**How can I keep myself and others safe?**

PDHPE Stage 3

## 10 weeks Term – Year –

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## Big idea and key concept

The ‘big idea’ is the over-arching concept that is being addressed or challenged throughout the unit. For example, ‘risk-taking is healthy’.

People may approach safety differently. These approaches can change over time.

## Essential question and unit title

This question drives both teaching and learning within the unit. Every activity should be working towards answering this question. For example, ‘How can I manage risk and still have fun?’

How can I keep myself and others safe?

## Unit description

Students investigate safe and unsafe features of specific environments and explore actions to enhance their own and others’ safety and wellbeing. Through practical application students develop help-seeking skills and adopt strategies to help keep themselves and others safe. Students develop their ability to analyse and gather information to make informed decisions, assess risk and find solutions to promote their own and others’ health, safety and wellbeing.

## Contextual statement

The evidence collected to support the development of this unit.

As students continue to develop and grow, they need to improve their self-awareness skills and take greater responsibility for their actions, feelings and behaviours. By creating an awareness of safe behaviours students are empowered to use strategies that will help to promote their own and others health, safety and wellbeing. Students have the right to feel safe and are supported throughout this unit to develop help-seeking strategies and a support network of trusted adults.

## Skills and propositions

### Skills in focus

What specific skills are being learned, developed and applied throughout this unit of work? Refer to pages 27-30 of the PDHPE K-10 syllabus.

#### Self-management skills (S)

* Self-awareness
	+ self-monitoring thoughts, feelings and actions
	+ developing greater control and responsibility for our actions, feelings and behaviours
	+ reflective practice
* Emotion and stress management
* Decision making and problem solving
	+ information gathering
	+ finding solutions to problems
	+ analysis
* Help-seeking
	+ recognising when help is needed
	+ accessing support and support networks

#### Interpersonal skills (I)

* Empathy building
	+ understanding of others’ needs and circumstances
* Social awareness
	+ contributing to the community
	+ perspective forming

#### Movement skills (M)

* Health and fitness enhancing movement
	+ Managing risk and promoting safety

### Propositions

Describe how specific propositions are embedded throughout the unit of work. The 5 propositions are outlined on pages 24-25 of the PDHPE K-10 syllabus.

#### Focus on educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise emotional and behavioural warning signs of unsafe situations and react in safe and positive ways. They will create, apply, practise and evaluate strategies to keep themselves safe.

#### Take a strengths based approach

Students will be encouraged to draw upon their own strengths and capabilities to further strengthen their knowledge, skills and understandings, while they are learning to deal with safe and unsafe situations.

#### Critical inquiry approach

Students are supported to question and challenge the actions of others that impact on their own health and safety. They have opportunities to develop skills to recognise safe and unsafe situations, identify warning signs and learn help-seeking strategies.

#### Health literacy

Students explore who they can access to support their own and others safety. They identify environmental supports that maintain and promote safety for themselves and others. For example, rules, safety signs and support personnel.

## Organisation of teaching and learning activities

### Key inquiry questions and syllabus content

What syllabus content is being addressed in each teaching and learning activity?

### Teaching and learning activities

A detailed description of the teaching and learning strategies that the teacher will provide for students to learn, develop and apply knowledge, understanding and skills. The following sub-headings are used.

#### Activity

A description of the suggested teaching and learning activity

#### Teacher notes

Information that may support teachers with delivery of the teaching and learning activities. This may include concepts and content that may be deemed to be sensitive and/or controversial.

#### Discussion

The suggested discussion opportunities should be delivered in a manner that best suits your context. These can be between peers, in small groups, as a whole class or a one-on-one teacher-student conference. Sample questions and scenarios may be adapted to meet student needs in a manner that is reflective of school and community context.

#### Reflection

The suggested reflection that links to the essential question that is also the unit title. This question drives teaching and learning and all activities have been designed to enable students to answer it. This reflection provides further opportunity to reinforce student learning and may act as an ongoing demonstration of student knowledge, understanding and skills.

#### Resources

A list of resources required to deliver the lesson as described. Teachers may choose to use alternative learning tools and activities that best meet student needs. Alternative examples include learning tools and activities from the department’s [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/).

## Lesson 1

**Lesson 1 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable | recognise and demonstrate how contextual factors impact their health, safety and wellbeing.  | recognise and demonstrate safe behaviours that consider the contextual factors of various situations to maximise their safety. Activity 1, 2, 3 |

### Key inquiry questions and syllabus content

What actions positively influence the health, safety and wellbeing of my community?

* Plan and practise assertive responses, behaviours ad actions that protect and promote health. safety and wellbeing, for example;
	+ recognise and demonstrate safe behaviours and actions eg developing a personal safety plan, not getting into cars with strangers.

### Teaching and learning activities

Teaching considerations

#### Lesson 1

Safe and unsafe situations

##### Teacher notes

Explain to students that this unit focuses how they can keep themselves and others safe through decision making. Students begin by revising key concepts and skills covered in the Stage 2 equivalent unit of learning. The main focus is on applying decision-making skills across different environments.

##### Discussion

Revise the decision-making process of identifying and describing:

* the options available
* what they know about each option (for example, previous experiences, rules, equipment, signs)
* the consequences of each option (what do you know about each option?)
* the decision they make, and how this may impact themselves and others.

Pose the following scenarios to students. Allow them to reflect and justify why they believe they are safe or unsafe activities.

* Crossing the road.
* Going for a swim.

##### Teacher notes

This discussion is to promote students analysis of the contextual factors that can impact the safety of the activity. For example, their safety when crossing a road can depend on their knowledge and skill about how to cross a road due to previous experiences, peer influence/pressure, the size of the road, amount of traffic, speed limit, availability of support like pedestrian crossing or adult supervision, age of the person, skill level of drivers, the weather, visibility, time of day, distractions and surroundings. Before students continue in the lesson, it is important that they understand that safety can be impacted by contextual factors which they need to consider as they become more independent and responsible for their own safety and that of others.

##### Discussion

Explore the question, ‘How do contextual factors impact your behaviour?’ Contextual factors may influence understanding and decisions about the appropriate or expected behaviours within an environment. For example, when teachers ask students to walk and not run on concrete surfaces it is because it is more difficult to react and make safe decisions when people are moving at high speed. The unpredictable and uncontrollable factors like other students running speed and direction, combined with a hard surface may impact the safety of the students.

**Ask students to provide other examples of when a teacher/adult has asked them to change their behaviour in order to improve their safety.**

**Identify what the contextual factors are that led to the request.**

##### Activity 1

**Use ‘Appendix 1 – How do contextual factors impact our behaviour?’ In pairs, students record what behaviours need to be actioned to stay safe in response to the given contextual factor.**

**Pairs share their responses with the class.**

##### Activity 2

**Using ‘Appendix 2 – How do contextual factors impact my behaviour?’ Students identify the contextual factors that may impact the safety of the situation and explain how their behaviour should mirror this.**

**Students share their responses with the class.**

##### Activity 3

**Analyse how contextual factors influence decisions about what you can do now compared to what you were previously not allowed to do when you were younger. For example, you are now allowed to walk home from school without your parents/caregivers compared to being picked up from your classroom when you were in kindergarten. The contextual factors that have influenced this decision and increased responsibility are your age, improved decision-making and risk assessment, knowledge of road rules, and knowledge of safety procedures and help-seeking strategies.**

Students think, pair, share three things that they are:

* allowed to do now that were deemed unsafe for them when they were younger. Students identify the contextual factors that have influenced the decision, allowing them to carry out a task that was once deemed unsafe for them. For example, students may now be allowed to use the stove at home, but were not allowed in Kindergarten. Contextual factors that have changed may be the height of the child to reach the stove, strength of the child to lift things on the stove, knowledge on how to turn it on and off, understanding of the dangers associated with the stove and also improved awareness of what to do in an emergency.
* not allowed to do, because it is deemed unsafe for them, but will be allowed to when they are older. Students identify the contextual factors that need to change in order for the task to be deemed safe for them. For example, driving a car. Contextual factors that may need to change may include the student may need to grow physically to reach the pedals, develop greater maturity to understand the responsibility a driver has to other people, improve their reflexes to be able to react in specific situations, knowledge of the road rules, the legal age to drive a car.

