

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Friends, Feelings and Respect - Year 1

Table of Contents	
Presentations: Friends, Feelings and Respect — Lessons 1-10	
Teacher guide: lessons, game criteria and assessment	
Classroom display: Key ideas	
Classroom display: Listening worked example	
Activity: Fictional case cards	
Game: Choose, explain and check	
Worksheet 1: Respect looks like actions	
Worksheet 2: Situations and feelings	
Worksheet 3: Different responses	
Worksheet 4: Listen and ask	
Worksheet 5: Join and include	
Worksheet 6: Repair with help	
Worksheet 7: Relationship assessment	
Worksheet 8: Reflect on choices	
Worksheet 9: Two respectful ways to respond (Optional)	
Worksheet 10: A friendship toolkit to share (Optional)	
Quiz: Friends, Feelings and Respect	
Assessment: Feelings and respectful choices	
Rubric: Friends, Feelings and Respect	



Teacher overview – Year 1 – 1 of 2

Friends, Feelings and Respect teaches respectful relationship actions and how situations can influence emotional responses. Use fictional cases so children can practise without sharing private experiences.

ROUTE: Eight core lessons, each about 50 minutes. Lessons 9–10 are optional extra practice and a toolkit activity. Finish essential teaching and assessment within lessons 1–8. Use one complete numbered lesson file per lesson; every file has its own opening and closing.

PREPARATION: Display D1–D2; make C1 case cards and G1 character cards/mat available. Gather paper, pens and optional puppets. A large counter or pointing can follow the mat. Read the cases aloud. Provide W01–W10 as needed; red pages show sample reasoning for teachers.

TEACHING: Notice an event, ask about wishes, compare plausible feelings, explain a case-linked reason, apply a respectful action and reflect on its effect. A request permits a real answer. Encourage sharing, eye contact, touching or immediate reconciliation.

ASSESSMENT: Practise using W07, then use the new Rae/Kit pen case on A1. Collect two plausible feelings with reasons, a demonstrated strategy, an explanation of its effect and a safe limit. Use R1. Complete any remaining observations in core lesson 8. The quiz supplements practical evidence.

Teacher overview – Year 1 – 2 of 2

ACCESS: Speech, pictures, devices, gestures, drawing, writing and adult scribing can show the same learning. Offer wait time, fewer choices or private/puppet practice. A child may pass. Seek trusted-adult support for unsafe or repeated harmful actions.

SOURCE: Teaching ideas are based on ACARA, Health and Physical Education, Years 1–2 (australiancurriculum.edu.au). Resource illustrations are original fictional artwork. No official source image is reproduced.

PREVIEW

Ten separate presentation files – 1 of 2

Lesson 1: Respect looks like actions — CORE

File: Friends, Feelings and Respect - Year 1 - Lesson 01 - Presentation.pptx

Lesson 2: Situations and feelings — CORE

File: Friends, Feelings and Respect - Year 1 - Lesson 02 - Presentation.pptx

Lesson 3: Different responses — CORE

File: Friends, Feelings and Respect - Year 1 - Lesson 03 - Presentation.pptx

Lesson 4: Listen and ask — CORE

File: Friends, Feelings and Respect - Year 1 - Lesson 04 - Presentation.pptx

Lesson 5: Join and include — CORE

File: Friends, Feelings and Respect - Year 1 - Lesson 05 - Presentation.pptx

Lesson 6: Repair with help — CORE

File: Friends, Feelings and Respect - Year 1 - Lesson 06 - Presentation.pptx

Lesson 7: Relationship assessment — CORE

File: Friends, Feelings and Respect - Year 1 - Lesson 07 - Presentation.pptx

Lesson 8: Reflect on choices — CORE

File: Friends, Feelings and Respect - Year 1 - Lesson 08 - Presentation.pptx

Lesson 9: Ten respectful ways to respond — OPTIONAL

File: Friends, Feelings and Respect - Year 1 - Lesson 09 - Presentation.pptx

Lesson 10: A friendship toolkit to share — OPTIONAL

File: Friends, Feelings and Respect - Year 1 - Lesson 10 - Presentation.pptx

Ten separate presentation files – 2 of 2

Each lesson file contains 11 slides: opening, nine teaching/activity/reflection slides, and closing. Total lesson slides: 110. The separate quiz contains 24 slides and ten question/answer pairs. Start with lesson 01 and continue in order. Optional files 09–10 extend learning already taught and assessed in the core.

PREVIEW



Lesson I – Respect looks like actions – I of 2

CORE LESSON — about 50 minutes.

I can name actions that show respect.

Resources: D1, C1, W01 and its sample answer. Open lesson 01 presentation.

Look for: Names at least two observable actions, such as waiting, asking, listening or agreeing a fair turn.

5 min — Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min — Explicit teaching: Use slides 4–6. Read C01. Think aloud: 'I want the pen. Jai is still using it. I can ask and listen.' Use C02 to model a fair turn without demanding immediate sharing.

15 min — Rehearsal: Use slide 7. Practise the stated activity with fictional characters, a puppet, pictures or a partner. Ask for a reason and model waiting for a response.

10 min — Application: Use slide 8 and the named learning record. Ask the learner to apply the action or explanation to the case. Provide access support without supplying the reasoning.



Lesson I – Respect looks like actions – 2 of 2

5 min – Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min – Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Offer two action choices, point to a picture or let a child dictate. Handwriting and eye contact are not criteria.

Challenge: Ask why grabbing the pen would affect the other characters. Then compare two fair choices.

Safety: Use made-up characters. No personal disclosure, required touch or forced eye contact. Respect a refusal and allow space. Ask a trusted adult for unsafe or repeated harmful actions.

PREVIEW

Lesson 2 – Situations and feelings – I of 2

CORE LESSON — about 50 minutes.

I can connect a situation with a possible feeling.

Resources: D1, C1, W02 and its sample answer. Open lesson 02 presentation.

Look for: Names a plausible feeling and explains it using a detail from the fictional situation.

5 min — Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min — Explicit teaching: Use slides 4–6. Compare C03's unstated assumption with C04's invitation. Model 'Eli might feel left out because nobody asked' and 'Eli might feel welcome after a choice'. Feelings may differ.

15 min — Rehearsal: Use slide 7. Practise the stated activity with fictional characters, a puppet, pictures or a partner. Ask for a reason and model waiting for a response.

10 min — Application: Use slide 8 and the named learning record. Ask the learner to apply the activity or explanation to the case. Provide access support without supplying the reasoning.

Lesson 2 – Situations and feelings – 2 of 2

5 min – Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min – Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Read scenes aloud. Offer two feeling pictures without forcing a choice.

Accept pointing, gesture or scribed reasons.

Challenge: Offer another plausible feeling for the same scene and explain why checking matters.

Safety: Use made-up characters. No personal disclosure, required touch or forced eye contact. Respect a refusal and allow space. Ask a trusted adult for unsafe or repeated harmful actions.

PREVIEW



Lesson 3 – Different responses – 1 of 2

CORE LESSON — about 50 minutes.

I can explain two possible feelings in one situation.

Resources: D1, C1, W03 and its sample answer. Open lesson 03 presentation.

Look for: Offers two plausible emotional responses linked to losing the game and recognises that preferences for support can differ.

5 min — Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min — Explicit teaching: Use slides 4–6. Model disappointment at losing and relief that a difficult game is over. Ask what the story tells us: LB asks for space. Use that stated need rather than deciding from the facts.

15 min — Rehearsal: Use slide 7. Practise the stated activity with fictional characters, a puppet, pictures or a partner. Ask for a reason and model waiting for a response.

10 min — Application: Use slide 8 and the named learning record. Ask the learner to apply the activity or explanation to the case. Provide access support without supplying the reasoning.

Lesson 3 – Different responses – 2 of 2

5 min – Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min – Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Use feeling choices and 'might ... because ...' oral rehearsal. Allow communication boards, private explanation or adult scribing.

Challenge: Separate a feeling from an action, such as 'angry' versus 'hitting the game'. Explain a safe alternative.

Safety: Use made-up characters. No personal disclosure, required touch or forced eye contact. Respect a refusal and allow space. Ask a trusted adult for unsafe or repeated harmful actions.

PREVIEW

Lesson 4 – Listen and ask – 1 of 2

CORE LESSON – about 50 minutes.

I can let someone finish and check what they mean.

Resources: D2, C1, W04 and its sample answer. Open lesson 04 presentation.

Look for: Demonstrates waiting for a message and a relevant checking question without compulsory eye contact.

5 min – Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min – Explicit teaching: Use slides 4–6. Use the story of Sam Sam acknowledges interrupting, waits, then checks 'Did you mean we should add a tree?' Explain that listening can look different and communication may take time.

15 min – Rehearsal: Use slide 7. Practise the stated activity with fictional characters, a puppet, pictures or a partner. Ask for a reason and model waiting for a response.

10 min – Application: Use slide 8 and the named learning record. Ask the learner to apply the activity or explanation to the case. Provide access support without supplying the reasoning.

Lesson 4 – Listen and ask – 2 of 2

5 min – Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min – Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Use a prepared picture/word message and a checking sentence. Allow extra wait time and accessible attention.

Challenge: Compare repeating the words with checking the intended meaning. Ask a useful question when unsure.

Safety: Use made-up characters. No personal disclosure, required touch or forced eye contact. Respect a refusal and allow space. Ask a trusted adult for unsafe or repeated harmful actions.

PREVIEW

Lesson 5 – Join and include – I of 2

CORE LESSON – about 50 minutes.

I can offer an invitation with a real choice.

Resources: D1, C1, W05 and its sample answer. Open lesson 05 presentation.

Look for: Invites the fictional character, makes a feasible access choice and accepts refusal or watching without pressure.

5 min – Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min – Explicit teaching: Use slides 4–6. Model a group learning room, showing materials and asking 'Would you like to join or watch?' Wait for Eli's communication. Model accepting 'not now' and leaving the invitation open.

