



Relate Respect Connect links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 3 (years 5 & 6)

POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>THE HAPPINESS COLLAGE Use Student Work Book p5, 9, 11</p> <p>SWB p5, p9, p11</p>	<p>KEY INQUIRY QUESTIONS How do empathy, inclusion and respect have on impact on myself and others?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Personal identity Relationships Mental health and wellbeing</p>	
<p>CONTENT DESCRIPTOR Identifies the role that positive relationships play in people’s health and wellbeing</p>	<p>OUTCOMES</p> <p>PD3-1 identifies and applies strengths and strategies to manage life changes and transitions</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-9 applies and adapts self-management skills to respond to personal and group situations</p> <p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>		
<p>The Happiness Collage [SWB p5, 9 & 11]</p> <p>In this activity, students will brainstorm and create a collage that helps them to develop a sense of self-worth.</p> <p>Students complete the ‘Chase That Happy’ task in the Student Workbook. Then, have the students choose one of the activities they identified to be the centre of their happiness collage and find or draw an image that represents this.</p> <p>Surrounding the central image students add a range of images, quotes, expressions and phrases that help them feel positive about themselves. These can be drawn, cut out, found online and printed – or any other collage type material. Encourage them to share and discuss with the class actions, words or people that improve their self-respect and add these to the collage.</p> <p>Use the completed collages to create ‘The Wall of Self-Respect that they can refer to when they are finding their situation difficult.</p>			



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<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>GETTING APPY HAPPY Use Online Teacher Resource Activity 1, 2, 3 and Student Work Book p3, 5, 11</p> <p>OTR-A1, A2, A3 SWB p3, p5, p11</p>	<p>KEY INQUIRY QUESTIONS How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Health Wellbeing and Relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Relationships Mental health and wellbeing</p>	
<p>CONTENT DESCRIPTOR Identifies main uses of ICT in the home, school and community and recognises its potential positive and negative impact on their lives</p> <p>Identifies strategies to help maintain positive online/offline relationships</p>	<p>OUTCOMES</p> <p>PD3-1 identifies and applies strengths and strategies to manage life changes and transitions</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p>		
<p>GETTING APPY HAPPY [OTR Activity 1, 2 & 3 & SWB p3, 5, 11]</p> <p>In this activity, students are supported to design an app that engages them in thinking about the positive role technology can play in fostering respectful relationships and self-respect.</p> <p>Provide a range of cut and paste materials such as paper, pens, stickers and collage materials for students to design an app for a smartphone that students could use to help them deal with difficult moments in relationships.</p> <p>The app could provide strategies to assist them to change their self-talk, it could have a function to include the phone numbers of key people to call if they need to, it could include a personal catch phrase that they can refer to or music in order to overcome negative feelings, or suggested sentences to say to their friends.</p> <p>The students only need to design the concept for the app, not actually create it, but they need to give it a name and consider some of the imagery that might be used. Could they explore the app stores for anything similar as stimulus? Have them share their idea with the class.</p>			



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<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>FROZEN PICTURES Use Student Work Book p3-5, 10</p> <p>SWB p3-5, 10</p>	<p>KEY INQUIRY QUESTIONS How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Health wellbeing and relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Relationships Mental health and wellbeing</p>	
<p>CONTENT DESCRIPTOR Identifies the role that positive relationships play in people's health and wellbeing</p> <p>Practice strategies to help maintain positive online/offline relationships</p>	<p>OUTCOMES</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p> <p>PD3-9 applies and adapts self-management skills to respond to personal and group situations</p> <p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>		
<p>FROZEN PICTURES [SWB p3-5,10]</p> <p>In this activity, students use scenarios they have generated to tell tableau stories that practise positive and negative strategies for managing relationships. Gather a range of scenarios that have been generated by student discussion or from the student workbook, and put them in a hat or container. These may include, for example, finding out there is a birthday party on the weekend that you are not invited to, being chosen last for a sporting team, going on a family day trip or posting a photo online.</p> <p>Next, organise students into groups of 5. Each group selects a scenario from the hat or container, then students work in small groups to present a tableau of the scenario they selected. The group creates three or four of these frozen pictures and a narrator tells us the story behind the pictures. The last picture must show a negative response to the situation.</p> <p>The class then has the option to go and move the facial expressions, body language and position of the frozen picture to change this interaction from having a negative impact on the relationship to a positive one.</p> <p>For example; instead of crossing their arms, they could reach out to shake hands. They then explain how changing the response can maintain respectful relationships.</p> <p>What is a tableau? A tableau is a dramatic picture. We usually use tableau to describe a vivid living scene. In it, students position themselves in a single pose to represent a scene that would usually be moving and "alive".</p>			



