Respectful Relationships:

Problem Solving

Levels 7 and 8

# Topic: Problem-solving

# Levels 7-8

# Victorian Curriculum F–10

## Personal and Social Capability

### Content descriptions

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)

Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict [(VCPSCSO042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO042)

### 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 …they assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.

# Critical and Creative Thinking

**Please note: Critical and Creative Thinking assessment applies to Activity 1 only.**

### Content Description

Consider how problems can be segmented into discrete stages…[(VCCCTM042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM042)

### Achievement Standards (extract only)

By the end of Level 8, students …independently segment problems into discrete stages…

# 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 problem-solving for Level 7-8. See pages 40-46 of the online resource.

Activity 1: Tree change!

Activity 2: Introducing assertiveness

# Assessment ideas

## Pre-assessment

Students choose a simple problem scenario that would be familiar in their everyday life. Examples could include:

* Your parents are arguing a lot lately and you are worried that they will get a divorce.
* You went to the movies with a friend and your mum was meant to pick you both up but she hasn’t arrived. You realise both of your mobile phones are not charged.
* You had promised to go to a friend’s house on the weekend for a sleepover but now realise it is your grandad’s birthday on the same night.

Students create a Mind Map of all the possible strategies that could be used to help manage their chosen situation, using a digital tool such as Inspiration, FreeMind, Paint Net, Bubbl.us or MindMap.

Then ask students to use the Mind Map to justify which strategy they felt was the most appropriate and give reasons for their choice. They could do this by answering the following questions:

To solve this problem, I would …………….

Then I ……………….

Because ………………….

As an extension assessment task, students identify a time when they have used one of the strategies and evaluate its effectiveness in that situation.

Refer to the assessment rubric (see page 4) to identify where students are located on the Victorian Curriculum F–10 continuum.

## Ongoing formative assessment

Ask students to write up a problem scenario that someone their age would be likely to encounter. In pairs ask students to swap problems with a partner and use the problem-solving tree template used in Activity 1. This will require students to independently segment the problem into discrete sections.

Ask students to select one of the causes of the problem (the root) and suggest one or more strategies for preventing the problem from occurring or escalating.

As an extension assessment task, ask students to rank the appropriateness of each strategy on a scale of 1-10 and provide some justification of their ranking.

## Summative Assessment

Ask each student to select one of the scenarios from Topic 1 (Emotional literacy) Activity 4: Hidden emotions in the [*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 (page 18).

They then create a comic strip story using a digital program such as [Comic Life](https://comic-life.en.softonic.com/), [Comic Creator](http://www.readwritethink.org/files/resources/interactives/comic/), [ToonDo](http://www.toondoo.com/) or [Canva](https://www.canva.com/create/comic-strips/).

The comic strip storyline should demonstrate the following:

* identification of the problem
* an understanding of a range of strategies that the character/s could consider using to cope with their difficult task or situation
* an evaluation of the appropriateness of each strategy
* a justification of one strategy the character decides to use and include some information on ‘why’ they have chosen this strategy (for example they would need to explain their choice to another character in the story).

Alternatively, students could write the ending to the scenario in a story format using the same criteria above.

Refer to the assessment rubric (see page 4) to identify where students are located on the Victorian Curriculum F–10 continuum.

**Notes**

Teachers may wish to change the assessment rubric to be self-assessed by students. To do this they could change statements from ‘the student can’ to ‘I can’.

# Problem-solving 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 causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations. |  | | **By the end of Level 8**,  students…reflect on strategies to cope with difficult situations and are able to justify their choice of strategy… They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. | |  | **By the end of Level 10,**  students… evaluate… strategies…used to cope with stressful situations/life challenges. Students… generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. | |
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| **Critical and Creative Thinking** | | | | | | | |
| **By the end of Level 6**,  students…disaggregate ideas and problems into smaller elements or ideas… |  | | **By the end of Level 8,**  students…independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving… | |  | **By the end of Level 10,**  Students…develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes. | |
|  | **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:** | |
| Segmenting problems into discrete stages | * disaggregate problems into smaller stages | * divide ideas and problems into discrete elements during problem solving | | * independently segment problems into discrete stages during problem-solving | | * investigate and apply criteria to segment problems | * evaluate the criteria used to segment problems | |
| Problem solving strategies | * explain different problem-solving strategies used to resolve a conflict situation | * reflect on the effectiveness of different problem-solving strategies used to resolve or diffuse a conflict situation | | * justify the selection of problem solving strategies to cope with difficult situations | | * generate and apply problem solving strategies that could be used to respond to challenging situations | * evaluate different problem-solving strategies used to prevent and resolve problems in a range of situations or challenges | |