

## Identify ways to build positive relationships

### Objective(s)

Learners identify ways to build positive relationships with children, families, and other adults.

### Description

In this activity, learners view a video clip of a child with disabilities and see how the adults in his life build positive relationships with him and each other.

### Required Materials/Resources

#### Learner Materials

- [Video 7.7: Christopher's Story](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to video clip or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to briefly describe the things the adults do to build positive relationships with one another, and how this impacts Christopher.
3. Provide Feedback.

### Suggested Assessment

1. The adults work together and learn from one another so that what the therapist does with Christopher, the teacher can do as well. The teacher has other children participate in Christopher's therapy so that he can interact with other children and he is participating in the classroom. The teachers ensure that Christopher is able to fully participate with the other children in the large group activity.
2. These positive relationships impact Christopher by fostering his motivation to participate in all activities, and promoting school readiness skills. Also, positive collaborations between other adults in the classroom promote a positive climate for Christopher and the other children in the classroom.

Hint provided to learner:

1. Think about what the teacher says about the therapy sessions with Christopher.
2. Think about how positive relationships might be beneficial to Christopher and the other children in the class.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
Structured Exercise

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 7.4a](#)

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**Facilitation Tips**

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

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**Alternate Version(s)** (refers to different levels of difficulty)

- No alternate versions of this activity.

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**Credits**

The CONNECT Content Team