Respectful Relationships: Help-seeking

Level 5-6

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# Topic: Help-seeking

# Level: 5 and 6

# Victorian Curriculum F-10

## Health and Physical Education

### Content Descriptions

Investigate community resources and strategies to seek help about health, safety and wellbeing [(VCHPEP107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP107)

Plan and practise strategies to promote health, safety and wellbeing [(VCHPEP108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP108)

### Achievement Standards (extract only)

By the end of Level 6, students … explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community.

# Teaching and learning activities

The Department of Education and Training have developed [*Level 5-6 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=b74ae78a-995a-4a73-8361-3a200d448bd7) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to help-seeking for the Level 5-6. See pages 49 to 63.

Activity 1: I wonder if I need help with this?

Activity 2: Thinking about trust and courage.

Activity 3: Who to turn to, and who to thank

Activity 4: Rehearsing help-seeking conversations

Activity 5: Communicating clearly

Activity 6: ‘The Rollercoaster Day’ story board

# Assessment ideas

## Pre-assessment

Discuss with students the meaning of the word ‘independent’. In small groups, ask students to complete a PMI (plus, minus, interesting) to explore the positive, negative and interesting aspects of being independent.

|  |  |  |
| --- | --- | --- |
| Plus | Minus | Interesting |
|  |  |  |

After completing the PMI, ask students to reflect on how being independent might impact on whether they seek help for a difficult or challenging situation.

Refer to the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum F-10 continuum.

## Ongoing formative assessment

### Reflective journal Activity 1: I wonder if I need help with this?

At the completion of activity 1 ask students to respond to the following learning statements in their reflective journal. Student reflections can be used to assess their understanding of when it is appropriate to seek help and from whom.

* Today I learnt that seeking help is…
* I can seek help from…
* I found it interesting to think about…
* I agree that…
* I disagree that…

## Summative assessment

### Activity 4: Rehearsing help-seeking conversations

The students’ role plays from activity 4 provide the opportunity to assess their ability to practise and apply strategies for help-seeking. Inform students that you will be observing:

* how they explain the problem
* who they would seek help from
* what they would say to get the help required
* their reflection about whether their help-seeking strategy would be successful.

### Activity 6: ‘The roller coaster day’ story board

Use the story board created in activity 6 to assess students’ explanation of strategies to seek help in a challenging situation. Encourage students to provide a reflection about how they thought the situation turned out. To extend students learning they could explore and reflect on different help-seeking options related to their scenario.

Activity 6 could be used to assess knowledge and skills related to other topics such as emotional literacy and personal strengths.Teachers may wish to refer to the rubrics for these topics to extend what is being assessed within this task.

Refer to the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum F-10 continuum.

# Help seeking assessment rubric – Level 5-6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 4** |  | **Level 6** |  | **Level 8** |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 4**, students … select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. |  | **By the end of Level 6**, students.... explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. |  | **By the end of Level 8,** students... justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At level 4 students can:** | **When progression towards level 6 students can:** | **At level 6 students can**: | **When progressing towards level 8 students can:** | **At level 8 students can:** |
| Explanation of help-seeking strategies | * identify when it may be appropriate to seek help in familiar scenarios but   have a limited awareness of potential risks or complications | * provide some explanation for when it is appropriate to seek help in a range of familiar scenarios | * provide a convincing rationale for when and from whom it is appropriate to seek help in a range of different scenarios | * explain that there may be different options for help-seeking for a scenario but shows limited awareness of the factors that influence differing help-seeking outcomes | * provide examples of differing options for help-seeking, showing an understanding of the factors that influence differing help-seeking outcomes |
| Apply strategies for seeking help | * demonstrate (through role play) that they can recognise when help is required and name someone who they could go to for help | * demonstrate (through role play) a solution to a help-seeking scenario, showing how and from whom they would seek help | * demonstrate (through role play) a realistic solution to a scenario by explaining what the problem is, who they would seek help from and what they would say to get the help required | * demonstrate (through role play) a realistic solution to a help-seeking scenario by explaining what the problem is, who they would seek help from, what they would say to get the help required, reflecting on a possible outcome | * demonstrate (through role play) multiple possible outcomes or options for a help-seeking scenario, including reflecting on a range of strategies and predicting possible barriers they may encounter |