

Think Twice links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 3 [years 5 & 6]

WORKBOOK ACTIVITIES	LIFE EDUCATION CONTENT DESCRIPTIONS	NEW K-10 PDHPE SYLLABUS	
<p>PG. 3</p> <p>Students create cartoon characters that feature a body part that is affected by alcohol</p>	<p>Identifies that alcohol is a legal drug which can affect all body systems resulting in short and long term consequences</p>	<p>KEY INQUIRY QUESTIONS</p> <p>How responsible am I for my own and others' health, safety and wellbeing?</p>	<p>SKILL DOMAINS</p> <p>Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS</p> <p>Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING</p> <p>Alcohol and other drugs Personal identity Safety</p>
		<p>OUTCOMES</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p>	

Workbook activities continued over page

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WORKBOOK ACTIVITIES	LIFE EDUCATION CONTENT DESCRIPTIONS	NEW K-10 PDHPE SYLLABUS	
<p>PG. 4. FOLLOW THE PATH scenarios</p>	<p>Identifies and practices strategies to reduce alcohol related harm</p> <p>Recognises that people are responsible for the decisions that they make in relation to alcohol and the effect that has on others</p>	<p>KEY INQUIRY QUESTIONS</p> <p>What actions positively influence the health, safety and wellbeing of my community?</p>	<p>SKILL DOMAINS</p> <p>Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS</p> <p>Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING</p> <p>Alcohol and other drugs Personal identity Safety</p>
		<p>OUTCOMES</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p> <p>PD3-9 applies and adapts self-management skills to respond to personal and group situations</p> <p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connection connections</p>	

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<p>PG. 5 UNDER THE INFLUENCE</p>	<p>Identifies and practices strategies to reduce alcohol related harm</p> <p>Examines the harmful effects that drinking alcohol can have on the community</p>	<p>KEY INQUIRY QUESTIONS</p> <p>How do empathy, inclusion and respect have an impact on myself and others?</p> <p>What actions positively influence the health, safety and wellbeing of my community?</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>Alcohol and other drugs Relationships Personal identity Safety</p>
		<p>OUTCOMES</p> <p>PD3-1 identifies and applies strengths and strategies to manage life changes and transitions</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-9 applies and adapts self-management skills to respond to personal and group situations</p> <p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connection connections</p>	

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<p>PG. 6 COMMUNITY SQUARES</p>	<p>Examines the harmful effects that drinking alcohol can have on the community</p> <p>Identifies and practices strategies to reduce alcohol related harm</p>	<p>KEY INQUIRY QUESTIONS</p> <p>How does a healthy, safe and active lifestyle enhance connection with others?</p> <p>How do empathy, inclusion and respect have an impact on myself and others</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>Alcohol and other drugs Relationships Personal identity Safety</p>
		<p>OUTCOMES</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p>	

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<p>PG. 7 KEEP EVERYONE HEALTHY</p>	<p>Identifies and practices strategies to reduce alcohol related harm</p> <p>Recognises that people are responsible for the decisions that they make in relation to alcohol and the effect that has on others</p>	<p>KEY INQUIRY QUESTIONS</p> <p>How does a healthy, safe and active lifestyle enhance connection with others?</p>	<p>SKILL DOMAINS</p> <p>Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS</p> <p>Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING</p> <p>Alcohol and other drugs Personal identity Safety</p>
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<p>PG. 8&9 ALCOHOL SURVEY Who knows the facts?</p>	<p>Identifies that alcohol is a legal drug which can affect all body systems resulting in short and long term consequences</p> <p>Identify laws governing the advertising, sale and use of alcohol related products</p>	<p>KEY INQUIRY QUESTIONS</p> <p>How does a healthy, safe and active lifestyle enhance connection with others?</p> <p>How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>SKILL DOMAINS</p> <p>Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS</p> <p>Healthy, safe and active lifestyles Health, wellbeing and relationships</p> <p>CONTEXTS FOR LEARNING</p> <p>Alcohol and other drugs Personal identity Relationships Safety</p>
		<p>OUTCOMES</p> <p>PD3-1 identifies and applies strengths and strategies to manage life changes and transitions</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p>	

