

Stage 4 – Personal Development, Health and Physical Education

My Girragundji

Unit phase	Elements of the Quality Teaching Framework		
	Intellectual quality	Quality learning environment	Significance
<p>Phase 1: Sense of self Students define a sense of self and examine how this varies from person to person. They explore the influences on their sense of self and the interdependence of these influences. Students discuss how their sense of self can vary in different contexts. Using the text <i>My Girragundji</i> as a stimulus, students explore the concept of sense of self for the main characters through a variety of activities.</p>	<p>Deep knowledge Deep understanding Substantive communication</p>	<p>Explicit quality criteria Engagement High expectations Social support</p>	<p>Background knowledge Cultural knowledge Connectedness Narrative</p>
<p>Phase 2: Connectedness Students create a connection web for the main character in the text. They discuss how these connections make the character feel and the influence on his sense of self. The connection web identifies individuals, groups or places to which they feel a strong sense of belonging. Students propose ways to create connections with others. An Aboriginal community elder is invited to speak about their unique connection to people, place and country.</p>	<p>Deep knowledge Higher order thinking</p>	<p>Engagement Social support</p>	<p>Background knowledge Cultural knowledge Inclusivity Connectedness</p>
<p>Phase 3: Bullying and harassment Students recognise forms of bullying and harassment and examine their effect on the individual. They create a Y-chart to demonstrate the bullying and harassment experienced by the main character in the text. Students discuss how bullying affects a sense of self and describe ways they can help themselves and others in bullying situations.</p>	<p>Deep understanding Problematic knowledge</p>	<p>Engagement High expectations Student direction</p>	<p>Background knowledge Cultural knowledge Inclusivity</p>
<p>Phase 4: Changes and challenges Students brainstorm the changes and challenges experienced by the main character in the text and discuss how these affect the character's sense of self. They rank the changes and challenges from easiest to hardest and judge the effectiveness of the strategies used to respond to and manage them. Students identify experiences that can result in loss and grief, including those of Boori Pryor in the text <i>Maybe Tomorrow</i>. They discuss strategies for coping with loss and ways of giving support to others.</p>	<p>Deep knowledge Problematic knowledge Higher order thinking Substantive communication</p>	<p>Engagement High expectations Social support Students' self-regulation Student direction</p>	<p>Inclusivity Connectedness Narrative</p>
<p>Phase 5: Seeking help Students determine when they require the assistance of others to effectively manage challenging situations. They examine their support network and discuss how they feel when asking for help and providing help to others. Students create a list of local and regional support services for young people.</p>	<p>Deep knowledge Deep understanding Substantive communication</p>	<p>Engagement Social support</p>	<p>Background knowledge Cultural knowledge Connectedness</p>

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Unit title: My Girragundji	Length of unit: 6 weeks (Term 2, Weeks 1–6)	Strand/s: Self and relationships Skills: Problem-solving, communication
Outcomes A student: <ul style="list-style-type: none"> 4.1 describes and analyses the influences on a sense of self 4.2 identifies and selects strategies that enhance their ability to cope and feel supported 4.11 selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations 4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them. 		
Evidence of learning Throughout the unit a student will show that they can: <ul style="list-style-type: none"> • analyse the influences on their own and other people’s sense of self • describe how a person’s sense of self changes in different contexts and situations • identify people and places with whom they have a sense of connection • appreciate the relationship between positive connections and sense of self • recognise forms of bullying and harassment • develop strategies to effectively manage bullying and harassment • identify life challenges and propose strategies to manage these effectively • recognise situations that can result in experiences of loss and grief • propose strategies for effectively coping with loss and grief. 		Assessment activities <ul style="list-style-type: none"> • Sense of self mind map and reflective report – take-home task • Seeking help activities – in-class task.
Unit description This unit of work explores the concepts of sense of self, changes, challenges, connectedness, bullying and seeking help. These concepts are examined using the texts by Meme McDonald and Boori Monty Pryor, <i>My Girragundji</i> and <i>Maybe Tomorrow</i> , and a school visit by Boori Pryor. Through the texts and personal interaction with Boori Pryor, students will examine the experiences of the main character, a young Aboriginal boy. They will develop an understanding of how a young person’s family life, school experiences and life within their community shape their sense of self. Students will examine how developing a sense of connectedness can enhance resilience and support a person to build a positive sense of self. They will be provided with opportunities to reflect on these concepts in relation to their own lives.		Aboriginal perspectives This unit uses the text <i>My Girragundji</i> as the main stimulus to explore issues in the self and relationships strand of the Stage 4 Syllabus. The unit uses a Dreaming story, <i>The Black Snake</i> , to explore aspects of power in relationships and the impact of bullying on a person’s sense of self. The unit also uses a chapter from Meme McDonald and Boori Pryor’s text <i>Maybe Tomorrow</i> to examine the issue of grief and loss from an Aboriginal person’s perspective.

