

Who needs a challenge?



Who needs a challenge?

Generative Topic

The purpose of this unit is to make students aware of the value in setting and reaching achievable goals. Students will learn how to design and conduct a challenge, how to evaluate the experience and how to communicate the experience of the challenge to a wider audience. Throughout this learning segment students will gain a deeper sense of how challenges play an important part in our daily lives.

Printed from Learning Teaching and Assessment Guide

http://www.ltag.education.tas.gov.au/planning/units7_10/hpe/challenge/default.htm

Year Level

8 / 9

Standard

4

Focus Essentials

Personal futures

Creating and pursuing goals

Understands how to set personal and group goals, justifying choices in selecting /following plans and evaluating the effectiveness of the choices they have made.

Thinking

Reflective thinking

Understands how to choose from a range of thinking strategies and use them to solve problems, make personal /group decisions and evaluate their effectiveness.

Supporting Essentials

Thinking – *Inquiry*

Throughlines
*(those highlighted
are the
Throughlines in
focus for this unit)*

1. Students will understand the importance of evaluating all stages in a project or challenge: the plan, the action and the consequences
How do I evaluate projects or challenges?
2. Students will understand the skills required to communicate a personal experience to a wider audience.
What communication skills are required for wider audiences?
3. Students will understand the importance of setting and achieving goals in everyday life.
How important is it to set and achieve goals in everyday life?

**Unit-long
Understanding
Goals**

1. Students will understand the value in documenting and evaluating all stages of a challenge.
What things do I record from planning and enacting my challenge?
2. Students will understand the nature of a challenge – setting goals and striving to reach them – and how we can create and experience challenges within and beyond a school environment.
What do I need to understand about the nature of challenges?
3. How do I set goals and achieve them within and beyond a school environment?
How important is a personal challenge?

UGs	Introductory Performances	Ongoing Assessment / Notes to Teachers
1	<p>Share with students the intention of the unit, the Throughlines and the unit long understanding goals.</p> <p>Setting the scene</p> <p>Have students, with the assistance of the teacher, set the ground rules for sharing information. Have students discuss what strategies will enable each student to feel safe and supported. Some ground rules could include:</p> <ul style="list-style-type: none"> ▪ Listen without ‘put downs.’ ▪ No interruptions while someone is talking. ▪ Stick to the point. ▪ Everyone has the right to speak. ▪ Each person is responsible for their own behaviour. ▪ What is said in the classroom stays in the classroom. ▪ Avoid using names. ▪ Respect other’s cultural traditions, beliefs, values and languages. ▪ Everyone has a right to offer an opinion. ▪ Everybody wins. <p>Have students, in small groups, define ‘personal challenge’. What does it mean to them? Have each group provide feedback on discussion. As the teacher record feedback on board and generate a ‘global’ definition of personal challenge that will underpin the content of the unit.</p> <p>Tuning in activities</p> <p>a. Paired Interviews</p> <p>Have students work with a partner, for a given time limit to interview each other to find out what they know and generate ideas for the task.</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> ▪ <i>What is one of the most challenging things you have ever undertaken or been involved in?</i> ▪ <i>How did it make you feel?</i> 	<p>● - Ongoing Assessment ☒ - Notes to Teachers</p> <p>☒ It is important to set ground rules as it enables students and teachers to have a mutual understanding of what is expected in terms of their behaviour and the behaviour of others. This is particularly important in teaching and learning activities that require students to share a range of ideas, values and attitudes or activities that may challenge cultural traditions or religious beliefs.</p> <p>In this unit it will be important to:</p> <ul style="list-style-type: none"> ▪ make sure the content is accessible to those who are unsure or unwilling ▪ consider diversity and backgrounds of students ▪ scaffold the idea of ‘what is a personal challenge?’ <ul style="list-style-type: none"> ▪ It could be a big challenge, a little challenge or an existing challenge. ▪ Have the teacher share some personal examples of challenges from their life. ▪ provide an opportunity to reflect and value current achievements ▪ ‘depersonalise’ the experience and allow students to share experiences from a whole family perspective rather than a personal perspective if they are unsure. <p>Paired Interviews is a tuning in activity designed for students to interview each other about their understanding of the topic.</p> <p>● Assess the extent to which each student contributes ideas. Students will:</p> <ul style="list-style-type: none"> ▪ contribute ideas ▪ demonstrate active listening skills ▪ summarise points from interview

