PDHPE S2 learning sequence - How can I build positive relationships with others?

## 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

**Outcomes**

**PD 2-3** – explains how empathy, inclusion and respect can positively influence relationships

**PD 2-9** – demonstrates self-management skills to respond to their own and other’s actions

**Learning sequence overview** – students recognise their own emotional responses and how they might differ to others. They propose ways to respond positively to challenges.

**Key concepts** – recognising emotions, responding positively to challenges

**Key language** – emotions, challenges

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

**Syllabus Key Inquiry Questions – How can we manage change? How does who I am influence others?**

Aim of lessons 1 and 2

Students will:

* Recognise own emotions and how they may differ from others.
* Identify challenges and propose ways to respond positively to challenges.

Teacher notes

Please note for students using:

* digital lessons all discussion/collaboration is with a teacher online.
* non-digital lessons all discussion to be completed with parent/caregiver.

### Lesson 1 - Identifying emotions

Digital and non-digital

Students:

* + 1. Discuss the following questions with teacher or parent/caregiver;
       - What are emotions? For example, emotions are feelings; sad, happy.
       - How can emotions be shown? For example, movements of the face, body language, words and intonation.
    2. Read the scenario in the Stage 2 student workbook Lesson 1 point 2.
    3. Discuss with your teacher or parent/caregiver how people would react to the scenario. What emotions would they show?
       - You
       - Parent/Caregiver
       - Teacher Best friend
       - Sibling/cousin
       - Anyone else you can think of
    4. Complete Table 1 ‘Identifying emotions – pick a strategy’ in the student workbook.
    5. Complete Table 2 ‘Identifying emotions – what would I do?’ in the student workbook.

### Lesson 2 - Challenges

Digital and non-digital

Students:

* 1. Consider the following question and share your response with your teacher or parent/caregiver:
     + ‘What is a challenge?’
     + Are challenges the same for everybody? Why?
  2. Discuss and list with their teacher or parent/caregiver strategies to overcome challenges. Complete Table 3 ‘Challenges’ in the student workbook.
  3. Think about a challenge they have faced or may face. Complete the mind map in lesson 2 ‘Challenges’ in the student workbook.

### Assessment

Students:

* Recognise how their own emotions may differ from others (lesson 1)
* Propose ways to overcome challenges positively (lesson 2)

### Activity resources

* Stage 2 digital teacher resource
* Stage 2 student workbook