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Resources

- *The Dreaming: A six series collection* 2004, DVD and Teacher's Guide, Aboriginal Nations Australia, <http://www.thedreamingstories.com.au>
- Cahill, H (ed) 2000, *Enhancing Resilience 2: Stress & Coping*, 'Cope Cards' (pp 37–45) and 'What If Scenarios' (p 49), MindMatters, Commonwealth Department of Health and Ageing, Canberra, http://www.mindmatters.edu.au/resources/mindmatters/booklets/enhancing_resilience_2.html
- McDonald, M & Pryor BM 1998, *My Girragundji*, Allen and Unwin, St Leonards, NSW, <http://www.mememcdonald.com/books/mygirragundji.htm>
- Pryor, BM with McDonald, M 1998, *Maybe Tomorrow*, Penguin, Ringwood, Vic, <http://www.mememcdonald.com/books/maybetomorrow.htm>
- Teacher-made resources: Worksheets 1–9, Assessment Activities 1 and 2 (attached)
- Information regarding community resources: guest speaker local Aboriginal elder or Boori Monty Pryor
School visits by Boori Monty Pryor (to all Australian states) can be arranged through Young Australia Workshop: visit <http://www.youngaus.com.au>, email yamail@ozemail.com.au or phone tollfree within Australia 1800 227 095.

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Students learn about:	Students learn to:	Teaching and learning experiences	Evidence of learning
<ul style="list-style-type: none"> • a sense of self <ul style="list-style-type: none"> – defining a sense of self – being the same and different from others – how a sense of self can vary in different contexts – factors that influence a sense of self – self-acceptance 	<ul style="list-style-type: none"> • explore the influence of the following on a sense of self: <ul style="list-style-type: none"> – who I am – where I come from – who I relate to – what I can do – what I believe and value • investigate the changing nature of one’s sense of self and how it can be different in various social contexts, eg home, school, with friends • describe how particular factors influencing a sense of self are interdependent and can become increasingly significant at different life stages 	<ul style="list-style-type: none"> • Class activity: Read the text <i>My Girragundji</i> by Meme McDonald and Boori Pryor. <i>Teacher note:</i> Depending on student ability, reading can be done independently, as guided reading by the teacher or peers, or the teacher can read the text to students. • Student activity (Worksheet 1): Students complete a storyboard flowchart for the sequence of events in the text, identifying key characters, events, complications and resolutions. • Student activity (Worksheet 2): In pairs, create a mind map of the main character’s sense of self using the questions: Who am I? Where do I come from? Who do I relate to? What can I do? What do I believe and value? Students can use words, images or pictures to create their mind map. • Class activity: Students compare their mind maps with those of other students and discuss similarities and differences in the mind maps and the possible reasons for these differences. • Class activity: Small group discussion using the following key questions: How does the character’s sense of self change throughout the book? What causes these changes? How is his sense of self different when he is at home and at school? Why do you think his sense of self is different in different situations? • Take-home assessment (Assessment Activity 1): Students develop a mind map and reflective report which represents their own sense of self using the key questions: Who am I? Where do I come from? Who do I relate to? What can I do? What do I believe and value? Students use text and images to represent their sense of self. The reflective report needs to be structured to address the following questions: How has my sense of self changed during the last few years? What has caused these changes? Is my sense of self different when I am at home, at school, with friends? 	

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Students learn about:	Students learn to:	Teaching and learning experiences	Evidence of learning
<ul style="list-style-type: none"> • connectedness <ul style="list-style-type: none"> – forms of connectedness – the importance of connections – creating connections • bullying and harassment <ul style="list-style-type: none"> – recognising bullying and harassment – reasons for bullying and harassment – effects of bullying and harassment – barriers to reporting 	<ul style="list-style-type: none"> • identify individuals, groups or places to which they feel a strong sense of belonging and explain how these help them to feel supported and connected • identify formal and informal school activities that promote a sense of belonging for students • recognise forms of bullying and harassment and devise help-seeking strategies • describe ways that they could help others who are being harassed, eg assist them to seek help, offer friendship 	<ul style="list-style-type: none"> • Student activity: Students create a connections web for the main character in <i>My Girragundji</i> and discuss how these connections make them feel and their influence on their sense of self. • Student activity: Students develop a personal connections web for themselves, identifying key individuals, groups or places they feel a strong sense of belonging to. They answer the question: What does each connection give you? • Class activity: Discussion of the questions: What makes you feel connected to someone or something? How can school help to create connections for students? • Class activity (Worksheet 3): Aboriginal community elder or Boori Monty Pryor invited to speak about connectedness for Aboriginal people (family, community, land, spiritual connections). <i>Teacher note:</i> Conduct a class discussion around points on the worksheet to develop a shared understanding of the significance of connectedness to people, place and country. Ensure appropriate briefing of Aboriginal elder, and debriefing with students following the activity. • Student activity (Worksheet 4): Students use the Y chart (Looks like, Feels like, Sounds like) to describe the bullying and harassment that the main character experiences in <i>My Girragundji</i>. • Class activity: Small group discussion of the questions: How do you think the bullying affects the character’s sense of self? Why do you think he is bullied? How does he manage the bullying? How would you manage the bullying if you were the main character? • Class activity (Worksheet 5: <i>A Dreaming Story: The Little Black Snake</i>): Students watch the animated <i>Dreaming Story</i> and then read through the <i>Dreaming Story</i>, either individually 	<ul style="list-style-type: none"> • Completed connections web and discussion demonstrates student’s ability to identify and analyse important connections in their lives. • Completed worksheet demonstrates an understanding and appreciation of Aboriginal people’s connection with their culture, family and land.

