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Our relationships

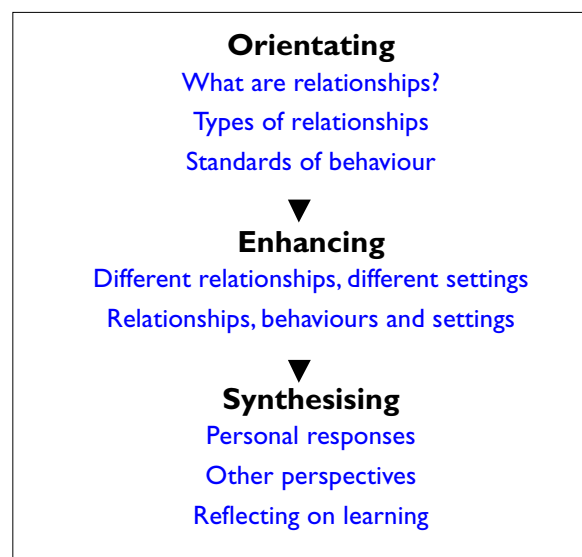
Strand
Enhancing Personal Development

Purpose

Students investigate and reflect upon the relationships they have with different people in their lives. They identify the different types of relationships they have with different people and evaluate standards of behaviour that are appropriate for each of these relationships.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **orientating**, **enhancing** and **synthesising** phases.



Core learning outcome

This module focuses on the following core learning outcome from the Years 1 to 10 Health and Physical Education Syllabus:

Enhancing Personal Development

4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships.

Core content

This module incorporates the following core content from the syllabus:

Enhancing Personal Development

- relationships in families, friendships and groups.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcome identified in this module. Other activities in this module also provide opportunities for teachers to gather evidence about students' demonstrations of the outcome for assessment purposes.

Enhancing Personal Development 4.2

- **Students view a television drama and describe from different perspectives the relationships among characters and the characters' behaviours within these relationships.**
 - Can the student identify different types of relationships among characters in the television drama?
 - Can the student identify the characteristics and qualities of at least one of these relationships?
 - Can the student identify standards of behaviour that are considered appropriate or inappropriate by characters in the drama?
 - Can the student evaluate why specific behaviours are considered appropriate or inappropriate?
- **Students write about a close personal relationship, between real people or fictitious characters, they have either read about or seen on television. They describe the type of relationship, setting and standards of behaviour within the relationship.**
 - Can the student identify a close personal relationship?
 - Can the student identify standards of behaviour in that relationship?
 - Can the student describe consequences of inappropriate standards of behaviour in that relationship?
 - Can the student justify why certain behaviours are considered appropriate or inappropriate in this relationship?

Background information

Relationships

To maintain health, all people need to have stable, responsible and supportive relationships with the people with whom they live, work and socialise. Good relationships, however, do not just occur. They result from:

- mutual respect;
- an awareness of the rights and responsibilities of others;
- consideration for other people’s feelings;
- good communication skills;
- a self-awareness of personal characteristics;
- appropriate standards of behaviour;
- a willingness to work to improve the relationship when needed.

This module provides opportunities for students to investigate different types of relationships and the standards of behaviour expected within them.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

acquaintance	emotions	relationship
appropriate	feelings	responsibilities
behaviour	friendship	rights
communication	gender	setting
culture	inappropriate	standard

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, particularly policies relating to sensitive issues.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- develop and support environments that foster appropriate interpersonal relationships;
- recognise that supportive environments require people to follow appropriate standards of behaviour;
- appreciate that people have a diverse range of relationships that satisfy different needs in different settings.

Students with disabilities or learning difficulties may require some activities to be modified to optimise their participation and their ability to demonstrate the outcome. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