##### Reflection

The reflection activity is included at the end of every lesson. This supports students to connect all the knowledge, understanding and skills developed and applied throughout the unit. Students will gradually develop a response to the unit’s essential question (unit title) as they first safe and unsafe environments before focusing on the strategies they can use to manage them.

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

##### Resources

* Appendix 1 – How do contextual factors impact our behaviour?
* Appendix 2 – How do contextual factors impact my behaviour?

## Lesson 2

**Lesson 2 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | investigate strategies to promote health, safety and wellbeing. | identify strategies to control emotions to manage their safety. Activity 2 |
| PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable | recognise and demonstrate how contextual factors impact their health, safety and wellbeing.  | describe possible consequences of behaviours that are influenced by emotional responses. Activity 1 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | self-monitor feelings and emotions they experience in safe and unsafe situations.  | identify personal warning signs and the effect they can have on their behaviour and safety. Activity 1, 2 |

### Key inquiry questions and syllabus content

How do empathy, inclusion and respect have an impact on myself and others?

* Examine the influence of emotional responses on behaviour and relationships, for example:
	+ explore scenarios to identify behaviours which make a scenario safe or unsafe, e.g. warning signs, secrets, threats, bribes, violence.

What actions positively influence the health, safety and wellbeing of my community?

* Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example:
	+ explore the emotions associated with feeling unsafe and propose strategies for seeking help and managing these feelings, e.g. fear, anger, feeling anxious.

### Teaching and learning activities

Teaching considerations

#### Lesson 2

How can emotions impact safety?

##### Discussion

Brainstorm with students a list of emotions for class viewing. Explore which emotions students believe can have impact on their safety and how? For example, excitement may lead to slipping on a rock and falling in the river, anger may lead to not looking for cars when crossing the road.

##### Teacher notes

All emotions may have an impact on safety, but these impacts do not have to be negative. For example, fear can result in caution or someone removing themselves from a dangerous situation.

Examine a specific scenario and ask students to explore the possible consequences if different emotions are felt when carrying out the task. For example, a student returns to class after recess:

* the student is happy and excited because they won a game of handball and stayed in the entire round
* the student is angry because they were told they were out in the handball game and they thought they weren’t.

**Explore how these different emotions may affect the student’s behaviour in the classroom and what impact the behaviours may have on their safety and that of others.**

##### Activity 1

Using ‘Appendix 3 – Emotions and safety’, students describe the possible consequences/impacts the emotion may have on their behaviours and therefore how it may impact their safety and that of others.

##### Discussion

**Review with students what they believe are the warning signs their body has when they are in an unsafe situation. For example, butterflies in the stomach, sweaty palms, flushed face, feeling hot.**

* Brainstorm what emotions or feelings could be linked to these warning signs when students are faced with an unsafe situation. For example, emotions could include fear, anxiety, worry, anger, frustration, feeling upset, sadness, confusion, disappointment.
* Record on a class list (display for student reference) student responses under two headings ‘Emotions’ and ‘Warning signs’.

##### Activity 2

**Using ‘Appendix 4 – Responding to our feelings/emotions’, in pairs students respond to the following questions:**

* What warning signs might they feel?
* What emotions could these warning signs evoke?
* What could students do to control these emotions and avoid panicking?
* How might the students manage their safety? What strategies could they use?

Students share responses with the class for discussion on the effectiveness of their plan.

##### Reflection

**Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.**

##### Resources

* Appendix 3 – Emotions and safety
* Appendix 4 – Responding to our feeling/emotions

## Lesson 3

**Lesson 3 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | identify and review their support network. | analyse and adjust their support network (where necessary) of trusted adults. **Activity 1*** investigate the relevance and appropriateness of community/online services that help support their own and others health, safety and wellbeing. **Activity 2, 3**
 |

### Key inquiry questions and syllabus content

How can I manage transitions and challenges?

* Investigate community resources and ways to seek help about health, safety and wellbeing, for example;
	+ Identify trusted adults in the community who can provide advice and support and discuss ways to access these people in a range of different context

What actions positively influence the health, safety and wellbeing of my community?

* investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example;
	+ propose a personal network of trusted adults who could provide advice and support

How does a healthy, safe and active lifestyle enhance connection with others?

* evaluate the reliability of health information and messages from different sources before making decisions, for example;
	+ research websites and places where they can seek help and prioritise those that are reliable and trustworthy.
	+ apply criteria to online health information to assess its credibility and relevance of the information.

### Teaching and learning activities

Teaching considerations

#### Lesson 3

Support networks (Trusted adults)

##### Teacher notes

Support networks are covered in Early Stage 1, Stage 1 and Stage 2 units. This lesson is about reviewing their support network and expanding it. If students have not developed their own support network they will be able to do so in this lesson.

##### Activity 1

Using ‘Appendix 5 – My support network’, students record the trusted adults and who are in their support network.

##### Discussion

Review their support network by exploring the following questions,

* Have the people in your support network changed overtime? Explain why or why not?
* Do you predict that some of the trusted adults in your support network will change?

Pose the question, ‘What support services are available to children, either in the community or online?’

##### Teacher notes

Students may only know a few if any. ‘Kids Help Line’ is discussed and investigated in Stage 2 unit. This discussion is designed to gauge student knowledge on what is available and their understanding of what a support service is.

##### Activity 2

As a class investigate what makes ‘Kids Help Line’ a reliable, trusted services. To support the investigation of ‘Kid Help Line’ students watch the clip by Junior Journo Jasper. Create a list of criteria that students could use to investigate other services.

For example:

* Who funds/runs the service?
* Who is the service designed for?
* How easy is it to access/use? (Including online capacity for those not in the nearby vicinity.)
* Is the information/support/advice trustworthy and reliable?
* Is the information/support/advice easy for children to understand?
* Does the service provide anonymity and confidentiality?
* Why is it a good idea to have access to community and online services? For example, a trusted adult may be the one causing harm, you can remain anonymous, it is professional support, may avoid embarrassment, judgment or conflict, available at any time.

##### Teacher note

Government funded/run resources and services are most reliable as they provide evidence-based information and employ trustworthy people.

##### Activity 3

In pairs students use ‘Appendix 7 – Support service report’ to investigate local/state/national support services based on the criteria created. A suggested list of support service can be found in ‘Appendix 6 – Support services’.

Students report their findings to the class, deciding if the services is worthwhile for the students and justify their decision with evidence.

##### Teacher notes

To meet the needs of your students and the local community additional support services can be added to represent the local area.

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I keep myself and others safe?” Students record responses in their learning journal.

##### Resources

* Appendix 5 – My support network
* Appendix 6 – Support services
* Appendix 7 – Support service report
* [Junior Journo Jasper chats to Jess from Kids Helpline (4:03min)](https://safeyoutube.net/w/z6iN)
* Lesson 4

## Lesson 4

**Lesson 4 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | investigate strategies to promote health, safety and wellbeing. | identify safe and supportive upstander behaviour and discuss how they can prevent and/or stop bullying. Activity 1, 2 |

### Key inquiry questions and syllabus content

What actions positively influence the health, safety and wellbeing of my community?

* plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example;
	+ practise safe and supportive upstander behaviour and discuss how they can prevent and/or stop bullying and forms of decimation and harassment.

How can I manage transitions and challenges?

* Practise skills to establish and manage relationships, for example;
	+ select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence, e.g. negotiation, refusal **skills.**

### Teaching and learning activities

Teaching considerations

#### Lesson 4

Bullying no way

##### Discussion

Explain to students that this lesson is about bullying and strategies students can use to help overcome it. Explore with students the following questions:

* What is bullying? For example, bullying is an ongoing or repeated misuse of power in relationships, with the intention to cause deliberate (on purpose) psychological harm.
* What are the forms of bullying? For example, verbal (words, including written and online), physical (unwanted, inappropriate or uninvited touch, damage to personal property, gestures) and social (ostracising/ignoring, ganging up).
* What is the most effective way to stop bullying? (Direct students towards concluding that upstander behaviour is the most effective.)

##### Activity 1

Review the 4 strategies to being an upstander (refer to video [Be an Upstander – Prevent Bullying](https://www.youtube.com/watch?v=eeqQCyQOCPg?rel=0) 04:00min) be a buddy, interrupt, speak out, tell someone.

Watch the clip [The Upstander](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6323398362112) (01:00min). In small groups students explore the following questions and report back to the class.

* What type of bullying is being experienced by Tina? (Physical and verbal)
* Which of the 4 upstander strategies did Belle use to support Tina?
* How could Belle have used the other 3 strategies? Choose 1 and role play your strategy. Allow the class to identify which strategy is being used in each role play and predict its success along with any suggestions to improve the effectiveness of the strategy.

##### Discussion

Explore the following questions:

* Is it ok to say ‘no’ when a person wants to join in an activity? For example, yes as long as it is done with respect to the person asking and the reasons are appropriate.
* Is it ok to deliberately exclude the same person from all of your activities? For example, no because this can amount to bullying.
* Why might you feel uncomfortable being an upstander? For example, you are still developing the confidence, , you want everyone to like you, you do not like causing conflict.
* How does being able to take action to protect yourself feel? For example, empowering, relieving, incredible, strong, brave, pride.

##### Activity 2

Using ‘Appendix 8 – Bullying No Way’, students explain how they would respond to each scenario to demonstrate upstander behaviour.

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

##### Resources

* Appendix 8 – Bullying No Way
* [Be an Upstander – Prevent Bullying](https://www.youtube.com/watch?v=eeqQCyQOCPg?rel=0) (04:00min)
* [The Upstander](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6323398362112) (01:00min)

## Lesson 5

**Lesson 5 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | investigate strategies to promote health, safety and wellbeing. | **plan to help keep themselves and others safe online by investigating, identifying and explaining protective strategies. Activity 1** |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | **explore the emotions of others when they are feeling unsafe**  | **identify the feelings of others when they are being bullied online. Activity 2** |

### Key inquiry questions and syllabus content

What actions positively influence the health, safety and wellbeing of my community?

* plan and practise assertive responses, behaviours ad actions that protect and promote health. Safety and wellbeing, for example;
	+ practise safe and supportive upstander behaviour and discuss how they can present and/or stop bullying and forms of decimation and harassment.

What actions positively influence the health, safety and wellbeing of my community?

* Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example:
	+ explore the emotions associated with feeling unsafe and propose strategies for seeking help and managing these feelings, e.g. fear, anger, feeling anxious.

How can I manage transitions and challenges?

* Investigate community resources and ways to seek help about health, safety and wellbeing, for example;
	+ Identify trusted adults in the community who can provide advice and support and discuss ways to access these people in a range of different context

How can I manage transitions and challenges?

* Practise skills to establish and manage relationships, for example;
	+ select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence, e.g. negotiation, refusal skills.

### Teaching and learning activities

Teaching considerations

#### Lesson 5

Online bullying

##### Discussion

Explain to the students it is important to know how to stay safe in the ‘real world’ and the ‘online world’ and that bullying can occur online. Cyberbullying is bullying using phones and online platforms and games. It can happen to anyone and leave you feeling unsafe.

Explore the following questions:

* Can you explain the difference between the ‘real world’ and the ‘online world’?
* What things do you do to stay safe online?

Activity 1 – Explore the clip [Let’s go on a journey…](https://www.esafety.gov.au/educators/classroom-resources/be-deadly-online/cyberbullying) (02:45min) from the [eSafety Commissioner](https://www.esafety.gov.au/) website. Allow students to watch the clip once without any interruptions.

Using ‘Appendix 9 – Cyberbullying’, students record responses while watching the clip [Let’s go on a journey…](https://www.esafety.gov.au/educators/classroom-resources/be-deadly-online/cyberbullying) a second time.

##### Teacher notes

When students are writing responses in ‘Appendix 9 – Cyberbullying’, encourage them to adapt the information from the clip to suit their own context or add personal strategies not covered in the clip.

Students share responses with the class.

##### Activity 2

Explore the emotional impact of online bullying by responding to the questions about the following scenario. Students record their responses using ‘Appendix 10 – Bullying online’. Students share responses with the class.

Scenario – Ashleigh and Sam are friends in the ‘real world’ and they also talk to each other on the internet. Sam notices that someone from school is being unkind to Ashleigh all the time on the internet.

Questions:

* How do you know Ashleigh is being bullied?
* How do you think Ashleigh feels?
* How do you think Sam feels?
* How do you think the bully feels?
* What could Sam do to help Ashleigh?
* If you were Ashleigh or Sam and could talk to the bully what would you say?

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

##### Resources

* Appendix 9 – Cyberbullying
* Appendix 10 – Bullying online
* [Let’s go on a journey…](https://www.esafety.gov.au/educators/classroom-resources/be-deadly-online/cyberbullying) (02:45min)
* [eSafety Commissioner](https://www.esafety.gov.au/) website

## Lesson 6

**Lesson 6 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | investigate strategies to promote health, safety and wellbeing. | plan to help keep themselves and others safe online by investigating, identifying and explaining protective strategies. Activity 1, 2 |

### Key inquiry questions and syllabus content

What actions positively influence the health, safety and wellbeing of my community?

* Investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example;
	+ plan for personal safety online and ethical use of mobile devices and social media.
	+ propose a personal network of trusted adults who could provide advice and support, eg parents/carers, teachers.
	+ plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example;
	+ recognise and demonstrate safe behaviours and actions eg developing a personal safety plan, not getting into cars with stranger.

### Teaching and learning activities

Teaching considerations

#### Lesson 6

Safe decisions – Online safety

##### Teacher notes

Explore with students that there are times when we need to make decisions to keep ourselves and others safe. For example, swimming in a pool, using the internet, at the beach or in a dam, riding a bike/scooter, traveling in a car, walking across the road as a pedestrian, being out in the sun playing. (Refer to the decision-making process identified in Lesson 1.)

##### Activity 1

In small groups, students brainstorm and record all the ways they stay safe online. For example, privacy settings, not giving out your details, using a screen name, report. Students then,

1. Watch the clip [Year 4 to 6 – Safe internet use](https://safeyoutube.net/w/aEiN) (04:00min).
2. While watching the clip, mark off all the strategies on their list that are discussed in the clip.
3. Following the clip students share any strategies from their list that were not mentioned.
4. Collate all online safety strategies onto a class display for future reference.

##### Teacher notes

This activity can be completed as a game where students receive one point for each strategy that is matched on the clip.

