**Respectful Relationships: Problem-solving**

**Levels 1-2**

# Topic: Problem-solving

# Levels 1-2

# Victorian Curriculum F–10

## Personal and Social Capability

### Content Descriptions

Use basic skills required for participation in group tasks … [(VCPSCSO014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO014)

### Achievement Standards (extract only)

By the end of Level 2, students … describe their contribution to group tasks. They practice solving simple problems.

## Critical and Creative Thinking

### Content Descriptions

Investigate ways to problem-solve, using egocentric and experiential language [(VCCCTM009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM009)

### Achievement Standards (extract only)

By the end of Level 2, students …demonstrate and articulate some problem-solving approaches.

# 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 problem-solving for Level 1-2. The following activities are located on pages 22 to 27.

Activity 1: Let’s work together: cooperative games

Activity 2: Dante’s got problems

Activity 3: Real world problems

# Assessment ideas

## Pre-assessment

### What does cooperation look like?

Provide students with a range of words describing cooperative and uncooperative actions or behaviours. Words could include:

|  |  |  |
| --- | --- | --- |
| sharing | shouting | interrupting |
| cheating | listening | unkind |
| helping | taking turns | working together |
| working alone | respect | responsibility |

Ask students to sort words in to two groups (cooperative and uncooperative) to demonstrate their understanding.

As an extension, students could take photos demonstrating what being cooperative looks like. Photos could be included as part of a class display.

Refer to the Assessment Rubric on page 3 to identify where students are located on the Victorian Curriculum F–10 continuum.

## Ongoing formative assessment

### Problem-solving strategy wall

Create a class strategy wall, which lists a range of strategies that students could use when faced with a problem. Students could refer to the list titled ‘Lots of options’ from activity 3: Real world problems. Encourage students to place a sticker on the wall when they use one of the options listed to solve a problem.

As an extension, students could create a graph to show which strategies have been used the most by members of the class.

## Summative Assessment

### Problem-solving comic

Provide students with one of the scenarios from Activity 3: Real world problems. As an alternative students could identify their own problem. Ask student to develop a comic strip that explores at least two different ways to solve the problem. Use the comic strip to assess students’ ability to articulate different ways to solve a problem.

Ask students to demonstrate their problem-solving strategies in a role play and ask them to suggest which strategy would be best to use in the scenario.

As an extension activity students could apply one of the problem-solving strategies identified to a real problem and reflect on its success.

Refer to the Assessment Rubric on page 3 to identify where students are located on the Victorian Curriculum F–10 continuum.

# Problem-solving assessment rubric – Levels 1-2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Foundation Level** |  | **Level 2** |  | **Level 4** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Foundation Level**, students … begin to identify and practise basic skills for including and working with others in groups. |  | **By the end of Level 2**, students … describe their contribution to group tasks. They practice solving simple problems. |  | **By the end of Level 4, s**tudents … describe factors that contribute to positive relationships with peers, other people at school and in the community. |
|  | **Critical and Creative Thinking** | | | | |
|  | **No Achievement Standard for Foundation Level.** |  | **By the end of Level 2**, students … demonstrate and articulate some problem-solving approaches. |  | **By the end of Level 4**, students  … select and apply a range of problem-solving strategies. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Foundation Level 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:** |
| Understanding cooperation | * identify cooperation skills necessary for working with others in groups | * identify and use cooperative skills in group tasks | * demonstrate ways to be cooperative with others on group tasks | * recognise examples of cooperative behaviours in the classroom | * describe actions that contribute to cooperation in the classroom |
| Problem-solving approaches |  | * suggest one way they might solve a problem * demonstrate (through role play) a strategy that they could use to solve a problem | * identify multiple approaches to solving a problem * demonstrate (through role play) different approaches to solving a problem | * describe different approaches to solving a problem * demonstrate (through role play) different approaches to solving a problem and suggest which approach would be better to use | * suggest a range of strategies to solve a problem and select one that they think is most appropriate to the situation * apply a strategy to solve a real problem and reflect on its success |