

Years 7-10 Personal Development, Health and Physical Education

Unit Title:	7.9 Personal Safety			Stage/Year:	Stage 4/Year 7
Strand(s):	Strand 1 Self and Relationships, Strand 2 Movement Skill and Performance, Strand 3 Individual and Community Health			Unit length:	40 lessons
Unit Description:	This unit focuses on safety issues related to the road environment, water environments and while participating in physical activity. Students develop skills that will enhance their own safety and contribute toward the safety and wellbeing of others within these contexts.				
Major outcomes A student:				Evidence of Learning A student:	
<ul style="list-style-type: none"> ▪ 4.4 - demonstrates and refines movement skills in a range of contexts and environments. ▪ 4.6 - describes the nature of health and analyses how health issues may impact on young people. ▪ 4.7 - identifies the consequences of risk behaviours and describes strategies to minimise harm. 				<ul style="list-style-type: none"> ▪ Students teach a self-designed small group game to the class and evaluate the level of risk involved in the game (4.4) ▪ Students devise an initial scene of a role play relating to road related risk taking. Other groups present their initial scene & each time the class must devise an ending. Teacher selects whether the ending is positive or negative. As a class, discuss the factors that contributed to risk taking (attitudes, skills). Students select a character from one of the role plays & consider how his/her attitudes & skills contributed toward their risk taking behaviours (4.6, 4.7) 	
Contributing outcomes					
<ul style="list-style-type: none"> ▪ 4.3 - describes the qualities of positive relationships and strategies to address the abuse of power. ▪ 4.12 - assesses risk and social influences and reflects on personal experience to make informed decisions ▪ 4.15 –devises, applies and monitors plans to achieve short-term and long-term goals 					
Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:	
ICT	✓	Collecting, Analysing		Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships. Strand 2: This strand recognises the enjoyment and active participation presents in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Catholic Christian tradition inspires us to make links between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. Strand 3: This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness.	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning	✓		
Civics & Citizenship		Working with others	✓		
Difference & Diversity		Work mathematically			
Environment		Solving problems			
Gender	✓	Work with ICT applications	✓		
Literacy					
Multicultural					

Students learn about:	Students learn to:
<ul style="list-style-type: none"> ▪ road safety <ul style="list-style-type: none"> - defining risk factors and behaviours in a range of road environments and situations - protective behaviours and equipment - influences on pedestrian, passenger and wheeled device behaviours - laws and rules ▪ personal safety <ul style="list-style-type: none"> - going out - strategies to keep safe - emergency assessment - DRABC - basic first aid procedures - seeking further assistance ▪ contexts for specialised movement skills <ul style="list-style-type: none"> - games ▪ strategies to minimise harm <ul style="list-style-type: none"> - acquiring knowledge - safe attitudes, eg concern for others, impunity, responsibility - developing personal skills, eg conflict resolution, assertive behaviour, problem-solving, refusal skills - safe and supportive environments, eg school, community, family and peer support networks - recognising, assessing and responding to risk situations 	<ul style="list-style-type: none"> ▪ explore road safety statistics to analyse reasons for gender differences in road-related injury <ul style="list-style-type: none"> ▪ devise and demonstrate a plan to assume responsibility for their road safety and that of other road users ▪ examine the relationship between risk factors, environments and laws and rules in determining road-user behaviour ▪ identify strategies and develop plans to keep themselves safe when going out <ul style="list-style-type: none"> ▪ demonstrate management of basic first aid situations including: <ul style="list-style-type: none"> - an unconscious person - bleeding and shock - asthma - burns, bites and stings - poisonings and overdose ▪ evaluate when it is appropriate to seek assistance from others ▪ demonstrate movement skills through a range of experiences including: <ul style="list-style-type: none"> - games from categories such as target, striking/fielding, invasion and net/court ▪ describe strategies to minimise harm in each of the following real life situations when: <ul style="list-style-type: none"> - travelling alone at night - at a party - feeling depressed - experiencing unwanted sexual contact - being offered or using drugs - in water environments - exposed to the sun - as a pedestrian, passenger and user of wheeled devices

▪ **protective strategies**

- recognising and assessing risk
- responding in risk situations
- reducing the risk
- assertiveness
- accessing help in the school and community

- explain how potential for harm can be increased as the result of an interaction of factors, eg peers, alcohol use and road safety
- propose and develop strategies to effectively manage personal safety, including:
 - trusting your feelings, thoughts and reading of the situation
 - talking about it to someone
 - taking control and using your own plan for becoming comfortable and safe

