

POST VISIT ACTIVITY		New K-10 PDHPE Syllabus	
<p><b>THINK SAY DO</b> Use online Teacher Resource activity 1 OTR-A1</p>	<p><b>KEY INQUIRY QUESTIONS</b> Why are empathy, inclusion and respect important in our relationships?  How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?</p>	<p><b>SKILL DOMAINS</b> Interpersonal Skills Self-management skills</p> <p><b>CONTENT STRANDS</b> Health, wellbeing and relationships Healthy, safe and active Lifestyles</p> <p><b>CONTEXTS FOR LEARNING</b> Personal identity Mental health and wellbeing Relationships Safety</p>	
<p><b>CONTENT DESCRIPTOR</b> Identifies actions to resist pressure from others and maintain personal safety  Practices strategies to resist pressure from others to maintain personal safety</p>	<p><b>OUTCOMES</b> <b>PD2-2</b> explains and uses strategies to develop resilience and to make them feel comfortable and safe <b>PD2-3</b> explains how empathy, inclusion and respect can positively influence relationships <b>PD2-7</b> describes strategies to make home and school healthy, safe and physically active spaces <b>PD2-10</b> demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>		

**THINK, SAY, DO** [online Teacher Resource 1]

1. Begin the Think Say Do interactive by reading the scenario as a class.
2. In pairs, students discuss the options for 'What are you thinking?' and circle their choice on the worksheet. Ask the students to write in the space provided the thoughts that person might have because of how they are feeling.
3. Choose a group to share their choice and select it on the interactive.
4. Next ask students to discuss the options for 'What do you say?' and circle their choice on the worksheet.
5. Choose a group to share their choice and select it on the interactive.
6. Repeat this process for 'What would you do?'
7. Choose a group to share their choice and select it on the interactive.
8. Replay the story using the interactive.
9. Allow time for pairs to share and compare their story.

# ALL SYSTEMS GO

All Systems Go links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 2 (years 3 & 4)



## ALL SYSTEMS GO

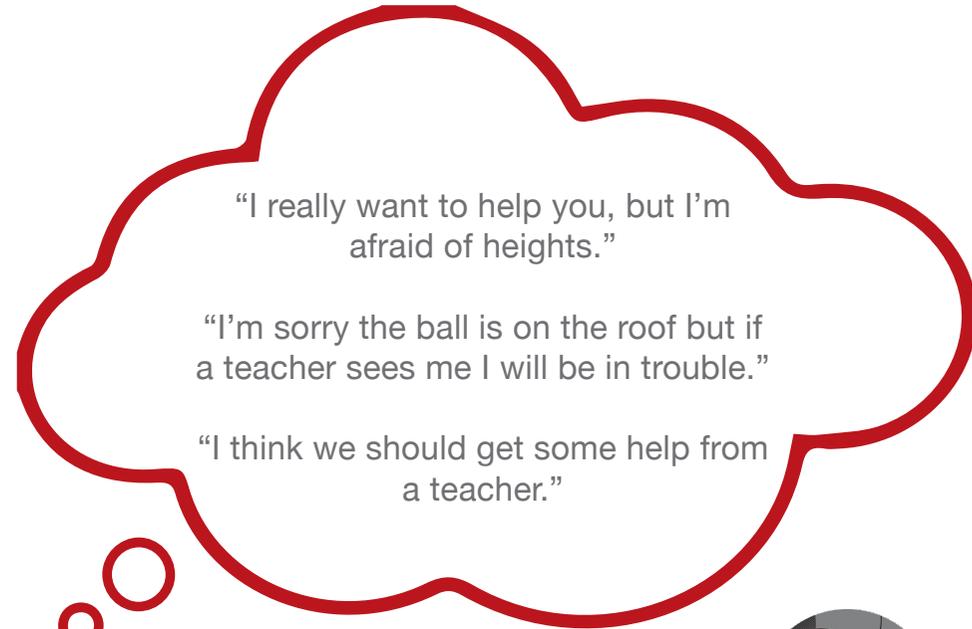
Think, Say, Do



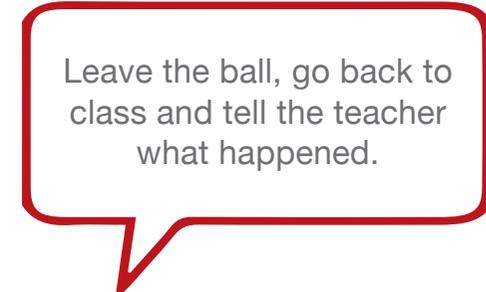
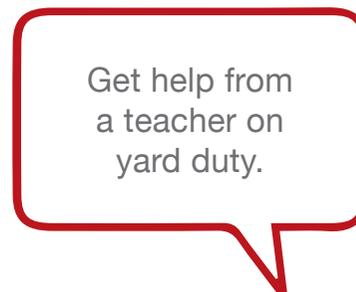
I feel responsible / I feel scared / I feel worried because:

