Respectful Relationships:

Positive Coping

Levels 1 and 2

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# Topic: Positive Coping

# Level: 1 and 2

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Description

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions [(VCPSCSE008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE008)

### Achievement Standards (extract only)

By the end of Level 2, students show an awareness of the feelings and needs of others.

## Health and Physical Education

### Content Descriptions

Identify and practise emotional responses that account for own and others’ feelings [(VCHPEP076)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP076)

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

### Achievement Standards (extract only)

By the end of Level 2, students understand how emotional responses impact on others’ feelings… They 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 positive coping for Level 1-2. See pages 17 to 21.

Activity 1: Who goes first?

Activity 2: Cheering up and calming down

Activity 3: Facing fears

Activity 4: Managing anger

Activity 5: The anyone who likes … game

# Assessment ideas

## Pre-assessment

### Reflection on positive coping

To show students’ understanding of emotions and positive coping strategies ask students to reflect on times when they have felt the following emotions and what actions they took to make themselves feel better:

* sad
* angry
* afraid.

This will give an indication what strategies students can identify for managing different emotions.

## Ongoing formative assessment

### Helping others manage emotions

Provide students the following table. Ask students to complete the table to show their understanding of the strategies they could use to help a friend who might be experiencing the emotions listed.

|  |  |
| --- | --- |
| When my friend feels… | I can… |
| sad |  |
| angry |  |
| afraid |  |
| worried |  |
| frustrated |  |

Teachers may wish to add other emotions to the table that may have been discussed within the classroom or experienced in the school yard to make this activity more relevant for your cohort of students.

## Summative assessment

### Helpful ways to manage anger

Use this task to assess students’ ability to understand helpful ways to manage anger in a specific scenario and how expression of emotions might impact on others.

Allocate students different statements from the list ‘Things that might make you feel angry’ from Activity 4: Managing anger (page 20). Ask the students to create a story to explore what are helpful ways versus hurtful ways they can manage the specific situation. Students’ stories should include how the expression of emotions can impact on others.

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

* book-creating software/apps with audio, diagrams and text such as Canva, PowerPoint or Book Creator One
* 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/).

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

# Positive coping assessment rubric – Level 1-2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Foundation** |  | **Level 2** |  | **Level 4** |
|  | **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. |  | **By the end of Level 4,** students explain the consequences of emotional responses in a range of social situations. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Foundation Level**, students … identify and describe the different emotions people experience…They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. |  | **By the end of Level 2,** students… understand how emotional responses impact on others’ feelings…They select strategies at home and/or school to keep themselves healthy and safe... |  | **By the end of Level 4,** students ... investigate how emotional responses vary … They 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:** |
| Expression of emotions | * identify and describe the emotions of people in their story | * identify how actions can impact on the emotional responses of the people in their story | * identify and describe how actions can impact on the emotional responses of people in their story | * identify some consequences of emotional responses for peer or family relationships | * explain how emotional responses to behaviours and experiences may be different * explain the consequences of emotional responses for peer and/or family relationships |
| Strategies for managing emotions | * identify some actions they could use to assist a friend * with guidance practice a strategy that could be used to respond to anger | * identify some relevant actions they could use to assist a friend experiencing specific emotions * practice a strategy that could be used to respond to anger | * identify relevant actions they could use to assist a friend experiencing specific emotions * select helpful strategies to respond to anger | * identify and describe how actions they could use to assist a friend are relevant to some emotions * select and demonstrate one strategy for managing anger | * identify and describe how actions they could use to assist a friend are relevant to specific emotions * select and demonstrate strategies that could be used to successfully manage anger |