How can I build positive relationships with others?

**PDHPE learning sequence Stage 3 lesson 1-2**

## 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 3-3** – evaluates the impact of empathy, inclusion and respect on themselves and others

**PD 3-9** – applies and adapts self-management skills to respond to personal and group situations

**Learning sequence overview** – students recognise people’s different emotional responses to the same stimulus and that their emotional responses can have an impact on others. Students recognise how their strengths and interests lead to forming positive relationships.

**Key concepts** – recognising emotional responses and their impact, creating and maintaining positive relationships

**Key language** – emotional responses, impact, positive relationships

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

**Syllabus Key Inquiry Questions – How do empathy, inclusion and respect have an impact on myself and others?**

Aim of lessons 1 and 2

Students will:

* Recognise people’s different emotional responses to the same stimulus
* Recognise that their emotional responses can have an impact on others.
* Recognise how their strengths and interests lead to forming positive relationships.

Teacher notes

Please note for students using:

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

### Lesson 1 - Different people, different emotions

Digital and non-digital

Students:

* 1. Identify with their teacher or parent/caregiver a situation when someone has responded and expressed emotion differently to you or other people? For example, one student takes home the class pet over the weekend. That student is excited, happy and proud. Others may be sad, disappointed, confused or frustrated.
  2. Consider the different emotional responses from those involved in the situations provided in the table in the student workbook.
  3. Complete Table 1 ‘Different people, different emotions’ in their student workbook.
  4. Discuss with the teacher or parent/caregiver the following questions:
     + 1. Do emotional responses impact others? How?
  5. Read the scenario (point 4) in the student workbook and complete ‘Table 2 emotional responses’.
  6. Discuss which of the responses to the scenario in Table 2 is preferred and why. Suggest any alternatives they may think of.

### Lesson 2 - Relationships

Digital and non-digital

Students:

* + 1. Consider the following question and share your response with your teacher or parent/caregiver ‘What are strengths?’
    2. List the strengths of themselves and people they have relationships with in ‘Table 3 Relationships’ in student workbook.
    3. Discuss with the teacher or parent/caregiver the following questions:
    4. Do you have any strengths in common with your friends?
    5. How many are similar?
    6. Do you think this contributes to why this relationship was formed? How?
    7. How do you think the similarities strengthen your relationship?
    8. Complete the ‘Table 4 Definitions’ in student workbook.
    9. Review their definitions with a teacher or parent/caregiver.
    10. Read the scenario and list ways of forming new friendships, considering all previous learning. Complete ‘Table 5 Forming new relationships’ in student workbook.

### Assessment

Students:

* Identify their own emotional responses and explain how they impact others (lesson 1)
* Identify and explain how people respond emotionally different to the same scenario (lesson 1)
* Identify and explain how their strengths lead to forming positive relationships (lesson 2)
* Identify and explore strategies to form new relationships (lesson 2).

### Activity resources

* Stage 3 digital teacher resource
* Stage 3 student workbook