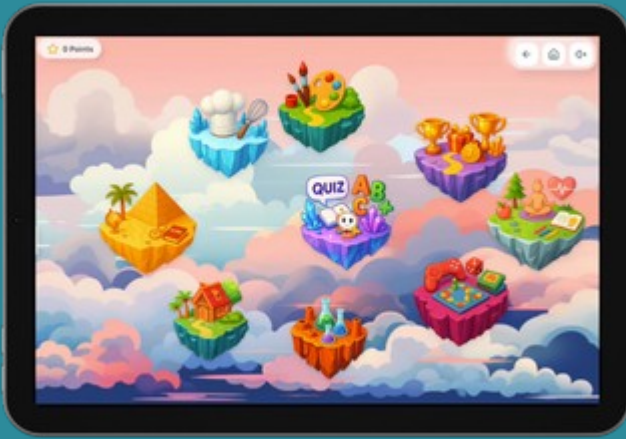


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Challenge Builds Me - Year 3

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Challenge Builds Me

Teacher overview

Year 3 • Health • 10 lessons of 50 minutes

Essential question: How can challenge, setbacks and support strengthen identity and resilience?

Learning focus: Students investigate fictional learning setbacks, useful strategies, support and reflection. A difficult attempt does not decide a person's worth. Success can help a learner understand what helped; a setback can reveal a useful change. Neither guarantees the next result.

Success criteria: Describe a specific event without labelling a whole person; connect an action and fitting support to evidence; explain a realistic learning explanation; adapt when needed; seek adult protection for harm.

Core route: Teach Lessons 1–8 in order. This includes essential teaching, the safe strategy trial, new-case assessment, safe demonstration and transfer explanation. Lessons 9–10 are optional reinforcement and may be omitted.

Assessment: Keep the Lesson 1 diagnostic, W05 trial, W06 reflection, A1 new-case reasoning and demonstration, V08 strategy transfer and selected quiz checks. Use R1 to judge the combined evidence. The quiz alone does not assess a demonstrated strategy. Use fictional cases throughout. No personal failure or private-health disclosure is required. Students may speak, draw, write, dictate, point to choices or use a communication device. Communication assistance does not lower the learning judgement.

Resilience does not mean always feeling calm, doing everything alone, always succeeding or enduring harm. Pause an uncomfortable task and follow the school's support pathway.

Lesson sequence and presentation files

Each lesson has its own complete editable presentation.

1. Challenge is not identity

Challenge Builds Me – Year 3 – Lesson 01 – Presentation.pptx

2. Success teaches too

Challenge Builds Me – Year 3 – Lesson 02 – Presentation.pptx

3. Respond to setbacks

Challenge Builds Me – Year 3 – Lesson 03 – Presentation.pptx

4. Support strengthens us

Challenge Builds Me – Year 3 – Lesson 04 – Presentation.pptx

5. Practise a strategy

Challenge Builds Me – Year 3 – Lesson 05 – Presentation.pptx

6. Reflect and adapt

Challenge Builds Me – Year 3 – Lesson 06 – Presentation.pptx

7. Resilience assessment

Challenge Builds Me – Year 3 – Lesson 07 – Presentation.pptx

8. Transfer safely

Challenge Builds Me – Year 3 – Lesson 08 – Presentation.pptx

9. Compare supported challenge plans (optional)

Challenge Builds Me – Year 3 – Lesson 09 – Presentation.pptx

10. A toolkit for a fictional learner (optional)

Challenge Builds Me – Year 3 – Lesson 10 – Presentation.pptx

Eight-lesson route: use Lessons 1–8 without merging or skipping essential assessment. Optional

Lessons 9–10 reinforce comparison and reminders.

Quiz file: Challenge Builds Me – Year 3 – Quiz.pptx

Preparation, access and resource use

Preparation: Read the case cards before each lesson. Provide the named display/worksheet and the matching lesson file. Sample answers follow each worksheet; keep them separate during student application and use them for discussion afterwards. They show possibilities rather than a single required personal response.

The two colour displays introduce the six concepts and model evidence reasoning. Eight fictional case cards occupy two pages. The cooperative game includes rules, a six-stop mat and eight discussion cards; provide a small counter or coin as ordinary classroom equipment.

Lesson 5 trial: For each pair write six word cards (book, pencil, ruler, eraser, glue, scissors) and two labels: Pencil-case items (pencil, ruler, eraser) / Other resource (book, glue, scissors). Read and agree the labels first. There is no speed score, deliberate frustration or requirement to fail. Record actual observations. The end of every page is clearly a fictional sample.

Access: Chunk the case into one sentence or step at a time; teach vocabulary using D1 and case pictures; offer a partially modelled response, read-aloud, larger cards, scribing, pointing, partner rehearsal or communication device. Hold the same reasoning demand across response modes.

Extension: Compare another safe response, identify a useful case detail, defend a limitation or explain what new evidence would change a plan. Do not demand more private disclosure or faster performance.

Safety: Establish the school-approved trusted-adult and backup pathway. Do not act out hurtful names or use classmates' real experiences. A student may pause, observe a model or explain a fictional case privately. Useful adult protection takes priority over continuing a task.

Learning reference: This unit draws on ACARA's Years 3–4 Health and Physical Education learning about success, challenge, setbacks, resilience and identity. All case stories and illustrations are original fictional Sukindi teaching examples; no external source image is reproduced.

Lesson 1

Challenge is not identity

Learning focus: Describe a setback without making it a label about the whole person.

Preparation: Prepare D1, D2, case C1 and W01. Read the case aloud and explain check-in before the task.

5 min — Notice: Show C1. Ask what happened and what Ari might feel. Record the initial explanation without requesting a personal failure story.

10 min — Teach: Use slides 2–5. Contrast “Ari is hopeless” with “Ari missed one step in a new routine.” Model that Ari remains valuable and can learn with help.

15 min — Rehearse: Use slides 6–7. In pairs, one student describes the event and the other suggests a specific, kind next step. Model a routine card and ask Mr. Lee to show the order.

10 min — Apply: Students complete W01 by writing, drawing, speaking or dictating.

Require an event detail, non-labelling wording and a reason for a supported step.

5 min — Feedback: Ask which words describe an attempt rather than the whole person. If a response promises success, add “need help” and identify what to check.

5 min — Exit: Use slide 9. A setback is ____, it does not mean _____. Keep one response as the initial diagnostic.

Access and extension: Offer the case one sentence at a time, read-aloud and two supported next-step choices. Stretch: explain why needing help does not reduce worth.

Lesson 2

Success teaches too

Learning focus: Connect a successful attempt to helpful actions, support and a realistic view of learning.

Preparation: Prepare D1, C1–C2 and W02. Keep W01 available for the comparison.

5 min — Recall: Compare the missed check-in in C1 with joining on time in C2. Ask which detail changed.

10 min — Teach: Use slides 3–6. Model action: practise and check; support: Ms Lee and routine card; result: joining on time. Explain how these may shape Ari's view of learning.

15 min — Rehearse: Pairs sort spoken details into action, support and result. Ask for the case detail behind “the routine card helped”. Accept more than one contributing factor.

10 min — Apply: Complete W02. Connect the table entries in a verbal or written explanation rather than listing “be positive”.

5 min — Feedback: Ask what one success does not prove. Reframe guarantees: the next unfamiliar routine may still need help.

5 min — Exit: Use slide 9: “The success helped Ari notice ____ because ____.” Collect evidence of a causal link with appropriate uncertainty.

Access and extension: Provide three word/picture choices from C2 and scribe the explanation. Stretch: Compare practice with the routine card and explain their different roles.

Lesson 3

Respond to setbacks

Learning focus: Choose and justify a flexible response to missing information.

Preparation: Prepare D1, C3–C4, W03 and Choose, Explain and Check rules, mat and discussion cards.

5 min — Notice: Read C3. Ask why Mei cannot start; distinguish unclear roles from inability or unwillingness.

10 min — Teach: Use slides 3–6. Compare retrying a clear safe step, changing an unhelpful approach and asking for information. Model requesting a role list because the jobs are unclear.

15 min — Rehearse: Use one game turn with discussion card 3. Students compare teacher role-list support with supported group agreement. Partners ask “Why does that fit?” without scoring speed.

10 min — Apply: Complete W03: two choices, a justified first response and a backup. Practise “Could you show me the first step?” with a partner or adult.

5 min — Feedback: Check that the chosen action supplies information. Merely repeating the same unclear task does not address the need.

5 min — Exit: Use slide 9. “repeating an unsuccessful strategy forever resilient? Require a reason from Mei’s class.”

Access and extension: Reduce to two clear response choices, read the case and allow pointing plus a scribed reason. Stretch: identify when retrying would become useful after the roles are explained.

Lesson 4

Support strengthens us

Learning focus: Match a person or tool to the help a fictional learner needs, including a backup.

