

# HAPPY, HEALTHY AND SAFE

| Stage:2   | 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> In order to grow to fullness and maturity learn practices that keep themselves and others from harm.</p> <p><b>E.2.</b> Safe practices are essential and involve sound decision making practices.</p> <p><b>E.3.</b> Recognise factors affecting personal safety and act appropriately to maintain personal safety.</p> <p><b>E.4.</b> As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</p>   | <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What can people do to keep themselves and others safe?</li> <li>• What factors influence personal health and safety?</li> </ul>  |                            |               |
| <p><b>Major Outcomes</b></p> <p><i>Knowledge and Understanding</i></p> <p><b>SLS2.13</b> Discusses how safe practices promote personal wellbeing</p> <p><i>Skills</i></p> <p><b>PSS2.5</b> Uses a range of problem-solving strategies</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> <ol style="list-style-type: none"> <li>1. How can injuries be prevented? (E.2)</li> <li>2. Who influences my safety? (E.4)</li> <li>3. How can I be fire safe at school and at home? (E.2)</li> <li>4. How do I perform a dry rescue? (E.1,E.2)</li> <li>5. What materials are sun safe? (E.1,E.2,E.3)</li> <li>6. How are diseases transmitted? (E.2,E3,E.4)</li> <li>7. How can I minimise the risk of disease and illness? (E.2)</li> <li>8. How can I minimise the risk of disease and illness? (E.2)</li> <li>9. What makes a healthy heart? (E.2,E.3,E.4)</li> <li>10. How do I respond in an emergency? (E.1,E.2,E.3,E.4)</li> </ol> <p><b>KidsMatter SEL Focus:</b></p> <p><b>Major:</b> Responsible Decision Making - Assuming personal Responsibility;</p> <p><b>Minor:</b> Responsible Decision Making - Assuming personal Responsibility; Self-Management - Goal setting;</p> |                            |               |
| <p><b>Contributing 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>COS2.1</b> Uses a variety of ways to communicate with and within groups</p> <p><b>DMS2.2</b> Makes decisions as an individual and as a group member</p>  |  |                            |               |
| <p><b>Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)</b></p> <p><i>Personal Health Choices</i></p> <p>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.</p> <p><i>Safe Living</i></p> <p>This strand seeks to develop an 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</p> |  |                            |               |

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.

**Suggested correlations with other KLAs**

**English**

- Procedure (Emergencies)
- Exposition - Persuasion (advertising)
- Explanation (disease transmission)

**Creative Arts**

- Drama - Performing and Appreciating
- Visual Arts - Making and Appreciating

**Science and Technology**

- Products and Services
  - Investigating and evaluating health products
  - Designing/making a sun safe product

**Information Technology**

- Powerpoint/smartboard presentations

**Technology**

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.

- [http://kidshealth.org/kid/stay\\_healthy/index.html](http://kidshealth.org/kid/stay_healthy/index.html)
- [http://kidshealth.org/kid/ill\\_injure/index.html](http://kidshealth.org/kid/ill_injure/index.html)
- <http://www.cfa.vic.gov.au/students/activities/index.htm>
- <http://www.sparky.org/>
- [http://www.epa.gov/sunwise/kids/kids\\_challenges.html](http://www.epa.gov/sunwise/kids/kids_challenges.html)
- <http://www.cancercouncil.com.au/editorial.asp?pageid=361>
- <http://www.epa.gov/enviroed/pdf/actvtybookfinal.pdf>
- [http://www.bam.gov/sub\\_diseases/index.html](http://www.bam.gov/sub_diseases/index.html)

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|--|--|--|
| <p><b>Subject Matter</b><br/><b><u>Personal Health Choices</u></b><br/><b>Making Decisions</b></p> <ul style="list-style-type: none"> <li>• Analysis of problems</li> <li>• Influences on decision-making; family/peers; other significant people, media; feelings and needs of others</li> <li>• Taking responsibility for one's own decisions</li> <li>• Risk taking and decisions</li> </ul> <p><b>Health Services and Products</b></p> <ul style="list-style-type: none"> <li>• Health information and services</li> <li>• Preventive Measures</li> <li>• Sun protection</li> <li>• Disease prevention</li> <li>• Communicable diseases immunisation</li> <li>• Heart disease</li> </ul> | <p><b><u>Safe Living</u></b><br/><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• Protection</li> <li>• Warning signals</li> <li>• Safe/unsafe situations</li> <li>• Organisations and networks; people who can help</li> <li>• Assertiveness (No-Go-Tell)</li> <li>• Influences on safety choices</li> <li>• Identifying and responding to unsafe situations</li> <li>• Reducing/eliminating risks</li> <li>• Secrets</li> <li>• Bribes and threats</li> </ul> <p><b>Home and Rural Safety</b></p> <ul style="list-style-type: none"> <li>• Safe and unsafe places</li> <li>• Working with machines/appliances/animals/substances safely</li> <li>• Responsibility for younger students</li> </ul> | <p><b>School and Play Safety</b></p> <ul style="list-style-type: none"> <li>• Need for safety rules around school/playground</li> <li>• Modelling fair and safe behaviour</li> </ul> <p><b>Road Safety</b></p> <ul style="list-style-type: none"> <li>• Pedestrian safety; safe crossing procedures; using traffic facilities</li> <li>• Passenger safety; safe passenger behaviour</li> <li>• Safety on wheels; safe places to ride; safety equipment</li> </ul> <p><b>Water Safety</b></p> <ul style="list-style-type: none"> <li>• Water rescue skills</li> <li>• Safety skills <ul style="list-style-type: none"> <li>- water entry and exit</li> </ul> </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><br/>Sample teacher and student unit evaluations are included at the end of the unit.</p>   | <p><b>Assessment</b><br/>Assessment strategies are included in each lesson. The assessment task for this unit is in Lesson 5.</p>  |  |

