Respectful Relationships:

Positive Coping

Levels 5 and 6

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# Topic: Positive coping

# Level: 5 and 6

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Description

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations [(VCPSCSE027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE027)

### Achievement Standards (extract only)

By the end of Level 6, students …describe the influence that personal qualities and strengths have on achieving success.

# 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&SearchScope=All) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to positive coping for Level 5-6. See pages 19 to 24.

Activity 1: Introducing the concept of self-talk

Activity 2: Enacting positive and negative self-talk

Activity 3: Personal coping profiles

Activity 4: Sharing positive coping strategies

# Assessment ideas

## Pre-assessment

### Categorisation

Assess students understanding of self-talk by asking them to brainstorm examples of self-talk they might use for a challenging or difficult situation. Students should then classify these examples as being either negative or positive self-talk.

## Ongoing formative assessment

### Reflective journal

To assess students’ understanding of negative and positive self-talk by asking students to write reflective journal entry every couple of days or once a week.

Ask students to reflect on difficult situations that they face or have experienced at home, at school or in the community. Students are to complete the table below and identify whether any negative or positive self-talk was used in this situation.

|  |  |
| --- | --- |
| What is the situation? | What self-talk did you use? |
|  | Negative  -  -  -  -  Positive  -  -  -  - |

Students should then reflect on the following questions in their journal response:

* Was your self-talk negative or positive?
* How could/did you change negative self-talk to positive self-talk?
* What personal strengths did you need to cope in this situation?
* Was using positive self-talk important or helpful and why?
* What coping strategy/ies could assist you to achieve success in this situation?

## Summative assessment

### Advertising positive coping strategies

Assess students’ understanding of positive coping by asking them to create an advertisement selling one type of positive coping strategy.

When designing their advertisement ask students to consider the following questions:

* How does the strategy work?
* What are some tips for your peers who may use this strategy?
* What are the benefits of this strategy?
* How does this strategy assist in successfully managing a difficult situation?
* Give some examples of how and when the strategy might be use
* Explain how using this strategy could contribute to achieving success.

As an extension students could reflect on how use of this strategy contributes to resilience and adaptability.

Students could present their advertisement in a variety of forms suitable for different media. For example creating:

* an audio file or podcast suitable for radio using [Audacity](https://www.audacityteam.org/) or [GarageBand](https://www.apple.com/au/mac/garageband/)
* a video file suitable for a television advertisement or viewing on YouTube using [Adobe Premier](http://www.adobe.com/au/products/premiere/free-trial-download.html), [Debut](http://www.nchsoftware.com/capture/index.html) or smartphone or iPad video functionality
* an infographic suitable for display online or in a magazine using [Canva](https://www.canva.com/), [Piktochart](https://piktochart.com/)
* a print advertisement for a magazine using Microsoft Publisher, Apple Pages or the open source publishing program [Scribus](https://www.scribus.net/).

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

# Positive coping assessment rubric – Level 5-6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level: 4** |  | **Level: 6** |  | **Level: 8** |
|  | **Personal and Social Capability** | | | | |
|  | By the end of Level 4, students … suggest strategies for coping with difficult situations. |  | By the end of Level 6, students … describe the influence that personal qualities and strengths have on achieving success. |  | By the end of Level 8, students … reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Level 4 students can:** | **When progressing towards Level 6 students can:** | **At Level 6 students can**: | **When progressing towards Level 8 students can:** | **At Level 8 students can:** |
| Managing difficult or challenging situations | * select and demonstrate strategies for managing difficult or challenging situations | * demonstrate strategies for managing difficult and challenging situations and display some awareness of the benefits of using these strategies | * explain personal qualities and strategies for achieving success in difficult or challenging situations and explain the benefits of using these strategies | * provide some reasons of the selection of strategies that could be used to assist with difficult or challenging situations | * justify the selection of strategies that could be used to manage difficult or challenging situations demonstrating knowledge of resilience and adaptability |