15 min – Rehearsal: Use slide 7. Practise the stated activity with fictional characters, a puppet, pictures or a partner. Ask for a reason and model waiting for a response.

10 min – Application: Use slide 8 and the named learning record. Ask the learner to apply the activity or explanation to the case. Provide access support without supplying the reasoning.

Lesson 5 – Join and include – 2 of 2

5 min – Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min – Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Use invitation/response picture choices, pause long enough for a device or gesture and use puppets if pairing is uncomfortable.

Challenge: Ask what barrier could be changed, such as clearer instructions, room at the table or another way to take a turn.

Safety: Use made-up characters. No personal disclosure, required touch or forced eye contact. Respect a refusal and allow space. Ask a trusted adult for unsafe or repeated harmful actions.

PREVIEW

Lesson 6 – Repair with help – 1 of 2

CORE LESSON — about 50 minutes.

I can choose a repair and know when to seek adult help.

Resources: C1, G1, W06 and its sample answer. Open lesson 06 presentation.

Look for: Matches a repair to the fictional effect, changes the action and identifies an adult-help option for unsafe or repeated harm.

5 min — Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min — Explicit teaching: Use slides 4–6. Use Sam's interruption to model acknowledging the effect and waiting. Use the pen case to model stopping grabbing, returning the pen and asking. Explain that a person may still need space.

15 min — Rehearsal: Use slide 7. Practise the stated activity with fictional characters, a puppet, pictures or a partner. Ask for a reason and model waiting for a response.

10 min — Application: Use slide 8 and the named learning record. Ask the learner to apply the action or explanation to the case. Provide access support without supplying the reasoning.

Lesson 6 – Repair with help – 2 of 2

5 min — Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min — Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Offer two repair cards and an adult-help option. Allow puppet demonstration and scribed reason.

Challenge: Explain why saying sorry without changing the action may have the problem. Distinguish ordinary disagreement from repeated/unsafe harm without enacting it.

Safety: Use made-up characters. No personal disclosure, required touch or forced eye contact. Respect a refusal and allow space to a trusted adult for unsafe or repeated harmful actions.

PREVIEW

Lesson 7 – Relationship assessment – I of 2

CORE LESSON — about 50 minutes.

I can explain possible feelings and demonstrate a respectful strategy.

Resources: W07 and sample answer, A1 pages 1–2, R1 rubric. Open lesson 07 presentation.

Look for: In a fresh case, gives two plausible feelings with reasons, demonstrates a suited strategy and explains its effect and a safe limit.

5 min — Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min — Explicit teaching: Use slides 4–6. Rehearsal using the familiar interrupted-idea example on W07. Separate this example from independent A1 transfer tasks. Read the new assessment case aloud without supplying feelings or a strategy.

15 min — Rehearsal: Use slide 7. Practice the stated activity with fictional characters, a puppet, picture or a partner. Ask for a reason and model waiting for a response.

10 min — Application: Use slide 8 and the named learning record. After W07 practice, use the NEW A1 case for independent explanation and demonstration. Do not supply the practice answer as a required response.

Lesson 7 – Relationship assessment – 2 of 2

5 min – Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min – Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Offer neutral feeling pictures and recording support. Ask the same open prompts. A device, drawing, gesture, scribing or puppet demonstration may show the same learning.

Challenge: Compare a second safe strategy and identify when a consult or space is needed. Do not add handwriting demands.

Safety: Use made-up characters. No personal disclosure, required touch or forced eye contact. Respect a refusal and allow space to a trusted adult for unsafe or repeated harmful actions.

PREVIEW



Lesson 8 – Reflect on choices – 1 of 2

CORE LESSON — about 50 minutes.

I can compare respectful choices and explain which might help.

Resources: C1, W08 and sample answer, A1 follow-up and R1 as needed. Open lesson 08 presentation.

Look for: Transfers learning to a changed case, explains a suited strategy and notes that another person may prefer a different response.

5 min — Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min — Explicit teaching: Use slides 4–6. Compare waiting nearby versus asking teacher support after losing a game. Neither demands talking. Use a changed pen-case transfer to check individual reasons and complete any remaining core evidence.

15 min — Rehearsal: Use slide 7. Pretend the stated activity with fictional characters, a puppet, picture or a partner. Ask for a reason and model waiting for a response.

10 min — Application: Use slide 8 and the named learning record. Compare safe choices on W08; collect any remaining A1 observations so core assessment closes here.

Lesson 8 – Reflect on choices – 2 of 2

5 min – Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min – Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Use two visible strategy choices, shared oral rehearsal and teacher conference. Confirm meaning rather than scoring the communication mode.

Challenge: Explain a limitation of one choice, then suggest that another is unhelpful or unsafe.

Safety: Use made-up characters. No personal disclosure, required touch or forced eye contact. Respect a refusal and allow space. Ask a trusted adult for unsafe or repeated harmful actions.

PREVIEW

Lesson 9 – Two respectful ways to respond (Optional) – 1 of 2

OPTIONAL EXTENSION — core assessment is already complete.

I can compare two already-taught responses with a reason.

Resources: C1, G1, W09 and sample answer (optional). Open lesson 09 presentation.

Look for: Optional reinforcement only: connects a respectful strategy to the situation and a possible feeling.

5 min — Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min — Explicit teaching: Use slides 4–6. Revisit the case per case. Model agreeing a turn versus choosing another pen. Use puppets to show the two options without introducing a required new concept.

15 min — Rehearsal: Use slide 7. Practise the stated activity with fictional characters, a puppet, pictures or a partner. Ask for a reason and model waiting for a response.

10 min — Application: Use slide 8 and the named learning record. Ask the learner to apply the action or explanation to the case. Provide access support without supplying the reasoning.

Lesson 9 – Two respectful ways to respond (Optional) – 2 of 2

5 min — Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min — Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Choose between two known picture responses, point or narrate while an adult moves a puppet.

Challenge: Change one detail, such as the pen still being in use, and explain how that affects the preference.

Safety: Use made-up characters. No personal disclosure, required touch or forced eye contact. Respect a refusal and allow space. Ask a trusted adult for unsafe or repeated harmful actions.

PREVIEW

Lesson 10 – A friendship toolkit to share (Optional) – 1 of 2

OPTIONAL EXTENSION — core assessment is already complete.

I can make a clear reminder with an action and a reason.

Resources: D1, D2, C1, W10 and sample answer (optional). Open lesson 10 presentation.

Look for: Optional reinforcement only: makes or explains a useful reminder for a fictional character without private disclosure.

5 min — Recall: Read the learning focus and case on slides 2–3. Ask what happened and what still needs checking.

10 min — Explicit teaching: Use slides 4–6. Model 'Let a person finish so you can understand the idea' using Sam and Noel. Show how a picture plus a brief spoken message can be a toolkit.

15 min — Rehearsal: Use slide 7. Provide the stated activity with fictional characters, a puppet, picture and a partner. Ask for a reason and model waiting for a response.

10 min — Application: Use slide 8 and the named learning record. Ask the learner to apply the action or explanation to the case. Provide access support without supplying the reasoning.

Lesson 10 – A friendship toolkit to share (Optional) – 2 of 2

5 min – Feedback: Use slide 9. Check the action and reason against the case. Invite a second plausible answer and correct one specific misunderstanding.

5 min – Reflection: Use slide 10. Ask what changed, why the choice helped and when support is needed. Close with slide 11.

Support: Offer an action picture and a reason choice. Let pupils select, dictate, draw or explain the reminder.

Challenge: Test a reminder on a different known case and explain whether it still helps.

Safety: Use made-up characters. No personal disclosure. No required touch or forced eye contact. Respect a refusal and allow space. Ask trusted adult for unsafe or repeated harmful actions.

PREVIEW

Cooperative game – teacher criteria – I of 2

Use G1 rules, six-stop mat and challenge cards with C1. There is no race or winner. One turn uses every stop: Notice → Ask → Compare → Explain → Apply → Reflect. Take turns or point; a child may pass or use a puppet/device. Accept different case-linked feelings and safe actions.

Check the player names a relevant detail, suggests a plausible feeling, gives a reason, demonstrates a respectful choice and explains its effect or limit. Ask the kind question. Teach a safer alternative if a choice ignores a boundary.

C01 — One blue pen: State the need and ask whether the pen is shared or agree a fair turn. Do not grab it.

C02 — A fair turn: Accept still using it, agree a turn in both accept, or choose another pen. A request does not require immediate sharing.

C03 — A quiet wish: Silas does not tell the whole story. Ask whether Eli would like to join and allow a word, gesture or picture choice.

C04 — An open invitation: Offer access and wait for a response. Accept joining, watching or declining without pressure.

C05 — An interrupted idea: Pause and give Noor time to finish. Attend in an accessible way and check the message.

Cooperative game – teacher criteria – 2 of 2

C06 — Time to finish: Acknowledge the interruption, change the action, then ask a relevant checking question. Eye contact is optional.

C07 — After the game: Sad, disappointed, frustrated or another plausible feeling with a case-linked reason. Do not infer one compulsory feeling.

C08 — Space and support: Respect the request for space, offer safe choices and adult support as needed. Do not force talking or immediate reconciliation.

Do not award points for confidence, speed, neatness or eye contact. Give feedback on the learning. The sample worked turn is an example, it does not make one feeling the only correct answer.

PREVIEW

Assessment – teacher administration – 1 of 2

Use A1 pages 1–2 with R1 after practice in lessons 1–6. W07 is practice; the new Rae/Kit case on A1 checks application. Complete core observations by the end of lesson 8. Optional lessons add no essential assessment.

Read the new pen case aloud. Let the learner name what is happening, explain two possible feelings with a relevant reason for each, then choose and demonstrate a respectful strategy with a puppet or other accessible method. Ask how it helps and when space or adult help could be needed.

