

# Ready, steady, go!

Ready Steady Go 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>BEACH HAZARDS</b> Use Online Teacher Resource Activity 1 &amp; 2  OTR-A1, A2</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 Safety</p>	
<p><b>CONTENT DESCRIPTOR</b> Identify safe and unsafe behaviours, situations and environments</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>PD1-9</b> demonstrates self-management skills in taking responsibility for their own actions</p>		
<p><b>BEACH HAZARDS [OTR A1, A2]</b> Complete the first and second OTR activities [Pool Hazards &amp; Keeping Myself Safe].</p> <p>Encourage students to apply these ideas to a day at the beach. As a class, discuss what they would need to do to stay safe at the beach. What safe behaviours are the same as a day at the pool, and what might be different? Create five safety signs students might have seen, or that might be useful if displayed at the beach.</p>			

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<p><b>SHORT LESSON</b> 15-20 mins</p> <p><b>INTERVIEWS</b> Use Student Work Book p10  SWB p10</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>PD1-1</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>PD1-6</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>PD1-10</b> describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>		
<p><b>INTERVIEWS [SWB p10]</b> Working in pairs, students interview each other about a time they, or someone they know, was sick, and how they made themselves feel better. Video the responses on tablets or iPads, and then watch each other's interview.</p>			

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POST VISIT ACTIVITY		New K-10 PDHPE Syllabus	
<p><b>SHORT LESSON</b> 15-20 mins</p> <p><b>VOX POP</b> Use Online Teacher Resource Activity 6 OTR-A6</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 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>PD1-1</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>PD1-6</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>PD1-10</b> describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>		
<p><b>VOX POP [OTR A6]</b> Watch the comments made by older primary students in the Vox Pop video about what keeps them safe at school, at home, and in the community.</p> <p><b>ASK STUDENTS TO CHOOSE ONE OF THE STUDENTS VOX POP, AND RECALL TO A PARTNER WHAT THIS STUDENT SAID. ASK THE CLASS THE FOLLOWING QUESTIONS TO PROVOKE DISCUSSION:</b></p> <ul style="list-style-type: none"> <li>▸ Were there any comments that you agree with? Which ones?</li> <li>▸ Were there any comments that surprised you? Why?</li> <li>▸ What did you learn from these older students about being safe at school?</li> <li>▸ What did you learn from these students about being safe at home?</li> <li>▸ What would you tell one of these students about being safe at your own school?</li> </ul>			

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POST VISIT ACTIVITY		New K-10 PDHPE Syllabus	
<p><b>FULL LESSON</b> 30-45 mins</p> <p><b>HOW DO WE FEEL NOW? MINI PLAYS</b> Use Online Teacher Resource activity 5 and Student Work Book p4, 5</p> <p>OTR-A5 SWB p4, p5,</p>	<p><b>KEY INQUIRY QUESTIONS</b></p> <p>How can my uniqueness shape who I am?</p> <p>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> Health, wellbeing and relationships 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>PD1-1</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>PD1-6</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>PD1-10</b> describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>		
<p><b>HOW DO WE FEEL NOW? MINI PLAYS [OTR A5 &amp; SWB p4/5]</b> Students complete OTR Activity 5 [<i>Playtime</i>] and pages four and five in the SWB, either in small groups or as a whole class.</p> <p>Divide the students into groups of four - a fun and engaging way to do this is using the game Clusters. Students move around the room showing a certain emotion - happy, excited, worried, scared, annoyed etc. Call freeze, then a number. Students run to make a group of that number, and then in those groups they have to make a frozen picture, with everyone in the group forming part of the pose. For example, groups of 8: riding a rollercoaster; groups of 6: competing in a swimming race; groups of 2: making a new friend. The situations need to be things that might be new or unfamiliar to them. Once in their group of 4 [the last number to be called in the game of Clusters], each group draws a scenario out of a hat, and creates a "mini play" that demonstrates to the class what is happening to the people in the scenario, explores the different ways they might be feeling, and suggests who they could turn to for help. Here are some suggested scenarios.</p>			

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## NEW K-10 PDHPE SYLLABUS

Riding a bike down a really steep hill  
The first day of a new school year  
Going to a friend's party where you don't know many people

Having to swim in a race at the school swimming carnival  
Trying a new food for the first time  
The first game of a new sport

ONCE THE GROUPS HAVE CREATED A NARRATIVE, ALLOCATED A ROLE TO EACH STUDENT, AND REHEARSED THEIR MINI PLAY, THEY PERFORM TO THE REST OF THE CLASS.

