Respectful Relationships: Personal Strengths

Levels 3-4

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# Topic: Personal Strengths

# Level: 3 and 4

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Descriptions

Identify personal strengths and select personal qualities that could be further developed [(VCPSCSE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE017)

### Achievement Standards (extract only)

By the end of Level 4, students … recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations.

## Health and Physical Education

### Content Descriptions

Examine how success, challenge and failure strengthen personal identities [(VCHPEP088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP088)

### Achievement Standards (extract only)

By the end of Level 4, students … examine influences that strengthen identities.

# 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 personal strengths for the Level 3-4. See pages 10 to 18.

Activity 1: Building team strengths through cooperative games

Activity 2: What are personal strengths?

Activity 3: Strengths we use everyday

Activity 4: Setting goals to develop strengths

# Assessment ideas

## Pre-assessment

Use activity 2: What are personal strengths? to assess students ability to understand the concept of ‘strength’ and to be able to describe a strength to others in the class. Refer to the assessment rubric on page three to identify where students are located on the Victorian Curriculum F-10 continuum.

## Ongoing formative assessment

Use words to describe personal strengths in spelling words.

Create a class word wall that includes words for personal strengths. Encourage students to add post-it-notes to the wall, where they write examples of each personal strength word. Teachers can use these examples as conversation starters for discussion about each word.

Explore definitions of words describing personal strengths. Students use thumbs up, thumbs down to indicate understanding of the definition of a personal strength.

## Summative Assessment

Provide students with a set of statements to focus their reflection on personal strengths and identity, such as:

‘A personal strength I could use at school is …’

‘A personal strength I could use at home is …’

‘My personal strengths are …’

‘A personal strength I would like to develop is …’

‘I would describe myself as …’

Use student reflections to assess their understanding of identity, personal strengths and to identify the skills they would most like to develop. Use the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum F-10 continuum.

## Resources

The [*HandsOnScotland*](http://www.handsonscotland.co.uk/flourishing_and_wellbeing_in_children_and_young_people/flourishing_topic_frameset.htm) website provides information about character strengths, including a list of character strengths and a range of activities that could be used for teaching and assessment.

# Personal strengths assessment rubric - Level 3-4

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| --- | --- | --- | --- | --- | --- |
|  | **Achievement Standards** | | | | |
|  |  |  |  |  |  |
|  | **Personal And Social Capability** | | | | |
|  | **By the end of Level 2**, students …identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life.. |  | **By the end of Level 4**, students …recognise personal strengths and challenges and identify skills they would like to develop. |  | **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 … recognise how strengths and achievements contribute to identities. |  | **By the end of Level 4**, students … examine influences that strengthen identities. |  | **By the end of Level 6**, students … understand the influences people and places have on personal identities. |

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| --- | --- | --- | --- | --- | --- |
|  | **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:** |
| Identification of personal strengths | * describe key strengths they use at school or at home * provide examples of personal strengths in action at home or school | * describe a variety of personal strengths and give an example of how they can be used ineveryday life. | * describe a situation where a personal strength is important * describe their own personal strengths and identify the skills or strengths they would like to develop. | * identify and provide an example of personal strengths that would assist in managing everyday challenges and in achieving success | * describe how personal qualities and strengths contribute to the achievement of success |
| Factors shaping identity | * identify how a personal strength or achievement shaped their identity | * identify a range of influences on the development of their identity | * describe influences that contribute to the development of their identity | * describe how some people have influenced their identity | * describe how people and places have influenced their identity |