Preparation: Prepare C5, W04 and D1. Decide the school-approved adult pathway before teaching.

5 min — Recall: Read C5: Sam arrives at the wrong activity on an unfamiliar timetable.

Identify the missing information.

10 min — Teach: Use slides 3–6. Model adult explanation, a checked picture timetable and a partner check of a known step. Explain that a peer or tool cannot replace adult protection.

15 min — Rehearse: Pairs practise a specific request: “Ms Lee, I mixed up these symbols. Could you show what comes next?” Respond by explaining the symbols and checking the first step.

10 min — Apply: Complete W04 with Sam’s need in the centre. Link an adult, tool, partner and backup to the help each can offer. No private family contact list is required.

5 min — Feedback: Ask whether each support meets the need. If Ms Lee is unavailable, identify another school-approved trusted adult; keep asking until useful help is available.

5 min — Exit: Use slide 9. Explain why Sam does not have to manage everything alone. Record a matched support and reason.

Access and extension: Offer case pictures, read-aloud and a partly modelled map.

Students may gesture, use a communication device or dictate. Stretch: explain a tool’s limit when its symbols are still unclear.

Lesson 5

Practise a strategy

Learning focus: Use small steps and safe support, recording actual evidence rather than a speed score.

Preparation: Prepare C6 and W05. For each pair write six word cards: book, pencil, ruler, eraser, glue, scissors. Write two labels: Pencil-case items (pencil, ruler, eraser) and Other resources (book, glue, scissors). Read and agree the groups first.

5 min — Notice: Read C6. Identify Sam's one-pile-at-a-time action and partner check. Connect a manageable step to useful support.

10 min — Teach: Use slides 4–5 to demonstrate checking labels, placing one card and checking with a partner. There is no timed score or deliberate failure.

15 min — Rehearse: Pairs plan first/next/last on W05 and try once. Observe a completed step, check used or difficulty noticed. Pause, seek help or observe an adult model if needed.

10 min — Apply: Choose one adjustment: clearer labels, simpler steps or partner check. Try again only when useful and safe. Record what actually happened; an unfinished result is valid evidence.

5 min — Feedback: Ask what changed and which observation supports the explanation. Do not make actual results match the fictional sample answer.

5 min — Exit: Use slide 9. Explain what helped or what still needs support. Retain the record for Lesson 6.

Access and extension: Use larger cards, read labels, permit pointing, a partner or observation of a model. Stretch: explain why a helpful adjustment may not suit every new task.

Lesson 6

Reflect and adapt

Learning focus: Use evidence to keep, change or seek support and explain a realistic learning implication.

Preparation: Prepare C7, W06 and the students' W05 records. Offer the fictional case if personal trial data are unavailable.

5 min — Recall: Choose W05 evidence or C7; label which is used. Luca forgot a ruler twice with memory only and later included it with a checklist and Ms Lee's check.

10 min — Teach: Use slides 3–6. Model keep: checking the kit; change: picture checklist; support: teacher demonstration. Connect the change to the repeated missing ruler.

15 min — Rehearse: Partners ask: What happened? What helped? What will you keep, change or ask for? Use a real observation or labelled fictional evidence, never an invented trial result.

10 min — Apply: Complete W06 with one observation, a justified adjustment and an implication for learning. Allow an oral explanation with the record visible.

5 min — Feedback: Check the limit: an incomplete kit does not prove the learner will never forget. A new kit may need different steps or support.

5 min — Exit: Use slide 9. State a claim, detail and next check. Retain evidence of reflection and identity without requiring a calm or cheerful response.

Access and extension: Chunk the organiser and scribe a chosen detail. Stretch: compare two adjustments and explain what later evidence would change the choice.

Lesson 7

Resilience assessment

Learning focus: Analyse a new fictional challenge and explain how a supported response and reflection could affect learning and identity.

Preparation: Prepare C1–C2, W07, assessment A1 pages 1–2 and R1. Keep sample answers private during independent assessment; reading and communication assistance remain available.

5 min — Recall: Use Ari's known case and W07 as a brief practice, not the new-case assessment.

10 min — Teach: Use slides 3–4. Model linking a case detail, action, support and realistic view of learning. Read the rubric expectations in plain language and not provide Nia's answers.

15 min — Rehearse: Students complete the practice response and explain a safe first step. Check that taught vocabulary is understood before introducing Nia.

10 min — Apply: Read Nia's new kit case on 7. Students use their preferred response mode for an action, fitting support and reason; start the later-evidence reflection.

5 min — Conference: Ask which detail supports the response and what might change if it does not help. Observe or help request or checklist step; record support used without lowering the learning judgement.

5 min — Exit: Retain A1 and identify any explanation or safety evidence to finish in Lesson 8. Essential assessment closes within the core.

Access and extension: Read instructions, allow a scribe, pictures or a communication device and extra processing time. Stretch: justify a backup and a limit without adding an older-year demand.

Lesson 8

Transfer safely

Learning focus: Explain when flexible persistence is useful and when adult protection takes priority.

Preparation: Prepare C7–C8, W08, A1/R1 and the 24-slide quiz. Confirm the school help pathway; never act out hurtful names.

5 min — Notice: Compare packing difficulty in C7 with repeated hurtful treatment in C8. Ask why the help needed is different.

10 min — Teach: Use slides 4–5. For the task: clearer steps, checklist and support. For harm: move away if safe and tell a trusted adult; ask another approved adult if useful help is unavailable.

15 min — Rehearse: Use W08 to explain both responses, practicing only a help-seeking request with a fictional character; do not reenact the hurtful behaviour or invite classmates' private experiences.

10 min — Apply: Finish A1's safe demonstration and boundary prompt. Use selected quiz questions, including both misconception checks, as additional evidence; finish any remaining checks orally or later without making optional lessons essential.

5 min — Feedback: Summarise new-case analysis, safe strategy, W05/W06 evidence and W08 using R1. Give one specific strength and next teaching step.

5 min — Exit: Use slide 9. Explain why protection comes before continuing a task. Close all core teaching and essential assessment by this lesson.

Access and extension: Allow a private response to the teacher, supported choices and rehearsal without performance pressure. Stretch: explain the backup adult pathway and a strategy's limit.

Lesson 9 – Optional

Compare supported challenge plans

Learning focus: Reinforce comparison of benefits, limits and fitting support; no new required assessment.

Preparation: Prepare C3–C5 and W09. This lesson may be omitted after the core has closed.

5 min — Recall: Use Mei's unclear roles or Sam's unfamiliar timetable. Identify the need before choosing a plan.

10 min — Teach: Use slides 3–6 to compare direct adult explanation with a checked visual reminder and partner check. Model a benefit, a limit and a backup for each.

15 min — Rehearse: Pairs compare Mei's role-list and supported group agreement plans. Ask which detail makes a choice useful; accept different safe justified choices.

10 min — Apply: Complete W09 for Sam's timetable's contents. Plan A is adult explanation; Plan B is a checked picture card and partner check. Do not assume the symbols are already understood.

5 min — Feedback: Share one benefit and one limit. Ask what to do if the selected support is unavailable or the symbols remain unclear.

5 min — Exit: Use slide 9. Explain a first choice with a reason and backup. Treat this as optional reinforcement, not missing core evidence.

Access and extension: Provide one plan at a time and paired benefit/limit choices with a scribed reason. Stretch: explain how a new detail would reverse the first choice.

Lesson 10 – Optional

A toolkit for a fictional learner

Learning focus: Reinforce useful reminders linked to action, support and safe limits; no new required assessment.

Preparation: Prepare C7, W10, D1 and existing case/display pictures for pointing. This lesson may be omitted.

5 min — Recall: Identify Luca's packing need and the taught checklist and adult demonstration.

10 min — Teach: Use slides 3–5. Model specific reminders: check one item; ask Ms Lee to show a missing step; pause and adapt. Explain that a reminder cannot replace protection from harm.

15 min — Rehearse: Partners choose reminders that fit Luca's next task. Show how a picture, words or dictated message can communicate the same useful action.

10 min — Apply: Complete three reminder cards on W10. Connect each to an action or support. No private personal information or polished artwork is required.

5 min — Feedback: Ask a partner whether a reminder shows a clear first step and useful support. Revise one unclear reminder, do not promise guaranteed success.

5 min — Exit: Use slide 9. Explain an improvement and a safety limit. Optional sharing may be private or declined.

Access and extension: Allow selected existing pictures, oral explanation or a scribe. Stretch: compare two reminders and explain which fits a changed packing task.

Cooperative game

Teacher response anchors 1-4

Use the three game pages with the case cards. Read the rules and model a turn before independent play. The group advances through the numbered mat after a case-based response, reason and respectful check; a response can be revised with help. There is no speed or toughness contest.