##### Discussion

Pose the question, ‘How can the ‘NO-GO-TELL’ strategy be used when online bullying happens?’ Record students responses under the following categories:

* NO choices. For example, block, parent responds on your behalf.
* GO choices. For example, use another site, log off, sit with your computer in a room where there are adults, go and do another activity.
* TELL choices. For example, tell the appropriate person in your support network , ask them to help you to report it to the Police or esafety.gov.au, call Kids Helpline and talk to a counsellor about it, Report using the e-safety commissioner [‘How to report illegal and harmful content’](https://www.esafety.gov.au/report/illegal-harmful-content) webpage.

##### Activity 2

Explore the [10 tips to stay safe online](https://www.esafety.gov.au/kids/I-want-help-with/being-safe-online) from the [eSafety Commissioner](https://www.esafety.gov.au/) website. In small groups students select one of the tips and create a presentation to promote its use.

Teacher notes – The presentation could include the use of the [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/) and be used in school promotional material such as Facebook, school website, digital newsletters. Encourage students to deliver their key messages using a strengths-based approach using webpage [Propositions in action](https://app.education.nsw.gov.au/digital-learning-selector/).

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

##### Resources

* [Year 4 to 6 – Safe internet use](https://safeyoutube.net/w/aEiN) (04:00min)
* [10 tips to stay safe online](https://www.esafety.gov.au/kids/I-want-help-with/being-safe-online)
* [eSafety Commissioner](https://www.esafety.gov.au/) website
* [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/)

## Lesson 7

**Lesson 7 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | **investigate actions that support their own mental health and that of others.** | **identify strategies to remain calm in emergency situations. For example, talking to a parent or friend, positive self-talk, regular sleep. Activity 1, 2** |

### Key inquiry questions and syllabus content

What actions positively influence the health, safety and wellbeing of my community?

* Investigate and adapt practices that help promote and maintain health, safety and wellbeing, for example:
	+ Investigate actions that support their own mental health and that of others e.g. talking to a parent or friend, positive self-talk, regular sleep
* Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example:
	+ recognise and demonstrate safe behaviours and actions e.g. developing personal safety plan, not getting into cars with strangers
	+ identify personal strategies and responses that model assertiveness and resilience in challenging situations.

### Teaching and learning activities

Teaching considerations

#### Lesson 7

Safe decisions – Emergency situations

##### Discussion

Explain to students that in every lesson they have been using the decision making process when:

* bullying occurs (be an upstander or a bystander, what action to take as an upstander)
* online (which websites to go on content to look at, online behaviour)
* seeking support (who to talk to, when to talk and what to say)
* considering the safety of a situation.

As students gain more independence this skill requires refinement and development to help keep themselves and others safe. (Refer to the decision-making process identified in Lesson 1.)

Review the definition of an emergency or non-emergency and explore who the emergency services are and how they can be contacted (000 – Triple zero, 112 – an international standard emergency number which can only be dialled on a digital/mobile phone, 106 – text-based emergency call service for callers with hearing or speech impairments).

##### Teacher notes

Emergency services are covered in Stage 1 unit however for stage 3 students may include other services such as the SES or Rural Fire Brigade.

##### Discussion

Explore the following questions:

* It is important for you to learn how to respond in an emergency. Why? For example, it may save a life or prevent more serious injury, it can support others when in need, may help avoid further damage to property, may help keep people safe.
* If you call 000 you will be asked some questions. What information is vital for you to know? For example, your address/location, nearest cross street, landmarks, property names.

##### Teacher notes

If students respond that they don’t see it as important for reasons such as, ‘I do not know what to do, I might make a mistake, I am not strong enough, I am not confident, I might hurt someone, I might get in trouble,’ address their concerns and explain that people are under no obligation to help, unless it is part their employment obligation such as being a teacher in care of students. Explain that responding to an emergency may include anything from calling emergency services to performing DRSABCD.

Discuss the following questions:

* How confident do you feel about dealing with a situation that requires first aid? (It is important to reassure students from the above teacher notes and highlight that just as students have different levels of confidence so too do adults)
* Why does your decision-making need to be as timely and precise as possible in an emergency? For example, people’s lives may be at risk or in danger of serious injury.

##### Activity 1

Students independently complete ‘Appendix 11 – Emergency or not?’ Collate answers on an enlarged version of the appendix, discussing the various responses and approaches, before deciding on the most appropriate actions to take.

##### Teacher notes

Appendix 11 – Emergency or not?’ is designed to provide opportunities for students to demonstrate their prior knowledge and understanding of emergency situations before reviewing and evaluating with other students. It may require you to confirm the definitions of what constitutes an emergency. Ensure that in the discussion about actions taken that students understand the emergency numbers of 000 and 112.

##### Discussion

Explain to students that in an emergency staying calm is very important and sometimes very hard to do.

Explore the following question, ‘Why is it important to try and stay calm in an emergency?’ For example, so you can think clearly and therefore make appropriate, effective decisions.

##### Activity 2

Brainstorm strategies that may assist decision-making in a calm and effective way. For example, control breathing (slowly and deeply), positive self-talk, taking a moment, assessing the situation, talk it through (either by yourself or with someone if available).

Students practise the identified strategies in small groups and report back to class on which strategy or strategies worked best for them.

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

##### Resources

* Appendix 11 – Emergency or not?

## Lesson 8

**Lesson 8 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | **suggest and practise action plans for emergency situations to ensure the safety of themselves and others.** | **plan and practise implementing action plans for emergency situations. For example, basic first aid, DRSABCD, asthma, allergies and anaphylactic reactions. Activity 1, 2** |
| PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable | recognise and demonstrate how contextual factors impact their health, safety and wellbeing.  | **identify contextual factors that may influence the implementation of emergency action plans.** **Activity 1, 2** |

### Key inquiry questions and syllabus content

What actions positively influence the health, safety and wellbeing of my community?

* Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example:
	+ recognise and demonstrate safe behaviours and actions e.g. developing personal safety plan, not getting into cars with strangers
	+ identify personal strategies and responses that model assertiveness and resilience in challenging situations.

How responsible am I for my own and others’, health, safety and wellbeing?

* recognise appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:
	+ suggest and practise action plans for emergency situations to ensure the safety of themselves and others, eg basic first aid, DRSABCD, asthma, allergies and anaphylactic reactions.

### Teaching and learning activities

Teaching considerations

#### Lesson 8

Safe decisions – Emergency action plan

##### Discussion

Explain that the decision-making process to respond to an emergency situation, may have already been planned. An example of this is an emergency action plan. These help us know what to do, when we may forget.

Respond to the following questions:

* Do you know of any emergency action plans? For example, personal medical emergency action plans for asthma or anaphylaxis, evacuation/lock down procedures, first aid such as DRSABCD or snake bite, instructions on fire extinguishers and defibrillators,
* What do you think should be included on an action plan?
* How do action plans help us in emergency situations? For example, help us carry out the appropriate actions that will keep us safe and help people in need of help.

##### Teacher notes

When displaying examples of action plans, ensure that no personal information is shared. Reinforce that students are under no obligation to implement these action plans if they do not feel confident or capable to do so. Explain that these action plans are however, in place to help people when faced with an emergency.

##### Activity 1

Explore the action plan used when a person has any life threatening condition – St John NSW [DRSABCD Action Plan (PDF 238KB)](https://www.stjohnnsw.com.au/secure/downloadfile.asp?fileid=1004774) and clarify students’ understanding of each step.

Explore the following questions:

* The first D stands for danger. Why is this the first thing we do? For example, to ensure we keep ourselves safe so that we can continue to assist the person.
* Why do you think the action plan is in the order that it is?
* Why do you think ‘Send for help’ is done before checking the airway, helping them breathe and carrying out CPR? For example,
	+ so emergency services are on their way to relieve you if you get tired
	+ once you start CPR you should not stop
	+ to ensure that professional help is on their way/present to administer any lifesaving medicine or medical expertise when needed
	+ so you are supported.