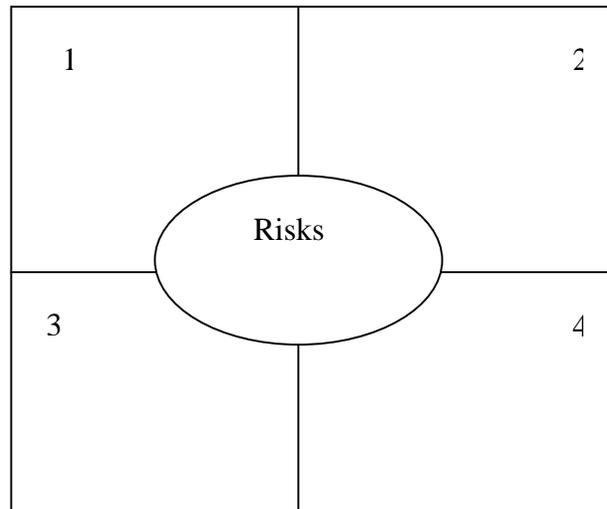
Teaching, learning and assessment activities

Resources

Identifying personal risk

- Using a placemat strategy, students brainstorm risks that they have taken in their lives in the past year. The brainstorm may be in the form of words, phrases, drawings, symbols, icons.

Placemat strategy requires students to complete the brainstorm in their allocated square of the placemat (large sheet of butchers paper). Students then compare their responses & use the centre oval to record like-lived experiences.



Positive & Negative Risk

- In their placemat group, students classify these risks as positive or negative. Use highlighters or pencils to colour code the negative risks as blue & the positive risks as red. Students then classify the risks according to the environment in which they occurred, eg. water, road, personal safety environments

Risk Ladder

- In small groups, students are provided with a scenario, for example riding your skateboard on a dual lane highway, jumping from a rope swing into a river, being a passenger in a car with a drunk parent. Students prepare 5 flash cards of risk taking behaviours related to their scenario. Taking turns, each group reads a risk from their flash cards & pins it to the board along a continuum of MOST RISKY to LEAST RISKY. Other groups may challenge the order in which the flash cards are placed & justify the relocation of the flashcard. **OR What's the Risk?**

(Activity 3) Road Risks – Your Choice

Butchers paper
Textas

Highlighters/coloured pencils

Flashcards

Teaching, learning and assessment activities	Resources
<p>The following learning experiences are from the Road Risks – Your Choice Kit Sizzling stats on CD, Risky choices, Play your part, What’s your view?, Risk PI & Matrix matters</p> <p>Road Rage</p> <ul style="list-style-type: none"> ▪ Students participate in a game of ‘Bullrush’. As students cross the court/field pose questions such as: <ol style="list-style-type: none"> 1. Who or what influenced when you crossed at different times in the game? 2. Were there differences in strategies between boys & girls? 3. How did you skill level affect your decision to cross? 4. Who did you blame when you were caught? <p>As a class, compare participation in the game to ‘crossing roads in groups’. Discuss the similarities and differences between the game & road crossing. What factors influence when we cross roads in a group?</p> <p>Body Picasso</p> <ul style="list-style-type: none"> ▪ In small groups, students trace around a group member’s body outline with chalk onto the asphalt/playground. (Position the student as in a road accident scene). Each group devises a set of clue cards with hints as to the nature of their pedestrian/vehicle accident (eg. pedestrian crossing, red car, umbrella, broken street light, dark night, beer can). In their groups, students must exchange clue cards & script a news report that outlines the factors that contributed toward the accident. Each group audio/video tapes their news reports. Groups identify the factors that contributed to the accident. Classify these factors as either H (human), E (environment) & V (vehicular). <p>(A) Freeze Frame</p> <ul style="list-style-type: none"> ▪ In groups, using the role play scaffold, students devise an initial scene of a role play relating to road related risk taking (crossing in groups against the red light, drink driving, being a passenger who is encouraging the driver to speed, riding a bike without a helmet, over crowding a car, getting into the car with a drunk parent, taking drugs & driving, driving long distances without a break). ▪ Taking turns, groups present their initial scene & the audience is called upon to add the next scene. Teacher Note: <i>This encourages students to ‘think on their feet’ & prepare/rehearse for real life situations.</i> The final scene is devised by the class & must include the consequences of the risk taking behaviours. Other groups present their initial scene & each time the class must devise an ending. Teacher selects whether the ending is positive or negative. As a class, discuss the factors that contributed to risk taking (attitudes, skills). ▪ Select a character from one of the role plays & consider how his/her attitudes & skills contributed toward their risk taking behaviours. <p><i>FEEDBACK: Students gain feedback from their peers regarding the degree of risk taken & the strategies employed to minimise risk.</i></p>	<p>RTA. (2004). <u>Road Risks – Your Choice. Road Safety Education Program Stage 4.</u></p> <p>Open field/court</p> <p>Audio or video tape recorder</p>

