Unit Title:	8.7 Set For Life	**Stage/Year:**	Stage 4/Year 8
Strand(s):	Strand 2 Movement Skills and Performance, Strand 3 Individual and Community Health, Strand 4 Lifelong Physical Activity	**Unit length:**	20 lessons

Unit Description:	Students will engage in fun, modified team games such as wheelchair basketball, minefield and volleyball and/or select from dance, gym and aquatics activities to develop movement skills and their valuing of lifelong physical activity. Students will examine risk taking, strategies to minimise harm and personal safety in relation to road and water environments, emergency procedures and sexual health.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.4 – demonstrates and refines movement skills in a range of contexts and environments. • 4.6 – describes the nature of health and analyses how health issues may impact on young people. • 4.7 – identifies the consequences of risk behaviours and describes strategies to minimise harm. • 4.12 – assesses risk and social influences and reflects on personal experience to make informed decisions.	• participates in practical lessons with enthusiasm and openness to take risks.(4.4, 4.9, 4.12) • evaluates their participation in new and challenging practical activities and environments.(4.5, 4.9, 4.11, 4.12) • communicates effectively their knowledge and understanding about risk and minimising harm eg TV Panel Show.(4.6, 4.9, 4.11, 4.12) • examines risk scenarios and proposes strategies to minimise harm and protect themselves.(4.6, 4.7, 4.11, 4.12, 4.16) • identifies personal safety skills and applies them to a range of risk/emergency situations.(4.6, 4.7, 4.11, 4.12, 4.16) • demonstrates management of basic first aid situations.(4.6, 4.7, 4.11, 4.12, 4.16) • completes a risk management evaluation of PE lessons and provides feedback. (4.6, 4.7, 4.11, 4.12, 4.16) • explains the factors which impact on sexual choices and STIs, BBVs and HIV/AIDS.(4.6, 4.7, 4.11, 4.12, 4.16) • identifies the rights and responsibilities in a sexual relationship. (4.6, 4.7, 4.11, 4.12, 4.16)
Contributing outcomes	
• 4.5 – combines the features and elements of movement composition to perform in a range of contexts and environments. • 4.9 – describes the benefits of a balanced lifestyle and participation in physical activity. • 4.11 – selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations. • 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.	

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 contexts, and encourages
Work & Employment		Communicating Ideas	✓	

Aboriginal & Indigenous		Planning	✓	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. **Strand 4 - Lifelong Physical Activity:** This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.
Civics & Citizenship		Working with others	✓	
Difference & Diversity	✓	Work mathematically		
Environment	✓	Solving problems	✓	
Gender	✓	Work with ICT applications	✓	
Literacy	✓			
Multicultural				

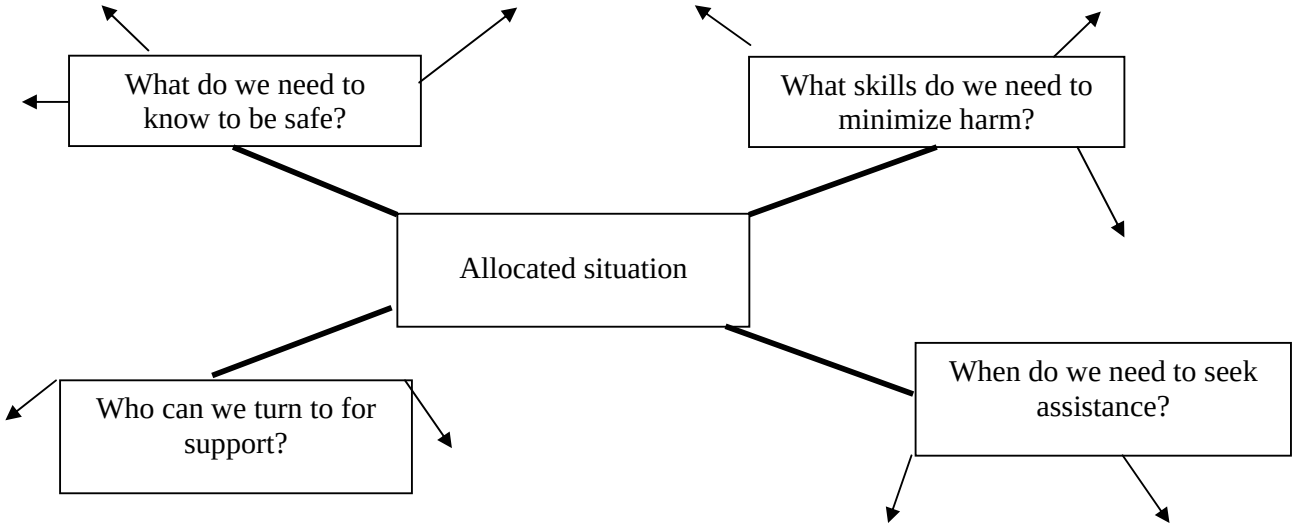
Students learn about:	**Students learn to:**
• **contexts for specialised movement skills** – aquatics – games	• demonstrate movement skills through a range of experiences including: – aquatics activities such as water safety skills, water games and sports – games from categories such as target, striking/fielding, invasion and net/court
• **the features of movement composition** – purpose – responding to stimuli – improvising – planning – sequencing – performing	• participate in a range of movement activities that demonstrate and enhance their ability to: – understand the influence of purpose when composing movement – respond creatively to stimuli, eg music, ideas, player movements – improvise movements to solve problems, eg defending or attacking strategies, expressing ideas – communicate or achieve a set purpose using different subject matter, eg ideas from growing and changing – combine simple movement patterns into logical sequences or phrases • provide and make use of constructive feedback to refine movement performances.
• **sexual health** – acknowledging and understanding sexual feelings – expectations of males and females – rights and responsibilities in sexual relationships	• explain how gender expectations influence sexual choices and options. • evaluate standards of sexual behaviour considered appropriate by self, peers, family and community.

