Respectful Relationships: Personal Strengths

Foundation Level

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# Topic: Personal Strengths

# Level: Foundation

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

Identify their likes and dislikes, needs and wants, abilities and strengths [(VCPSCSE002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE002)

### Achievement Standards (extract only)

By the end of Foundation, students ... recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths

## Health and Physical Education

### Content descriptions

Identify personal strengths [(VCHPEP057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP057)

### Achievement Standards (extract only)

By the end of Foundation, students recognise how they are growing and changing.

# 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 personal strengths for the Foundation Level. See pages 8 to 12.

Activity 1: Building strengths through cooperative games

Activity 2: Being kind and being brave

Activity 3: What does being brave look like?

Activity 4: Personal strengths celebration tree

# Assessment ideas

## Pre-assessment

Ask students to draw a picture and/ or name one thing that they do well or are good at. Use this to assess students’ ability to name one of their personal strengths. Refer to the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum F-10 continuum.

## Ongoing formative assessment

As students learn words for personal strengths display these on a word wall.

Complete activity 4: Personal strengths celebration tree. Encourage students to add new strengths to the tree. Use this to assess students’ ability to name their personal strengths and to identify strengths of others in the class.

## Summative Assessment

Ask student to create a picture story about a personal strength, such as a time when they have been or will be brave. Students can use software such as Photo Story or Storybird to create their picture story.

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

# Resources

A camera, phone or iPad can be used for taking photographs to be included in student’s picture story book.

If using a tablet or computer for the summative assessment the following programs could be used to create a picture story:

[Photo Story](https://microsoft-photo-story.en.softonic.com/) Note: Photo Story is included on eduStar software.

[Storybird](https://storybird.com/)

# Notes

For an activities to build home-school partnerships refer to ‘Talking Further’ ([*Foundation Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216) page 12)

**Personal strengths assessment rubric – Foundation Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | |
|  |  | **Foundation** |  | **Level 2** |
|  | **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. |
|  | **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | |
| **Category** | **Progressing towards Foundation students can:** | **At Foundation students can:** | **Progressing towards level 2 students can:** | **At level 2 students can:** |
| Identification of personal strengths | * identify some things they can do well | * 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 |