Respectful Relationships: Personal Strengths

Levels 1-2

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# Topic: Personal Strengths

# Level: 1 and 2

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Descriptions

Identify personal strengths and describe how these strengths are useful in school or family life [(VCPSCSE009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE009)

### Achievement Standard (extract only)

By the end of Level 2, students ... identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life.

## Health and Physical Education

### Content Descriptions

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities [(VCHPEP071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP071)

### Achievement Standard (extract only)

By the end of Level 2, students ... recognise how strengths and achievements contribute to identities.

# 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 personal strengths for the Level 1-2. See pages 7 to 16.

Activity 1: The connections game: A focus on partnership skills

Activity 2: The traffic lights game: A focus on listening

Activity 3: Strength detectives

Activity 4: Building the strengths display

# Assessment ideas

## Pre-assessment

Ask students to match strengths names to pictures. Use this to assess students’ ability to name a range of personal strengths.

Using a T chart, ask students to identify strengths they use at school and/or home.

|  |  |
| --- | --- |
| School | Home |
|  |  |

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

## Ongoing formative assessment

Students take photos of faces/actions or cut pictures out of magazines to match different strengths cards.

Read the book ‘Have you filled a bucket today?’ Students create a bucket and when they help others they add a ‘coin’ into the bucket. Ask students to identify the personal strengths evident in the story.

## Summative Assessment

In groups students create a role-play to show a personal strength in action.

Using a picture as stimulus, ask students to create a story about a personal strength. The story should show how a personal strength contributes to school or family life. Students could present their story using the application such as [Chatterpix](http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/) which enables students to add their voice to a photograph.

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

# Resources

McCloud, C. 2015, [Have you filled a bucket today?](http://www.bucketfillers101.com/have-you-filled-a-bucket-today.php) is a story that encourages positive behaviour by using the concept of an invisible bucket to show children how easy and rewarding it is to express kindness by ‘filling buckets’.

# Personal strengths assessment rubric – Level 1-2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Foundation** |  | **Level 2** |  | **Level 4** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Foundation Level**, students ... recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths |  | **By the end of Level 2**, students. ... identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. |  | **By the end of Level 4**  Students ... recognise personal strengths and challenges and identify skills they would like to develop. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Foundation Level**, students recognise how they are growing and changing. |  | **By the end of Level 2,** students ... recognise how strengths and achievements contribute to identities. |  | **By the end of Level 4,** students ... examine influences that strengthen identities. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **At Foundation 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:** |
| Identification of personal strengths | * name some personal strengths * match a picture of a personal strength to a word (for example brave or kind) | * identify some strengths they use at school or at home * provide an example of what a personal strength (for example being brave or kind) looks like | * describe key strengths they use at school or at home * provide examples of personal strengths in action at home or school | * describe a variety of personal strengths and give an example of how they can be used in very day life. | * describe a situation where a personal strength is important * describe their own personal strengths and identify the skills or strengths they would like to develop.. |
| Factors shaping identity | * identify personal characteristics that have developed or changed (for example I used to be scared of the dark but now I am brave) | * identify personal achievements that contribute to their identity (for example I am good a drawing, etc.) | * identify how a personal strength or achievement shaped their identity | * identify a range of influences on the development of their identity | * describe influences that contribute to the development of their identity |