**Riding a bike down a really steep hill**

**The first day of a new school year**

**Going to a friend's party where you don't know many people**

**Riding a bike down a really steep hill**

**The first day of a new school year**

**Going to a friend's party where you don't know many people**

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POST VISIT ACTIVITY		New K-10 PDHPE Syllabus	
<p><b>FULL LESSON</b> 30-45 mins</p> <p><b>SCHOOL TOUR</b> Use Student Work Book p9  SWB p9</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 Safety</p>	
<p><b>CONTENT DESCRIPTOR</b> Identify safe and unsafe behaviours, situations and environments</p>	<p><b>OUTCOMES</b> <b>PD1-2</b> recognises and describes strategies people can use to feel comfortable, resilient and safe in situations <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>SCHOOL TOUR</b> [SWB p9] Students take page 9 of their Student Workbook with them as they tour the schoolyard.</p> <p>As they walk around the yard, they record the different ways their school keeps them safe. For example, writing down any signs they can see, and drawing pictures of railings around balconies, or padded goal posts on the oval, or special floor coverings in playgrounds, or a safe place where medicines are kept. They could also talk to the school office about how teachers make sure they know where students are at all times, and why it is important for visitors to sign in and out of the school. Once they return to the classroom, draw a map of the school on the board, and create symbols to mark out all the ways your school keeps students safe. Discuss whether there's a need for any extra signs to help students behave in ways that are not dangerous to themselves or others.</p>			

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POST VISIT ACTIVITY		New K-10 PDHPE Syllabus	
<p><b>EXTENDED LESSON</b> 60 mins</p> <p><b>LET'S GET PHYSICAL!</b> Use Online Teacher Resource activity 3, 4 and Student Work Book p2</p> <p>OTR-A3, A4 SWB p2</p>	<p><b>KEY INQUIRY QUESTIONS</b></p> <p>What are the different ways we can move our body?</p> <p>How can I act to help make my environments healthy, safe and active?</p>	<p><b>SKILL DOMAINS</b> Interpersonal skills Movement skills</p> <p><b>CONTENT STRANDS</b> Movement skill and performance Healthy, safe and active lifestyles</p> <p><b>CONTEXTS FOR LEARNING</b> Food and nutrition Mental health and wellbeing Health benefits of physical activity</p>	
<p><b>CONTENT DESCRIPTOR</b> Identify the benefits of physical activity for good health</p>	<p><b>OUTCOMES</b></p> <p><b>PD1-4</b> performs movement skills in a variety of sequences and 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>PD1-7</b> participates in a range of opportunities that promote physical activity</p>		

**LET'S GET PHYSICAL!** [OTR A3, A4 & SWB p2]

Choose one student to lie down on a giant piece of paper and draw an outline of their body.

Label different parts of the body, and then ask students to suggest ways of keeping each body part healthy. Draw pictures of their suggestions alongside the relevant body part. For example: push-ups for arms, stretching for legs, brushing teeth for teeth, running for lungs. Students could demonstrate the actions as they suggest them, to add a kinaesthetic element to the lesson.

With the class, create a list of different ways that healthy bodies move. Have students draw each movement on the list on a piece of A4 paper, and then place the sheets in different parts of the room, or outside if needed. Students spend five minutes at each station. The first two minutes are spent moving in accordance with the picture - skipping, hoola-hooping, bouncing a ball, stretching, playing hopscotch, commando crawling under a row of chairs, playing tunnel ball etc. The third and fourth minutes are spent sitting and observing their bodies. They consider their breath, pulse, muscles, sensations, temperature, and thirst. And in the final minute, they record how they feel.

Once the students have visited all stations, discuss as a class how their bodies reacted to each type of movement, and which ones they enjoyed or disliked.

Finish the lesson with a game of Healthy Food Hopscotch. Students work in small groups to create the stepping stones. They are given ten sheets of A4 paper and have to draw a healthy food or a 'sometimes food' on each one. They then use their sheets to create a pathway from one side of the room to the other. Each person in their group has to try and complete the hopscotch created, only stepping on the healthy foods. If they land on a 'sometimes food' they have to return to the start and try again.