Respectful Relationships: Problem-solving

Foundation Level

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# Topic: Problem-solving

# Level: Foundation

# Victorian Curriculum F–10

## Personal and Social Capability

### Content Descriptions

Practise the skills required to include others and make friends with peers, teachers and other adults ([VCPSCSO005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO005)

Name and practise basic skills required to work collaboratively with peers [(VCPSCSO006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO006)

### Achievement Standards (extract only)

By the end of Foundation Level, students … begin to identify and practise basic skills for including and working with others in groups.

## Health and Physical Education

### Content Description

Practise personal and social skills to interact with others [(VCHPEP060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP060)

### Achievement Standards (extract only)

By the end of Foundation Level, students … use personal and social skills when working with others in a range of activities.

# Teaching and learning activities

The Department of Education and Training have developed [*Foundation Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216&SearchScope=All) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to problem-solving for Foundation Level. The following activities are located on pages 20 to 23.

Activity 1: The picnic problem-solving game

Activity 2: Can everyone play?

Activity 3: Friendly or unfriendly decisions?

# Assessment ideas

## Pre-assessment

### What does friendly look like?

Provide students with a range of images showing friendly and unfriendly actions or behaviours. Ask students to sort pictures in to two columns (friendly and unfriendly) to demonstrate their understanding. As an extension, students could take photos demonstrating what being friendly looks like.

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

## Ongoing formative assessment

### Building and using an anchor chart

Use student ideas and photos generated in the ‘What does friendly look like?’ task (above) to create an anchor chart in response to the question ‘What does a friendly classroom look like?’ Involve students in creating the anchor chart, for example students could take and annotate photographs of friendly behaviour in the classroom.

The anchor chart can be used for student self-reflections about friendly and unfriendly behaviour. For example, ask students to use the anchor chart to identify when friendly behaviours are being demonstrated in a particular activity.

See Resources for information about designing and using anchor charts.

## Summative assessment

### Creating a class story about friendly behaviour

This task builds on Activity 2: Can everyone play? Ask students to sit in a circle and explain to students that they are going to work together to create a class story about solving a problem. Tell students that we are going to pretend that someone new is joining our class and we are going to create a story about how to include and be friendly to the new student. Give the new student a name, for example Sam. Tell students that Sam has a problem because he/she feels lonely and does not know anyone in the class. Provide students with the prompt. ‘We can make Sam feel included in our class by…’ Select one student to provide the beginning response, and then progress around the circle, allowing each student to have a turn.

Ask students to draw a picture to match their line in the story.

Note: This task can also be used to reinforce concepts such as taking turns and listening respectfully.

Refer to the Assessment Rubric to identify where students are located on the Victorian Curriculum F–10 continuum.

# Resources

[Anchor charts: Making thinking visible](https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf)

[Anchor charts 101: Why and how to use them](https://www.weareteachers.com/anchor-charts-101-why-and-how-to-use-them-plus-100s-of-ideas/)

# Problem-solving assessment rubric – Foundation Level

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | |
|  |  | **Foundation Level** |  | **Level 2** |
|  | **Personal and Social Capability** | | | |
|  |  | **By the end of Foundation Level**, students … begin to identify and practise basic skills for including and working with others in groups. |  | **By the end of Level 2,** students … demonstrate ways to interact with and care for others. |
|  | **Health and Physical Education** | | | |
|  |  | **By the end of Foundation Level**, students … use personal and social skills when working with others in a range of activities. |  | **By the end of Level 2,** students … demonstrate positive ways to interact with others |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | |
| **Category** | **When progressing towards Foundation Level students can:** | **At Foundation Level students can**: | **When progressing towards Level 2 students can:** | **At Level 2 students can:** |
| Classify behaviour as friendly or unfriendly | * recognise friendly and unfriendly behaviour in a picture | * classify examples of behaviour as friendly and unfriendly | * name ways to demonstrate friendly behaviour when interacting with others | * describe why behaviour is friendly or unfriendly |
| Suggest strategies to make someone feel included | * name a way to be friendly | * identify a way to include someone | * describe ways to include someone | * explain how to be friendly and to make someone feel included |
| Skills for working with others | * identify a basic skill for working with others from a story | * name and practice basic skills for working with others such as listening and taking turns | * describe what a basic skill for working with others might look like in their classroom | * use basic skills for working with others such as listening and taking turns |