

# DRUGS AFFECT ME/ KEEPING SAFE AND HEALTHY

Stage: 2 Year 3	Unit Duration: 10 Lessons	Weeks 1 2 3 4 5 6 7 8 9 10	Terms 1 2 3 4
<p><b>Enduring Understandings:</b></p> <p><b>E.1.</b> We have a responsibility to make sound decisions about drugs and their effect on well being.</p> <p><b>E.2.</b> Promote personal health and well being by following safe road behaviours.</p> <p><b>E.3.</b> We have a responsibility for personal health and to maintain our bodies as temples of the Holy Spirit.</p>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do drugs (medicines, tobacco and alcohol) affect me?</li> <li>• How can I keep my environment healthy and respond in an emergency situation?</li> </ul>	
<p><b>Major Outcomes</b></p> <p><i>Knowledge and Understanding</i></p> <p><b>PHS2.12</b> Discusses the factors influencing personal health choices</p> <p><i>Skills</i></p> <p><b>INS2.3</b> Makes positive contributions in group activities</p> <p><i>Values and Attitudes</i></p> <p><b>V4</b> Increasingly accepts responsibility for personal and community health</p>		<p><b>Contributing Questions/Lesson Overview</b></p> <p><i>Note: Lessons 1-7 are not reproduced in this document for copyright reasons. Refer to the NSW Department of Education and Training (2002) K-6 Drug Education Resource, pages 38-61.</i></p> <ol style="list-style-type: none"> <li>1. What is a drug? (E.1)</li> <li>2. What are medicines and who gives them to me? (E.1)</li> <li>3. How do we store and use medicines safely in the home? (E.1)</li> <li>4. How does smoking affect us? (E.1,E.3)</li> <li>5. What can I do if someone is smoking near me? (E.1,)</li> <li>6. What are alcoholic drinks and what do labels tell us? (E.1, E.3)</li> <li>7. What effect does alcohol have on the body? (E.1,E.3)</li> <li>8. How can I keep my environment healthy? (E.2, E.3)</li> <li>9. How can help to protect the environment? (E.2, E.3)</li> <li>10. How can I assist in an emergency? (E.2)</li> </ol> <p><b>KidsMatter SEL Focus</b></p> <p><b>Major:</b> Responsible Decision Making - Problem Solving; Responsible Decision Making - Analysing situations, Responsible Decision Making - Assuming personal Responsibility; Relationship Skills - Negotiation</p> <p><b>Minor:</b> Responsible Decision Making -Problem Solving; Relationship Skills - Communication, Refusal</p>	
<p><b>Contributing Outcomes</b></p> <p><i>Knowledge and Understanding</i></p> <p><b>SLS2.13</b> Discusses how safe practices promote personal wellbeing</p> <p><b>IRS2.11</b> Describes how relationships with a range of people enhance wellbeing</p> <p><i>Skills</i></p> <p><b>DMS2.2</b> Makes decision as an individual and as a group member</p> <p><b>COS2.1</b> Uses a variety of ways to communicate with and within groups</p>			

**Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)**

***Interpersonal Relationships***

Human beings find their true place within community; they grow towards maturity through the relationships they maintain. We all depend on each other and, as we mature, we grow in awareness of our responsibility for each other. Alone and isolated we cannot develop our gifts and live as God intended. Among family, friends, members of our peer group and others, we find our place as contributing members of society. It calls us all to enter freely into loving and forgiving relationships that are embedded in community, to develop such qualities as honesty, respect, empathy, openness and a commitment to equality.

***Personal Health Choices***

Throughout our lives, we all face having to make personal decisions relating to nutrition, hygiene, consumerism, drug use and disease prevention. So many conflicting opinions and values influence children in making decisions that have direct relevance to their health and well-being.

Taught from a Catholic perspective, this strand seeks to develop the children's abilities to observe, explore, interpret and judge, informed by an emerging integrated value system that is based on the values of the Gospel.

***Safe Living***

This strand seeks to develop ability and a commitment to act in ways that will protect self and others from harm. It emphasises respect for the human person and the development of a co-operative, caring society. Sound Christian decision-making is based on a well-formed conscience which draws inspiration from the life and teaching of Christ and from his Church. Within this strand, students learn to respect the rights of others and to value acceptance, tolerance, justice and personal freedom. They learn that their own decisions have consequences for themselves and others.

**Foundation Statements**

Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and 'fast food.' Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.

Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty. Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.

