

# Growing good friends

Growing Good Friends links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 1



POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p><b>SHORT LESSON</b> 15-20 mins</p> <p><b>HEALTHY FOOD CIRCLE</b> Use Online Teacher Resource Activity 1</p> <p>OTR-A1</p>	<p><b>KEY INQUIRY QUESTIONS</b> How can I act to help make my environments healthy, safe and active?</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> Identify actions that contribute to a healthy lifestyle <i>[nutrition/physical activity]</i></p>	<p><b>OUTCOMES</b> <b>PD1-6</b> understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity <b>PD1-7</b> explores actions that help make home and school healthy, safe and physically active spaces</p>		
<p><b>HEALTHY FOOD CIRCLE [OTR-A1]</b> A simple, fun, and noisy movement game that helps students become familiar with the five food groups that make up the Healthy Food Circle.</p> <p>All students sit on a chair in a circle. The teacher gives each student a piece of food from one of the food groups - e.g. vegetables, fruit, meat, dairy, grains. Remove one chair and that student stands in the middle of the circle. The student calls out one food group, and all students holding something from that group must leave their chair and move to another one. However, they can't sit in the chair either side of where they are sitting. The student in the middle tries to steal a chair. When the student in the middle calls 'Healthy Food Circle' everyone has to find a new chair.</p>			

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<p><b>SHORT LESSON</b> 15-20 mins</p> <p><b>VEGIE MUMBLE JUMBLE</b> Use Online Teacher Resource activity 1 and Student Work Book p4-5</p> <p>OTR-A1 SWB p4-5</p>	<p><b>KEY INQUIRY QUESTIONS</b> How can I be responsible for my own and others' health, safety and wellbeing?</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 Relationships Safety</p>
<p><b>CONTENT DESCRIPTOR</b> Identify people and places that help to keep them safe</p>	<p><b>OUTCOMES</b></p> <p><b>PD1-6</b> understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity</p> <p><b>PD1-7</b> explores actions that help make home and school healthy, safe and physically active spaces</p>	
<p><b>VEGIE MUMBLE JUMBLE</b> [OTR – A1 &amp; SWB p4/5] Another short and funny game designed to familiarise students with different types of vegetables.</p> <p>Each student chooses a vegetable. The class sits in a circle. One student says their chosen veggie name twice, and then someone else's veggie name twice. However, they must use their lips to cover their teeth. If they laugh and reveal their teeth, they are disqualified. If they don't reveal their teeth, the person who's veggie was named second, continues the game. You can increase the difficulty by not allowing any pointing of fingers etc. Veggie Mumble Jumble can be used for all ages as an icebreaker.</p>		

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<p><b>SHORT LESSON</b> 15-20 mins</p> <p><b>POETRY</b> Use Online Teacher Resource Activity 5, 6 and Student Work Book p1</p> <p>OTR-A5, A6 SWB p1</p>	<p><b>KEY INQUIRY QUESTIONS</b> How can we be inclusive and respectful?</p>	<p><b>SKILL DOMAINS</b> Interpersonal skills Self-management skills</p> <p><b>CONTENT STRANDS</b> Health, wellbeing and relationships</p> <p><b>CONTEXTS FOR LEARNING</b> Personal identity Relationships Safety</p>
<p><b>CONTENT DESCRIPTOR</b> Identify ways that people show care and concern for one another</p>	<p><b>OUTCOMES</b></p> <p><b>PD1-1</b> describes the qualities and characteristics that make them similar and different to others</p> <p><b>PD1-2</b> recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p> <p><b>PD1-3</b> recognises and describes the qualities that enhance inclusive and respectful relationships</p> <p><b>PD1-9</b> demonstrates self-management skills in taking responsibility for their own actions</p> <p><b>PD1-10</b> describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	
<p><b>POETRY</b> [OTR - A5, A6 &amp; SWB p1]</p> <p>After completing any of the Growing Good Friends activities about building positive relationships [OTR A5 Vox Pop, OTR A6 Working Together, or SWB p1], students write a short poem exploring the concept of 'Good Friends'. They can use whichever of the following styles best suits their ability, experience, or the allocated time.</p> <p><b>ACROSTIC</b> Using the word 'friend' or 'special', students use each letter in the word to explore what it means to them. For example: f - feel safe, r - respects me, i - includes me etc.</p> <p><b>LIMERICK</b> A funny rhyme about a time your friend made you laugh.</p> <p><b>HAIKU</b> Three line poem - 5 syllables, 7 syllables, 5 syllables - about what makes a good friend.</p>		

