



Name: \_\_\_\_\_  
Due Date: \_\_\_\_\_

**WILLETTON SHS**  
**YEAR 7 HEALTH EDUCATION ASSESSMENT TASK 2 (20%)**  
**RESILIENCE**

In this assessment you are using the 5 resilience skills and your personal reflection to complete the questions.

This task has 3 parts. All components must be completed.

- Part A – Define what resilience means. **(15 marks)**
- Part B – Choose ONE of the scenario's provided and explain how you would respond to the scenario using the resilience skills you have learnt in class to gain a positive outcome. **(5 marks)**
- Part C – Reflection and personal resilience. **(8 marks)**
- Written expression **(2 marks)**

**Part A – Knowledge and Understanding**

Q1: Define **resilience** in your own words. **(3 marks)**

- *Resilience is the ability to adapt and bounce back from adversity, challenges, or setbacks.*
- *It involves maintaining a positive mindset, coping effectively with stress, and displaying flexibility in the face of difficult situations.*
- *Resilient individuals can navigate through life's ups and downs, learning and growing from experiences rather than being defeated by them.*

Q2: Provide a definition of each factor below and explain how each contributes to resilience.

a) Positive self-talk: **(3 marks)**

- *Positive self-talk refers to the practice of using supportive and encouraging language to oneself during challenging situations or when facing setbacks.*
- *It involves:*
  - *Consciously replacing negative or self-defeating thoughts with positive and empowering ones.*
  - *Building resilience by providing individuals with a constructive internal dialogue that fosters optimism, motivation, and resilience.*
- *It links to resilience because it helps with:*
  - *Building Self-Confidence*
  - *Managing Stress and Adversity*
  - *Overcoming Setbacks*
  - *Boosting Motivation and Persistence*

b) Building social support:

(3 marks)

- *Social support is our support network around us.*
- *Building social support is important for our resilience as it helps us to create a supportive network for ourselves for when we need help.*
- *Our support network can include:*
  - ***Friends and Peers:***
    - *Building social support among friends and peers is crucial for emotional well-being.*
  - ***Family Support:***
    - *Strong family relationships contribute to resilience.*
  - ***Mentors and Role Models:***
    - *Mentors and role models play a significant role in providing guidance, advice, and support.*
  - ***Supportive Communities:***
    - *Being part of supportive communities, such as clubs, sports teams, or cultural organizations, can foster resilience.*
  - ***Professional Support:***
    - *Seeking professional support from counsellors, therapists, or support groups can be instrumental in building resilience.*

c) Emotional regulation:

(3 marks)

- *Emotional regulation is our ability to manage and express emotions in a healthy way.*
- *It is important for resilience as being able to manage our emotions in an effective way can help us to stay on top of our challenges and not crumble under pressure.*
- *Strategies for emotional regulation include:*
  - ***Deep Breathing:** Can help calm the nervous system and reduce feelings of stress or anxiety. Focus on taking slow, deep breaths, inhaling through the nose and exhaling through the mouth.*
  - ***Mindfulness and Meditation:** Can promote self-awareness and help individuals observe their emotions without judgment.*
  - ***Physical Exercise:** Regular physical exercise releases endorphins, which are natural mood-boosting chemicals in the body. Engaging in activities like walking, jogging, dancing, or yoga can help reduce stress and improve overall emotional well-being.*
  - ***Journaling:** Writing down thoughts and emotions in a journal can be a therapeutic outlet for processing and expressing emotions.*
  - ***Talking to Supportive Others:** Seeking support from trusted friends, family members, or mental health professionals can provide an opportunity to express emotions in a safe and supportive environment.*
  - ***Engaging in Creative Outlets:** Participating in creative activities, such as art, music, or writing, can serve as a means of emotional expression.*
  - ***Taking Breaks and Self-Care:** Recognizing when emotions become overwhelming and taking intentional breaks can be beneficial. Engaging in self-care activities like taking a bath, reading a book, or engaging in hobbies can provide space for emotional rejuvenation and self-nurturing.*

Q3: Why is 'Goal Setting' important when building resilience?

(3 marks)

- *A process of defining goals and planning steps to achieve them. Approaches include setting long-term, short-term, and SMART (specific, measurable, attainable/action orientated, realistic and timely) goals.*
- *Having short-term as well as long-term goals is a great way to help you realise your full potential, and can give you a focus in your life, today and into the future.*
- *Goal setting is important for resilience as it helps to keep us motivated and on track with what we want to achieve.*

### Part B – Applying Resilience Skills.

Choose **one** of the following scenarios listed below and explain how you would respond to that situation using the resilience skills we have learned in class to achieve a positive outcome. Make sure you list and define the skill and explain how it can be applied. (5 marks)

*Scenario 1:* You have a major exam coming up, but you haven't had enough time to study due to unexpected family commitments. How would you apply resilience skills to handle this situation effectively?

*Scenario 2:* You have been practicing a sport for months, but you didn't make it onto the school team. How would you respond to this disappointment and demonstrate resilience?

