



The Positive Living Skills Planning and Assessment Matrix Overview and Aims

The Positive Living Skills Planning and Assessment Matrix provides guidance for explicit wellbeing teaching and learning, and assessment and reporting to support educators. It has been developed to enhance educators' use of the Positive Living Skills Primary School Wellbeing Units by aligning them to the curriculum and providing ideas from planning to implementation to assessment and to extension, in order to make more meaningful links for the students.

The Teaching and Learning section allows teachers to identify the Learning Intentions and Success Criteria connected to each lesson which aligns the program to best practice teaching and learning outcomes in education. There are also big idea questions or inquiry questions for schools choosing an inquiry or project learning based approach. The Assessment section is designed to support teachers to connect to the curriculum and assessment outcomes and to gather data around wellbeing knowledge and skills for their students.

The 'I can' statements are linked to the curriculum and individual lessons, which can be assessed through the suggested assessment ideas. The assessment activity ideas have been suggested based on their links to overall unit, individual lessons, and curriculum links. This gives educators the scope to build on the lesson outcomes and gather data for assessment and reporting purposes. The 'I can' statements and assessment ideas are aligned to the PDHPE outcomes, as well as to the General Capabilities to enhance teaching and learning and assessment opportunities.

There are also additional resources suggested for educators to extend student's learning of the unit topic, based on the specific needs within the cohort of students. It is suggested that educators use the Positive Living Skills Planning and Assessment Matrix together with the provided Assessment Checklist Templates for each unit if they wish to record individual students progress in relation to building their competence in the Positive Living Skills Units.

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Highlights Foundation Level

Planning and Assessment matrix for NSW

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
What are highlights? How can we know our highlights? How can we bring awareness to the simple joys and highlights in our life and all around us?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Any Day Highlights	To become aware that highlights are all around us	Define a any day highlight. Name any day highlights in nature. Draw an any day highlight.	I can name an any day highlight. I can list highlights in nature I can draw my any day highlight	Formative Assessment 1. Draw a picture of a happy highlight 2. Do a role play of a happy highlight scenario or act out one of Possa Bill's highlights. 3. Create a journal for weekly reflection on highlights experienced and how they felt 4. Create a Highlights Wall where students can write and stick the highlights they notice throughout the day/week in themselves and others. Summative Assessment 1. Create a role play of a Special highlight 2. Draw a picture of a highlight and write/record the story of where and when you experienced it and how it made you feel. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-2 Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity PDe-6 Identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7 Uses interpersonal skills to effectively interact with others PDe-10 Practises self-management skills in familiar and unfamiliar scenarios PDe-9 Content Identify personal strengths and qualities (ACPPS001) Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Make connections between feelings, thoughts, body reactions and body language Identify safe and positive health practices and display actions that promote health, safety and wellbeing (ACPPS006)	The following Capabilities align to this Unit of work: Personal and Social Capability Intercultural Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Smiling Minds Savouring topic 2. Children's Picture Books: Last stop on Market Street by Matt De La Pena Sidewalk flowers by Jon Arno Lawson Breathe by Scott Magoon Blackout by John Rocco Rosie Revere Engineer by Andrea Beaty Sad, the Dog by Sandy Fussell and Tull Suwannakit A Perfectly Messed-Up Story by Patrick McDonnell The Dot by Peter H. Reynolds You Are Awesome by Susann Hoffmann 3. Other Videos: Positive Affirmations for Kids https://www.youtube.com/watch?v=I55jCHTQwCA Use these as starters to help students share their highlights Thought Bubbles https://www.youtube.com/watch?v=70j3xyu7OGw A video to help children identify thoughts to support them identifying highlights.
Happy Highlights	To become aware of what highlights are	Identify a happy highlight in the day.	I can identify a happy highlight in my day				
Opportunities to appreciate	To develop an awareness that there is always something to appreciate	Identify highlights in a story Express gratitude when they receive kindness	I can identify highlights in a story.				
Remembering Highlights	To become aware that remembering highlights can promote a positive outlook	Define a special highlight. Name a special highlight Identify highlights are different for different people. Use a special highlight to help you feel better.	I can describe a special highlight. I can identify a special highlight. I can recognise highlights are different for everyone. I can recall a special highlight to help me feel better when I am down.				
Where are Highlights?	To become aware that highlights can be found in every area of life	Identify story highlights that are highlights for you too. Identify highlights throughout the day.	I can identify highlights in a story that I have had as well. I can identify different highlights throughout my day.				
Zing Highlights	To become aware that highlights can be found in yourself and in others	Define a Zing highlight. Name a Zing highlight.	I can describe a Zing highlight. I can identify a Zing highlight.				