Respectful Relationships: Emotional Literacy

Levels 5-6



# Topic: Emotional Literacy

# Level: 5 and 6

# Victorian Curriculum

## Personal and Social Capability

### Content Descriptions

Explore links between their emotions and their behaviour.

### Achievement Standards (extract only)

By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour.

## Health and Physical Education

### Content Descriptions

Examine the influence of emotional responses on behaviour, relationships and health and wellbeing

### Achievement Standards (extract only)

By the end of Level 6, students... recognise the influence of emotions on behaviours and discuss factors that influence how people interact.

# Teaching and learning activities

The Department of Education and Training have developed[**Level 5-6 Resilience, Rights and Respectful Relationships**](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=b74ae78a-995a-4a73-8361-3a200d448bd7) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to emotional literacy for the Level 5-6. See pages 3 to 13.

Activity 1: What do emotions look like?

Activity 2: Recognising positive, negative and mixed emotions

Activity 3: Intense emotions

Activity 4: A rollercoaster of emotions

Activity 5: The rollercoaster day

# Assessment ideas

## Pre-assessment

Ask students to explain the term ‘emotion’ and to brainstorm a list of emotions. Assess students’ ability to understand the term ‘emotion’ and to name a range of emotions. Refer to the assessment rubric to identify where students are located on the Victorian Curriculum continuum.

## Ongoing formative assessment

Complete activity 1: What am I feeling? Use this as a basis to assess students’ emotional vocabulary and their ability to recognise the various ways in which emotions can be expressed.

Read the story ‘A day in the life of Casey’ (Activity 4: A roller coaster of emotions) and identify different responses and behaviours that Casey could have shown that could change the outcome to make it more negative or more positive. Use this activity as a basis to reflect on students understanding of the relationships between emotions and behaviour.

## Summative Assessment

Students write a story titled ‘the roller coaster day’ (see Activity 5: The roller coaster day) that demonstrates events that trigger a range of emotions of differing intensities. Students’ stories can be used to assess their ability to:

* describe a range of events that trigger positive, negative or mixed emotions
* demonstrate an understanding that emotions can vary in intensity.

Ask students to select one aspect of their story and to explain to the class how the emotion identified could impact on behaviour. For example, if a person is feeling frustrated what behaviours or actions might be observed.

# Emotional literacy assessment rubric – Level 5-6

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|  | **Relevant element of the Achievement Standards** | | | | | |
|  | **Level 4** | |  | **Level 6** |  | **Level 8** |
|  | **Personal and Social Capability** | | | | | |
|  | **By the end of Level 4**, students explain the consequences of emotional responses in a range of social situations. |  | | **By the end of Level 6**, students describe different ways to express emotions and the relationship between emotions and behaviour. |  | **By the end of Level 8,** students reflect on the influence of emotions on behaviour, learning and relationships. |
|  | **Health and Physical Education** | | | | | |
|  | **By the end of Level 4**, students ... investigate how emotional responses vary and understand how to interact positively with others in different situations ... |  | | **By the end of Level 6,** students ... recognise the influence of emotions on behaviour and discuss factors that influence how people interact. |  | **By the end of Level 8,** students ... analyse factors that influence emotional responses. |

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|  | **Assessment Rubric** | | | | |
| **Category** | **At level 4 students can:** | **When progression towards level 6 students can:** | **At level 6 students can**: | **When progressing towards level 8 students can:** | **At level 8 students can:** |
| Classifying emotions as positive negative or mixed | * identify that someone may feel a negative emotion or a positive emotion but doesn’t recognise that some emotions can be both positive and negative. | * accurately describes emotions as positive or negative, and begins to show some understanding of mixed emotions | * accurately describes emotions as negative, positive and/or mixed. | * provide multiple examples of situations that would invoke negative, positive and/or mixed emotions. | * describe how a person’s behaviour may be influenced by experiencing negative, positive and/or mixed emotions |
| Impact of emotions on behaviour | * identify some simple physical behaviours associated with the expression of emotions. * identify common behaviours that can be associated with emotions, | * describe some of the physical behaviours commonly associated with the expression of common emotions * identifies some relationships between emotions and behaviour in a story or scenario. | * describe a range of physical behaviours commonly associated with the expression of specific emotions * explain how emotions identified in a story or scenario could impact on behaviour. | * describe the role of body language in the expression of emotions. * explain how emotions identified in a story or scenario may not be the same for everyone and begins to explain some of these differences. | * reflect on the diversity of ways to express emotions, including oral expression and body language. * explain how in a story or scenario the same behaviour may evoke different emotions in different people based on factors such as gender, culture, religion etc. |