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DO



POST VISIT ACTIVITY		New K-10 PDHPE Syllabus	
<p><b>MEDICINES</b></p> <p>Use online Teacher Resource activity 3</p> <p>OTR-A3</p>	<p><b>KEY INQUIRY QUESTIONS</b></p> <p>What skills and strategies do we need to be healthy, safe and empowered?</p>	<p><b>SKILL DOMAINS</b></p> <p>Interpersonal Skills Self-management skills</p> <p><b>CONTENT STRANDS</b></p> <p>Healthy, safe and active Lifestyles</p> <p><b>CONTEXTS FOR LEARNING</b></p> <p>Personal identity</p>	
<p><b>CONTENT DESCRIPTOR</b></p> <p>Identifies how medications enter the body and safe behaviours for use</p>	<p><b>OUTCOMES</b></p> <p><b>PD2-2</b> explains and uses strategies to develop resilience and to make them feel comfortable and safe</p> <p><b>PD2-6</b> describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p><b>PD2-7</b> describes strategies to make home and school healthy, safe and physically active spaces</p>		
<p><b>Ask the students to reflect on a time when they needed to use a medicine:</b></p> <ul style="list-style-type: none"> <li>▶ What symptoms did they have? E.g. rash, cough, sore throat, upset stomach, headache</li> <li>▶ Who helped them?</li> <li>▶ How did the adult ensure the medicine was administered safely? E.g. measured out the amount, followed instructions</li> </ul> <p><b>MEDICINES ONLINE INTERACTIVE</b></p> <ol style="list-style-type: none"> <li>1. Arrange the students into groups of 3 or 4.</li> <li>2. Allow time for each group to work through the Medicines interactive activity by matching the appropriate information to each of the 4 medicines.</li> <li>3. Ask the students to recall the reasons why a person might use the medicine and the ways the medicines entered the body. <ul style="list-style-type: none"> <li>▶ Would these medicines all have the same instructions? Why not?</li> <li>▶ What is the difference between a prescription and non-prescription medicine?</li> <li>▶ What information would help a person use a medicine safely? e.g. name, instructions, dosage, use by date, warnings, patients name</li> <li>▶ Where could a person get advice about medicines?</li> </ul> </li> </ol> <p><b>STUDENT WORKBOOK</b></p> <ul style="list-style-type: none"> <li>▶ Explain to the students that the Captain has developed new Shrinking Pills for the Venture Crew. Using the Medicines page, their task is to design a package for the Shrinking Pills and include all the information required for safe use of the pills by the Venture Crew.</li> </ul>			

POST VISIT ACTIVITY		New K-10 PDHPE Syllabus	
<p><b>BODY FUEL</b> Use online Teacher Resource activity 4 OTR-A4</p>	<p><b>KEY INQUIRY QUESTIONS</b> How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?</p>	<p><b>SKILL DOMAINS</b> Interpersonal Skills Self-management skills</p>	<p><b>CONTENT STRANDS</b> Healthy, safe and active Lifestyles</p>
		<p><b>CONTEXTS FOR LEARNING</b> Personal identity Food and nutrition</p>	
<p><b>CONTENT DESCRIPTOR</b> Identifies how medications enter the body and safe behaviours for use</p>	<p><b>OUTCOMES</b></p> <p><b>PD2-6</b> describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p><b>PD2-7</b> describes strategies to make home and school healthy, safe and physically active spaces</p>		
<p><b>BODY FUEL ONLINE INTERACTIVE</b></p> <ol style="list-style-type: none"> <li>Using the Body Fuel interactive ask the students in pairs to work through the activity and identify the things our body needs to stay healthy.</li> <li>Ask the groups/pairs to report back on what the body needs/doesn't need. Record their answers on the whiteboard.</li> <li>Use the following questions to stimulate discussion; <ul style="list-style-type: none"> <li>▶ What is different about the items in both lists?</li> <li>▶ Why does the human body need these things?</li> <li>▶ How would a person feel if they did not get enough nutrients, water, or fresh air?</li> <li>▶ How would a person know if they were not getting enough nutrients, water or fresh air?</li> </ul> </li> <li>Allow time for the students to reflect on their own health choices – what they already do to be healthy and what they could do to improve their lifestyle.</li> </ol> <p><b>STUDENT WORKBOOK</b></p> <ul style="list-style-type: none"> <li>▶ On the student work book page students identify 3 ways that their lifestyle could be improved and identify a plan of action.</li> </ul>			

