

Safety rules!

Safety Rules links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 1 [years 1 & 2]



POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>READY, SET CAMP! Use Online Teacher Resource Activity 1</p> <p>OTR-A1</p>	<p>KEY INQUIRY QUESTIONS How can we be inclusive and respectful?</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 Mental Health and wellbeing</p>	
<p>CONTENT DESCRIPTOR Identifies the characteristics of positive relationships and the ways that people show care and concern for each other</p>	<p>OUTCOMES</p> <p>PD1-1 describes the qualities and characteristics that make them similar and different to others</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>READY, SET CAMP! [OTR A1] Once students have completed Activity 1 in the Online Teacher Resource, they can play a relay game to act out what it takes to set up a campsite.</p> <p>You need an actual tent to use for this activity. Creating a camp corner in the classroom at the conclusion of this activity might be useful for students. In teams of four or five, each group has to set up the campsite according to the detail from their OTR Activity. Scatter sticks around the room for firewood and put a tent and poles, some fruit for a snack, a water bottle and a backpack in a corner of the room to mimic the back of the car. Each team has to work together to set up the camp, then finish with eating the fruit or drinking the bottle of water, as quickly as they can. Time each team, the quickest and most cohesive team wins.</p>			

Safety rules!



Safety Rules links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 1 (years 1 & 2)

POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>THE KINDNESS EFFECT Use Online Teacher Resource activity 2, 5 and Student Work Book p1, 8, OTR-A2, A5 SWB p1, p8</p>	<p>KEY INQUIRY QUESTIONS How can we be inclusive and respectful?</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 Mental Health and wellbeing</p>	
<p>CONTENT DESCRIPTOR Identifies the characteristics of positive relationships and the ways that people show care and concern for each other</p>	<p>OUTCOMES</p> <p>PD1-1 describes the qualities and characteristics that make them similar and different to others</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>THE KINDNESS EFFECT <i>[OTR A2, A5, SWB p1,8]</i> Select one or two of the activities listed above from the OTR or SWB to complete.</p> <p>Create a special space in your classroom, or outside if possible, and select the same time each day. After lunch is a good time as they have just had a chance to show or experience kindness in the yard. Set up the space, use candles, images, cushions, music, whatever suits the students to create a mood that is reflective and respectful. Invite students to share an act of kindness they have witnessed during the day. Select a way to record their responses. You could use a kindness journal, create a kindness tree or video and compile into a short collection of responses over a few weeks.</p>			

Safety rules!

Safety Rules links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 1 (years 1 & 2)

POST VISIT ACTIVITY	NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>STEAL THE SAFETY STUFF Use Online Teacher Resource Activity 6 and Student Work Book p4-5, p10</p> <p>OTR-A6 SWB p4-5, p10</p>	<p>KEY INQUIRY QUESTIONS How can I be responsible for my own and others' health, safety and wellbeing?</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 Safety</p>
<p>CONTENT DESCRIPTOR Identifies safe and unsafe behaviours, situations and environments</p>	<p>OUTCOMES</p> <p>PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</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>STEAL THE SAFETY STUFF [OTR A6, SWB p4, 5, 10]</p> <p>Divide the class into four teams and give each one a hula hoop. Place a hula hoop in the middle of the room and each team stands behind their hula hoop in different corners of the room. In the central hoop place lots of items for a first aid kit*. Each team has to steal as many of the safety items from the central hoop as they can and return them to their own hoop. Once all of the items have been taken, teams then steal from each other. Only one member from each team is allowed to leave their hoop at one time. Stop the game after a few minutes. Make up a safety story using the item/s.</p> <p><i>*Alternatively, you could also put general everyday safety items like a phone, sunhat, sunscreen, bike helmet, safety sign or food and water.</i></p>		

Safety rules!

Safety Rules links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 1 (years 1 & 2)



POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Full Lesson 30-45 mins</p> <p>THE HELPING HANDS OF OUR CLASS Use Online Teacher Resource activity 2 and Student Work Book p9</p> <p>OTR-A2 SWB p9</p>	<p>KEY INQUIRY QUESTIONS How can I be responsible for my own and others' health, safety and wellbeing?</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 Identifies safe and unsafe behaviours, situations and environments</p>	<p>OUTCOMES</p> <p>PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</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>PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>		
<p>THE HELPING HANDS OF OUR CLASS [OTR A2, SWB p9] Watch the Vox Pop included in the OTR as Activity 2.</p> <p>Discuss what kinds of behaviours we can all do to help each other. Colour photocopy page 9 of the SWB and give one to each student. Alternatively, they could trace their own hand as the template. Complete the task as outlined on page 9 and then use these completed hands to make a giant class display of the way we help others, and how others help us</p>			

Safety rules!

Safety Rules links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 1 (years 1 & 2)

POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>IT'S AN EMERGENCY! Use Online Techer Resource activity 4 Student Work Book p3, p6-7</p> <p>OTR-A4 SWB p3, p6-7</p>	<p>KEY INQUIRY QUESTIONS How can I be responsible for my own and others' health, safety and wellbeing?</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 Safety</p>	
<p>CONTENT DESCRIPTOR Identifies people and places where they can get help to deal with different situations</p> <p>Identify and practice strategies to seek help and support in a variety of situations</p> <p>Identifies safe and unsafe behaviours, situations and environments</p>	<p>OUTCOMES</p> <p>PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</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>PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>		
<p>IT'S AN EMERGENCY! [OTR A4, SWB p3, 6, 7]</p> <p>Interview students from a lower year level in the school to see if they can recite their home address.</p> <p>Help them to remember this by role playing a pretend phone call to Triple Zero (000). The older students tell them that there is an emergency and the younger students pretend to call Triple Zero (000) and answer the questions asked by the operator. For example; "What is the emergency?", "What is your address?", "Who are you with?". It would be very helpful if the older students wrote out a script they could use to practice with before they went to visit the lower classes.</p>			

Safety rules!



Safety Rules links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 1 (years 1 & 2)

POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS
<p>LESSON PLAN Extended Lesson 60 mins</p> <p>BOARD GAME Use Online Teacher Resource activity 3, 4 and Student Work Book p2, p4-5, p10</p> <p>OTR-A3, A4 SWB p2, p4-5, p10</p>	<p>KEY INQUIRY QUESTIONS How can I be responsible for my own and others' health, safety and wellbeing?</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 Safety</p>
<p>CONTENT DESCRIPTOR Identifies people and places where they can get help to deal with different situations</p> <p>Identify and practice strategies to seek help and support in a variety of situations</p> <p>Identifies safe and unsafe behaviours, situations and environments</p>	<p>OUTCOMES</p> <p>PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</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>PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong</p>	
<p>BOARD GAME [OTR A3, A4 SWB p2,4-5,10] Begin by playing 'Face Off' with the class.</p> <p>Line the class in two lines facing each other and using various safety scenarios in the material provided, and any others the students can name. Ask one student for a safety scenario and then the student opposite, facing off, to provide a possible way to respond.</p> <p>FOR EXAMPLE; Scenario: you are riding your bike with some friends and come to a busy road, what do you do? Outcome: ride up to the closest crossing, get off your bikes and cross all together. Using these and any other appropriate scenarios, students work in small groups to design a board game. They come up with a name and can mimic the format of a game they know. Students create their own board, tokens and any cards they might need and write out the rules or tasks. When complete, the games can be played by other members of the class in teams.</p>		