Respectful Relationships:

Problem solving

Levels 9 and 10

# Topic: Problem-solving

# Levels 9-10

# Victorian Curriculum F–10

## Personal and Social Capability

### Content descriptions

Evaluate emotional responses and the management of emotions in a range of contexts [(VCPSCSE043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE043)

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection ([VCPSCSE046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)

Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts [(VCPSCSO051](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO051))

### Achievement Standards (extract only)

By the end of Level 10, students…reflect critically on their emotional responses to challenging situations in a wide range of contexts. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.

## Health and Physical Education

### Content descriptions

Plan, rehearse, and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at risk [(VCHPEP144](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP144))

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing ([VCHPEP147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP147)

### Achievement Standards (extract only)

By the end of Level 10, students…evaluate the outcomes of emotional responses to different situations. They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing.

# Teaching and learning activities

The Department of Education and Training have developed [***Level 9-10 Resilience, Rights and Respectful Relationships***](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=e4137fa2-f7fc-4f67-bdb0-80fb2624c64c&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 9-10. See pages 36 to 44 of the online resource.

Activity 1: Using a logical model for problem-solving

Activity 2: Making an assertive ‘l’ statement

Activity 3: Optional game: Blindfold drawing

# Assessment ideas

## Pre-assessment

### What do you already know?

Ask students to write an example of a typical common problem a person their age might face. Ask students to then demonstrate how they would go about solving that problem with a mind map. This could either be done on paper or using a digital platform such as SmartArt in Word, [Popplet](http://popplet.com/), [MindMup](https://www.mindmup.com/), [Padlet](http://www.padlet.com) or [Webspiration Classroom](http://www.mywebspiration.com/) to identify a range of strategies that could be used to prevent or resolve problems or conflicts.

Students demonstrate their understanding of definitions for ‘aggressive’, ‘assertive’ and ‘submissive’ by writing, drawing a picture or explaining these concepts to a partner.

Refer to the Assessment rubric on pages 4-5 to identify where students are located on the Victorian Curriculum F–10 continuum.

## Ongoing formative assessment:

Students plan, rehearse, perform and evaluate the success of the ‘when… I feel… so…’ assertive statements (Activity 2) for a range of situations by answering the following questions.

* What did I do well?
* What could I have done differently?
* What could I do or say instead?
* What strengths are needed to turn this advice into action, and to use an assertive rather than an aggressive or submissive approach?

## Summative assessment:

Students write a story about a situation in which someone did something that they later regretted. They took an action that wronged another person and caused a conflict. Students then write a letter of apology that refers to the situation developed in the story using the following guidelines:

1. Acknowledge specifically what was done
2. Describe the hurt, harm, offence or effect of that action on the other person/s
3. Say what was originally intended by the action
4. Say how you feel now about what happened
5. State what your future intention is (offer to fix/pay for damage, promise not to do it again)
6. Say sorry.

(guidelines based on the extension activities, page 43)

Refer to the Assessment rubric on page 4-5 to identify where students are located on the Victorian Curriculum F–10 continuum.

# Problem-solving assessment rubric – Levels 9-10

|  |  |  |  |
| --- | --- | --- | --- |
| **Relevant element of the Achievement Standards** | | | |
|  | **Level 8** |  | **Level 10** |
| **Personal and Social Capability** | | | |
|  | **By the end of Level 8**,  students…reflect on the influence of emotions on behaviour, learning and relationships. They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. |  | **By the end of Level 10,** students…reflect critically on their emotional responses to challenging situations in a wide range of contexts. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. |
| **Health and Physical Education** | | | |
|  | **By the end of Level 8,**  students…analyse factors that influence emotional responses. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They justify actions that promote their own and others’ health, safety and wellbeing… |  | **By the end of Level 10,** students …evaluate the outcomes of emotional responses to different situations. They 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 8 students can:** | **When progressing towards Level 10 students can:** | **At Level 10, students can:** | **Beyond Level 10, students can:** |
| Emotional responses | * describe how and why emotional responses may change in different contexts | * explore varying emotional responses and the management of emotions across a range of contexts | * evaluate the impact of emotional responses on themselves and others in a range of contexts | * propose appropriate emotional responses to challenging situations in a range of settings and contexts, including preparing for difficult conversations |
| Problem-solving strategies | * justify the selection of problem solving strategies to cope with difficult situations | * generate and apply problem solving strategies that could be used to respond to challenging situations | * evaluate different problem-solving strategies used to prevent and resolve problems in a range of situations or challenges | * propose different models and approaches towards conflict resolution in a range of contexts |
| Managing behaviour | * reflect on strategies to manage behavior in challenging situations | * analyse factors that contribute to managing challenging situations | * evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection | * propose and reflect on a range of behaviours and protective factors that can build resilience in the senior years of schooling, particularly around conflict resolution and adaptability, in preparation for the workplace |