Respectful Relationships: Help-seeking

Level 3-4

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# Topic: Help-seeking

# Level: 3 and 4

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

Identify how persistence and adaptability can be used when faced with challenging situations and change [(VCPSCSE018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE018)

### Achievement Standard (extract only)

By the end of Level 4, students … suggest strategies for coping with difficult situations.

## Health and Physical Education

### Content Descriptions

Identify and practise strategies to promote health, safety and wellbeing [(VCHPEP091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP091)

Describe strategies to make the classroom and playground healthy, safe and active spaces [(VCHPEP095)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP095)

### Achievement Standard (extract only)

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.

# Teaching and learning activities

The Department of Education and Training have developed [*Level 3-4 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7327c6bf-696a-41c4-8fc3-3c45dccdc8bd) 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 3-4. See pages 42 to 55.

Activity 1: The mimed messages game

Activity 2: Help-seeking scenarios

Activity 3: How big is the problem?

Activity 4: Help seeking sources

Activity 5: Help-seeking role plays

Activity 6: Picture story book

# Assessment ideas

## Pre-assessment Brainstorm

To assess student’s ability to understand the concept of help-seeking, brainstorm the questions:

* When should you ask for help?
* Who are people you could ask for help when you need it?

Refer to the assessment rubric on page 4 to identify where students are on the Victorian Curriculum F-10 continuum.

## Ongoing formative assessment Reflective journal

Discuss with students the meaning of the word ‘persistent’. Ask students to complete the following sentences in their journal.

* Being persistent means …
* I have been persistent when …

## Summative Assessment Activity 5: Help-seeking role plays

The student’s role plays provide an opportunity to assess their ability to practice and apply help seeking strategies. Inform students that you will be observing:

* how they explain the problem
* who they seek help from
* what they would say to get the help required
* whether they have they communicated their message clearly
* whether they have they demonstrated persistence.

### Activity 6: Picture story book

To assess students’ understanding of help-seeking and persistence, ask students to create a story about help-seeking.

Stories should include:

* selection of the key characters or avatars
* identification of a help-seeking scenario
* help-seeking strategies relevant to the chosen scenario, including when and from whom their character would seek help
* examples of when the characters have displayed persistence
* an ending to their story.

Stories could be presented in a range of formats, including the use of digital technologies such as:

* book creator with audio, diagrams and text
* avatar creating software such as [Voki](http://www.voki.com/)
* comic creating software such as [Comic Life](http://plasq.com/apps/comiclife/macwin/) or [Read.-Write-Think](http://www.readwritethink.org/files/resources/interactives/comic/).

Activity 6 could be used to assess knowledge and skills related to other topics such as emotional literacy and personal strengths.Teachers may wish to refer to the rubrics for these topics to extend what is being assessed within this task.

Refer to the assessment rubric on page 4 to identify where students are on the Victorian Curriculum F-10 continuum.

# Help-seeking assessment Rubric – Level 3-4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Achievement Standards** | | | | |
|  |  |  |  |  |  |
|  | **Personal And Social Capability** | | | | |
|  | **By the end of Level 2**, students … recognise the importance of persisting when faced with new and challenging tasks. |  | **By the end of Level 4**, students …. suggest strategies for coping with difficult situations. |  | **By the end of Level 6**, students… describe the influence that personal qualities and strengths have on achieving success. |
|  | **Health and Physical Education** | | | | |
|  | **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. |  | **By the end of Level 6**, students … explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At level 2 students can:** | **When progressing towards level 4 students can:** | **At level 4 students can:** | **When progressing towards level 6 students can:** | **At level 6 students can:** |
| Explanation of help-seeking strategies | * 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 why it is important to be prepared to ask for help when faced with unfamiliar or challenging situations | * identify when it may be appropriate to seek help in a range of familiar scenarios * identify how persistence can be used in challenging situations | * provide some explanation for when it is appropriate to seek help in a range of familiar scenarios * explain how persistence can be used in challenging situations | * provide a convincing rationale for when and from whom it is appropriate to seek help in a range of different scenarios * describe what it means to be persistent and why persistence is important in dealing with new or challenging situations |
| Demonstrating help-seeking strategies | * demonstrate (through role play) asking for help from familiar people at home and /or at school | * demonstrate (through role play) asking for help from less familiar people at home, school and/or the community | * demonstrate (through role play) that they can recognise when help is required and name someone who they could go to for help | * demonstrate (through role play) a solution to a help-seeking scenario, showing how and from whom they would seek help | * demonstrate (through role play) a realistic solution to a scenario by explaining what the problem is, who they would seek help from and what they would say to get the help required |