Respectful Relationships: Emotional Literacy

Levels 1-2



# Topic: Emotional Literacy

# Level: 1 and 2

# Victorian Curriculum

## Personal and Social Capability

### Content descriptions

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions

Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour

### Achievement Standard (extract only)

By the end of Level 2, students show an awareness of the feelings and needs of others,,, They demonstrate ways to interact with and care for others.

## Health and Physical Education

### Content descriptions

Describe ways to include others to make them feel that they belong

Identify and practise emotional responses that account for own and others’ feelings

### Achievement Standard (extract only)

By the end of Level 2, students ... understand how emotional responses impact on others’ feelings... Students demonstrate positive ways to interact with others.

# Teaching and learning activities

The Department of Education and Training have developed [**Level 1-2 Resilience, Rights and Respectful Relationships**](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=29b6985a-935d-4053-97c9-f776a99b0fb6&SearchScope=All) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to emotional literacy for the Level 1-2. See pages 3 to 6.

Activity 1: Emotions statues

Activity 2: Emotion triggers

Activity 3: Acts of friendship

Activity 4: Sharing stories about acts of kindness

# Assessment ideas

## Pre-assessment

Complete activity 1: Emotions statues. Use this to assess students’ ability to name emotions and recognise triggers for various emotional responses. Refer to the assessment rubric to identify where students are located on the Victorian Curriculum continuum.

## Ongoing formative assessment

Take photos of the students making statues of different emotions – label and display as a reference.

Take photos of different acts of kindness that occur with peers and friends – display to use as a reference of what makes a good friend

Journal – get the students to write a sentence about their experiences of different emotions and when they occurred, for example ‘I feel happy when...”

Daily check in – Get the students to make a face to express an emotion they are feeling at the start/end of the day, after lunch or recess. Ask students to name the emotion that another student in the class is feeling. Discuss the clues that helped them identify the emotion.

## Summative assessment

Give the students a story to read. Ask students to identify the emotions that key characters in the story are feelings. They can write a sentence and draw a picture to show this.

Give students a friendship scenario and ask them to write a paragraph of how they can help resolve a problem or be a good friend.

Assessment rubric

# Resources

Camera,or iPad for photographing students showing expressing different emotions.

# Emotional literacy assessment rubric – Level 1-2

|  |  |
| --- | --- |
|  | **Relevant element of the Achievement Standards** |
|  | **Foundation** |  | **Level 2** |  | **Level 4** |
|  | **Personal and Social Capability** |
|  | **By the end of Foundation Level**, students identify and express a range of emotions in their interactions with others. ... They begin to identify and practise basic skills for including and working with others in groups. |  | **By the end of Level 2**, students show an awareness of the feelings and needs of others... They demonstrate ways to interact with and care for others. |  | **By the end of Level 4**  Students explain the consequences of emotional responses in a range of social situations. ... They describe factors that contribute to positive relationships with peers, other people at school and in the community. |
|  | **Health and Physical Education** |
|  | **By the end of Foundation Level**, students... identify and describe the different emotions people experience... Students use personal and social skills when working with others in a range of activities. |  | **By the end of Level 2,** students ... understand how emotional responses impact on others’ feelings... Students demonstrate positive ways to interact with others. |  | **By the end of Level 4,** students ... investigate how emotional responses vary and understand how to interact positively with others in different situations... |
|  | **Assessment Rubric** |
| **Category** | **At Foundation students can:** | **When progressing towards level 2 students can:** | **At level 2 students can:** | **When progressing towards level 4 students can:** | **At level 4 students can:** |
| Identification of emotions | * name a range emotions identify * identify a range emotions through facial expressions | * identify and describe emotions in themselves * identify experiences that may trigger some emotions | * identify and describe emotions in themselves and others * identify experiences that trigger a range of emotions | * begin to identify that emotions can be positive or negative * identify simple behaviours that are associated with negative and positive emotions. | * classify a range of emotions as positive and negative in social situations * identify behaviours and experiences that are associated with negative and positive emotions. |
| Expression of emotions | * share a time when they have felt a strong emotion | * recognise some emotions expressed by others | * identify when, how and with whom it is appropriate to share emotions. | * Understand emotional responses vary and can use this to sometimes act positively in a variety of situations | * vary their emotional responses and use this to act positively in a variety of situations |
| Actions that contribute to making friendships | * practice social skills to interact with their peers | * name actions that contribute to making friends. | * describe actions that contribute to making or helping friends. | * describe factors that contribute to positive relationships with their peers. | * describe factors that contribute to positive relationships with a range of people. |