

Harold's friend ship

Harold's Friend Ship links to the NSW Personal Development, Health and Physical Education Syllabus - Early Stage 1 & Stage 1



POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>SHORT LESSON 15-20 mins</p> <p>ONE LINE AT A TIME Use Online Teacher Resource Activity 1 & Student Work book p1, 2</p> <p><i>OTR-A1</i> <i>SWB p1, 2</i></p>	<p>KEY INQUIRY QUESTIONS What makes me unique? <i>Early stage 1</i></p> <p>How does my uniqueness shape who I am? <i>Stage 1</i></p>	<p>SKILL DOMAINS Self-management skills</p> <p>CONTENT STRANDS Health, Wellbeing and Relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Mental health and wellbeing Safety Relationships</p>	
<p>CONTENT DESCRIPTOR Identify types of feelings and emotions people can experience in different situations</p>	<p>OUTCOMES <i>Early Stage 1</i> PDe-1 identifies who they are and how people grow and change PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</p> <p>OUTCOMES <i>Stage 1</i> PD1-1 describes the qualities and characteristics that make them similar and different to others PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p>		
<p>ONE LINE AT A TIME [<i>OTR - A1, SWB P1 & 2</i>] Copy and print the page of emoticons on Page 2 of SWB.</p> <p>The class stand in a circle. You can add some extra emoticons as suggested by the students. Randomly assign these emoticons to students in the circle. The activity begins with the teacher saying the first line of a story. Moving in a clockwise direction, each student adds a sentence to the story. If they are holding an emotion, their line needs to use this emotion to determine the events. For example; [Teacher] 'I was walking to school on a frosty morning when I noticed something.' [First student: scared emoticon] 'I could hear a strange noise coming from behind the fence of the house I was walking past and it was really scary.' The story continues all the way around the circle with the last student completing the story. You can complete this as many times as you like, redistributing the emotions each time.</p>			

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<p>SHORT LESSON 15-20 mins</p> <p>FRUIT SALAD Use Online Teacher Resource Activity 4, 5 & Student Work Book p10</p> <p><i>OTR-A4, A5</i> <i>SWB p10</i></p>	<p>KEY INQUIRY QUESTIONS Who helps us to stay healthy and safe? <i>Early stage 1</i></p> <p>How can I act to make my environments healthy, safe and active? <i>Stage 1</i></p>	<p>SKILL DOMAINS Interpersonal Skills Self-management skills</p> <p>CONTENT STRANDS Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Personal identity Relationships Safety</p>	
<p>CONTENT DESCRIPTOR Identify people and places that help to keep them safe</p>	<p>OUTCOMES <i>Early Stage 1</i></p> <p>PDe-6 explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity</p> <p>PDe-7 identifies actions that promote health, safety, wellbeing and physically active space</p> <p>PDe-9 practises self-management skills in familiar and unfamiliar scenarios</p> <p>OUTCOMES <i>Stage 1</i></p> <p>PD1-6 understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity</p> <p>PD1-7 explores actions that help make home and school healthy, safe and physically active spaces</p> <p>PD1-9 demonstrates self-management skills in taking responsibility for their own actions</p>		
<p>ONE LINE AT A TIME [<i>OTR - A1, SWB P1 & 2</i>] Complete A4 and A5 as a class. Students sit on chairs in a circle</p> <p>Fruit Salad is altered to use the names of various Emergency Services and Community Helpers, e.g. Fire Chiefs, Police, Ambulance Officer, Nurse, Pharmacist. Each student is allocated one Emergency Service/Community Helper role. One chair is removed and that student starts in the middle. They call out one or two of the Emergency Services and those students run to sit in another seat that is not directly beside the chair they vacated. If they don't find a seat, they take the place in the middle. If a student calls 'emergency' everyone has to leave their chair and find a new place to sit</p>			

