

POST VISIT ACTIVITY	NEW K-10 PDHPE SYLLABUS	
<p>SHORT LESSON 15-20 mins</p> <p>SCHOOL BUS IS COMING Use Online Teacher Resource Activity 1</p> <p>OTR-A1</p>	<p>KEY INQUIRY QUESTIONS What helps us to stay healthy and safe?</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 Food and nutrition Mental health and wellbeing Safety</p>
<p>CONTENT DESCRIPTOR Identify safe and unsafe behaviours, situations and environments</p>	<p>OUTCOMES</p> <p>PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</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 spaces</p> <p>PDe-8 explores how regular physical activity keeps individuals healthy</p> <p>PDe-9 practises self-management skills in familiar and unfamiliar scenarios</p>	

SCHOOL BUS IS COMING *[OTR-A1]*

This is a fun and simple activity based on the well-known game, Captain’s Coming. Once students have completed the first OTR activity [\[Morning Routines\]](#), ask them to find a space in the room and wait for instructions. Designate parts of the classroom as rooms in their homes. [\[E.g. one part is the bathroom, another the kitchen.\]](#) Call out one of the instructions from the list below, students have to move to the relevant part of the room [\[as identified by the teacher\]](#) and mime the activity until the next one is called out. The activities don’t need to be in any particular order; tricking the students creates a little more fun.

- Eat breakfast • Clean teeth • Get dressed • Go to the toilet • Pack bag • Wash face • Wash hands

To finish the game, call out “The school bus is coming!” - at which point all students have to line up at the door, as if ready to go to school. Once the game ends, the class can have a short discussion about why each of these activities is important, and what could happen if we didn’t bother doing them before school.

POST VISIT ACTIVITY	NEW K-10 PDHPE SYLLABUS	
<p>SHORT LESSON 15-20 mins</p> <p>CHARADE RELAY Use Online Teacher Resource Activity 2</p> <p>OTR-A2</p>	<p>KEY INQUIRY QUESTIONS What helps us to stay healthy and safe?</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 Food and nutrition Mental health and wellbeing</p>
<p>CONTENT DESCRIPTOR Identify their personal responsibility to contributing to a healthy and safe lifestyle</p> <p>Identify safe and unsafe behaviours, situations and environments</p>	<p>OUTCOMES</p> <p>PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</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 spaces</p> <p>PDe-8 practises self-management skills in familiar and unfamiliar scenarios</p>	
<p>CHARADE RELAY [OTR-A2]</p> <p>Divide the class into teams of four. Two members of the team stand on one line, facing their other two teammates, who are standing on a line about four metres away. In the middle of each team is a hat containing small pieces of paper, each with a healthy habit listed on it.</p> <p>For example, teeth cleaning, hand washing, nose blowing with a tissue, face washing, and eating with a knife and fork.</p> <p>One student from each team runs to the hat, picks out one piece of paper, and then proceeds to mime the healthy habit until their team guesses what it is. When the team has correctly guessed the habit, the student miming tags the next student, who then runs to the hat. This continues until all the pieces of paper in the hat have been used. The group that finishes first wins.</p>		

My body matters

My Body Matters links to the NSW Personal Development, Health and Physical Education Syllabus - Early Stage 1 [kindergarten]



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<p>SHORT LESSON 15-20 mins</p> <p>MY FITNESS VIDEO Use Student Work Book p8</p> <p>SWB-p8</p>	<p>KEY INQUIRY QUESTIONS How do we move our bodies?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills Movement skills</p> <p>CONTENT STRANDS Movement skill and performance</p> <p>CONTEXTS FOR LEARNING Personal identity Health benefits of physical activity</p>	
<p>CONTENT DESCRIPTOR Identify what a healthy body needs</p>	<p>OUTCOMES</p> <p>PDe-4 practises and demonstrates movement skills and sequences using different body parts</p> <p>PDe-10 uses interpersonal skills to effectively interact with others</p> <p>PDe-11 demonstrates how the body moves in relation to space, time, objects, effort and people</p>		
<p>MY FITNESS VIDEO [SWB p8] Students complete the activity on Page 8 of the SWB - Your Fitness Routine.</p> <p>Working in pairs and using a tablet device, each pair videos their own fitness routines. They then swap the tablet with another pair and complete the fitness routines that they have recorded. Keep swapping tablets until each pair has had a turn at completing someone else's fitness routine. At the end of the activity, students can consider and articulate how they feel physically</p>			

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<p>SHORT LESSON 15-20 mins</p> <p>WHAT DID OUR CLASS EAT FOR BREAKFAST? Use Online Teacher Resource Activity 3 & Student Work Book p1</p> <p>OTR-A3 SWB-p1</p>	<p>KEY INQUIRY QUESTIONS What helps us to stay healthy and safe?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills Movement skills</p> <p>CONTENT STRANDS Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Personal identity Food and nutrition</p>
<p>CONTENT DESCRIPTOR Identify what a healthy body needs</p>	<p>OUTCOMES</p> <p>PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</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 spaces</p>	
<p>WHAT DID OUR CLASS EAT FOR BREAKFAST TODAY? [OTR - A3 & SWB p1] Students complete the activity on Page 8 of the SWB - Your Fitness Routine.</p> <p>Collect various food catalogues and bring them to class.</p> <p>Complete Activity 3 in the OTR [Breakfast Breakdown] and Page 1 of the SWB. As a group, make a list of foods that students eat for breakfast. Individual students can look through the food catalogues to see if they can find pictures of these foods to cut out and put on a chart at the front of the room. Once these students have decided that there are enough choices on the chart, the class conducts a survey. One student can be the counter, another the recorder, another the surveyor. The surveyor asks the class who ate the first item on the list for breakfast that morning; the counter counts the number of students with their hands in the air, and the recorder writes the number beside the picture. Complete this process for all of the breakfast foods on the list.</p>		

POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>FULL LESSON 30-45 mins</p> <p>LUNCHBOX LEGENDS Use Online Teacher Resource activity 3, 4 & 6 and Student Work Book p2 & p9</p> <p>OTR A3, A4, A6 SWB p2, p9</p>	<p>KEY INQUIRY QUESTIONS What helps us to stay healthy and safe?</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 Food and nutrition</p>	
<p>CONTENT DESCRIPTOR Identify foods needed for a healthy balanced diet</p> <p>Identify their personal responsibility to contributing to a healthy and safe lifestyle</p>	<p>OUTCOMES PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-3 communicates ways to be caring, inclusive and respectful of others PDe-6 explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces</p>		
<p>LUNCHBOX LEGENDS [OTR – A3, A4, A6 & SWB p2, p9]</p> <p>Students can complete any or all of the following activities in preparation for this lesson. OTR A3: Breakfast Breakdown, OTR A4: Food Invaders, OTR A6: Vox Pop, SWB Page 2 & SWB Page 9.</p> <p>Using supermarket catalogues, students cut out pictures of foods that are either 'sometimes foods' or 'always foods'. Working individually or with a partner, they then design a poster that illustrates the difference between the two types of foods, using the pictures however they want to.</p> <p>Working in small groups, they could share lunchtime with another year level, videoing what other students have in their lunchbox that day. After they have interviewed four other students about what they are having for lunch, the students could make a few comments about whether they saw lots of 'sometimes foods' or lots of 'always foods'. The groups then show their short films to the rest of the class to see if the results were the same across different year levels.</p>			

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<p>FULL LESSON 30-45 mins</p> <p>DANGER DANGER! Use Online Teacher Resource activity 5 and Student Work Book p10</p> <p>OTR A5 SWB p10</p>	<p>KEY INQUIRY QUESTIONS</p> <p>How can we care for each other?</p> <p>How do we make healthy and safe choices in different situations?</p>	<p>SKILL DOMAINS</p> <p>Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS</p> <p>Health, wellbeing and relationships Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING</p> <p>Personal identity Food and nutrition Relationships Mental health and wellbeing Safety</p>	
<p>CONTENT DESCRIPTOR</p> <p>Identify safe and unsafe behaviours, situations and environments</p>	<p>OUTCOMES</p> <p>PDe-1 identifies who they are and how people grow and change</p> <p>PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</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 spaces</p>		
<p>DANGER DANGER! [OTR - A5 & SWB p10]</p> <p>This lesson expands on ideas explored in OTR Activity 5 [Travel Safe] and Page 10 in the SWB.</p> <p>Create a mock obstacle course in the classroom, comprised of various unsafe situations. For example, a road with no crossing, the hot sun, a car, a playground, the beach, a bike etc. Talk about strategies students could use to keep themselves safe in each situation - such as a hat, a seatbelt, a stop sign [to remind them to look both ways], sunscreen, a water bottle, a brain [for making good decisions], a helmet. Put students in small groups of two or three, and give each group a print-out of the images on the final page of this document. As they move through the obstacle course with their friends, they can choose which safety strategy they could use when faced with that situation. They leave an image at each stop to indicate their choice.</p>			

POST VISIT ACTIVITY	NEW K-10 PDHPE SYLLABUS	
<p>EXTENDED LESSON 60 mins</p> <p>GET YOUR JINGLE ON Small group work.</p> <p>Peer on peer learning activity.</p>	<p>KEY INQUIRY QUESTIONS</p> <p>How can we care for each other?</p> <p>How do we make healthy and safe choices in different situations?</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</p> <p>Identify safe and unsafe behaviours, situations and environments</p> <p>Identify foods needed for a healthy balanced diet</p> <p>Identify their personal responsibility to contributing to a healthy and safe lifestyle</p>	<p>OUTCOMES</p> <p>PDe-1 identifies who they are and how people grow and change</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-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 spaces</p> <p>PDe-9 practises self-management skills in familiar and unfamiliar scenarios</p> <p>PDe-10 uses interpersonal skills to effectively interact with others</p>	
<p>GET YOUR JINGLE ON</p> <p>This learning activity complements any of the activities in the Online Teacher Resource or the Student Workbook, and teachers can structure the task around an area they have focussed on in class. For example, they can focus on healthy breakfasts, safe behaviour, healthy bodies, or any combination of these areas.</p> <p>Students work in small groups, or individually if they prefer, to create a catchy phrase that teaches other students how to look after themselves. They then turn the phrase into a short jingle that would be suitable for a television or radio advertisement. Students write their short jingle, practice it, and decide whether they will create a video for TV, or record it for radio. They might need to add movement and action for a television ad, or music and sound effects for a radio ad. Once they have completed their jingle and shown it to a teacher for approval, students can use Videostar or another suitable program to record it. The class can watch the finished products and talk about the health message in each jingle.</p>		