– sexually transmitted infections, blood-borne viruses and HIV/AIDS	• identify behaviours that assist in preventing STIs, BBVs and HIV/AIDS and explore the interrelationship with drug use.
• **road safety** – defining risk factors and behaviours in a range of road environments and situations – protective behaviours and equipment – laws and rules	• explore road safety statistics to analyse reasons for gender differences in road related injury. • examine the relationship between risk factors, environments and laws and rules in determining road-user behaviour.
• **exploring risk** – positive and negative risk – settings or circumstances in which risk-taking occurs – factors influencing risk-taking – outcomes of risk behaviour	• explore the concept of risk by investigating the following: – what is a reasonable degree of risk? – why do people take risks? – influence of gender on risk behaviour • debate the positive and negative outcomes of engaging in risk behaviours.
• **strategies to minimise harm** – developing personal skills eg conflict resolution, assertive behaviour, problem solving, refusal skills. – recognising, assessing and responding to risk situations	• describe strategies to minimise harm in each of the following real life situations when: – experiencing unwanted sexual contact – as a pedestrian, passenger and user of wheeled devices • explain how potential for harm can be increased as the result of an interaction of factors, eg peers, alcohol use and road safety.
• **personal safety** – emergency assessment – DRABC – basic first aid procedures	• demonstrate management of basic first aid situations including: – an unconscious person – bleeding and shock – asthma – burns, bites and stings – poisonings and overdose • participate in a range of lifelong physical activities to identify and appreciate

• **personal benefits of participation in physical activity** – physical – social – emotional – mental – spiritual	potential benefits.
• **physical activity levels** – physical activity for health and/or fitness – influences on participation	• analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness.
• **lifelong physical activities** – competitive/non-competitive – individual/group/team – recreational activities – health and fitness – initiative/challenge activities	• participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests. • participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving.
• **health-related components of fitness** – cardio-respiratory endurance – muscular strength – muscular endurance – flexibility – body composition	• participate in a range of enjoyable activities which elevate heart rate to understand concepts of intensity and time and their relationship to maintaining health and developing fitness.
• **skill-related components of fitness** – power – agility – coordination – balance – reaction time – speed	• participate in physical activities to develop selected skill-related components of fitness, eg agility and speed during invasion games.