Teaching, learning and assessment activities		Resources
Role play scaffold		
Questions	Role play ideas	
<ul style="list-style-type: none"> Who are the characters in the scene? – number, age, sex, any other information that may assist the audience (driving experience, personality) 		
<ul style="list-style-type: none"> What risk taking behaviour is the focus of the scene? 		
<ul style="list-style-type: none"> Where is the risk taking behaviour happening? (set the scene in regard to venue, time of day, reasons for being there) 		
<p>(A) Responding to Risk</p> <ul style="list-style-type: none"> Using the role plays from the previous activity, in their groups, students devise a set of strategies that could be used to minimise risk in each situation. Consider designated driver, no fooling policy in your car, passenger power, planning a trip/journey, assertive responses to passengers, I statements, being a buddy. In their groups, students re-enact one of the role plays & include suitable risk minimising strategies. As a class, discuss the usefulness/reality of these strategies. When might they work? What could you do if your initial strategy didn't work? 		
<p>The following learning experiences are from the <u>Road Risks – Your Choice Kit</u></p> <p>Use your head Safety Jeopardy Order Order</p>		<p>RTA. (2004). <u>Road Risks – Your Choice. Road Safety Education Program Stage 4.</u></p>

Teaching, learning and assessment activities	Resources
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Sports Safety

- Students gather newspaper articles that relate to injuries on the sports field. Students select an article & complete a retrieval chart:

Injury	Factors that contributed toward the injury	Treatment/response to the injury	Possible strategies aimed at prevention

- Students share their retrieval charts with the class. Are there differences between the types of injuries and the sports played, the gender of the players?

Defeating Danger!

- In small groups, students devise a fun group game that can be played by approx. 6-8 students. Students outline the factors that need to be considered in regard to player safety:

Court/Field/Playing Space (obstacles, playing surface)	
Rules	
Equipment	
Enforcement of rules – penalties?	
Player numbers, player size	
Skills involved	

- Students teach their small group game to the class and evaluate the level of risk involved in the game.
FEEDBACK: Students gain feedback from their peers in regard to the safety issues involved in the game.

Sports section of weekend newspapers

Sports equipment

Teaching, learning and assessment activities	Resources
<p>DRABC</p> <ul style="list-style-type: none"> ▪ Students view a CPR video & rehearse the skills involved in performing CPR. ▪ Students gain an accreditation for their CPR skills (Red Cross, St John’s Ambulance, Royal Lifesaving Society). ▪ Students design a storyboard that outlines the steps of DRABC. ▪ In small groups, students produce a video that teaches other students how to perform DRABC. Students could use flashcards to highlight the letters of the acronym during their video presentation. <p>First on the Scene!</p> <ul style="list-style-type: none"> ▪ Using first aid scenario cards, students respond to situations involving <ul style="list-style-type: none"> - an unconscious person - bleeding and shock - asthma - burns, bites and stings - poisonings and overdose <p>Action Plan</p> <ul style="list-style-type: none"> ▪ In small groups, students design an action plan for responding to emergencies in different contexts, for example, at the beach (contact the lifesaver, reach, throw, wade, row, swim, tow), on the sporting field (STOP play & alert the referee/coach/trainer), on the playground (teacher on duty), home alone (home 000, contact neighbour). Consider what would happen if there was no lifesaver or the home phone didn’t work. Students suggest alternatives & create a flowchart of possibilities for responding to an emergency. This flowchart could be produced using computer software & displayed in the relevant context/s. <p>Real Life Rehearsal</p> <ul style="list-style-type: none"> ▪ Using scenario cards (travelling alone at night, at a party, feeling depressed, experiencing unwanted sexual contact, being offered or using drugs, in water environments, exposed to the sun, as a pedestrian, passenger and user of wheeled devices), students identify: <ol style="list-style-type: none"> 1. the potential risks involved in the situation; 2. the behaviours, attitudes and skills needed to minimise harm; 3. the support networks available to assist them. ▪ In each scenario, students identify the ‘trust, talk and take control’ possibilities. 	<p>Manikins CPR Video Video camera</p> <p>First aid scenario cards First aid equipment (bandages, ice packs)</p> <p>Computer access</p>

Teaching, learning and assessment activities	Resources
<ul style="list-style-type: none">▪ In small groups, students select a scenario and script a ‘Means to an End’ role play. This involves writing the opening and concluding scene of the play.▪ The audience is required to ‘create’ the middle scene that leads to the final consequences.▪ As a class, students discuss the range of strategies to minimise harm in each scenario.	