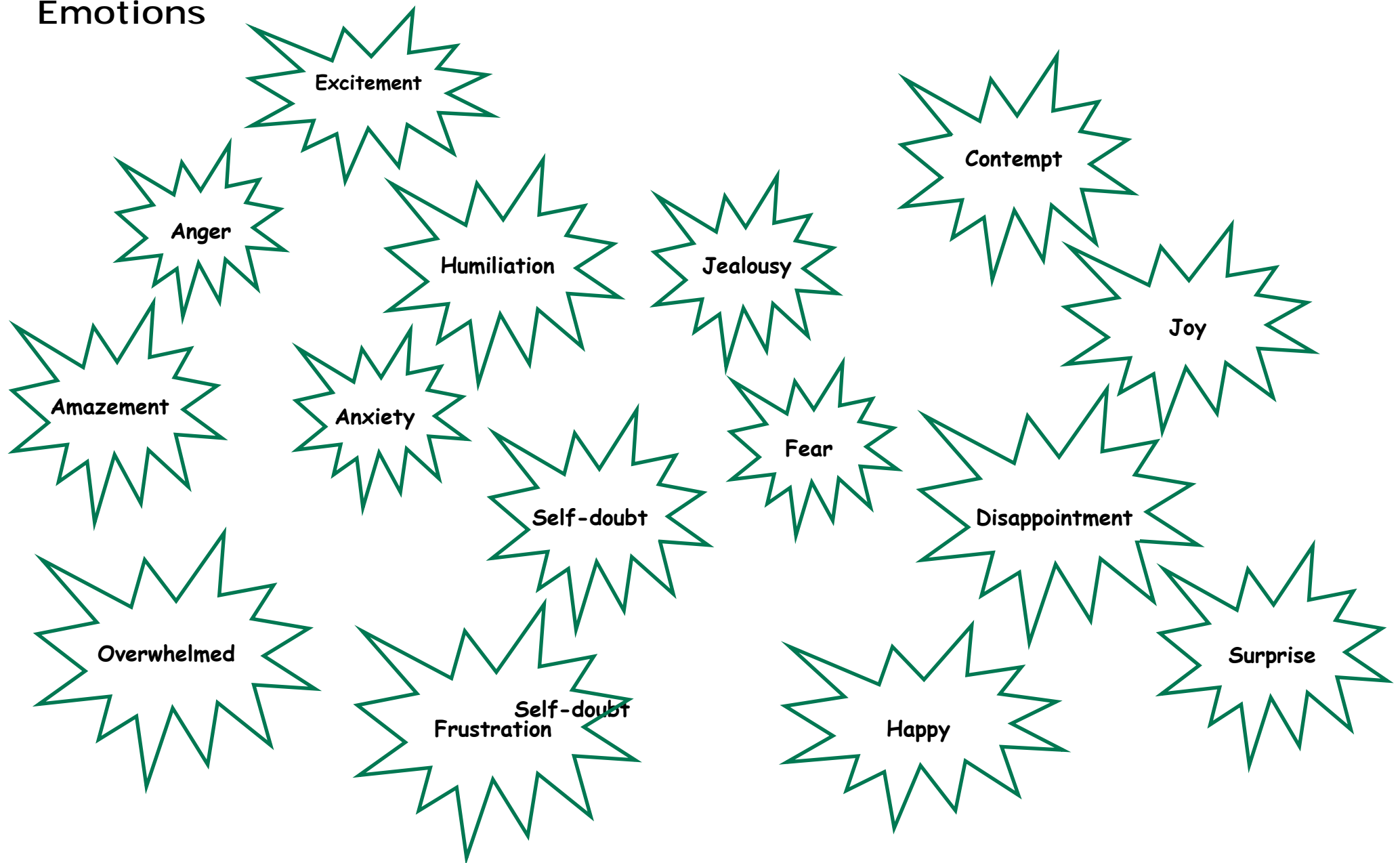
A graphic organiser is attached to the task; however, students may complete as many of the listed situations as they wish.

Instructions to students

- (a) Choose a situation from those provided, list **two** emotions that you believe a person might feel in this situation and explain why they might feel this way.
- (b) List **two** thoughts they may be thinking that are associated with each emotion.
- (c) Explain **one** strategy that would help this person to manage each emotion before making a decision about what to do, e.g. nervous: deep breathing, relaxation exercises.
- (d) Explain what your decision would be in this situation.
- (e) Repeat the activity with a different situation.

