Respectful Relationships: Help-seeking

Foundation Level

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# Topic: Help-seeking

# Level: Foundation

# Victorian Curriculum F-10

## Health and Physical Education

### Content descriptions

Identify people and demonstrate protective behaviours that help keep themselves and others safe and healthy [(VCHPEP059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP059)

Identify actions that promote health, safety and wellbeing [(VCHPEP062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP062)

### Achievement Standard (extract only)

By the end of Foundation Level, students …demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities

# Teaching and learning activities

The Department of Education and Training have developed [*Foundation Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to help-seeking for the Foundation Level. See pages 27 to 30.

Activity 1: Don’t drop the ball game

Activity 2: Who are your helpers at school?

Activity 3: My helpful people

Activity 4: How to ask for help

# Assessment ideas

## Pre-assessment

### Help-seeking learning walk

Take students on a learning walk of the school, identifying the people who could be sources of help, for example the school crossing supervisor, the person responsible for first aid, the canteen supervisor and someone in the school office. The learning walk should be tailored to the key people in the school that students could go to for help. On return to the classroom, provide students with a range of images of people and statements such as:

* I forgot my lunch
* I fell over and hurt my knee
* I need to call home
* I need to cross the road.

Ask students to match the image of the appropriate person to the statement. Use this task to assess students’ ability to identify people they can ask for help at school. Images and statements could be displayed in the classroom.

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

## Ongoing formative assessment

### Circle time

Use circle time to enable students to share their thoughts about help-seeking by asking students to reflect on one or more of the following prompts:

* I need to ask for help when …
* adults help me when …
* someone I can ask for help is…

## Summative assessment

### A bag of worries activity

Assess students’ knowledge of who they can ask for help by using the activity ‘A bag of worries’ (accessed from the Department of Education and Training 2011, [Catching on Early](https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf) page 58). Use a puppet or soft toy as a prop. Tell students that your puppet or soft toy wants to tell them one of their worries but they are scared and do not know what to say. Ask students to pull out of the puppet’s bag of worries some scenarios relevant for students at foundation. For example:

* I forgot to bring my lunch
* I have no-one to play with at lunchtime
* My sister/brother is mean to me
* I have lost my book
* I am feeling sad
* My friend fell over in the playground and has a sore knee.

Ask student to:

* identify what advice they would give the puppet/soft toy
* name who the puppet/soft toy could ask for help.

### Role play Activity 4: how to ask for help

Use the role play in activity 4: How to ask for help, to assess student ability to practice help-seeking conversations. Arrange the students in pairs. Provide students with a familiar scenario and ask them to role play asking for help from a teacher. Scenarios could be selected from the ones provided in the ‘Bag of worries’ task.

Students can be supported in their role play by breaking the task down into specific steps, for example:

* walk up to the teacher
* tell the teacher their name
* tell the teacher that they need help
* name or describe their problem
* ask the teacher ‘Can you help me?’

Students can extend their skills in asking for help by being provided with a less familiar or more complex scenario.

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

# Resources

Department of Education and Training 2011, [Catching on Early](https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf)

Puppet or soft toy

Help-seeking scenarios

**Help-seeking assessment rubric – Foundation Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | |
|  |  | **Foundation** |  | **Level 2** |
|  | **Health and Physical Education** | | | |
|  |  | **By the end of Foundation Level**, students… demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. |  | **By the end of Level 2,** students... select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | |
| **Category** | **Progressing towards Foundation students can:** | **At Foundation students can:** | **Progressing towards level 2 students can:** | **At level 2 students can:** |
| Identify people they can ask for help | * draw a picture of someone they can ask for help | * name a person to ask for help in a specific situation | * identify who to ask for help and provide some examples of what they should say to seek help | * express when they need help and can give an example of a specific person to ask for help |
| Practice asking for help | * practise (in structured situations) asking a teacher for help | * practise (through role play) asking a teacher for help | * demonstrate (through role play) the ability to ask a teacher for help | * demonstrate (through role play) asking for help from specific people |