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| **SACE # Grade**  **Stage 2 Psychology Peer Facilitated Activity**  **Psychological Health and Wellbeing**  **Purpose:**  This assessment allows you to:   * Individually or collaboratively present an information tutorial to your peers, focussing on an area of Psychological Health and Wellbeing * Use your knowledge from the Psychology of Learning topic, provide your peers with interactive activities and useful strategies to consolidate their learning. * Answer questions about your chosen topic from both your peers and your teacher.   **Description of Assessment**  Part A –  Choose a sub-topic from the Psychological Health and Wellbeing topic: For example; The Biopsychosocial aspects of Mental Health, ethical issues associated with experimental research in the area of mental health, the impact of culture on mental health, the DSM-IV in diagnosing mental illness, Social Media and Mental Health, Behaviour Modification and mental health, Sleep and mental health, Selye’s General Adaptation Syndrome, Therapies & Interventions for mental health, Resilience (or a different topic as negotiated with your teacher).    Part B –  Individually or collaboratively present an information session and tutorial to your peers, which must be 9 minutes or equivalent in length.  **Student Assessment Checklist**   * Complete the attached lesson plan * Provide information to your peers about your chosen sub-topic in line with the SACE Stage 2 Psychology Curriculum Statement * Prepare and execute application activities to engage the audience and assess their learning – (questions, worksheets, interactive examples, pictures, flow charts, handouts, role plays, props etc.) * **P**rovide a ½ page **individual reflection** of how you & others contributed to the presentation and how you utilised information from the learning topic to optimise successful learning from your peers throughout your presentation. * **P**rovide a **reference list** (with correct Harvard referencing), using a variety of sources, as well as a print off of any PowerPoint’s used, and sheets/handouts involved. |

**Stage 2 Psychology Peer Facilitated Activity**

**Psychological Health and Wellbeing**

**Lesson Plan Topic: Group Members:**

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|  | **Teacher Activities** | **Student Activities** | **Time taken**  **(minutes)** | **Materials required** |
| **Objective for learning**   * Tell the class what they should know by the end of your presentation |  |  |  |  |
| **Prompt/Hook**   * Engage and hook in the class by starting with something exciting/active/interesting to start the presentation |  |  |  |  |
| **Information**   * Present the information that the class needs to learn in an interactive manner, catering for all learning styles |  |  |  |  |
| **Verification**   * Conduct a quick verification task to ensure the class has successfully learned what you have taught. * If they have, move on to the application activity, if not, re-teach in a different way until students have learned the required material |  |  |  |  |
| **Activity / Application**   * Give students an opportunity to apply/demonstrate their learning individually or in small groups |  |  |  |  |
| **Summary of learning**   * Summarise what students have learned this lesson |  |  |  |  |

**Stage 2 Psychology Performance Standards 2022**

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|  | **Investigation, Analysis, and Evaluation** | **Knowledge and Application** |
| **A** | Critically deconstructs a problem and designs a logical, coherent, and detailed psychological investigation.  Accurately and thoroughly obtains, records, and represents data.  Systematically analyses and interprets data and evidence to formulate logical conclusions with detailed justification.  Critically and logically evaluates procedures, and their effect on data. | Demonstrates deep and broad knowledge and understanding of a range of psychological concepts.  Highly effective application of psychological concepts in diverse contexts.  Critically explores and understands in depth the interaction between science and society.  Communicates knowledge and understanding of psychology coherently, with highly effective use of appropriate terms, conventions, and representations. |
| **B** | Logically deconstructs a problem and designs a well-considered and clear psychological investigation.  Logically obtains, records, and represents data.  Logically analyses and interprets data and evidence to formulate suitable conclusions with reasonable justification.  Logically evaluates procedures and their effect on data | Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts.  Mostly effective application of psychological concepts in diverse contexts.  Logically explores and understands in some depth the interaction between science and society.  Communicates knowledge and understanding of psychology mostly coherently, with effective use of appropriate terms, conventions, and representations. |
| **C** | Deconstructs a problem and designs a considered and generally clear psychological investigation.  Obtains, records, and represents data with some errors.  Undertakes some analysis and interpretation of data and evidence to formulate generally appropriate conclusions with some justification.  Evaluates procedures and some of their effect on data. | Demonstrates knowledge and understanding of a general range of psychological concepts.  Generally effective application of psychological concepts in diverse contexts.  Explores and understands aspects of the interaction between science and society.  Communicates knowledge and understanding of psychology generally effectively, using some appropriate terms, conventions, and representations. |
| **D** | Prepares a basic deconstruction of a problem and an outline of a psychological investigation.  Obtains, records, and represents data with occasional accuracy and effectiveness.  Describes data and undertakes some basic interpretation to formulate a basic conclusion.  Attempts to evaluate procedures or suggest an effect on data. | Demonstrates some basic knowledge and partial understanding of psychological concepts.  Applies some psychological concepts.  Partially explores and recognises aspects of the interaction between science and society.  Communicates basic psychological information, using some appropriate terms, conventions, and/or representations. |
| **E** | Attempts a simple deconstruction of a problem and a procedure for a psychological investigation.  Attempts to record and represent some data.  Attempts to describe results and/or interpret data to formulate a basic conclusion.  Acknowledges that procedures affect data | Demonstrates limited recognition and awareness of psychological concepts.  Attempts to apply psychological concepts.  Attempts to explore and identify an aspect of the interaction between science and society.  Attempts to communicate information about psychology. |
| **I** | Insufficient Evidence | Insufficient Evidence |