UGs	Introductory Performances	Ongoing Assessment / Notes to Teachers
	<ul style="list-style-type: none"> ▪ <i>Is it important for people to meet personal challenges?</i> ▪ <i>What are some of the benefits/negatives in trying to achieve a personal challenge?</i> ▪ <i>What are some personal challenges you would like to meet in the future?</i> ▪ <i>Why do you think some people succeed in meeting personal challenges?</i> ▪ <i>Why do you think some people fail to succeed in meeting personal challenges?</i> ▪ <i>Who needs a challenge?</i> <p>Following the paired interviews students report back, summarising the key points from their interviews. The teacher could record this information on the board. Some students may wish to share their personal challenge story.</p>	<ul style="list-style-type: none"> ▪ share ideas with group.

UGs	Guided Inquiry Performances	Ongoing Assessment / Notes to Teachers
1, 3	<p>a. Invite a Guest Speaker / Panel of Guests</p> <p>The brief for the invited guests is to highlight the benefits of undertaking a personal challenge and to inspire students to want to undertake a challenge. Failing a challenge is another perspective guests could address through their presentation. They will also be required to respond to the questions generated by the students. Possible guests could include representatives from:</p> <ul style="list-style-type: none"> ▪ Duke of Edinburgh Award Scheme ▪ Beacon Foundation ▪ The Cancer Council ▪ RSPCA ▪ Exchange Student Programs ▪ UTAS ▪ Elite athletes ▪ Canteen / Camp Quality ▪ Clean-up Australia Day ▪ Local Council Youth Initiatives ▪ Migrant Resource Centre ▪ Tasmania Fire Service ▪ Tasmanian Aboriginal Centre Inc. ▪ Rotary International ▪ Past students / parents / other staff ▪ Elders from the community <p>In small groups have students generate a series of 5 – 10 interview questions they could ask the invited guest and/or panel.</p> <p><i>Tell students to choose those questions that will provide the most useful information in helping them with their own personal challenge.</i></p>	<p>http://www.vision.net.au/~dukeofedtas/faq.htm http://www.beaconfoundation.net/index.php3 http://www.cancertas.org.au/index.php http://www.afs.org.au/ http://www.utas.edu.au/ http://www.tis.tas.gov.au/ http://www.canteen.com.au/ http://www.cleanup.com.au/ http://www.mrcltn.org.au/ http://www.fire.tas.gov.au/ email: taea@netspace.net.au http://www.tased.edu.au/tasonline/rotary/</p> <p>● Criteria for generating interview questions include</p> <ul style="list-style-type: none"> ▪ display of effective communication skills to increase understanding ▪ contribution of ideas ▪ active listening skills ▪ the extent to which the students' questions assist in helping them arrive at their own personal challenge.

<p>2</p> <p>2</p>	<p>a. Personal Challenge Ideas Using information from the invited guest and their reflective journal entries encourage students to form a panel(s) to brainstorm ideas for personal challenges. The personal challenge Ideas sheet has a set of organisers to use for generating ideas. Invite students to combine their ideas in a composite sheet. Some students may like to share with the class their idea for their personal challenge.</p> <p>b. Establishing the criteria for the Personal Challenge. Through a class discussion have students determine the criteria they will use to plan their Personal Challenge.</p>	<p>● Criteria for reflection include:</p> <ul style="list-style-type: none"> ▪ the extent to which the student can communicate ideas clearly <p>the clarity of the students own thinking about the factors involved in conducting a personal challenge.</p> <p>☒ Establishing the criteria for the Personal Challenge Students will:</p> <ul style="list-style-type: none"> ▪ need to create a plan ▪ set some goals ▪ focus the challenge on doing something for themselves and devoting time to do it on their own ▪ need to make contact with community agencies or organisations or they may need to research their ideas ▪ work out how they will make contact with community agencies ▪ be required to make a commitment to the challenge for a set period of time and this may differ from activity to activity ▪ develop expectation around 'weighting' for the time spent on activities ▪ need to have evidence of work completed ▪ need to have some form of
-------------------	--	--

Will the time requirements be different for each category? (refer to the ideas list generated by the class)

How will you keep a record of what you have done?