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<p>SHORT LESSON 15-20 mins</p> <p>DETECTIVES Use Online Teacher Resource Activity 4, 5 & Student Work Book p10</p> <p>OTR-A4, A5 SWB p10</p>	<p>KEY INQUIRY QUESTIONS</p> <p>How can we care for and include each other? <i>Early Stage 1</i></p> <p>How can we be inclusive and respectful? <i>Stage 1</i></p>	<p>SKILL DOMAINS Interpersonal Skills Self-management skills</p> <p>CONTENT STRANDS Health, Wellbeing and Relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Relationships</p>	
<p>CONTENT DESCRIPTOR Identify behaviours that help to establish and maintain positive relationships</p>	<p>OUTCOMES <i>Early Stage 1</i></p> <p>PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</p> <p>PDe-3 communicates ways to be caring, inclusive and respectful of others</p> <p>PDe-10 uses interpersonal skills to effectively interact with others</p> <p>OUTCOMES <i>Stage 1</i></p> <p>PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p> <p>PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships</p> <p>PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>		
<p>DETECTIVES <i>[OTR - A4, A5 & SWB p10]</i></p> <p>In the game 'Detectives' teacher allocates the following roles; detective, the spy and the assistant.</p> <p>The detective and assistant are selected and the detective leaves the room while the spy is chosen. The rest of the class know who the spy is but the detective has to try and guess. The spy starts a movement that everyone must copy, <i>[for example; clapping, hopping, nodding and shaking]</i>. They rely on non-verbal clues to indicate the change. The assistant can give the detective three clues to help. The detective has three guesses to work out who the spy is. A quick discussion about the effective non-verbal clues can be held at the end of each game.</p>			

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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>FULL LESSON 30-45 mins</p> <p>ROLE PLAYS Use Online Teacher Resource activity 1, 2 & 3 and Student Work Book p4, 5, 6, 7</p> <p><i>OTR-A1, A2, A3</i> <i>SWB p4, p5, p6, p7</i></p>	<p>KEY INQUIRY QUESTIONS <i>How can we care for and include each other?</i> <i>Early Stage 1</i></p> <p>How can we be inclusive and respectful? <i>Stage 1</i></p>	<p>SKILL DOMAINS Interpersonal Skills Self-management skills</p> <p>CONTENT STRANDS Health, Wellbeing and Relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Relationships</p>	
<p>CONTENT DESCRIPTOR</p> <p>Identify types of feelings and emotions people can experience in different situations</p> <p>Identify behaviours that help to establish and maintain positive relationships</p> <p>Identify people and places that help to keep them safe</p>	<p>OUTCOMES <i>Early Stage 1</i></p> <p>PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</p> <p>PDe-3 communicates ways to be caring, inclusive and respectful of others</p> <p>PDe-10 uses interpersonal skills to effectively interact with others</p> <p>OUTCOMES <i>Stage 1</i></p> <p>PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p> <p>PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships</p> <p>PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>		
<p>ONE LINE AT A TIME [OTR - A1, SWB P1 & 2] The students are organised into small groups of four or five.</p> <p>In a hat place a range of situations, emotions, people who can help and qualities of a good friend. A possible list is included below, but these might be determined by current events. Each group chooses one of each and then create a short role play using their selections. Watch each of the role plays together as a class and comment on the outcome of each situation. For an extension, students could individually write a story based on one of the situations they watched.</p> <p>They could use the first line of each story as a possible story starter. They may choose the one their own group presented, or another one they saw. Encourage them to use the first line as a jumping off point and let the story go in any direction that makes sense.</p>			

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<p>SITUATION A birthday party</p> 	<p>EMOTION Worried</p> 	<p>HELPER Crossing supervisor</p> 	<p>QUALITY OF FRIEND Fun</p> 
<p>SITUATION Getting lost</p> 	<p>EMOTION Scared</p> 	<p>HELPER Fire Brigade</p> 	<p>QUALITY OF FRIEND Saying Sorry</p> 
<p>SITUATION A friend being mean</p> 	<p>EMOTION Excited</p> 	<p>HELPER Police</p> 	<p>QUALITY OF FRIEND Helping</p> 
<p>SITUATION Walking to School</p> 	<p>EMOTION Frustrated</p> 	<p>HELPER Parents</p> 	<p>QUALITY OF FRIEND Listening</p> 