- Barnett, R. et al. 1988, *People Making People: Human Development: An Australian Perspective*, Heinemann Educational Australia, Richmond, Vic.
- Bennett, P. & Kearney, E. 1994, *Never Felt Better! Health and Human Relations in the Junior School*, Rigby Heinemann, Port Melbourne, Vic.
- Davis, N. & Pope, B. 1993, *Not Just Me: Class and Group Activities for Personal Development*, Jacaranda Press, Milton, Qld.
- Dingle, A. 1991, *Alive and Well: Book 1: A Human Relations Textbook*, McGraw-Hill, Sydney.
- Forsey, C. 1994, *Hands Off: The Anti-Violence Guide to Developing Positive Relationships*, West Education Centre, Footscray, Vic.
- Gordon, S. 1995, *The Right to Feel Safe: Empowering Strategies for Children and Adults to Prevent and Interrupt Violence and Abuse: A Protective Behaviours Manual Based on the Original Ideas of the Late Peg Flandreau West*, Mission SA, Adelaide.
- Killick-Jones, S. et al. 1994, *Pathways 1: Choices in Personal Development, Health and Physical Education*, Jacaranda Press, Milton, Qld.
- Lees, R. & Lees, A. 1994, *Personal Development, Health and Physical Education: Book 2: Teacher Resource Book*, McGraw-Hill, Sydney.
- McGrath, H. & Francey, S. 1991, *Friendly Kids Friendly Classrooms: Teaching Social Skills and Confidence in the Classroom*, Longman Cheshire Australia, Melbourne.
- New South Wales Board of Studies 1993, *Interpersonal Relationships: Content Strand 4: Years 7–10 Teaching Kit*, North Sydney, NSW.
- Pickup, M., Sunderland, G. & Carson, G. 1993, *In Great Shape! 1*, Heinemann Education, Port Melbourne, Vic.

Activities

It is recommended that students keep a personal journal in which to record their reflections on activities in which they participate.

Orientating

WHAT ARE RELATIONSHIPS?

Exploring and defining the term 'relationship'

► Students write a list of forty or more people they know and cut the list up so that individual names are on separate pieces of paper. They then group names in different ways and explain their reasons for grouping them in particular ways. Students glue the names into their journal for later reference.

Focus questions could include:

- How can you group the names of the people you have listed?
- Why did you group them that way?
- What other ways could you have grouped them?

Teaching consideration

Names could be grouped according to the relationships students have with the people listed, such as family, friends and acquaintances, or alternatively by age, gender or culture.

► Students identify places or settings in which they interact with people. They list and discuss these in terms of the types of relationships they may have with people they meet within these settings.

Focus questions could include:

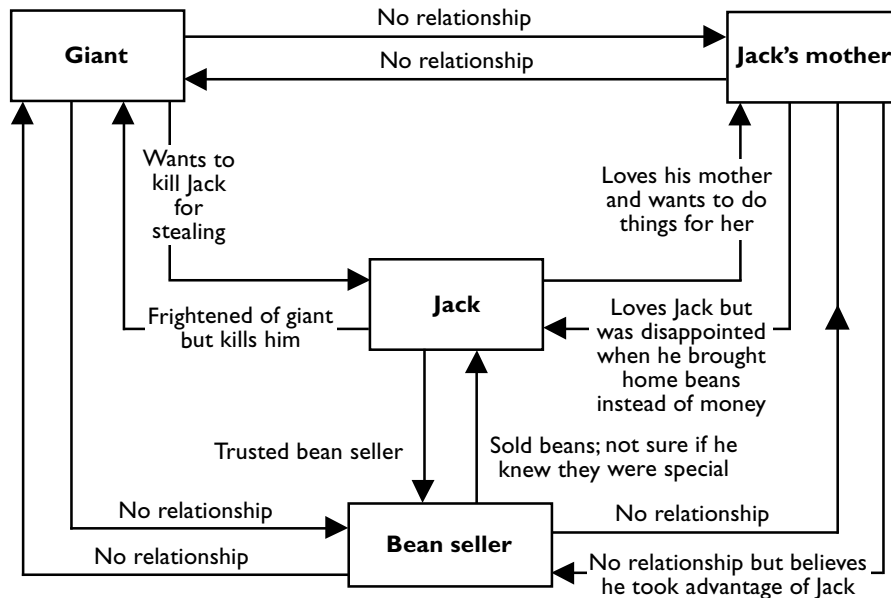
- Where do you meet people?
- Do you have the same type of relationship with all the people you meet in these places? Why?

Teaching considerations

It is important not to judge the various relationships students may have with different people in their communities.

Settings may include home, school, church, community hall, neighbourhood, shopping centre and sporting club.

► Students discuss a well-known children’s story, such as ‘Jack and the Beanstalk’, or a television program and identify the characters and their relationships in the story/program. With teacher assistance, they create a literary sociogram for the story/program to illustrate the relationships among the characters. Students explain and compare sociograms.



Literary sociogram of Jack and the Beanstalk

Teaching considerations

Make students familiar with what sociograms are and how to use them to analyse relationships within texts, television programs or videoclips.

Obtain parental permission before allowing students to watch certain television programs, if necessary.

► Students individually reflect on activities completed so far to define the term ‘relationship’. They share this with a friend and compose a joint definition. They write these definitions on a poster and discuss them with the class. Students group definitions that are similar and discuss why some incorporate different concepts and ideas.