Card 1 — C1: Ari missed the check-in step, rather than “being a failure”. A routine card and Ms Lee’s demonstration may make the order clear. Accept another safe step that addresses the routine.

Card 2 — C2: Ari practised and checked the numbered card, with Ms Lee’s support, and joined on time. Ari may learn that routines can be learned with help. One success does not eliminate future support needs.

Card 3 — C3–C4: Mei could ask for a role list or ask the group to agree roles with teacher checking. Both can clarify jobs. A useful reason identifies the missing information, and a backup is needed if the choice does not clarify it.

Card 4 — C5: Ms Lee can explain timetable symbols and the next activity. A checked picture timetable can remind Sam of a known order. A partner may check an understood step, but cannot replace adult explanation of unknown symbols.

Across cards: Ask “Which detail supports that?” and “What if that does not help?” Accept several responses when they are safe, evidence-based and fit the case. A fluent speaker is not automatically showing stronger reasoning.

Cooperative game and assessment

Teacher response anchors 5-8

Card 5 — C6: Sam can handle paper, pencils and rulers one pile at a time, pause and check with a partner. A completed pile or a specific mistake found by checking is useful evidence. An unfinished task can reveal needed support.

Card 6 — C7: Luca forgot the ruler twice with the same mental reminder. A picture checklist makes the items visible; Ms Lee can demonstrate a missing step. One complete kit is a benefit in that attempt, not proof of guaranteed future success.

Card 7 — C8: Move away if safe and tell a trusted adult. If useful help is unavailable, tell another school-approved adult. Hurtful treatment needs protection, it is not a challenge someone must endure to prove resilience.

Card 8 — C1–C8: Resilience does not mean never feeling upset. Repeating an unsuccessful plan forever is not necessarily useful. Reflection can support a changed strategy, clearer information, support or a pause.

A1 teacher examples: Nia forgot a marker twice with memory only. A checklist and Ms Lee's demonstration fit that need. "I am learning this job and can use a clearer plan and help" leaves room to learn without promising success. The fictional later complete kit provides one case detail; the next it should still be checked. A new task or unhelpful checklist may need adapted steps.

Combine the new-case response, a safe help request/checklist demonstration and W08's protection explanation. Use the same R1 criteria for oral, written, drawn, scribed and supported-choice responses. Ask for reasoning, not a memorised answer or personal disclosure.

Challenge Builds Me – Key Ideas

Year 3 • Learning with support

Challenge

A task that needs effort, learning or support.



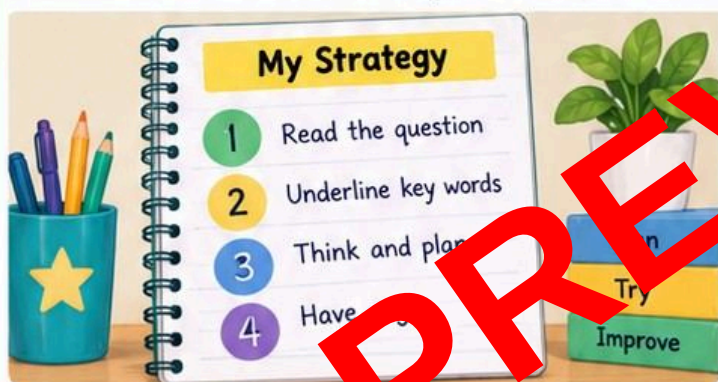
Resilience

Using flexible strategies and support through difficulty.



Strategy

A chosen action to help with a task.



Persistence

Keeping a careful, safe effort going. You can pause or change the plan.



Feedback

Information that helps us check and improve.



Support

People or tools that help us learn and stay safe.



A setback does not decide your worth. Harm is not a challenge to endure.



How We Explain Our Evidence

A fictional example

Look closely.
Think about what happened.
Explain your ideas.

1. Ask a question

Is resilience never feeling upset?



2. Notice the evidence

Ari felt disappointed after missing a turn. Ms Lee showed a routine card. Ari practised and checked the steps.



3. Explain the link

No. Ari can feel upset and still use flexible strategies and support. Checking the steps gives Ari a useful next action.



It's okay to feel upset. I can use strategies and ask for support.



We describe the event, the strategy and the support. We do not label Ari a failure.



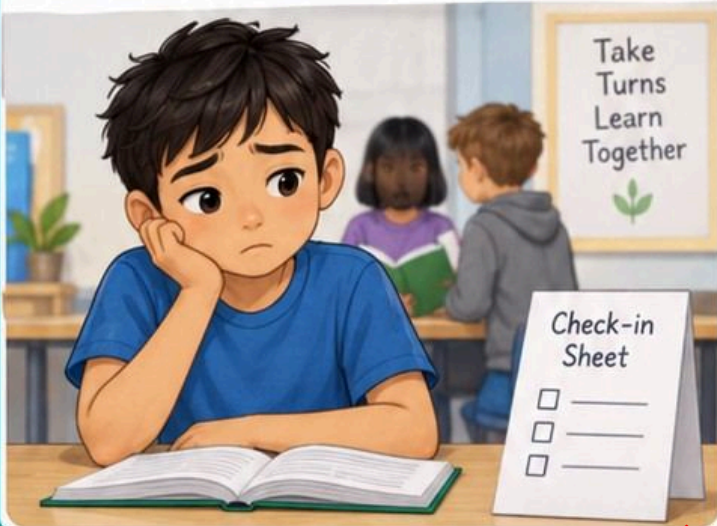
What detail supports your explanation?

Challenge Builds Me – Case Cards

Fictional classroom cases • C1–C4

C1 Ari misses a step

Ari starts a new classroom reading routine. Ari skips the check-in sheet and misses a turn. Ari feels disappointed. One missed step does not decide who Ari is.



C2 Ari learns from success

Ms Lee shows Ari a numbered routine card. Ari practises the steps and checks the sheet next time. Ari joins the group on time. The support and practice helped.



C3 Mei needs a clear role

Mei joins a new learning group making a class poster. No one has explained the roles. Mei cannot start. Guessing the same unclear job again may not help.



C4 Mei uses support

Mei asks the teacher for a role list. The group agrees who will write, draw and check. Mei selects a role using picture choices. The group begins together.



Describe the event. Choose a safe response. Explain your reason.

Challenge Builds Me — Case Cards

Fictional classroom cases • C5–C8

C5 Sam checks the timetable



Sam follows an unfamiliar timetable and arrives at the wrong activity. Sam can compare the activity symbols and ask Ms Lee to explain the next step.

C6 Sam tries small steps



Sam needs to prepare three material piles: paper, pencils and rulers. Sam pauses, checks one labelled pile at a time and asks a partner to check. The piles are ready.

C7 Luca changes the packing plan



Luca forgets a ruler after using the same mental reminder twice. Luca uses a picture checklist and checks the kit with Ms Lee. The next kit includes the ruler.

C8 Luca deserves protection



Another student repeatedly calls Luca hurtful names about the missing ruler. Luca can move away if safe and tell Ms Lee. Hurtful treatment is not a learning challenge to endure..

Describe the event. Choose a safe response. Explain your reason.

Choose, Explain and Check

Cooperative game • 2–4 players

Rules

1. Choose a discussion card. Read it or ask a partner to read.
2. Start at **Notice**. Use all six steps on the mat in order.
3. Give a safe response and a reason. Point, speak, draw or use supported choices.
4. Ask one respectful question, such as “What detail supports that?”
5. At **Reflect**, check the teacher criteria. Different safe, reasoned answers may count.
6. **Reset to Notice**. The next player chooses a new card. Finish after everyone has had a turn.

Think
together
for better
ideas!



Worked turn – Cards 2 / C3

- Notice:** Mei does not know the group roles.
- Ask:** Who could explain the jobs?
- Compare:** Ask the teacher, or agree roles with the group and teacher.
- Explain:** A clear role list supplies missing information.
- Apply:** “Could you show me my first step?”
- Reflect:** Check that Mei can start. Ask again if the roles are still unclear.



No speed contest. No personal stories required. If harm is involved, seek adult protection.

Choose, Explain and Check

Six-stop discussion mat

1. Notice

What happened in the case?



2. Ask

What support could help?



4. Explain

Which case detail supports your reason?



5. Compare

Which two safe choices could fit?



5. Apply

What is one safe first step?



6. Reflect

What would you check or change?



Read one card. Use all six stops. Check the teacher criteria. Reset for the next turn.

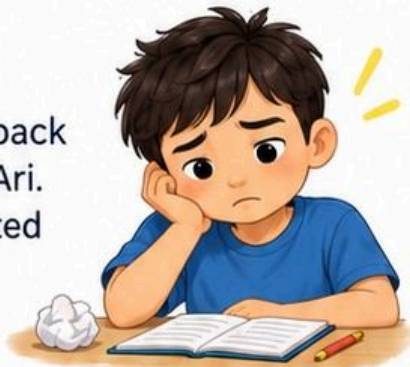
Use a large counter or point.