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Students learn about:	Students learn to:	Teaching and learning experiences	Evidence of learning
<ul style="list-style-type: none"> • changes and challenges <ul style="list-style-type: none"> – sources of change and challenge, eg school, family, friendships – identifying fears and feelings 	<ul style="list-style-type: none"> • develop a realistic sense of their ability to respond to and cope with challenges • describe the current challenges that may face young people and predict future challenges 	<p>or as a class group (depending on ability level). Students then work in small groups to discuss aspects of the story.</p> <p><i>Teacher note:</i> The teacher needs to brief students about the nature of Dreaming stories for Aboriginal people (see <i>The Dreaming series: Teacher’s Guide</i>, p 3).</p> <ul style="list-style-type: none"> • Student activity: Think/pair/share activity to report on group consensus around the questions listed in the small group discussion of bullying above. • Class activity (Worksheet 6): Students work in pairs to discuss each bullying and harassment case study and complete questions to: identify the bullying; propose reasons for the bullying; identify effects of the bullying; and find help-seeking strategies. • Class activity: Discussion: How do connections and a positive sense of self help a young person effectively manage bullying and harassment? • Student activity: Brainstorm the changes and challenges that the main character experiences in the text <i>My Girragundji</i> and write these on the board. • Class activity: Discussion: How do these changes and challenges affect the character’s sense of self, in a positive and a negative way? • Student activity (Worksheet 7): In pairs, students rank the changes and challenges from easiest to hardest in relation to how the character was able to cope with the changes and challenges he experienced. Students compare their rankings with another pair and discuss similarities and differences in the rankings and the reasons for these. Record the hardest challenges on the board. 	<ul style="list-style-type: none"> • Completed worksheet and discussion demonstrates student ability to: <ul style="list-style-type: none"> – recognise forms of bullying – suggest reasons for the bullying and its effects – identify challenges and their effect on sense of self.

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Students learn about:	Students learn to:	Teaching and learning experiences	Evidence of learning
<ul style="list-style-type: none"> - experiences that can result in loss and grief - responding to loss and grief 	<ul style="list-style-type: none"> • accept that grief reactions can result from a range of experiences • identify strategies for coping with loss and ways of giving support to others 	<ul style="list-style-type: none"> • Class activity: In groups, students examine one of the hardest challenges and, using the text if necessary, identify the feelings the character experienced and the strategies that the character used to respond to and manage the challenge. Students discuss how effective the strategies were in managing the challenge successfully and recommend other strategies that may also have been useful. • Class activity: Each group reports to the class about effective strategies for responding to and coping with challenges. Students record these strategies in their books. • Class activity: Cope cards (in <i>Enhancing Resilience 2: Stress & Coping</i>, pp 37–45) are distributed to each student. The teacher reads out a challenge and students determine how effective their own coping strategy would be in dealing with that challenge. Discuss effective and ineffective strategies. Discuss how strategies may be effective in some challenging situations and not in others, and individual differences and preferences for coping strategies. • Class activity: Read Chapter 1 from <i>Maybe Tomorrow</i> by Boori Monty Pryor with Meme McDonald. Identify the loss that Boori has experienced in his life and discuss the strategies that Boori has used to cope effectively with his loss. • Class activity (Worksheet 8): In small groups, students discuss the questions in the worksheet Managing challenges: grief and loss experiences. The teacher uses the small group discussion to support a class discussion about grief and loss. 	

