Respectful Relationships: Help-seeking

Level 7-8

# K:\Shared\F-10\Specialist Area - FOR PUBLICATION\Image Abstracts for Units of Work\Health and Respectful Relationships.jpg

# Topic: Help-seeking

# Level: 7-8

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)

### Achievement Standards (extract only)

By the end of Level 8 students… reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.

## Health and Physical Education

### Content descriptions

Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125)

…develop strategies to demonstrate empathy and sensitivity [(VCHPEP127)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP127)

### Achievement Standards (extract only)

By the end of Level 8, students … justify actions that promote their own and others health, safety and wellbeing at home, at school and in the community.  
  
Teaching and learning activities

The Department of Education and Training have developed [*Level 7-8 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=2cb0472f-c903-4c2d-a053-a330df31eefe&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 7-8. See pages 48 to 58.

Activity 1: Check the Statistics

Activity 2: What can you do?

Activity 3: Assertive help-seeking: What can you say?

Activity 4: Peer Support Texts

# Assessment ideas

## Pre-assessment Brainstorm

Ask students to brainstorm a list of reasons why someone might not seek help when it is needed. Assess students’ ability to identify barriers to help-seeking.

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

## Ongoing formative assessment

### Awareness campaign

Students create an awareness campaign, which teaches the three step help-seeking formula discussed in Activity 3: Assertive help-seeking.

* explain how you feel
* name the problem
* make a request

Their campaign could be in the form of a jingle, a short advertisement or cartoon. Students could use 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/). Use the student campaigns to reflect on their understanding of help-seeking strategies.

## Summative assessment

### Help-seeking concept map

Assess students’ ability to identify and reflect on sources of help or support. Provide students with a scenario representing a challenging or difficult situation. For example scenarios could relate to issues that have been identified by young people in the annual [Mission Australia Youth Survey](http://www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey) such as stress, discrimination, body image, mental health or alcohol and drugs.

Students create a concept map to identify and reflect on a range of strategies and sources of help that could be used in relation to the scenario. Students could use concept mapping software such as SmartDraw, Visio, Webspiration Classroom, Cmap, Inspiration, MindManager, [Mind42](http://mind42.com/), MindMeister, Mindomo, Bubbl.us or [FreeMind](http://freemind.sourceforge.net/wiki/index.php/Main_Page) to develop their concept map.

Students identify strategies and sources of help or support, including:

* Personal strategies they could use
* Sources of support from family, friends and at school
* Sources of support in their local community
* Online sources of support.

Students should include the following in their concept map:

* a range of strategies and sources of support relevant to their scenario
* the strengths and weaknesses of each strategy or source of support
* a recommendation about which strategies or sources of support would be most useful and why.

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

# Notes

Teachers may wish to change the assessment rubric to be self-assessed by students. To do this they could change statements from ‘the student can’ to ‘I can’.

# Help-seeking assessment rubric – Level 7-8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 6** |  | **Level 8** |  | **Level 10** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 6**, students... reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability. |  | **By the end of Level 8**, students... reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability. |  | **By the end of Level 10,** students… evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. |
|  | **Health and Physical Education** | | | | |
|  | **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. |  | **By the end of Level 8,** students … justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. |  | **By the end of Level 10,** students ... compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At level 6 students can:** | **When progression towards level 8 students can:** | **At level 8 students can**: | **When progressing towards level 10 students can:** | **At level 10 students can:** |
| Reflection on help-seeking strategies | * identify realistic options to a scenario by explaining what the problem is, who to seek help from and what to say to get the help required | * describe realistic options to a help-seeking scenario by explaining what the problem is, who to seek help from, what to say to get the help required, reflecting on a possible outcome | * explain possible outcomes or options for a help-seeking scenario, including reflecting on a range of strategies and predicting possible barriers to accessing help | * compare the effectiveness of a range of help-seeking strategies used to manage stressful situations/life challenges | * evaluate the effectiveness of a range of help-seeking strategies used to manage stressful situations/life challenges |
| Reflection on online and community sources of support | * identify different sources of support within the local and online communities that could be utilised in their chosen scenario | * investigate sources of support within the local and online communities relevant to their chosen scenario | * reflect on different sources of support within the local and online communities, showing an awareness of the factors that influence access to these | * compare different sources of support that can be used to cope with challenging and stressful situations, with some evaluation of factors such as accessibility and cost | * critique the effectiveness of sources of support that can be used to cope with challenging and stressful situations, and justify how these may improve health and wellbeing |