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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>FULL LESSON 30-45 mins</p> <p>CLASS MASCOT <i>Online Teacher Resource activity 1, 2, 6 and Student Work Book p10, 11</i></p> <p><i>OTR-A1, A2, A6</i> <i>SWB p10, p11</i></p>	<p>KEY INQUIRY QUESTIONS</p> <p>How can we care for and include each other? <i>Early stage 1</i></p> <p>How can we be inclusive and respectful? <i>Stage 1</i></p>	<p>SKILL DOMAINS Interpersonal Skills Self-management skills</p> <p>CONTENT STRANDS Health, Wellbeing and Relationships Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Personal identity Relationships Mental health and wellbeing Safety</p>	
<p>CONTENT DESCRIPTOR</p> <p>Identify types of feelings and emotions people can experience in different situations</p> <p>Identify behaviours that help to establish and maintain positive relationships</p>	<p>OUTCOMES <i>Early Stage 1</i></p> <p>PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</p> <p>PDe-3 communicates ways to be caring, inclusive and respectful of others</p> <p>PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces</p> <p>PDe-10 uses interpersonal skills to effectively interact with others</p> <p>OUTCOMES <i>Stage 1</i></p> <p>PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p> <p>PD1-3 communicates ways to be caring, inclusive and respectful of others</p> <p>PD1-7 explores actions that help make home and school healthy, safe and physically active spaces</p> <p>PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>		
<p>Class Mascot [<i>OTR A1, A2, A6 & SWB p1, 4&5, 6&7, 10, 11</i>]</p> <p>Create a class mascot of the type of person you want to be in your class. You can use an old school uniform and stuff it and then attach labels, or draw a chalk outline on the ground outside, or trace the outline of a class member on a large piece of paper and hang it in the classroom. As a class discuss various situations they may have faced or that have been raised in the activities listed above and what the best response might be to these different situations. They could make labels to attach to their mascot in the form of speech bubbles, or as symbols that represent the response to the situation. They might also include people they can turn to for help to overcome difficult situations and emotions. The mascot can then be referred to as an example of how students should and could react when different situations happen within the class.</p>			

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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>EXTENDED LESSON 60 mins</p> <p>THE FRIENDSHIP SONG Use Online Teacher Resource activity 2 and Student Work Book p3, 4&5, 6&7, 8</p> <p>Peer on peer learning activity</p> <p>OTR-A2 SWB p3-8</p>	<p>KEY INQUIRY QUESTIONS <i>How can we care for and include each other?</i> <i>Early stage 1</i></p> <p><i>How can we be inclusive and respectful?</i> <i>Stage 1</i></p>	<p>SKILL DOMAINS Interpersonal Skills Self-management skills</p> <p>CONTENT STRANDS Health, Wellbeing and Relationships Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Food and nutrition Relationships Mental health and wellbeing Safety</p>	
<p>CONTENT DESCRIPTOR Identify people and places that help to keep them safe</p> <p>Identify behaviours that help to establish and maintain positive relationships</p>	<p>OUTCOMES Early Stage 1</p> <p>PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</p> <p>PDe-3 communicates ways to be caring, inclusive and respectful of others</p> <p>PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces</p> <p>PDe-10 uses interpersonal skills to effectively interact with others</p> <p>OUTCOMES Stage 1</p> <p>PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p> <p>PD1-3 communicates ways to be caring, inclusive and respectful of others</p> <p>PD1-7 explores actions that help make home and school healthy, safe and physically active spaces</p> <p>PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>		

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NEW K-10 PDHPE SYLLABUS

The Friendship Song [OTR - A2 & SWB p3, 4&5, 6&7, 8]

Watch the Vox Pop in the OTR and discuss other strategies that might be helpful when faced with being left out of a game.

Complete the Safety Net task in the SWB and use this to construct a physical reminder of safe behaviours. You could either use an old fishing net to replicate the safety net from the workbook, or use small pots with foam and icy pole sticks with symbols and key words to make a friendship garden. Discuss as a class Harold's phrase "Having friends and staying safe is good for me." Discuss what they might need to be a good friend and stay safe. Students can decorate each feature and hang it from the net hanging from the roof or one of the walls, or attach it to the icy pole stick and stand in a pot for the friendship garden. These could include certain behaviours or people they might turn to when in danger to help them stay safe. Then in small groups students can use some or all of the phrases to make a short jingle or song about being a good friend, just like Alien Boots does in the animation the students see as part of the Life Education visit. These songs can be used as reminders when people aren't being the kind of friends to each other that they should be.