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Students learn about:	Students learn to:	Teaching and learning experiences	Evidence of learning
<ul style="list-style-type: none"> • seeking help <ul style="list-style-type: none"> – benefits of support – identifying people and services that provide support – accessing support – strategies for seeking support – supporting others to seek help – barriers to accessing support 	<ul style="list-style-type: none"> • enhance their ability to seek help by: <ul style="list-style-type: none"> – establishing individual support networks of adults and peers – practising ways of accessing help, eg role play, use of the internet – identifying barriers to seeking support, eg lack of confidentiality or trust – proposing strategies to overcome barriers 	<ul style="list-style-type: none"> • Class activity: The following activities are based on What If Scenarios (in <i>Enhancing Resilience 2: Stress & Coping</i>, p 49). In small groups, students reflect on a range of challenging situations that young people face and determine whether the situation can be managed by themselves, or if they would need to seek help to manage the situation effectively. • Student activity: Students identify five people in their support network who they could access for support, and use situations in the previous activity to identify who they would access for support in ‘seek help’ situations. • Class activity: In groups, students consider the questions: How can you access help (in person, by phone, text, email or letter)? Which method is easier/harder? Why? Why don’t some people ask for help when they need it? How can this be overcome? • Class activity (Worksheet 9): Students brainstorm a variety of strategies for seeking help for each of the situations outlined in the worksheet. The class discusses who to seek help from and devises key questions that assist them in identifying problems. 	<ul style="list-style-type: none"> • Completed activities demonstrate student understanding of: <ul style="list-style-type: none"> – experiences of grief and loss – sources and benefits of support.

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Students learn about:	Students learn to:	Teaching and learning experiences	Evidence of learning
		<ul style="list-style-type: none"> • In-class activity (Assessment Activity 2): Teachers can draw from a range of possible strategies for this activity. From a range of possible help scenarios (Worksheet 9), students select three to identify an appropriate method for seeking help (writing a letter/email/text or speaking to a person). Students then respond in writing to a partner’s request for help, providing guidance, advice and support as necessary. They then role-play the situation and analyse their response. <i>Teacher note:</i> Ensure students debrief after the role-play and written requests seeking help and their responses. • Class activity: Students create a list of local and regional support services for young people. 	<ul style="list-style-type: none"> • Completed support services contact list demonstrates student understanding of the range of sources of assistance they can draw on.

My Girragundji: Storyboard Flowchart

The text *My Girragundji* by Meme McDonald and Boori Pryor will form the basis of many of the themes that you will explore and learn about throughout this unit of work, which focuses on sense of self, connectedness, bullying and harassment, changes and challenges and seeking help. To help you keep track of the characters and events, complete the storyboard as you read the text.