##### Teacher notes

Assist students to remember the steps in the DRSABCD action plan by referring to it as ‘DoctorS ABCD’)

The National Asthma Council [Asthma Action Plan (PDF 191KB)](http://s3-ap-southeast-2.amazonaws.com/nationalasthma/resources/341-NAC-Written-Asthma-Action-Plan-2015_Colour.pdf) and [ASCIA Action Plan for Anaphylaxis (PDF 302KB)](https://www.allergy.org.au/images/stories/anaphylaxis/2020/ASCIA_Action_Plan_Anaphylaxis_EpiPen_Red_2020.pdf) are blank copies of action plans for individuals. These can be used to demonstrate how action plans can be adapted to suit the specific medical needs of individuals.

##### Activity 2

Set up a role play where a student requires DRSABCD. Pose the question, ‘Should I start helping the patient or call for help first?’

##### Teacher notes

When asking this question try to stimulate discussion/argument as to what to do first. This will enable the need for an action plan when confusion occurs in an emergency to be highlighted.

Model how to use the DRSABCD action plan.

Provide students with scenarios and the appropriate medical emergency action plan from the list of St John Ambulance Australia [First aid fact sheets.](https://www.stjohnsa.com.au/how-we-help/public-access-resources/first-aid-fact-sheets)

In small groups, (4 to 5) students present each situation and the response as outlined on the action plan. Students then provide feedback on the effectiveness of the implementation of the plan and suggest any improvements.

##### Teacher notes

Ensure students understand that this role play does not indicate that they are trained in a medical procedure and although they may understand some of the processes they require further professional training.

Ensure students understand that they are only acting the procedures and should not be performing them. For example, students should not be doing actual chest compressions or breaths into the mouth.

Remind students about appropriate touch when performing role plays and that permission should always be sought.

Contextualise the scenarios to your students’ needs and school setting. For example, if you have students with diabetes or epilepsy include scenarios that address these. Subsequently be aware of students’ experiences in relation to these emergencies, for example, if a student has recently choked it may not be appropriate to implement this example.

##### Sample scenarios

* You are playing football with your friends outside of school and your friend Tony is struggling to breathe. He is asthmatic and carries a puffer. He has left it on the sidelines and is walking over to get it. You notice that he is laying down to use the inhaler. What should you do?
* Your friend, who has a peanut allergy, has come for a sleep over. In the morning while eating breakfast your friend starts to wheeze and their lips swell. What should you do?
* You are walking home with your younger sister. She slips while trying to step over the gutter and hits her head. Her nose is bleeding and she is semi-conscious. What should you do?
* You are in the park with your friend and they slip off the climbing equipment. They land heavily on their arm. It looks twisted and your friend says they cannot move it. What should you do?

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

##### Resources

* St John NSW [DRSABCD Action Plan (PDF 238KB)](https://www.stjohnnsw.com.au/secure/downloadfile.asp?fileid=1004774)
* The National Asthma Council [Asthma Action Plan (PDF 191KB)](http://s3-ap-southeast-2.amazonaws.com/nationalasthma/resources/341-NAC-Written-Asthma-Action-Plan-2015_Colour.pdf)
* [ASCIA Action Plan for Anaphylaxis (PDF 302KB)](https://www.allergy.org.au/images/stories/anaphylaxis/2020/ASCIA_Action_Plan_Anaphylaxis_EpiPen_Red_2020.pdf)
* St John Ambulance Australia [First aid fact sheets.](https://www.stjohnsa.com.au/how-we-help/public-access-resources/first-aid-fact-sheets) This link provides action plans for a variety of medical situations. Teachers are encouraged to select ones that create authentic learning opportunities for students.

## Lesson 9

**Lesson 9 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | investigate strategies to promote health, safety and wellbeing. | propose and explain a personal safety plan to help keep themselves safe. Activity 2 |
| PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable | recognise and demonstrate how contextual factors impact their health, safety and wellbeing.  | identify contextual factors that may influence the implementation of personal safety plan. Activity 1,2 |

### Key inquiry questions and syllabus content

What actions positively influence the health, safety and wellbeing of my community?

* Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example:
	+ recognise and demonstrate safe behaviours and actions e.g. developing personal safety plan, not getting into cars with strangers
	+ identify personal strategies and responses that model assertiveness and resilience in challenging situations.

How responsible am I for my own and others’, health, safety and wellbeing?

* recognise appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:
	+ suggest and practise action plans for emergency situations to ensure the safety of themselves and others, eg basic first aid, DRSABCD, asthma, allergies and anaphylactic reactions.

### Teaching and learning activities

Teaching considerations

#### Lesson 9

Safe Decisions – Personal safety plans

##### Discussion

Remind students that when they are helping people in an emergency situation, the decision-making process may have already been planned. This comes in the form of an emergency action plan. These help us know what to do, when we may forget and were explored in lesson 8.

Explain that actions plan can be medical and non-medical.

Explore the following questions:

* What is an example of a medical action plan? For example, asthma, anaphylaxis, bites, stings, allergic reactions.
* What is an example of a non-medical action plan? For example, emergency lock down, evacuation, fire, personal safety plan.

##### Activity 1

Analyse and compare a selection of non-medical emergency action plans, for example, emergency lock down/evacuation, fire. Highlighting the commonalities. For example, calm patient, reassure patient, look for danger, send for help, apply medication if needed.

Students report their findings and class discuss.

##### Discussion

Emergency action plans are already made. People diagnosed with medical conditions such as asthma, allergies, epilepsy or anaphylaxis have pre-planned medical action plans. These plans are compiled by doctors. Schools have non-medical action plans such as evacuation and lock down that are also pre planned to keep students safe. These plans are compiled by the Principal and staff.

Explain at times we may need to plan for our own safety.

Explore the scenario: ‘Jack walked slowly to the bus stop after school because he was tired. He sat on the seat at the bus stop waiting for the bus to arrive. It was getting late in the afternoon. Jack realised he had missed the bus home. He began to worry, feel sick in the stomach and get upset. Jack quickly remembered his personal safety plan.’

Things I can do by myself to take control of my emotions/feelings – slow deep breathing, positive self-talk, stop think and stay calm.

Revise the decision-making process of identifying and describing:

* the options available. For example, I could walk back to school, wait for another bus, use my phone to call my parents/caregiver.
* what I know about each option. For example, I am not sure if the teachers will still be at school, there isn’t another bus or I don’t know when the next bus comes or where it is going, if my parents/caregivers do not answer I can call one of my trusted adults listed in my phone.
* the consequences of each option. For example, if I return to school I will be alone with no chance of catching a bus. If I wait for another bus it may not come for a few hours if at all, therefore I could be vulnerable to strangers. If I call my parent/caregiver they will be able to organise for me to make it home by either picking me up or sending a friend to do so. My parent/caregiver will also be able to reassure me and I will feel better being able to share my emotions/feelings with them, (positive talk).
* consider the decision they make and how it may impact themselves and others. For example, I have decided to call my parents/caregivers. If they do not answer, I will try one of my trusted adults from my support network. Hopefully I can get in contact with my parents/caregivers quickly and they will not worry about me.

##### Activity 2

Explore possible scenarios where students may need a personal safety plan. Encourage students to contextualise the scenarios to match their experiences, activities and/or community. Develop a personal safety plan that can be used in an authentic context. Provide students with samples of action plans to assist with the setting out. For example, St John Ambulance Australia [First aid fact sheets](https://www.stjohnsa.com.au/how-we-help/public-access-resources/first-aid-fact-sheets), school based emergency plans. Encourage students to refer to the decision making process when they are deciding on the steps to take in their action plan.

