Respectful Relationships:

Positive Coping

Foundation Level

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# Topic: Positive coping

# Level: Foundation

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Description

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations [(VCPSCSE001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE001)

### Achievement Standards (extract only)

By the end of Foundation Level, students identify and express a range of emotions in their interactions with others.

## Health and Physical Education

### Content Descriptions

Identify and describe emotional responses people may experience in different situations [(VCHPEP061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP061)

Identify actions that promote health, safety and wellbeing [(VCHPEP062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP062)

### Achievement Standards (extract only)

By the end of Foundation Level, students… identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active.

# 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&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 Foundation Level. See pages 13 to 19.

Activity 1: The fast emotions game

Activity 2: The ‘I think I can’ game

Activity 3: How are you today?

Activity 4: Calm time

Activity 5: Managing emotions

# Assessment ideas

## Summative assessment

### Strategies for managing emotions (When I feel… I can …)

After completing ‘Activity 5: Managing emotions’, give students a table they can complete to show their understanding of emotions and the strategies they can use to manage these emotions.

|  |  |
| --- | --- |
| When I feel… | I can… |
| angry |  |
| sad |  |
| scared |  |

Teachers may wish to adapt the list of emotions to those being discussed in class. As an extension, teachers could include more difficult or complex emotions such as worried or frustrated.

Students can draw a picture to match the emotion and to illustrate the strategy. As an alternative to completing the table students could create a short video identifying or demonstrating what they could do to manage the emotions listed in the table.

As a further extension students can describe how their responses to the emotions listed in the table or video could impact others.

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 – Foundation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | |
|  |  | **Foundation Level** |  | **Level 2** |
|  | **Personal and Social Capability** | | | |
|  |  | **By the end of Foundation Level**, students identify and express a range of emotions in their interactions with others. ... |  | **By the end of Level 2**, students show an awareness of the feelings and needs of others.... |
|  | **Health and Physical Education** | | | |
|  |  | **By the end of Foundation Level**, students... identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active |  | **By the end of Level 2,** students... understand how emotional responses impact on others’ feelings. They …describe how to help keep themselves and others healthy, safe and physically active. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | |
| **Category** | **Progressing towards Foundation Level students can:** | **At Foundation Level students can:** | **Progressing towards Level 2 students can:** | **At Level 2 students can:** |
| Identification of emotions | * identify some emotions they experience | * identify and describe emotions they experience | * identify how emotional responses impact on others | * identify and describe how their emotional responses impact on others |
| Strategies to manage emotions | * identify a response to an emotion | * identify an action or strategy to respond to an emotion | * name a strategy to positively respond to an emotion | * describe strategies to positively respond to their emotions |