Possible evidence: Rae might feel frustrated because the drawing is unfinished; Kit might feel hopeful because a teacher can help agree a turn. Other plausible feelings/reasons fit. Asking, agreeing a turn, both concepts, choosing another pen or seeking teacher support can fit. Do not require immediate sharing or a single scripted answer.

Use the changed losing game card to check transfer: ask which feeling might fit, what detail supports it and how a request for space changes the support choice. Record the words/feelings and support used in Teacher observation. Do not score handwriting, eye contact, confidence or device use.

Assessment – teacher administration – 2 of 2

Apply the four R1 dimensions: feelings and situation; evidence from the case; respectful strategy; reflection and help. Sound understanding includes two plausible reasons and a suited demonstrated safe strategy. Transfer includes justified change when case details vary.

If evidence is incomplete, reteach the specific concept and offer another fictional demonstration during core lesson 8. Never ask children to disclose or resolve a private relationship problem in front of peers.

PREVIEW



Friends, Feelings and Respect



Key ideas • Year 1



Respect

Treat people with care.



Empathy

Try to understand another person's feelings.



Feeling

What someone experiences inside.



Cooperation

Work together.



Fairness

Give people a fair chance.



Expression

Show or communicate a feeling.



Ask and listen.

People can respond in different ways.



How we explain our evidence

A listening example

Question

What could listening respectfully look like?



What we notice

Sam waits for Noor to finish. Sam asks, "Did you mean add a tree?"



Our explanation

Sam gives time and checks the idea. Eye contact is optional.



Final reminder:

Words, gestures, pictures and devices can carry a message.

Fictional case cards 1

C01 One blue pen

Jai is drawing with the blue pen.
Casey would like a turn.



What could Casey ask?

C02 A fair turn

Jai says, 'I am still using it.'
Casey pauses and asks about a turn.



What fair choice could help?

C03 A quiet wish

Eli watches the group. The group
thinks Eli wants to join.



What do we still need to ask?

C04 An open invitation

The group asks, 'Would you like to join
or watch?' Eli can choose.



How does the group show respect?

Fictional case cards 2

C05 An interrupted idea

Noor is sharing an idea. Sam starts speaking before Noor has finished.



What could Sam change?

C06 Time to finish

Sam says, 'I interrupted you. Please finish.' Sam waits.



How could Sam check understanding?

C07 After the game

Bo loses a board game. Bo says, 'I need some space.'



How might Bo feel?

C08 Space and support

Luca says, 'Okay. I can wait nearby or ask our teacher for help.'



What could help Bo?

Choose, explain and check



Cooperative game • 2–4 players

You need: case cards, challenge cards and the six-stop mat. Use a large counter or point.



Rules:

- 1 Take turns choosing a challenge card.
 - 2 Travel through all six stops at your own pace.
 - 3 Explain a feeling and a respectful choice. A partner asks one kind question.
 - 4 Check the teacher's criteria. Then pass the turn.
- ! There is no one winner. You can speak, point, use a device or ask an adult to write.



Example: Challenge 1, C01



Casey might feel impatient because Jai is still drawing. Casey asks for a turn and waits for the answer.



Use fictional characters. Everyone may pass or use a puppet. Ask an adult if you feel unsafe.



Our six-stop discussion mat



One turn uses all six stops. Move a counter or point. Take the time you need.

Challenge cards

1

C01: What could Casey ask about the blue pen?



2

C02: Compare waiting for a turn and choosing another pen.



3

C03: What do we still need to ask Eli?



4

C04: Show an invitation and response to 'not now'.



5

C05: What could respectful listening look like?



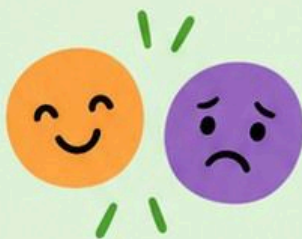
6

C06: Show a repair that changes the action.



7

C07: Give two possible feelings and a reason for each.



8

C08: Why might Bo need a different calming choice?



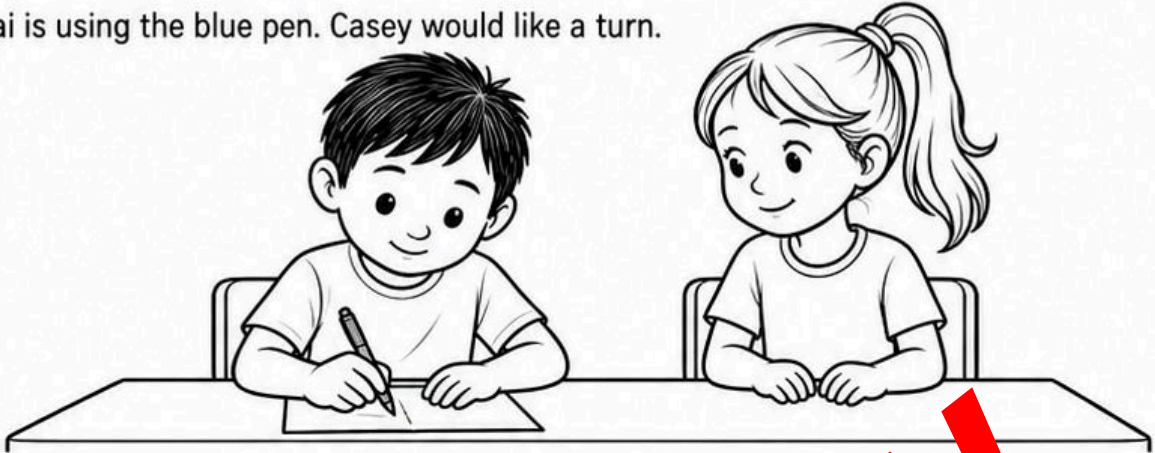
Choose a card, then use all six steps. Check the teacher's criteria.

Respect looks like actions

Year 1

Name: _____

C01–C02: Jai is using the blue pen. Casey would like a turn.



Notice

What does each child want? Draw, say or write.

Respectful actions

Show two actions Casey could do.

Explain

How could one action help Jai?

Other fair choices may also fit.

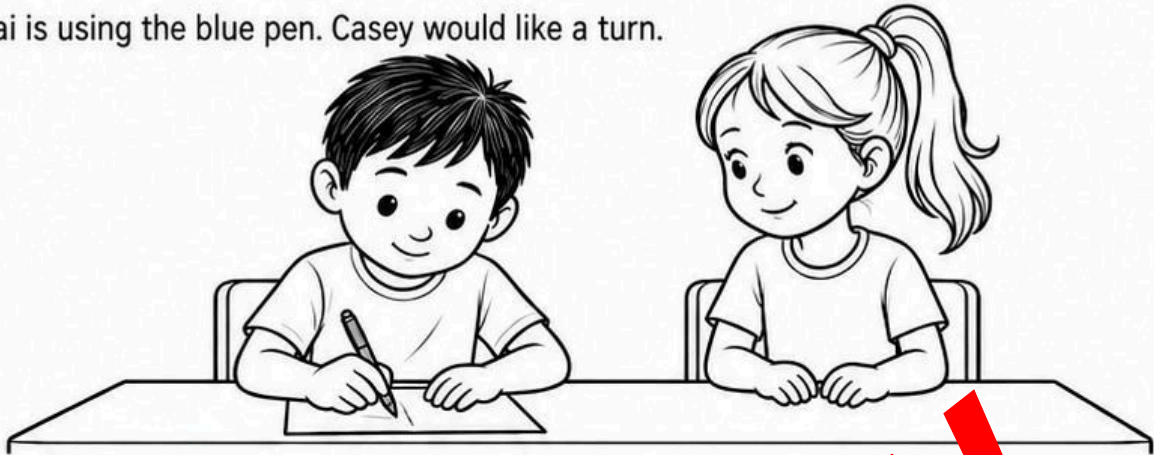
Draw, say, write, point or dictate your answer.

Respect looks like actions

Year 1

Name: **ANSWERS**

C01–C02: Jai is using the blue pen. Casey would like a turn.



Notice

What does each child want? Draw, say or write.

Jai wants to finish drawing. Casey wants a turn.

Respectful actions

Show two actions Casey could do.

- 1. ask for a turn**
- 2. wait for Jai to finish**

Explain

How could one action help Jai?

Waiting gives Jai time to finish.

Other fair choices may also fit.

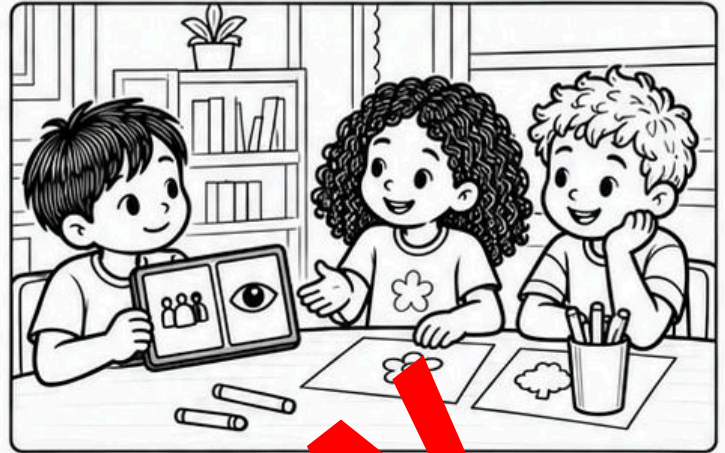
Draw, say, write, point or dictate your answer.

Situations and feelings

Year 1

Name: _____

C03–C04: The group thinks quiet Eli wants to be alone. Then they offer joining or watching.



Notice

What changes between the two scenes?

Compare

Before: Eli might feel ... because ...

After: Eli might feel ... because ...