Publish using either ICT or large paper. For example, power point, Google doc, word, paint, ipad apps, book creator, [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/)

##### Teacher notes

Encourage students to select scenarios where they may not have adult support immediately. Personal action plans for school-based emergencies should be avoided as ‘telling a teacher’ will be the main response and not allow students to develop their decision-making skills in emergency situations in any depth. Avoid students completing a safety plan for travel to or from school as this is covered in lesson 10.

Remind students to include:

* Protective strategies where appropriate, for example, NO-GO-TELL.
* Members of their support network. Sample scenarios.
* Not being picked up from an activity after school.
* Being locked out of the house when no one is home
* Being separated from your parent/caregiver while at the shops/zoo/beach/sporting event/theme park
* Parents/caregivers are not home at the expected time. It is getting very late and you are worried.
* Riding your bike and puncturing your tyre.

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

##### Resources

St John NSW [DRSABCD Action Plan (PDF 238KB)](https://www.stjohnnsw.com.au/secure/downloadfile.asp?fileid=1004774)

The National Asthma Council [Asthma Action Plan (PDF 191KB)](http://s3-ap-southeast-2.amazonaws.com/nationalasthma/resources/341-NAC-Written-Asthma-Action-Plan-2015_Colour.pdf)

[ASCIA Action Plan for Anaphylaxis (PDF 302KB)](https://www.allergy.org.au/images/stories/anaphylaxis/2020/ASCIA_Action_Plan_Anaphylaxis_EpiPen_Red_2020.pdf)

St John Ambulance Australia [First aid fact sheets.](https://www.stjohnsa.com.au/how-we-help/public-access-resources/first-aid-fact-sheets)

[Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/)

## Lesson 10

**Lesson 10 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | investigate strategies to promote health, safety and wellbeing. | propose and explain a personal safety plan to help keep themselves safe. Activity 1 |
| PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable | recognise and demonstrate how contextual factors impact their health, safety and wellbeing.  | identify contextual factors that may influence the implementation of personal safety plan. Activity 1 |

### Key inquiry questions and syllabus content

What actions positively influence the health, safety and wellbeing of the community?

* Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example:
	+ identify situations where personal choices can influence their own and others’ health e.g risk-taking

What actions positively influence the health, safety and wellbeing of the community?

* Investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example:
	+ describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety eg not crossing the road when wearing headphones.

How responsible am I for my own and others’, health, safety and wellbeing?

* recognise appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:
	+ suggest and practise action plans for emergency situations to ensure the safety of themselves and others, eg basic first aid, DRSABCD, asthma, allergies and anaphylactic reactions.

### Teaching and learning activities

Teaching considerations

#### Lesson 10

Safe decisions – Safe travel planning for independent travel

##### Discussion

Brainstorm safety procedures, practices or actions that students know about each form of travel listed below. For example:

* Pedestrian safety – pay attention to your surroundings, avoid distractions, use pedestrian crossing facilities where available, use ‘Stop, Look, Listen, Think’ strategy, use the footpath, walk instead of running, use a safe place to cross the road.
* Safety on wheels – ride away from busy roads, always wear a helmet correctly, wear bright clothing/enclosed shoes/long sleeves, always tell someone where you are going.
* Passenger safety – always wear a seatbelt, have an adult check your seatbelt, get in and out on the curb side, wait for the bus to leave before crossing at safe place, do not distract the driver.

##### Teacher notes

Refer to [Stage 3 Key Road Safety Messages](https://www.safetytown.com.au/book/stage-3/key-road-safety-messages/stage-3) from Safety Town.

##### Discussion

Pose the question:

* What does independent travel mean? For example, any trip that students undertake by themselves/without adult supervision.
* How does this relate to you travelling safely to and from school? For example, I undertake travel to school without adult supervisor, such as walking to the bus stop or school, riding to school, travelling to friends’ houses after school.
* How does the decision-making process impact your independent travel? For example, I am responsible for the decisions instead of an adult using the decision-making process, I need to consider/determine the controllable and uncontrollable factors, I need to be aware of and consider all possible consequences of my actions.
* What are possible controllable factors when traveling? For example, where I cross, putting on my belt, wearing a helmet correctly, waiting for the bus to leave before I cross, not distracting drivers.
* What are uncontrollable factors when travelling? For example, speed of cars, weather, other people’s actions.

##### Activity 1

Revise the need for safety plans and how they help keep you safe. Explain to students that they already have safety plans that they use every day, they just are not recorded. For example, when leaving school students may use the pedestrian crossing. This is because the decision-making process of considering the options of where to cross and the consequences of each crossing location have already been completed. Therefore students use the crossing, as it is the safest option with positive consequences.

Students use the decision-making process to create two safety plans.

Travelling:

* from home to school.
* from school to home.

Students may wish to use Google maps, street directories, screen grab, local photos to:

* plan their safety plans
* present their plan to the class.

##### Teacher notes

The aim of this lesson is for students to understand how to apply the decision-making process when travelling in order to keep safe. The destination is not a priority so if students do not know the high school they are attending, they may either use the local one or choose an alternative destination.

Students should design their own template to suit their needs.

Students may wish to include travelling with friends as part of their safe travel plan. This will still constitute independent travel as there is no adult supervision.

Ask students to include contingency plans for if things do not go as planned, for example, missing the bus.

##### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

##### Resources

* [Stage 3 Key Road Safety Messages](https://www.safetytown.com.au/book/stage-3/key-road-safety-messages/stage-3) from Safety Town.

## Observational framework for assessment

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| The syllabus outcomes that will be assessed against throughout this unit of work. Refer to pages 14-19 of the PDHPE K-10 syllabus. | What students are expected to know, understand and do as a result of the learning within this unit of work. These are derived from the identified syllabus outcomes, content ‘dot’ and dash’ points and the ‘big idea/key concept’. | The specific behaviours you will expect to observe and use as an indicator of student learning towards the unit learning goals and syllabus outcomes. |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | investigate strategies to promote health, safety and wellbeing. | * identify strategies to control emotions to manage their safety. **Lesson 2 – Activity 2**
* **identify safe and supportive upstander behaviour and discuss how they can prevent and/or stop bullying.**

**Lesson 4 – Activity 1, 2*** **plan to help keep themselves and others safe online by investigating, identifying and explaining protective strategies. Lesson 5 – Activity 1**

**Lesson 6 – Activity 1, 2*** **propose and explain a personal safety plan to help keep themselves safe.**

**Lesson 9 – Activity 2****Lesson 10 – Activity 1** |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | identify and review their support network. | * analyse and adjust their support network (where necessary) of trusted adults.

**Lesson 3 – Activity 1*** investigate the relevance and appropriateness of community/online services that help support their own and others health, safety and wellbeing. **Lesson 3 – Activity 2, 3**
 |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | **investigate actions that support their own mental health and that of others.** | * identify strategies to remain calm in emergency situations**. For example, talking to a parent or friend, positive self-talk, regular sleep.**

Lesson 7, Activity 1, 2 |
| PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others | **suggest and practise action plans for emergency situations to ensure the safety of themselves and others.**  | * **plan and practise implementing action plans for emergency situations. For example, basic first aid, DRSABCD, asthma, allergies and anaphylactic reactions.**

**Lesson 8 – Activity 1, 2** |
| PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable | recognise and demonstrate how contextual factors impact their health, safety and wellbeing.  | * recognise and demonstrate safe behaviours that consider the contextual factors of various situations to maximise their safety.

