

Name: _____

Year 8 PDHPE

Learning from Home Booklet

Term 3 - Weeks 2 & 3

This booklet has been broken up into Theory and Practical lessons for PDHPE.

Follow your normal timetable and complete each lesson when you would normally have PDHPE.

If you can, join the Year 8 PDHPE Google Classroom (if you haven't already) – [5scry6q](#)

Your PDHPE teacher will regularly post work on the Google Classroom as well, which is similar to the work in the booklet. If you are able to, take a photo of your completed work and email it to your teacher to check.

If you can – join your class for a zoom lesson, as scheduled on the Google Classroom so you can see your classroom teacher and peers and connect with them.

Theory Lesson #1

This lesson focuses on the different types of relationships we will have in our lives.

Activity 1- Use the words in the table to complete the sentences:

How are our relationships different?

Relationships are _____ because of the way we _____ with these people. The way we _____ with our _____ on and offline, is different to the way we communicate with our _____ and other adults.

Different	Interact	Communicate
Friends	Family	

Activity 2- Copy the following into your workbooks:

Why are relationships important?

- Building connections to friends, family, and others can help to clear your head and boost your mood.
- Being able to share thoughts, feelings and experiences with someone you have a positive connection with can improve your mental health and self-esteem.
- It is important to make sure our relationships are equal and respectful. A negative relationship can harm your wellbeing!

Activity 4- Copy the following down into your workbooks:

The 3 Rs: There are 3 R's for any successful relationship. They are:

- **Right:** A right is an entitlement that everyone should have. It is how the person in the relationship should treat you. For example - You have a right to be treated with respect.
- **Responsibilities:** A responsibility is how you should treat the other person in the relationship and uphold their rights. For example - You have the responsibility to treat your partner and others with respect too.
- **Respect:** Valuing the rights of the other person, accepting their opinions and differences and fulfilling your responsibilities to help build and maintain a positive relationship

Take a photo of your complete work and if you can, upload it to the google classroom for your teacher to check.

Theory Lesson #2

This lesson focuses on our 'rights and responsibilities' in relationships and why they are important.

Activity 1- Write the heading 'What are my rights and responsibilities?'

Draw a table in your workbook that looks like this:

I have the right	I have the responsibility

Fill out the table using this image:

I have the right...	I have the responsibility...
<ul style="list-style-type: none">• To be treated with respect — always• To be in a healthy relationship• To not be abused — physically, sexually or emotionally• To express myself honestly• To recognise my culture and identities• To determine my values and set limits• To decide what I share with whom• To say no• To feel safe in relationships• To be treated as an equal• To feel comfortable being myself• To leave or stay in a relationship	<ul style="list-style-type: none">• To communicate my values and limits• To respect the limits, values, feelings and privacy of people I have relationships with• To accept the culture and identities of people I have relationships with• To not abuse — physically, sexually or emotionally• To listen• To be considerate• To communicate clearly, honestly and respectfully• To give space to enjoy activities and friendships outside of our relationship• To not exert power or control in relationships• To compromise when needed• To admit to being wrong when appropriate• To ask for help from friends, family and mentors

What are my rights and responsibilities in relationships?

Activity 2- It is important for us to know what respect looks, sounds and feels like so that we can identify when we are been disrespectful or when someone else is been disrespectful.

Draw a table in your book with the following headings:

Heading- *What does respect in a relationship look, sound and feel like?*

Look	Sound	Feel
	You don't yell or talk over the top of each other.	

Using the images below, place the sentences under the correct heading.
An example has been done for you.

The grid contains the following illustrations and captions:

- Illustration 1:** A person hugging another person.
- Illustration 2:** A person in a superhero costume talking to another person.
- Illustration 3:** Two people talking, one with hands on hips.
- Illustration 4:** A person shouting into a megaphone.
- Illustration 5:** Two people looking at a menu together.
- Illustration 6:** Two people talking with speech bubbles.
- Illustration 7:** Two silhouettes of people with dashed lines around them.
- Illustration 8:** A person with a speech bubble saying "Whoops!".

Example caption (under Illustration 1): You feel safe being around each other

Can you think of any others to add to your list?

