# PDHPE S2 learning sequence – Lessons 3 and 4

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

Student will identify and describe behaviours that show empathy and respect for others. They will identify the roles, rights and responsibilities in different relationships.

## Syllabus outcomes and content

**PD2-3** – explains how empathy, inclusion and respect can positively influence relationships

**PD2-9** – demonstrates self-management skills to respond to their own and others’ actions

**PD2-10 – demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations**

**Key Inquiry Questions – Why are empathy, inclusion and respect important in our relationships?**

* describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037)
* identify roles, rights and responsibilities in the different relationships
* describe behaviours that show empathy respect for the rights of others

[[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 – Building respectful relationships

Students are learning to identify and describe behaviours that show empathy and respect for others.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students respond to the following questions.  What is respect?  What is disrespect?  Why is it important to be respectful and not disrespectful?  What is empathy?  How do we show empathy towards our peers and in the community?  Refer to the Oxford Dictionary definitions provided below for clarification with student.  Respect - due regard for the feelings, wishes or rights of others.  Disrespect – lack of respect or courtesy.  Empathy – the ability to understand and share the feelings of another. |  | [Student workbook](https://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-2-positive-relationships-student-workbook-lesson-3-4.docx) |
| 3.2 | In the student workbook students read the scenarios and the responses from table 1 Building respectful relationships.  Discuss with students the scenarios and responses.  Students match the appropriate response to each scenario. Students then identify the type of behaviour demonstrated in the response column by circling one of the three options. (Respectful/Disrespectful/Empathy)  Answers  Scenario 1) matches response B) and shows empathy.  Scenario 2) matches response C) and shows respect.  Scenario 3) matches response A) and shows disrespect. |  | [Student workbook](https://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-2-positive-relationships-student-workbook-lesson-3-4.docx) |
| 3.3 | Ask students to revisit what being respectful means. Discuss some examples of people demonstrating respect to others: for example putting your hand up in class, listening while others people speak. Students complete the 3 sentences in the student workbook.  Ask students to consider what contributes to developing and maintaining a respectful relationship and record responses. For example, words spoken, actions and behaviours expressed towards people. |  | [Student workbook](https://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-2-positive-relationships-student-workbook-lesson-3-4.docx) Table 2 |
| 3.4 | **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:**   * defines own understanding of respect, disrespect and empathy (refer to lesson 3.1 and 3.2) * identifies how respect and empathy build relationships (refer to lesson 3.3) |  | [Student workbook](https://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-2-positive-relationships-student-workbook-lesson-3-4.docx) |

## Lesson 4 – Roles and responsibilities in relationships

Students are learning to identify roles, rights and responsibilities in different relationships

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Discuss with students that a role is the proper and expected behaviour and obligations of a particular person or social status. For example, the role of a policeman in the community is to help stop crime.  Discuss with your teacher or parent/caregiver the following questions.  What are some of the roles within the classroom?  Why is it important to have roles within the classroom?  Encourage students to make connections between roles and concepts related to respect that were explored in previous lessons. For example, it is important to have different roles in a classroom to ensure the most suitable person performs each role. This keeps everyone safe, maximises learning and supports a respectful class environment. |  | [Student workbook](https://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-2-positive-relationships-student-workbook-lesson-3-4.docx) |
| 4.2 | In the student workbook, students complete Table 1 Roles and responsibilities. |  | [Student workbook](https://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-2-positive-relationships-student-workbook-lesson-3-4.docx) Table 1 |
| 4.3 | Discuss with student that there are roles in all areas of our community, in sporting teams, families, jobs, cultural groups (choir, drama).  Students identify a group they belong to and think about the roles within it. Students then list these roles in the table and as many responsibilities they can think of for each role. For example, in a drama group the roles could be; director – leads the group, actor – plays the character, stage hand – opens the curtain.  Discuss with students the following questions.  What would happen if there were no roles within your school?  How would relationships within the school change?  What would happen if you didn’t have roles within your group?  How would relationships within your group change? |  | [Student workbook](https://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-2-positive-relationships-student-workbook-lesson-3-4.docx) Table 2 |
| 4.5 | **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 roles and importance of roles (refer to lesson 4.1). * identifies responsibilities for specific roles (refer to lesson 4.2 and 4.3). * explains the impact on relationships of not having roles (refer to lesson 4.3). |  | [Student workbook](https://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-2-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?