 Relationships – Stage 4

Suggested duration: These learning activities can be used within a variety of units or learning contexts. Activities have been adapted from [Building respectful relationships](http://fusecontent.education.vic.gov.au/03bdca34-62ec-4f30-aca0-8262db67c2db/12483%20DETBuilding%20Respectful%20Relationships.pdf), 2014, VIC.

Prior learning: They examine the influence of people and places on identity and practise skills to establish and manage relationships.

PDHPE outcomes

PD4-3 Investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

What do we want students to know, understand or be able to do?

* Recognise types of relationships and rights and responsibilities required in different relationships.
* Develop an understanding of qualities in relationships.
* Develop communication skills to manage complex situations.
* Demonstrate relationship capacity, problem solving and conflict resolution in a variety of situations.
* Solve problems collaboratively in a movement context.

PDHPE content

| Key Inquiry Questions | Content |
| --- | --- |
| What skills and strategies can be used to manage change, challenges and seek help? | * evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
	+ investigate the changing nature of peer and family relationships as young people become more independent and evaluate strategies they use to manage these changes
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| What skills and strategies can be used to promote inclusivity, equality and respectful relationships? | * describe how rights and responsibilities contribute to respectful relationships
	+ recognise various types of relationships and their role in a person’s life I
	+ describe rights and responsibilities required in different relationships I
	+ discuss the characteristics of respectful relationships, eg empathy, being inclusive, accepting differences I
	+ explore the features of inclusive and equal relationships, eg rights, mutual respect, trust, honesty, support I
	+ discuss how gender stereotypes can have an impact on rights and responsibilities in relationships, eg control of decision-making
* investigate the benefits of relationships and examine their impact on their own and others’ health, safety and wellbeing (ACPPS074) I
	+ examine how culture and relationships with family and peers can influence people’s attitudes, behaviours, decisions and actions in different situations S
	+ analyse how behaviours, actions, and responses to situations can change depending on who they are with
* explore skills and strategies needed to communicate and engage in relationships in respectful ways
	+ practise communication skills that establish and maintain respectful relationships in an online and offline environment and describe how these show respect (or not) for self and others, eg reporting inappropriate behaviour
	+ demonstrate ways to resolve conflict in a range of contexts
	+ practise being respectful, sympathetic and empathetic to different viewpoints and plan alternative ways to respond to others
* discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power
	+ discuss the influence of family, media and peer attitudes to power in relationships
	+ identify behaviours that display the positive use
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| How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity? | * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)
	+ participate in initiative/challenge physical activities designed to develop teamwork, cooperation and problem-solving
	+ adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes
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Skills focus

* Communication – negotiation, assertiveness, refusal skills
* Developing greater control and responsibility of our actions, feelings and behaviours
* Awareness of our rights and responsibilities, influences, values attitudes, strengths and weaknesses

Teaching notes

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

The [resource review flowchart (PDF 276KB)](https://schoolsequella.det.nsw.edu.au/file/661c3ac3-a06c-4e60-bfed-9cbd5ba41a28/1/Resource%20Flowchart%20.pdf) helps you decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. Sample information letters are available on the [PDHPE curriculum website](https://education.nsw.gov.au/curriculum/pdhpe/general-information/parents-and-carers).

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* Making students aware at the beginning of PDHPE lessons that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* Being aware that some parts of PDHPE can be confronting and sensitive for some students.
* Enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [PDHPE curriculum website](https://education.nsw.gov.au/curriculum/pdhpe/general-information/learning-environment).

Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a sound understanding of the following Stage 3 PDHPE content:

* understand actions that support caring and respectful relationships
* conflict resolution.

Learning experiences

Collaborative games

Students work in groups of 8 to participate in a variety of cooperative activities. These may include team building activities or cooperation activities such as human knots or tick tock.

Other examples of cooperative games can be found at:

* The Physical Educator <https://thephysicaleducator.com/game_category/cooperation/>
* Teach Hub <http://www.teachhub.com/6-awesome-cooperative-classroom-games>

Students participate in games over one or two lessons.

