How do I build positive relationships with others?

**PDHPE ES1 learning sequence**

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a key learning area. Each task has a duration of 30 minutes and could be used in conjunction with your framework, designed using the K-6 template (at the end of this document). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school could plan students’ learning from home and ways to communicate with students can be found through the department’s ‘Learning at home’ web pages. Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Overview - Lessons 1 and 2

**Outcomes**

**PDe - 3** – communicates ways to be caring, inclusive and respectful of others

**PDe - 9** – practises self-management skills in familiar and unfamiliar scenarios

**Learning sequence overview** – Students identify and describe emotional responses people experience in different situations. They identify their personal strengths and qualities.

**Key concepts** – emotional responses, personal strengths,

**Key language** – emotions, strengths, identity

**Essential question – How can I build positive relationships with other?**

**Syllabus key inquiry questions – What makes me unique? How can we care for and include each other?**

### Aim of learning sequence

* Students identify emotions and explore their personal strengths

Teacher notes

Lesson 1

**Activity 1 - Identifying emotions**

Digital and non-digital - Students:

* + - **Respond to the question: ‘What are emotions?’ For example: emotions are feelings; sad, happy, scared, angry. Students discuss their response with their teacher.**
    - Complete Table 1 ‘Identifying emotions’ from the student workbook. Parent/caregivers may support students in writing the responses in the table if required.

Lesson 2

Activity 1 - My emotions

Digital and non-digital - Students:

* 1. Complete Table 2 ‘My emotions’ from the student workbook. Parent/caregivers may support students in writing the responses in the table if required.

Activity 2 - My strengths

Digital and non-digital - Students:

* 1. **Discuss the following questions and share your response with your teacher or parent/caregiver:** 
     + - **What are some things you are good at?**
       - **Which ones do you enjoy?**
       - **Why do you enjoy them?**
  2. Explain to students that things we are good at are sometimes called 'strengths'.
  3. Teacher or parent/caregiver leads a discussion that will encourage students to make connections between a current strength and a new activity. For example, ‘I’m good at gymnastics so I might be good at dancing.’
  4. **Complete PDH Table 3 ‘My strengths’ from the PDHPE student workbook.** Parent/caregivers may support students in writing the responses in the table if required.

### Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

Students identify:

* different emotions (lesson 1)
* their emotional responses in different situations (lesson 2)
* personal strengths and qualities (lesson 2)

### Activity resources

* PDHPE ES1 how do I build positive relationships digital teacher resource
* Student printed workbooks
* Parent/caregiver advice - These lessons enable students to identify their emotional responses to various situations and strengths they possess. By doing this, students will be able to develop an understanding of their identity and uniqueness and allow them to begin to see connections with others.
* Emotion images from Table 1 identifying emotions.