Explain

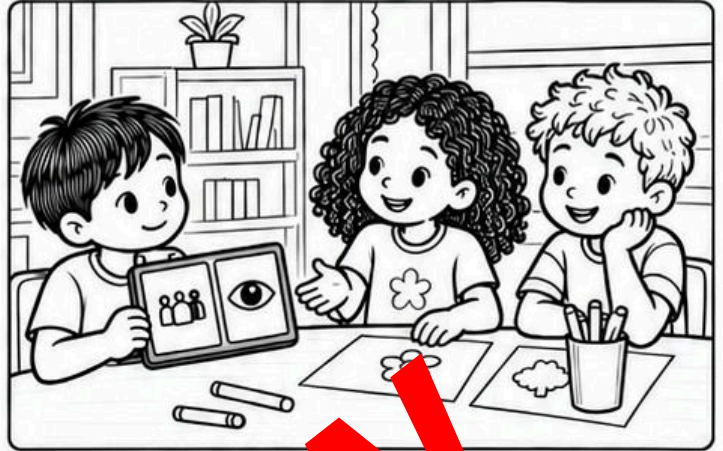
What could the group ask Eli?

Different feelings with a fitting reason are welcome.
Draw, say, write, point or dictate your answer.

Situations and feelings

Name: _____ Year 1

C03-C04: The group thinks quiet Eli wants to be alone. Then they offer joining or watching.



Notice

What changes between the two scenes?

-The group checks Eli's wish and offers a choice.

Compare

Before: Eli might feel ... because ...
-left out because he was asked.

After: Eli might feel ... because ...
-welcome because there is a choice.

Explain

What could the group ask Eli?
-'Would you like to join or watch?'

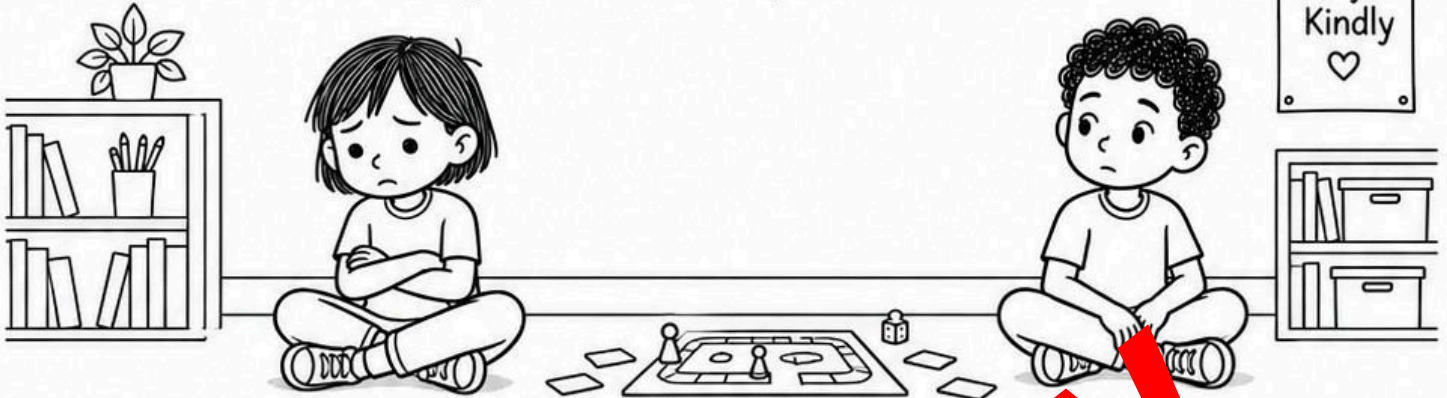
Different feelings with a fitting reason are welcome.
Draw, say, write, point or dictate your answer.

Different responses

Year 1

Name: _____

C07-C08: Bo loses a board game and asks for space.



Notice

What happened? What does Bo ask for?

Two possible feelings

Bo might feel ... because ...

Bo might also feel ... because ...

Safe choice

What could Luca do to help?

One situation can bring different feelings.

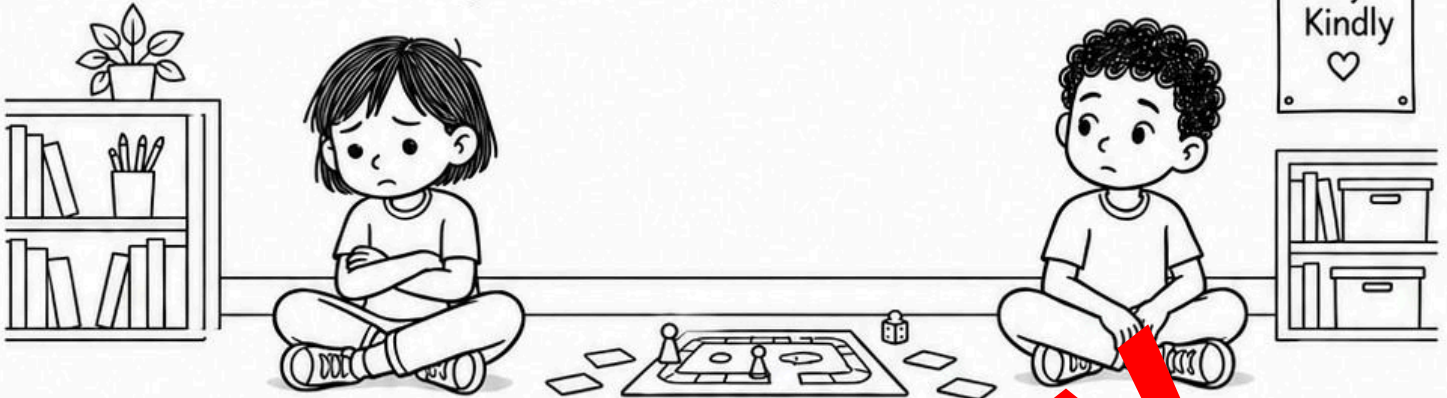
Draw, say, write, point or dictate your answer.

Different responses

Year 1

Name: **ANSWERS**

C07-C08: Bo loses a board game and asks for space.



Notice

What happened? What does Bo ask for?

Bo lost the game and asks for space.

Two possible feelings

Bo might feel ... because ...

Disappointed because he hoped to win.

Bo might also feel ... because ...

Relieved because the hard game is over.

Safe choice

What could Luca do to help?

Luca can respect the space and offer teacher support.

One situation can bring different feelings.

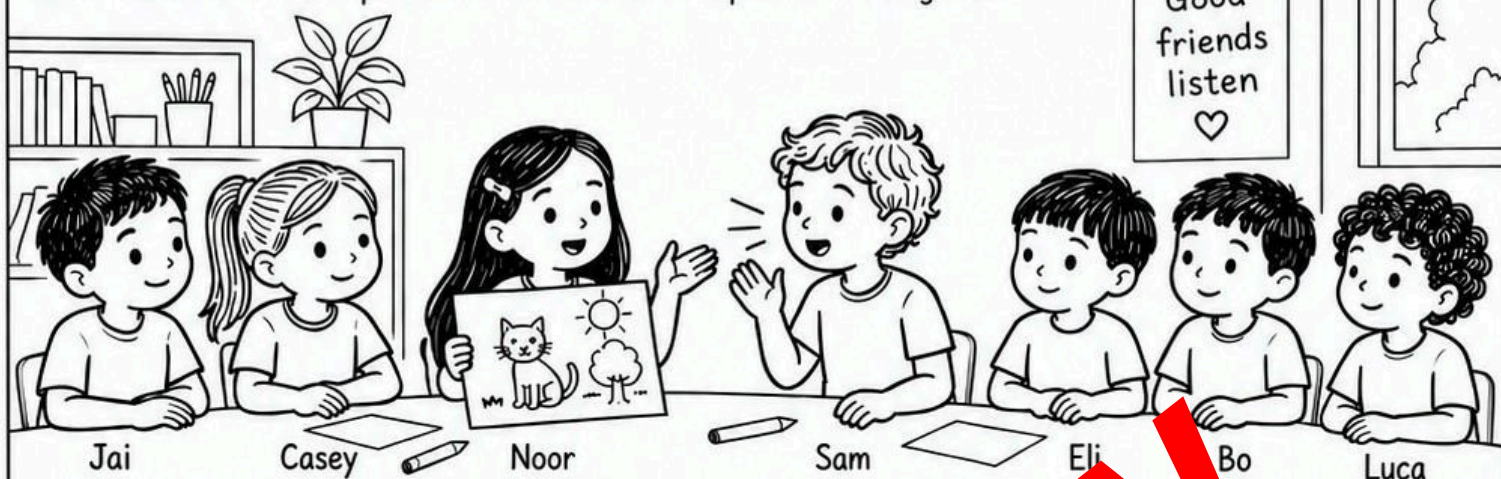
Draw, say, write, point or dictate your answer.

Listen and ask

Name: _____

Year 1

C05–C06: Sam interrupts Noor. Noor wants to explain a drawing idea.



Notice

What does Sam need to change?

Our dialogue

Noor's idea: ...

Sam's checking question: ...

Reflect

How does Sam give Noor time?