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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>BODY PART CARTOON CHARACTERS Use Online Teacher Resource Activity 4, 6 and Student Work Book p3, 6-7</p> <p>OTR-A4, A6 SWB p3, p6-7</p>	<p>KEY INQUIRY QUESTIONS How does a healthy, safe and active lifestyle enhance connection with others?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Alcohol and other drugs Personal identity Safety</p>	
<p>CONTENT DESCRIPTOR Recognises that people are responsible for the decisions that they make in relation to alcohol and the effect that has on others. Identifies that alcohol is a legal drug which can affect all body systems resulting in short and long term consequences</p>	<p>OUTCOMES</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p> <p>PD3-9 applies and adapts self-management skills to respond to personal and group situations</p> <p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>		
<p>BODY PART CARTOON CHARACTERS [Links with SWB p3, 6, 7 & OTR Activity 4, 6] Run this activity after completing the first page of the Student Workbook [p3]. Divide the class into pairs and assign each pair one of the body parts that might be affected by alcohol. [There might be more than one pair working on the same body part.] Students draw the body part as a cartoon character and give it a name just like Betty Brain and Leo Liver. They draw two versions of the character, one as if it were unaffected by alcohol and then another version affected by alcohol. The diagrams need to be labelled. They then write a short catch phrase that the character could say warning people about consuming alcohol.</p>			

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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>FREEZE FRAMES Use Online Teacher Resource Activity 1, 4, 5, 6 and Student Work Book p5, 6, 8-9</p> <p>OTR-A1, A4, A5, A6 SWB p5, p6, p8-9</p>	<p>KEY INQUIRY QUESTIONS What actions positively influence the health, safety and wellbeing of my community?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Alcohol and other drugs Personal identity Safety</p>	
<p>CONTENT DESCRIPTOR Recognises that people are responsible for the decisions that they make in relation to alcohol and the effect that has on others</p> <p>Identifies the harmful effects that drinking alcohol can have on the community</p>	<p>OUTCOMES</p> <p>PD3-1 identifies and applies strengths and strategies to manage life changes and transitions</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p>		
<p>FREEZE FRAMES [Links with SWB p5, 6, 8-9 & OTR Activity 1, 4, 5, 6]</p> <p>Give groups of 4-5 students a scenario [see below]. Each group designs two “freeze frame” photos where they all position themselves in the scene like a still photograph. They consider who might typically be at this place and what events could happen. The first freeze frame has no one drinking alcohol, but then they repeat the freeze frame with alcohol being used and the events change and people’s reactions vary because of the inclusion of someone drinking. Students present these to the class and invite feedback from their peers on what changed and how people could have altered their reactions.</p> <p>Scenarios: sporting match, children’s birthday party, a group of friends watching a movie at someone’s house, a day at the beach, family bbq.</p>			

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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Short Lesson 15-20 mins</p> <p>ALCOHOL AND THE LAW Use Online Teacher Resource Activity 3, 5 and Student Work Book p8-9</p> <p>OTR-A3, A5 SWB p8-9</p>	<p>KEY INQUIRY QUESTIONS What actions positively influence the health, safety and wellbeing of my community?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Alcohol and other drugs Personal identity Safety</p>	
<p>CONTENT DESCRIPTOR Identifies the laws governing the advertising, sale and use of alcohol related products</p>	<p>OUTCOMES</p> <p>PD3-1 identifies and applies strengths and strategies to manage life changes and transitions</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p>		
<p>ALCOHOL AND THE LAW [Links with SWB p8-9 & OTR Activity 3, 5] Students research the local and state laws that relate to alcohol. The research might consider the consumption, sale, age restrictions or locations. They choose one law and make a poster that could be used in a public area to educate people about their rights and responsibilities when it comes to using alcohol. Share the posters with the rest of the class and share any legal facts they didn't know. Consider how these laws intend to keep the community safe.</p> <p>LINKS FOR RESEARCH</p> <ul style="list-style-type: none"> Alcohol & the Australian Law - http://www.lawstuff.org.au/vic_law/topics/Alcohol Drug & Alcohol Use - http://www.australia.gov.au/information-and-services/health/drug-and-alcohol-use 			

Think Twice links to the NSW Personal Development, Health and Physical Education Syllabus - Stage 3 (years 5 & 6)

POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Long Lesson 30-45 mins</p> <p>ALCOHOL ADVERTISING Use Online Teacher Resource Activity 3, 4 and Student Work Book p7</p> <p>OTR-A3, A4 SWB p7</p>	<p>KEY INQUIRY QUESTIONS How responsible am I 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 Alcohol and other drugs Personal identity</p>	
<p>CONTENT DESCRIPTOR Recognises that people are responsible for the decisions that they make in relation to alcohol and the effect that has on others</p> <p>Identifies that alcohol is a legal drug which can affect all body systems resulting in short and long term consequences</p>	<p>OUTCOMES</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p>		
<p>ALCOHOL ADVERTISING <i>[Links with SWB p7 & OTR Activity 3, 4]</i></p> <p>The Online Teacher Resource shows Tom referencing a 'cool' vodka commercial. Find some current, and older television or print advertisements that advertise different alcoholic products. As a class, students review the advertisement and apply critical literacy techniques to carefully analyse the messages of each advertisement. Some examples of these ads and the supporting questions follow.</p> <p>THESE NEED TO BE VIEWED AND CONSIDERED PRIOR TO PRESENTING TO STUDENTS. EXAMPLES:</p> <p>Pure Blonde Low Carb Beer: https://www.youtube.com/watch?v=DkyYAFHTWOU</p> <p>Moonwalker Vodka: https://www.youtube.com/watch?v=XpwSHhTKc-Q</p>			