## An Overview of Towards Wholeness (TW) in the PDH Unit Happy, Healthy and Safe – Stage 2

### Key God's Word:

The story of the Exodus (Ex 6:6-8; 16:4-8; 17:1-7) and the Good Samaritan (Lk 10:25-37), the many stories of healing (e.g. Mt 20:29-34; Lk 14:1-6) and the story of Jesus' concern for the safety of the disciples in Gethsemane (Jn 18:1-9) are just some of the many scripture passages which convey a divine concern for the safety and protection of people. The human needs for security, peace and love draw us to one another and ultimately to God. TW p.22.

| Enduring Understandings   | Towards Wholeness Beliefs and Values   | Lesson Overview/Links  |
|---|--|--|
| <p><b>E.1.</b> In order to grow to fullness and maturity learn practices that keep themselves and others from harm.</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.41</li> <li>• We are called to wholeness, maturity and completeness. TW p.35</li> </ul>             | <ol style="list-style-type: none"> <li>4. How do I perform a dry rescue?</li> <li>5. What materials are sun safe?</li> <li>10. How do I respond in an emergency?</li> </ol>  |
| <p><b>E.2.</b> Safe practices are essential and involve sound decision making practices.</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.41</li> <li>• Responsible decision making is takes place in a Christian context. TW p.36</li> </ul> | <ol style="list-style-type: none"> <li>1. How can injuries be prevented?</li> <li>3. How can I be fire safe?</li> <li>4. How do I perform a dry rescue?</li> <li>5. What materials are sun safe?</li> <li>6. How are diseases transmitted?</li> <li>7&amp;8. How can I minimise the risk of disease and illness?</li> <li>9. What makes a healthy heart?</li> <li>10. How do I respond in an emergency?</li> </ol> |
| <p><b>E.3.</b> Recognise factors affecting personal safety and act appropriately to maintain personal safety.</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> </ul>   | <ol style="list-style-type: none"> <li>5. What materials are sun safe?</li> <li>9. What makes a healthy heart?</li> <li>10. How do I respond in an emergency?</li> </ol>   |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>• We have a responsibility to protect and care for ourselves and others. TW p.41</li> <li>• A communal approach to safe living and the establishment of caring networks is essential for the provision of safe network. TW p.41</li> </ul>  |   |
| <p><b>E.4.</b> As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</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.41</li> <li>• A communal approach to safe living and the establishment of caring networks is essential for the provision of safe networks. TW p.41</li> <li>• Our responsibility towards our gift of life is to make lifestyle choices that ensure health and wellbeing. TW p.35</li> </ul> | <ol style="list-style-type: none"> <li>2. Who influences my safety?</li> <li>6. How are diseases transmitted?</li> <li>9. What makes a healthy heart?</li> <li>10. How do I respond in an emergency?</li> </ol> |

## Lesson 1 How can injuries be prevented?

| Enduring Understandings  | Outcomes  | Indicators  |
|--|---|---|
| <p><b>E.2.</b> Safe practices are essential and involve sound decision making practices.</p>   | <p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>PSS2.5 Uses a range of problem-solving strategies</p> <p>V4 Increasingly accepts responsibility for personal and community health</p> | <ul style="list-style-type: none"> <li>• Recognises behaviours that are risky</li> <li>• Analyses problems, situations</li> <li>• Identifies ways to improve unsafe environments</li> <li>• Values their health and safety and that of others</li> <li>• Appreciates the need for safe practices in a range of situations and environments</li> </ul> |
| <p><b>Suggested Learning Experiences</b></p> <p>In pairs, students discuss an accident or injuries they have had and how they were treated. Students identify what caused the accident in each situation discussed.</p> <p>As a class, brainstorm a list of injuries and categorise these injuries according to where they occurred, eg home, school, sport, road. As a class, discuss how the injury was treated (how, what, where, who)</p> <p><i>TW: In groups, students are given a selection of scenarios using the <b>Watch Out Activity</b>. Students select two and paste them onto the <b>Watch Out Take Care Activity</b> and devise prevention strategies. Remind students of the Catholic beliefs that each person has rights and responsibilities in relation to personal safety, hence, we have a responsibility to protect and care for ourselves and others. These beliefs should be evident when devising their prevention strategies.</i></p> <p><b>OPTIONAL</b></p> <p>In their groups, students design and create a 'safety' <b>PowerPoint or smartboard</b> presentation relating to their allocated scenario. Students present their safety presentation to the class.</p> |   |   |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Watch Out Take Care Activity</i></li> <li>• Computers</li> </ul>   | <p><b>Assessment</b></p> <p>Student safety presentation</p>   |   |

## WATCH OUT TAKE CARE!

Cut up these scenarios and distribute two to each group. Paste onto next page and develop possible prevention strategies.