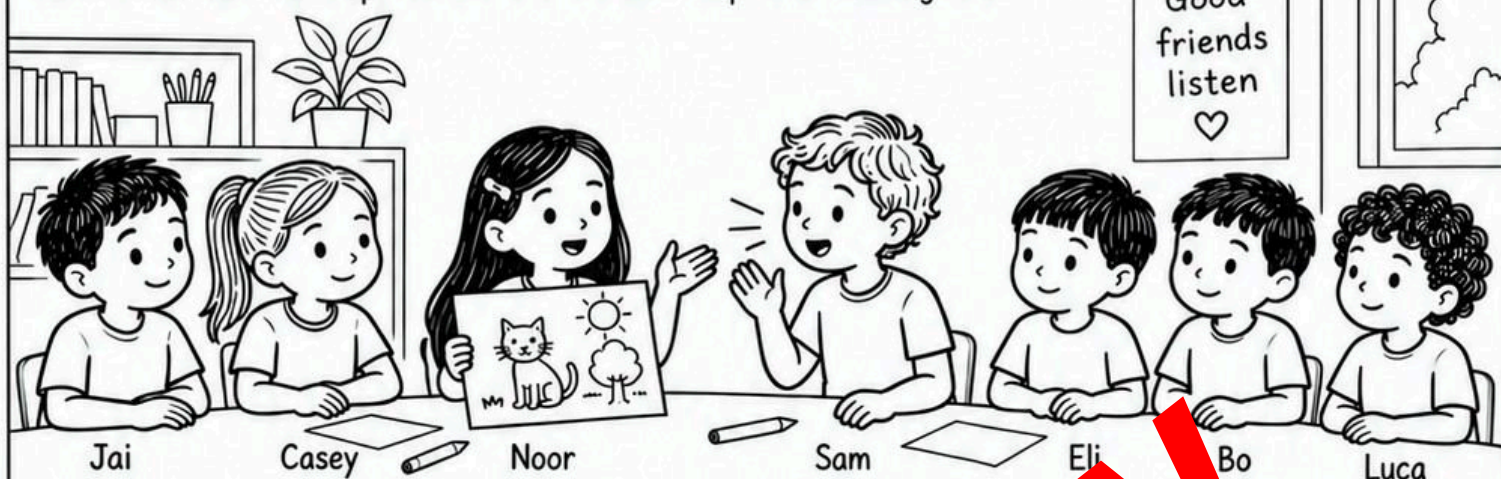
You can use words, gestures, pictures or a device.
Draw, say, write, point or dictate your answer.

Listen and ask

Name: **ANSWERS**

Year 1

C05-C06: Sam interrupts Noor. Noor wants to explain a drawing idea.



Notice

What does Sam need to change?

Sam pauses and lets Noor finish.

Our dialogue

Noor's idea: ...

Noor: 'Let's add a tree.'

Sam's checking question: ...

Sam: 'Did you mean add a tree?'

Reflect

How does Sam give Noor time?

Sam waits for Noor to communicate and answer.

You can use words, gestures, pictures or a device.

Draw, say, write, point or dictate your answer.

Join and include

Year 1

Name: _____

C03-C04: Eli watches a group. The group can check Eli's wish.



Notice

What could help Eli take part?

An invitation

Our invitation: ...

If Eli says 'no now', we could say: ...

Explain

Why does a real choice matter?

Joining, watching or declining can be respected.

Draw, say, write, point or dictate your answer.

Join and include

Year 1

Name: **ANSWERS**

C03-C04: Eli watches a group. The group can check Eli's wish.



Notice

What could help Eli take part?

Make room and show the activity. Wait for Eli's response.

An invitation

Our invitation: ...

'Would you like to join in the water?'

If Eli says 'no now', we could say: ...

'Okay. You can ask later.'

Explain

Why does a real choice matter?

Eli can choose without pressure.

Joining, watching or declining can be respected.

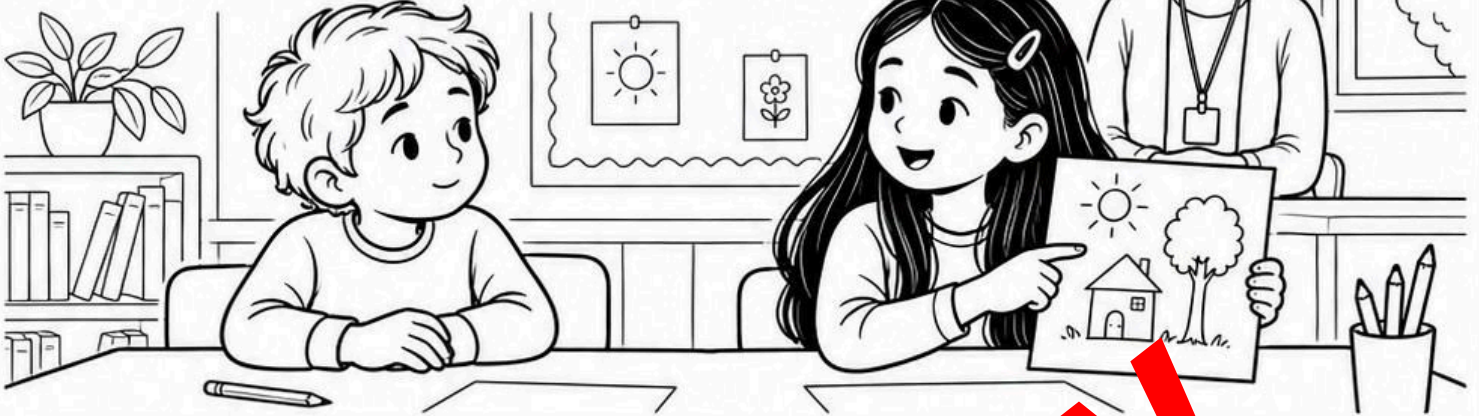
Draw, say, write, point or dictate your answer.

Repair with help

Year 1

Name: _____

C05-C06: Sam interrupts Noor and then offers a repair.



Notice

What effect might the interruption have?

A matching repair

What could Sam say?

What action needs to change?

Help

When could a trusted adult help?

A person can still need space after a repair.

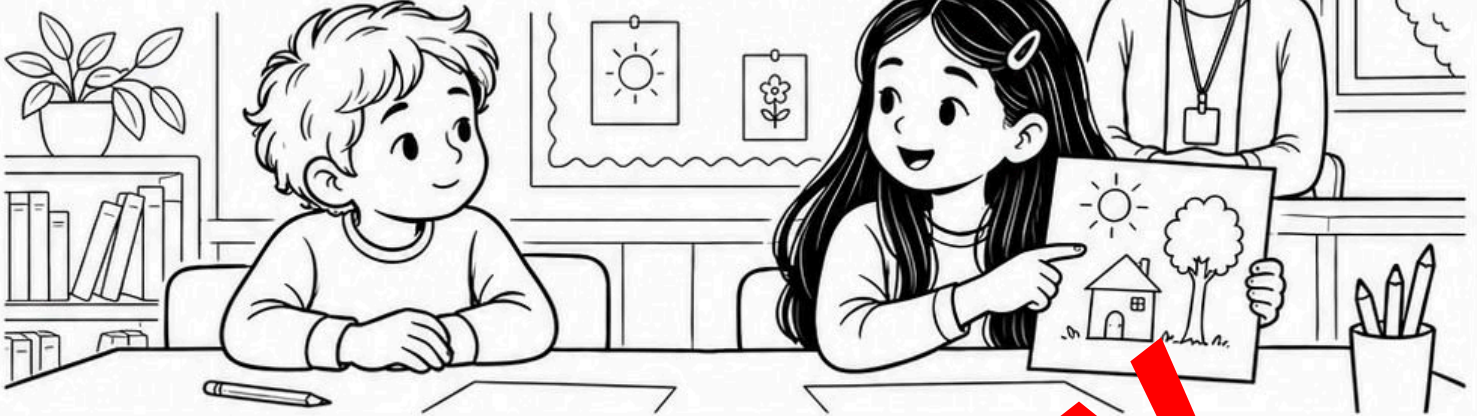
Draw, say, write, point or dictate your answer.

Repair with help

Year 1

Name: **ANSWERS**

C05-C06: Sam interrupts Noor and then offers a repair.



Notice

What effect might the interruption have?

Noor may lose time or forget the idea.

A matching repair

What could Sam say?

What action needs to change?

'I interrupted you. Please finish.'

Sam pauses and waits.

Help

When could a trusted adult help?

If someone feels unsafe or hurtful actions keep happening.

A person can still need space after a repair.

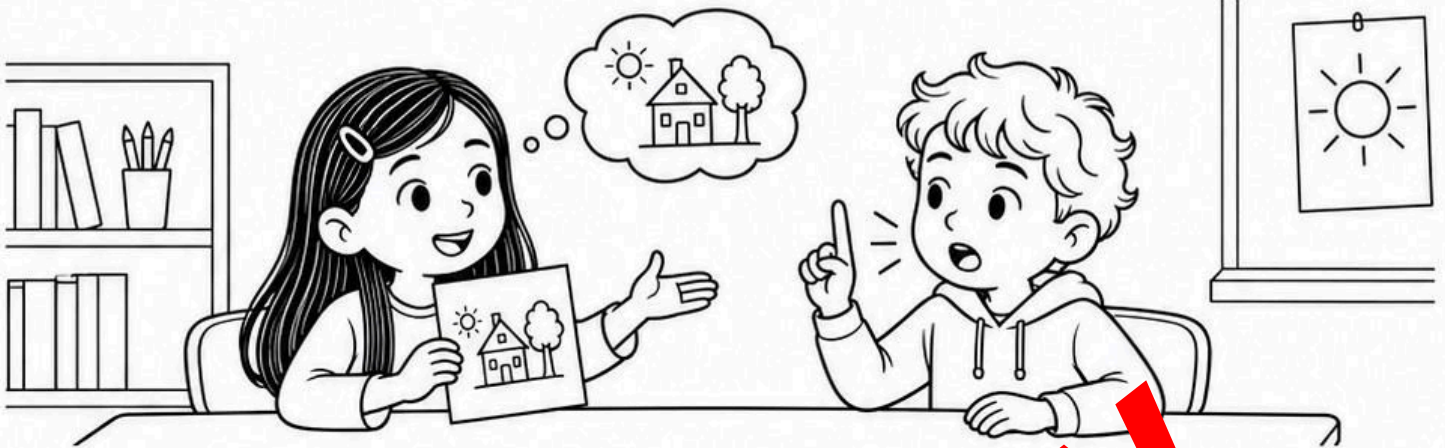
Draw, say, write, point or dictate your answer.

