

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?


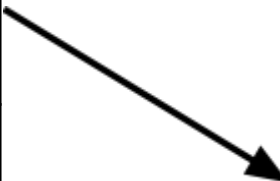






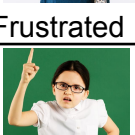
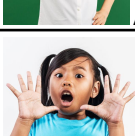
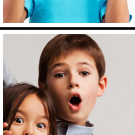


2) Identify the different emotions in the table on the next page.



3) 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 |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------|
|  Happy |  | Family member in hospital |
|  Confused | | Getting a surprise |
|  Worried | | Trying to answer a really hard question at school |
|  Proud | | Pet passes away |
|  Surprised | | Struggling to tie your shoelaces for the first time |
|  Sad | | Your friend breaks your favourite toy |
|  Frustrated | | Playing games at a birthday party |
|  Angry | | Win an award at school |
|  Scared | | See a huge spider on the wall |
|  Excited | | Going to a party |

Images used from [NSW Department of Education Child Protection Resources](#)

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.



- 2) 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. |  Excited | My team - |
| Getting an award at school. |  Proud | My teacher - |
| Hurting my knee badly in the playground. |  Sad | My friends - |
| I don't get to play with my toy. |  Angry | My mum or dad - |

Images used from [NSW Department of Education Child Protection Resources](#)

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:



- 2) Brainstorm a list of their own strengths.



3) 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 |
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