Scenario chosen: \_\_\_\_\_

*The resilience skills are listed below.*

*Students need to appropriately respond to their chosen scenario using the resilience skill. Their answer must include the name of the skill (1), the definition of the skill (1) and be appropriately linked to the scenario (1 – how it is relevant, 2 – explanation on how it can be applied)*

- **Understanding Emotions:** *The ability to recognize and manage emotions in a healthy and constructive way. This skill involves understanding and accepting your own and others' emotions and employing strategies to regulate emotional responses.*
- **Helpful & Positive Thinking:** *Cultivating a positive mindset and optimistic outlook, even in difficult situations. This skill involves reframing challenges as opportunities for growth and maintaining hope. Thinking "what's wrong with the situation" not "what's wrong with me."*
- **Resourcefulness:** *Developing effective problem-solving skills and the ability to adapt to changing circumstances. This skill includes identifying problems, generating solutions, and taking action to overcome obstacles.*
- **Relationship Skills:** *Developing and maintaining positive relationships with family, friends, mentors, or support networks. This skill involves knowing how and who to talk to when you need help and being able to effectively communicate during challenges or disagreements.*
- **Self-understanding:** *Knowing your strengths and limitations, what you value, how to show courage and self-reflection. This skill also includes taking care of one's physical health, managing stress levels, practicing relaxation techniques, and engaging in activities that promote overall well-being.*

### Part C – Reflection and Personal Resilience

Q1: Reflect on a challenging situation you have faced recently. Describe the situation and how you demonstrated resilience in overcoming that challenge. **(5 marks)**

*Clear description of the scenario and the challenge faced (2)*

*Clear description of how they displayed resilience (2)*

*Clear description of the outcome of the scenario (1)*

Q2: Identify one area in your life where you would like to enhance your resilience. What steps would you take to develop resilience in that area? **(3 marks)**

*Clear description of the area in their life that needs work – what and why (2)*

*Clear description of the steps that could be taken to improve (1)*

## Marking Criteria for Resilience Assessment

Student Name \_\_\_\_\_

Part A	5 marks	4 marks	3 marks	2 marks	1 mark
<b>Q1</b> - Define resilience in your own words			Provides an accurate and comprehensive definition of resilience, demonstrating a clear understanding of the concept.	Provides a partially accurate definition of resilience, with some key components missing or inaccurately described.	Provides a vague or incorrect definition of resilience, indicating a lack of understanding.
<b>Q2 (a)</b> – Describe positive self-talk and explain how it contributes to resilience			Provides an accurate and comprehensive definition of positive self-talk, explaining how it contributes to resilience.	Provides a partially accurate definition of positive self-talk, with limited understanding of how it contributes to resilience.	Provides a vague or incorrect definition of positive self-talk, indicating a lack of understanding.
<b>Q2 (b)</b> – Describe building social support and explain how it contributes to resilience			Provides an accurate and comprehensive definition of building social support, explaining how it contributes to resilience.	Provides a partially accurate definition of building social support, with limited understanding of how it contributes to resilience.	Provides a vague or incorrect definition of building social support, indicating a lack of understanding.
<b>Q2 (c)</b> – Describe emotional regulation and explain how it contributes to resilience			Provides an accurate and comprehensive definition of emotional regulation, explaining how it contributes to resilience.	Provides a partially accurate definition of emotional regulation, with limited understanding of how it contributes to resilience.	Provides a vague or incorrect definition of emotional regulation, indicating a lack of understanding.
<b>Q3</b> – Why is 'Goal Setting' important when building resilience			Provides an accurate and comprehensive definition of goal setting, explaining why it's important in building resilience.	Provides a partially accurate definition of goal setting, with limited understanding of why it's important in building resilience.	Provides a vague or incorrect definition of goal setting, indicating a lack of understanding.

# Marking Criteria for Resilience Assessment

Student Name \_\_\_\_\_

Part B	5 marks	4 marks	3 marks	2 marks	1 mark
<b>Q1</b> – Explain how you would respond to the situation using the resilience skills we have learnt in class to achieve a positive outcome	Provides a detailed and logical response that demonstrates a clear understanding of resilience skills and their application to the scenario.	Provides a logical response that demonstrates an understanding of resilience skills and their application to the scenario.	Provides a sound response with some key resilience skills identified, however lacks depth or coherence.	Provides a limited response with some key resilience skills identified, however lacks depth or coherence.	Provides a brief or incomplete response that demonstrates a limited understanding of resilience skills.
Part C	5 marks	4 marks	3 marks	2 marks	1 mark
<b>Q1</b> – Reflect on a challenging situation you have faced recently. Describe the situation and how you demonstrated resilience in overcoming that challenge.	Provides a detailed and thoughtful reflection on a personal challenging situation, demonstrating insights into personal resilience and growth.	Provides a thoughtful reflection on a personal challenging situation, demonstrating insights into personal resilience and growth	Provides a sound response with some key resilience skills identified, however lacks depth or coherence.	Provides a limited response with some key resilience skills identified, however lacks depth or coherence	Provides a brief or superficial reflection that demonstrates limited understanding of personal resilience.
<b>Q2</b> – Identify one area in your life where you would like to enhance your resilience. What steps would you take to develop resilience in that area?			Clearly identifies an area for improvement and outlines specific steps to develop resilience in that area.	Identifies an area for improvement but provides vague or incomplete steps to develop resilience.	Identifies an area for improvement without providing specific steps to develop resilience.
<b>WRITTEN EXPRESSION:</b> Grammar, vocabulary, presentation				Good/satisfactory grammar, some errors seen, sound presentation	Limited, many errors noted, poorly presented

**FINAL SCORE:** \_\_\_\_\_ / 30

**TEACHER COMMENTS:**

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