How can I build positive relationships others?

**Student workbook PDHPE Stage 1**

Name:

Class:

# Overview of lessons 1 and 2

You will

* Explore and identify emotions and their effects on others (lessons 1–2).
* Identify your own strengths and how they lead to successful outcomes (lesson 2).

## Resources

### Lesson 1-2



* Help from an adult
* Lead pencil/coloured pencils or crayon
* Mirror

## Lesson 1 – Facial expressions

During this activity students will identify and explore emotions. Students:



1. Discuss with your teacher or parent/caregiver the following questions:
   * What are emotions?
   * What are facial expressions?
   * What do facial expressions do?



1. Identify the different emotions in the table on the next page.



1. In the table on the next page, draw a line to match the emotion picture with an event.

Table 1 Facial expressions

|  |  |  |
| --- | --- | --- |
| Emotions | Match the emotion | The event |
| The head and shoulders shot of a happy-faced girl with a big smile and eyes looking confidently at you.Happy |  | Family member in hospital |
| **An older boy looking confused. His head is tilted to the left and he is scratching his hair with his left fingers.** Confused | Getting a surprise |
| A concerned, young girl with her head tilted to the right, resting the right side of her face on the palm of her right hand. Her eyes are downcast.Worried | Trying to answer a really hard question at school |
| A boy, head slightly tinted to the left, smiling with pride, and giving a thumbs-up sign with his left hand.Proud | Pet passes away |
| A shocked young boy with raised eyebrows and wide-opened eyes, pressing the palms of his hands tightly against his opened mouth.Surprised | Struggling to tie your shoelaces for the first time |
| A sad, young boy with his eyes closed and his head tilted to the right, resting the right side of his face on the back of his right hand. Sad | Your friend breaks your favourite toy |
| A young girl with a frustrated expression on her face. She is scratching both sides of her head with her fingers.Frustrated | Playing games at a birthday party |
| A young girl looking annoyed. Her left hand on her left hip and her right arm at shoulder height is bent at the elbow, and she is pointing up with her pointer finger.Angry | Win an award at school |
| A girl stiffly holds her hands up and opened out either side of her face. Her eyes and mouth are wide open with fright.Scared | See a huge spider on the wall |
| A close-up on the faces of a girl and boy looking at you. Their eyes and mouth are opened wide with surprise.Excited | Going to a party |

Images used from [NSW Department of Education Child Protection Resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/child-protection-and-respectful-relationships-education/teaching-and-learning-resources/units-of-work-and-support-resources#tabs0)

**Lesson 2 – How others feel**

### Activity 1

During this activity students will identify and explore their own and other people’s emotions. Students:



1. Practice making facial expressions in the mirror to experience what others see. Expressions to be made – happy, sad, proud, angry, excited, worried. Students can use the emotion icons from Table 1 on the sheet here to assist.



1. Read *'the situation’* and practice *‘Your facial expression’* in the mirror.

Draw or  write how the person/people would feel if they saw the facial expression.

Table 2 How others feel

|  |  |  |
| --- | --- | --- |
| The situation | Your facial expression | How would these people feel when they see your facial expression? |
| Scoring the winning goal. | A close-up on the faces of a girl and boy looking at you. Their eyes and mouth are opened wide with surprise.  Excited | My team - |
| Getting an award at school. | A boy, head slightly tinted to the left, smiling with pride, and giving a thumbs-up sign with his left hand.  Proud | My teacher - |
| Hurting my knee badly in the playground. | A sad, young boy with his eyes closed and his head tilted to the right, resting the right side of his face on the back of his right hand.  Sad | My friends - |
| I don’t get to play with my toy. | A young girl looking annoyed. Her left hand on her left hip and her right arm at shoulder height is bent at the elbow, and she is pointing up with her pointer finger.  Angry | My mum or dad - |

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**Lesson 2 – My strengths, my successes**

### Activity 2

In this activity students identify their own strengths and how they lead to successful outcomes. Students:



1. Discuss the question: ”What is a strength?” with your teacher or parent/caregiver:



1. Brainstorm a list of their own strengths.



1. Complete the activity below by identifying how your strengths have led to success.

Table 3 My strengths, my successes

|  |  |
| --- | --- |
| Strength | How has your strength lead to you being successful? |
| Example: Kicking | Example: Enjoying playing soccer. Scoring goals in soccer |
| Example: Reading | Example: Being able to read and understand stories. Reading stories to my friends |
|  |  |
|  |  |
|  |  |