Teaching considerations

Consider developing group and/or class definitions.

Students could complete a plus-minus-interesting (PMI) report on another pair’s definition.

Allow students to use a dictionary and/or thesaurus after they have exhausted their own ideas.

TYPES OF RELATIONSHIPS

Identifying different types of relationships

► Students brainstorm different types of relationships they know of, either through personal experience or through the media. Individually or in pairs they write what they perceive to be the characteristics or qualities of each of these types of relationships — for example:

Type of relationship	Characteristics
close relationship	loving, caring, respectful, considerate, know the things each likes to do
distant relationship	respectful, friendly, do not know each other very well

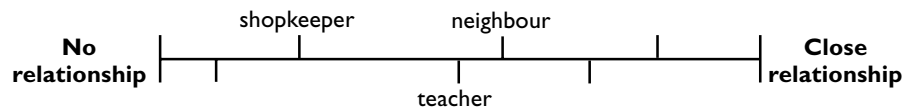
Students compare and discuss their descriptions.

Teaching considerations

Students may describe relationships in many different ways. What a relationship is called (for example, close) is not the focus of this activity. It is more important that students can describe a type of relationship in terms of its characteristics and qualities and can later justify these descriptions.

The characteristics and qualities identified by students may overlap and even be the same depending on each student’s individual circumstances. Support and accept all student responses.

► Students draw a continuum showing degrees of relationships as illustrated below. At one end of the continuum they write ‘No relationship’ and, at the other, ‘Close relationship’. Between these two points they indicate the type of relationship they have with different people. Examples of people they could place on the continuum include parent, butcher, brother, teacher, doctor, principal, mayor, coach, neighbour, shopkeeper, Elder and police officer.



Relationship continuum

Focus questions could include:

- Why did you place _____ toward the ‘No relationship’ end of the continuum?
- What is it about the people at one end of the continuum that make their relationships with you different from those at the other end?
- Is there anything distinctive about the people at either end of the continuum such as their age or gender?
- How do you behave with people at different points along the continuum? Is there a difference in your behaviour? Why?

STANDARDS OF BEHAVIOUR

Identifying different standards of behaviour in various settings

- ▶ Students explain what the term ‘behaviour’ means. They recall situations from a variety of settings, such as school or home, when they have heard the term being used and describe positive and negative examples of its use.
- ▶ Students use a dictionary to find the meaning of the term ‘standard’ as it applies to behaviour. In groups, students define the term ‘standards of behaviour’ and share these definitions with the class. They suggest other instances when the term ‘standard’ is used to define things that are socially desirable or acceptable — for example, dress standard.
- ▶ Students role-play situations that reflect various standards of behaviour. They describe the situations to the teacher before preparing the role-play to ensure they are appropriate for the activity.

Teaching consideration

Indicate clearly when students are in or out of role and debrief students after all role-plays.

Enhancing

DIFFERENT RELATIONSHIPS, DIFFERENT SETTINGS

Exploring whether people have different relationships in different settings



- ▶ Students use Resource Sheet 1 to identify the types of relationships they have with people in different settings. They also write phrases describing the types of relationships they predominantly have with people in each place/setting (see example below).

Focus questions could include:

- In what setting are your closest relationships?
- Who else has their closest relationships in this setting? Why?
- In what other settings do you have close relationships?

Place/Setting	People	Type of relationship
Home (example only)	Mum	• very close; like to spend time together; we care for each other
	Jim (brother)	• close; we wrestle and argue sometimes but we get along most of the time; I trust him because he is my brother
	Sarah (cousin)	• not very close as I don't see her very often; she is staying with us for a holiday; friends
School (example only)		

Teaching consideration

The setting does not always indicate a particular type/level of relationship. Encourage students to investigate different relationships in the same setting — for example, in a school setting students may have different types of relationships with the groundskeeper, teacher, teacher aide and principal.

► Using the names on the continuum developed earlier, students identify with which people they would discuss each of the following issues and why:

- arguing between family members;
- the death of a pet;
- seeing a friend stealing;
- feeling unwell at school;
- being offered a cigarette by a friend;
- their shoe size;
- the weather forecast for tomorrow;
- the cricket score.

Teaching considerations

Be aware of the individual circumstances of students when choosing to discuss particular scenarios.

Always discuss sensitive scenarios, such as family conflict, in the third person. Scenarios should not reflect the personal situation of any student. Ensure students understand this before the activity.

Relate any discussion in this activity to the type of relationship between the people involved and how the type of relationship affects what people talk about and share with each other.