Will it differ depending on the type of personal challenge you will undertake?

How will you verify that you have completed and/or participated in your personal challenge?

2 c. **Creating the implementing the plan**

Following the class discussion have students create their own plan for implementing their personal challenge that includes a timeline to enable them to meet the due date.

Suggest some students may like to choose a 'mentor' to assist with the implementation of their personal challenge. Mentors could be:

- A friend
- A relative
- A member of the community

Have students implement their plan

3, 4 d. **Sharing Progress**

At the midpoint of the timeline for this unit have students give a 5 minute presentation of what they are currently doing in their personal challenge. Have students choose a presentation style that suits them. They could choose from:

- an oral presentation
- a PowerPoint presentation
- a pictorial presentation
- others?

Invite questions from the audience to presenting students about their personal challenge.

verification of their commitment and involvement such as a letter of thanks, a letter from home, a certificate of participation etc.

- need a feedback session that is incorporated to provide assistance, guidance and monitor performance
- set a due date for completion. However, some tasks may be ongoing and students would obviously be encouraged to continue.

☒ **Goal Setting**

Goal setting is a simple, yet often misused motivational technique which can provide some structure for a personal challenge. Goals give a focus. An acronym to guide goal setting is:

S - goals must be **Specific**

M - targets should be **Measurable**

A - goals should be **Adjustable**

R - goals must be **Realistic**

T - targets should be **Time based**

E - should be challenging and **Exciting**

R - goals should be **Recorded**

● **Criteria for presenting information:**

- plan is clearly displayed
- goals are clearly articulated
- timeline for implementation is in place.

● **Criteria for giving a presentation**

- Clearly outlines the details of the personal challenge
- Is concise
- Can answer questions if asked.

<p>Guiding questions:</p> <p><i>What have you enjoyed the most?</i></p> <p><i>What have you enjoyed the least?</i></p> <p><i>What has been your greatest challenge so far?</i></p> <p><i>Has there been a moment that made you laugh?</i></p> <p><i>Has there been a time when you have felt like giving up? Why / why not?</i></p> <p>At the conclusion of the feedback session have each student write a reflective journal entry using the sentence stem <i>'I am inspired by'</i></p> <p>e. Self-evaluation Rubric</p> <p>Ask students to complete the self-evaluation rubric based on what they have achieved to this point in time. Have them review their plan, modify if required and consider what they need to do in order to improve their performance on the final rubric.</p>	<p>●Using the rubric</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ reflect on what they have achieved to this point ▪ submit the rubric to the teacher to monitor progress ▪ use the rubric to inform future planning.
---	---

UGs	Culminating Performances	Ongoing Assessment / Notes to Teachers
1, 2, 3, 4	<p>a. Personal challenge wall of fame</p> <p>Following the deadline for the completion of the personal challenges ask each student to contribute to a class mural by creating a 'snapshot' of their experiences. The mural could be created and displayed in the classroom or it could be displayed in a prominent area of the school for others to see.</p> <p>b. The Wall of Fame</p> <p>Use the 'wall of fame' to invite others to take up a personal challenge. In addition to the student 'snapshots' students will contribute to creating:</p> <ul style="list-style-type: none"> ▪ an invitation for others to take up a challenge 	<p>●Criteria for creating the 'snapshot'</p> <p>Restricted to one B4 size poster</p> <p>It must contain:</p> <ul style="list-style-type: none"> ▪ Name ▪ Title of challenge ▪ A brief description of what was done ▪ A brief summary under the title 'From this experience I have' ▪ A personal invitation to others to take up your challenge <p>It could contain:</p> <ul style="list-style-type: none"> ▪ Photographs / certificates / letters ▪ Quotes from other people ▪ Other memorabilia / Artwork