| Location | Injury                                      | Cause   |
|----------|---|---|
| Home     | Fall in bathroom                            | Slip on wet bathroom floor                        |
| School   | Kinder child hit by car in the car park     | Not holding an adult's hand                       |
| Sport    | Bump on head by ball                        | Not looking at the ball                           |
| Road     | Hit by a car                                | Ran onto road chasing a ball                      |
| Home     | Young child is burnt                        | Unaware of danger and pulls the pot off the stove |
| School   | Fell off playground equipment and broke arm | Lack of skill or strength                         |
| Sport    | Head injury in softball/baseball            | Not wearing protective head gear                  |
| Road     | Brain injury                                | Fell off bike with no helmet                      |

## Watch Out, Take Care

| Location  | Injury | Cause |
|---|--------|-------|
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">Glue your scenario here</div> |        |       |
| <b>Prevention strategies</b>  |        |       |
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">Glue your scenario here</div> |        |       |
| <b>Prevention strategies</b>  |        |       |

## Think of your own scenarios

| Location | Injury | Cause | Prevention Strategies |
|----------|--------|-------|-----------------------|
|          |        |       |                       |
|          |        |       |                       |

## Lesson 2 Who influences my safety?

| Enduring Understandings   | Outcomes   | Indicators  |
|---|--|---|
| <p><b>E.4.</b> As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</p>  | <p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>PSS2.5 Uses a range of problem-solving strategies</p> <p>DMS2.2 Makes decisions as an individual and as a group member</p> <p>V4 Increasingly accepts responsibility for personal and community health</p> | <ul style="list-style-type: none"> <li>• Recognises behaviours that are risky</li> <li>• Analyses problem situations</li> <li>• Discusses advantages and disadvantages of options when making decisions</li> <li>• Appreciates the need for safe practices in a range of situations and environments</li> </ul> |
| <p><b>KidsMatter SEL Focus: Minor - Responsible Decision Making - Assuming personal Responsibility</b></p>  |  |   |
| <p><b>Suggested Learning Experiences</b></p> <p>Students discuss a range of potentially unsafe situations, eg riding a bike without a helmet, crossing against the lights, not correctly buckling a seatbelt, skating on the road (<b>Road Safety</b>), swimming outside the flags, using electrical equipment, incorrect use of playground equipment.</p> <p><b>TW:</b> As a whole class, students identify who influences their safety, eg family, friends, police, teacher, government, scout leader, coach and media. Ask students to recall any television advertisements, jingles or slogans that promote a communal approach to safe living, health and well being, eg. Cancer Council (Slip Slop Slap &amp; Wrap), RTA advertisements for speeding and fatigue (No one Thinks Big of You/Stop Revive Survive), RTA seatbelt safety, (Click Clack Front and Back), RBT (Rethink Your Second Drink).</p> <p>Brainstorm what are the advantages of these communal approaches to safe living? (These organisations provide society with caring networks that are essential for community and personal health and safety. Such advertisements, slogans and jingles educate and influence the safety of a large number of people.</p> <p>Teacher note: View websites such as <a href="http://stage.cecnsw.catholic.edu.au/roadsafety/scoots.pdf">http://stage.cecnsw.catholic.edu.au/roadsafety/scoots.pdf</a> for laws and safety advice. Encourage children to locate other safety websites.</p> <p>As a class, students brainstorm a potentially hazardous situation and identify who influences their safety choices, eg running across the road against the lights, being influenced by their friends, running late, no traffic and can't be bothered waiting. Discuss what could have happened in these situations.</p> <p>In small groups, students devise a <i>Means To An End</i> role play relating to a risk taking situation from the <i>How Do I Keep Safe Activity</i>. Note: <i>Means To An End</i> role plays involve students acting the initial scene and the final scene of the play. The audience has to make predictions about the middle scene of the role play. The audience suggests possible decisions, responses, consequences and evaluation of the outcome.</p> <p>Students role play their scenes and the audience suggests other possibilities for the middle scenes that eliminate or reduce risks (<b>Road Safety</b>).</p> <p>Suggested alternate activity can be found in the 'One and All' (REDI) kit p. 35-43 and p.75-84</p> |  |   |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>How Do I Keep Safe Activity</i>. 'One and All' (REDI) middle primary kit p.35-43 &amp; p. 75 - 84</li> </ul>  | <p><b>Assessment</b></p> <p>Teacher observation of student participation in 'means to an end' role plays</p>   |   |

# How do I keep safe?

(What happened in the middle scene?)

1. John and Amanda were riding their bikes along the cycleway when they met Paul. Paul was not wearing his helmet and made fun of John and Amanda for wearing their helmets.....Paul unbuckled his helmet from the handlebars and put it on.



2. Chris and Tom were playing on the climbing equipment at school. Chris was hanging upside down by her knees and swinging back and forward. Tom told Chris to be careful because she might slip.....Tom and Chris chased each other around the climbing equipment.



3. Paulo, Ali and Jake were at the beach. They dropped their towels and bags on the sand. Ali and Jake went swimming between the flags. Paulo laughed at them and said they were 'losers'..... Paulo was rescued by the lifesavers.



