



Mind Your Medicine links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 2 (years 3 & 4)



POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>SHORT LESSON 15-20 mins</p> <p>GETTING READY RELAY Use Online Teacher Resource activity 1, 2</p> <p>OTR-A1, 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 Safety</p>	
<p>CONTENT DESCRIPTOR Identifies factors that affect health and wellbeing (physical, social and emotional) and how they interact</p> <p>Identifies that some people need medicines to maintain their health</p>	<p>OUTCOMES</p> <p>PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe</p> <p>PD2-3 explains how empathy, inclusion and respect can positively influence relationships</p> <p>PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p>PD2-7 describes strategies to make home and school healthy, safe and physically active spaces</p> <p>PD2-9 demonstrates self-management skills to respond to their own and others' actions</p> <p>PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>		
<p>GETTING READY RELAY <i>[Links with OTR Activity 1, 2]</i></p> <p>Bring to class a range of items that students may use to get themselves ready in the morning; e.g towel, cereal box, lunchbox, toothbrush, hairbrush, uniform, school bag, bus money, house key, homework, asthma puffer. Facilitate a whole class discussion to identify what everyone needs to do to get ready in the morning.</p> <p>Divide the class into four teams and put the collection of items at the other end of the room in front of each team. One at a time a student runs to the other end, picks up and mimes the use of the item and brings it back to the back of the line, tagging a teammate on the way.</p> <p>Once all of the teams have finished, remove two items from each group and ask them to share how their day might change if they forgot them.</p>			



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<p>SHORT LESSON 15-20 mins</p> <p>SNAPSHOTS Use Online Teacher Resource activity 2, 3, 4 and Student Work Book p3, 4, 5, 6</p> <p>OTR- A2, A3, A4 SWB p3, p4, p5, p6</p>	<p>KEY INQUIRY QUESTIONS Why are empathy, inclusion and respect important in our relationships?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Health, wellbeing and relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Mental health and wellbeing Relationships</p>	
<p>CONTENT DESCRIPTOR Identifies factors that affect health and wellbeing (physical, social and emotional) and how they interact</p> <p>Recognises that how people feel about themselves can affect how they behave and how people relate to them</p>	<p>OUTCOMES</p> <p>PD2-1 explores strategies to manage physical, social and emotional change</p> <p>PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe</p> <p>PD2-3 explains how empathy, inclusion and respect can positively influence relationships</p> <p>PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p>PD2-7 describes strategies to make home and school healthy, safe and physically active spaces</p> <p>PD2-9 demonstrates self-management skills to respond to their own and others' actions</p> <p>PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>		
<p>SNAPSHOTS <i>[Links with SWB p3, 4, 5, 6 & OTR Activity 2, 3, 4]</i></p> <p>Students use an appropriate device, like an iPad, to work in pairs and capture an image of health as they understand it. The image can represent emotions, body or social health and does not have to include themselves.</p> <p>They might take a series of photos, but in an allocated short time [10 minutes], then ask them to choose one and share with the class. Upload the photos to a shared student platform <i>[or similar]</i> so that all of the students can see the images. These can be helpful to use as supporting material for the Extended Lesson.</p>			



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<p>SHORT LESSON 15-20 mins</p> <p>AFFIRMATIONS Use Online Teacher Resource activity 1, 5 & Student Work Book p1, 2, 4</p> <p>OTR- A1, A2, A4 SWB p3, p6, p9</p>	<p>KEY INQUIRY QUESTIONS Why are empathy, inclusion and respect important in our relationships?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Health, wellbeing and relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Mental health and wellbeing Relationships</p>	
<p>CONTENT DESCRIPTOR Identifies that effective communication is important in maintaining positive relationships</p> <p>Identifies factors that can influence how people define or value themselves</p> <p>Recognise how people feel about themselves can affect how they behave and how people relate to them</p>	<p>OUTCOMES</p> <p>PD2-1 explores strategies to manage physical, social and emotional change</p> <p>PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe</p> <p>PD2-3 explains how empathy, inclusion and respect can positively influence relationships</p> <p>PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> <p>PD2-7 describes strategies to make home and school healthy, safe and physically active spaces</p> <p>PD2-9 demonstrates self-management skills to respond to their own and others' actions</p> <p>PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>		
<p>AFFIRMATIONS [OTR - A1, A5 & SWB p1, 2, 4]</p> <p>Each student is given a blank A4 sheet of paper. They write their name in the middle of the paper. The class sit in a circle and pass their sheet of paper to the student on the left. Each student then writes one positive thing about that student that contributes to the health of individual students or the class as a whole.</p> <p>Some ideas may need to be modelled. For example; "I liked it when you helped me find a teacher when I hurt my knee", or "You always include me in the conversation when we are out in the yard". The sheets keep being passed around until everyone has their own sheet back. Allow students some quiet time to read the comments to themselves.</p> <p>Reflect on how that activity made them feel about themselves, and about the others in their class.</p>			



