# PDHPE S1 learning sequence – Lesson 3 and 4

**Learning sequence description - How can I build positive relationships with others?**

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

Students identify groups they belong to and the importance of these groups. They demonstrate an understanding what it means to be inclusive and respectful to others. In developing this understanding, students will recognise how people feel when they are included or excluded from activities. Students will also explore and identify what is means to be cooperative.

## Syllabus outcomes and content

**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

**PD1-10** – describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

**Key Inquiry Question – How can we be inclusive and respectful?**

* Describes and practises ways to develop caring and respectful relationships and include others to make them feel they belong, for example: (ACPPS019)
* identify groups people belong to and why they are important, e.g. support from family, friends and cultural groups
* demonstrate an understanding of what it means to be inclusive and respectful to others, e.g. peers, people with disability
* demonstrate cooperation and observe rules in group activities, e.g. taking turns, communicate and respond to others appropriately, express appreciation to others
* recognise how people feel when they are included and excluded from groups and activities

**PD1-10** – describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong.

**Key inquiry question – How can we inclusive and respectful?**

* Describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong, for example; (ACPPS019)
* Identify groups people belong to and why they are important
* Demonstrate an understanding of what it means to be inclusive and respectful to others
* Demonstrate cooperation and observe rules in group activities
* Recognise how people feel when they are included and excluded from groups and activities

[[PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 3 – We all belong

Students are learning to:

* explore and identify groups they belong to and the importance of making everyone feel they belong
* recognise what it means to be inclusive and respectful to others.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students respond to the questions.What groups do you belong to?Examples could include, family groups, sporting teams, friendship groups, scouts/guides, drama groups, dance groups, choir, musical groups (school bands etc.) house teams at school carnivals, teaching staff, and classes.Why is it important to belong to a group?Students record their responses in the student workbook.In the student workbook students list at least 2 other members of the same group and explain how they have made them feel included. For example, I shared pencils with my friend in class, I passed the ball to everyone in my soccer team, I cheered for my house mates at the swimming carnival. |  | [Student workbook](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequences/sequence-2/pdh-stage-1-positive-relationships-student-workbook-lesson-3-4.docx) |
| 3.2 | Explain to be ‘included’ means to invite to another person to be part of something.Explain that excluded means to intentionally not include someone.Read the scenario in the student workbook.Students respond to the following questions,How do you think Laura feels while sitting at the back of the room?How do you think you would feel if you were excluded?Students discuss ways they could include Laura and record their ideas in the student workbook.Explain to students that by including Laura you are also demonstrating respect.Responses could be recorded in the following ways written, oral, illustrated or digital. |  | [Student workbook](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequences/sequence-2/pdh-stage-1-positive-relationships-student-workbook-lesson-3-4.docx)A dictionary |
| 3.3 | **Opportunity for monitoring student learning**Recording observations – during student discussionsResponses in student workbook – collection of student work.Students record responses in student workbook. Teachers review the student workbook for evidence of student learning.**What to look for*** Identifies groups they belong to (refer to lesson 3.1).
* Recognises the importance of belonging to a group (refer to lesson 3.1).
* Demonstrates understanding of the emotions surrounding inclusion and exclusion (refer to lesson 3.2).
* Demonstrates strategies to be inclusive and respectful (refer to lesson 3.2).
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## Lesson 4 – How do I cooperate and observe rules?

Students are learning to:

* demonstrate what it means to cooperate with others
* identify places that you need to be cooperative and who with
* demonstrate cooperation and observe rules.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Discuss with students what it means to cooperate with others?Explain to students they need to cooperate with others in many different ways and places. Ask the students to think about how and where they do this. For example; at soccer training, coach, listen to the instructions.Students complete Table 1 in the student workbook. Students may record their responses in various forms – written, illustration, oral or digital. |  | [Student workbook](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequences/sequence-2/pdh-stage-1-positive-relationships-student-workbook-lesson-3-4.docx) |
| 4.2 | Students list a rule from school/classroom and a game or sport. Discuss the following questions with students.What happens when we follow the rules?What happens when we ignore the rules?For example, a rule in netball is don’t run with the ball. Following the rules makes the game safe and fun. Ignoring the rules means it may be dangerous, you will be penalised and may upsets others.Students complete Table 2 in the student workbook.  |  | [Student workbook](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequences/sequence-2/pdh-stage-1-positive-relationships-student-workbook-lesson-3-4.docx) |
| 4.3 | In the student workbook, students read the scenario where Hendrix speaks to Amity and respond appropriately. |  | [Student workbook](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequences/sequence-2/pdh-stage-1-positive-relationships-student-workbook-lesson-3-4.docx) |
| 4.4 | **Opportunity for monitoring student learning**Responses in student workbook – collection of student work.Students record responses in student workbook. Teachers review the student workbook for evidence of student learning.**What to look for*** Identifies factors of cooperation; where, who and how (refer to lesson 4.1).
* Recognise the importance of observing rules (refer to lesson 4.2).
* Demonstrate how to be inclusive and cooperative (refer to lesson 4.3).
 |  | [Student workbook](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequences/sequence-2/pdh-stage-1-positive-relationships-student-workbook-lesson-3-4.docx) |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?