

Stage 4 – Unit 1

Relationships and wellbeing

The following three units of work for Stage 4 provide suggested activities to facilitate students' understanding of diversity through an inquiry framework. Students engage in activities that promote respect and appreciation of difference through increased understanding and empathy for others. Students also learn about and practise skills and behaviours that protect themselves and others from bullying behaviour.

Note: Teachers should consider and be sensitive to the needs of specific students when planning these activities.

The subject matter includes:

- exploring how relationships can change over time and the importance of effective communication
- practising strategies to reduce and manage conflict and other challenges in relationships
- how to seek and provide support when needed.



Syllabus links

- Personal Development, Health and Physical Education
- Drama
- Geography
- English
- Mathematics



Outcomes

PD4.3 Describes the qualities of positive relationships and strategies to address the abuse of power.

PD4.11 Selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.

PD4.12 Assesses risk and social influences and reflects on personal experience to make informed decisions.

PD4.16 Clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.

Drama 4.1.3 Devises and enacts drama using scripted and unscripted material.

EN4-5C Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.

EN4-2A Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.

GE4-6 Explains differences in wellbeing.

MA419-SP Collects, represents and interprets single sets of data, using appropriate statistical displays.



Planned assessment

Assessment for learning

Students will use strategies such as Think-Pair-Share, Edward de Bono's Thinking Hats, mind maps, graphic organisers, brainstorming and group discussion to identify and expand current levels of understanding.

Assessment as learning

Students will reflect and analyse current beliefs through journal entries, interviewing community members and providing evaluative feedback throughout the unit.

Assessment of learning

Students will demonstrate skills in identifying and managing conflict in relationships, selecting appropriate strategies to address issues, promote respectful relationships and implement effective help seeking behaviours.



Broad focus for an inquiry: Types of relationships, feelings, thought, emotions and positive communication

Generative questions

- How and why do relationships change over time?
- Why is it important to build and maintain strong relationships?
- How do relationships impact on wellbeing?

Understandings, skills and values

Students will understand that relationships with friends and family are dynamic and can impact on personal behaviour, decision-making, self-awareness, values, emotions, feelings and their social environment. Activities will examine different types of relationships and how behaviour choices can enhance positive relationships.

Tuning in

What is a relationship?

Post-it note activity

Students working in pairs, reflect on a range of relationships and record examples on post-it notes.

The teacher displays post-it notes on the board and facilitates a discussion on different relationships and how and why they can change.

Concentric circles:

- Students form two circles, one inside the other, with students in pairs facing one another.
- Students on the inside circle will be themselves while students on the outside circle will be allocated a relationship role such as brother, aunty or teammate (see Appendix 1).
- Students reflect on the type of relationship represented and how it may change over time.
- Allocate new roles and rotate the outside circle to form new pairings and continue (alternate role allocation between inside and outside circles).

Teaching note: Prior to starting the activity, ask students to think about the dynamic of the relationships, how they can develop and change over time and how crisis and conflict can impact on these relationships.

Students create a personal journal or blog:

- The teacher sets a minimum and maximum word count, and asks students to date all entries.
- Each student provides their personal perspective on:
 - different types of relationships they have observed
 - similarities and differences between relationships
 - components of successful relationships
 - whether they think relationships are constantly changing and why
 - questions they may want to investigate through this unit.



Finding out

Exploring relationships

Students work in pairs to discuss one of the relationships from the previous activity and answer the following questions:

- How or why did this relationship develop? What is the basis of this relationship?
- What are the strengths and weaknesses of this relationship?
- How are the parties alike and how are they different?
- How can this relationship be strengthened?
- What feelings or emotions are involved in this relationship?

Conflict in relationships

The teacher facilitates discussion on conflict, what it is and how it can influence a relationship. Using the relationship examples from the previous activity, brainstorm with the class and answer the following:

- Describe a situation where these people may fall into conflict.
- What are some strategies they could use to resolve the conflict?
- What strategies did you choose and why?

Complete the Triangle, Square, Circle template (Appendix 2):

- Triangle – What *three important points* have you learned?
- Square – What is something that agreed (or *squared*) with your thinking?
- Circle – What is something still *circling* in your head?

Sorting out

Role of communication

Students work in small groups to design a questionnaire survey for teachers, parents and peers on the importance of communication in developing relationships and the strategies they use to maintain respectful relationships. Include questions to explore what people do to strengthen and repair relationships that have been damaged.

Students continue writing their personal journal or blog, reflecting on how a relationship can be strengthened through respect, trust and clear and honest communication.

Going further

Investigating strategies

Students work in pairs to write a newspaper article for students in Year 6 about how their relationships at home and school may change when they transition to high school. The content should include:

- a catchy title
- examples of changes and challenges they may face with family and friends
- feelings and emotions that may be part of the transition
- positive ways to communicate with family and friends
- how to seek further information at home, at school or beyond school.

Students continue making entries in their personal journal or blog throughout this unit with examples of positive relationship changes they have observed or experienced. They should include comments on the factors that influenced changes and how and why relationships are important.