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QUESTIONS TO PROVOKE AND GENERATE DISCUSSION:

- ▶ What can you see? List everything in the images.
- ▶ What is the product being advertised?
- ▶ How does it influence someone to buy it? *[continued....]*
- ▶ What doesn't it say about this product?
- ▶ Who is being targeted in this advertisement?
- ▶ Does it have a particular feeling/mood/tone?
- ▶ Does it reference another part of our society to communicate a message?
- ▶ What would young people/adults understand the message to be?

The process is repeated for each advertisement. Encourage students to pay particular attention to what is not being said and how these commercials might affect people's drinking behaviour and attitudes.

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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Long Lesson 30-45 mins</p> <p>HUMAN FLOWCHART Use Online Teacher Resource Activity 2, 4, 5, 6 and Student Work Book p4</p> <p>OTR-A2, A4, A5, A6 SWB p4</p>	<p>KEY INQUIRY QUESTIONS What actions positively influence the health, safety and wellbeing of my community?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Alcohol and other drugs Personal identity Safety</p>	
<p>CONTENT DESCRIPTOR Identifies and practices strategies to reduce alcohol related harm</p> <p>Identifies the harmful effects that drinking alcohol can have on the community</p>	<p>OUTCOMES</p> <p>PD3-1 identifies and applies strengths and strategies to manage life changes and transitions</p> <p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p>PD3-9 applies and adapts self-management skills to respond to personal and group situations</p> <p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>		
<p>HUMAN FLOWCHART [Links with SWB p4 & OTR Activity 2, 4, 5, 6]</p> <p>The activity on page 4 in the Student Workbook invites students to construct their own Flow Chart for two different scenarios. Have students complete each of these Flow Charts and then share their findings with the class. Once they are familiar with the purpose and function of these, they can work as a whole class to create a 'human flow chart'. Using coloured paper, students cut out large symbols they can hold. For example; diamonds for decisions, rectangles for process, circles for start or stop and arrows for directions. One student will move through the flowchart and others will form the different actions.</p> <p>Begin with a scenario. E.g. getting a lift from someone who has been drinking alcohol or being around family members who have drunk too much. One student holds up a circle for start. The class call out possible actions or reactions. E.g. 1. "You move to the other side of the oval where no one is drinking" or 2. "You ignore them but stay where you are." The focus student chooses which way to go and another student stands up with the arrow. Depending on which choice they make will determine the possible consequences. Discuss as you move through the scenario what could happen and what options a person in that situation might have. If they make a decision that has negative consequences, perhaps they could go back to that choice and try alternate actions to see if the outcome changes.</p>			

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POST VISIT ACTIVITY		NEW K-10 PDHPE SYLLABUS	
<p>LESSON PLAN Extended Lesson 60 mins</p> <p>THE TOWN MEETING Use Online Teacher Resource Activity 1, 4, 5 and Student Work Book p6</p> <p>OTR-A1, A4, A5 SWB p6</p>	<p>KEY INQUIRY QUESTIONS What actions positively influence the health, safety and wellbeing of my community?</p>	<p>SKILL DOMAINS Interpersonal skills Self-management skills</p> <p>CONTENT STRANDS Healthy, safe and active lifestyles</p> <p>CONTEXTS FOR LEARNING Alcohol and other drugs Personal identity Safety</p>	
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<p>THE TOWN MEETING [Links with SWB p6 & OTR Activity 1, 4, 5] Students individually complete the Community Squares task in the Student Workbook. Discuss some possible problems that alcohol might create in some communities. It could be something to do with litter or violence or property damage or noise. Decide as a class on a significant problem and name the town where this will take place. Each student is given a persona within the town including their age and occupation. Students name their character and decide their view on the issue.</p>			

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NEW K-10 PDHPE SYLLABUS

THE TOWN MEETING *[Links with SWB p6 & OTR Activity 1, 4, 5]*

Students prepare their point of view that they would like to present at the next Town Meeting. They need to provide evidence through examples from other towns or communities, or facts and statistics from the state. The town elects a Mayor and a council who will hear the proposals and vote for the best one. The rest of the class present their case, in one minute, to the council meeting. A vote takes place and the council members each give their reasons for their choice.

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FOR EXAMPLE: TOWN NAME 'BEESGATE' PERSONAS:

- ▶ Tom 42 School Principal
- ▶ Alice 15 Teenager works at the supermarket
- ▶ Clive 50 Paramedic
- ▶ Maisie 70 Retired Lawyer, lived here all her life