Respectful Relationships: Emotional Literacy

Levels 9-10



# Topic: Emotional Literacy

# Level: 9-10

# Victorian Curriculum

## Personal and Social Capability

### Content descriptions

Evaluate emotional responses and the management of emotions in a range of contexts

### Achievement Standard

By the end of Level 10, students reflect critically on their emotional responses to challenging situations in a wide range of contexts.

## Health and Physical Education

### Content descriptions

Investigate how empathy ... contribute to respectful relationships

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing

### Achievement Standard

By the end of Level 10, students ... evaluate the outcomes of emotional responses to different situations.... Students identify and analyse factors that contribute to respectful relationships.

# 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) 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 9-10. See pages 9 to 17.

Activity 1: Understanding complex emotions

Activity 2: Thinking from different perspectives

# Assessment ideas

## Pre-assessment

Assess students understanding of the complexity of emotional responses by completing a KWL chart (What do I **know**? **Want** to know? What have I **learned**?). Student responses to the ‘What have I learned?’ question can contribute to both formative and summative assessment.

Assess students understanding of empathy by arranging the class into small groups and providing them with the discussion with prompt ‘It is important to think about others’ emotional responses because…’. Ask each group to share their ideas with the class.

Refer to the assessment rubric to identify where students are located on the Victorian Curriculum continuum.

## Ongoing formative assessment

Students participate in a role play which demonstrates understanding of others’ emotions and consideration of different perspectives.

## Summative Assessment

Provide students with a scenario or newspaper article about a current and challenging issue. Ask students to critically reflect on the issue by:

* identifying the needs and wants of the individuals
* evaluating the emotional responses evident in the scenario, including reflecting on how the emotions are expressed
* reflecting on the role of empathy in the scenario
* discussing the potential impact on health and wellbeing of the individuals involved.

**Emotional literacy assessment rubric – Level 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 |  | **By the end of Level 10,** students reflect critically on their emotional responses to challenging situations in a wide range of contexts. |  |
|  | **Health and Physical Education** | | | |
|  | **By the end of Level 8,** students ... analyse factors that influence emotional responses. |  | **By the end of Level 10,** students ... evaluate the outcomes of emotional responses to different situations. | .. |

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| --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | |
| **Category** | **At level 8 students can:** | **Progressing towards level 10 students can:** | **At level 10 students can:** | **Beyond level 10 students can:** |
| Differing emotional responses | * 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.. | * identify a range of emotional responses to a scenario and suggest the impact these responses may have on the individual and others. | * explore differing emotional responses in relation to a scenario and evaluate the impact of these responses on the individual and others. | * analyse the impact of differing emotional responses to complex issues. |
| Empathy | * explain the term ’empathy’ and suggest ways they could display empathy. | * suggest ways empathy can be displayed and explain how empathy contributes to respectful relationships. | * explain the importance of empathy for respectful relationships and community cohesion. | * critically reflect on the role of empathy in complex scenarios, including how it contributes to respectful relationships and community cohesion. |