

## Teachers' Assessment Checklist Late Primary

<p style="text-align: center;">Name of Pupil: _____</p> <p style="text-align: center;">Date completed: _____</p>	<p>0: Not observed/ non-applicable</p> <p>1: Developing</p> <p>2: Developed</p> <p>3: Consolidated</p>
<b>Instructions:</b> Complete the checklist for each pupil at the end of <i>Unit 1 Promoting A Growth Mindset</i> .	
<b>1. DEVELOPING GROWTH MINDSET</b>	
<b>1.1. POSITIVE AND OPTIMISTIC THINKING</b>	Level 0,1,2 or 3
<b>1.1.1. Positive and negative thinking</b>	
1.1.1.Ba <sup>1</sup> . The pupil is able to recognize the differences between an optimistic (not me, not always/ not everything) and a pessimistic (me/ always/ everything) explanatory style.	
1.1.1.Bb. The pupil is able to act out an optimistic and a pessimistic explanatory style.	
1.1.1.Bc. The pupil is able to give examples of an optimistic and a pessimistic explanatory style to a setback.	
1.1.1.I. The pupil is able write a letter to a friend explaining how one would go about using optimistic thinking for a setback.	
1.1.1.A. The pupil is able to write a 'help wanted' advert and then answer it helping the person to use optimistic thinking for a setback.	
<b>1.1.2. It's good to think positive!</b>	
1.1.2.B. The pupil is able to fill in the missing parts of an ABC flowchart.	
1.1.2.I. The pupil is able to work in groups to perform a play showing Adversity, Beliefs and Consequences.	
1.1.2.A. The pupil is able to create an ABC flowchart.	
<b>1.1.3. Challenging negative thoughts</b>	
1.1.3.B. The pupil is able to ask 'what would a friend do?' as an alternative way of dealing with a setback.	
1.1.3.I. The pupil is able to identify and list all the possible causes for an event (Not me/ not always/ not everything).	
1.1.3.A. The pupil is able to add Disputation and Energization to his/her ABC charts.	
<b>1.2. USING POSITIVE EMOTIONS</b>	
<b>1.2.1. Using hope to promote growth and wellbeing</b>	
1.2.1.B. The pupil is able to discuss, list and present ways of remaining hopeful during a challenge.	
1.2.1.I. The pupil is able to make a personal goal and write about how he/she will achieve it.	
1.2.1.A. The pupil is able to reflect on his/her future and set goals.	

<sup>1</sup> B = Basic level, I = Intermediate level, A = Advanced level



## Late Primary

Name of Pupil: _____  Date completed: _____	<div style="display: flex; align-items: center; margin-bottom: 10px;">          No       </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">          Sometimes       </div> <div style="display: flex; align-items: center;">          Yes       </div>	
<b>DEVELOPING GROWTH MINDSET – POSITIVE AND OPTIMISTIC THINKING</b>		
<b>Positive and negative thinking</b>		
<b>Please tick the face that best describes you.</b>	<b>I can do it</b>	<b>I like to do it</b>
I can recognize the differences between an optimistic and a pessimistic explanatory style.		
I can act out an optimistic and a pessimistic explanatory style.		
I can give examples of an optimistic and a pessimistic explanatory style to a setback.		
I can write a letter to a friend explaining how one would go about using optimistic thinking for a setback.		
I can write a ‘help wanted’ advert and then answer it helping the person to use optimistic thinking for a setback.		
<b>It’s good to think positive!</b>		
I can fill in the missing parts of an ABC flowchart.		
I can work in groups to perform a play showing Adversity, Beliefs and Consequences.		
I can create an ABC flowchart.		
<b>Challenging negative thoughts</b>		
I can ask ‘what would a friend do?’ as an alternative way of dealing with a setback.		
I can identify and list all the possible causes for an event.		
I can add Disputation and Energization to his/her ABC charts.		
<b>DEVELOPING GROWTH MINDSET - USING POSITIVE EMOTIONS</b>		
<b>Using hope to promote growth and wellbeing</b>		
I can discuss, list and present ways of remaining hopeful during a challenge.		
I can make a personal goal and write about how I will achieve it.		
I can reflect on my future and set goals.		
<b>Using happiness to promote growth and wellbeing</b>		

I can discuss happiness and my experience of it						
I can identify a person, place, object or event that makes me happy and make a collage of it.						
I can identify three things that makes me happy and say what I did to contribute to these happening						
I can apply the ‘flipping the feeling’ strategy to change bad feelings into good feelings.						
<b>Using humor to promote health and wellbeing</b>						
I can identify and list the benefits of humor.						
I can identify and talk about what makes me laugh.						
I can make a campaign about the do’s and don’ts of humor.						
<p><b>I enjoyed learning about.....</b></p>        <p><b>I would like to improve.....</b></p>						