## Person and Social Capability

**Self awareness**
**Personal Awareness**
Level 4 (Years 5-6)
- Analyse the influence that choices have on developing personal qualities and identify areas for growth

**Reflective practice**
Level 4 (Years 5-6)
- Analyse personal abilities and achievements by seeking feedback

**Self-management**
**Goal setting**
Level 4 (Years 5-6)
- Select and use strategies to monitor own learning and refine goals to plan for further improvement

## Health

**AC9HP6P01**
Explain how identities can be influenced by people and places, and how we can create positive self-identities

## Example activity 1

**Character development:** Students design a character avatar that represents their unique blend of problem-solving competencies. To help them recognise their strengths, consider starting with a gallery walk where peers anonymously write positive traits about each student.

Each student will then create a backstory—either realistic or imaginative—to illustrate how their character developed these competencies over time. They will also set future goals, identifying the problem-solving skills they believe will be most important for their success in high school.

Present the information on a card, showcasing their character's strengths, growth, and aspirations.

### Reason for the design

**Reflective goal setting:** This task allows students to reflect on their academic self-concept, recognising problem-solving skills as evolving rather than fixed. They identify future challenges and strategies for success based on their own goals. Given the depth of this task, class discussions will play a vital role in guiding students through the process. It is best introduced after students have had the opportunity to assess their competencies in other activities.

## Example activity 2

**Problem solving competencies auction:** In teams of three, students receive 100 points to bid on 21 problem-solving competencies based on a given scenario (examples below). They must prioritise the most essential skills for the task. After bidding, students reflect on their choices and justify their selections. A class discussion will explore why some competencies were valued more than others for the given scenario.

**Example scenarios:**
- I am planning an end of year party for the class, but nobody can agree on the theme or the music.
- Something is wrong with my backyard and the plants are dying. I need to find a solution.
- My council plans to build soccer pitches on a former golf course in a national park. I love the sport but worry about wildlife, so I'm mobilising the community to stop it happening.

### Reason for the design

**Recognising that different aims require different competencies:** Exploring why certain skills are valued in different contexts helps students recognise how their own problem-solving strengths can contribute to any task. This also links to future career choices, guiding them toward roles that align with their preferred competencies. Pairing this with the 'Character Development' activity can support goal setting.