## Lesson 3 How can I be fire safe at school and at home?

| Enduring Understandings  | Outcomes  | Indicators   |
|--|---|--|
| <p>E.2. Safe practices are essential and involve sound decision making practices.</p>  | <p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>PSS2.5 Uses a range of problem-solving strategies.</p> <p>DMS2.2 Makes decisions as an individual and as a group member</p> <p>V4 Increasingly accepts responsibility for personal and community health</p> | <ul style="list-style-type: none"> <li>• Identifies safety procedures to use in case of fire</li> <li>• Analyses problem situations</li> <li>• Discusses advantages and disadvantages of options when making decisions</li> <li>• Values their health and safety and that of others</li> </ul> |
| <p><b>KidsMatter SEL Focus:</b> Minor - Responsible Decision Making - Assuming personal Responsibility</p>   |   |  |
| <p><b>Suggested Learning Experiences</b></p> <p><b>TW:</b> Life is a precious gift entrusted to us by God. Each person has rights and responsibilities in relation to personal safety. We have a responsibility to protect and care for ourselves and others.</p> <p>Students discuss how fuel, heat and air are all needed to sustain a fire. View website <a href="http://www.csiro.au/resources/FireTriangle.html">http://www.csiro.au/resources/FireTriangle.html</a> to lead a discussion on the 'fire triangle.'</p> <p>Students brainstorm possible sources of fuel in their classroom and record these in their book.</p> <p>Students brainstorm procedures to be taken in the event of a fire in their school and prepare a Fire Safety Action Plan in small groups e.g. Call 000.</p> <p>In groups, using the School Evacuation Plan, students label all exits (corridors and doors) and label their meeting place.</p> <p>Teacher Note: For example, stay calm, call 000, crawl along the floor, test doors before opening and if the handle is hot don't open the door, seal the gaps. If you are trapped, open a window and call for help. If possible, leave the classroom, assemble at the pre-arranged meeting place and take the roll. Teachers need to investigate the school evacuation plan and procedures.</p> <p>Optional; Students complete the <i>Fire Safety at Home</i> Activity. View website <a href="http://www.fire.nsw.gov.au/page.php?id=294">http://www.fire.nsw.gov.au/page.php?id=294</a> for an interactive look inside the home with suggested safety plans plus other relevant games and activities.</p> |   |  |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• School Evacuation Plan (located in classroom)</li> <li>• <i>Fire Safety at Home</i> Activity</li> <li>• Computers</li> </ul>  | <p><b>Assessment</b></p> <p>Student work sample of fire exits and evacuation meeting place</p>  |  |



# Fire Safety at Home



**Catholic Values/Beliefs:** Life is a precious gift entrusted to us by God. Each person has rights and responsibilities in relation to personal safety. We have a responsibility to protect and care for ourselves and others.

1. If there was a fire in my home, I would ...

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2. What fire safety equipment do I have in my home?

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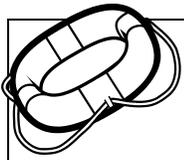
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3. Draw a floor plan of your home and show the evacuation

## Lesson 4 How do I perform a dry rescue?

| Enduring Understandings   | Outcomes  | Indicators   |
|---|---|--|
| <p><b>E.1.</b> In order to grow to fullness and maturity learn practices that keep themselves and others from harm.</p> <p><b>E.2.</b> Safe practices are essential and involve sound decision making practices.</p>  | <p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>PSS2.5 Uses a range of problem-solving strategies</p> <p>V4 Increasingly accepts responsibility for personal and community health</p> | <ul style="list-style-type: none"> <li>• Identifies suitable items to assist in a dry rescue</li> <li>• Initiates problem-solving strategies</li> <li>• Values their health and safety and that of others</li> </ul> |
| <p><b>Suggested Learning Experiences</b></p> <p><b>TW: Teacher Note:</b> During the following learning experiences, where children have to respond to safety scenarios, ensure the students' responses include responsible choices, which protect and care for themselves and others.</p> <p>Teacher leads students through a visualisation exercise relating to water safety, eg imagine you and your friends are swinging from a rope over a deep part of a river. Your friend falls and becomes caught in the downstream current and is having difficulty swimming to the river bank.</p> <p>Students suggest strategies for responding to the situation. N.B. It is essential that the students understand that their own safety is a priority when it comes to helping others- injuring yourself prevents you from helping others.</p> <p>Demonstrate reach and throw rescues using plastic buckets, ropes, plastic drink containers, rubber balls, umbrella handles, arms and legs. Teacher instructs students on the correct reaching and throwing techniques. Students suggest water safety skills that the friend in the water could use, eg tread water, float and signal for help, stay calm, air fill clothing as a floatation aid.</p> <p>OR</p> <p>In small groups, students create a simple PowerPoint that identifies items that could be used for dry rescues and how these items are used. Students complete their PowerPoint and present to the class.</p> |   |  |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher Fact Sheet: Non-Swimming Rescue Techniques Activity</i></li> <li>• Board of Studies. NSW. (1997). <i>PDHPE K-6 Teaching Kit. Safety First</i>. Sydney: BOS. pages 54 and 55.</li> <li>• Royal Life Saving Water rescue fact sheet<br/><a href="http://www.royallifesaving.com.au//resources/documents/RLS_Fact_Sheets_14_sept.pdf">http://www.royallifesaving.com.au//resources/documents/RLS_Fact_Sheets_14_sept.pdf</a></li> <li>• Variety of reaching and buoyant throwing aids, ropes etc</li> <li>• Computer (Powerpoint)</li> </ul>   |   | <p><b>Assessment</b></p> <p>PowerPoint of dry rescue items.</p>  |



# TEACHER FACT SHEET

## NON-SWIMMING RESCUE TECHNIQUES



Note: The most important factor in attempting a rescue is self-preservation.

### Reach Rescue

A reach rescue should always be considered first in any emergency. It is particularly useful when the person in difficulty has fallen into the water near the edge or when a non-swimmer has to effect a rescue alone.

#### *What you should do.*

- Lie down with the chest on the ground, keeping the person under observation.
- Anchor firmly, either using an assistant or by grasping a fixed object such as a post.
- Reach out with an aid and instruct the person to hold it.
- Haul the person steadily to safety.
- If in danger of being pulled in, let go and try again when secure.

