

## Teachers' Assessment Checklist Late Primary

Name of Pupil: _____  Date completed: _____	0: Not observed/ non-applicable 1: Developing 2: Developed 3: Consolidated
<b>Instructions:</b> Complete the checklist for each pupil at the end of <i>Unit 6 Turning Challenges into Opportunities</i>	
<b>6 TURNING CHALLENGES INTO OPPORTUNITIES (TOUGH MINDNESS)</b>	
<b>6.1. DEVELOPING COURAGE, PERSISTENCE AND OPTIMISM</b>	Level 0,1,2 or 3
<b>6.1.1. Dealing with difficulties</b>	
6.1.1.B <sup>1</sup> . The pupil is able to understand that the key component of dealing with adversity is the triplet: persistence, optimism, courage.	
6.1.1.I. The pupil is able to think of some personality characteristics that may help people to deal with adversity	
6.1.1.A. The pupil is able to think some personality characteristics that may help people to deal with adversity and to promote the value of optimism, persistence and courage.	
<b>6.1.2. Dealing with disability</b>	
6.1.1.B <sup>2</sup> . The pupil is able to understand that the key component of dealing with adversity is the triplet: persistence, optimism, courage.	
6.1.1.I. The pupil is able to think of some personality characteristics that may help people to deal with adversity	
6.1.1.A. The pupil is able to think some personality characteristics that may help people to deal with adversity and to promote the value of optimism, persistence and courage.	
<b>6.1.3. Dealing with injustice and discrimination</b>	
6.1.3.B. The pupil is able to find ways of making feel better when discrimination takes place.	
6.1.3.I. The pupil is able to understand the power of having a dream and goal and how in trying to achieve the goal they show courage, persistence and optimism (Resilience ingredients)	
6.1.3.A. The pupil is able to understand the power of goal and how in trying to achieve the goal they show courage, persistence and optimism (Resilience ingredients)	
<b>6.2. DEALING WITH REJECTION</b>	
<b>6.2. 1. Dealing with rejection by peers and others</b>	

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

<sup>2</sup> B = Basic level, I = Intermediate level, A = Advanced level

6.2.1.B. The pupils are able to frame the experience of rejection into a different perspective (reframing) and take distance from it and to handle rejection by thinking of other times, places and people that they have experienced acceptance and thus positive emotions.	
6.2.1.I. The pupil is able to understand that “ <i>believe in myself</i> ”, “ <i>believe in my worth</i> ”, “ <i>courage</i> ” and “ <i>persistence</i> ” are the key components when pupils wants to turn the rejection (negative experience) into a growth experience and pupils to be inspired by other famous people who despite their rejection they eventually endured and won.	
6.2.1.A. The pupil is able to turn the rejection into a growth experience and to utilize positive self-talk to experience positive emotions and do not give up (“believe in myself”, “believe in my worth”, “have courage” and “show persistence”).	
<b>6.2.2 Dealing with rejection by teachers</b>	
6.2.2.B. 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 to focus on personal strengths to compensate for possible weaknesses.	
6.2.2.I. 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 to focus on positive experiences in school life.	
6.2.2.A. The pupil is able to to to understand that teacher’s behavior (rejection) most of the times has nothing to do with the student’s value and to make an action plan for dealing with rejection.	
<b>6.2.3. Dealing with rejection by family members</b>	
6.2.3.B. The pupil is able to think ways of feeling better and possible actions that the hero of the story can take 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 can take in order to change the situation	
6.2.3.A. The pupil is able 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
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**TURNING CHALLENGES INTO OPPORTUNITIES (TOUGH MINDNESS)  
DEVELOPING COURAGE, PERSISTENCE AND OPTIMISM**

**Dealing with difficulties**

<b>Please tick the face that best describes you.</b>	<b>I can do it</b>	<b>I like to do it</b>
I am able to understand that the key component of dealing with adversity is the triplet: persistence, optimism, courage.	  	  
I am able to think of some personality characteristics that may help people to deal with adversity	  	  
I am able to think some personality characteristics that may help people to deal with adversity and to promote the value of optimism, persistence and courage.	  	  

**Dealing with disability**

I am able to understand that the key component of dealing with adversity is the triplet: persistence, optimism, courage.	  	  
I am able to think of some personality characteristics that may help people to deal with adversity	  	  
I am able to think some personality characteristics that may help people to deal with adversity and to promote the value of optimism, persistence and courage.	  	  

**Dealing with discrimination & injustice**

I am able to find ways of making feel better when discrimination takes place.	  	  
I am able to understand the power of having a dream and goal and how in trying to achieve the goal they show courage, persistence and optimism (Resilience ingredients)	  	  
I am able to understand the power of goal and how in trying to achieve the goal they show courage, persistence and optimism (Resilience ingredients)	  	  

**TURNING CHALLENGES INTO OPPORTUNITIES (TOUGH MINDNESS)  
DEALING WITH REJECTION**

<b>Dealing with rejection by peers</b>		
I am able to frame the experience of rejection into a different perspective (reframing) and take distance from it and to handle rejection by thinking of other times, places and people that I have experienced acceptance and thus positive emotions.	  	  
I am able to understand that “ <i>believe in myself</i> ”, “ <i>believe in my worth</i> ”, “ <i>courage</i> ” and “ <i>persistence</i> ” are the key components when I want to turn the rejection (negative experience) into a growth experience and pupils to be inspired by other famous people who despite their rejection they eventually endured and won.	  	  
I am able to turn the rejection into a growth experience and to utilize positive self-talk to experience positive emotions and do not give up (“believe in myself”, “believe in my worth”, “have courage” and “show persistence”).	  	  
<b>Dealing with rejection by teachers</b>		
I am able to understand that teacher’s behavior (rejection) most of the times has nothing to do with my value and to focus on personal my strengths to compensate for possible weaknesses.	  	  
I am able to understand that teacher’s behavior (rejection) most of the times has nothing to do with my value and to focus on positive experiences in my school life.	  	  
I am able to to to understand that teacher’s behavior (rejection) most of the times has nothing to do with my value and to make an action plan for dealing with rejection.	  	  
<b>Dealing with rejection by family members</b>		
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	  	  
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	  	  

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