Relationship assessment practice

Year 1

Name: _____

Practice case C05: Sam interrupts Noor's idea. Use A1 for the new assessment case.



Notice

Which detail matters in this story?

Feelings and reasons

Noor might feel ... because ...

Noor might also feel ... because ...

Show and explain

Demonstrate a respectful change. How could it help?

This is practice. Different plausible feelings can fit.
Draw, say, write, point or dictate your answer.

Relationship assessment practice

Year 1

Name: **ANSWERS**

Practice case C05: Sam interrupts Noor's idea. Use A1 for the new assessment case.



Notice

Which detail matters in this story?

Sam speaks before Noor finishes.

Feelings and reasons

Noor might feel ... because ...

Frustrated because the idea was interrupted.

Noor might also feel ... because ...

Worried because Noor may forget the idea.

Show and explain

Demonstrate a respectful change. How could it help?

Sam pauses and lets Noor finish so the idea can be understood.

This is practice. Different plausible feelings can fit.
Draw, say, write, point or dictate your answer.

Reflect on choices

Year 1

Name: _____

C07–C08: Bo asks for space after losing a game.



Notice

What does Bo tell Luca?

Compare choices

Choice A: wait safely nearby

Choice B: offer teacher support

What could each help?

Explain

Which might fit now? What could change your choice?

A suitable reason matters more than one fixed choice.

Draw, say, write, point or dictate your answer.

Reflect on choices

Year 1

Name: **ANSWERS**

C07–C08: Bo asks for space after losing a game.



Notice

What does Bo tell Luca?

Bo says, 'I need some space.'

Compare choices

Choice A: wait safely nearby

Choice B: offer teacher support

What could each help?

A may give quiet time.

B may give support if Bo wants or needs help.

Explain

Which might fit now? What could change your choice?

Waiting may fit now. If Bo needs help or feels unsafe, ask a teacher.

A suitable reason matters more than one fixed choice.

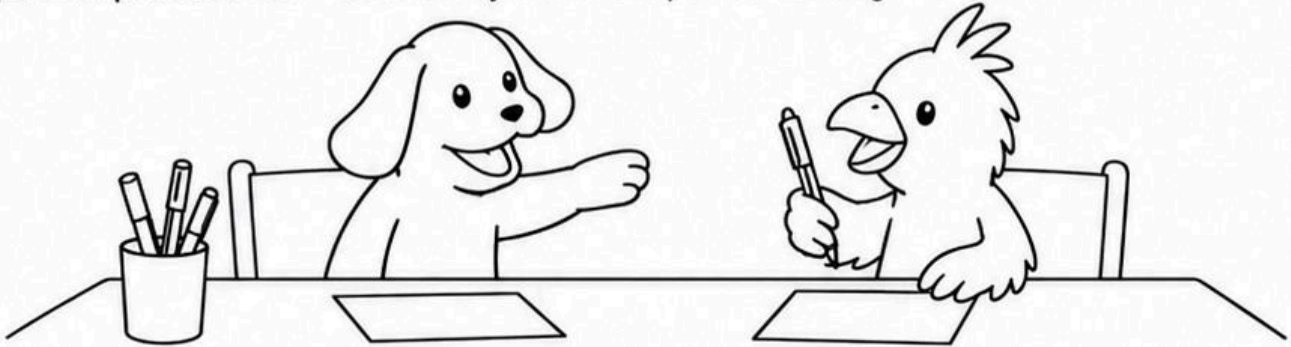
Draw, say, write, point or dictate your answer.

Two respectful ways to respond

Year 1 • OPTIONAL

Name: _____

Optional practice C01–C02: Casey wants the pen Jai is using.



Notice

What does each child need?

Two responses

Response 1: ... It might help because ...

Response 2: ... It might help because ...

Reflect

Which response might fit? Give a reason.

OPTIONAL. Core assessment is already complete.

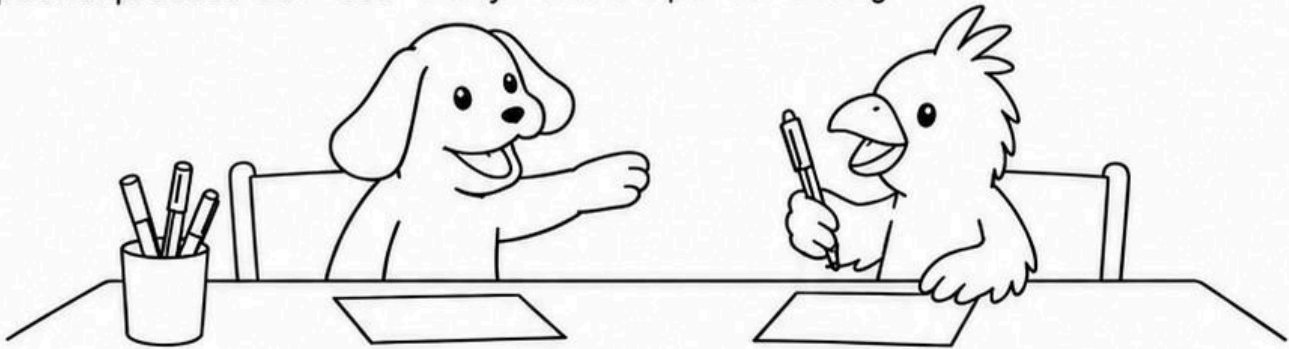
Draw, say, write, point or dictate your answer.

Two respectful ways to respond

Year 1 • OPTIONAL

Name: **ANSWERS**

Optional practice C01–C02: Casey wants the pen Jai is using.



Notice

What does each child need?

Jai needs time to finish. Casey wants a pen to draw.

Two responses

Response 1: ... It might help because ...

Agree a turn so both have a chance.

Response 2: ... It might help because ...

Choose another pen so Casey can keep drawing.

Reflect

Which response might fit? Give a reason.

An agreed turn fits if both accept it. Other safe choices can fit.

OPTIONAL. Core assessment is already complete.

Draw, say, write, point or dictate your answer.

A friendship toolkit to share

Year 1 • OPTIONAL

Optional practice: choose a reminder for C04, C06 or C08.



Name: _____

Plan

Choose a case. What action could help?

My reminder

Draw a useful reminder. Add an action and a reason.

Check

How does your reminder fit the fictional case?

OPTIONAL. Sharing with the class is a choice.

Draw, say, write, point or dictate your answer.

A friendship toolkit to share

Year 1 • OPTIONAL

Optional practice: choose a reminder for C04, C06 or C08.

Name: **ANSWERS**



Plan

Choose a case. What action could help?

C06: Give the speaker time to finish.

My reminder

Draw a useful reminder. Add an action and a reason.



Check

How does your reminder fit the fictional case?

It helps Noor finish and helps Sam understand.

OPTIONAL. Sharing with the class is a choice.

Draw, say, write, point or dictate your answer.

Quiz – teacher reference 1 – 1 of 2

Use the separate 24-slide editable quiz. Each question is followed by a sample-answer explanation. Accept other safe, case-linked answers. The quiz supplements practical assessment; it does not replace demonstration.

Question 1: What could listening respectfully look like?

Sample: Give time to communicate. Attend in an accessible way. Ask a question to check the message. Eye contact is optional.

Accept: Accept words, gesture, picture/device response and wait time.

Question 2: Why might a friend need a different calming strategy?

Sample: People and situations differ. One friend might want quiet space. Another might want adult support. Ask and offer suitable safe choices.

Accept: Any case-linked safe explanation with more than one suitable response.

Question 3: Casey wants a person still using. What respectful request could Casey make?

Sample: 'Are you finished or can we agree on a turn?' Casey listens to the answer and accepts a fair choice.

Accept: Other fair requests that permit a real answer.

Quiz – teacher reference 1 – 2 of 2

Question 4: Eli is quiet near a group. Does quiet always mean 'I do not want to join'?

Sample: No. The group needs to check Eli's wish. Offer joining or watching and allow time for a response.

Accept: Recognises silence alone does not establish the wish.

Question 5: Bo loses a game. Give two possible feelings with a reason for each.

Sample: Bo might feel disappointed because Bo hoped to win. Bo might feel relieved because a difficult game is over.

Accept: Accept other plausible feelings with case-linked reasons.

PREVIEW



Quiz – teacher reference 2 – 1 of 2

Use the separate 24-slide editable quiz. Each question is followed by a sample-answer explanation. Accept other safe, case-linked answers. The quiz supplements practical assessment; it does not replace demonstration.

Question 6: A group asks Eli to join five times after 'not now'. What action should change?

Sample: Accept the answer and give space. The group can leave the invitation open without repeated pressure.

Accept: Accept respectful boundary language.

Question 7: Sam says 'sorry' but keeps interrupting Noor. What is missing from the repair?

Sample: Sam needs to change the action by pausing and letting Noor finish. Noor may still need space.

Accept: Identifies a concrete changed action.

Question 8: Can a fact witness tell us exactly what someone feels?

Sample: It can give clues, but does not tell the whole story. We can ask respectfully and allow different ways to answer.

Accept: Recognises the evidence limit without discarding useful clues.

Quiz – teacher reference 2 – 2 of 2

Question 9: New case: Two children need a pen. One is still using it. The other needs help agreeing a turn. Show a respectful strategy and explain it.

Sample: Ask what each needs. Suggest a fair turn that both can accept or ask the teacher to help. Explain how this gives each person a chance.

Accept: Accept safe alternatives suited to the changed context.

Question 10: New case: A friend asks for space after a game and still seems upset later. Give two possible feelings and a safe support choice.

Sample: The friend might feel disappointed at losing or worried about playing again. Respect the space and offer teacher support if wanted or needed.

Accept: Accept other plausible reasons. Do not require talking or immediate reconciliation.

PREVIEW



Feelings and respectful choices

Assessment • Year 1 • Page 1

Name: _____

Rae is drawing with the green pen.
Kit needs that pen for a picture.
Rae says, 'I need time to finish.'
Kit asks the teacher for help
agreeing a turn.