UGs	Culminating Performances	Ongoing Assessment / Notes to Teachers
	<ul style="list-style-type: none"> ▪ ideas for challenges ▪ list of dates of upcoming events ▪ contact list for organisations ▪ an invitation for others to share their challenges through the wall of fame, through a newsletter article or visiting to speak to an audience ▪ ways of monitoring if others have undertaken a personal challenge. <p>c. Sharing the Journey</p> <p>Have students work collaboratively to submit an article for publication in a school newsletter, school magazine or on a school intranet site. The article should include:</p> <ul style="list-style-type: none"> ▪ an introduction to the activity ▪ comments and insights gained from the guest speaker / panel ▪ processes undertaken to plan personal challenges 	<p>☒ Criteria for assessing the sharing the journey</p> <ul style="list-style-type: none"> ▪ required information for article is included ▪ conveys ideas and information that is appropriate for the target audience (parents, other students, staff) ▪ effective use of standard Australian English ▪ layout is appropriate for the chosen site (newsletter, magazine, intranet site).
	<ul style="list-style-type: none"> ▪ examples of personal challenges undertaken by students ▪ quotes from students about their experiences ▪ evidence of what deeper understandings they have gained about themselves as individuals ▪ a recommendation and/or positive affirmation for others to take up the challenge. ▪ support through photographs. <p>d. Reflection</p> <p>See Reflecting upon the experience</p> <p>e. Self-evaluation Rubric</p> <p>Students will complete the self-evaluation rubric to assess their performance.</p>	<p>Teachers use student performances to assess the degree to which students:</p> <ul style="list-style-type: none"> • understand the value in documenting and evaluating all stages of a challenge • understand the nature of a challenge – setting goals and striving to reach them – and how they can create and experience challenges within and beyond a school environment • set goals and achieve them within and beyond a school environment. <p>● Note to the teacher</p> <ul style="list-style-type: none"> ▪ Students to reflect on performance. ▪ Rubric to be submitted to teacher for final assessment.

Ideas For Taking It Further and/or Transdisciplinary Approaches

Tell a personal story

Have students write or retell personal experiences that have been challenging for them.

Plan Another Personal Challenge

After evaluating the outcomes of this personal challenge set about planning another.

Equality and Opportunity

- Exploring issues around equality in the community in terms of opportunity, access, affordability, cultural diversity.
- Expand to investigate ethical issues at a global level around equality and basic human rights.

Design a Personal Challenge Website

- This could be restricted to a school intranet level or a global level on the internet.
- The purpose of this activity would be for students to share their experiences and to challenge others to take up personal challenges.
- It could include:
 - background information
 - personal journeys and inspiring stories from people within the community
 - student experiences
 - photo gallery
 - a personal challenge list to choose from
 - upcoming school and/or community events to choose from
 - community contact list
 - links to local, national and global information that is relevant
 - contact us and tell us your story or suggestion for a personal challenge.

Literature / Film Analysis

Select materials that support this unit and have students critically evaluate. Put into perspective with everyday life. Examples include, Rabbit Proof Fence, Bend it Like Beckham.

Resources

Murdoch, Kath (1998) Classroom Connections: Strategies for Integrated Learning, Eleanor Curtain Publishing

Personal Challenge Ideas

<p>Take up something new</p>	<p>Contribute to your community</p>
<p>Start something new, make a commitment and see it through to its natural conclusion. You could choose from:</p>	<p>Choose to participate in a community project or event. Find out what is happening in your community. It could be:</p>
<p>Take a calculated risk</p>	<p>Pursue an active recreational activity</p>
<p>Challenge yourself to do something you never dreamed of doing because you thought you couldn't. You could try:</p>	<p>Physical activity can promote an enhanced sense of well being. Have you thought about any of these activities?</p>
<p>Pursue an issue close to your heart</p>	<p>Plan a journey that is meaningful</p>
<p>Is there an issue that challenges your thinking or the thinking of others? Take an issue close to your heart and research a range of opinions on the issue to enable you to give a presentation to a chosen audience. Consider:</p>	<p>Plan and undertake a journey with the consent of your parents. It could be:</p>

Reflecting upon the experience

Take the time now to reflect upon your experiences.