### Extension of the Arm or Leg

In the unusual case where no aid is available to extend the reach, the rescuer may reach directly with the arm. Alternatively, a leg may be extended if a firm hold on the edge or shore can be obtained.

### Use of Rescue Aids

The use of aids can greatly increase the distance over which a rescue can be effective. Aids can be:

- Rigid, such as a branch, stick, umbrella or paddle
- Non-rigid, such as a towel, rope or clothing

A rigid aid should be the first choice of the rescuer. The rescuer should hold the rigid aid just in front of the person in difficulty, near enough for the aid to be grasped. If the person cannot hold the aid, the rescuer should attempt to hook it under the person's armpit to provide support.

When using a non-rigid aid, the rescuer should throw the aid while retaining hold of one end. Two items of clothing can be tied together to further extend the reach. These rescue attempts may sometimes be unsuccessful because the person in trouble does not realise that help is being offered. In such cases, the rescue aid should be put into contact with the person in difficulty. If this does not work, alternative methods of rescue should be considered.

### Throw Rescue

Other skills that do not require entry into the water make use of throwing aids. These can be used by weak or non-swimmers. The following aids may be used in throw rescues.

### Buoyant Aid

A buoyant aid can be used when the person in difficulty is too far away to effect a reach rescue. The purpose of throwing a buoyant aid is to provide the swimmer in difficulty with support until removal from the danger area is possible.

#### *What you should do:*

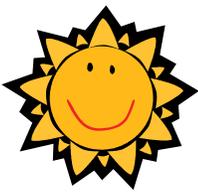
- Choose a suitable aid, such as a kickboard or plastic container.
- Tell the person that something is to be thrown to them and how to use it.
- Stand well clear of the edge and throw the aid underarm or overarm, depending on the type of aid and distance from the person.
- Attempt to land the aid within arm's reach of the person, remembering to take into account factors such as wind, current, tides and weight of the aid.
- Instruct the person to hold the aid to their chest and to kick to the edge.
- Assist the person out of the water.

**Reference:** The Royal Life Saving Society of Australia, *Swimming and Lifesaving: The Manual*, Royal Life Saving Society of Australia, Sydney, 1995. Adapted and reproduced with kind permission from: Board of Studies, NSW. (1997). *PDHPE K-6 Teaching Kit. Safety First*. Sydney: BOS. pp 54-55.

## Lesson 5 What materials are sun safe?

| Enduring Understandings  | Outcomes  | Indicators   |
|--|---|--|
| <p><b>E.1.</b> In order to grow to fullness and maturity learn practices that keep themselves and others from harm.</p> <p><b>E.2.</b> Safe practices are essential and involve sound decision making practices.</p> <p><b>E.3.</b> Recognise factors affecting personal safety and act appropriately to maintain personal safety.</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 personal and community health</p> | <ul style="list-style-type: none"> <li>• Identifies physical factors that influence lifestyle choices - skin type</li> <li>• Explains the need for good health practices</li> <li>• Appreciates the need for safe practices in a range of situations and environments</li> </ul> |
| <p><b>Suggested Learning Experiences</b></p> <p>Identify the different coverings on animals, birds, reptiles, fish and people. (Eg. wool, feathers, fur, scales, shell, skin and hair.)</p> <p><b>TW:</b> Teacher brings the students to the understanding that life is a precious gift entrusted to us by God. We need to learn practices that will keep ourselves and others safe from harm. Students brainstorm ways to protect their skin from the sun. Teacher reviews the slogan 'Slip, Slop, Slap, Wrap'.</p> <p>Students read the poem 'Everyone, everywhere is covered in skin' (NSW Cancer Council Sunsafe Resource).</p> <p style="text-align: center;">             Everyone every where's covered with skin<br/>             - the stuff that keeps the rest of you in.<br/>             Skin can be white, or olive, or black.<br/>             Skin can be spotty, or freckled or slack.<br/>             Skin can be hairy or bald as a bean.<br/>             When it gets dirty its easy to clean.<br/>             When you're a baby, it's just the right size.<br/>             Yet when you're grown-up the same thing applies.<br/>             Isn't it lucky we're covered in skin.<br/>             The stuff that keeps the rest of us in?           </p> <p>Students create a cartoon character that advertises sun safety and protective clothing. Students prepare text to accompany their cartoon. Students share their cartoon characters with the class and discuss how each character is affected by the sun's harmful UV rays. Students need to state the practices needed to protect their character.</p> <p>Optional: Students investigate a variety of types and colours of materials by shining a torch through each and viewing which ones allow most light through.</p> |   |  |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• NSW Cancer Council. <i>Sunsafe resource - 'Everyone, everywhere is covered in skin'</i></li> <li>• Variety of material swatches</li> <li>• Paper/textas</li> </ul>  | <p><b>Assessment</b></p> <p>Student work sample of their sun safe cartoon character and text.</p>   |  |

Adapted and reproduced with kind permission from: NSW Cancer Council. *Sunsafe resource - 'Everyone, everywhere is covered in skin'.*



## Sun Safety Cartoon Character



**Catholic Values/Beliefs:** Life is a precious gift entrusted to us by God. Each person has rights and responsibilities in relation to personal safety. We have a responsibility to protect and care for ourselves and others.