If you are stuck: look on the following website for some hints:

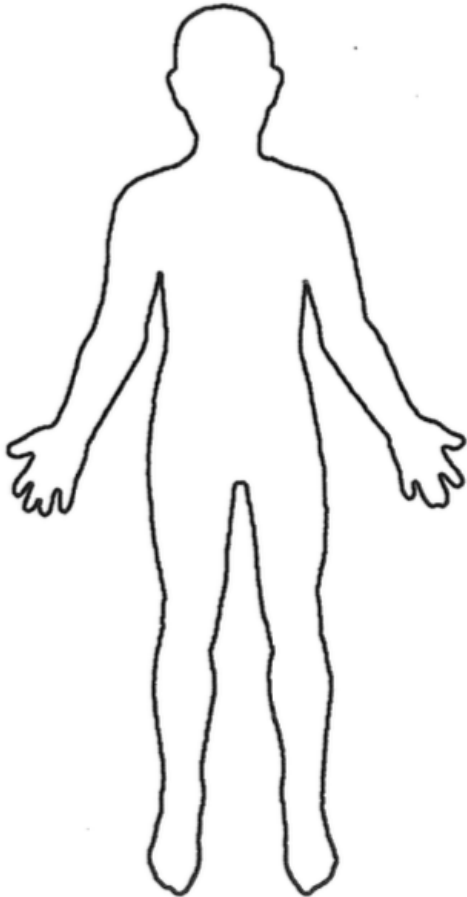
<https://bodytalk.org.au/relationships/respectful-relationships/>

Activity 3-

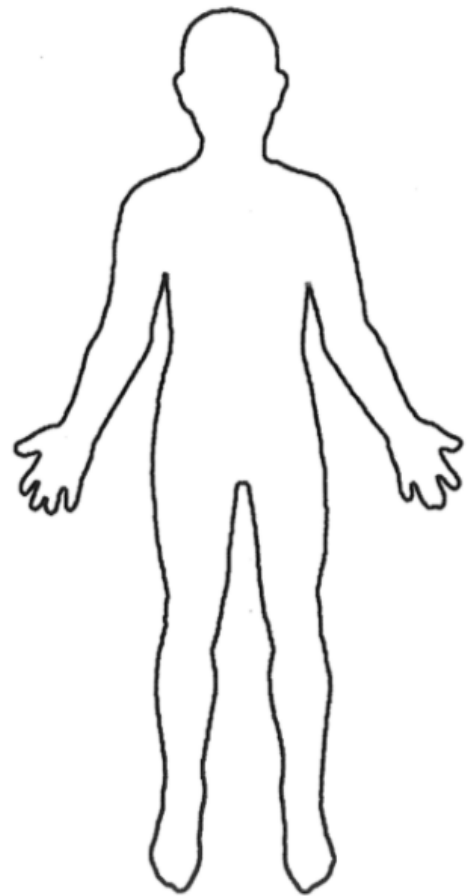
It is important to be able to identify a respectful person and the qualities they should have compared to a disrespectful person.

Around each image, write down qualities and actions that a respectful person has/ does and what a disrespectful person has/does.

What is a respectful person?



What is a disrespectful person?



Activity 4- Go to the following website and complete the quiz titled 'Respect me quiz'

<http://respectme.org.au/u13/fun-and-games/?type%5B%5D=quiz>



Take a photo of your completed work and if you can, upload it to the google classroom for your teacher to check.

Theory Lesson #3

This lesson focuses on Empathy & Sympathy in Relationships.

Activity 1- Copy down the following into your workbook

Heading 'Respect, Empathy and Sympathy in Relationships'

In all relationships we will sometimes need to be empathetic - that is put ourselves in the other person's shoes and think about how it would feel to be them at that time. By doing this we can often get a different perspective on the situation.

Sometimes we will also need to be sympathetic - that is - feelings of pity or sorrow for someone else's misfortune.

These feelings help us to see what it would be like in those situations and then be able to provide support and understanding for those who we have relationships with, who may be impacted by a negative situation.

This also helps us to cope when we are impacted by negative situations too.

How can we form respectful relationships?

- Show people what respect looks like by being respectful yourself
- Tell the person what they're doing isn't ok – it is important to communicate your feelings, be specific!
- Try to understand the other persons point of view
- It is ok to end friendships with people if they can't be respectful and you don't feel around – remember you have the right to be respected and the right to feel safe!!
- Give the person a chance to change their behaviour towards you.

Activity 2- Type the following into your internet browser

<https://www.youtube.com/watch?v=1Ewgu369Jw&t=21s>

OR go to youtube and search 'Brene Brown on Empathy'

Once you have watched 'Brene Brown on Empathy' complete the following table by writing sympathy or empathy in the correct box.