Storyboard summary

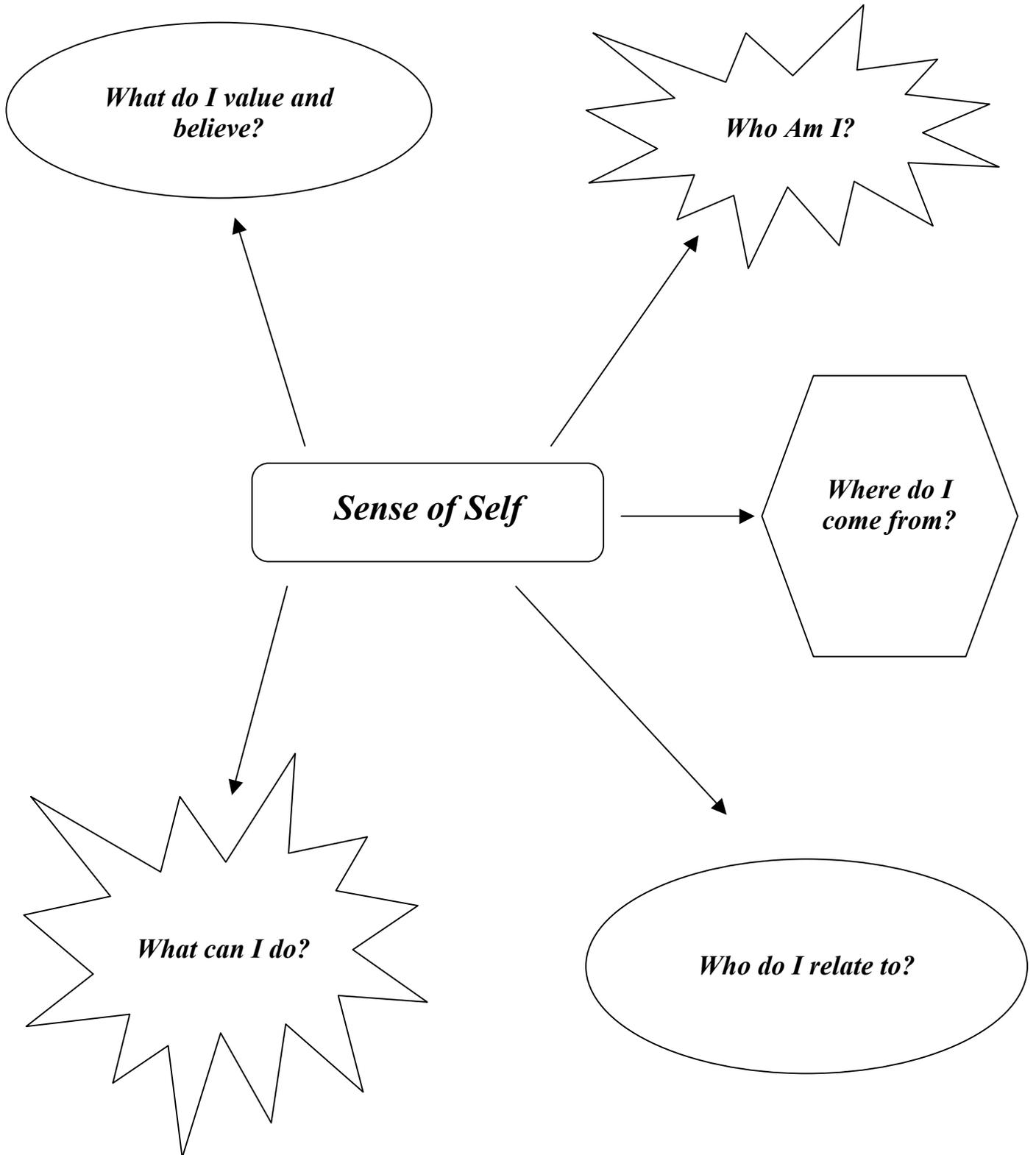
Main characters

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Sequence of events in the text that affect the main characters

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

My Girragundji: Sense of Self Mind Map



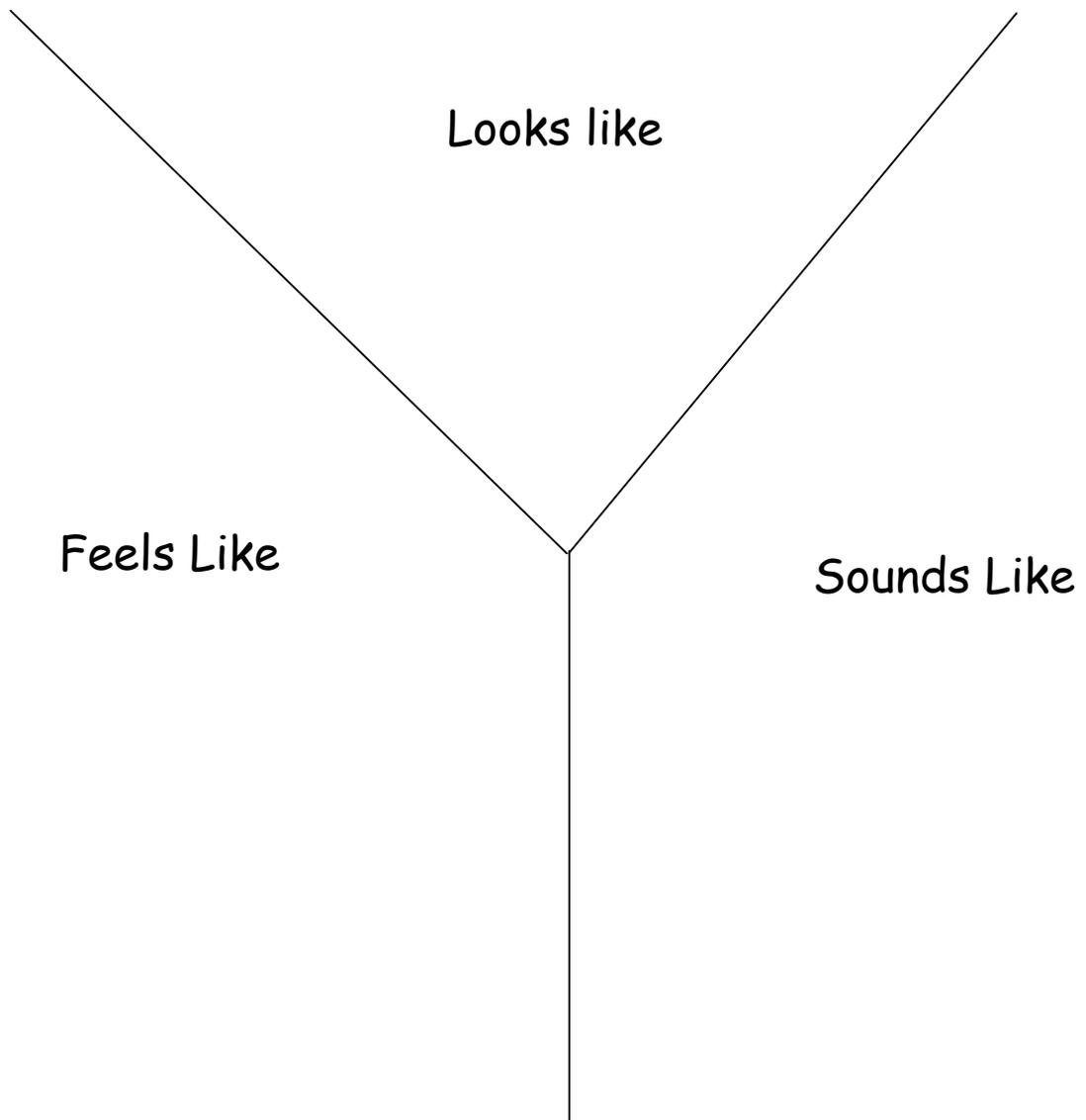
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My Girragundji: Connectedness – An Aboriginal Perspective