Teaching, learning and assessment activities	Resources
What's the risk? Students can select from the following to explore risk. The activities chosen will be dependant on access to computers and student needs/interests.	
• **What's the risk – keeping safe:** in small groups distribute a strip of cards to each group from Worksheet 1.1 to explore a range of risk situations. Review the following focus questions: What is a high and low risk? What factors determine if the situation is high or low risk? Why are feelings, body reactions, warning signals and thoughts important for recognising and assessing risk? Why do people take risks? How does gender influence the risk situations?	DET *Child Protection Education Stage 4* resource book Worksheet 1.1 p 125
• **Matrix Matters:** students view the video/DVD *Matrix Matters* (five short sections). Students use Activity 8 to identify the risk factors and suggest strategies to minimise harm in scenarios related to pedestrian, passengers and wheels users.	*Road Risks – Your Choice* RTA (2004) *Matrix Matters* Activity 8 p 89-112 and Video/DVD
• **Risk Analysis:** Students can video and record risk situations from their favourite TV show, ad or movie. The teacher will have to screen these before using them as class stimulus. View between 1 and 3 prepared video clips that show youth taking a variety of risks. Students choose one of the clips and analyse the risk taking behaviour with the use of an analysis scaffold. Students might answer questions in their analysis such as; What was the degree of risk? Why did the character take the risk? What were the outcomes of the risk taking? Include positive and negative risks. What would you have done in the same situation?	Pre recorded video clips/ads clips from popular youth soaps eg Home & Away and movies of risk situations eg My TV REDI resource video.
• **Risky choices:** using Activity 4 students read the selected scenarios and explores the choices and the consequences of actions. Students apply the decision making worksheet to analyse the scenario.	*Road Risks – Your Choice* RTA (2004) Activity 4 p 53-63
• **(A) ICT What's your view?** Students use the interactive CD Rom What's your view? They identify the risk factors and respond to road safety questions on risk and strategies to minimise harm in scenes related to pedestrian, passengers and wheels users.	*Road Risks – Your Choice* RTA (2004) Cd Rom What's your view?
FEEDBACK – Teachers and students provide verbal feedback on each student's ability to analyse each scene and respond to the multiple choice questions for each scene.	
• **Risk management analysis:** before, during and after participating and observing in a practical PE lesson, students critically evaluate the lesson for risk management strategies used by the students/teacher to minimise harm.	

• **Scenario/action plan group assessment activity:** in groups students are allocated a risk environment/situation eg at a party; being offered drugs; unwanted sexual contact; pedestrian, passenger and wheel device/users etc. Each group is required to devise a scenario and outline the characters, context and the risk taking. Groups swap scenarios and create a poster that raises the awareness of other young people to the potential risks, characters actions/choices and the strategies to minimise harm. *FEEDBACK - Written teacher responses based on the assessment guidelines outlined in the sample assessment task provided.*	Sample assessment task *Scenario action plan*
How do we keep safe? What is personal safety?	
• **Brainstorm:** what words describe the term personal safety? Students identify risks they have experienced and the personal safety strategies to keep safe in different contexts eg emergency assessment, DRABC, first aid, seeking help strategies, personal factors – values/attitudes, resilience, communication skills, confidence, gender. (Remind students to write in the third person, not to talk about situations in a 'personal' way). The teacher records on butcher's paper each of the risk situations/contexts discussed in class. Students identify and discuss how aspects of personal safety outlined above increase or reduce the risk.	Butcher's paper, pens
• **My personal safety strategies:** students explore personal safety /protective strategies by completing a number of activities which focus on different strategies to minimise harm in varying contexts. Students can select one strategy, learn about it, then swap and share their learning with other groups researching a different strategy or students can select two, or they can rotate and try different strategies. Students and teachers select a range of personal safety /protective strategies from below: – Avoidance: Activity 2 Worksheet 1.2, 1.3 – Reducing the risk: Worksheet 1.4 and 1.5 – Distancing: Worksheet 1.6 – Assertiveness: Worksheet 1.7 – Trust talk take control: Worksheet 2.1, 2.2	DET *Child Protection Education Stage 4* resource Worksheets 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1 and 2.2. p 118-150

• **(A) TV panel show:** *(1-2 lessons).* In their groups, students will present a daytime TV panel show, where they assume a particular role as a guest (eg Police, Surf life saver, Fire fighter, Doctor, Parent, Risk taking adolescent, non – risk - taking adolescent). Each guest needs to have an appropriate point of view relative to the setting they chose. The idea behind the panel show is a means for each group to present various risk taking situations, strategies to minimise harm and to explore different views from different perspectives (guests outlined above, gender, attitudes). Each group presents their show (it should be no more than 10 minutes long), followed by a question and answer session. Students are also given at the end of each show a brief peer assessment evaluation form. *FEEDBACK - teacher and peer questioning and feedback to presenters using the peer assessment form. Students will be assessed on their ability to demonstrate the positive and negative outcomes of risk taking.*	Peer assessment evaluation form developed by classroom teacher
• **Personal protection booklet:** The class will produce a booklet that each student will contribute to and eventually keep. Using the scaffold below, students work in their original groups to devise ways to minimise harm caused by risk taking. Each group will work on a different situation allocated by the teacher (ensure groups do not have the situation they worked on for the Panel Show). Each finished mind map will be collected, reduced to A4 and made into a booklet containing the work of all the groups. Real life situations may include: travelling alone at night; experiencing unwanted sexual contact; exposure to the sun; water environment etc  	Mind map model on A3 paper (for ease in reducing to A4 for the booklet).