| Outcomes  | Indicators   | Working towards | Achieved with support | Achieved |
|---|--|-----------------|-----------------------|----------|
| PHS2.12 Discusses the factors influencing personal health choices   | Identifies physical factors that influence lifestyle choices |                 |                       |          |
| COS2.1 Uses a variety of ways to communicate with and within groups | Explains the need for good health practices                  |                 |                       |          |

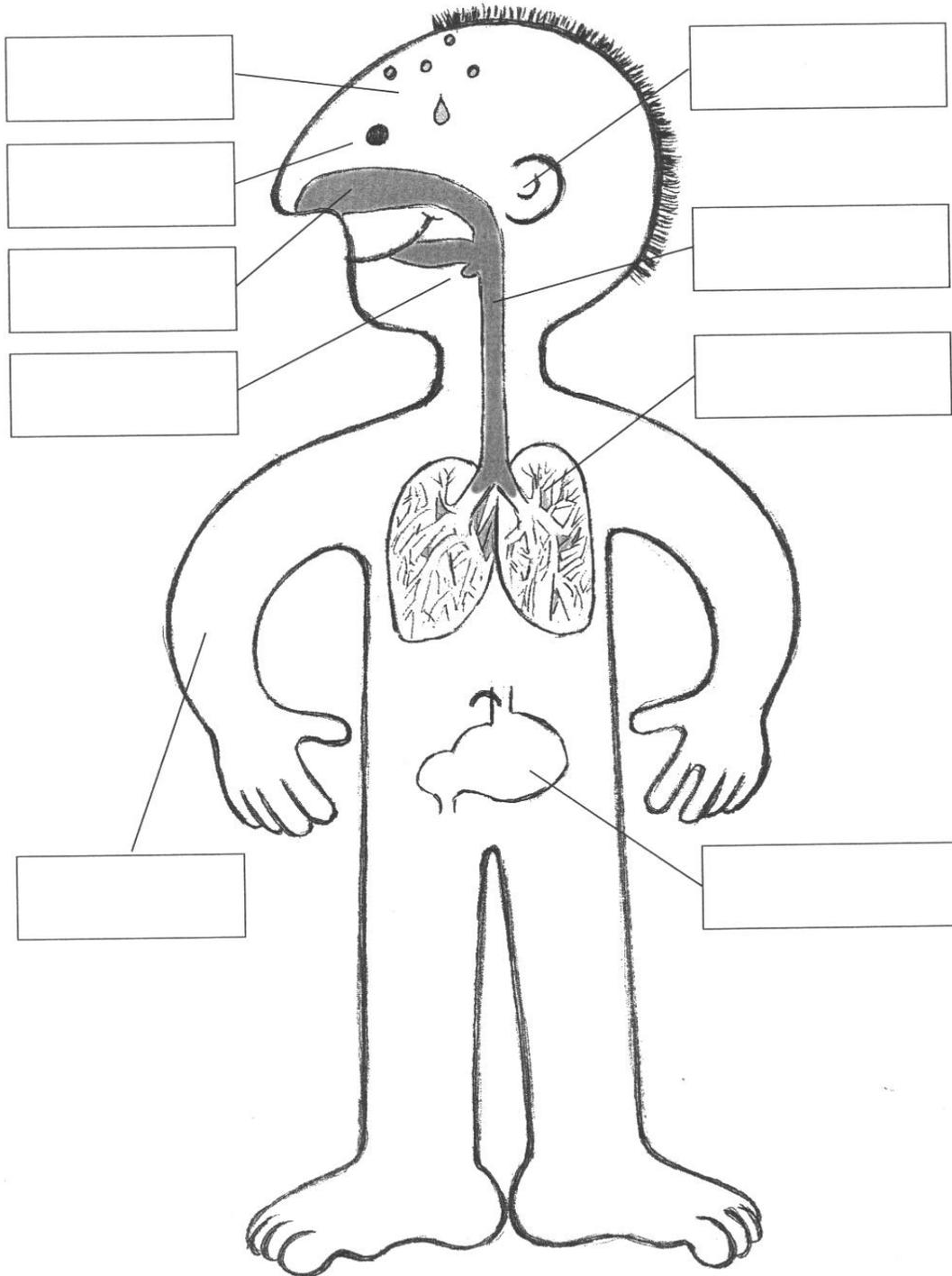
**TASK:**  
Students create a cartoon character that advertises sun safety and the need for protective clothing. Students prepare text to accompany their cartoon.

## Lesson 6 How are diseases transmitted?

| Enduring Understandings  | Outcomes  | Indicators   |
|--|---|--|
| <p><b>E.2.</b> Safe practices are essential and involve sound decision making practices.</p> <p><b>E.3.</b> Recognise factors affecting personal safety and act appropriately to maintain personal safety.</p> <p><b>E.4.</b> As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</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 personal and community health</p> | <ul style="list-style-type: none"> <li>• Explains the need for good health practices</li> <li>• Presents facts using a variety of media</li> <li>• Values the need to pursue healthy lifestyles</li> </ul> |
| <p><b>Suggested Learning Experiences</b></p> <p>Students brainstorm a definition of a disease, eg A condition of the body (or of some organ or part) that causes illness and sickness.</p> <p>Students respond to: 'What is a communicable disease?' A communicable disease is transmitted by body fluids, eg when we sneeze, cough, bleed, kiss, share food we can transmit germs to another person.</p> <p>Students record known diseases and the parts of the body they affect, eg asthma, heart disease, diabetes, cancer, cold/flu. View: ELF's (Early Learning Folios) such as:</p> <ol style="list-style-type: none"> <li>1) Aches &amp; Pains : Cancer</li> <li>2) Aches &amp; Pains: Asthma</li> <li>3) Body Parts : Immune System</li> </ol> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• In pairs students complete the <i>Body Infection</i> Activity and record how the body defends itself against infection, eg the skin is a barrier to disease entering the body, the nose filters the air.</li> <li>• Pairs join with another pair to discuss their answers and share responses. Class discuss their final responses to how the body defends itself. Students may need new Activity sheets to improve their answers.</li> </ul> |   |  |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Board of Studies. NSW. (1999). <i>PDHPE K-6 Teaching Kit. My Growing Self. Stage 2.</i> Sydney: BOS. page 42.</li> <li>• <i>Body Infection</i> Activity</li> <li>• Internet: ELF's (Early Learning Folios)</li> </ul>   | <p><b>Assessment</b></p> <p>Student work sample of <i>Body Infection</i> Activity</p>   |  |