Choose, Explain and Check

Eight discussion cards • Use the fictional case cards

1 • C1

Describe Ari's setback without labelling Ari. Suggest a supported next step.



2 • C2

What action and support helped Ari succeed? What might Ari learn about learning?



3 • C3-C4

Compare two responses to Mei's unclear roles. Choose one and give a reason.



4 • C5

Name a person and tool that could help Sam. Explain what each can do.



5 • C6

How could Sam break the materials task into steps? What evidence would show help?



6 • C7

Why might Luca change the reminder? Explain one benefit and one limit of the checklist.



7 • C8

How can Luca seek protection? Explain why harm is not a challenge to endure.



8 • C1-C8

Is resilience never feeling upset? Is repeating an unsuccessful plan always helpful? Explain.



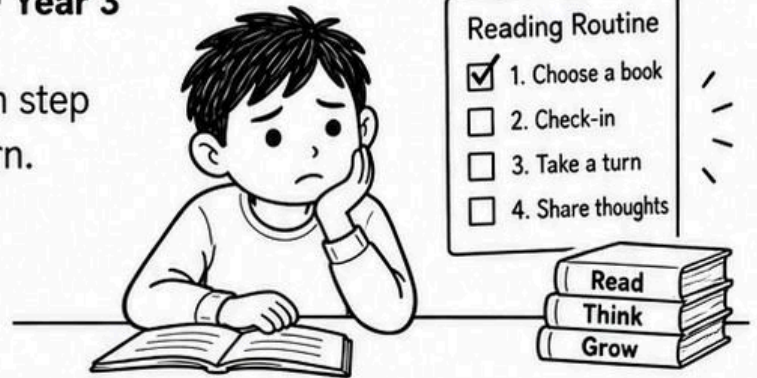
Several safe responses may count when the reason fits the case.

Name: _____ Date: _____

Challenge is not identity.

W01 • Year 3

Use fictional case C1: Ari skips a check-in step in a new reading routine and misses a turn. Ari feels disappointed. One missed step does not decide who Ari is.



1. Notice the setback

What happened? Describe the event, not the whole person.

2. Replace the label

Replace "Ari is hopeless" with words that leave room to learn.

3. Explain a supported next step

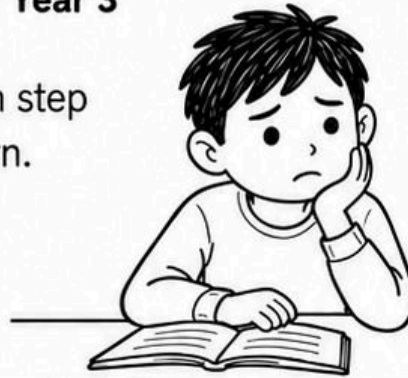
What could Ari do? Who or what could help, and why?

Speak, draw, write, dictate or point to supported choices.
Different safe explanations may count.

Challenge is not identity.

W01 • Year 3

Use fictional case C1: Ari skips a check-in step in a new reading routine and misses a turn. Ari feels disappointed. One missed step does not decide who Ari is.

**Reading Routine**

- ☒ 1. Choose a book
- ☐ 2. Check-in
- ☐ 3. Take a turn
- ☐ 4. Share thoughts



1. Notice the setback

What happened? Describe the event, not the whole person.

Ari missed the check-in step in a new routine.

2. Replace the label

Replace "Ari is hopeless" with words that leave room to learn.

Ari is learning a new routine and missed one step.

3. Explain a supported next step

What could Ari do? Who or what could help, and why?

Ari could ask Ms Lee to show a routine card and practise the steps. The card makes the order clear.



Success teaches too.

W02 • Year 3

Use fictional case C2: Ms Lee shows Ari a numbered routine card. Ari practises and checks the sheet next time, then joins the group on time.



1. Notice the result

What changed from C1 to C2?

2. Connect the evidence

Record a helpful action, support and result.

Action	Support	Result

3. Explain the learning

What could this success teach Ari about learning? What does one success not prove?

Success teaches too.

W02 • Year 3

Use fictional case C2: Ms Lee shows Ari a numbered routine card. Ari practises and checks the sheet next time, then joins the group on time.



1. Notice the result

What changed from C1 to C2?

Ari checked the steps and joined on time.

2. Connect the evidence

Record a helpful action, support and result.

Action	Support	Result
practise and check.	Ms Lee and the routine card.	Ari joins on time.

3. Explain the learning

What could this success teach Ari about learning? What does one success not prove?

Ari may learn that routines can be learned with practice and help.

One success does not mean Ari will never need support again.

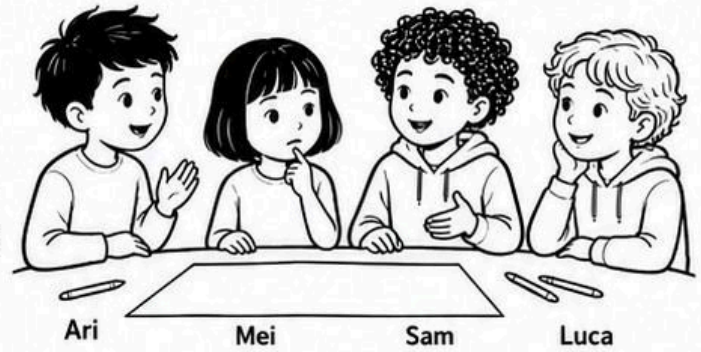
Name: _____

Date: _____

Respond to setbacks.

W03 • Year 3

Use fictional cases C3–C4: Mei cannot start a group poster because the roles are unclear. The teacher can give a role list; the group can agree roles with support.



1. Notice the need

What information does Mei need?

2. Compare two responses

Show two safe choices and how each might help.

Choice A

Choice B

PREVIEW

3. Choose, explain and check

Choose one response. Give a reason from the case and a backup if it does not help.

Speak, draw, write, dictate or point to supported choices. Different safe explanations may count.

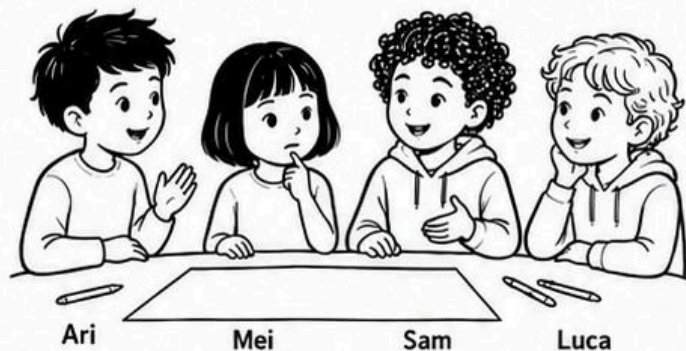
Name: **ANSWERS**

Date: _____

Respond to setbacks.

W03 • Year 3

Use fictional cases C3–C4: Mei cannot start a group poster because the roles are unclear. The teacher can give a role list; the group can agree roles with support.



1. Notice the need

What information does Mei need?

– **Mei needs to know the jobs and a clear first-step.** _____

2. Compare two responses

Show two safe choices and how each might help.

Choice A

Ask the teacher for a role list.

Choice B

Agree roles with the group and check with the teacher.

3. Choose, explain and check

Choose one response. Give a reason from the case and a backup if it does not help.

– **I would ask for a role list because the jobs are unclear. If it is still** _____
– **confusing, ask Ms Lee to show the first step with pictures.** _____

Speak, draw, write, dictate or point to supported choices. Different safe explanations may count.

Name: _____

Date: _____

Support strengthens us.

W04 • Year 3

Use fictional case C5: Sam follows an unfamiliar timetable and arrives at the wrong activity. Sam needs to understand the activity symbols and the next step.



1. Notice Sam's need

What kind of help would fit this problem?

2. Map useful support

Connect a person or tool to the help it can offer. Include a backup.

Adult: _____

Tool: _____

Need: _____

Partner: _____

Backup: _____

3. Explain and request

Explain why one support fits. Write or show a clear request for help.

Support strengthens us.

W04 • Year 3

Use fictional case C5: Sam follows an unfamiliar timetable and arrives at the wrong activity. Sam needs to understand the activity symbols and the next step.



1. Notice Sam's need

What kind of help would fit this problem?

Sam needs the activity symbols and order explained.

2. Map useful support

Connect a person or tool to the help it can offer. Include a backup.

Adult:

Ms Lee explains.

Tool:

checked picture timetable.

Need:

understand timetable

Partner:

checks a known step.

Backup:

another school-approved adult.

3. Explain and request

Explain why one support fits. Write or show a clear request for help.

"Ms Lee, I mixed up these symbols. Could you show me what comes next?"

Clear adult guidance can supply the missing information.