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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Long Lesson 30-45 mins</p> <p>WHAT WORKS IN OUR CLASS? Use Online Teacher Resource Activity 1 and Student Work Book p4-6</p> <p>OTR-A1 SWB p4-6</p>	<p>KEY INQUIRY QUESTIONS How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Health Wellbeing and Relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Relationships Mental health and wellbeing</p>	
<p>CONTENT DESCRIPTOR Identifies the role that positive relationships play in people's health and wellbeing</p> <p>Identifies strategies to help maintain positive online/offline relationships</p> <p>Identify strategies to respond to unsafe or disrespectful situations online/offline</p>	<p>OUTCOMES</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p> <p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>		
<p>WHAT WORKS IN OUR CLASS? <i>[OTR – Activity 1, SWB p4-6]</i></p> <p>In this activity, students are asked to use aspects of the Appreciative Inquiry Model to share stories about positive behaviours and experiences they have had in their class.</p> <p>First, ask students to think of an experience that they have had in class when they felt proud because it seemed to them - that the class was 'getting it right' in terms of positive relationships, support, respect, friendliness, and inclusion. You can pose the questions: What was happening that contributed to you feeling this way? Who helped you to feel this way?</p> <p>Next, have students' pair up and have them tell each other the personal story they have reflected on. While one person tells their story, the other person takes notes on the key words that stand out for them in relation to respectful and positive relationships. Then they swap roles, with the second person telling their story whilst the first speaker takes notes. <i>[Continued...]</i></p>			



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POST VISIT ACTIVITY

WHAT WORKS IN OUR CLASS? [OTR - Activity 1, SWB p4-6] - CONTINUED...

Finally, all students take these notes and place them on a wall in the room and use them to reflect on the positive culture and ways they work together. Through discussion, you can work with the whole class to develop an ongoing story wall that reflects upon and celebrates the positive culture you foster in class and highlights the ways in which this is achieved.

What is Appreciative Inquiry? *'Appreciative Inquiry (AI) is based on the assumption that every organisation has something that works right – things that give it life when it is most alive, effective, successful and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive and connecting to it in ways that heighten energy, vision and action for change'. [Cooperrider, Whitney & Stavros, J.M., 2008, Page XV]*



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<p>LESSON PLAN Long Lesson 30-45 mins</p> <p>FRIEND ZONE Use Student Work Book p3, 7 & 8</p> <p>SWB p3, p7, p8</p>	<p>KEY INQUIRY QUESTIONS How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Health wellbeing and relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Relationships Mental health and wellbeing</p>	
<p>CONTENT DESCRIPTOR Practice strategies to help maintain positive online/offline relationships</p> <p>Practice strategies to respond to unsafe or disrespectful situations online/offline</p>	<p>OUTCOMES</p> <p>PD3-1 identifies and applies strengths and strategies to manage life changes and transitions</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-9 applies and adapts self-management skills to respond to personal and group situations</p> <p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>		
<p>FRIEND ZONE [SWB p3, 7 & 8]</p> <p>In this activity, students are asked to look beyond their class and consider what actions they could take to improve school culture around respectful relationships by undertaking a project-based activity.</p> <p>The class decides to create a significant way to impact friendships in their school by considering what is the biggest issue with relationships in the school. Based on this, the class creates a list of suggestions about how they could address this as a student body.</p> <p>This information is used to create a survey for fellow students to answer about how their school could help to build respectful relationships. This could be done individually or in groups, and could be used to survey people across the school. Decide on five questions to assess how students feel about the relationships in their school. Suggest three different projects that could be undertaken to improve this and ask the survey participants to vote on their favourite.</p> <p>Collate the results and consider what the best contribution might be. It could be a 'bully box' in the office where people can anonymously report bullying issues, or a friendship tree or seat that is designed to be a space where anyone can go if they are feeling down, or a mural with key phrases and images reminding people of how to build trust and loyalty with their friends. Once the action plan has been decided the class works together to construct the friend zone and inform the school about how and why it has been created.</p>			



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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Extended Lesson 60 mins</p> <p>RELATE. RESPECT. CONNECT. SCHOOL WIDE COMPETITION Use Online Teacher Resource Activity 1, 2</p> <p>OTR-A1, A2</p>	<p>KEY INQUIRY QUESTIONS What actions positively influence the health, safety and wellbeing of my community?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Alcohol and other drugs Personal identity Safety</p>	
<p>CONTENT DESCRIPTOR Practice strategies to help maintain positive online/offline relationships</p> <p>Practice strategies to respond to unsafe or disrespectful situations online/offline</p>	<p>OUTCOMES</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p> <p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>		
<p>RELATE. RESPECT. CONNECT. SCHOOL WIDE COMPETITION. [OTR Activity - 1&2]</p> <p>In this activity, students work together to organise a competition for the whole school to promote respectful relationships.</p> <p>Organise a school wide competition on the topic Relate, Respect, Connect. The competition could be year level based, or whole school. The class advertises the competition, enters it and organizes a way to celebrate the award winners.</p> <p>Students are invited to enter a short story, poem, song, artwork or short film that aims to spread the message of being a good friend.</p> <p>Judges e.g. students, other school staff or parents are invited to be part of it and a shortlist of the best entries is created.</p> <p>All entries are then displayed in the school for some time before a final winner is announced.</p>			