EMPATHY VS SYMPATHY

A Friend Fails a Test. Imagine you are a student and a friend in your class has just failed a major test or exam	
We are so sorry for your loss.	
Patient in Pain.	
A Student Gets Bullied	
I'm going to miss her, too.	
Overwhelmed Co-Worker	
Sharing in your sadness as you remember Dan.	
Sick Spouse.	
Employee With a Bad Day.	

I hope you feel surrounded by much love.	
Client Struggling With Loss.	
Sending healing prayers and comforting hugs.	
Friend Enduring a Break-Up.	
With deepest sympathy as you remember Robert.	
I was saddened to hear that your grandfather passed away.	

Activity 3- Type the following into your internet browser

<https://www.youtube.com/watch?v=IcRvTDVn4BE&t=41s>

OR go to youtube and search 'Individuality: What is normal?'

Under the three headings below, list the people and places to which you feel a strong sense of belonging or connection.

Home	School	Community

Activity 4- In your own words, answer the following questions.

a. What does it mean to feel connected?

b. What is it about the person/s or place that would make young people feel safe?

c. How does the person/s or place support young people to feel comfortable to be themselves?

d. What are the qualities of the person/s or place that would make young people feel included?

e. Why is it important for young people to feel connected?

Take a photo of your completed work and if you can, upload it to the google classroom for your teacher to check.

Practical Lesson #1

Lesson 1

Our PE topic for the first 4 weeks of term is Aboriginal and Indigenous Games.

Attached is a game I would like you to try at home. Find a stick and have a go!
:)

Alternatives to a stick could be a broom or a mop. To make it harder you can try and make your object higher by using your school bag or some pillows. You could even create a lane full of objects and see if you can jump all the way to the finish line using the correct technique!



School
Years
4-6

School
Years
7-9

School
Years
10-12

Post-school age

Background

The stunt activity of *jinnee ngaman billee billee dabbulgar* was observed among the Capel district people of southwest Australia. It was usually only after much practice that this trick was able to be performed.

Short description

This is a stunt of jumping over a line on the ground. It is suitable as a warm-up or 'challenge' activity.

Game play and basic rules

A stick is laid horizontally on the ground (or a marked line). A player squats beside it and holds his or her big toes while still squatting. The player then attempts to jump over the stick.

Comment

This was apparently a feat of some difficulty, which is only understood when an attempt is made to perform it.

Teaching points

- Bend down, hold your toes. Ready.
- Jump.
- Try again.

Practical Lesson #2

Lesson 2

Attached is a game I would like you to try at home. This will test your throwing accuracy. Use a towel or any mat you have at home and the throwing objects could even be rolled up socks. Aim of the game is to see how many you can land inside your towel/mat. To make it harder you can increase the distance from where you are throwing or try with your opposite hand!



All school-age groups (K-12)

Post-school age

Background

This object-throwing game was observed being played on Mer Island in the Torres Strait region in the nineteenth century. More recent versions have also been observed.

Short description

A game based on throwing accuracy. Teams of one to two players throw objects, attempting to make them land on a target on the ground.

Players

- Two players form a team to compete against another team, or the game can be played with one player against another.

Playing area

- A designated indoor or outdoor area suitable for the activity

Equipment

- Two mats (softball bases, carpet squares, rubber mats or small towels) placed 5-7 metres apart
- Beanbags, coins, large buttons or flat bocce balls to represent the *kolap beans*

Game play and basic rules

- Two players sit (or stand) behind each mat.
- The players who are partners are diagonally opposite each other.
- Each player has four *kolaps*, which he or she attempts to throw to land on the mat opposite.
- One player has a turn. The *kolaps* are collected and then the player on the opposite team at the other mat has a turn. Continue in this manner.

Scoring

A combined total of 20 finishes the game for a team. The *kolap* must land completely on the mat to count.

Variations

- Use wooden markers such as used in the game of draughts.
- Players stand to play the game and use rubber mats or carpet squares.
- Throw coins or flat bocce markers onto large carpet squares, or into hoops.
- Skills practice – consecutive throws
- Players take turns to see how many times in a row they can land the *kolap* beans (markers) on the mat. Play from a standing position.
- Tabloid *kolap*: Players (two to six) line up behind each other and take it in turns to attempt to land the *kolap* on the mat. Throwers collect the *kolap* and give it to the next player. Count the number in a set time (2–3 minutes).

Teaching points

- Line up behind the mat.
- Teams face each other.
- First thrower ready. Go.
- Underarm or sidearm throws. Be careful. Aim for the target. Bend the knees a bit.
- Good throw. Watch the target. Point your hand and follow through.
- Next turn. Keep playing.