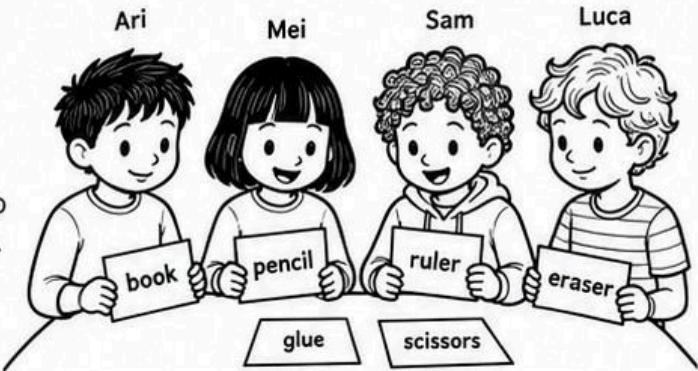
Name: _____

Date: _____

Practise a strategy

W05 • Year 3

Safe classroom trial: arrange six classroom word cards into two labelled groups. Try a small-step plan. There is no speed score. Pause or ask for help if needed.



1. Plan small steps

What will you do first, next and last? What support will you use?

First:

Next:

Last:

2. Record actual observations

Try once, then choose one useful adjustment and try again if safe. Record what really happens.

Attempt	Strategy or support	What happened
First attempt		
Adjusted attempt		

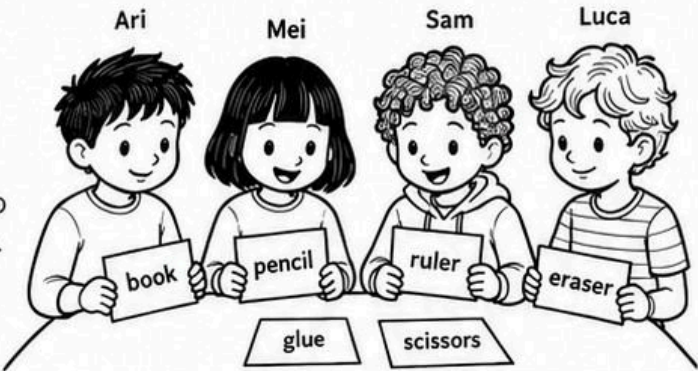
3. Explain the effect

What helped, or what still needs support? Use an observation. An unfinished task can still teach us.

Practise a strategy

W05 • Year 3

Safe classroom trial: arrange six classroom word cards into two labelled groups. Try a small-step plan. There is no speed score. Pause or ask for help if needed.



1. Plan small steps

What will you do first, next and last? What support will you use?

First:	Check labels.
Next:	Place one card at a time.
Last:	Check with a partner.

2. Record actual observations

Try once, then choose one useful adjustment and try again if safe. Record what really happens.

Attempt	Strategy or support	What happened
First attempt	Fictional sample only, actual records may differ. Memory plan	One card under wrong label.
Adjusted attempt	Check each label with partner.	All six matched.

3. Explain the effect

What helped, or what still needs support? Use an observation. An unfinished task can still teach us.

In this sample, the partner check caught the wrong label. Another task may need clearer steps or support. Judge the evidence, not speed.

Name: _____

Date: _____

Reflect and adapt.

W06 • Year 3

Use your W05 record OR fictional case C7: Luca forgets a ruler after the same mental reminder twice. A picture checklist and Ms Lee's check help the next kit include it.



1. Notice the evidence

What specific observation will you use? Tick: my trial / fictional C7.

☐

my trial

☐

fictional C7

2. Keep, change, support

Show what to keep, what to change and what helps.

Keep	
Change	
Support	

3. Explain and reflect

Why is that adjustment useful? What could the learner discover about learning? State one limit.

Speak, draw, write, dictate or point to supported choices. Different safe explanations may count.

Name: **ANSWERS**

Date: _____

Reflect and adapt.

W06 • Year 3

Use your W05 record OR fictional case C7: Luca forgets a ruler after the same mental reminder twice. A picture checklist and Ms Lee's check help the next kit include it.



1. Notice the evidence

What specific observation will you use? Tick: my trial / fictional C7.

☐ my trial ☒ fictional C7

Luca forgot the ruler twice, then included it after checklist and help.

2. Keep, change, support

Show what to keep, what to change and what helps us.

Keep	check the kit
Change	picture checklist instead of memory only.
Support	Ms Lee shows a missing step.

3. Explain and reflect

Why is that adjustment useful? What could the learner discover about learning? State one limit.

The repeated missing ruler suggests a clearer reminder may help.
Luca may learn that adapting and asking for help support learning.
One complete kit does not guarantee every later kit.

Speak, draw, write, dictate or point to supported choices. Different safe explanations may count.

Name: _____

Date: _____

Resilience assessment — Practice

W07 • Year 3

Practice with fictional cases C1–C2: Ari misses a check-in step. A routine card, practice and Ms Lee's help support a later successful attempt. The final assessment uses a new character.



1. Notice the case

Describe the setback and one useful case detail without labelling Ari.

2. Explain a supported response

Choose an action and support. Explain how they fit the detail.

Action and support:

Reason from the case:

3. Connect learning and identity

What could Ari learn about learning? What would Ari check next?

Speak, draw, write, dictate or point to supported choices. Different safe explanations may count.

Name: **ANSWERS**

Date: _____

Resilience assessment – Practice

W07 • Year 3

Practice with fictional cases C1–C2: Ari misses a check-in step. A routine card, practice and Ms Lee's help support a later successful attempt. The final assessment uses a new character.



1. Notice the case

Describe the setback and one useful case detail without labelling Ari.

Ari missed one step in a new routine; Ari is not a failure.

2. Explain a supported response

Choose an action and support. Explain how they fit the detail.

Action and support:

Practise the numbered routine with Ms Lee.

Reason from the case:

The order needs to be made clear.

3. Connect learning and identity

What could Ari learn about learning? What would Ari check next?

Ari may learn that new routines can be learned with help.

Ari should check the next attempt and ask for more support if needed.

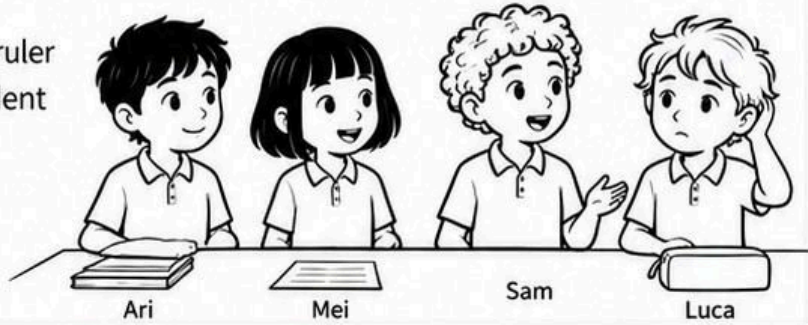
Transfer safely.

W08 • Year 3

Name: _____

Date: _____

Compare fictional cases C7–C8: Luca forgets a ruler while learning a packing routine. Another student repeatedly calls Luca hurtful names about it. These situations need different responses.



1. Notice the difference

What is the learning difficulty? What is the harm?

Learning task	Hurtful treatment

2. Choose safe responses

Explain a useful response to each situation.

Support for the task	Protection from harm

3. Explain the boundary

Why does resilience not mean enduring harm? What if the first adult cannot help?

Speak, draw, write, dictate or point to supported choices. Different safe explanations may count.

Transfer safely.

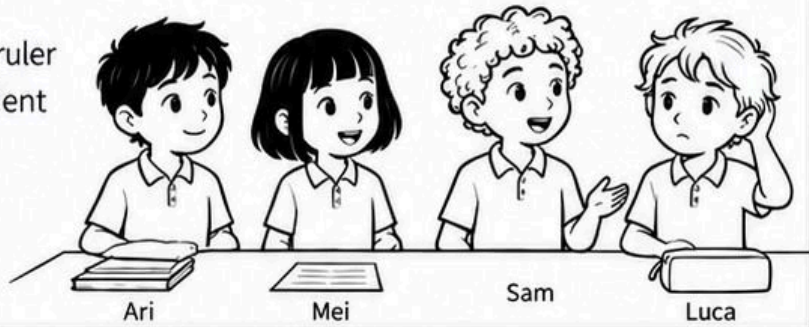
W08 • Year 3

Name: _____

ANSWERS

Date: _____

Compare fictional cases C7–C8: Luca forgets a ruler while learning a packing routine. Another student repeatedly calls Luca hurtful names about it. These situations need different responses.



1. Notice the difference

What is the learning difficulty? What is the harm?

Learning task	Hurtful treatment
Packing the kit.	Repeated hurtful names.

2. Choose safe responses

Explain a useful response to each situation.