Invited guest: _____ Country: _____

- 1 What does connectedness mean to Aboriginal people?
- 2 Who do young Aboriginal people feel connected to in the community?
- 3 What helps you to maintain your sense of connection to people and places?
- 4 How do your connections influence your daily life?
- 5 What is significant to Aboriginal people's connectedness to place and country?

My Girragundji: Bullying and Harassment



My Girragundji: Bullying and Harassment Case Studies

Case Study 1

Kara is 12 years old and lives with her dad and three younger sisters. She has a lot of responsibility looking after her younger sisters, including cooking, washing, ironing and caring for them, while her father is at work. A few girls in Kara's class have started making comments about her, saying that she is 'dirty' and 'smelly' and telling other students in Kara's class to stay away from her because she is dirty, smelly and has germs. Some students in Kara's class have started to isolate her in group activities and are sending insulting text messages to her. Kara started crying in class and some of the girls started laughing. When the teacher asked Kara what was wrong, she replied, 'Nothing'.

and/or

Case Study 2

Michael is 13 years old and quite small in comparison to his school mates. A few boys in his class, who are much bigger than him, push Michael around in the corridors and in the canteen area. He has reported this to his year adviser, but it has not completely stopped. On the walk home from school, the boys encourage each other to 'accidentally' bump into Michael, or push each other so someone falls onto Michael. At sport the other day, the boys were deliberately trying to kick the ball at Michael, and were laughing and encouraging other students to try to hit Michael with the ball. Michael got very frustrated with the boys after the game and threw a garbage bin, hitting one of the boys.

Activity

- (a) Identify the bullying and/or harassment in the case studies.
- (b) Suggest reasons why the 'bullies' are behaving in a way that is hurting Kara and Michael.
- (c) Describe how the bullying is affecting Kara and Michael.
- (d) What strategies should Kara and Michael use to help them effectively address the bullying and harassment?

My Girragundji: Changes and Challenges

- 1 Working in pairs, rank the main character's changes and challenges from easiest to hardest in relation to how the character was able to cope with the situation.
- 2 Compare your rankings with those of another pair of students and look at the similarities and differences in the rankings. Discuss reasons for your similarities and differences.
- 3 Which challenge do you think is the hardest to manage? Why?
- 4 Identify the feelings the character experienced when facing this challenge and the strategies that he used to respond to and manage this challenge.
- 5 How effective do you think the strategies were in managing the challenge?
- 6 What are some other strategies that may also have been useful in managing the challenge?

My Girragundji: Managing Challenges – Grief and Loss Experiences

- 1 What sorts of experiences can cause people to feel a sense of loss and grief?

- 2 What emotions do people experience with loss and grief?

- 3 How do you think Boori Pryor felt about the loss he experienced?

- 4 How do you think the main character in *My Girragundji* felt about the loss of his frog?

- 5 How do people cope with loss and grief?

- 6 What are some effective strategies for managing loss and grief?

- 7 Why are these strategies effective?

My Girragundji: Strategies for Seeking Help

Situations

- 1 You are being bullied by a group of people at school.
- 2 Your good friend has had a serious accident leaving them with permanent injuries.
- 3 A friend tells you that they have run away from home.
- 4 You went to a party with some friends and have become separated from them, leaving you with no way to get home.
- 5 A person at school is spreading rumours about you via SMS as well as on Facebook.
- 6 Your best friend has moved interstate and you miss them terribly.
- 7 A good friend's parent has been diagnosed with a serious illness.

My Girragundji: Assessment Activity 1

Subject: PDHPE

Mark: 20

Stage: 4

Activity name

Sense of Self Mind Map and Reflective Report

Preliminary work

Students use a mind map (Worksheet 2) which represents their own sense of self using the key questions.