<p><b>Suggested Correlation with Other KLAs</b></p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Exposition (Argument)</li> <li>• Procedure (Emergencies)</li> <li>• Exposition (Persuasion)</li> <li>• Listening Activity</li> </ul> <p><b>Creative Arts</b></p> <ul style="list-style-type: none"> <li>• Drama - Performing and Appreciating</li> <li>• Visual Arts - Making and Appreciating</li> </ul>	<p><b>Science and Technology</b></p> <ul style="list-style-type: none"> <li>• Information and Communication <ul style="list-style-type: none"> <li>- Investigating material designed to prevent smoking, drinking, etc</li> <li>- Designing/making and using technology - desktop publishing to create posters etc</li> </ul> </li> <li>• Products and Services <ul style="list-style-type: none"> <li>- Investigating labels on medicines, alcoholic drinks, cigarette packages</li> </ul> </li> </ul>	
<p><b>Technology</b></p> <p>The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site.</p> <ul style="list-style-type: none"> <li>• <a href="http://www.drpboddy.com/drugs.html">http://www.drpboddy.com/drugs.html</a></li> <li>• <a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=285&amp;id=1507">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=285&amp;id=1507</a></li> <li>• <a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=289&amp;id=1607">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=289&amp;id=1607</a></li> <li>• <a href="http://www.firstaidquiz.com/hangman.php">http://www.firstaidquiz.com/hangman.php</a></li> <li>• <a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=307&amp;id=1569">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=307&amp;id=1569</a></li> <li>• <a href="http://www.cyh.com/games/wordsearch/firstaid-basic/index.html">http://www.cyh.com/games/wordsearch/firstaid-basic/index.html</a></li> </ul>		
<p><b>Subject Matter</b></p> <p><b><u>Interpersonal Relationships</u></b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Support networks</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Appropriate expression of feelings</li> <li>• Communication in group situations</li> </ul> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>• Roles, rights and responsibilities</li> </ul> <p><b>Groups</b></p> <ul style="list-style-type: none"> <li>• Roles, rights and responsibilities</li> <li>• Cooperation and sharing</li> </ul> <p><b><u>Personal Health Choices</u></b></p> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• Special needs <ul style="list-style-type: none"> <li>- illness, eg diabetes, heart disease</li> </ul> </li> </ul>	<p><b>Drug Use</b></p> <ul style="list-style-type: none"> <li>• Identifying drugs <ul style="list-style-type: none"> <li>- appropriate use</li> </ul> </li> <li>• Administration and storage of medicines</li> <li>• Tobacco <ul style="list-style-type: none"> <li>- effects on the body</li> <li>- effects of passive smoking</li> </ul> </li> <li>• Alcohol <ul style="list-style-type: none"> <li>- effects on the body</li> </ul> </li> </ul> <p><b>Environmental Health</b></p> <ul style="list-style-type: none"> <li>• Effects of pollution</li> <li>• Individual/group responsibility</li> <li>• Recycling</li> <li>• Environmentally-friendly products</li> </ul>	<p><b><u>Safe Living</u></b></p> <p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• Safe/unsafe situations</li> <li>• Organisations and networks <ul style="list-style-type: none"> <li>- people who can help</li> </ul> </li> </ul> <p><b>Home and Rural Safety</b></p> <ul style="list-style-type: none"> <li>• Safe and unsafe places</li> <li>• Safety with machines/appliances/animals/substances</li> </ul> <p><b>Emergency Procedures</b></p> <ul style="list-style-type: none"> <li>• Recognising an injury/seeking assistance</li> <li>• Contacting emergency services</li> </ul>
<p><b>Unit Evaluation</b></p> <p>Sample teacher and student evaluations are included at the end of the unit</p>	<p><b>Assessment</b></p> <p>Assessment strategies are included in each lesson.</p> <p>The assessment task for this unit is in Lesson 8.</p>	

## An Overview of Towards Wholeness (TW) in the PDH Unit

### Drugs affect me/Keeping safe and Healthy - Stage: 2

**Key God's Word:**

The choices that Christians make are inspired by the example of Christ. We are urged to embrace true freedom and to live life to the full. (See Jn 10:10) TW p.22

Our choices have consequences that often rebound on ourselves and others. (See Mt 13:18-23) TW p.22