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<p>LONG LESSON 30-45 mins</p> <p>BOARD GAME DESIGN Use Online Teacher Resource activity 5 and Student Work Book p4, OTR- A4, A5 SWB p4, p5,</p>	<p>KEY INQUIRY QUESTIONS Why are empathy, inclusion and respect important in our relationships?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Health, wellbeing and relationships</p> <p>CONTEXTS FOR LEARNING Personal identity Mental health and wellbeing Relationships</p>
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<p>BOARD GAME DESIGN <i>[Links with SWB p4, 5, & OTR Activity 4, 5]</i></p> <p>Once the class have spent some time working through the activities in the SWB, the students work in small groups to design a concept for a board game that teaches students about looking after their health. Provide a few examples of games and consider the features that most games have.</p> <p>For example: what is the premise, how do they move around the board, how do you win, are there special squares that make you move in certain ways or pick up instruction cards? The game needs to cover elements of emotional, physical and social health. It could be as simple as a version of snakes and ladders where junk food, mean friends or distractions in class make you go down, physical activity and water, completed homework and encouraging words send you up.</p> <p>Once everyone has completed their board game, provide some time for students to test them with a partner and then have a turn at each other's games.</p>		



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<p>LONG LESSON 30-45 mins</p> <p>INFOMERCIAL Use Online Teacher Resource activity 3, 4, 5, 6 and Student Work Book p3, 4, 5, 6</p> <p>OTR A3, A4, A5, A6 SWB p1, p2, p3</p>	<p>KEY INQUIRY QUESTIONS</p> <p>Why are empathy, inclusion and respect important in our relationships?</p> <p>How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?</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 Mental health and wellbeing Relationships Safety</p>
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<p>INFOMERCIAL [links with OTR A3, A4, A5, A6 & SWB p1, p2, p3]</p> <p>Ask your students to imagine that an advertising agency has commissioned them to produce a short infomercial for a year 1 audience on how to look after yourself at school. Students work in groups of 3, so that someone is able to film. The students will need to prepare and record five tips for Grade 1s to help them keep their minds, bodies and social interaction healthy during the school term. Get students to use their Student Workbook as a guide and think about what is really important when it comes to being "the best version of yourself".</p>		

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NEW K-10 PDHPE SYLLABUS

THE FOLLOWING STEPS MIGHT BE HELPFUL TO PLAN AND RECORD THE PRESENTATION.

- ▶ Make a list of tips that help you get ready for school and stay on track
- ▶ Choose the best five from that list
- ▶ Write a script for each tip detailing exactly what you will say
- ▶ Organise any props you might need to help demonstrate your advice
- ▶ Decide who will speak and record each tip
- ▶ Rehearse your infomercial
- ▶ Record and review

Once they have recorded their presentations, show them to the class and if appropriate show them to some younger students.



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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>EXTENDED LESSON</p> <p>60 mins</p> <p>STUDENT NEWSLETTER</p> <p>Use Online Teacher Resource activity p 3, 4, 5, 7 & OSA Activity 3, 4, 5</p> <p>OTR- A3, A4, A5, SWB p 3, 4, 5, 7 & OSA Activity 3, 4, 5</p>	<p>KEY INQUIRY QUESTIONS</p> <p>Why are empathy, inclusion and respect important in our relationships?</p> <p>How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?</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 Mental health and wellbeing Relationships Safety</p>	
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<p>STUDENT NEWSLETTER [<i>Links with SWB p 3, 4, 5, 7 & OSA Activity 3, 4, 5</i>]</p> <p>Depending on the size of the class, students could all work together to create one newsletter or the class could divide to produce two separate newsletters. Use the school newsletter as a guide for the format and content but this time the audience is the student body. It may include photos, interviews, stories, reports, quizzes, puzzles and advertisements</p>			

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NEW K-10 PDHPE SYLLABUS

THE STUDENT NEWSLETTER NEEDS TO INCLUDE CONTENT SUCH AS:

- ▶ strategies to deal with stress or positive thinking
- ▶ interviews with students on what they do/say/think when they feel down
- ▶ a good news story of students supporting each other
- ▶ details about what to do if someone needs medical help at school
- ▶ a piece on staying focused in the classroom
- ▶ a story or report on how to be helpful and another on how to get help if you need it.

As a class you may decide on other inclusions and designate roles of editor, pictorial editor, photographers, reporters, advertising experts etc. Once the newsletter is complete distribute either digitally or as hard copies.