What do I need to know and understand about sexual health? **Teacher Note:** Sexual health is a sensitive issue. Teachers should read the introduction section of this resource to review class room rules and strategies for dealing with sensitive issues. – This is a sensitive issue and needs to be dealt with according to the school's policy and within the values and beliefs of the school community. – Videos' should be carefully selected by staff which best meets the needs, values and beliefs of the school community. – Resources need to be approved by the Principal. – Parents should be provided with opportunities to view/discuss the scope of the program. – Remind students about using the correct terminology and to use respectful language. – Student questions need to be addressed in a sensitive, caring and supportive manner. **Teachers in Catholic schools:** should refer to and reflect on the Catholic dimension statements and the CEC Towards Wholeness document in the resources section of the CD Rom. Other information relating to Catholic values is outlined in the Introduction section of this resource. It is important for teachers to ensure that the range of Catholic values identified in the above documents are clearly communicated to the students through comprehensive planning and appropriate witnessing and effective teaching. PDHPE teachers are advised to plan and discuss their units/lessons relating to sexual health with their school Religious Education Coordinator for advice and support in this area.	
• **KWL:** what do you already know about sexual health? What would you like to know more about? What have you already learnt about sexual health ? The teacher uses the response to these questions to plan the following sexual health lessons.	*Jump into PDHPE* Book 1 (2nd edition) p 261-262
• **What is his/her sexual anatomy?** Students review the male and female reproductive systems by using the appropriate texts and or by viewing appropriate video/DVD's eg *The Human Body*.	BBC *The Human Body* video
• **What are sexual feelings about?** Student's read the article *How girls attract love and attention* and discuss in what ways are girls judged for expressing their sexuality? What is meant by the statement *Guys fake love for sex but girl's fake sex for love? What positive examples of boys' attitudes to sex are outlined in the article? How early in life and at what age are young people in this article beginning their sexual relationships? What do you think about their age?*	*Jump into PDHPE* Book 1 (2nd edition) *How girls attract love and attention* p 263

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• **What are rights and responsibilities in good relationships?** Using the article *Guide to responsible sexual conduct* identify what you believe are the right ingredients for a good relationship eg be respectful, value different views, use good communication skills - listen well, be cooperative, trust, share, accept and fulfil responsibilities, understand that conflict is a part of any relationship, sort out conflict in non - violent ways, admit mistakes, apologise for wrong doings etc. What is different in a sexual relationship? Are there other ingredients you would need before you would begin a sexual relationship? eg weigh up family/Church/personal/peers values, contraception- safe sex, emotional readiness, both partners are willing etc	*Jump into PDHPE* Book 1 (2nd edition) *Guide to responsible sexual conduct* p 265
• **What factors influence your decisions on sexual choices?** In pairs with what you know already, complete a table or a mind map which summarises the values and beliefs about sexual choices under these headings: My personal values, My family values, My religious values, My peers values. Discuss the influences on sexual choices eg peers, family, religion, media and culture.	
• **What are the risks associated with sexual behaviour?** In small groups students research and produce a health information fact sheet/pamphlet on the following: sexually transmitted infections, blood-borne viruses and HIV/AIDS. Students can use appropriate text material, health information pamphlets, online fact sheets NSW Department of Health, to identify behaviours that assist in preventing STI's, BBV's and HIV/AIDS.	*Jump into PDHPE* Book 1 (2nd edition) Tables: Exploring risk associated with sexual behaviour, Blood borne viruses and Sexually transmitted infections, Stages of HIV infection p 266-270, Scenarios p 266.
• **What do you think?** In pairs read the scenarios outlined in *Jump into PDHPE* on p 266 or the teacher can select age appropriate Dear Doctor type letters from popular magazines and examine the level of risk, strategies to minimise the harm, common myths(eg you cannot get pregnant standing up, withdrawal is a safe method of contraception) and the influence of drugs.	Teacher selected scenarios of Dear Doctor type letters from magazines

