Respectful Relationships: Emotional Literacy

Levels 3-4

# 



# Topic: Emotional Literacy

# Level: 3 and 4

# Victorian Curriculum

## Personal and Social Capability

### Content Descriptions

Identify and explore the expression of emotions in social situations and the impact on self and others.

### Achievement Standard

By the end of Level 4, students explain the consequences of emotional responses in a range of social situations.

## Health and Physical Education

### Content Descriptions

Investigate how emotional responses vary in ...friendship groups.

### Achievement Standard

By the end of level 4, students ... investigate how emotional responses vary...

# Teaching and learning activities

The Department of Education and Training have developed [*Level 3-4 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7327c6bf-696a-41c4-8fc3-3c45dccdc8bd&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 3-4. See pages 3 to 9.

Activity 1: The emotion echo game

Activity 2: What do emotions look like?

Activity 3: Emotional triggers

Activity 4: Emotions in the school day

Activity 5: Positive peer support

# Assessment ideas

## Pre-assessment

Use a stimulus picture and ask students to write as many emotive words in 5 minutes Assess students’ ability to name a range of emotions. Refer to the assessment rubric on page four to identify where students are located on the Victorian Curriculum continuum.

## Ongoing formative assessment

Ask students to record words for emotions in their personal workbook and incorporate these words into spelling words.

Ask students to add words for emotions to a ‘word wall’ the classroom using post-it-notes. Make sure they initial their contribution. Teachers can use these words as reflective conversation starters or topics for discussion.

## Summative Assessment

Assess students understanding of emotions and actions that can trigger various emotions by presenting book, comic, poster or story board. Their assessment task could contain text, images, audio and annotations. Instruct students to include:

* a range of emotions, both positive and negative emotions
* suggest behaviours or experiences that might trigger the emotions listed
* scenarios or situations that might trigger a variety of emotions.

This assessment task could be completed using either paper based or using electronic device such as a tablet or laptop.

Assessment rubric <link to assessment rubric>

# Resources

If using a tablet or computer for the summative assessment the following programs could be used:

### Comic strip creators

Comic Life <insert link <http://comiclife.com/> > Note: this is included in the eduStar software.

Comic Strip Creator < insert link <http://www.comicstripcreator.org/> >

Toondoo <inset link <http://www.toondoo.com/> >

MakeBeliefComix <insert link <http://www.makebeliefscomix.com/> >

### Book creators

Book Creator <insert link <http://bookcreator.com/> >

# Assessment Rubric

# Emotional literacy – Level 3-4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 2** |  | **Level 4** |  | **Level 6** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 2**, students show an awareness of the feelings and needs of others... |  | **By the end of Level 4**  students explain the consequences of emotional responses in a range of social situations. ... |  | **By the end of level 6** students describe different ways to express emotions and the relationship between emotions and behaviour. ... |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 2,** students ... understand how emotional responses impact on others’ feelings.... |  | **By the end of Level 4,** students ... investigate how emotional responses vary... |  | **By the end of level 6** students ... recognise the influence of emotions on behaviours ... |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At level 2 students can:** | **When progressing towards level 4 students can:** | **At level 4 students can:** | **When progressing towards level 6 students can:** | **At level 6 students can:** |
| Identification of emotions | * identify and describe emotions in themselves and others | * begin to identify that emotions can be positive or negative | * classify a range of emotions as positive and negative | * accurately describes emotions as positive or negative, and begins to show some understanding of mixed emotions | * accurately describes emotions as negative, positive and/or mixed. |
| Triggers of emotions | * identify experiences that trigger a range of emotions | * identify simple behaviours that are associated with negative and positive emotions | * identify behaviours and experiences that are associated with negative and positive emotions | * recognise that some behaviours or experiences can trigger more than one emotion | * describe how some behaviours and experiences can trigger multiple emotions |