After the learning experience ask students to complete the following questions:

* What was the biggest challenge in completing the activities as a group rather than individually?
* What were the positives of working in a group to complete these activities?
* What skills did you call on to work together?
* Did different members of your group have different strengths and skills? How were these identified and used?
* Did you have a particular role in the group? If so what was it and how was it determined?
* Were there any group breakdowns during the activities? If so, how were these resolved?
* What was the best thing about completing the activity and why?

Two Tier approach:

Utilising a two tier approach discuss student responses:

1. Critically discuss question and answers with class with a focus on how groups collaboratively worked together and overcome any barriers.
2. Speed Dating- student’s form two lines discuss their responses, thoughts and feelings about the games with peers. Students rotate through every minute- Peers come back to group and share responses.

Cooperative activities

**Human Knots**

It is always fun to watch our older students work together to solve a problem. This activity is designed to help students work together and problem solve, while at the same time, have fun! There are so many variations to the game.

Students work in groups (between 6-8 people).

They form a large circle and cross arms at the wrist.

Next, they grasp hands with 2 different people across from them.

Students must now work together to try and untangle the knot without letting go of any hands.

Once they have untangled themselves, and are still holding hands, encourage them to lean back, balancing their weight and try to sit down, then stand back up again as a group.

As an added challenge, depending on age, grade or level of confidence, have each of the groups race.

Ticktock

This activity helps students negotiate and work together toward a common goal.

Make a list of tasks on chart paper, assigning a point value for each job. For example: do 25 jumping jacks (5 points); make up a nickname for each member of the class (5 points); get every person in the class to sign a piece of paper (15 points); form a conga line and conga from one end of the room to the other (5 points, 10 bonus points if anyone joins you). Alternatively invite students in groups to create a tasks list.

Make sure you list enough tasks to take up more than 10 minutes.

Students work in groups of five or six. They have 10 minutes to collect as many points as they can by deciding which tasks from the list to perform.

Four Corners

 Begin by explaining to students that this unit of work covers issues that may be sensitive for some people. This means that people are likely to hold opinions and views that not everyone may agree with. However, it is important that the class be safe for everyone and that everyone feels they can contribute freely without fear or embarrassment.

 Place the four continuum cards on the ground using a two-, three- or four-point continuum (strongly agree, agree, disagree, strongly disagree).

Explain to students that you’re going to read out a list of statements and they need to move to the card that most accurately reflects their view.

Statements to read out and to discuss

* Girls have better relationships with their families than do boys.
* One person should take control of things in a friendship or intimate relationship
* Respect is the most importing thing that matters in relationships.
* You can feel close to someone without having an intimate relationship.

 Students are given opportunities to respond to why they have selected their point on the continuum. Allow students opportunities to respond through multiple mediums including written and verbal.

 At the conclusion of the activity ask students reflect on each of the questions and explicitly write an extend response to one of the question. Alternatively, teachers can select a focus question for the lesson to discuss.

Students are given opportunities to feedback their responses through a pair share model.

Building respectful relationships in your squad

 Students are given 2 minutes to complete a quick write (students write down anything they know) to the following question.

* What are some of the key qualities in a respectful relationship?

 OR

* Sentence Starters- Qualities I value in a relationship are……………………………

 Inform students that they are going to be thinking about the qualities required in friendships and relationships.

 Develop flash cards around qualities that are required in a relationship, e.g. respect, freedom, consent, loyalty, love, safe, support. Give students opportunities to add any additional qualities they suggest.

Ask students to place the cards along a continuum in order from most important to least important.

 If you have a set of foam bricks, ask students to build a wall with the bricks, sticking each of the cards onto them and placing the most important qualities on the bottom and the least important qualities on the top. The wall could be made up of four rows of five qualities.

Discuss with students how each brick plays a part in holding the wall up. Liken this to friendships/ relationships.

Take away one of the least important qualities – what difference would this make to the friendship/ relationship?

What would happen to the wall if:

* a partner cheated
* a friend/partner lied
* a friend/partner gossiped
* a friend/partner put you down on Facebook
* a friend/partner posted an unwanted video of you
* a friend/partner supported you
* a friend/partner helped in a difficult situation
* a partner never broke their promises.