<p>Situation 1</p> <p>The teacher has just told the class that everyone will be presenting a three-minute speech to the class. Public speaking is not one of your strengths. How might you feel? What are you going to do?</p>	<p>Situation 2</p> <p>Your opposition player is constantly taunting, pushing and tripping you behind the play. It seems to happen every time you play this team but the umpire never seems to notice. How might you feel? What are you going to do?</p>
<p>Situation 3</p> <p>You are walking to school on the last day of term with some friends. They are talking about going to the city after school. You have been trying to be a proper part of this group all year and can't believe it when they ask you to go with them. However, you have already agreed to take your little brother for a milkshake after school. How might you feel? What are you going to do?</p>	<p>Situation 4</p> <p>Your parents have just told you that you will miss the last week of term because the whole family will be going on holiday together. This means missing the end-of-year events and all the parties and celebrations with your friends – many of who are going to different schools next year. How might you feel? What are you going to do?</p>
<p>Situation 5</p> <p>You have worked extremely hard all year to win an award but a new kid arrived who is better than you. Everyone is expecting you to win and you feel you deserve to win. You don't end up winning. How might you feel? What are you going to do?</p>	<p>Situation 6</p> <p>Your head is about to explode with all the things going on right now: tests and assignments for school, extra sport training for the finals, so many outings with your friends, and lots of work to help out with at home. You don't want to let anyone down. How might you feel? What are you going to do?</p>

Emotions



Situation number

(a) Emotions (2 marks)

(b) A person may feel these emotions because ... (4 marks)

(b) Thoughts (2 marks)

(c) Strategy to deal with each emotion (2 marks)

My decision (2 marks)

Sample marking key

Description	Marks Situation 1	Marks Situation 2
(a) Choose a situation from those provided, list two emotions that you believe a person might feel and explain why they might feel this way. (3 marks)		
Lists two emotions that are appropriate to the situation.	1–2	1–2
For each emotion listed:		
provides a comprehensive explanation of why a person might feel this way	2	2
provides a brief description	1	1
(b) List two thoughts they may be thinking that are associated with each emotion. (2 marks)		
Provides two thoughts appropriate to each of the two emotions listed	2	2
Provides one relevant thought	1	1
(c) Explain one strategy that would help this person to manage each emotion before making a decision about what to do. (2 marks)		
Provides a strategy that is appropriate to each of the two emotions listed	1–2	1–2
(d) Explain what your decision would be in this situation. (2 marks)		
Provides a comprehensive explanation of the decision made	1–2	1–2
Provides a brief description of the decision made	1	1
Subtotal	12	12
Total	24	

Examples of thoughts associated with emotions

Excitement: I am so happy to have been invited to go, but people are relying on me.

Anxiety: I can't cope, I am going to fail; I feel sick; I can't do it; I am the only person who feels this way; Why can't I be like everyone else? I will embarrass myself, What if ...?

Self-doubt: I can't ...; I am not good enough; _____ is better than me; What if ...? This is too hard for me.

Humiliation: I think I am going to die; I will never get over this; I am the only person who feels this way; everybody is laughing at me; I hate everyone; I will get revenge.

Surprise: I can't believe I didn't get picked? I wasn't expecting that!

Jealousy: It's not fair; They think they are so good; I hate _____; I was here first; Everyone can see I am better than him/her; He/she has betrayed me.

Contempt: He/she is useless; He/she disgusts me; He/she made another mistake and I am the one who should point it out for her/his own good; Look at how he/she does that; He/she is so stupid and if I did that job I would be so much better.

Anger: It's not fair; I am going to yell so loudly at them; Everybody is against me; I will get him back; Everybody picks on me.

Disappointment: I worked so hard and it was all for nothing; I will never be able to do that again; This always happens to me.

Overwhelmed: Everything must be done perfectly; I cannot let anyone know that I am not coping; I must do everything by myself; I will let people down if I don't do it; I MUST get everything done or I am a failure.

Examples of strategies to manage emotions

Excitement: relaxation, exercise, deep breathing, thinking positively, living in the present

Anxiety: relaxation, exercise, deep breathing, challenging negative thoughts, thinking positively, living in the present

Self-doubt: positive self-talk, affirmations, focus on small personal goals and don't compare achievements to others

Humiliation: breathe deeply to calm mind and body, positive self-talk, admit mistakes and move on

Surprise: breathe deeply to calm mind and body, positive self-talk

Jealousy: challenge the jealous thoughts, breathe deeply and calm yourself, focus on self rather than other person, positive self-talk

Contempt: turn thoughts of being better or always right to, 'What does it matter?', look at situations from the other person's point of view, look for the positive traits in others

Anger: take time out and come back when you are calm, count to ten or breathe deeply to calm self, exercise

Disappointment: recognise that you feel disappointed, keep things in perspective, challenge self-defeating thoughts with positive self-talk, look for solutions or compromises, do not give up

Overwhelmed: (linked closely to anxiety) prioritise tasks and work out which is the most important, let go of some things, ask for help, let people know how you are feeling and allow them to help, learn to say no, positive self-talk, make time for relaxation, sleep and exercise