Support for the task	Protection from harm
Use a checklist and adult demonstration.	Move away if safe and tell Ms Lee.

3. Explain the boundary

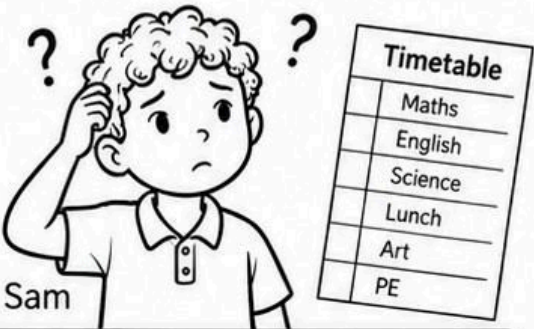
Why does resilience not mean enduring harm? What if the first adult cannot help?

Luca deserves protection; harm is not a toughness test.
Tell another school-approved trusted adult if useful help is unavailable.

Compare supported challenge plans — Optional

W09 • Year 3 • Optional

OPTIONAL reinforcement. Use fictional case C5:
Sam mixes up an unfamiliar timetable.
Plan A: ask Ms Lee for an explanation.
Plan B: use a checked picture card and partner check.



1. Notice the need

What does Sam need to understand?

2. Compare the plans

Give one benefit and one limit for each plan.

Plan	Benefit	Limit
A		
B		

3. Choose and justify

Which plan would you choose first, and why? Name support or a backup still needed.

Speak, draw, write, dictate or point to supported choices. Different safe explanations may count.

Compare supported challenge plans — Optional

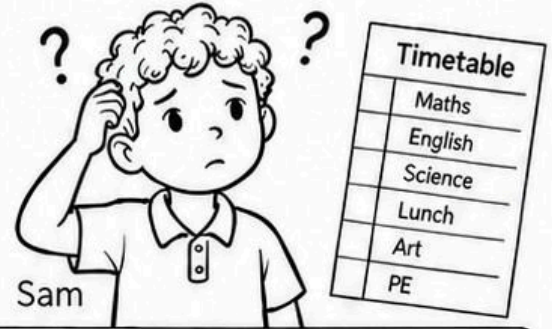
W09 • Year 3 • Optional

OPTIONAL reinforcement. Use fictional case C5:

Sam mixes up an unfamiliar timetable.

Plan A: ask Ms Lee for an explanation.

Plan B: use a checked picture card and partner check.



1. Notice the need

What does Sam need to understand?

Sam needs the activity symbols and order explained.

2. Compare the plans

Give one benefit and one limit for each plan.

Plan	Benefit	Limit
A	Adult explains the symbols.	Ms Lee may be unavailable.
B	Visual reminder and partner check.	Symbols may still need adult explanation.

3. Choose and justify

Which plan would you choose first, and why? Name support or a backup still needed.

I would choose A first if Sam does not understand the symbols.**Then use the checked card. Ask another approved adult if Ms Lee cannot help. Other safe, reasoned choices count.**

A toolkit for a fictional learner – Optional

W10 • Year 3 • Optional

Name: _____

Date: _____



OPTIONAL reinforcement. Design a reminder toolkit for Luca's packing task (C7). Connect each reminder to a useful action or support. No private personal information is needed.

1. Notice the task

What does Luca need help with?

2. Make three useful reminders

Show three reminders with words or pictures. Link each to an action or support.

3. Test and explain the limits

What feedback would improve a reminder? Include when adult protection is needed.

A toolkit for a fictional learner – Optional

W10 • Year 3 • Optional

Name: **ANSWERS**

Date: _____



OPTIONAL reinforcement. Design a reminder toolkit for Luca's packing task (C7). Connect each reminder to a useful action or support. No private personal information is needed.

1. Notice the task

What does Luca need help with?

Luca needs help remembering and checking the items in the kit.

2. Make three useful reminders

Show three reminders with words or pictures. Link each to an action or support.

Check one item at a time.

Ask Ms Lee to show a missing step.

Pause and adapt if the plan is not helping.

3. Test and explain the limits

What feedback would improve a reminder? Include when adult protection is needed.

Ask whether each reminder shows a clear first step. Make an unclear reminder specific. If harm occurs, move away if safe and tell a trusted adult. A toolkit cannot replace protection.

Quiz, assessment and feedback

Quiz file: Challenge Builds Me – Year 3 – Quiz.pptx

The quiz has 10 questions, each followed by a separate native explanation, plus instructions, reflection and closing slides (24 slides total). Present questions before revealing reasoning. Use selected checks within Lesson 8 and review the remaining questions as needed.

The first two questions directly check the misconceptions about never feeling upset and repeating an unsuccessful plan forever. Later checks require case evidence, support, a limit, protection from harm and transfer to unfamiliar Jo and Eden cases.

Accept another safe justified explanation; use each supplied reading slide as an anchor rather than a compulsory word-for-word script. Reading, pointing, dictation and communication-device responses are valid.

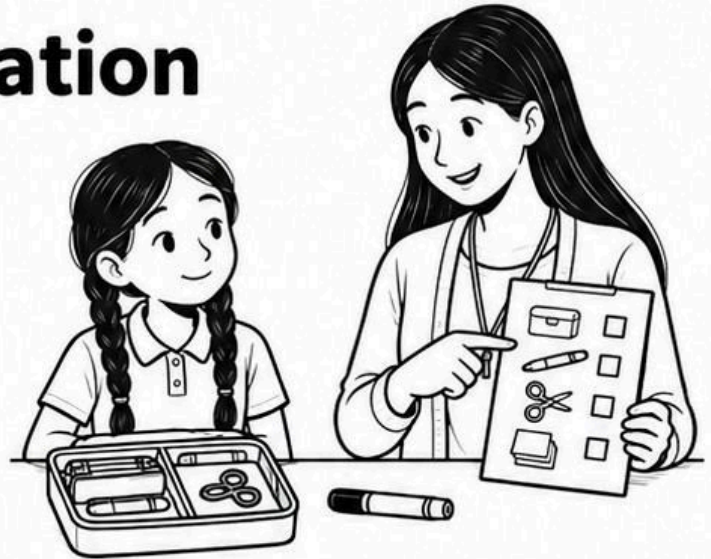
A1 pages 1–2 follow this page. Introduce the new N1 case after teaching and practice. Record the chosen action/support and a case-based reason, then the learning implication, next check/adjustment and safe demonstration. A later complete kit is explicitly fictional case evidence, not a student's trial result.

R1 follows A1. Judge the combined evidence across understanding, evidence/process, explanation/application and reflection/responsibility. Communication assistance is allowed; do not score speed, confidence, handwriting, compliance or private disclosure. Give one precise strength and a next step, such as: "You connected the checklist to the forgotten marker. Next, explain what to change if it still does not help." Core assessment finishes within Lessons 1–8; optional lessons are not required to complete it.

Resilience investigation

A1 • Year 3 • Page 1 of 2

New fictional case: Nia is learning to pack the group kit. Twice, Nia used a memory-only plan and forgot a marker. Ms Lee offers a picture checklist and a demonstration. Nia worries, "I cannot learn this job."



1 Notice the challenge

Describe what happened. Include a useful detail without labelling the whole person.

2 Choose an action and support

What could Nia do next? Who or what could help? Explain why they fit the case.

Action and support

Reason from the case

3 Leave room to learn

Replace "I cannot learn this job" with a helpful, realistic statement. Explain your wording.



Speak, draw, write, dictate or point to supported choices. Explain your own reasoning.

Name: _____

Date: _____

Resilience investigation

A1 • Year 3 • Page 2 of 2

Nia forgot a marker twice using memory only.
Ms Lee offered a checklist and demonstration.

Fictional later attempt: Nia checks the picture list with Ms Lee and the kit includes the marker. This is one attempt, not a promise about every future kit.



4. Explain the evidence

What helped? What might Nia learn about learning and identity? Use a case detail.

5. Reflect and adapt

What would Nia check next? If the plan does not help, what could change? State one limit.

6. Show a safe strategy

Show a help request, checklist check or adapted step. You may use words, pictures, a partner or a communication device.

Observed action: _____

Support used: _____

If hurtful treatment occurs, why is trusted adult protection needed?

Assess reasoning and safe supported actions, not speed, confidence or personal disclosure.

Supported resilience reasoning

R1 • Year 3

Student: _____

Date: _____

Criterion	Developing	Meeting	Extending
Understanding	Names a setback but confuses an attempt with a whole person.	Accurately describes the challenge and support without negative identity labels.	Explains how success or setbacks inform learning without defining worth.
Evidence and process	Gives general statements with little case evidence.	Uses a useful case detail and shows a safe strategy with allowed support.	Explains an effect with evidence and a limit of one attempt.
Explanation and application	Names an action or support but the case link is unclear.	Explains how action and support fit Nia's need; seeks adult protection for harm.	Justifies a backup or alternative and explains why protection comes first.
Reflection and responsibility	A next step or learning link is unclear.	Suggests a useful check or change and a realistic view of learning.	Explains a limit, adapts to future evidence and rejects guaranteed success.

