# PDHPE S3 learning sequence – Lesson 3 and 4

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

Students will distinguish different types of relationships and their influence. They will explore why relationships change and devise strategies to manage transitions. Students will select and practise ways to resolve conflict in relationships. They will describe actions they can take to protect themselves in a relationship if needed, such as seeking help.

## Syllabus outcomes and content

**PD3-3** – evaluates the impact of empathy, inclusion and respect on themselves and others

**PD3-9** – applies and adapts self-management skills to respond to personal and group situations

**PD3-10** – selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

**Key Inquiry Question – How does my uniqueness change over time?**

* examine how identify and behaviour influenced by people, places and the media, for example: (ACPPS051)
* distinguish different types of relationships and there diversity e.g. families, friendships

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

* practise skills to establish and manage relationships, for example; (ACPPS055)
* explore reasons why relationships change and devise strategies to manage transitions e.g. changing school, joining a new team, changing priorities, family separation
* describe actions that support caring and respectful relationships
* select and practise appropriate ways to resolve conflict and to deal with bullying, harassment, discrimination, coercion, abuse and violence e.g. negotiation, refusal skills
* describe protective actions to develop respectful relationships and identify skills to address the abuse of power in relationships e.g. seeking help, persistence, assertive responses, problem solving

[[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 – Relationships and transitions

Students are learning to:

* distinguish different types of relationships
* explore reasons why relationships change and devise strategies to manage transitions
* describe protective actions to develop respectful relationships.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Discuss with the different types of relationships we have with different people. For example, the student’s relationship with their best friend is different to the relationship with the school principal. People in relationships can influence each other with words, actions or behaviours.It is important for students to realise this influence can be either positive or negative.Students complete the table by identifying someone in the nominated group, the type of relationship and if they have positively influenced them, how?Encourage students to select relationships with positive influences (for example, a best friend who praises them when they have applied effort).Discuss with students the following questions.Do all relationships have a positive influences on people? Explain using examples.Describe a situation where a friend may have had a negative influence on you.Describe how you reacted to this negative influence.The aim is for students to identify that some relationships can have a negative influence. Students need to be able to devise strategies to manage these situations. For example, a new friend at high school may encourage the student to not wear their bike helmet. The student needs to be able to manage this situation effectively. How will the student still wear their helmet and maintain a positive/respectful relationship with their peer? |  | [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-3-positive-relationships-student-workbook-lesson-3-4.docx) |
| 3.2 | Discuss with students that over time, relationships change and evolve and new relationships develop. Friendships are usually built on commonality (having things in common with someone.) Ask students why they think relationships change. Students record their responses in the workbook.It is important for students to consider how their interests/likes and dislikes can change or how other people’s interests/likes and dislikes can change. Students could be prompted with examples such as – changing schools, not playing the team sport anymore, family changes such as divorce or a new baby, joining a new group, changing likes of specific toys/games, social media influences.Discuss with students that in the next few years they will be going to high school and may begin to develop new relationships with other students and teachers. That finding out about people is one way to learn what we have in common and this can help build new relationships. Students read the scenario in the workbook and complete Table 2 Building relationships.Students may need prompting to focus on their interest, hobbies, skills, likes and dislikes.When discussing personal information students may need reminding that some information should not be shared in the initial building stages of a new relationship, if at all.Discuss with students the following.The student has a successful chat with the new student from the scenario in the workbook. They find they have things in common and would like to develop a friendship. What will could they do next?Students may need prompting with examples such as; eating together at lunch, meet at the library after school, offering to call each other by phone/social media, sitting next to each other in other classes, joining a team/club together joining in a game at lunch or lunch club. |  | [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-3-positive-relationships-student-workbook-lesson-3-4.docx) |
| 3.3 | **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:*** **distinguishes different types of relationships (refer to lesson 3.1)**
* **identifies both positive and negative influences in relationships (refer to lesson 3.1)**
* suggests strategies to cope with negative influences from specific relationships (refer to lesson 3.1)
* identifies reasons why relationships change (refer to lesson 3.2)
* develop strategies to build new relationships (refer to lesson 3.2).
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## Lesson 4 – Relationships and conflict

Students are learning to:

* select and practise ways to resolve conflict
* explore protective actions to develop respectful relationships.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Discuss with students that sometimes relationships can have conflict such as disagreements, arguing and even fighting (either actions or words). To maintain a respectful relationship this conflict needs to be resolved respectfully and there are many ways to do this.Ask students to record in the workbook ways to resolve conflict It is important for students to focus on resolution strategies that maintain a respectful relationship. Discussion should include thinking about the consequences of the strategy before it is recorded.Students read the scenario on page 4 of the workbook and complete Table 3 Conflict resolution.ExampleStrategy: start hitting/punching the Stage 3 students.Consequence: people are hurt, student gets into trouble.Impacts: relationship with other students is not maintained respectfully.Students select which resolution strategy they would use if faced with that scenario in real life and record their explanation as to why it was selected.To support strategy selection, students should consider the following.Personal strengths (for example, strong negotiation skills).Strength of relationship with the Stage 3 students.Relationship with the Year 3 boy. |  | [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-3-positive-relationships-student-workbook-lesson-3-4.docx) |
| 4.2 | Explain to students that sometimes resolving conflict within a relationship requires help from other people not involved in the relationship.Students complete ‘Table 4 Seeking help’ in the student workbook.Example for ‘family’.Students may seek help from their mother when experiencing conflict with a sibling who won’t return their game after being asked politely.Encourage student to focus on examples of conflict that are easily resolved with minimal input from another person. This will strengthen their own conflict resolution skills by receiving guidance and the modelling of alternative strategies. |  | [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-3-positive-relationships-student-workbook-lesson-3-4.docx) |
| 4.3 | **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 ways to resolve conflict (refer to lesson 4.1)**
* **explores consequences of conflict resolution strategies (refer to lesson 4.1)**
* **justifies selection of conflict resolution strategy (refer to lesson 4.1)**
* **identifies and explores help seeking strategy (refer to lesson 4.2).**
 |  | [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-3-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?