Respectful Relationships:

Positive Coping

Levels 7 and 8

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# Topic: Positive coping

# Level: 7-8

# Victorian Curriculum

## Personal and Social Capability

### Content Description

Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)

### Achievement Standards (extract only)

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.

# Teaching and learning activities

The Department of Education and Training have developed [***Level 7-8 Resilience, Rights and Respectful Relationships***](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=2cb0472f-c903-4c2d-a053-a330df31eefe&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 7-8. See pages 27 to 35.

Activity 1: What is self-talk?   
Activity 2: Remembering our strengths   
Activity 3: Building skills in positive self-talk

# Assessment ideas

## Pre-assessment

### Brainstorm and concept map

Ask students in small groups to brainstorm the concept of resilience. Encourage students to explore:

* What is resilience?
* Why is resilience important?
* What are the characteristics of a resilient person?

Students can present their ideas about resilience as a concept map.

Students could use concept mapping software such as SmartDraw, Visio, Webspiration Classroom, Cmap, Inspiration, MindManager, [Mind42](http://mind42.com/), [MindMeister](http://www.mindmeister.com/), Mindomo, [Bubbl.us](http://bubbl.us/), or [FreeMind](http://freemind.sourceforge.net/wiki/index.php/Main_Page) to develop their concept map.

## Ongoing formative assessment

### Activity 1: What is self-talk?

Assess students’ understanding of self-talk and how they can apply it to different situations by asking students to work in pairs to complete the worksheet titled ‘Self-talk situations’ (page 29). Each pair should select one of the scenarios listed and provide relevant examples of positive, negative and technical self-talk. Ask students to share their examples of positive, negative and technical self-talk related to their scenario with the class. Encourage other students to provide feedback and further examples of positive self-talk.

As an extension the students can complete the same sheet individually using a personal scenario.

### Reflective Journal

Ask students to record their thoughts about positive self-talk and how this contributes to resilience. Provide students with a question to guide their reflection, for example ‘How can engaging in self-talk contribute to the development of resilience?’

## Summative assessment

### Positive self-talk stories

Assess students’ ability to understand the ‘I am…I can…I will…’ process for creating positive self-talk (from ‘Activity 3; Building skills in positive self-talk’, page 32) by writing a story about a person facing a difficult or challenging situation. Ideas for scenarios could be accessed from the worksheet titled ‘Self-talk situations’ (page 29).

Within their story students should include:

* an outline of the scenario
* name the characters involved and describe their personal strengths
* how the character/s engaged in different forms of self-talk
* the strategies used by the character/s to challenge negative self-talk
* explain how the strategies used in the story increased the characters confidence and resilience.

Student stories could be presented in a range of formats, including the use of digital technologies such as:

* book-creating software/apps with audio, diagrams and text such as Canva, PowerPoint or Book Creator One
* comic-creating software such as [Comic Life](http://plasq.com/apps/comiclife/macwin/) or [Read.-Write-Think](http://www.readwritethink.org/files/resources/interactives/comic/).

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 7-8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 6** |  | **Level 8** |  | **Level 10** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 6**, students … identify and describe personal attributes important in developing resilience. |  | **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. |  | **By the end of Level 10,** students… evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Level 6 students can:** | **When progressing towards Level 8 students can:** | **At Level 8 students can**: | **When progressing towards Level 10 students can:** | **At Level 10 students can:** |
| Using self-talk to manage difficult or challenging situations | * identify self-talk that could be used to assisst with a difficult or challenging scenario | * describe how self-talk could be used to assist with difficult or challenging scenario | * explain how self-talk can assist in managing difficult or challenging situations | * compare and contrast how different forms of self-talk could impact on the outcomes of difficult or challenging situations | * evaluate how self-talk could have a positive or negative influence in resolving stressful situations or life challenges |
| Development of resilience | * identify and describe the characteristics of a resilient person | * identify how positive self-talk contributes to reslience | * describe how positive self-talk contributes to resilience | * explain in a range of situations how positive self-talk contributes to confidence and resilience | * evaluate factors that contribute to the development of confidence and resilience |