Teacher evidence:

Use the new-case assessment, safe demonstration and lesson evidence together.

Communication support is allowed. Assess reasoning, not speed, confidence or personal disclosure.

Lesson 1

Challenge is not identity



Our learning

We will separate an attempt from a person.

A setback is a difficulty after an attempt.

I can describe what happened without calling my character a failure.

PREVIEW

Notice Ari's attempt

Fictional case C1: Ari skips the check-in sheet and misses a turn.

What happened? What might Ari feel?

Describe the event before judging an explanation.

An attempt and a person

The attempt: Ari missed one step in a new routine.

The person: Ari is still a valued learner.

Ari can learn the routine with practice and support.

Words that leave room to learn

Replace “Ari is hopeless” with “Ari missed the check-in step.”

Add: “A routine card and help may make the next attempt easier.”

Explain why the new wording is more useful.

Rehearse a response

Use C1 with a partner. One person describes the event; the other suggests a kind, specific response.

You may point to words or pictures.

Use fictional characters; personal stories are optional.

Your learning record

Use W01. Identify the setback, replace on a helpful label and explain one supported next step.

Say, draw or write your response.

A chosen response must fit the case.

Check the idea

Does feeling disappointed make Ari less valuable? Explain.

Could Ari still need help after practising? Explain.

Useful responses describe a specific event and leave room for support.

PREVIEW

Exit reflection

Complete: “One attempt tells us ____; it does not tell us ____.”

Use evidence from C1.

Tomorrow we will investigate what helped Ari succeed.

PREVIEW

Well Done!



Lesson 2

Success teaches too



Our learning

We will investigate why a character succeeds.

I can name a helpful action and support it.

I can explain what the success may teach the character about learning.

PREVIEW

Compare Ari's attempts

Read C1 and C2.

First: Ari missed the check-in step.

Next: Ms Lee showed a routine card; Ari practised and checked it.

Which details changed?

PREVIEW

Look behind the success

Ari joined the group on time.

The routine card made the order visible.

Practice helped Ari remember.

Ms Lee gave clear support. Success was not simply “being clever”.

Identity can develop

Ari might think, “I can learn new routines with practice and help.”

This is a supported explanation, not a promise that every attempt will work.

People remain resilient despite success and setbacks.

Build an evidence explanation

Claim: The card helped Ari.

Evidence: Ari checked the steps before joining.

Explanation: Checking showed Ari what to do next.

What other support helped?

Investigate together

Sort the details in C2 into action, support and result.

Discuss which detail supports your explanation.

Use W02 to show the links with words, arrows or an oral explanation.

PREVIEW

Check a limit

Could one success prove that Ari will never need help again?

Explain why not.

A useful strategy can work in one context and need adapting in another.

PREVIEW

Exit reflection

Complete: “The success helped Ari notice ____ because ____.”

Mention a specific action or support

Celebrate learning without comparing students.

Well Done!



Lesson 3

Respond to Setbacks



Our learning

We will compare retrying, changing an approach and asking for help.

I can choose a safe response and explain why.

Persistence can include a pause, support or a different plan.

PREVIEW

Mei's unclear task

Fictional case C3: Mei joins a group, but the tasks are unclear.

What information is missing?

Would guessing the same info solve that problem?

PREVIEW

Compare three choices

Retry: useful when a clear, safe step needs practice.

Change approach: useful when the current plan is not helping.

Ask for help: useful when instructions, access or safety are unclear.

Model a reason

Mei asks for a role list because nobody has explained the jobs.

That support removes the missing information.

Mei can then choose a role and take a clear step.

More than one helpful plan

Mei might ask the teacher first or ask the group to clarify roles together.

Both can fit if help is available and respectful.

Explain the reason; do not label a whole person “resilient or not”.

Choose and explain

Use W03 and C3–C4. Compare two possible responses.

Choose one, explain its likely benefit and name a backup.

Practise the words: “Could you show me the first step?”

PREVIEW

Cooperative discussion

Play one turn of Choose, Explain and Check.

Use a case, give a reason and ask one relevant question.

There is no speed contest. You may point or use a partner-supported response.

Exit check

Is repeating an unsuccessful strategy forever resilient?

Explain using Mei's case.

Check feedback, adapt the plan and seek support when needed.

PREVIEW

Well Done!



Lesson 4

Support strengthens us



Our learning

We will match support to a character's need.
I can explain how an adult, a peer or a tool could help.
Support is part of resilience, not a sign of failure.

PREVIEW

Notice Sam's need

Fictional case C5: Sam arrives at the wrong activity on an unfamiliar timetable.

Sam needs to understand the symbols and the next step.

Who or what could help?

Match the support

Ms Lee can explain the timetable.

A checked picture card can remind Sam of the order.

A willing partner can check a known step.

Adults handle safety concerns, peers need not solve them.

Model a clear request

“Ms Lee, I mixed up these activity symbols. Could you show me which comes next?”

The request states the difficulty and asks for a specific kind of help.

Sam need not share private information.

Add a backup

If Ms Lee is unavailable, Sam can ask another school-approved trusted adult.

A tool may help with remembering but it cannot replace an adult when safety is uncertain.

Keep asking until useful help is available.

Map Sam's supports

Use W04. Put Sam's need in the centre

Connect each person or tool to the help Sam needs.

Include a backup and explain why the support fits.

PREVIEW

Practise the request

Use a fictional timetable mix-up.

Ask for help, listen and check the first step.

Point, gesture, use a communication device or rehearse with a partner if useful.

PREVIEW

Exit reflection

“Sam can use ____ to help with ____.”

“Sam can ask ____ if the first help is unavailable.”

Does Sam have to manage everything alone? Explain.

PREVIEW

Well Done!



Lesson 5

Practise a strategy



Our learning

We will try a safe classroom strategy and collect evidence.

I can break a task into small steps.

I can describe what helped, even when the task is unfinished.

PREVIEW

Sam's material piles

Read C6: Sam prepares paper, pencils and glue as one pile at a time.

Which parts make the task manageable?

Name the support as well as the action.

Model small steps

Task: arrange six classroom cards in two labelled groups.

1. Read or hear the labels.
2. Place one card at a time.
3. Check the cards with a partner. Ask for help if unclear.

Prepare safely

Use six cards, two paper labels and W05.

Choose familiar classroom items; there is no test for toughness or speed.

You may use large cards, point to choices, work with support or observe a model.

First attempt

Try the task using a clear plan.

Record a specific observation: a step completed, a check used or a difficulty noticed.

If the task is uncomfortable, stop and tell the teacher.

PREVIEW

Try a helpful adjustment

Choose one change: smaller steps, clearer picture labels or a partner check.

Try again only when safe and useful.

Record what changed and what still needs support.

PREVIEW

Explain your evidence

Use W05. Link the strategy to an observation.

“Checking the label helped because ____.”

Avoid promising that a strategy works for everyone or blaming anyone for needing support.

Exit reflection

What evidence shows whether the strategy helped?

What could you keep or change next time?

A thoughtful trial can teach as much without a finished result.

PREVIEW

Well Done!



Lesson 6

Reflect and adapt



Our learning

We will use a record to decide what to keep or change.

I can explain a strategy's benefit and a limit.

Reflection can help a learner understand their strengths and needs.

PREVIEW

Luca's repeated reminder

Read C7. Luca forgets a ruler after the same reminder twice.

A checklist and Ms Lee's check in the next kit include it.

Which detail is evidence?

Reflect with three questions

What happened?

What action or support helped?

What will I keep, change or risk in the next?

Use observations, not inferences about the person.

Learning reference: [RA – Health and Physical Education, Years 3–4 \(australiancurriculum.edu.au\)](https://www.australiancurriculum.edu.au)

Model an adjustment

Keep: checking the kit before leaving.

Change: use a picture checklist instead of an unclear mental reminder.

Support: ask Ms Lee to show the missing step.

Reason: the earlier problem used the ruler twice.

A claim needs a limit

One complete kit suggests the checklist helped in that attempt.

It does not prove that Luca can never forget something.

A new kit or routine may need different support.

PREVIEW

Reflect on a trial

Use W06 with your W05 record, or use the provided fictional example.

Choose one observation, one useful feature and one justified adjustment.

Do not invent or falsify results.

Explain identity and growth

Luca might think, “I can check my plan and ask for help.

That understanding can strengthen resilience.

It does not mean Luca must always feel calm or succeed.

PREVIEW

Exit reflection

“I would change ____ because the record shows ____.”

Explain the evidence before choosing the change.

Tomorrow we will apply this reasoning to a new case.

