

Teachers' Assessment Checklist Early Years

Name of Pupil: _____ Date completed: _____	0: Not observed/ non-applicable 1: Developing 2: Developed 3: Consolidated
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 to understand what positive-talk is.	
6.1.1.I. The pupil is able to practice utilizing positive self-talk.	
6.1.1.A. The pupil is able to use words for encouragement to help oneself and others	
6.1.2. Dealing with disability	
6.1.2.B. The pupil is able to focus on strengths	
6.1.2.I. The pupil is able to focus on strengths as a compensating mechanism for weakness.	
6.1.2.A. The pupil is able to focus on strengths as a compensating mechanism for weakness	
6.1.3. Dealing with injustice and discrimination	
6.1.3.B. The pupil is able to understand that everybody can face injustice and discrimination	
6.1.3.I. The pupil is able to understand that there is always something they can do when faced with discrimination and/or injustice	
6.1.3.A. 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	
6.2. DEALING WITH REJECTION	
6.2. 1. Dealing with rejection by peers and others	
6.2.1.B. The pupil is able to value of persistence in the face of rejection	
6.2.1.I. The pupil is able to discuss ways of shifting from negative to positive feelings	
6.2.1.A. The pupil is able to think ideas of preventing rejection in the future	
6.2.2 Dealing with rejection by teachers	
6.2.2.B. The pupil is able to talk about unpleasant feeling rejection can cause and find ways of feeling better	

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

6.2.2.I. The pupil is able to think of an action plan that the hero of the story can try in order to deal with rejection at school.	
6.2.2.A. The pupil is able to think of teacher's behaviors from different perspective	
6.2.3. Dealing with rejection by family members	
6.2.3.B. The pupil is able to recognize the negative feelings that rejection can cause and talk about unpleasant feelings that rejection generates.	
6.2.3.I The pupil is able to think ways of experiencing positive emotions despite rejection.	
6.2.3.A. 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	

Pupil strengths:

Pupil needs:

Targets for improvement:

Pupils' Self-Assessment Checklist

Early Years

Name of Pupil: _____	 No  Sometimes  Yes
Date completed: _____	

**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 can understand what positive-talk is.	  	  
I can utilize positive self-talk.	  	  
I am able to use words for encouragement to help oneself and others	  	  

Dealing with disability

I am able to focus on strengths	  	  
I am able to focus on strengths as a compensating mechanism for weakness.	  	  
I am able to focus on strengths as a compensating mechanism for weakness	  	  

Dealing with discrimination & injustice

I am able to understand that everybody can face injustice and discrimination	  	  
I am able to understand that there is always something I can do when I am faced with discrimination and/or injustice	  	  
I am able to understand that there is always something I can do when I am faced with discrimination and/or injustice like talking to parents	  	  

TURNING CHALLENGES INTO OPPORTUNITIES (TOUGH MINDNESS)

DEALING WITH REJECTION

Dealing with rejection by peers

I am able to value of persistence in the face of rejection	  	  
I am able to discuss ways of shifting from negative to positive feelings	  	  
I am able to think ideas of preventing rejection in the future	  	  

Dealing with rejection by teachers

I am able to talk about unpleasant feeling rejection can cause and find ways of feeling better	  	  
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I am able to think of an action plan that the hero of the story can try in order to deal with rejection at school.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am able to think of teacher's behaviors from different perspective	<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 recognize the negative feelings that rejection can cause and talk about unpleasant feelings that rejection generates.	<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 experiencing positive emotions despite rejection	<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"/>