How can I build positive relationships with others?

**PDHPE Stage 2 student workbook** -

Name:

Class:

# Overview of lessons 1 and 2

You will:

* Recognise their own emotional responses and how they might differ to others (lesson 1)
* Propose ways to respond positively to challenges (lesson 2)

## Resources

### Lessons 1-2



* help from an adult
* lead pencil/coloured pencils or crayon

## Lesson 1 – Identifying emotions

During this activity you will recognise your emotional responses and those of others and describe strategies to manage them. Students:



1. Discuss with your teacher or parent/carer the following questions:
   * What are emotions?
   * How can emotions be shown?



1. Read the scenario.

“You have spent 10 weeks making a model for your school project. On the day that it is due, you argue with your brother and the model is smashed to pieces. You don't want to go to school but Mum and Dad send you anyway. At school your teacher asks for you to hand your project in and you say you haven't done it.”



1. Discuss with your teacher or parent/caregiver how the following people would react to the scenario. What emotion would they show?

* You
* Parents/caregivers
* Teacher
* Best friend
* Brother
* Anyone else you can think of



1. Read each scenario.



1. Draw a line from each scenario to the behavioural strategy you think is best. You can add your own behavioural strategies in the blank boxes. You may use a behavioural strategy more than once.

Table 1 Identifying emotions – pick a strategy

|  |  |  |
| --- | --- | --- |
| Scenario | Draw an arrow | Strategy for dealing with it |
| You are very worried about a friend who is being bullied and they are very upset. |  |  |
| You get angry because your teacher says you must stay in at recess because you didn’t do your homework, even though you did. | Tell an adult |
| You are very excited because you have just been told that you are school captain for next year but aren’t allowed to tell anyone. | Walk away from the situation |
| You are feeling a little scared because your friends want to play ‘tackle footy’ instead of touch. | Calm down before responding - count to 10, take 5 deep breaths |
| You are panicking because you can’t find your blue socks for soccer training and you are running late. | Think about alternatives |
| You are confused about what to do for a school project. It is due tomorrow and you don’t know what to do. |  |



1. Read the scenarios and write how you would respond.

Table 2 Identifying emotions – what would I do?

|  |  |
| --- | --- |
| Scenario | What would I do? |
| Your best friend has been selected for the school netball team, but you didn’t. They keep talking to you about how great a netballer they are now and how awesome the team is. It makes you upset, angry and frustrated. What do you do? |  |
| Your birthday is coming up and you have invited everyone from your class to the party. No one has responded and you are feeling really upset. You don’t understand why your friends aren’t coming. |  |
| You have been working very hard during Maths class at school. You receive your test marks and you haven’t scored as well as you thought you would. You feel disappointed. |  |

**Lesson 2 – Challenges**

During this activity you will propose ways to respond positively to challenges. Students:



1. Discuss with your teacher or parent/caregiver the following questions:
   * + What is a challenge?
     + Are challenges the same for everybody? Why?



1. Discuss and list with your teacher or parent/caregiver strategies to overcome these challenges in a positive way.
2. Complete the table below.

Table 3 Challenges

|  |  |  |
| --- | --- | --- |
| Challenges | Possible emotions | List strategies that can help you overcome your challenge |
| You were unsuccessful in being selected for the sporting team you trialled for. | Angry  Disappointed  Upset/sad |  |
| You have been asked to help a non-English speaking child who has arrived at your school. | Worried  Frustrated  Scared |  |
| You have broken your arm, the one you write with, but you want to keep up with your schoolwork and not fall behind. | Worried  Upset/Sad  Confused |  |



1. Write a:
   * Challenge you have faced or are facing in the middle of the mind map
   * Strategies you have used or could use to help you face your challenge. (Not every box has to be filled.)

