



Respectful Relationships



To help students recognise and apply respectful behaviours in common school settings using chance and discussion to build understanding and empathy.



Learning Intentions

Students learn to be able to describe what respectful behaviour looks and sounds like.



This helps students develop awareness of appropriate social behaviour and how it impacts relationships in a school setting.

Students look to explore actions that show kindness and fairness.

This encourages students to practise empathy, fairness, and integrity in everyday interactions.

Students aim to be able to explain how respect helps everyone feel safe and included.

This allows students to understand the importance of creating an inclusive classroom community where everyone is valued.



Success Criteria

Understanding of Respect:

Students can identify respectful actions in familiar school situations and describe how they support positive relationships.



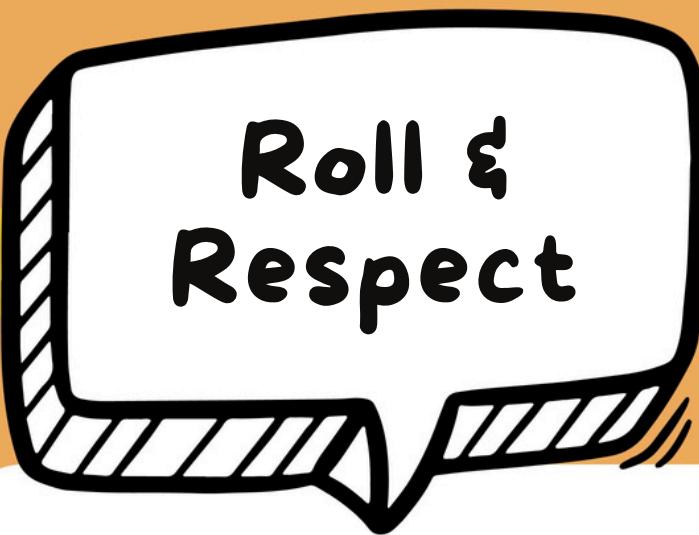
Application of Values:

Students show the ability to choose kind and fair behaviours when responding to real-life scenarios.

Communication and Reflection:

Students can share their ideas clearly with peers and reflect on how respect creates a safe and inclusive space.





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Objective:

To help students recognise and apply respectful behaviours in common school settings using chance and discussion to build understanding and empathy.

Players:

This game works well with pairs or small groups (3-4 max). Can also be played as a full-class circle game.

Materials:

One six-sided dice per group

Scenario reference list (can be printed or displayed on a board)(found in PDF resource tab)

Optional: Paper and pencils for comic strip extension



Setup:

Create or display a list where each dice number corresponds to a scenario:

1. A new student joins your class
2. Someone makes a mistake in front of others
3. You score the winning goal during a game in a PE class.
4. A classmate asks you if they can copy your work in class
5. Two friends are arguing over a rumour that isn't true
6. Someone shares something vulnerable about themselves during class

Activity:

Roll the Dice:

Taking it in turns, each student takes a turn rolling the dice and reading out the scenario that matches the number rolled. After each number is rolled, the group combines to complete the two discussion prompts below, openly discussing how they would approach the scenario.

Keep playing until all group members have had a turn at rolling the dice, if the same number is rolled twice, simply roll again.

Disrespectful Response:

Invite students to describe what a disrespectful response might be and how it could make others feel. Encourage reflection and group discussion.





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Respectful Response:

Students describe what a respectful response would look, feel and sound like in that situation.

Optional Extension – Poster creation:

As a group, students choose one scenario they discussed and illustrate it by creating a RR poster, showing how respect should be demonstrated in the situation. Share the posters as a whole class upon completion.

Reflection Prompt:

- How did you decide what a respectful action looked like in each situation?
- What did you learn about how to include and support others?
- How does being respectful help our classroom feel safe and happy?

Winning the Game:

There is no competitive winner. The focus is on learning, sharing, and reflecting together.

Additional Notes:

This simple dice-based game encourages inclusive conversations and empathy through playful interaction. It reinforces respectful social behaviours, promotes collaboration, and helps students internalise values essential to a healthy school environment.



DICE SCENARIOS SHEET

PRINT AND DISPLAY THE DICE SCENARIOS SHEET. STUDENTS TAKE TURNS ROLLING A SIX-SIDED DICE TO REVEAL A SCENARIO. THEY DISCUSS WHAT A DISRESPECTFUL RESPONSE MIGHT LOOK LIKE AND THEN EXPLORE A RESPECTFUL WAY TO HANDLE THE SITUATION.



A NEW STUDENT JOINS YOUR CLASS



SOMEONE MAKES A MISTAKE IN FRONT OF OTHERS



YOU SCORE THE WINNING GOAL DURING A GAME IN A PE CLASS



A CLASSMATE ASKS YOU IF THEY CAN COPY YOUR WORK IN CLASS



TWO FRIENDS ARE ARGUING OVER A RUMOUR THAT ISN'T TRUE



SOMEONE SHARES SOMETHING VULNERABLE ABOUT THEMSELVES
DURING CLASS

