Student workbook – How do I build positive relationships with others?

Name:

Class:

## Overview of lessons 3 and 4

You will:

* distinguish between different types of relationships (lesson 3)
* explore reasons why relationships change and devise strategies to manage transitions (lesson 3)
* select and practise ways to resolve conflict (lesson 4)
* describe protective actions to develop respectful relationships (lesson 4).

## Resources



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

## Lesson 3 – Relationships and transitions

During this activity you will distinguish different types of relationships and their influence. You will explore why relationships change and devise strategies to manage transitions.

3.1We all have different types of relationships with different people, for example your relationship with your best friend is different to your relationship with your school principal. People in relationships can influence each other with words, actions or behaviours. Complete the table on the next page by identifying someone in the nominated group who has positively influenced you, the relationship with you and how they have influenced you.

Table 1 Relationships and transitions

|  |  |  |
| --- | --- | --- |
| Person | Relationship  | How they have positively influenced me |
|  For example: Matt  | Ballet teacher  | Improved my technique, increased my love of dance, helped my self-esteem and inspired me to strive for my best.  |
|  From your family  |  |  |
| From your peers  |  |  |
| From your teachers  |  |  |
| Your own group e.g. team/club  |  |  |

Discuss the following questions and statements with your teacher.

* Do all relationships have 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 their negative influence.

3.2Over time, relationships change and evolve. We may even develop new ones. Friendships are usually built on commonality (having things in common with someone.)

Why do you think relationship change? Identify specific example. Record your responses below.

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In the next few years you will be going to high school. Here you may begin to develop new relationships with other students and teachers. Discovering personal qualities, interests and information about people is one way to learn what we have in common. This can help build new relationships.

Read the scenario below and complete strategies to help you manage the transition.

At your new high school you are placed in a class without any of your close friends from primary school. You sit next to another student who is in the same situation as you.

Write a list of questions you could use to find out information about them.

What could you tell them about you that might build the relationship?

Table 2 Building relationships

|  |  |
| --- | --- |
| Question to ask the student | Information about you |
|  |  |

You have a successful chat with the new student. You find you have things in common and would like to develop a friendship. What will could you do next? Discuss with your teacher/parent/caregiver.

## Lesson 4 – Relationships and conflict

During this activity you will select and practise ways to resolve conflict in relationships. You will also describe actions you can take to protect yourself in a relationship if needed, such as seeking help.

4.1Sometimes 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. There are many ways to do this. Can you think of some? Record your responses in the thought bubble.

Ways to resolve conflict

Read the following scenario.

You see some Stage 3 students that you know from your class surrounding a Year 3 boy who is clearly upset and scared. The Stage 3 students are pushing the Year 3 boy and have taken his bag.

Read the possible ways to resolve the conflict. Write the consequences and how it may affect your relationship with the Stage 3 students.

Table 3 Conflict resolution

|  |  |  |
| --- | --- | --- |
| Possible resolution strategy  | Consequences of the strategy | How it will impact my relationship |
| A) You hit/punch the Stage 3 students to protect the Year 3 boy. |  |  |
| B) You ask if the younger boy needs help and if he is OK? You hold his hand and take him to the office. |  |  |
| C) You tell the older students to leave the boy alone because he is small and not worth hassling. |  |  |
| D) You ignore it. This isn’t your problem. |  |  |
| E) You scream out for a teacher to come quickly. |  |  |
| F) Write your own solution. |  |  |

 If faced with this scenario at school which of the solutions in Table 3 would you use and why? When selecting consider the following;

* Your strengths (for example, are you good at negotiating?)
* The relationship you have with the Stage 3 students (Do you get along with them?)
* The relationship you have with the Year 3 boy (Do you know the boy?)

Write your explanation below.

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4.2 Sometimes resolving conflict within a relationship requires help from other people not involved in the relationship. Complete the table of who you may seek help from and when you may do this.

Table 4 Seeking help

|  |  |
| --- | --- |
| Who can I seek help from | What conflict would you use this person for? |
| Family - |  |
| School - |  |
| Community -  |  |
| Other - |  |