Description of the activity

Based on their mind map, students write a reflective report that addresses the following questions:

- 1 How has my sense of self changed during the last few years? What has caused these changes? Provide examples.
- 2 Is my sense of self different when I am at home, at school and with friends? Why is my sense of self different or similar in different situations? Provide examples.

Context

Students have examined the sense of self of the main character in the text *My Girragundji* by Meme McDonald and Boori Pryor, and had some discussion about how a person's sense of self changes in different situations. This task enables students to take this learning and relate it specifically to themselves, exploring their own sense of self and the influences on, and nature of, their sense of self, including how it changes in different situations.

Outcomes

- 4.1 A student describes and analyses the influences on a sense of self.
- 4.11 A student selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.

Criteria for assessing learning

These criteria should normally be communicated to students with the task.

Students will be assessed on their ability to:

- provide a range of characteristics and features of their sense of self, using both text and images
- show how their sense of self has changed over time and in different situations
- present ideas in a clear and logical way.

Reference: Worksheet 2

My Girragundji: Notification of Assessment Activity 1

Subject: PDHPE

Due date:

Mark: 20

Outcomes to be assessed

4.1 A student describes and analyses the influences on a sense of self.

4.11 A student selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.

Description of activity

This is a take-home task, which means that you need to complete this in your own time.

You need to use the mind map developed in Worksheet 2, which represents your sense of self using text and images, to address the following prompts:

Who am I? Where do I come from? Who do I relate to?

What can I do? What do I believe and value?

You can add further details and reflections to the mind map at this stage.

Based on your mind map, write a reflective report that addresses the following questions:

- How has my sense of self changed during the last few years?
- What has caused these changes?
- Is my sense of self different when I am at home, at school and with friends?
- Why is my sense of self different or similar in different situations?

Use examples that best illustrate these changes. Show how these examples represent your changing sense of identity.

Marking criteria

Your activity will be marked according to your ability to:

- provide a range of characteristics and features of your sense of self, using both text and images
- show how your sense of self has changed over time and in different situations
- present ideas in a clear and logical way.

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Students: Complete and attach this section to the front of the assessment activity.

My Girragundji: Submission of Assessment Activity 1		
Subject	PDHPE	Due date

Student name _____ Date submitted _____

Teacher _____

I certify that this assessment activity is all my own work and that no part of any source has been directly copied, quoted or downloaded without a reference to the source being supplied within the task.

Student signature _____

✂ - - - - -

Students: Complete this section and have it signed by your teacher. Keep this receipt as proof that the activity was submitted.

My Girragundji: Assessment Activity 1 Receipt		
Subject	PDHPE	Due date

Student name _____ Date submitted _____

Task submitted to _____ (Name) _____ (Signature)

My Girragundji: Assessment Activity 1

Marking Guidelines	Mark
<ul style="list-style-type: none"> • Using a mind map, provides a wide range of characteristics and features of their sense of self with clear links to the key questions: Who am I? Where do I come from? Who do I relate to? What can I do? What do I believe and value? • Draws out and relates the implications of how sense of self changes over time and in different situations, using a range of examples. • Presents ideas, both text and images, in a clear and logical way. 	20–17
<ul style="list-style-type: none"> • Using a mind map, provides some characteristics and features of their sense of self, addressing the key questions. • Draws out and relates the implications of how sense of self changes over time and in different situations, using examples. • Presents ideas, both text and images, in a clear and logical way. 	13–16
<ul style="list-style-type: none"> • Using a mind map, provides a few characteristics and features of their sense of self. • Provides features of how sense of self changes over time and in different situations, using examples. • Presents ideas using text and/or images. 	9–12
<ul style="list-style-type: none"> • Provides limited characteristics and features of their sense of self. • Sketches in general terms how sense of self changes over time and/or in different situations. • Presents ideas using text and/or images. 	5–8
<ul style="list-style-type: none"> • Provides limited information about sense of self or how sense of self changes. 	1–4

My Girragundji: Assessment Activity 2

Subject: PDHPE

Mark: 10

Stage: 4

Activity name: Help-seeking Strategies

Description of the activity

This is an in-class task. Students select three situations from a range of possible situations (Worksheet 9) where help is necessary. Students identify an appropriate method for seeking help, either writing a letter, email or text or speaking to a person.

Students select three different methods of seeking help, one of which must be speaking to a person. Students seek help for all three situations, composing a script for speaking to a person to request help. With a partner, students hand over written requests for help, including the script. Students respond in writing to their partner's request for help, providing guidance, advice and support as necessary.

Students then role play the spoken request for help, using the script for guidance.