1 Notice

What is happening? Point to or tell a detail.

2 Possible feelings

Rae or Kit might feel ... because ...

Rae or Kit might feel ... because ...

3 My plan

What respectful choice could help? Draw or explain.

Show and explain your choice

Assessment • Year 1 • Page 2

Name: _____

Use the new pen case from page 1. A puppet can show the strategy.



My respectful strategy

Show the steps. How could they help?



A safe limit

When might space or adult help be needed?



A changed case

A child asks for quiet space not joining a game.
What feeling might this show? What could change your choice?



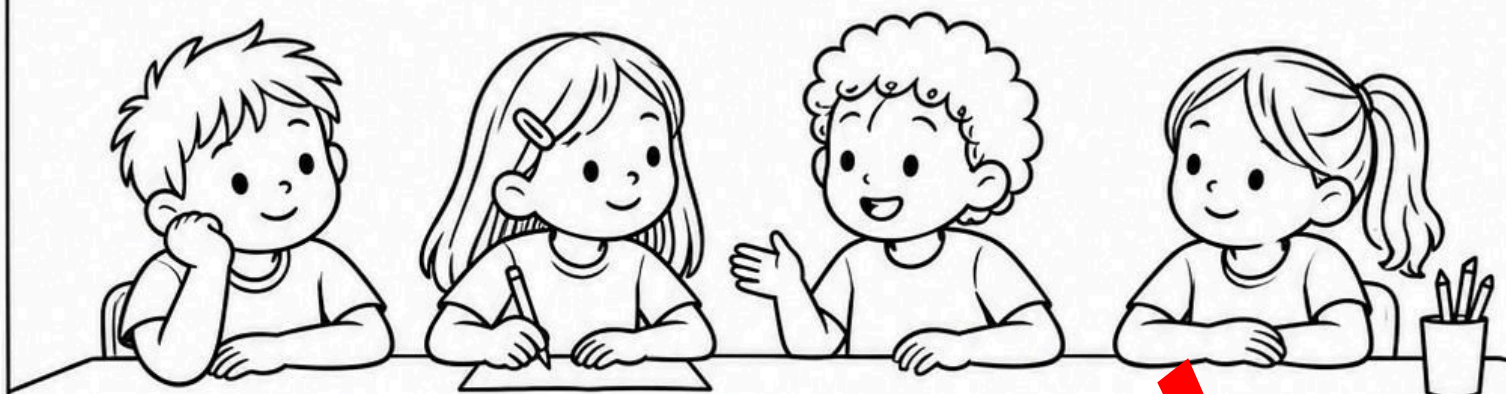
Teacher observation

Feelings and reasons • Strategy demonstrated • Effect explained • Safe limit



Friends, Feelings and Respect

Assessment rubric • Year 1



	Developing understanding	Sound understanding	Transfer
Feelings and situation	Names a feeling but the situation link is unclear.	Explains two plausible feelings with a reason from the case.	Explains emotional variation when a case detail changes.
Evidence from the case	Uses an unrelated detail or makes a weak link to the case.	Uses relevant words or events to support the idea.	Checks an assumption and explains a limit of the clue.
Respectful strategy	Choice needs revision to fit the situation or respect a boundary.	Demonstrates a suited safe strategy and explains how it helps.	Compares safe strategies and justifies one for the changed case.
Reflection and help	Needs teaching to identify a safe next step.	Explains when space or trusted-adult help could be needed.	Explains when a strategy should change and why adult support matters.

Judge the learning shown. Picture, device, gesture, oral, drawn or scribed responses can meet every level. Support needs, neatness, confidence and eye contact are not achievement scores.

Lesson 1

Respect looks like actions

Year 1



Our learning

We are learning to notice respect.

I can name an action that helps someone feel heard or included.

PREVIEW

One blue pen

Jai is drawing with the blue pen.

Casey would like a turn.

What could Casey do?

C01 One blue pen

Jai is drawing with the blue pen.
Casey would like a turn.



Kind
People
Brighter
Days

What could Casey ask?

Respect and fairness

Respect means treating people with care.

Fairness means giving people a fair chance.

A fair choice considers what each person needs.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

A respectful request

Casey says:

'I would like the blue pen

Are you finished, or can we agree on a turn?'

Casey waits for Jai's answer.

PREVIEW

Listening to the answer

Jai says, 'I am still using it.'

Casey can wait for an agreed turn to choose another pen.

Casey leaves the pen with Jai and accepts the answer.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

Puppet practice

Use C01 and C02 with a puppet on boarder.

One person asks. The other answers.

Swap roles. Practise writing and a fair choice.

You may point to a card or use a device.

Our learning record

On W01, show two respectful actions.

Draw, say or write what Casey would do.

Explain how one action helps Jai.

Use a made-up story, not a private problem.

A check together

Casey grabs the pen. What action could change?

Show or describe a respectful request.

Name something Casey does after asking.

Our reflection

Finish this idea:

'Respect can look like ...'

Give an action we can notice.

Different ways of communicating can show respect.

PREVIEW

Well Done!



Lesson 2

Situations and feelings

Year 1



Our learning

We are learning how situations can affect feelings.

I can say what a character might feel and give a reason.

PREVIEW

A quiet wish

Eli watches the group.

The group thinks Eli wants to be alone.

What do we know? What do we still need to ask?

C03 A quiet wish

Eli watches the group. The group thinks Eli wants to be alone.



What do we still need to ask?

Feeling words

A feeling is what someone experiences inside.

A situation is what is happening around them.

A person might feel happy, worried, left out or curious.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

Before the invitation

Eli might feel left out because nobody has asked.

Eli might also feel calm and enjoy watching.

We say 'might' because we do not know yet.

After the invitation

The group asks, 'Would you like to join or watch?'

Eli might feel welcome because there is a choice.

Eli can join, watch or decline.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

Picture practice

With a partner, compare C03 and C04.

Choose a possible feeling for each scene.

Say or show which detail gives you that idea.

Listen to another possible answer.

Our learning record

On W02, compare the two scenes.

Show a possible feeling before and after the invitation.

Finish: 'Eli might feel ... because ...'

A check together

Would every child feel exactly the same?

Explain a second possible feeling.

How could the group check Eli's wish?

Our reflection

A situation can change a feeling.

A picture gives clues. A question can help us understand.

Which respectful practices could we use?

Well Done!



Lesson 2

Different responses

Year 1



Our learning

One situation can bring different feelings.

I can explain two possible feelings and a safe response.

PREVIEW

After the game

Bo loses a board game.

Bo says, 'I need some space.'

What does Bo tell us?

C07 After the game

Bo loses a board game. Bo says, 'I need some space.'



How might Bo feel?

Feelings and expression

Expression means how we show or communicate a feeling.

We can use words, gestures, pictures or a device.

People can express the same feeling differently.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

Two possible feelings

Bo might feel disappointed because Bo hoped to win.

Bo might feel relieved because the board game is over.

Both are possible. You can ask and listen.

A safe choice

Luca accepts Bo's request for space.

Bo can sit in a safe nearby place.

Luca can offer to wait or ask the teacher for help.

Nobody has to walk straight away.

Two-picture practice

Choose two possible feelings for C07.

For each, show a reason from the story.

Then use C08 to practise offering a safe choice.

Our learning record

On W03, show two possible feelings

Add a reason for each

Draw, say or write down one action that could help Bo.

PREVIEW

A check together

Is 'frustrated' a feeling or an action?

Is 'knocking the board' a feeling or an action?

What safe action could someone choose instead?

PREVIEW

Our reflection

Feelings can differ.

Safe actions protect people and things.

Why might one friend want space while another wants to talk?

Well Done!



Lesson 1

Listen and ask

Year 1



Our learning

We are learning to listen and check understanding.

I can let someone communicate and ask a helpful question.

PREVIEW

An interrupted idea

Noor is sharing an idea.

Sam starts speaking before Noor has finished.

What could Sam do now?

C05 An interrupted idea

Noor is sharing an idea. Sam starts speaking before Noor has finished.



What could Sam change?

Listening in different ways

Give someone time to finish.

Attend in a way that works for you.

A voice, gesture, picture or device can carry a message.

Eye contact is a choice.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

A repair in words

Sam says:

'I interrupted you. Please finish.'

Sam waits while Noor communicates.

Noor says, 'Let's add a tree to our drawing.'

Checking the message

Sam asks:

'Did you mean we should add a tree?'

Noor can say yes, correct the idea or show a picture.

Sam waits for the answer.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

Partner practice

Use a picture or puppet to share a drawing idea.

Your partner waits, then checks the message.

Swap roles.

Keep the topic simple and functional.

PREVIEW

Our learning record

On W04, show what the speaker says or shows.

Add a checking question.

Show how the listener gives time to finish.

A check together

Which question checks Noor's idea?

'Did you mean add a tree?' or 'Can I talk now?'

Explain what makes it helpful

Our reflection

What could listening respectfully look like?

Give a way to attend, a way to allow time and a way to check.

There is more than one respectful way to listen.

Well Done!



Lesson 1

Join and Include

Year 1



Our learning

We are learning to include others respectfully.

I can offer a choice and accept the answer.

PREVIEW

An open invitation

Eli watches a group activity.

The group could ask about Eli's wish.

What could they say?

C03 A quiet wish

Eli watches the group. The group thinks Eli wants to be alone.



What do we still need to ask?

Empathy and cooperation

Empathy means trying to understand another person's feelings.

Cooperation means working together.

We can ask what would help someone take part.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

An invitation with room

'Would you like to join or watch?'

Make room and show what the group is doing.

Wait for a word, gesture, picture or device response.

PREVIEW

A choice we respect

If Eli says 'not now', the group accepts it.
They can say, 'Okay. You can ask later.'
They do not keep asking or demand an explanation.