PREVIEW

Well Done!



Lesson 7

Resilience assessment



Our learning

We will investigate a new fictional challenge.
Explain the event, choose support and use evidence.
Show how reflection could affect resilience and identity.

PREVIEW

Practise with a known case

Use C1–C2: What happened to Ari? What caused it? Who helped?

How might Ari now think about learning a new routine?

Use W07 as practice; the assessment uses a different character.

Model an explanation

Ari missed a step, not a whole identity

The visible routine and Ms Lee's help supported the next attempt.

Ari might learn that new routines can be learned with support.

Meet Nia

Fictional assessment case: Nia starts packing a group's lesson kit. Two kits miss a marker after the same member's only plan. The teacher offers a picture sheet list and a demonstration. Nia worries, "I cannot return this job."

Plan a response

Use assessment page 1.

Describe the setback without labelling it.

Choose a practical action and support it; explain why each fits.

Show or describe a small first step.

Explain and reflect

Use assessment page 2 or a private conference

Link a reason to a detail in Nia's case

Explain what Nia could learn about learning, even if the next kit is still incomplete.

Name a backup for it.

Ways to show learning

Speak, draw, write, dictate, point to choices or demonstrate with cards.

The same reasoning counts in each mode.

Ask for instructions to help recall, communication support is not a lower result.

Exit reflection

Which case detail supports your plan?

What will Nia check before deciding whether to help?

We will complete the safety transfer check in Lesson 8.

PREVIEW

Well Done!



Lesson 8

Transfer Safely



Our learning

We will explain when persistence is useful and when protection is needed.

I can name a safe strategy and a help-seeking response.

Hurtful treatment is never something a person must endure to prove resilience.

PREVIEW

Compare the situations

C7: Luca forgets a ruler while learning to pack a kit.

C8: another student repeatedly calls Luca hurtful names.

What is different about the kind of help Luca needs?

PREVIEW

Learning challenge

For the packing task, Luca can use clear instructions, a checklist and adult support.

Luca can pause or adapt.

A setback does not reduce Luca's worth.

Learning reference: [RA – Australian Curriculum and Physical Education, Years 3–4 \(australiancurriculum.edu.au\)](https://www.australiancurriculum.edu.au)

Unsafe or hurtful treatment

For repeated hurtful names, Luca can move away if safe and tell a trusted adult.

If the first adult cannot help, tell another school-approved adult.

Protection comes before continuing the task.

PREVIEW

Rehearse safely

Explain what a fictional character could say to Miss Lee.

“I need help. The hurtful names keep happening.”

Do not act out the hurtful behaviour or use classmates' real experiences.

PREVIEW

Transfer your reasoning

Use W08. Compare a difficult routine and repeated hurtful treatment.

Explain a suitable response to each and why they differ.

You may respond privately to the teacher.

Complete the core assessment

Give a brief explanation or demonstration to make first step.

Use the quiz for another learning check.

The teacher combines the new-course assessment, lesson evidence and this safety explanation.

Exit reflection

“Resilience can include ____.”

“When harm is involved, ____.”

Core teaching and assessment are complete. Lessons 9 and 10 are optional practice.

PREVIEW

Well Done!



Lesson 9 – Optional Compare supported challenge plans



Optional learning

We will compare two supported plans for the same same challenge.

This reinforces the eight core lessons.

No new required assessment is added.

PREVIEW

Recall Mei's case

Mei cannot start a group poster because the roles are unclear.

Plan A: ask the teacher for a role list

Plan B: ask the group to agree roles, then check with the teacher.

Compare the benefits

Plan A gives clear adult guidance.

Plan B helps the group work out the jobs together, with adult checking.

Either plan may be useful; explain which details make it fit.

Compare the limits

A role list may still need explanation.

A group discussion may not clear up confusion.

Each plan needs a backup: it does not provide useful support.

PREVIEW

Model a justified choice

“I would choose Plan A if everyone is still confused. The teacher can explain the jobs.”

“I would check that Mei can access the list.”

A reason matters more than matching a single preferred answer.

Try W09

Compare two plans for Sam's timetable mix for Mei's task.

Show the first action, useful support and back up.

Explain one benefit and one limit.

PREVIEW

Share respectfully

Offer: “What would you do if that did not happen?”

Listen to the answer.

Keep the discussion about fictional characters; you may pass on sharing.

PREVIEW

Exit reflection

Which detail changed your choice?

What support might still be needed?

Use feedback without labelling the learner.

PREVIEW

Well Done!



Lesson 10 – Optional A tool for a fictional learner



Optional learning

We will make a reminder toolkit for a fictional learner.
This uses strategies already taught.
The core assessment is complete; the task is optional.

PREVIEW

Recall Luca's task

Luca is learning to pack materials.

A picture checklist and a teacher demonstration could help.

A toolkit should show what to do and who can help.

PREVIEW

Model a useful reminder

“Check one item at a time.”

“Ask Ms Lee to explain a missing step.”

“Pause and change the plan if it is not helping.”

Choose reminders that fit the actual task.

Include the safety boundary

Add: “If someone hurts or threatens you, move away if safe and tell a trusted adult.”

A reminder cannot make unsafe treatment acceptable.

It cannot replace useful adult help.

Make the toolkit

Use W10 and existing picture/word choices

Add three reminders, each connected to an adult for support.

Write, draw, dictate or select pictures. No personal information is required.

Test a reminder

Ask a partner to use one reminder with the fictional packing case.

Does it show a clear first step?

Can the partner find the support and safety limit?

Refine with feedback

Change one unclear reminder using specific feedback.

Explain what became easier to understand.

Do not add a promise that the toolkit guarantees success.

PREVIEW

Exit reflection

“This toolkit may help with ____ because ____.”

“It still needs ____.”

Thank your partner for useful feedback.

PREVIEW

Well Done!



Challenge Builds Me Fearless Quiz



Think and explain

Think, then explain. You may speak, write, point, draw or use a communication device. Use fictional cases; there is no speed contest.

PREVIEW

Question 1

Is resilience never feeling upset?

PREVIEW

Reasoning I

No. A learner can feel upset and still use flexible strategies and support. Feeling upset is not failure.

Learning reference: 2A – Health and Physical Education, Years 3–4 (australiancurriculum.edu.au)

Question 2

Is repeating an unsuccessful strategy forever resilient?

PREVIEW

Reasoning 2

Not necessarily. Check feedback, change the approach and seek help. Repeating an unclear step may not solve the difficulty.

Learning reference: 2A – Health and Physical Education, Years 3–4 (australiancurriculum.edu.au)

Question 3

Ari misses a turn. Which wording describes the event without labelling Ari?

PREVIEW

Reasoning 3

“Ari missed the check-in step” describes the event. “Ari is hopeless” is an unfair label and offers no sense of next step.

PREVIEW

Question 4

Ari checks a routine card and joins on time to receive an action and support that helped.

PREVIEW

Reasoning 4

Action: practising and checking the steps. Support: Ms Lee and the numbered routine card. A specific card deck supports the explanation.

PREVIEW

Question 5

Mei cannot start because roles are unclear. Choose a response and explain why it fits.

PREVIEW

Reasoning 5

Ask for a clear role list or ask the group to share roles with teacher support. Either can supply missing information; explain the reason.

PREVIEW

Question 6

Luca uses a checklist and one kit is complete. Does that prove every later kit will be complete?

PREVIEW

Reasoning 6

No. It is evidence about that attempt. A new kit may need different steps or support. Check the next step instead of promising success.

PREVIEW

Question 7

Sam tries a strategy. What observation would help decide if it worked?

PREVIEW

Reasoning 7

A specific observation, such as Sam checked the activity symbol and reached the right group. Account of inaccurate difficulty or unfinished result too.

PREVIEW

Question 8

Luca is repeatedly called hurtful names. Must Luca keep going to prove resilience?

PREVIEW

Reasoning 8

No. Move away if safe and tell a trusted adult: tell another school-approved adult if help is unavailable. Do not tolerate harm to prove resilience.

PREVIEW

Question 9

New case: Jo joins an unfamiliar reading group and cannot follow the order. Suggest an action, support and reason.

PREVIEW

Reasoning 9

For example, ask the teacher to show the order, use a checked routine card and practise one step. The plan addresses the unclear routine. Other safe, easy, and plans count.

Question 10

New case: Eden packs a kit correctly after school. Then forgets an item next time. How could Eden reflect without a negative identity label?

PREVIEW

Reasoning 10

Describe the missed item, check which steps need support and adapt the plan. Eden might learn that asking for help and checking can support learning; the setback does not decide Eden's worth.

Reflect on your learning

Which response uses evidence, a flexible strategy and support?

Explain one idea you would keep or adapt in a new fictional case.

A quiz is one learning check: the new-case assessment and safe demonstration also matter.

Well Done!