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POST VISIT ACTIVITY	NEW K-10 PDHPE SYLLABUS	
<p><b>FULL LESSON</b> 30-45 mins</p> <p><b>FOOD JOURNEY</b> Use Online Teacher Resource activity 3 and Student Work Book p4-5</p> <p>OTR-A3 SWB p4-5</p>	<p><b>KEY INQUIRY QUESTIONS</b> How can I act to help make my environments healthy, safe and active?</p>	<p><b>SKILL DOMAINS</b> Interpersonal skills Self-management skills</p> <p><b>CONTENT STRANDS</b> Health, wellbeing and relationships</p> <p><b>CONTEXTS FOR LEARNING</b> Personal identity Food and nutrition</p>
<p><b>CONTENT DESCRIPTOR</b> Identify and practice strategies to make healthy food choices</p>	<p><b>OUTCOMES</b></p> <p><b>PD1-6</b> understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity</p> <p><b>PD1-7</b> explores actions that help make home and school healthy, safe and physically active spaces</p> <p><b>PD1-9</b> demonstrates self-management skills in taking responsibility for their own actions</p>	
<p><b>FOOD JOURNEY</b> <i>[OTR - A3 &amp; SWB p4/5]</i></p> <p>Students survey their classmates to find out who grows their own fruit and vegetables at home, who has animals that provide a food source, and what kind of home grown produce their class could share. They can graph this information, or extend the survey to include other classes in the school. Students then investigate where their food comes from, and how it helps their bodies.</p> <p>Complete SWB pages 4 and 5. Choose one food from a lunchbox in the classroom and research the journey it might have been on to get to that lunchbox. For example, an apple, a strawberry, or sandwich bread. Use the research to create a visual diary, or a flow chart that illustrates the journey from seed to lunchbox. Students can use the information in OTR A3 <i>[Healthy Food Facts]</i> to show how that food helps their body. The flow chart can be extended to illustrate how the food benefits their health</p>		

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<p><b>FULL LESSON</b> 30-45 mins</p> <p><b>THE VEGIE PATCH</b> Use Online Teacher Resource activity 2, 4 and Student Work Book p 4-5</p> <p>OTR- A2, A4 SWB p4-5</p>	<p><b>KEY INQUIRY QUESTIONS</b></p> <p>How can I act to help make my environments healthy, safe and active?</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 Safety</p>
<p><b>CONTENT DESCRIPTOR</b> Identify safe and unsafe behaviours, situations and environments</p> <p>Identify and practice strategies to make healthy food choices</p>	<p><b>OUTCOMES</b></p> <p><b>PD1-2</b> recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p> <p><b>PD1-6</b> understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity</p> <p><b>PD1-7</b> explores actions that help make home and school healthy, safe and physically active spaces</p>	
<p><b>THE VEGIE PATCH</b> <i>[OTR A2, A4 &amp; SWB p4/5]</i></p> <p>Some schools are lucky enough to have their very own vegie patch on the school grounds. Some other schools have a patch in a community garden, and some other schools don't have the space. Discuss with students whether their school has a vegie patch or not, what is grown, what happens to the vegies, or where one could be planted.</p> <p>If your school does have a vegie patch, students could visit it and observe or photograph what is growing there. Alternatively, they could use old egg cartons, recycled plastic containers, or pots to plant seedlings. Depending on the space available, they could grow strawberries or alfalfa sprouts, lettuces, or larger vegetables with some help from parents or older students. Students could make predictions about what might grow well, and what might be prevented from growing. They could write recipes for the foods that are growing, and use them to produce food to share as a class.</p>		

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<p><b>EXTENDED LESSON</b> 60 mins</p> <p><b>SLIDING DOORS</b> Use Online Teacher Resource activity 5, 6 and Student Work Book p1, p3 &amp; p8</p> <p>OTR-A5, A6 SWB p1, p3, p8</p>	<p><b>KEY INQUIRY QUESTIONS</b> How can we be inclusive and respectful?</p>	<p><b>SKILL DOMAINS</b> Interpersonal skills Self-management skills</p> <p><b>CONTENT STRANDS</b> Health, wellbeing and relationships</p> <p><b>CONTEXTS FOR LEARNING</b> Personal identity Food and nutrition Safety</p>
<p><b>CONTENT DESCRIPTOR</b> Identify ways that people show care and concern for one another</p>	<p><b>OUTCOMES</b></p> <p><b>PD1-1</b> describes the qualities and characteristics that make them similar and different to others</p> <p><b>PD1-2</b> recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p> <p><b>PD1-3</b> recognises and describes the qualities that enhance inclusive and respectful relationships</p> <p><b>PD1-9</b> demonstrates self-management skills in taking responsibility for their own actions</p> <p><b>PD1-10</b> describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	
<p><b>SLIDING DOORS</b> [OTR A5, A6 &amp; SWB p1, 3, 8]</p> <p>These activities establish the qualities that make good friends, and help students recognise behaviours that good friends might exhibit. Using the scenarios from SWB page 8 [<i>What You Can Do</i>], or others they can think of, students work in small groups to create short films. Firstly, they choose, or are allocated, a scenario where someone needs to be a good friend in order to help someone who is having difficulty with something. It might be a new student having lunch by themselves, someone who has hurt themselves in the yard, a student who has forgotten or lost something important, or another similar situation. They write a script explaining what has happened and then write two different endings. The first ending involves someone who does not act in a way that is helpful. The second ending shows how a good friend would act to ensure there is a positive outcome. The students practice their script and use a basic recording tool [<i>tablet or camera</i>] to film both versions of their script. They can then screen their films for their peers, or for younger students, showing them what it means to be a good friend.</p>		