Unit Title:	7.8 Summer Safety	**Stage /Year:**	Stage 4 / Year 7
Strand(s):	Strand 2 Movement Skill and Performance, Strand 3 Community and Individual Health	**Unit length:**	15 lessons

Unit description:	Students will identify strategies and develop plans to minimise harm to themselves and others. They will interact in activities such as aquatics and simulated safety techniques. This will include basic first aid and DRABC. The importance of clear communication will be developed. Students will develop water safety techniques and participate in a range of enjoyable aquatic games.

Major Outcomes: A student:	**Evidence of learning** A student:
• 4.7 - identifies the consequences of risk behaviours and describes strategies to minimise harm • 4.4 - demonstrates and defines movement skills in a range of contexts and environments • 4.9 - describes the benefits of a balanced lifestyle and participation in physical activity • 4.12 - assesses risk and social influence and reflects on personal experience to make informed decisions	• verbally responds to and manages a variety of first aid scenarios – what to do if you are the first on the scene of an accident eg an unconscious person (4.7) • demonstrates summer safety skills through student role plays involving skateboard use, pedestrian safety, bicycle safety, passenger safety, water safety, sun/skin protection especially in summer (4.7, 4.12) • develops a mind map in a pair or group of 4 showing strategies for keeping safe when going out (4.7, 4.12) • demonstrates movement skills in aquatic activities, including basic life saving swimming strokes eg lifesaving backstroke, sidestroke, floating, treading water, survival sculling (4.4) • participates in a variety of fun aquatic activities including novelty relays, diving for rings, Marco Polo, Red Rover and modified water polo with enthusiasm and support of peers (4.4) • completes a journal to analyse their participation in physical activity and the benefits of an active lifestyle. (4.9)
Contributing Outcomes: A student:	
• 4.13 - demonstrates cooperation and support of others in social, recreational and other group contexts • 4.11 - selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing	✓	**Strand 2 - Movement Skill and Performance:** This strand recognises the enjoyment and active participation presents in a range of movement
Work & Employment		Communicating Ideas	✓	

Aboriginal & Indigenous		Planning		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 - Individual and Community Health:** 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.
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:**
• **Personal safety** – going out – strategies to keep safe – emergency assessment – DRABC – basic first aid procedures – seeking further assistance	• identify strategies and develop plans to keep themselves safe when going out • demonstrate management of basic first aid situations including: – an unconscious person – bleeding and shock – asthma – burns, bites and stings – poisoning and overdose
• **Exploring risk** – settings or circumstances in which risk taking occurs – factors influencing risk taking	• explore the concept of risk by investigating the following: – what is a reasonable degree of risk? – why do people take risks? – influences of gender on risk behaviour
• **Strategies to minimise harm** – safe and supportive environments eg school. Community, family and peer support networks – recognising, assessing and responding to risk situations	• describe strategies to minimise harm in each of the following real life situations when: – in water environments

• **Physical activity levels** – incidental physical activity – accumulated physical activity – physical activity for health and / or fitness – influences on participation • **Contexts for specialised movement** – Aquatics	– exposed to the sun – as a pedestrian, passenger and user of wheeled devices • analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness • demonstrate movement skills through a range of experiences including: – aquatics activities such as water safety skills, water games and sport

Teaching, learning and assessment activities	Resources
• **Brainstorm and discussion:** students brainstorm how they can support their own friends' safety and what they would like to know about personal safety. Describe the contexts where safety may be an issue. • **Partner problem solving**: in pairs students research and plan a response to a variety of situations. These could be prepared on cards or student – devised from the above introductory activity. Each pair shares their ideas with one other group and then with the class. At each point students consider: Are these realistic situations and solutions or ways of managing personal safety? How safe was the response? Would the response be the same next time? As a whole class investigate the level of risk involved and factors that influence risk taking. • **Open-ended sentences:** students complete sentences to indicate the degree of risk they would be willing to take in different situations and share using a carousel style discussion. Add particular questions for students to discuss as they move around the carousel such as "What has gender got to do with risk taking?" and "What's the best reason for taking a risk?" As a whole class further explore the implications of the carousel discussions. *FEEDBACK: peer comments and ratings and teacher input about the attitudes, values and knowledge related to students' comments.* • **Wonder wall**: based on the earlier brainstorm and discussion the students record what they would like to know about personal safety in a road and water environment through the use of a wonder wall. This remains an on-going activity during the unit and is revisited as students negotiate to research certain questions that are posed, or issues that are raised. The wonder wall is a visual representation of students' research into personal safety. It can be constructed from paper or	*Jump into PDHPE Stage 4 second edition p. 181-198*

