Respectful Relationships: Personal Strengths

Levels 9-10

# K:\Shared\F-10\Specialist Area - FOR PUBLICATION\Image Abstracts for Units of Work\Health and Respectful Relationships.jpg

# Topic: Personal Strengths

# Level: 9-10

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

## Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge [(VCPSCSE044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE044)

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)

### Achievement Standard (extract only)

## Students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.

# Teaching and learning activities

The Department of Education and Training have developed [*Level 9-10 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=e4137fa2-f7fc-4f67-bdb0-80fb2624c64c) 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 9-10. See pages 18 to 24.

It is recommended that students complete the VIA Strength Survey for Children detailed in the Coaching Point page 19.

Activity 1: Valuing character strengths

Activity 2: Using strengths in ethical dilemmas

# Assessment ideas

## Pre-assessment

Students complete a KWL chart (What do I know, want to know, what I have learned) about character strengths.

Verbal discussion of the following questions as prompts:

* What is a dilemma?
* What is meant by the term moral dilemma?

## Ongoing formative assessment

Each lesson ask students to write an entry into the ‘What I have learned” column of the KWL chart.

Name and describe character strengths. Differentiation is possible by asking for different character strengths and/or numbers of character strengths students are required to describe.

Completion of the ‘Thinking through the dilemma’ worksheet page 22.

## Summative Assessment

Students are to present an example of a life challenge and/or stressful situation and provide a description of a possible solution. Students will evaluate how character strengths have a positive or negative influence on the outcome.

Students could present their response in a number of ways, such as a written report, vod or pod cast, role-play etc.

Differentiation ideas:

* provide articles, stories or videos for students who may struggle with developing their own scenarios.
* give particular character strengths to students to explore rather than let them choose their own.

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

**Assessment Rubric**

**Personal strengths – Level 9-10**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | |
|  | **Level 8** |  | **Level 10** |  |
|  | **Personal and Social Capability** | | | |
|  | **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. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | |
| **Category** | **At level 8 students can:** | **Progressing towards level 10 students can:** | **At level 10 students can:** | **Beyond level 10 students can:** |
| Using personal strengths | * explain their personal strengths and suggest personal strengths they would like to develop * 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 different situations where their particular personal strengths could be beneficial * reflect on a scenario describing a challenge or opportunity experienced in adolescence and explain how differing character strengths could impact on the outcome | * evaluate their personal strengths and weaknesses and justify areas for further development * evaluate how character strengths have a positive or negative influence in resolving dilemmas or challenges of adolescence | * evaluate how a character strengths can have both a positive or negative influence in resolving dilemmas * evaluate a situation that is unfamiliar (such as an international dilemma) and reflect on factors influencing the outcome. |
|  | * discuss the range of strategies that could be used to cope with difficult tasks or changing situations | * explain a range of strategies available to overcome challenging situations and develop adaptability. | * evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection | * propose and reflect on a range of behaviours and protective factors that can build resilience in the senior years of schooling. |