Students reflect on how they felt asking for help, and providing the help, factors they needed to consider when providing help and support and the skills they needed to be supportive to a friend.

Students debrief with their partner, identifying three ways that they are not like the character who needed help.

Context

Students have been learning about developing a sense of self, changes and challenges during adolescence, bullying and harassment and strategies for seeking help. Students have had previous experience working with a partner and in role play situations.

Outcomes

- 4.2 A student identifies and selects strategies that enhance their ability to cope and feel supported.
- 4.11 A student selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.
- 4.16 A student clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.

Criteria for assessing learning

Students will be assessed on their ability to:

- identify problems situations and select an appropriate help seeking strategy which will enhance their ability to cope and feel supported
- select and use appropriate communication skills to seek help for themselves and provide support to a friend
- clarify the source of a problem and draw on personal skills and support networks to resolve them.

Reference: Worksheet 9

My Girragundji: Notification of Assessment Activity 2			
Subject	PDHPE	Due date	Mark: 10
Outcomes to be assessed			
4.2	A student identifies and selects strategies that enhance their ability to cope and feel supported.		
4.11	A student selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.		
4.16	A student clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.		
Description of activity			
This is an in-class task. You need to complete each of the activities below, using the ‘Strategies for Seeking Help’ in Worksheet 9.			
1	You need to read through the help-seeking situations and select three situations where help may be necessary.		
2	You need to select three different methods of seeking help (via letter, email, SMS, telephone or in person), one of which must involve speaking to a person.		
3	You need to select the appropriate person for you to seek help from in each situation.		
4	Write three help-seeking requests to the selected person in each situation. At least one help-seeking request should be a script for speaking to a person.		
5	Choose a partner in your class and swap your written requests for help, including the script.		
6	Read your partner’s requests for help and respond in writing, providing guidance, advice and support as necessary.		
7	With your partner, role-play your spoken requests for help, using the scripts for guidance. This can be person-to-person or a phone conversation.		
8	Complete the questions on the worksheet after you have finished the role-play.		
9	With your partner, tell each other three ways that you are not like the characters who needed help in the situations.		
10	Hand in your Strategies for Seeking Help worksheet and your written requests for help.		
Marking criteria			
<i>Your activity will be marked according to your ability to:</i>			
<ul style="list-style-type: none"> • identify problem situations and select an appropriate help-seeking strategy which will enhance your ability to cope and feel supported • select and use appropriate communication skills to seek help for yourself and provide support to a friend • clarify the source of a problem and draw on personal skills and support networks to resolve them. 			

Stage 4 – Personal Development, Health and Physical Education

My Girragundji

Students: Complete and attach this section to the front of the assessment activity.

My Girragundji: Submission of Assessment Activity 2		
Subject	PDHPE	Due date

Student name _____ Date submitted _____

Teacher _____

I certify that this assessment activity is all my own work and that no part of any source has been directly copied, quoted or downloaded without a reference to the source being supplied within the task.

Student signature _____

✂ - - - - -

Students: Complete this section and have it signed by your teacher. Keep this receipt as proof that the activity was submitted.

My Girragundji: Assessment Activity 2 Receipt		
Subject	PDHPE	Due date

Student name _____ Date submitted _____

Task submitted to _____ (Name) _____ (Signature)

My Girragundji: Assessment Activity 2

Marking Guidelines	Mark
<ul style="list-style-type: none"> • Identifies three problem situations and selects appropriate help-seeking strategies which will enhance their ability to cope and feel supported. • Selects and uses a range of appropriate written and verbal communication skills to seek help for themselves and provide appropriate support to a friend. • Clarifies the source of a problem and draws on personal skills and support networks to resolve them. • Presents ideas in a clear and logical way. 	10–9
<ul style="list-style-type: none"> • Identifies three problem situations and selects appropriate help-seeking strategies which will enhance their ability to cope and feel supported. • Selects and uses appropriate written and verbal communication skills to seek help for themselves and provide some support to a friend. • Clarifies the source of a problem and draws on personal skills and support networks to resolve them. • Presents ideas clearly. 	7–8
<ul style="list-style-type: none"> • Identifies problem situations and selects help-seeking strategies. • Selects and uses communication skills to seek help for themselves and provide support to a friend. • Draws on personal skills and support networks to address problem situations. • Presents ideas clearly. 	5–6
<ul style="list-style-type: none"> • Identifies problem situations and selects help-seeking strategies. • Selects and uses basic communication skills to seek help for themselves and/or provide support to a friend. • Draws on personal skills and support networks to address problem situations. 	3–4
<ul style="list-style-type: none"> • Identifies problem situations and help-seeking strategies. • Selects and uses limited communication skills. • Draws on personal skills and/or support networks to address problem situations. 	1–2