## Student workbook - How can I build positive relationships others?

Name:

Class:

## Overview of lessons 3 and 4

You will:

* identify and describe behaviours that show empathy and respect for others (lesson 3)
* identify roles, rights and responsibilities in different relationships (lesson 4)
* identify and describe how you can make positive contributions to groups (lesson 4).

## Resources



* help from an adult
* a pencil
* coloured pencils or crayons

## Lesson 3 – Building respectful relationships

During this activity you will identify and describe behaviours that show empathy and respect for others.

3.1Discuss with your teacher or parent/caregiver 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?

3.2Match each scenario with an appropriate response. Draw an arrow to indicate your answer. Identify the type of behaviour demonstrated in the response column by circling one of the three options. (Respectful/Disrespectful/Empathy)

Table 1 Building respectful relationships

|  |  |  |
| --- | --- | --- |
| Scenario | Draw an arrow | Response |
| 1) A new student has joined your class and is sitting alone at lunch time. They are crying and look very sad. |  | A) You may not always agree with a response you are given, but should always talk calmly and respectfully about the issues.  Respectful/Disrespectful/Empathy |
| 2) A number of your classmates are ignoring the teacher’s instructions by throwing objects and yelling rude comments. |  | B) You think how hard it would be if you had to start at a new school. You walk over, introduce yourself and ask if you could sit with them. The student talks to you about how they are feeling and you acknowledge these feelings.  Respectful/Disrespectful/Empathy |
| 3) You really want to go to a friend’s house for a play on the weekend, but have been told you can’t go. You scream really loudly that you hate everyone and slam the bedroom door. |  | C) You ask the students being rude to stop because their behaviours are making you feel uncomfortable. You ask them to please follow the teacher’s instructions so everyone can learn.  Respectful/Disrespectful/Empathy |

3.3Reflect upon the answers you provided on page 1 of the workbook. Using your answers consider how you can demonstrate respect to others. Complete the sentences.

I can be respectful to my parents/caregiver by…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I can be respectful to my teacher by…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I can be respectful to my friends by…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Consider what contributes to developing and maintaining a respectful relationship. For example, words spoken, actions and behaviours expressed towards people. Record your responses around the box below.

Respectful relationships

## Lesson 4 – Roles and responsibilities in relationships

During this activity you will describe roles and responsibility within relationships and identify the importance of these roles.

4.1 We all perform many different roles in our lives. Some examples are student, team mate, best friend, bus driver, doctor or teacher. When we talk about a role in a relationship we mean the expected behaviour and obligations of a person in that position. For example, the role of a police officer is to help the community by keeping people safe, helping people in need and reducing 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?

4.2 Draw an arrow to match the role with the appropriate responsibilities.

Table 1 Roles and responsibilities

|  |  |  |
| --- | --- | --- |
| Role | Draw an arrow | Responsibilities of the role |
| Teacher |  | Support the school, care for and support their own child. |
| Parent/Caregiver |  | Care for and teach students, communicate with parents. |
| Student |  | Leads the school, support teachers, students and parents. |
| Principal |  | Learn, respect all members of the school community and try their personal best. |

4.3There are roles in all areas of our community, in sporting teams, families, jobs, cultural groups (choir, drama). Identify a group you belong to and think about the roles within it. List these roles in the table below and all the responsibilities you can think of. For example, in a drama group the roles could be; director – leads the group, actor – plays the character, stage hand – opens the curtain.

Table 2 Roles and responsibilities

|  |  |
| --- | --- |
| Role | Responsibilities of the role |
|  |  |
|  |  |
|  |  |
|  |  |

 Discuss with your teacher or parent/caregiver 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? (from Table 2)

How would relationships within your group change?