RELATIONSHIPS, BEHAVIOURS AND SETTINGS

Investigating how people can have different relationships and display different behaviours in different settings



► Students use the list of the places/settings developed for Resource Sheet 1 to describe behaviours that are appropriate and inappropriate in each. They form groups to discuss their views. Students determine reasons why there is usually a fair degree of consistency as to how people are expected to behave in many settings, such as school, church and sporting teams. They write what they believe to be appropriate standards of behaviour for each setting, why these are expected and who expects them.

► Students consider how people they know in each of these places/settings respond to appropriate and inappropriate behaviour. They suggest how their relationship with these people may change if they behaved unacceptably once or frequently.

Teaching consideration

Highlight for students that what is considered acceptable and unacceptable behaviour may vary from different people's perspectives.

- ▶ Students write possible responses to situations in which people who are close to them may significantly change their usually acceptable behaviour — for example:
 - for no reason, their best friend starts to tell other people that they are a liar and a cheat;
 - a coach starts to yell at a player often.
- ▶ Students discuss other situations when they have seen people demonstrate uncharacteristic and inappropriate behaviour and the consequences of that behaviour.

Teaching consideration

Explain to students that, in some situations, two different people might have different perspectives as to what is appropriate and inappropriate behaviour and this may lead to conflict.

Synthesising

PERSONAL RESPONSES

Responding to behaviours in relationships



- ▶ Students write a letter that describes the emotions a person may feel when someone displays an inappropriate standard of behaviour in their presence. The letter is in response to a fictitious situation, such as one of the scenarios described on Resource Sheet 2, or a scenario developed by the teacher or students.
- ▶ Students reflect on a close relationship portrayed in a television program or a book. In their journals or workbooks, they record their responses to the following questions from the point of view of one of the characters in the relationship:
 - How important is this relationship to you?
 - What do each of you contribute to the relationship?
 - Is there anything about the relationship that you would like to change? If so, what?
 - What standards of behaviour do each of you maintain in the relationship? Why?
 - How would your relationship alter if these standards of behaviour changed for the worse?

OTHER PERSPECTIVES

Exploring other perspectives to relationships and behaviours

- ▶ Students develop a small group presentation that dramatises how standards of behaviour can influence relationships. Other students evaluate the messages of the dramatisation.
- ▶ Students view a television drama that is appropriate for their age group and write an account of a situation in the drama from two different perspectives. Each perspective must focus on the setting, the relationship between the characters and the appropriateness of behaviours within the relationship.

Teaching considerations

Students could write from the perspectives of characters of a different age group, culture or gender.

Use stories from children's literature as an alternative stimulus for this activity.

Have students consider why people may view the same situation differently. This could include consideration of gender, culture, beliefs, age and previous experience.

REFLECTING ON LEARNING

Reflecting on what has been learnt and the process of learning

- ▶ Students discuss as a whole class:
 - what they have learnt during the module;
 - what else they could have learnt;
 - what they enjoyed about their learning;
 - what could have been improved in the learning process;
 - who else could have helped them with their learning.

Different relationships, different settings



Complete the table below by identifying people you interact with in each of the settings listed. Describe the type of relationship you have with these people. Add some other settings with which you are familiar to the list. Discuss your table with other students and the teacher.

Place/Setting	People	Type of relationship
Home		
School		
Sporting club/ team		
Church		

Responding with a letter



Write a letter in response to one of the following scenarios or one of your own. In your letter mention relationships, the setting and appropriate standards of behaviour.

1. During a game of football a player on your team deliberately and violently attacks an opposing player. Write a letter to the player from your perspective describing your emotions and thoughts. Alternatively, write from the perspective of the team coach, a spectator or a member of the opposing team.
2. You are attending a church service when a group of people run in from outside and start yelling at the congregation. Write a letter to the leader of this group from your perspective as a member of the congregation or from the minister's perspective.
3. Your close school friend returns to class after lunch very angry and agitated. He/she starts arguing with everyone and being uncooperative. Write a letter to this person from your perspective or the perspective of the teacher, a parent helper in the room or another student.
4. A friend attending a party at your home is rude to your parents and other party guests. Write a letter to this person from your perspective or the perspective of your parents or other party guests.
5. You are completing a test when you notice another student cheating. Write a letter to this person from your perspective or the teacher's perspective.
6. You are shopping with a friend. After leaving a shop your friend tells you he/she has just stolen something from it. Write a letter to this friend from your perspective, the perspective of the shopkeeper or the perspective of your friend's parents.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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