Respectful Relationships: Emotional Literacy

Foundation Level



# Topic: Emotional Literacy

# Level: Foundation

# Victorian Curriculum

## Personal and Social Capability

### Content Description

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations.

### Achievement Standard (extract only)

By the end of Foundation Level, students identify and express a range of emotions in their interactions with others. ...

## Health and Physical Education

### Content Description

Identify and describe emotional responses people may experience in different situations

### Achievement Standard (extract only)

By the end of Foundation Level, students... identify and describe the different emotions people experience.

# Teaching and learning activities

The Department of Education and Training have developed [**Foundation Resilience, Rights and Respectful Relationships**](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings for the Foundation Level. See pages 3 to 6.

Activity 1: The Emotions Echo Game

Activity 2: What do emotions look like?

Activity 3: Mirror, mirror on the wall how are you feeling over all?

Activity 4: What do emotions sound like?

Activity 6: Drawing emotions

The following assessment ideas have been developed to assess student learning in relation to these teaching and learning activities.

# Assessment ideas

## Pre-assessment

Assess students’ ability to name and describe emotions by reading a story about or showing pictures of emotional responses and asking students to name the emotions displayed. Refer to the assessment rubric to identify where students are located on the Victorian Curriculum continuum.

## Ongoing formative assessment

As students learn new emotions, display these on an emotions wall, which includes the words and images of the emotions.

Take a picture of the students expressing different emotions (happy, sad, angry etc.) and put caption “I feel…when…”

## Summative Assessment

Ask students to write an emotion and an associated action for example “If you’re happy and you know it…” e.g. If you’re angry and you know it count to ten

Students draw a picture of an emotion. Teachers ask students to provide a sentence explaining their emotion. Teachers should write the student’s sentence next to their picture.

Video students sharing an experience when they felt; sad, angry, proud, frustrated, excited or afraid

# Resources

A camera, phone or iPad can be used for photographing students expressing different emotions.

# Notes

For an activities to build home-school partnerships refer to ‘Talking Further’ ([*Foundation Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216) page 7)

**Emotional literacy assessment rubric - Foundation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | |
|  |  | **Foundation** |  | **Level 2** |
|  | **Personal and Social Capability** | | | |
|  |  | **By the end of Foundation Level**, students identify and express a range of emotions in their interactions with others. ... |  | **By the end of Level 2**, students show an awareness of the feelings and needs of others.... |
|  | **Health and Physical Education** | | | |
|  |  | **By the end of Foundation Level**, students... identify and describe the different emotions people experience. .. |  | **By the end of Level 2,** students... understand how emotional responses impact on others’ feelings. .. |

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| --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | |
| **Category** | **Progressing towards Foundation students can:** | **At Foundation students can:** | **Progressing towards level 2 students can:** | **At level 2 students can:** |
| Identification of emotions | * name some emotions (happy, sad, mad) * show what some emotions look like using facial expressions | * name a range emotions identify * identify a range emotions through facial expressions | * identify and describe emotions in themselves * identify experiences that may trigger some emotions | * identify and describe emotions in themselves and others * identify experiences that trigger a range of emotions |
| Expression of emotions | * express when they are happy, sad or mad | * share a time when they have felt a strong emotion | * recognise some emotions expressed by others | * identify when, how and with whom it is appropriate to share emotions. |