What have you enjoyed most about this opportunity?

.....
.....
.....
.....

What have you learned about yourself as a person from this opportunity?

.....
.....
.....
.....
.....
.....

In what ways have you been inspired to pursue other personal challenges?

.....

--	--	--	--

'Think of four words that best describe your experience.'

Personal Challenge Self Evaluation Rubric

Name:

Personal Challenge:

Commencement Date: Time Commitment: (midpoint) (final)

	Elementary	Developing	Consolidating	Proficient
Setting challenges and planning	<p>With teacher assistance I can identify a personal challenge I would like to pursue, set goals and follow instructions to implement my challenge.</p> <p>Midpoint Final</p>	<p>With minimal teacher assistance I can identify a personal challenge I would like to pursue, set goals and set out the steps to implement my challenge.</p> <p>Midpoint Final</p>	<p>I am demonstrating increasing independence and I am able to define my personal challenge and set goals. I am able to set out the steps to implement my challenge.</p> <p>Midpoint Final</p>	<p>I am able to define my personal challenge and set goals without assistance. I am also able to outline the steps required to implement my challenge.</p> <p>Midpoint Final</p>
Self management	<p>With guidance I am beginning to manage my own time and focus on the task at hand.</p> <p>Midpoint Final</p>	<p>I am developing the ability to manage my own time and undertake tasks without supervision.</p> <p>Midpoint Final</p>	<p>I am reliable and consistent in managing my time and my capacity to undertake tasks.</p> <p>Midpoint Final</p>	<p>I show initiative and confidence in my ability to manage my time and capacity to undertake tasks.</p> <p>Midpoint Final</p>
Effective communication	<p>I am not confident in my ability to speak clearly to a range of audiences. With assistance, I can use verbal, written and technological texts to express my thoughts and ideas.</p> <p>Midpoint Final</p>	<p>I am developing confidence in my ability to speak clearly to a range of audiences and I am improving my capacity to use verbal, written and technological texts to express my thoughts and ideas.</p> <p>Midpoint Final</p>	<p>I am more confident in my ability to speak clearly to a range of audiences and I am becoming more consistent in my capacity to use verbal, written and technological texts to express my thoughts and ideas.</p> <p>Midpoint Final</p>	<p>I am confident in my ability to speak clearly to a range of audiences and I can use verbal, written and technological texts to express my thoughts and ideas.</p> <p>Midpoint Final</p>
Group participation	<p>I am quiet and reserved in group discussions and activities and let others take the lead.</p> <p>Midpoint Final</p>	<p>I am developing confidence in my ability to contribute to group discussions and activities. I am not confident in leading the group.</p> <p>Midpoint Final</p>	<p>I usually contribute to group discussions and activities and I will lead the group if required.</p> <p>Midpoint Final</p>	<p>I always contribute to group discussions and activities and show initiative in leading the group.</p> <p>Midpoint Final</p>
Project presentation skills	<p>My presentation skills are at a basic level. I need assistance to generate ideas for content and style.</p> <p>Final</p>	<p>My presentation skills are developing and I am becoming independent in my capacity to generate ideas for content and style.</p> <p>Final</p>	<p>My presentation skills are good and I am able to generate interesting ideas for both content and style.</p> <p>Final</p>	<p>I display initiative in the presentation of my work and generate innovative and original ideas for both content and style.</p> <p>Final</p>

Circle where you best fit using 'midpoint' the first time you appraise your efforts and 'final' when you complete the unit of work.