How can I build positive relationships with others?

**PDHPE Stage 1 learning sequence**

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a key learning area. Each task has a duration of 30 minutes and could be used in conjunction with your framework, designed using the K-6 template (at the end of this document). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school could plan students’ learning from home and ways to communicate with students can be found through the department’s ‘Learning at home’ web pages. Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Overview – Lessons 1 and 2

**PD1 - 3** – recognises and describes the qualities that enhance inclusive and respectful relationships.

**PD1 - 9** – demonstrates self-management skills in taking responsibility for their own actions.

**Learning sequence overview** –Students identify and describe emotional responses people experience in different situations. They identify their personal strengths and explore how these can lead to success.

**Key concepts** – emotional responses, personal strengths

**Key language** – emotions, strengths, identity

**Essential question – How can I build positive relationships with others?**

**Syllabus key inquiry questions – How does my uniqueness shape who I am? How can we be inclusive and respectful?**

### Aim of lesson 1 and 2

Students:

* identify their own and other people’s emotions
* identify their own personal strengths and explore how these lead to success

Teacher notes

**Lesson 1**

**Activity 1 - Facial Expressions**

**Digital and non-digital**

**Students:**

* + 1. **Discuss with the teacher or parent/caregiver the following questions:**
    - **What are emotions? For example, emotions are feelings; sad, happy.**
    - What are facial expressions? – For example, movements of the face
    - What do facial expressions do? – For example, show others your emotions/feelings.
    1. Complete Table 1 ‘Facial expressions’ from the student workbook.

Teacher/parent/caregiver note - Explain to students that there are no ‘right’ answers as people have different emotions for different scenarios. For example, one person may be happy at receiving an award and another person may be embarrassed or shy. In the activity one emotion emoji can be linked to more than one scenario. It is important to help students understand that more than one emotion can be felt in a scenario.

Lesson 2

Activity 1 - How others feel

Digital and non-digital

Students:

* 1. Practice making facial expressions in the mirror to experience what others see. Expressions to be made sad, happy, proud, angry, excited and worried. Parent note: you could use the facial images in table 2 ‘How others feel’ to support students thinking and to provoke expression features.
  2. Complete Table 2 ‘How others feels’ from the student workbook.

Activity 2 - My strengths, my successes

**Digital and non-digital**

**Students:**

* + 1. **Consider the following question and share your response with your teacher or parent/caregiver:** ‘**What is a strength?’**
    2. **Discuss how:**
       - **knowing your own strengths may help you stay happy, positive, overcome challenges and bounce back from setbacks.**
       - **understanding our own strengths supports us to use them to make decisions, solve problems and achieve success.**
       - **everyone has strengths which may be different to other people’s strengths. This is ok. People’s strengths may also change over time.**
    3. **Brainstorm a list of student’s strengths.**
    4. **Complete Table 3 ‘My strengths, my successes’ from the student workbook.**

### Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

Students identify:

* different emotional responses to various scenarios (lesson 1)
* the emotional responses of others in different situations (lesson 2)
* personal strengths and qualities and how they have led to success (lesson 2)

### Activity resources

* PDHPE Stage1 digital teacher resource
* Student workbook
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