Lesson 1 **– Activity 1, 2, 3*** **describe possible consequences of behaviours that are influenced by emotional responses.**

**Lesson 2 – Activity 1*** **identify contextual factors that may influence the implementation of emergency action plans.**

**Lesson 8 – Activity 1, 2*** **identify contextual factors that may influence the implementation of personal safety plan.**

**Lesson 9 – Activity 1,2****Lesson 10 – Activity 1** |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | self-monitor feelings and emotions they experience in safe and unsafe situations.  | * **identify personal warning signs and the effect they can have on their behaviour and safety. Lesson 2 – Activity 1, 2**
 |
| PD3-9 applies and adapts self-management skills to respond to personal and group situations | **explore the emotions of others when they are feeling unsafe**  | * identify the feelings of others when they are being bullied online.

Lesson 5 – Activity 2 |

## Appendix 1 - How do contextual factors impact our behaviour?

Scenario – you are swimming with a group of friends.

|  |  |
| --- | --- |
| Contextual factors that affect safety | What behaviours help keep me safe?  |
| You are in the deep end at the local pool. |  |
| You are in the shallow end at the local pool. |  |
| The pool is very crowded with people. |  |
| The pool is almost empty of people. |  |
| You are at the beach, it is very windy with large rough surf. |  |
| You are at the beach, it is calm with small smooth ways.  |  |
| You are at the beach, it is patrolled with lifesavers and the flags are up. |  |
| You are at the beach, it is not patrolled by lifesavers and the signs says beware ‘blue bottles.’ |  |

## Appendix 2 - How do contextual factors impact my behaviour?

Scenario – going home from school.

|  |  |
| --- | --- |
| Contextual factors that affect safety | What behaviours help keep me safe? |
|  |  |
|  |  |
|  |  |
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|  |  |

## Appendix 3 - Emotions and safety?

|  |  |  |  |
| --- | --- | --- | --- |
| Scenario | Emotion | What behaviours you may exhibit? | How may this impact the safety of you and others? |
| Riding your bike | Angry because you have been in trouble and are not allowed to go to your friend’s birthday party. | Riding too fast/dangerously, taking risks, not see clearly because of tears, don’t slow down/stop when coming to an intersection, not wear helmet properly/or at all. | Be hit by a car, a driver may swerve to miss you and cause an accident, damage your bike and fall off it. |
| Swimming at your local pool/beach | Excited because you are going with a group of your friends and your best friend’s mother. |  |  |
| Walking home from school by yourself. | Upset/sad because your friend and you had an argument.  |  |  |
| Heating up some baked beans for breakfast. | Worried because you’re exhausted after you played on your phone instead of going to sleep. |  |  |
| Playing a game of touch footy with your friend | Frustrated/annoyed because you are unable to dodge the other players but can break tackles easily.  |  |  |
| Playing a game either online, on your tablet or phone. | You feel anxious, begin to panic and rush because you are late for the bus and may miss it.  |  |  |

## Appendix 4 - Responding to our emotions / feelings

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scenario | Warning signs  | Emotions | How could you control these emotions?  | What strategies could you use?  |
| You are swimming with your friends at the local pool. There is a group of older children running and bombing near you in the pool. One lands on your friend.  | Butterflies in the stomach. Clenched fists, flushed face. | AngerFeeling annoyedFear | Deep breaths, calm talking, support your friend. | Seek help from pool staffUse NO GO TELLNO – ask them to stopGO – move away from themTELL – the lifeguard |
| Your parent/caregiver said you and your friend can play alone at the park across the road from your house. A stranger approaches you and offers you a new phone if you get in the car and show him directions.  |  |  |  |  |
| Your friend’s older sibling is driving you and your friend’s home from school. He is speeding and no one has their seatbelts on.  |  |  |  |  |

## Appendix 5 - My support network.

Students are to use the circle to record their support network of trusted adults.



## Appendix 6 - Support services

[Amnesty International](https://www.amnesty.org.au/)

[Aruma](https://www.aruma.com.au/)

[Ask Izzy](https://askizzy.org.au/)

[Australian Red Cross](https://www.redcross.org.au/get-help)

[Barnardos](https://www.barnardos.org.au/)

[Beyond Blue](https://www.beyondblue.org.au/)

[Canteen](https://www.canteen.org.au/)

[Challenge](https://www.challengecommunity.org.au/) Community Services

[eSafety Commissioner](https://www.esafety.gov.au/)

[Head Space](https://headspace.org.au/young-people/health-and-wellbeing/)

[KARI](https://www.kari.org.au/)

[Kids Helpline](https://kidshelpline.com.au/kids)

[Life Without Barriers](https://www.lwb.org.au/)

[Lions Club](https://lionsclubs.org.au/activities/youth/)

[Make a Wish Foundation](https://www.makeawish.org.au/)

[PCYC](https://www.pcycnsw.org.au/)

[Reach Out](https://au.reachout.com/)

[Ronald McDonald](https://www.rmhc.org.au/) House

[Royal Far West](https://www.royalfarwest.org.au/)

[Safety Town](https://www.safetytown.com.au/)

[Salvation Army](https://www.salvationarmy.org.au/about-us/our-services/youth-support-networks-and-programs/)

[Girls Guides](https://www.girlguides.org.au/) Australia

[St Vincent de Paul](https://www.vinnies.org.au/page/Our_Impact/Children_and_Education/) Society

[Starlight Children’s Foundation](https://starlight.org.au/)

[Stewart House](https://www.stewarthouse.org.au/)

[Weave](https://www.weave.org.au/)

[Wesley Mission](https://www.wesleymission.org.au/)

[YMCA](https://www.ymcansw.org.au/) NSW

[Your Town](https://www.yourtown.com.au/our-services/kids-helpline)

[Youth of the Streets](https://youthoffthestreets.com.au/)

[Youth Solutions](https://youthsolutions.com.au/what-we-do/programs/)

## Appendix 7 - Support service report

Support Service is:

|  |  |
| --- | --- |
| Criteria | Notes |
| Who funds/runs the service? |  |
| Who is the service designed for? |  |
| How easy is it to access/use? |  |
| Is the information/support/advice trustworthy and reliable? |  |
| Is the information/support/advice easy for children to understand? |  |
| Does the service provide anonymity and confidentiality? |  |

Report/Recommendation:

## Appendix 8 - Bullying no way

|  |  |
| --- | --- |
| Scenario | Response strategies |
| **Social**At lunch time a student from your class tries to sit at a table with your group but the students sitting there tell them the table is full even though there are spare spots. |  |
| **Physical** The same group of students’ bumps into you each time you walk past and they try to stop you from entering the toilets? |  |
| **Verbal**You are playing a game online but one of the players starts swearing at you and calling you names. |  |
| **A friend Verbal** Your friend comes to school every morning upset and tells you that every day on the way to school a group of older students yells mean things to them.  |  |
| Your friend tells you that a peer of the opposite sex has sent multiple inappropriate photos that makes them feel uncomfortable.  |  |

## Appendix 9 - Cyberbullying

What does it look like?

How do I deal with it when it happens to me?

What do I do if I see or hear about cyberbullying happening to others?

Worried about cyberbullying? What support services could you access?

## Appendix 10 - Online Bullying

Scenario – Ashleigh and Sam are friends in the ‘real world’ and they also talk to each other on the internet. Ellis notices that someone from school is being unkind to Katie all the time on the internet.

How do you know Ashleigh is being bullied?

How do you think Ashleigh feels?

How do you think Sam feels?

How do you think the bully feels?

What could Sam do to help Ashleigh?

If you were Ashleigh or Sam and could talk to the bully what would you say?

