Respectful Relationships: Emotional Literacy

Levels 7-8



# Topic: Emotional Literacy

# Level: 7-8

# Victorian Curriculum

## Personal and Social Capability

### Content descriptions

Describe how and why emotional responses may change in different contexts

### Achievement Standard (extract only)

By the end of Level 8, students reflect on the influence of emotions on behaviour, learning and relationships.

## Health and Physical Education

### Content descriptions

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.

### Achievement Standard (extract only)

By the end of Level 8, students ... analyse factors that influence emotional responses.

# 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 emotional literacy for the Level 7-8. See pages 10 to 19.

Activity 1: Emotions vocabulary

Activity 2: Body language

Activity 3: Empathy quiz

Activity 4: Hidden emotions

# Assessment ideas

## Pre-assessment

Complete activity 1: Emotions vocabulary to assess students’ ability to name a range of emotions. Building a vocabulary to name emotions is essential knowledge for understanding and displaying empathy. Refer to the assessment rubric to identify where students are located on the Victorian Curriculum continuum.

## Ongoing formative assessment

Use a T-Chart for students to reflect on their learning at the end of activities 3: Empathy quiz and activity 4: Hidden emotions

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| I used to know ... | Now I know ... |
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## Summative Assessment

Students complete activity 4: Hidden emotions. Select one scenario and ask students the following questions:

* What were some of the different emotions experienced in the scenario?
* Why can two people in the same situation experience different emotions?
* Why is it important to understand that two people might feel different emotions from the same scenario?
* What strategies could you use to display empathy and/or sensitivity to the feelings of a person in this scenario?

# Resources

Sesame Street: Mark Ruffalo: Empathy <https://www.youtube.com/watch?v=9_1Rt1R4xbM> This short clip (2:28 minutes) provides a simple and fun definition of empathy.

# Emotional literacy assessment rubric – Level 7-8

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| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 6** |  | **Level 8** |  | **Level 10** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 6**, students describe different ways to express emotions and the relationship between emotions and behaviour. |  | **By the end of Level 8**, students reflect on the influence of emotions on behaviour, learning and relationships. |  | **By the end of Level 10,** students reflect critically on their emotional responses to challenging situations in a wide range of contexts. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 6**, students ... recognise the influence of emotions on behaviours and discuss factors that influence how people interact. |  | **By the end of Level 8,** students ... analyse factors that influence emotional responses. |  | **By the end of Level 10,** students ... evaluate the outcomes of emotional responses to different situations. |

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|  | **Assessment Rubric** | | | | |
| **Category** | **At level 6 students can:** | **When progression towards level 8 students can:** | **At level 8 students can**: | **When progressing towards level 10 students can:** | **At level 10 students can:** |
| Differing emotional responses | * explain how emotions identified in a story or scenario could impact on behaviour. * identify that sometimes behaviours can reflect many different emotions. | * explain how emotions identified in a story or scenario may not be the same for everyone and begins to explain some of these differences. * identify that behaviours can reflect emotions that are visible or invisible. | * explain how in a story or scenario the same behaviour may evoke different emotions in different people based on factors such as gender, culture, religion, etc. * identify examples in a scenario of emotions that are visible and those that may be hidden ‘below the surface’, for example fear or hurt may be observed as anger. | * identify a range of emotional responses to a scenario and suggest the impact these responses may have on the individual and others. * explain why some emotions are hidden ‘below the surface’ | * explore differing emotional responses in relation to a scenario and evaluate the impact of these responses on the individual and others. * explain why some emotions are hidden ‘below the surface’ and reflect on what would happen if they were visible. |
| Empathy | * identify ways to be more understanding of others. | * provide an example of when they or someone they know has shown respect of someone else’s feelings. | * explain the term ’empathy’ and suggest ways they could display empathy. | * suggest ways empathy can be displayed and explain how empathy contributes to respectful relationships. | * explain the importance of empathy for respectful relationships and community cohesion. |