Respectful Relationships:

Positive Coping

Levels 3 and 4

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# Topic: Positive coping

# Level: 3 and 4

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Description

Identify and explore the expression of emotions in social situations and the impact on self and others [(VCPSCSE016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE016)

### Achievement Standards (extract only)

By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. … They 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)

Investigate how emotional responses vary in family situations and in friendship groups [(VCHPEP093)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP093)

### Achievement Standards (extract only)

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.

# 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&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 3-4. See pages 19 to 24.

Activity 1: ‘Everyone is different’ game

Activity 2: Understanding strong emotions

Activity 3: The traffic lights game

Activity 4: Taming angry feelings

Activity 5: Making apologies

# Assessment ideas

## Pre-assessment

### Graffiti chart

Building on the Topic 1: Emotional literacy, assess students understanding of emotional triggers and how these might differ. Teachers should create a number of graffiti charts, with each chart asking the question ‘What makes you …?’. Each question should refer to a different emotion such as happy, excited, afraid, angry, frustrated etc. For example, ‘What makes you happy?’ Place the graffiti charts on the walls or on tables around the room. Students should move around the room and record their answers to the questions on each graffiti chart.

Bring the class together and discuss the triggers of different emotions and how these might vary for different people. For example:

* Do the same things make us all happy?
* Are we all afraid of dogs or spiders?
* Can the same experience trigger different emotions? For example, does a dog make some people happy but other people scared?
* Do adults have the same emotional triggers as children? For example, are adults afraid of the same things as children?

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

## Summative assessment

### Anger management video

To consolidate what they have learned about positive coping strategies ask students to create a video teaching their peers techniques or strategies to manage anger.

They can consider questions such as:

* What are some of the things that might trigger anger?
* When is it appropriate to use the anger management strategies suggested?
* What are the benefits of each strategy?
* What might happen if someone who is angry did not use one of these strategies at home or at school?

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

# Positive coping assessment rubric – Level 3-4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level: 2** |  | **Level: 4** |  | **Level: 6** |
|  | **Personal and Social Capability** | | | | |
|  | **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…. They suggest strategies for coping with difficult situations. |  | **By the end of Level 6,** students describe different ways to express emotions and the relationship between emotions and behaviour. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 2,** studentsunderstand 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,** studentsinvestigate 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. |  | **By the end of Level 6,** students recognise the influence of emotions on behaviours …They 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:** |
| Triggers of emotions | * identify experiences that trigger a range of emotions | * identify behaviours or experiences that are associated with different emotions | * explain how emotional responses to behaviours and experiences may be different | * recognise that some behaviours or experiences can trigger more than one emotional response | * describe how some behaviours and experiences can trigger multiple emotional responses |
| Impact of emotional responses | * identify how expressing anger may impact on others | * identify some consequences of expressing anger | * explain the possible consequences of expressing anger at home and at school | * describe some behaviours associated with the expression of anger | * describe the relationship between the emotion anger and various behaviours |
| Strategies for managing anger | * select a strategy to manage anger | * select and demonstrate one strategy for managing anger | * select and demonstrate strategies that could be used to successfully manage anger | * demonstrate strategies to manage anger and display some awareness of the benefits of using these strategies | * explain a range of strategies to manage anger and explain the benefits of using these strategies |