Respectful Relationships: Personal Strengths

Levels 7-8

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# Topic: Personal Strengths

# Level: 7-8

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement [(VCPSCSE035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE035" \o "View elaborations and additional details of VCPSCSE035)

Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)

### Achievement Standard (extract only)

By the end of Level 8, students … use feedback to identify their achievements and prioritise areas for improvement…They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.

# 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 personal strengths for the Level 7-8. See pages 20 to 26.

Activity 1: Qualities that I admire

Activity 2: Using strengths

Activity 3: Finding your top five strengths

# Assessment ideas

## Pre-assessment

Utilise ‘activity 1: Qualities that I admire’ from the [*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 to assess the student’s ability to identify personal character strengths.

## Ongoing formative assessment

Ask student to record their thoughts about their personal strengths in a reflective folio. Provide students with questions to guide their reflection, for example:

* What personal strengths would assist you to address this challenge?
* Reflect on your personal strengths that have contributed to your achievements or successes.
* Explain the personal strengths that you most admire in others (role models, your peers or family).
* Justify the personal strengths would you most like to develop.

## Summative Assessment

Select one of the scenarios from ‘activity 2: Using strengths’, from the [*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. Each student should individually:

* suggest strategies that could be used to manage the challenging or difficult situation identified in the scenario
* describe the personal character strengths that could assist in this situation.

Students undertake ‘Activity 3: Finding your top five strengths’ using the online survey from the [University of Pennsylvania *Seligman Strengths*](https://www.authentichappiness.sas.upenn.edu/) registry. The survey enables students to identify their top five strengths out of a list of 24 character strengths. Ask students to reflect on the results of the survey and justify two additional strengths they would like to develop or improve. Ask students to create SMART goals to assist in the development of these two additional character strengths.

# Notes

Activity 2 may be extended to explore conflict resolution skills, and explicitly address the achievement standard: ‘*assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations*.’

# Personal strengths 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 the influence that personal qualities and strengths have on achieving success. … They identify and describe personal attributes important in developing resilience. |  | **By the end of Level 8,** students ... use feedback to identify their achievements and prioritise areas for improvement. … They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability. |  | **By the end of Level 10** students … evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. |

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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:** |
| Personal strengths | * describe their personal strengths * describe the strengths that they admire in others | * describe their personal strengths and identify some strengths they would like to develop * discuss strengths peers may admire in others | * explain their personal strengths and suggest personal strengths they would like to develop * discuss strengths peers may admire in others and justify their reason | * reflect on different situations where their particular personal strengths could be beneficial * compare and contrast which strengths are more/less important to them, their friends and family members | * evaluate their personal strengths and weaknesses and justify areas for further development * evaluate which strengths are most important in their peers and suggest methods for improving these strengths |
| Strategies to manage difficult or challenging situations | * describe how personal character strengths assist in managing everyday challenges and in achieving success | * discuss personal character strengths and in relation to a scenario suggest strengths which could be used to address a challenge | * compare and contrast personal character strengths and in relation to a scenario suggest and justify strengths that could be used to address a challenge | * reflect on a scenario describing a challenge or dilemma and explain how differing character strengths could impact on the outcome | * evaluate how character strengths could have a positive or negative influence in resolving dilemmas or challenging situations |