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<p><b>BODY SYSTEM REVIEW</b></p> <p>Use online Teacher Resource activity 5</p> <p>OTR-A5</p>	<p><b>KEY INQUIRY QUESTIONS</b></p> <p>How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?</p>	<p><b>SKILL DOMAINS</b></p> <p>Interpersonal Skills Self-management skills</p> <p><b>CONTENT STRANDS</b></p> <p>Healthy, safe and active Lifestyles</p> <p><b>CONTEXTS FOR LEARNING</b></p> <p>Personal identity Food and nutrition</p>	
<p><b>CONTENT DESCRIPTOR</b></p> <p>Identifies how the internal body systems [e.g. circulation, respiration, nervous and digestion] are interrelated and effect health and wellbeing</p>	<p><b>OUTCOMES</b></p> <p><b>PD2-6</b> describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p><b>PD2-7</b> describes strategies to make home and school healthy, safe and physically active spaces</p>		
<p><b>BODY SYSTEM REVIEW</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to think of a range of functions and actions the body can perform.</li> <li>2. Ask the students to think about which body parts work together to perform these functions or actions on the list.</li> <li>3. Use the Working Together Cards [below]. Copy enough cards for the class to work in groups of 3.</li> <li>4. Randomly distribute the cards to the students. Ask students to mingle and find two other students with the matching cards that will complete their set.</li> <li>5. Clarify how health choices could affect the function of the body e.g. lack of water = dehydration, headaches, kidneys can't filter waste efficiently.</li> </ol> <p><b>BODY SYSTEM REVIEW ONLINE INTERACTIVE</b></p> <ol style="list-style-type: none"> <li>1. Allocate each group a body system from the Body System Review interactive. Each group works through the tasks to review the system.</li> </ol> <p><b>BODY SYSTEM REVIEW ONLINE INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>▶ When all groups have completed the online interactive explain that the Captain has been asked to cut back on visiting all of the body parts during the tours.</li> <li>▶ Ask the students to imagine they are a body part from the system they have reviewed in the interactive activity. They must defend their place as part of the body tours by writing a letter to the Captain.</li> <li>▶ Students complete the 'All Systems Go' page by drafting a letter to the Captain using the stimulus questions and words on the page.</li> <li>▶ Once the draft is completed the students use their notes to write a formal letter to the Captain, which can be shared with the rest of the class.</li> </ul>			

# ***ALL SYSTEMS GO***

Working Together Cards



***ALL SYSTEMS GO***

**food**

***ALL SYSTEMS GO***

**blood**

***ALL SYSTEMS GO***

**brain**

***ALL SYSTEMS GO***

**skin**

***ALL SYSTEMS GO***

**muscles**

***ALL SYSTEMS GO***

**bones**

***ALL SYSTEMS GO***

**oxygen**

***ALL SYSTEMS GO***

**brain**

***ALL SYSTEMS GO***

**blood**

***ALL SYSTEMS GO***

**brain**

***ALL SYSTEMS GO***

**movement**

***ALL SYSTEMS GO***

**hair**

***ALL SYSTEMS GO***

**energy**

***ALL SYSTEMS GO***

**eye**

***ALL SYSTEMS GO***

**energy**

***ALL SYSTEMS GO***

**touch**

***ALL SYSTEMS GO***

**sight**

***ALL SYSTEMS GO***

**hearing**

***ALL SYSTEMS GO***

***ALL SYSTEMS GO***

POST VISIT ACTIVITY		New K-10 PDHPE Syllabus	
<p><b>SECONDHAND SMOKE</b></p> <p>Use online Teacher Resource activity 6</p> <p>OTR-A6</p>	<p><b>KEY INQUIRY QUESTIONS</b></p> <p>How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?</p>	<p><b>SKILL DOMAINS</b></p> <p>Interpersonal Skills Self-management skills</p> <p><b>CONTENT STRANDS</b></p> <p>Healthy, safe and active Lifestyles</p> <p><b>CONTEXTS FOR LEARNING</b></p> <p>Personal identity Safety</p>	
<p><b>CONTENT DESCRIPTOR</b></p> <p>Identifies secondhand smoking as a health risk and proposes actions to stay safe</p>	<p><b>OUTCOMES</b></p> <p><b>PD2-2</b> explains and uses strategies to develop resilience and to make them feel comfortable and safe</p> <p><b>PD2-6</b> describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p><b>PD2-7</b> describes strategies to make home and school healthy, safe and physically active spaces</p> <p><b>PD2-10</b> demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>		

Provide an image of a No Smoking sign to show the class and review what it means and who it is designed to protect. Clarify the meaning of secondhand smoking.

### SECONDHAND SMOKE ONLINE INTERACTIVE

- ▶ Ask the students to form into pairs or small groups.
- ▶ In pairs or small groups students use the interactive to help them find on the town map, as many places as they can that might have a No Smoking Sign and record them. If time permits allow students a second chance to increase their score.
- ▶ Come back as a whole class and allow each group to share 2 places, but it must not have already been mentioned by another group. Create a list on the whiteboard.
- ▶ Ask the students the following questions:
  - Why isn't smoking allowed in these places?
  - How does secondhand smoke affect people?
- ▶ Have students get back into their pairs/small groups.

### SECONDHAND SMOKE ONLINE INTERACTIVE

- ▶ Using the first scenario from page 8 of the student workbook page ask the pairs/groups to think of an action plan for the child in the scenario. Each group shares their action plan.
- ▶ Individually students use these ideas to create action plans for the remaining scenarios on the student page.