## Appendix 11 - Emergency or not?

|  |  |  |  |
| --- | --- | --- | --- |
| Scenario | Circle | Explain your answer | How would you respond? |
| **You fall over which caused a small cut on your arm. It bleeds slowly but dries quickly.** | EmergencyNon-emergency |  |  |
| **Your friend falls in the playground, banging their nose on the concrete. They are dizzy, their nose is bleeding a great deal and is twisted** | EmergencyNon-emergency |  |  |
| **Your sister falls off her horse and isn’t moving** | EmergencyNon-emergency |  |  |
| **Your friend has a peanut allergy. At lunch they begin to struggle to breathe and their lips swell** | EmergencyNon-emergency |  |  |
| **While walking home from school you see smoke coming out of the windows and roof of a house. You have a mobile phone with you.**  | EmergencyNon-emergency |  |  |

## Resources

What resources will the teacher require to deliver this unit of work as planned in the ‘teaching and learning activities’?

### Lesson 1

* **Appendix 1 – How do contextual factors impact our behaviour?**
* **Appendix 2 – How do contextual factors impact my behaviour?**

### Lesson 2

* Appendix 3 – Emotions and safety
* Appendix 4 – Responding to our feeling/emotions

### Lesson 3

* **Appendix 5 – My support network**
* **Appendix 6 – Support services**
* **Appendix 7 – Support service report, clip** [Junior Journo Jasper chats to Jess from Kids Helpline (4:03min)](https://safeyoutube.net/w/z6iN)
* Lesson 4
* [Be an Upstander – Prevent Bullying](https://www.youtube.com/watch?v=eeqQCyQOCPg?rel=0) (04:00min)
* **Appendix 8 – Bullying No Way,**

### Lesson 5

* [Let’s go on a journey…](https://www.esafety.gov.au/educators/classroom-resources/be-deadly-online/cyberbullying)(02:45min)
* **Appendix 9 – Cyberbullying**
* **Appendix 10 – Bullying online**
* [eSafety Commissioner](https://www.esafety.gov.au/) website

### Lesson 6

* [Year 4 to 6 – Safe internet use](https://safeyoutube.net/w/aEiN) (04:00min)
* [10 tips to stay safe online](https://www.esafety.gov.au/kids/I-want-help-with/being-safe-online)
* [eSafety Commissioner](https://www.esafety.gov.au/) website
* [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/)

### Lesson 7

* **Appendix 11 – Emergency or not?**

### Lesson 8

* St John NSW [DRSABCD Action Plan (PDF 238KB)](https://www.stjohnnsw.com.au/secure/downloadfile.asp?fileid=1004774)
* The National Asthma Council [Asthma Action Plan (PDF 191KB)](http://s3-ap-southeast-2.amazonaws.com/nationalasthma/resources/341-NAC-Written-Asthma-Action-Plan-2015_Colour.pdf)
* [ASCIA Action Plan for Anaphylaxis (PDF 302KB)](https://www.allergy.org.au/images/stories/anaphylaxis/2020/ASCIA_Action_Plan_Anaphylaxis_EpiPen_Red_2020.pdf)
* St John Ambulance Australia [First aid fact sheets.](https://www.stjohnsa.com.au/how-we-help/public-access-resources/first-aid-fact-sheets)

### Lesson 9

* St John NSW [DRSABCD Action Plan (PDF 238KB)](https://www.stjohnnsw.com.au/secure/downloadfile.asp?fileid=1004774)
* The National Asthma Council [Asthma Action Plan (PDF 191KB)](http://s3-ap-southeast-2.amazonaws.com/nationalasthma/resources/341-NAC-Written-Asthma-Action-Plan-2015_Colour.pdf)
* [ASCIA Action Plan for Anaphylaxis (PDF 302KB)](https://www.allergy.org.au/images/stories/anaphylaxis/2020/ASCIA_Action_Plan_Anaphylaxis_EpiPen_Red_2020.pdf)
* St John Ambulance Australia [First aid fact sheets.](https://www.stjohnsa.com.au/how-we-help/public-access-resources/first-aid-fact-sheets)
* [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/)

### Lesson 10

* [Stage 3 Key Road Safety Messages](https://www.safetytown.com.au/book/stage-3/key-road-safety-messages/stage-3) from Safety Town.

## Vocabulary and glossary

* Aggressive response – Responding in a violent or angry manner to another person.
* Assertive response – Responding confidently, saying in a direct what you want or believe.
* Bullying/online bullying – An ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. Bullying can happen in person or online, it can be obvious or hidden.
* Bystander – An individual who is aware bullying is happening and may or may not chose to do something to support the personal being bullied.
* Communication – The conveying and listening to specific information, knowledge, understanding to and from others.
* Consequence – Consequence A positive or negative result from an action, behaviour or decision.
* Contextual factors – A range of factors existing in differing ways, with varying impacts on individual, group and community health, safety and wellbeing.
* Controllable actions – Actions/behaviours that the decision maker chooses to make.
* CPR – Acronym for cardiopulmonary resuscitation.
* Distractions – Things that occur **that halts concentration on what someone is doing are doing.**
* DRSABCD – An acronym for a first aid action plan: D – danger, R – response, S – send for help, A – airway, B – breathing, C – circulation (CPR), D – defibrillation.
* Emergency action plan – A set of steps/actions designed by professionals to follow in an emergency situations.
* Emergency services – A public organisation that responds to and deals with emergencies when they occur, especially the ambulance service, police and fire brigade.
* Emergency situation – A situation where people are in immediate danger of serious injury or death and emergency services are required.
* NO-GO-TELL – a safety strategy that encourages students to say no, go away from the situation and tell a trusted adult when they feel hurt or have warning signs.
* Online – Any use of the internet including gaming, social media or using websites.
* Online/cyber safety – **Cyber safety is the safe and responsible use of information and communication technology.**
* Passive response – Responding in a way that will not influence or change a situation, allowing other people to be in control.
* Personal safety plan – A set of steps/actions to follow to help ensure safety.
* Personal support network – A group of trusted people that a child can access for support and advice in regards to their safety and wellbeing.
* Protective strategies – Plans, steps and/or actions that a person may take to help prevent harm or injury.
* Supervision – An adult observing a child to ensure their safety.
* Support services – A person, group or agency, either in the community or online, that children can access in order to gain advice and information to support their safety and wellbeing.
* Trusted adult – An adult who a child can turn to for help and support.
* Uncontrollable actions –
* Unsafe – To be unprotected from harm or danger.
* Upstander – Actions/behaviours that the decision maker is unable to make.
* Warning signals/signs – Something that sends us a message about harm or danger.
* Warning signals/signs the body gives – A feeling or bodily function/action that signals danger or elicits ‘No’ feelings.

## Evaluation

Teacher analysis of the teaching and learning in the entire unit of work. Sample questions to address include are below.

|  |  |
| --- | --- |
| Evaluation | Teacher notes |
| How well did the class demonstrate understanding of key concepts? | *Write notes here.* |
| What concepts/topics will I need to revisit to support student understanding? | *Write notes here.* |
| When will these concepts be revisited? | *Write notes here.* |
| How well were student learning needs met? | *Write notes here.* |
| Did all students have opportunities to demonstrate their knowledge, understanding and skills? | *Write notes here.* |
| Did adjustments provide adequate and appropriate access to all activities by all students? | *Write notes here.* |
| Were the resources used accessible for all students? | *Write notes here.* |
| Which activities in the learning sequence will I need to adapt to ensure better achievement of learning goals? | *Write notes here.* |
| Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement? | *Write notes here.* |
| Which activities and tasks were most engaging and effective? | *Write notes here.* |
| Did the adjustments provide adequate and appropriate access to all activities by all students? | *Write notes here.* |