material with space for questions and answers. • **(A) Case study**: students examine a current newspaper / magazine article about summer safety and harm. Discuss and assess the risks involved. Students devise strategies to prevent harm occurring. Examine the dynamics and social context in regard to eg: males versus female behaviour, safe attitudes, impunity, responsibility, concern for others, application of personal skills and peer support networks. Students write a report on the selected case study and demonstrate as a PowerPoint presentation consisting of 6 slides which is shared with 2 peers. This together with a written 2 page report is submitted for marking. *FEEDBACK: students provide verbal and written feedback according to criteria agreed to by the class previously. Teacher formal feedback by way of a comment only. Teacher may keep marks for their own records, but these are not distributed to the students.*	
• **Mind Map**: using *Inspiration* software and working in pairs or a group of 4, students explore how to keep safe when going out – either alone or with friends.	*Inspiration* software
• **Role Play**: students perform and demonstrate situations associated with basic first aid eg bleeding and shock, burns, bites and stings.	
• **(A) Make a Movie**: in small groups students script a movie using a storyboard. They respond to a basic emergency situation and demonstrate basic first aid procedures such as DRABC. Students make then edit a digital movie – add music, narration and text to demonstrate how to respond in an emergency care situation. Class members select the best movie to be shown at a school assembly. Organise a group leader to introduce the movie and briefly explain how it was planned and the key points to managing a first aid situation. *FEEDBACK: groups rotate and view other groups' movies and then provide verbal responses based on key questions. Eg What are the key points to managing the emergency care situation? What would the major priorities be in the situation shown?*	*Movie Maker* 2,freely available with Windows XP
• **Guest Speaker**: organise a guest speaker eg from the Local Ambulance Station, Police Department or Fire Brigade to discuss Safety and First Aid Procedures in an Emergency. How can students help in emergency situations? Are there local community groups where students can become involved in support for future emergencies?	
• **(A) Small Group Activity**: plan a PowerPoint / oral presentation or make a commercial in a small group about staying safe on the roads over the Summer holidays identifying strategies to minimise harm eg Summer Safety Ideas - preventing sunburn, bicycling safety, pedestrian safety, skateboard safety, passenger safety.	*PowerPoint*

FEEDBACK: students self-assess their contribution to the group process and how their commercial will impact on their behaviour over the Summer. In groups students justify the design concept and safety messages within the commercial or PowerPoint presentation.	*Road Risks: your choice CD-ROM 2* Activity 10 Make a commercial activity
• **KWL:** What do you already know about physical activity levels? What would you like to know more about? What have you learnt about physical activity levels?	
• **Focus Question:** can we ever get too much of a good thing? Relate this to physical activity. Follow up with research and reframing of understanding about physical activity.	
• **(A) Journal:** students keep a personal journal for 1 week noting all physical activity. Analyse the adequacy of physical activity levels for this period. Discuss differences within the class. Are these levels adequate? How important is physical activity to a balanced lifestyle? Explore options for aquatic physical activity and incorporate plans for summer to participate in at least one form of aquatic physical activity. *FEEDBACK: students self evaluate and a buddy provides feedback about how to maintain or improve physical activity levels.*	
• **Demonstrate Water Safety Skills**: skills may include entering and leaving the water safely. Staying afloat, using Personal Flotation Device (PFD's), treading water, floating, sculling, using basic Life Saving Swimming Strokes eg Lifesaving Backstroke, Sidestroke. • **Demonstrate movement skills** through a range of experiences including: - aquatics activities such as water safety skills, basic body orientation movement skills, water games and novelty relays eg with PFD's, noodles, hoops and aquatic rings	*Swimming and Life Saving Manual - Water Safety for all Australians*. The Royal Life Saving Society of Australia NSW Branch Ph 9879 4699
• **(A) Life Saving Award**: students complete the such as Water Wise, Water Sense, Basic Resuscitation or The Junior Swim and Survive Award. (see The Royal Life Saving Society Handbook for details on each Award) *FEEDBACK – formal through the award, ongoing verbal feedback from teacher and buddy. The buddy is chosen by the student and approved by the PDHPE teacher.*	Life Saving Manikins/Little Anne (as above)
• **Video**: *First Aid your Licence to Care*. Video – 5 Real Life Lessons St John Ambulance Aust 1300 360 455 Discuss these real life situations – What would you do if you were the first on the scene of these accidents?	*Swimming and Lifesaving Video* (30min) Royal Life Saving Society