Enduring Understandings	Beliefs and Values	Lesson Overview/Links
<p><b>E.1</b> We have a responsibility to make sound decisions about drugs and their effect on well being.</p>	<ul style="list-style-type: none"> <li>• Life is a precious gift entrusted to us by God. TW p.22</li> <li>• Each person has rights and responsibilities in relation to personal safety. TW p.39</li> <li>• We have a responsibility to protect and care for ourselves and others. TW p.39</li> </ul>	<ol style="list-style-type: none"> <li>1. What is a drug?</li> <li>2. What are medicines &amp; who gives them to me?</li> <li>3. How do we store &amp; use medicines safely in the home?</li> <li>4. How does smoking affect us?</li> <li>5. What can I do if someone is smoking near me?</li> <li>6. What are alcoholic drinks and what do labels tell us?</li> <li>7. What effect does alcohol have on the body?</li> </ol>
<p><b>E.2</b> Promote personal health and well being by following safe road behaviours.</p>	<ul style="list-style-type: none"> <li>• We have a responsibility to protect and care for ourselves and others. TW p.41</li> </ul>	<ol style="list-style-type: none"> <li>8. How can I keep my environment healthy?</li> <li>9. How can I contribute towards protecting the environment?</li> <li>10. How can I assist in an emergency?</li> </ol>
<p><b>E.3</b> We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p>	<ul style="list-style-type: none"> <li>• Life is a precious gift entrusted to us by God. TW p.41</li> <li>• Each person has rights and responsibilities in relation to personal safety. TW p.41</li> <li>• We have a responsibility to protect and care for ourselves and others. TW p.39</li> </ul>	<ol style="list-style-type: none"> <li>4. How does smoking affect us?</li> <li>6. What are alcoholic drinks and what do labels tell us?</li> <li>7. What effect does alcohol have on the body?</li> <li>8. How can I keep my environment healthy?</li> <li>9. How can I contribute towards protecting the environment?</li> </ol>

## Lessons 1-7 Drugs Affect Me (Drug Education)

**NOTE:**

Lessons 1-7 are not reproduced in this document for copyright purposes. Refer to the NSW Department of Education and Training (2002) *K-6 Drug Education Resource* p. 38-61.

The *K-6 Drug Education Resource* is available on the NSW Department of Education and Training website at:

[http://www.schools.nsw.edu.au/media/downloads/schoolsdrug/learning/yrk12focusareas/druged/k6\\_der.pdf](http://www.schools.nsw.edu.au/media/downloads/schoolsdrug/learning/yrk12focusareas/druged/k6_der.pdf)



## TOWARDS WHOLENESS TEACHING ACTIVITIES

Enduring Understandings	Lesson	Suggested Teaching Activities
<p><b>E.1.</b> We have a responsibility to make sound decisions about drugs and their effect on well being.</p>	<p>1. What is a drug?</p>	<p><i>TW: After developing a class definition for the word 'drug', the teacher highlights to the students that life is a precious gift given to us by God. With a partner, students share three ways they currently protect and care for their bodies. (Eg, different forms of exercise, healthy eating, sun safety practices.)</i></p>
<p><b>E.1.</b> We have a responsibility to make sound decisions about drugs and their effect on well being.</p>	<p>2. What are medicines and who gives them to me?</p>	<p><i>TW: Teacher reads Activity Sheet 1, <b>Marly: A Scenario About Taking Medicines</b>. When discussing the questions on the sheet, remind the students that we have a responsibility to make decisions that will ensure personal safety, as well as protecting and caring for others. At the completion of the activity, ask the students to imagine they were Marly's brother or sister. What should they do to help Marly and who could they go to for help?</i></p>
<p><b>E.1.</b> We have a responsibility to make sound decisions about drugs and their effect on well being.</p>	<p>3. How do we store and use medicines safely in the home?</p>	<p><i>TW: After the class reach a consensus on basic rules for safe keeping and use of medicines, teacher brings the students to a shared understanding that by following such safe practices we are protecting ourselves and others.</i></p>
<p><b>E.1.</b> We have a responsibility to make sound decisions about drugs and their effect on well being.</p> <p><b>E.3.</b> We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p>	<p>4. How does smoking affect us?</p>	<p><i>TW: At the completion of all activities for the lesson, revise the belief that that life is a precious gift from God, for which we need care for and protect.</i></p>
<p><b>E.1.</b> We have a responsibility to make sound decisions about drugs and their effect on well being.</p>	<p>5. What can I do if someone is smoking near me?</p>	<p><i>TW: After discussing group decisions for each scenario, the teacher writes the following statements on the board,</i></p> <p><i>"Each person has rights and responsibilities in relation to personal safety."</i></p> <p><i>"We have a responsibility to protect and care for ourselves and others."</i></p>

