Respectful Relationships: Personal Strengths

Levels 5-6

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# Topic: Personal Strengths

# Level: 5 and 6

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Descriptions

Reflect on how personal strengths have assisted in achieving success at home, at school or in the community ([VCPSCSE026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE026)

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations [(VCPSCSE027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE027)

### Achievement Standards (extract only)

By the end of Level 6, ... they describe the influence that personal qualities and strengths have on achieving success.

# 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 personal strengths for the Level 5-6. See pages 15 to 25.

Activity 1: What are character strengths?

Activity 2: Strengths I admire

Activity 3: Using our strengths in everyday life

Activity 4: Role playing strengths

Activity 5: Celebrating strengths

# Assessment ideas

## Pre-assessment

Ask students the following questions:

* What are character strengths?
* What character strengths can you name?
* How is a character strength different from a talent?

Students fold an A4 piece of paper into eight, as shown in the diagram on page 2. Ask students to write across the back of the A4 paper the meaning of character strength and what they believe is a talent.

Then on the other side of the paper students write four character strengths and four talents in the folded sections. For each character strength and talent ask students to write with an explanation and collect pictures of each. Use this task to assess students’ ability to identify character strengths and talents.

|  |  |  |  |
| --- | --- | --- | --- |
| Strength |  | Talent |  |
|  |  |  |  |

## Ongoing formative assessment

Use the character strength words from activity 1: What are character strengths? in spelling words or their personal word book.

## Summative Assessment

Use Activity: 2 ‘Strengths I admire’ and Activity 3; Using our strengths in everyday life’ to assess students understanding of:

* the difference between ‘talents’ and ‘character strengths’
* the strengths required to manage with everyday challenges and the strengths that they admire in others.

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

Ask students to complete the T-Chart to reflect on their new learning.

|  |  |
| --- | --- |
| What I know? | What I now know? |
|  |  |

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

# Resources

A4 Paper, glue sticks, pencils

# Notes

Personal Strengths activities can be either paper based or using electronic media such as an iPad or Tablet or a combination of both.

# Personal strengths assessment rubric – Level 5-6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 4** |  | **Level 6** |  | **Level 8** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 4**, students ... recognise personal strengths and challenges and identify skills they would like to develop. |  | **By the end of Level 6**, students ... describe the influence that personal qualities and strengths have on achieving success. |  | **By the end of Level 8,** students ... use feedback to identify their achievements and prioritise areas for improvement. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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:** |
| Identification of personal strengths | * recognise that there can be character strengths and there can be talents * describe their own character strengths | * identify a character strength and a talent * identify the character strengths they admire in others | * identify and describe the difference between a character strength and a talent * describe the strengths that they admire in others | * select one character strength and one talent and elaborate on their meaning * discuss strengths peers may admire in others | * select one character strength and one talent and compare and contrast their meanings * discuss strengths peers may admire in others and justify their reason |
| Using strengths in managing challenges and achieving success | * describe a situation where a personal strength is important | * identify and provide an example of personal strengths that would assist in managing everyday challenges and in achieving success | * describe how personal strengths assist in managing everyday challenges and in achieving success | * discuss character strengths, providing examples of where these strengths can be used | * discuss character strengths and describe a scenario with reasons where a character strength can be used effectively |