How can I build positive relationships others?

**PDHPE Stage 3 Student workbook lesson 1-2**

Name:

Class:

# Overview of lessons 1 and 2

Students will:

* Recognise people’s different emotional responses to the same stimulus (lesson 1).
* Recognise that their emotional responses can have an impact on others (lesson 1).
* Recognise how their strengths and interests lead to forming positive relationships (lesson 2).
* Develop strategies to help form new relationships (lesson 2).

## Resources

### Lessons 1 and 2



* help from an adult
* pen or pencil

## Lesson 1 – Different people, different emotions

During this activity you will recognise that people have different emotional responses to the same situation and that your emotional responses can impact others.



1. Discuss with your teacher or parent/carer the question: “Can you identify a situation when someone has responded and expressed emotions 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.



1. Consider the different emotional responses from those involved in the situations listed in the table below. Write the person's name, who they are and how they might react. For example. Jane - my best friend - happy, proud.

People could include – parents/caregivers, friends, teammates, other students, teachers.

Table 1 Different people, different emotions

|  |  |  |
| --- | --- | --- |
| Situation | People involved | What may their emotional response be? |
| Last week the school swimming carnival was held. The winning house was announced on assembly this morning.  | Students from the winning house Students from the other housesTeachers  |  |
| This year you and your friend ran for the school captaincy. Your friend was elected, and you missed out. |  |  |
| During the school debating competition, you were on the winning team, however, your friend was on the losing team.  |  |  |
| Your parent/caregiver buys you a new jumper that they really like, however, you don’t.  |  |  |



1. Discuss with your teacher or parent/caregiver the following questions.
* Do emotional responses impact others?
* How?

 

1. Read the scenario

“At school today you get into an argument at lunch with a friend after they lost your handball. The teacher blames you for the argument and the lost ball. As a result, you are punished. This makes you very upset.”



1. Write how your emotional response to the scenario impacts other people.

People to consider may include parents/caregivers, brothers/sisters, friends, teachers, teammates, bus drivers.

Table 2 Emotional responses

|  |
| --- |
|  At school today you get into an argument at lunch with a friend after they lost your handball. The teacher blames you for the argument and the lost ball. As a result, you are punished. This makes you very upset.” |
| **My emotional response to the scenario**  | **Parent/caregiver response to me** | **My friend’s response to me** | **My teacher’s response to me** |
| One possible response* Yell at the teacher
* Don’t speak to parents when getting home
* Ignore instructions from parents/caregiver
* Mumble when spoken to or don’t respond at all to others
 |  |  |  |
| Another possible response* Walk away and take 5 deep breaths
* Ask to speak to the teacher later so you can explain your side of the story calmly.
* Talk to your parents/caregiver calmly
* Write down how you are feeling and give it to the teacher and your friend
 |  |  |  |



Discuss with your teacher or parent/caregiver which of these is a more preferred response and why? Suggest any alternative responses that would be suitable for the situation? Explain.

**Lesson 2 – Relationships**

During this activity students recognise qualities of a positive relationship and develop strategies to create and maintain them.



1. Begin by discussing the question, ‘What are strengths?’



1. On the table below
	* List some of your own strengths
	* List some strengths of people you have a relationship with. For example: friends, family members, teammates.

Remember: A relationship is a close connection between two people. [collinsdictionary.com](https://www.collinsdictionary.com/dictionary/english/relationship)

Table 3 Relationships

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Person | Strength 1 | Strength 2  | Strength 3 | Strength 4 | Strength 5 |
| Example Name: John | Reading  | Kicking a ball | Debating  | Drawing | Running long distances |
| Name - |  |  |  |  |  |
| Name - |  |  |  |  |  |
| Name -  |  |  |  |  |  |
| Name -  |  |  |  |  |  |
| Name -  |  |  |  |  |  |



1. Discuss with your teacher or parent/caregiver the following questions:
	* Do you have any strengths in common with your friends?
	* How many are similar?
	* Do you think this contributes to why this relationship was formed? How?
	* How do you think the similarities strengthen your relationship?



1. Write your own definition of what it means to;
	* + - set boundaries in a relationship
			- communicate effectively in a relationship
			- share power in a relationship
			- display empathy in a relationship

 Table 4 Definitions

|  |  |
| --- | --- |
|   | Definition / What do I think it means? |
| Setting boundaries |  |
| Communicate effectively |  |
| Share power |  |
| Display empathy |  |



5) Review your definitions with your teacher or parent/caregiver.



6) Read the scenario.

“It is you first day at high school. You are keen to make new friends at high school.”



7) List the ways you could form new friendships and why you would choose these ways. For example: Introduce yourself, ask about their strengths/likes/dislikes, what would you tell them about you, what emotions would you show, what feelings would you have?

* Consider the earlier discussion about what makes a good relationship.

Table 5 Forming new relationships

|  |  |
| --- | --- |
| Strategy | Why you chose this? |
| For example. Introduce yourself - Hi my name is Sarah, what’s yours? | I chose this because the person would then know my name and would be more likely to say hello next time they saw me. This would also give an opportunity to start a conversation.  |
|  |  |
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|  |  |