Background

The aim of the assessment tasks is to have students implement the knowledge and skills gained throughout the program, in lifelike situations. The reflective tasks at the end of each session will form a bridge for this transfer of knowledge and skills. To allow for individual differences in learning styles and preferences, the final product may take one of several forms: pamphlet, poster, song, mural, play, poem, Web page, magazine, marketing campaign, report, etc. The final product needs to be designed with an authentic audience in mind, e.g. parents, teachers, other adolescents, policy makers.

There are several advantages to having the students work in groups for their assessment task. Group work develops a variety of social skills including: active listening, sharing ideas, affirming others, decision making, problem solving and conflict resolution. Students working in small groups on a shared goal tend to be more self-directed and responsible. They seek help and clarification from each other, a process which itself reinforces learning. Positive interaction with peers gives students a sense of belonging, vital to a positive classroom environment. Working successfully in groups increases students’ understanding and appreciation of each other and the positive contributions they can make to each other’s learning.

Learning outcomes

Through working in their teams on the assessment tasks, the students will develop the knowledge and skills indicated by the following program outcomes:

- evaluate the influences on self-concept, self-esteem and resilience;
- recommend and demonstrate skills that promote a positive self-concept and resilience;
- analyse changes associated with growth, development and significant transitions; and
- describe ways people define their own and others’ identity.

Students will also understand the requirements of the assessment task.
session outline

• Activity 1. Group work on assessment task
• Home tasks

Preparation/resources

• If appropriate, arrange for some materials, such as magazines, coloured paper, paint, poster pens, large pieces of cardboard/paper, etc., for students to use for their assessment task presentations.
Activity 1. Group work on assessment task
[for duration of lesson]

Process

1. If appropriate, display the materials that are available for the students to use in the presentation of their assessment task, e.g. paint, magazines, cardboard, etc.

2. Have the students review the assessment criteria for their chosen assessment task.

Points to make

• *Emphasise to the students that their presentation needs to demonstrate the achievement of the assessment criteria.*

3. Make it clear to the students that this is the only session available for collaboration on the assessment task, so it is very important to work constructively in teams.

4. Allow time at the end of the session for the students to discuss what preparation they need to do before their presentation at the next session.

Points to make

• *Recommend to the students that they need to think about the ‘who’ and ‘how’ of the presentation. The students need to consider whether there will only be one spokesperson for the group, or whether they will each take turns at presenting different parts. They also need to consider how they want to display their work.*
Refer students to page 102 of the Student Workbook. This week’s home tasks are:

- Think about what it was like to work in your group on the assessment task.
  - Did your group work effectively together? If so, what were some of the things your group did to make sure this happened?
  - What are some of the benefits of working in groups?
  - What are some of the challenges of working in groups?
  - Would you do anything different next time you are working in a group? If so, what would you do?

  - Check your progress. Is it going OK? Are you sticking to your plan? How are your self-esteem ratings going?
  - Make any necessary alterations to your plan.