Invitation practice

Use a puppet for Eli.

Offer a clear invitation and a way to take part.

Practise joining, watching and saying 'not now'.

Keep every answer safe and welcome.

Our learning record

On W05, write, draw or say an invitation.
Show what could help Eli join.
Add what the group could say if Eli declines.

A check together

A group asks five times after not now'.

How could the group change its decision?

Why does a real choice matter?

Our reflection

We can include someone and respect their wish.

What could we change so taking part is easier?

What answer will we accept?

Well Done!



Lesson 1

Repair with help

Year 1



Our learning

We are learning to repair a hurtful action.

I can choose a change that fits the problem.

I can ask an adult for help.

The effect of an action

Sam interrupts Noor.

Noor loses time to explain the idea.

What action could help Noor now?

C05 An interrupted idea

Noor is sharing an idea. Sam starts speaking before Noor has finished.



What could Sam change?

Repair means change

A repair acknowledges the effect and names the action.

'I interrupted you. Please finish.'

Then Sam waits.

The other person moves into the space.

PREVIEW

A fair repair

If Casey grabbed the pen, Casey could stop and return it.

Casey could say, 'I took your pen. I will ask for a turn.'

A fair choice gives everyone time to answer.

Adult help

If someone feels unsafe, or hurtful actions keep happening, ask a trusted adult.

A teacher can help keep people safe.

Children do not have to stop harmful behaviour alone.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

Repair practice

Use puppets for a mild fictional disagreement.

Notice the effect. Name a change. Show it.

Include an adult-help phrase.

Skip any scene that feels uncomfortable.

PREVIEW

Our learning record

On W06, show a problem from the case cards.

Add a matching repair and why it helps.

Show when a teacher could help.

A check together

Sam says 'sorry' but keeps interrupting.

What still needs to change?

Does Noor have to be ready to talk straight away?

Our reflection

A helpful repair changes an action.

A person can keep a boundary.

When could asking for a difficult be the respectful choice?

Well Done!



Lesson 7

Relationship Assessment

Year 1



Our learning

We can explain possible feelings and a respectful choice.

We can show our thinking in different ways.

PREVIEW

Our practice case

Sam interrupted Noor's idea

What might Noor feel? Why?

Which action could Sam change?

PREVIEW

A complete explanation

'Noor might feel frustrated because the idea was interrupted.'

'Or Noor might feel worried about forgetting it.'

'Sam can pause and let Noor finish.'

The practice record

Use W07 to try an explanation and a puppet demonstration.

Say what the choice could help.

This practice is selected from our new assessment case.

Our new case

Your teacher will read a new fictional case from A1.

Think about two possible feelings.

Choose a respectful strategy that fits the situation.

Ways to show learning

Draw, speak, write, point to pictures or use a device.

You can dictate to an adult.

Show the choice with a puppet or explain its steps.

Use fictional characters.

Our assessment

On A1, show two possible feelings and reasons.

Demonstrate a respectful strategy.

Explain how it could help.

Say when space or cultural help might be needed.

A thinking check

Does your reason use a detail from the case?

Does the strategy respect the other person's answer?

What could you change if it does not help?

Our reflection

We can show understanding in many ways.

A respectful choice considers the situation and the people.

Which part of your explanation was clearest?

Well Done!



Lesson 2

Reflect on choices

Year 1



Our learning

We are learning to compare choices

I can explain which respectful choice might help and why.

A request for space

Bo says, 'I need some space.'

What detail should guide your choice?

C07 After the game

Bo loses a board game. Bo says, 'I need some space.'



How might Bo feel?

Two respectful choices

Luca could wait nearby in a safe place.

Luca could offer to ask the teacher for support.

Both choices respect both wishes for space.

A reason for a choice

Waiting may help if Bo wants quiet time.

Teacher support may help if Bo feels unsafe or still needs help.

Ask about the need and keep the choice safe.

A changed situation

Imagine the pen is needed by two children again.

One child has asked for help agreeing a turn.

Which safe choices could help now? Explain why.

Comparison practice

Use two case cards and two strategy choices.

Explain what each choice could help.

Listen to a different reason.

Do not demand a private story.

PREVIEW

Our learning record

On W08, compare two respectful motions.

Select one and explain why it is.

Say what could change the choice.

Your teacher may ask a short follow-up.

A check together

Why might a friend need a different caring strategy?

What could we ask instead of deciding for them?

When might adults be useful?

PREVIEW

Our reflection

Our eight core lessons are complete.

We can explain feelings, practise respect and seek help.

One safe strategy may be one situation better than another.

Well Done!



Lesson 9
Two respectful ways to respond
Optional
Year 1



Optional practice

This lesson reinforces our computer core learning.
We can compare two respectful ways to respond.

PREVIEW

One pen again

Casey wants the blue pen.

Jai is still drawing.

Recall a respectful request

C01 One blue pen

Jai is drawing with the blue pen.
Casey would like a turn.



Kind
People
Brighter
Days

What could Casey ask?

Choices we know

We can ask and listen.

We can agree a fair turn

We can choose another person.

We can seek teacher help when needed.

PREVIEW

One possible response

Casey asks about a turn and waits for Jai's answer.

An agreed turn may help both children use the pen.

Jai still has time to finish.

Another response

Casey chooses another pen for now.

That may help Casey keep drawing.

The best choice depends on the situation and both children's wishes.

PREVIEW

Puppet comparison

Use the same case for two puppet scenarios.

Show one safe choice, then another.

Explain what each could help.

Use a picture, gesture or spoken response.

Our optional record

On W09, show two already-taught responses.

Add what each might help.

Explain one possible feeling.

This is optional practice.

A check together

Which choice respects Jai's answer?

Could both choices be respectful?

Give a reason from the case.

PREVIEW

Our reflection

A situation can have more than one valid response.

What detail helped you choose?

Our required assignments are already complete.

Well Done!



Lesson 10
A friendship toolkit to share
Optional
Year 1



Optional practice

This lesson reinforces our computer core learning.

We can make a friendship reminder for fictional characters.

PREVIEW

An action we remember

Sam waits for Noor to finish

Which action could a reminder show?

C05 An interrupted idea

Noor is sharing an idea. Sam starts speaking before Noor has finished.



What could Sam change?

A useful toolkit

A toolkit holds helpful reminders.

Choose an action we have practised.

Add a reason that tells how it helps.

PREVIEW

A model reminder

'Let a person finish so you can understand the idea.'

A picture of waiting can help us remember.

The reason explains the purpose.

Reminders for choices

'Offer an invitation and accept the answer.'

'Give space when someone asks.'

'Ask an adult if help or safety is needed.'

Choose a reminder that fits a case.

PREVIEW

Toolkit practice

Use W10 to create or explain a reminder.

Draw, select a picture, dictate a speech.

Tell a partner which field it could help.

Sharing with the class is a choice.

PREVIEW

Our optional record

Add your action and reason on V10.

Test it with a familiar case scenario.

Keep private experiences private.

This is optional practice.

PREVIEW

A check together

Does the reminder tell someone what to do?

Does its reason match the action?

Would a different reason need another choice?

PREVIEW

Our reflection

Which reminder could help a fictional character?

Explain the action and its reason.

Our required assignment is already complete.

Well Done!



Friends, Feelings and Respect Year 1 Quiz



How to use this quiz

Hear each question and explain your idea.

Speak, point, draw or use a device.

Give a reason from the fictional case.

The next slide shows one sample answer.

PREVIEW

Question 1

What could listening respectfully look like?

PREVIEW

Sample answer 1

Give time to communicate. Attend in an accessible way. Ask a question to check the message. Eye contact is optional.

Question 2

Why might a friend need a different calming strategy?

PREVIEW

Sample answer 2

People and situations differ. One friend might want quiet space. Another might want adult support. Ask and offer suitable safe choices.

Question 3

Casey wants a pen Jai is still using. What respectful request could Casey make?

PREVIEW

Sample answer 3

'Are you finished, or can we agree on a turn?' Casey listens to the answer and accepts a fair choice.

PREVIEW

Question 4

Eli is quiet near a group. Does quiet always mean 'I do not want to join'?

PREVIEW

Sample answer 4

No. The group needs to check L's wish. Offer joining or watching and allow time for a response.

Question 5

Bo loses a game. Give two possible feelings with a reason for each.

PREVIEW

Sample answer 5

Bo might feel disappointed because Bo hoped to win. Bo might feel relieved because a difficult game is over.

Question 6

A group asks Eli to join five times and he says 'not now'. What action should change?

PREVIEW

Sample answer 6

Accept the answer and give space. The group can leave the invitation open without repeated pressure.

PREVIEW

Question 7

Sam says 'sorry' but keeps interrupting Noor. What is missing from the repair?

PREVIEW

Sample answer 7

Sam needs to change the action by pausing and letting Noor finish. Noor may still need space.

PREVIEW

Question 8

Can a face or picture tell us exactly what someone feels?

PREVIEW

Sample answer 8

It can give clues. It does not tell the whole story. We can ask respectfully and allow different ways to answer.

Question 9

New case: Two children need a pen. One is still using it. The other needs help agreeing a turn. Show a respectful strategy and explain it.

Sample answer 9

Ask what each needs. Suggest a fair turn that both can accept or ask the teacher to help. Explain how this gives each person a chance.

Question 10

New case: A friend asks for space after a game and still seems upset later. Give two possible feelings and a safe support choice.

Sample answer 10

The friend might feel disappointed at losing or worried about playing again. Respect the space and offer teacher support if wanted or needed.

Reflect on our learning

Name a respectful action and explain how it helps.

Different feelings can fit the same situation.

Ask about a person's wishes and respect their answer.

Seek adult help for unsafe or repeated harm.

Based on: ACARA — Health and Physical Education, Years 1–2

(australiancurriculum.edu.au)

Well Done!