• **What do your parents think?** Interview your parents about their experiences relating to sexual health and their parent chats about the *Birds and the Bees* and the *Facts of Life*. Students prepare a brief report on the following focus questions: How did you find out about sexual heath matters? Where did you discuss it? Eg car, kitchen, bedroom with the door closed, fishing. Who else gave them information? What information were you given? How did you feel and how did you cope with the changes?	
How can I prepare for emergency situations?	
• **In the news:** in pairs student's research newspaper articles that deal with emergency situations and how they were managed. Students identify the situation/injury and outline or propose the emergency and/or first aid procedures used.	*Help* – A Red Cross First Aid Teaching Film (video) Blank Flash Cards
• **(A) What if?** The teacher leads a discussion about assessing and managing emergency situations for the following: DRABC, the appropriate basic first aid for - an unconscious patient, bleeding and shock, asthma attack, burns bites and stings, poisonings and overdose. From the discussion, students individually select one setting/situation and write out a worst-case scenario on a flash card. On the reverse they write out the first aid management procedure appropriate for their scenario. Students may use electronic sources (CD Rom, Web sites) or texts such as the *St John Ambulance First Aid Manual*.	*First Aid your Licence to Care.* Video – 5 Real Life Lessons St John Ambulance Aust 1300 360 455 *Australian First Aid Manual* St John Ambulance
FEEDBACK: Written comments and corrections of student's flash cards.	
Practical phase	*Home Emergencies* (Video) Royal Surf Lifesaving Training Manual 1998
Approximately 10 of the 20 lessons can be taught separately or integrated with the theory based lessons above. The practical lessons can cover a range of contexts which best meets the needs of the students and the resources of the community.	
What types of risk are involved in games, dance and/or gym?	
• **Modified team games:** students participate in a range of modified team games they would not usually experience eg. wheel chair basketball, seated volleyball, blindfold activities, games involving unusual equipment/alternative equipment (volleyball with a small vortex, soccer with a rugby ball), individual sports with a team context.	*Active Australia Game Sense* – Australian Sports Commission

• (Cont.) Throughout the lessons, students should be encouraged to participate in a range of activities and evaluate how they meet their needs and interests.	
• **Initiative/invasion games and activities:** students participate in a range of initiative games that promote team work, problem solving, and effective interpersonal communication between group members. Students participate in physical activities with cultural significance eg Indigenous and ethnic games.	*Active Australia Game Sense* – Australian Sports Commission
• **Physical fitness:** use student developed activities to develop health and skill related fitness components eg dance, aerobics, gym/weights session, any team sports on a large field requiring constant running (football, soccer, hockey, sofcrosse).	Beep Test CD/tape. Stopwatches.
• **Tabloids:** choose a variety of activities that maximise intense physical activity for small groups. The groups rotate around the activities keeping score at each station.	Variety of equipment
• **Circuits:** incorporate a variety of equipment, skills and activities. Alternate between upper body and lower body activities. The use of music is a great motivator.	Tape/CD player and modern music
• **Obstacle courses:** complete an obstacle course as quick as possible. Include skill stations coupled with agility, and initiative stations. Students can devise their own courses/stations.	Variety of equipment. .
• **Relays:** complete a range of relays including equipment such as soccer balls, basketballs, bat and ball, egg and spoon.	Variety of equipment.
• **Orienteering:** students can follow a designated course or design their own around the school either using compass equipment or the use of clues/riddles.	Compasses, clue/riddle sheets
• **Reflection activity:** students evaluate their own participation and reflect on: How did you feel whilst playing? Did you enjoy participating, or were you embarrassed? Did anything stop you from participating fully? Did you take any personal risks? What could a teacher or other students do to make all students feel confident and comfortable? When students become familiar with the concept of taking intentional positive risks in physical activity, they can then develop their own games and teach another small group or the class.	

What types of risk are involved in Aquatics? • **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 • **(A) Completes a Life Saving Award**: 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.*	*Swimming and Life Saving Manual - Water Safety for all Australians*. The Royal Life Saving Society of Australia NSW Branch Ph 9879 4699 Life Saving Manikins/Little Anne (as above) *Swimming and Lifesaving Video* (30min) Royal Life Saving Society