Respectful Relationships:

Positive Coping

Levels 9 and 10

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# Topic: Positive coping

# Level: 9-10

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Description

Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge [(VCPSCSE044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE044)

### Achievement Standards (extract only)

By the end of Level 10, students … evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.

# Teaching and learning activities

The Department of Education and Training have developed [***Level 9-10 Resilience, Rights and Respectful Relationships***](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=e4137fa2-f7fc-4f67-bdb0-80fb2624c64c&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 9-10. See pages 25 to 31.

Activity 1: Understanding the impact of negative self-talk.

Activity 2: Applying techniques for positive self-talk.

# Assessment ideas

## Pre-assessment

### Brainstorm and concept map

Ask students in small groups to brainstorm the concepts of optimistic and pessimistic thinking. Encourage students to explore:

* What does it mean to be optimistic?
* What does it mean to be pessimistic?
* What is the impact of optimistic and pessimistic thinking on coping with stressful situations or life challenges?

Students could present their ideas as a concept map.

Students could use concept mapping software such as SmartDraw, Visio, [Webspiration Classroom](http://www.webspirationclassroom.com/), 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

**Reflective journal**

Ask students to record their thoughts about their thinking style when faced with a stressful situation or life challenge. Provide students with questions to guide their reflection, for example

* How would you describe your thinking style, for example optimistic or pessimistic?
* How does your thinking style impact on your ability to manage stressful situations or life challenges?
* Reflect on what you could do differently to assist in managing stressful situations or life challenges.

## Summative assessment

**Advice column**

Present students with a scenario illustrating pessimistic thinking in relation to a stressful situation or life challenge. Scenarios could be selected from a text students are studying or a film or ‘Activity 2: Applying techniques for positive self-talk (page 30)’. As an alternative, ask student to develop their own scenario.

Students are to write advice to the person in the scenario. The advice could be in the form of an advice column for a magazine or a script of a hypothetical discussion with the person in the scenario. The advice provided should include:

* an examination of the thinking styles evident in the scenario
* a reflection on the personal characteristics necessary to manage the situation or challenge
* an evaluation of strategies that could be used to manage the situation or challenge.

Use this task to assess students understanding of personal characteristics and strategies used to cope with difficult situations or life challenges.

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 9-10

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | |
|  | **Level: 8** |  | **Level: 10** |  |
|  | **Personal and Social Capability** | | | |
|  | 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 8 students can:** | **When progressing towards Level 10 students can:** | **At Level 10 students can:** | **Beyond Level 10 students can** |
| Impact of thinking styles | * identify their own thinking style * reflect on the impact of their thinking style in managing a stressful situation or life challenge | * compare and contrast pessimistic and optimistic thinking styles on managing stressful situations or life challenges | * evaluate the impact of thinking styles on managing stressful situations or life challenges | * use knowledge of thinking styles to design strategies for managing stressful situations or life challenges |
| Strategies for managing stressful situations or life challenges | * select and provide reasons for their choice of strategies for managing stressful situations or life challenges | * select and provide well justified reasons for their choice of strategies for managing stressful situations or life challenges | * evaluate the strategies for managing stressful situations or life challenges | * use detailed reasoning to recommend strategies that could be used to successfully manage a stressful situation or life challenge |