

Teachers' Assessment Checklist Early 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>
Instructions: Complete the checklist for each pupil at the end of <i>Unit 6 Turning Challenges into Opportunities</i>	
6 TURNING CHALLENGES INTO OPPORTUNITIES (TOUGH MINDNESS)	
6.1. DEVELOPING COURAGE, PERSISTENCE AND OPTIMISM	Level 0,1,2 or 3
6.1.1. Dealing with difficulties	
6.1.1.B ¹ . The pupil is able understand that the key component of dealing with adversity is the triplet: persistence, optimism, courage.	
6.1.1.I. The pupil is able to understand how the way of thinking affect emotions and actions and to promote the value of persistence, courage and optimism.	
6.1.1.A. The pupil is able to practice positive self-talk and using words of encouragement to help oneself and others.	
6.1.2. Dealing with disability	
6.1.2.B. The pupil is able to focus on strengths as a compensating mechanism for weakness.	
6.1.2.I. The pupil is able to understand that with faith, positive energy (love), optimism, persistence and courage all obstacles can be transformed to something positive	
6.1.2.A. The pupil is able to understand that with faith, positive energy (love), optimism, persistence and courage all obstacles can be transformed to something positive	
6.1.3. Dealing with injustice and discrimination	
6.1.3.B. . The pupil is able to understand that there is always something they can do when faced with discrimination and/or injustice like talking to parents	
6.1.3.I. The pupil is able to find ways of making feel better when discrimination takes place	
6.1.3.A The pupil is able to find ways of making feel better when discrimination takes place	
6.2.DEALING WITH REJECTION	
6.2. 1. Dealing with rejection by peers and others	
6.2.1.B. The pupil s able to think of ideas of avoiding or preventing rejection in the future.	
6.2.1.I. The pupil is able to understand of some possible reasons of rejection	
6.2.1.A. The pupil is able to handle rejection by thinking of other times, places and people that they have experienced acceptance and thus positive emotions.	

¹ B = Basic level, I = Intermediate level, A = Advanced level

6.2.2 Dealing with rejection by teachers	
6.2.2.B. The pupil is able to think of teachers' behaviors from another perspective.	
6.2.2.I. The pupil is able to understand that teacher's behavior (rejection) most of the times is not related with the students' behavior.	
6.2.2.A. The pupil is able to understand that teacher's behavior (rejection) most of the times has nothing to do with the student's value and pupils are able to focus on their personal strengths to compensate for possible weaknesses.	
6.2.3. Dealing with rejection by family members	
6.2.3.B. The pupil is able to think ways of feeling better and possible actions that the hero of the story may pursue in order to change the situation	
6.2.3.I The pupil is able to think ways of feeling better and possible actions that the hero of the story may pursue in order to change the situation	
6.2.3.A. To think ways of feeling better and possible actions that the hero of the story can take in order to change the situation.	






































































Pupil strengths:

Pupil needs:







Targets for improvement:

Pupils' Self-Assessment Checklist

Early Years

Name of Pupil: _____ Date completed: _____		 No  Sometimes  Yes
TURNING CHALLENGES INTO OPPORTUNITIES (TOUGH MINDNESS) DEVELOPING COURAGE, PERSISTENCE AND OPTIMISM		
Dealing with difficulties		
Please tick the face that best describes you.	I can do it	I like to do it
I am able to understand that the key component of dealing with adversity is the triplet: persistence, optimism, courage.	  	  
I am able to understand how the way of thinking affect emotions and actions and to promote the value of persistence, courage and optimism.	  	  
I am able to practice positive self-talk and using words of encouragement to help oneself and others.	  	  
Dealing with disability		
I am able to focus on strengths as a compensating mechanism for weakness.	  	  
I am able to understand that with faith, positive energy (love), optimism, persistence and courage all obstacles can be transformed to something positive	  	  
I am able to understand that with faith, positive energy (love), optimism, persistence and courage all obstacles can be transformed to something positive	  	  
Dealing with discrimination & injustice		
I am able to understand that there is always something they can do when faced with discrimination and/or injustice like talking to parents	  	  
I am able to find ways of making feel better when discrimination takes place	  	  
I am able to find ways of making feel better when discrimination takes place	  	  
TURNING CHALLENGES INTO OPPORTUNITIES (TOUGH MINDNESS) DEALING WITH REJECTION		
Dealing with rejection by peers		
I am able to think of ideas of avoiding or preventing rejection in the future.	  	  
I am able to understand of some possible reasons of rejection	  	  

I am able to handle rejection by thinking of other times, places and people that they have experienced acceptance and thus positive emotions.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Dealing with rejection by teachers		
I am able to think of teachers' behaviors from another perspective.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to understand that teacher's behavior (rejection) most of the times is not related with the students' behavior.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to understand that teacher's behavior (rejection) most of the times has nothing to do with the student's value and pupils are able to focus on their personal strengths to compensate for possible weaknesses.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Dealing with rejection by family members		
I am able to think ways of feeling better and possible actions that the hero of the story may pursue in order to change the situation	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to think ways of feeling better and possible actions that the hero of the story may pursue in order to change the situation	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

I am able to think ways of feeling better and possible actions that the hero of the story can take in order to change the situation	<div><div></div></div>	<div><div></div></div>
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