Respectful Relationships: Help-seeking

Level 1-2

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# Topic: Help-seeking

# Level: 1 and 2

# Victorian Curriculum F-10

## Health and Physical Education

### Content Descriptions

Practise strategies they can use when they need help with a task, problem or situation at home and/or school [(VCHPEP073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP073)

Explore actions that help to make the classroom a healthy, safe and active place [(VCHPEP078)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP078)

### Achievement Standard (extract only)

By the end of Level 2, students can …select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems.

# Teaching and learning activities

The Department of Education and Training have developed [*Level 1-2 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=29b6985a-935d-4053-97c9-f776a99b0fb6&SearchScope=All) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to help-seeking for the Level 1-2. See pages 41 to 47.

Activity 1: The life raft game

Activity 2: I can help my friends

Activity 3: How do I ask for help?

Activity 4: Who can I ask for help?

# Assessment ideas

## Pre-assessment

### Brainstorm

Introduce the concept of being helpful by conducting a brainstorming activity to identify ways students can be helpful. Ask students:

* How can you be helpful at home?
* How can you be helpful at school?
* How can we help our friends?

Refer to the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum F-10 continuum.

## Ongoing formative assessment

### Pop quiz Activity 2: Who are your helpers at school

After completing activity 2, develop pop quiz questions relating to sources of help at school. Questions should be tailored to your school but could include:

* I can help you if you have fallen over and need first aid. Who am I?
* I can help you if you forget your lunch. Who am I?
* I can help you cross the road. Who am I?
* I can help if someone is being mean to you. Who am I?

## Summative assessment

### Create a helping hand Activity 4: Who can I ask for help?

Students create a diagram of a helping hand by tracing around their hand and listing five people, one for each finger that they can go to for help. Teachers may wish to provide students with an outline of a hand for this task. Activity 4: Who can I ask for help?, provides a template - see [*Level 1-2 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=29b6985a-935d-4053-97c9-f776a99b0fb6&SearchScope=All) teaching and learning materials page 46. Students could draw a picture or take of photo of the people they can go to when they need help.

Use this task to assess students’ ability to identify people they can ask for help.

Create a classroom display of students’ helping hands. These could be displayed as a helping tree by hanging the hands on a tree branch.

### Role play Activity 3: How to ask for help?

Use the role play in activity 3: How to ask for help, to assess student ability to practice help-seeking conversations. Arrange the students in pairs. Provide students with one of the scenarios listed - see [*Level 1-2 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=29b6985a-935d-4053-97c9-f776a99b0fb6&SearchScope=All) teaching and learning materials page 46.Ask students to develop and perform a role play asking for help from an adult in relation to the scenario. Invite students to present their role play to the class.

Students can extend their skills in asking for help by being provided with a less familiar or more complex scenario.

Refer to the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum F-10 continuum.

# Resources

[*Level 1-2 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=29b6985a-935d-4053-97c9-f776a99b0fb6&SearchScope=All) teaching and learning materials

* hand outline from page 46.
* scenarios from page 43

# Help-seeking assessment rubric – Level 1-2

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| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Foundation** |  | **Level 2** |  | **Level 4** |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Foundation Level**, students … demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. |  | **By the end of Level 2,** students…select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. |  | **By the end of Level 4,** students ... select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **At Foundation students can:** | **When progressing towards level 2 students can:** | **At level 2 students can:** | **When progressing towards level 4 students can:** | **At level 4 students can:** |
| Asking for help | * name a person to ask for help in a specific situation | * identify who to ask for help and provide some examples of what they should say to seek help | * express when they need help and can give an example of an appropriate person to ask for help | * identify when it may be appropriate to seek help in a familiar scenario | * identify when it may be appropriate to seek help in a range of familiar scenarios |
| Help-seeking strategies | * identify and practise how to be helpful at school * practise (through role play) asking a teacher for help | * identify ways to help each other in a game * demonstrate (through role play) the ability to ask a teacher for help | * demonstrate ways to help each other in a game * demonstrate (through role play) asking for help from familiar people at home and /or at school | * recognise the benefits of helping each other in the classroom * demonstrate (through role play) asking for help from less familiar people at home, school and/or the community | * describe the benefits of being helpful at home and at school * demonstrate (through role play) that they can recognise when help is required and name someone who they could go to for help |