Activity Sheet 13 **Body Infection**

List the ways in which the body defends itself against infection.



Reproduced from: Board of Studies NSW (1998) *Personal Development, Health and Physical Education K-6 Teaching Kit: Interpersonal Relationships; Growth and Development; and Safe Living Stages 1-3.*

## Lessons 7 - 8 How can I minimise the risk of disease and illness?

| Enduring Understandings   | Outcomes  | Indicators  |
|---|---|---|
| E.2. Safe practices are essential and involve sound decision making practices.  | <p>PHS2.12 Discusses the factors influencing personal health choices</p> <p>DMS2.2 Makes decisions as an individual and as a group member</p> <p>V4 Increasingly accepts responsibility for personal and community health</p> | <ul style="list-style-type: none"> <li>Identifies diseases and ways to minimise the risk of illness</li> <li>Discusses advantages and disadvantages of options when making decisions</li> <li>Values the need to pursue healthy lifestyles</li> </ul> |
| <b>KidsMatter SEL Focus:</b> Major - Responsible Decision Making - Assuming personal Responsibility; Minor - Self Management - Goal setting   |   |   |
| <b>Suggested Learning Experiences</b> <p>In small groups, students develop responses to the question, How can I keep my body healthy? Eg. Healthy food, exercise, rest, good personal hygiene, dental care, medical checks, sun protection, good health care and safety products, avoid pollution.</p> <p>From these responses students choose one, and set a short a short term goal to make changes in one area with the aim of keeping their body healthy.</p> <p>Students briefly review the list of diseases/illnesses from the previous lesson, eg asthma, heart disease, diabetes, cancer, cold/flu.</p> <p><b>TW:</b> With a partner, discuss, 'How do the decisions and choices I make help to minimise disease?' Eg. If you suffer from asthma you take your 'preventer' as directed by the doctor to minimise the symptoms of the condition. Revise the understanding that safe practices are essential in the protection and care for ourselves and others. These practices involve good decision making.</p> <p>In small groups, students research a disease/illness from those listed and identify:</p> <ul style="list-style-type: none"> <li>The disease/illness</li> <li>The parts of the body affected</li> <li>Ways to minimise/prevent disease/illness.</li> </ul> <p>Students present their findings in one of the following ways and display in the library.</p> <ul style="list-style-type: none"> <li>Power Point</li> <li>Kidz Pix Presentation</li> <li>Snakes and ladders game</li> <li>Role play</li> <li>Jingle</li> <li>Factual report</li> </ul> <p><b>Teacher's Note:</b> Heart disease is a focus in Lesson 9. You may wish to withdraw this option as a group research project.</p> |   |   |
| <b>Resources</b> <ul style="list-style-type: none"> <li>Teacher reference material on diseases/illness, 'Asthma can't stop mel', Brenda's Story, Asthma. WA. (1999). (ph: (02) 9906 3233).</li> <li>Poster paper, Magazines, Scissors, glue, textas, crayons and coloured pencils</li> <li>Computer</li> </ul>  |   | <b>Assessment</b> <p>Student's research on a chosen disease/illness</p>   |

Adapted and reproduced with kind permission from: Board of Studies. NSW. (1997). *PDHPE K-6 Teaching Kit. My Growing Self, Stage 2.* Sydney: BOS. page 42.

## Lesson 9 What makes a healthy heart?

| Enduring Understandings  | Outcomes  | Indicators  |
|--|---|---|
| <p><b>E.2.</b> Safe practices are essential and involve sound decision making practices.</p> <p><b>E.3.</b> Recognise factors affecting personal safety and act appropriately to maintain personal safety.</p> <p><b>E.4.</b> As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</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 personal and community health</p> | <ul style="list-style-type: none"> <li>• Identifies how regular physical activity and a low fat diet contribute toward the prevention of heart disease</li> <li>• Presents facts using a variety of media</li> <li>• Values the need to pursue a healthy lifestyle</li> </ul> |
| <p><b>Suggested Learning Experiences</b></p> <p>Students access the heart foundation website (<a href="http://www.heartfoundation.com.au">www.heartfoundation.com.au</a>) and investigate the nature and causes of heart disease.</p> <p>In small groups, students choose one of the following activities:</p> <ul style="list-style-type: none"> <li>• Design a cartoon strip that illustrates the role of exercise, diet and heredity in contributing to heart disease.</li> <li>• Make a collage and collect pictures from magazines relating to lifestyle factors, eg a low fat diet, exercise and family history. Paste onto <i>What Makes A Healthy Heart?</i> Activity.</li> <li>• Locate pictures on appropriate websites to make a Powerpoint presentation about, 'What Makes a Healthy Heart?'</li> </ul> <p>Students choose the best cartoon strip or collage and copy for publication in the school newsletter or school website. Discuss the reasons for their choice. What is the main message? Who is the target audience? Can you think of other media campaigns which promote healthy living?</p> <p><b>TW:</b> Discuss how 'Life is a precious gift entrusted to us by God' and influences our decisions. Our responsibility towards our gift of life is to make lifestyle choices that ensure health and wellbeing.</p> |   |   |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.heartfoundation.org">www.heartfoundation.org</a> or Heart Health Manual - Heart Foundation</li> <li>• <i>What Makes A Healthy Heart</i> Activity</li> <li>• Magazines, scissors, glue</li> <li>• Computers</li> </ul>   | <p><b>Assessment</b></p> <p>Student work sample of cartoon strip, collage or PowerPoint presentation</p>  |   |

