# PDHPE ES1 learning sequence –Lesson 3 and 4

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

Students recognise that people have different thoughts, feelings and responses to different situations. Students will participate in a range of activities and explain which ones they enjoyed and why.

## Syllabus outcomes and content

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

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

**PDe - 10 – uses interpersonal skills to effectively interact with others**

**Key Inquiry Question - What makes me unique?**

* identify personal strengths and qualities, for example: (ACPPS001)
* participate in a range of activities and explore which ones they enjoy and what makes them enjoyable
* recognise that people have different thoughts, feelings and responses to different situations

**Key Inquiry Question - How do we care for and include each other?**

* identify and describe emotional responses people may experience in different situations, for example: (ACPPS005)
* recall and share emotional responses to different situations
* practise interpersonal skills to interact positively with others, for example: (ACPPS004)
* recognise that being kind, fair and respectful to others can support class health, safety and wellbeing
* recognise how it feels to be included in activities

[PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 3 – Different responses

Students are learning to:

* identify that people have different thoughts, feelings and responses
* explore which activities they enjoy and if others feel the same.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students respond to the following question.  How did you feel on the first day of school this year?  How do you feel about eating breakfast?  How do you feel about eating vegetables for dinner?  How do you feel about tidying your bedroom |  | [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-early-stage-1-positive-relationships-student-workbook-lesson-3-4.docx) |
| 3.2 | Survey 2 people (if possible) by asking the following questions. This could be a parent/caregiver, sibling, friend or family member.  How did you feel on my first day of school this year?  How do you feel about eating breakfast?  How do you feel about eating vegetables for dinner?  How do you feel about tidying your bedroom?  Record responses in Table 4 of the student workbook. Students discuss the questions.  Did anyone have the same feelings or response as you in the situations?  Why do you think people felt the same or different to you?  Why do people have different feelings, thoughts and responses? |  | Student workbookTable 4 |
| 3.3 | Complete the following activities.  10 star jumps.  Count to 20  Read a page in a book.  Throw and catch an object 10 times with a parent/caregiver.  Students respond to the following questions.  Which activity did you enjoy the most? Why?  Which activity did you enjoy the least? Why? |  | Student workbook |
| 3.4 | Ask 2 other people (if possible) to complete the following activities.  10 star jumps.  Count to 20.  Read a page in a book.  Throw and catch an object 10 times.  Pose the following questions to those 2 people.  Which activity did you enjoy the most? Why?  Which activity did you enjoy the least? Why?  Record their responses in Table 5 of the student workbook.  Discuss the following questions.  Did anyone enjoy the same activity as you?  Did anyone have the same least favourite activity as you?  Why do people have different feelings, thoughts and responses towards these activities?  Does everyone enjoy the same things? Why/why not?  Does everyone feel the same things? Why/why not? |  | Student workbook– Table 5 |
| 3.6 | **Opportunity for monitoring student learning**  Teacher/student discussions or conferences – teacher observations  Responses in student workbook – collection of student work  Students record responses in the student workbook. Teachers review the student workbook for evidence of student learning  **What to look for**   * recognises people’s different thoughts, feelings and responses (refer to lessons 3.1, 3.2 and 3.4) * identifies activities they enjoy (refer to lessons 3.1 and 3.3) * acknowledges that others can have similar or different feelings to their own (lesson 3.4) |  | Student workbook |

## Lesson 4 – Kindness and inclusion

Students are learning to:

* recognise that being kind, fair and respectful to others can support wellbeing
* recognise how it feels to be included or excluded from activities.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Students respond to the following questions.  What does it mean when someone is kind?  How does that make you feel?  What does it mean when someone is unkind?  How does it feel when someone is unkind?  Can you think of a time when you were kind to someone or when someone was kind to you?  In the student workbook students draw a picture of themselves being kind to someone else. Student explains what they are doing to be kind and how they and the other person felt. |  | Student workbook |
| 4.2 | Students respond to the following questions;  What do we mean when we say someone is being fair?  How does it feel when someone is being fair?  Can you think of a time when you were fair to someone or someone was fair to you?  In the student workbook, students draw a picture of themselves being fair to someone or someone being fair to them and explain why they drew this picture. |  | Student workbook |
| 4.3 | Explain that being excluded means that someone has been left out.  Look at the image of the child being excluded from the game in the workbook and discuss with the teacher the following question;  How do you think the child being excluded is feeling? Explain your answer.  Draw a face on the circle to match how the child being excluded out would be feeling.  Pose the question, “What could be done to help this person feel better?” Students discuss their response. |  | Student workbook |
| 4.4 | Look at the image of the group of students playing in the workbook and discuss with the teacher the following questions;  What do you think is happening?  How do you think the group of children are feeling? Why?  How do you feel when you are included? Draw your face on the circle to match this feeling. |  | Student workbook |
| 4.5 | **Opportunity for monitoring student learning**  Teacher/student discussions or conferences – teacher observations  Students record responses in the student workbook. Teachers review the student workbook for evidence of student learning.  **What to look for**   * recognises the difference between being kind and unkind (refer to lesson 4.1). * identifies what it means to be fair(refer to lesson 4.2) * identifies different feelings related to inclusion and exclusion(refer to lessons 4.3 and 4.4) |  | Student workbook |

**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?