		Examine these beliefs and values in light of the choices and consequences made by the characters smoking. (They did not uphold the rights of the people near them to be safe from the harm of passive smoking. Their choice to smoke did not show any responsibility for protecting themselves and others.)
<p><b>E.1.</b> We have a responsibility to make sound decisions about drugs and their effect on well being.</p> <p><b>E.3.</b> We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p>	6. What are alcoholic drinks and what do labels tell us?	
<p><b>E.1.</b> We have a responsibility to make sound decisions about drugs and their effect on well being.</p> <p><b>E.3.</b> We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p>	7. What effect does alcohol have on the body?	<p><b>TW:</b> After discussing the students' responses to the <i>Effects of Alcohol</i> Activity sheet, play a quick 'True or False' game to reinforce the relevant beliefs and values.</p> <p>Each student writes a 'T' and 'F' respectively on both sides of a scrap piece of paper. The teacher reads out the following statements and the children respond by holding up the 'T' if they think the statement is true or 'F' if they think the statement is false.</p> <ul style="list-style-type: none"> <li>• Life is a precious gift from God, so we should show our thanks to God by looking after it. (T)</li> <li>• We need not worry about protecting other people's safety, just our own. (F - We have a responsibility to protect and care for ourselves and others)</li> <li>• It is each person's right to feel safe. (T)</li> <li>• The choices we make have consequences that affect ourselves and others. (T)</li> <li>• A person's choice to smoke away from other people is a responsible decision for themselves and others. (F - The decision is responsible for protecting the personal safety of others, but not themselves.)</li> <li>• We have a responsibility to make sound decisions about all drugs and their effect on our well being. (T)</li> </ul>

## Lesson 8 How can I keep my environment healthy?

Enduring Understanding	Outcomes	Indicators
<p><b>E.2.</b> Promote personal health and well being by following safe road behaviours.</p> <p><b>E.3.</b> We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p>	<p>PHS2.12 Discusses the factors influencing personal health choices</p> <p>DMS2.2 Makes decision as an individual and as a group member</p> <p>V4 Increasingly accepts responsibility for community and personal health</p>	<ul style="list-style-type: none"> <li>• Discusses the effects of pollution and recycling</li> <li>• Discusses the need for environmentally-friendly products</li> <li>• Appreciates the need for safe environmental health practices</li> </ul>
<p><b>Suggested Learning Experiences</b></p> <p><b>TW:</b> Life is a precious gift entrusted to us by God. We have a responsibility to protect and care for ourselves, others and the environment.</p> <p>As a class, discuss the topic 'Should children and adults be fined for littering?' Teacher introduces the issues of recycling and environmentally-friendly products.</p> <p>In small groups, students discuss what happens to rubbish if it isn't picked up, for example, it could be washed into drains and end up in the local river, creek or ocean. Discuss what effect pollution has on plant and animal life.</p> <p>Students walk around the perimeter of the school grounds and identify the types of rubbish found. Students collect and classify the rubbish types found into recyclable and non-recyclable and place into the relevant bins within their school.</p> <p>Class completes a garbage audit of the school, classifying the garbage and weighing the various types in order to graph the amount of recyclable and non-recyclable garbage.</p> <p>In small groups, students create a slogan to promote the protection of the environment. Students complete the sentence 'I can keep the environment healthy by ...'</p> <p>Students devise a plan to minimise waste reduction in the school.</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Garbage Audit proforma</li> </ul>	<p><b>Assessment</b></p> <p>Student work sample of slogans and waste reduction plans</p>	



## Recycling Environmentally-Friendly Products



Catholic Values/Beliefs: Life is a precious gift entrusted to us by God. We have a responsibility to protect and care for ourselves, others and the environment.

Student: \_\_\_\_\_

This task provides students with the opportunity to demonstrate their achievement of the following outcomes:

Outcomes	Indicators	Working towards	Achieved with support	Achieved
PSS2.5 Uses a range of problem solving strategies	Discusses the effects of pollution and recycling on the environment			
DMS2.2 Makes decision as an individual and as a group member	Discusses the need for environmentally-friendly products			

**TASK:** Working in groups children devise a plan to minimise waste reduction in the school and present it to the student council. Questions students could use; How is it going to work? Who is going to be involved? How are we going to assess its success?