# What makes a healthy heart?

Catholic Values/Beliefs: Life is a precious gift entrusted to us by God. Our responsibility towards our gift of life is to make lifestyle choices that ensure health and wellbeing.

1. Healthy food is important for a healthy heart because ...

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2. Exercise makes my heart healthy by ...

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3. Family history or heredity factors can affect my heart because ...

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## Lesson 10 How do I respond in an emergency?

| Enduring Understandings   | Outcomes  | Indicators   |
|---|---|--|
| <p><b>E.1.</b> In order to grow to fullness and maturity learn practices that keep themselves and others from harm.</p> <p><b>E.2.</b> Safe practices are essential and involve sound decision making practices.</p> <p><b>E.3.</b> Recognise factors affecting personal safety and act appropriately to maintain personal safety.</p> <p><b>E.4.</b> As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</p>   | <p>PHS2.12 Discusses the factors influencing personal health choices</p> <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>• Makes judgements on the reliability of information from different sources - labels</li> <li>• Recognises behaviours that are risky</li> <li>• Demonstrate contacting the emergency 000 number</li> <li>• Values their health and safety and that of others</li> </ul> |
| <p><b>Suggested Learning Experiences</b></p> <p>As a class, students review a range of emergency situations and identify the service that can assist, eg NSW Fire Brigade - fire, Ambulance - heart attack, Police - burglar, Poisons Information Service - poisoning</p> <p>In groups using the <i>Who do you call in an emergency?</i> Activity, students take one card. Students read their card and discuss with the other group members how to match the emergency service and accident type. Students discuss the possible need for more than one emergency service. Students select 3 emergency situations and record these in their books.</p> <p>Students view a display of bottles, packages and containers that contain potentially dangerous/harmful products, eg. bleach, nail polish remover, dishwashing liquid.</p> <p>Students investigate the warning labels and other features such as caps that protect children from harm.</p> <p>In small groups, students design a safety warning symbol and label for a new harmful product. Students must include first aid advice on their label and include the Kids Help Line telephone number 1800 551 800. Examples of warnings include: store away from children, if swallowed seek medical advice, replace cap. Students explain their warning symbols.</p> <p>Students role play contacting a range of services in the event of an emergency. Students need to:</p> <ul style="list-style-type: none"> <li>• Dial 000 (NOT 911)</li> <li>• Nominate service needed</li> <li>• State name</li> <li>• State address and phone number</li> <li>• Explain what has happened</li> </ul> |   |  |

**TW: A communal approach to safe living and the establishment of caring networks is essential for the provision of safe networks. We have a responsibility to protect and care for ourselves and others.**

Students display their warning labels in the library. Reinforce the Kids Help Line number 1800 551 800 (24 hours, toll free or visit the [www.kidshelp.com.au](http://www.kidshelp.com.au) ) and other support services.

**Resources**

- *Who do you call in an emergency?* Activity
- Variety of empty bottles, packages and containers of potentially harmful products
- Art paper, textas, coloured pencils, crayons
- Local telephone book outlines emergency service telephone numbers/or computer access to white/yellow pages.

**Assessment**

Student work sample of warning label.  
Teacher observation of student participation in role plays.

## Who do you call in an emergency?

Cut up these cards and ask students to select one. Each student is to match an accident with the appropriate emergency service. Repeat the process moving around the group.

|  |                             |                                    |                          |
|--|-----------------------------|------------------------------------|--------------------------|
| Fire   | NSW Fire Brigade            | Electric Shock                     | Ambulance                |
| Elderly person needs transport to hospital       | Ambulance                   | Drowning                           | Paramedic                |
| Burglar  | Police                      | Lost                               | Police                   |
| Poisoning  | Poisons Information Service | Brother has an asthma attack       | Kids help line           |
| Mum falls over, hits her head and is unconscious | Ambulance                   | Flood                              | State Emergency Services |
| Heart Attack                                     | Paramedic                   | Rider falls off bike and hits head | Ambulance                |
| Roof blown off house in wind storm               | State Emergency Services    | Car accident                       | Police                   |

# 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?  |      |                |              |      |

**1. What did students learn? (What knowledge and skills did they learn to deepen their understanding of the outcomes/big ideas of the unit?)**

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**2. How do you know what they learnt? (What evidence do you have to support your judgement?)**

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**3. What would you refine to improve student learning outcomes?**

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## 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:</p> <p>(Circle one number)</p> <p><b>No effort</b> 0 1 2 3 4 5 6 7 8 9 10 <b>Most effort</b></p> |