## Lesson 9 How can I help to protect the environment?

Enduring Understandings	Outcomes	Indicators
<p><b>E.2.</b> Promote personal health and well being by following safe road behaviours.</p> <p><b>E.3.</b> We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p>	<p>PHS2.12 Discusses the factors influencing personal health choices</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasingly accepts responsibility for community and personal health</p>	<ul style="list-style-type: none"> <li>• Identifies their responsibility to contribute towards a healthy environment</li> <li>• Creates posters / Photostories / Powerpoints to explain the need for better packaging and environmentally-friendly products</li> <li>• Appreciates the need for safe environmental health practices</li> </ul>
<p><b>Suggested Learning Experiences</b></p> <p>Teacher displays a variety of food packaging, for example, plastic shopping bags, boxes, wrapping, carton, paper bag, straw and wrapper, drink holder, etc.</p> <p>As a class, classify the packaging into <i>recyclable</i> and <i>non-recyclable</i>.</p> <p>Students discuss the need for packaging for health and hygiene reasons. Students research the issue of plastic shopping bags and why the big shopping stores are encouraging customers not to use plastic bags and to buy the green recyclable bags to carry their shopping.</p> <p>In small groups, students select a food item and suggest ways to improve packaging to be environmentally-friendly. Students present their findings to the class using Powerpoint/photostory/posters.</p> <p>HOME TASK: Students go home and discuss how they, and the members of their families, can decrease the use of non-recyclable packaging.</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Variety of food packaging</li> <li>• Powerpoint/photostory/computer/pens/paper</li> </ul>	<p><b>Assessment</b></p> <p>Student work samples of posters / Powerpoints/ Photostories relating to the need for environmentally-friendly packaging.</p>	

## Lesson 10 How can I assist in an emergency?

Enduring Understandings	Outcomes	Indicators
E.2. Promote personal health and well being by following safe road behaviours.	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> <li>Identifies people from whom they can seek advice and support in emergency situations</li> <li>Formulates and practises action plans for accident and emergency situations</li> <li>Values the need to pursue healthy lifestyles</li> </ul>

### KidsMatter SEL Focus: Minor Responsible Decision Making - Problem Solving

#### Learning Experiences and Organisation

**TW: Teacher Note - Reinforce the belief that we have a responsibility to protect and care for ourselves and others. We should always ensure that in any emergency situation, our own safety is the priority, as we can not help others if we get injured.**

In groups, students discuss their understanding of the terms 'conscious' and 'unconscious'. Groups share their ideas with the class. As a class, students identify situations that cause unconsciousness, for example, falls, fainting, blows to the head, response to extreme pain. Teacher models placing a student in the recovery position. In pairs, students practise putting their partner in the recovery position and discuss why this position is used.

As a whole class, students discuss the range of community services using the Safety Support Organisation's Contact List. Which organisation would respond to the following situations: fire, first aid at the athletics carnival, car accident, neglected or abused child, a child injured on the pedestrian crossing outside the school, a nits epidemic at the school, a spinal injury after a car accident, a review of the traffic hazards around a school, a burglary. Discuss how the community would cope without emergency and support services/organisations and issues relating to 'crank' calls.

In pairs, students role play telephoning emergency service personnel on 000. Students need to provide the correct information to the operator: service required. Name, location, problem. Remind students to stay on the phone until the operator hangs up.

Students identify accident situations where the injured person should not be moved unless they are in danger of sustaining further injury. Students discuss the following situation; You and a friend are playing at a park and climbing on the equipment. Your friend slips and falls and is lying unconscious on the ground. There are no other people at the park. What would you do? Do you:

- Try to pick your friend up and carry them home?
- Try to help your friend to sit up?
- Stay with your friend and yell for help?
- Go the nearest house or shop to get help?

Teacher reads the following scenario and students develop action plans for seeking assistance. They listen to the following to identify the most significant information:

*Luke and Sally had taken their young next-door neighbour, Sacha, for a walk to the park. As they were going along the street they saw two of their schoolmates riding their bikes. When they reached the park in Taronga Street it was deserted. Sacha wanted to play on the slide so Sally and Luke helped Sacha climb the ladder and Luke held Sacha as they went down the slide. As Sacha reached the top of the ladder ready for the next slide, she lost her footing and fell to the ground screaming. Luke noticed blood on her head.*

Describe the steps to take and list the information needed for the emergency services eg

1. What is the injury?
2. What first aid is immediately required?
3. Who can help?
4. What action can I/we take?
5. Was the action plan satisfactory?

OPTIONAL: Activity 4.3, p. 48-9 REDI "One and All"

**Resources**

- First Aid Reference Book
- Dictionary
- Safety Support Organisation's Contact List, Board of Studies, NSW (1997), *PDHPE K-6 Teaching Kit, Safety First, Stage 2*, p. 59.
- Activity 4.3 p. 48-9 REDI "One and All"

**Assessment**

Student responses in role plays and responses to scenario

Adapted and reproduced with kind permission from: Board of Studies, NSW, (1997), *PDHPE K-6 Teaching Kit, Safety First, Stage 2*, Sydney, BOS, page 52.

## Safety Support Organisations Contact List

- **The Australian Red Cross Society**  
159 Clarence Street  
SYDNEY 2000  
Phone: (02) 9229 4444  
Fax: (02) 9229 4154
- **Child Health Promotion Unit**  
The New Children's Hospital  
PO Box 3515  
PARRAMATTA NSW 2150  
Phone: (02) 9845 3585  
Fax: (02) 9845 3562
- **Federal Office of Road Safety**  
GPO Box 594  
CANBERRA ACT 2601  
Phone: 1800 026 349  
Fax: (02) 6274 7477
- **Kidsafe**  
The Child Accident Prevention  
Foundation of Australia  
RTA Building  
111 George Steet  
PARRAMATTA NSW 2150  
Phone: (02) 9848 2805  
Fax: (02) 9848 2807
- **NSW Fire Brigade**  
Public Education Section  
Amarina Avenue  
GREENACRE NSW 2190  
Phone: (02) 9742 7400  
Fax: (02) 9742 7486
- **NSW Health Department**  
Health Promotion Unit  
Locked Mail Bag 961  
NORTH SYDNEY 2059  
Phone: (02) 9391 9222  
Fax: (02) 9391 9579  
NB: Major hospitals also have Health  
Promotion Units.
- **NSW National Parks  
and Wildlife Service**  
PO Box 733  
QUEANBEYAN NSW 2620  
Phone: (02) 6297 6144  
Fax: (02) 6297 4851
- **Public Relations Units of Police  
and Ambulance Services**  
Check local telephone books for  
location and phone numbers.
- **Roads and Traffic Authority**  
Road Safety and Traffic  
Management Directorate  
PO Box K198  
HAYMARKET NSW 2000
- **Royal Life Saving Society of  
Australia (NSW Branch)**  
PO Box 753  
GLADESVILLE NSW 2111  
Phone: (02) 9879 4699  
Fax: (02) 9879 4644
- **Rural Injuries Prevention Unit**  
Bloomfield Hospital  
ORANGE NSW 2800  
Phone: (02) 6360 7700  
Fax: (02) 6361 3512
- **Spinal Injuries Awareness and  
Prevention Program**  
Spinesafe Ltd  
600 Victoria Road  
RYDE NSW 2112  
Phone: (02) 9808 9202  
Fax: (02) 9809 6521
- **St John Ambulance Australia (NSW)**  
5/2 Anella Avenue  
CASTLE HILL NSW 2154  
Phone: (02) 9899 5366  
Fax: (02) 9899 5359

## TEACHER REFLECTION - UNIT EVALUATION

	Poor	Unsatisfactory	Satisfactory	Good
<b>A. EVIDENCE</b>				
<b>To what extent does the assessment evidence provide:</b>				
1. A valid and reliable measure of the targeted outcomes/enduring understandings?				
2. Sufficient information to support inferences about each student's understanding/level of achievement?				
3. Opportunities for students to demonstrate their understandings through authentic learning tasks?				
<b>B. LEARNING EXPERIENCES AND INSTRUCTION</b>				
<b>To what extent did students:</b>				
1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?				
2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?				
3. Deepen their knowledge and understanding of the outcomes & big ideas of the Unit (through inquiry, research, problem solving, and experimentation)?				
4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?				
5. Have opportunities to rehearse, revise, and refine their work based on feedback?				
6. Self-assess and set goals prior to the conclusion of the unit?				





## Student Unit Reflection Stage 2



Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Unit/Topic: \_\_\_\_\_

<p>One important thing I have learnt about/learnt to do during this unit is...</p>	<p>What I learnt will help me in my life because...</p>
<p>A question about this unit that I asked in class was...</p>	<p>Something that still puzzles me is...</p>
<p>A question about this unit that I asked at home was...</p>	<p>If I wanted to research more about this unit I could...</p>
<p>Something I am going to value/appreciate more about myself because of what I have learnt in this unit is...</p>	<p>I think the effort I put into my learning in this unit was: (Circle one number) <b>No effort</b> 0 1 2 3 4 5 6 7 8 9 10 <b>Most effort</b></p>