

Name: _____

STAGE 4 PDHPE

TERM 2 2020

THEORY UNIT - STREET SMART AND SAVVY
PRACTICAL UNIT – FITNESS FUN @ HOME



Miss Wrightson
MANILLA CENTRAL SCHOOL |

TERM 2 WEEKS 3 - 4

Contact

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Google Classroom Codes for Stage 4 PDHPE:



7/8 PD1	code:	2mk74fg
7/8 PDA	code:	dc5hmq4
7/8 PDX	code:	6vmfsr5

Finished booklets are to be submitted to google classroom (digital copy submission) or handed in to the secondary office (hard copy submission).

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Lesson 4 – At the Party

Lesson Intention: Identify some decisions that are made at parties and what influences these decisions.

Success Criteria: I can describe influences on my decisions when at a party

1. **Activity 1:** Define and describe a party, Think Pair Share. Link with the concept of a party, gathering of people, to improve social wellbeing and connections with others. Discuss the question “why does partying have a negative stigma in teenage years?”

What I think:	What my partner thinks:	What we will share:

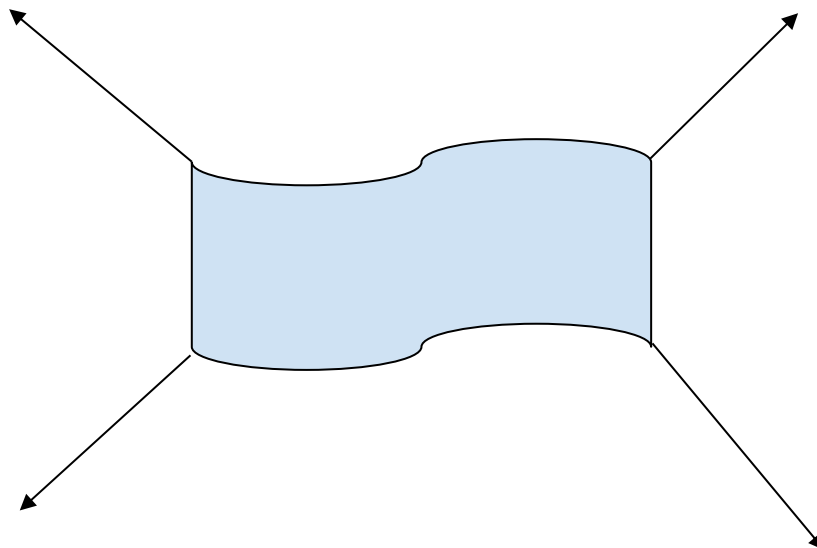
2. **Activity 2:** Feels Like, Sounds Like, Looks Like chart: complete for a typical party with teenagers. This could be applied to the clip on Youtube “Party Scene 10 Things I Hate About You” (Rated PG) <https://www.youtube.com/watch?v=7Ow8QiCo3iE>

Looks like:	Sounds like:	Feels like:

3. **Activity 3:** Decision Table: Under the headings Promoting Health and Risking Health, students are to list the decisions that could be classed under each, eg. meet a new person (P.H.) or binge drinking (R.H.). As a class, generate at least 10 under each.

Promoting Health	Risking Health
Eg. meeting a new person • • • • •	Eg. binge drinking • • • • •

Exit Slip: Think of a time you had a gut feeling a situation was not right or was dangerous. Without identifying it, describe the feeling.



Lesson 5 – Staying Safe

Lesson Intention: Outline strategies that can be used by young people to remain safe in potentially risky situations.

Success Criteria: I can use positive strategies to minimise risk at parties

Activity 1: Party Safe websites:

The task today will be to construct a brochure as a safety plan to keep yourself and others safe in a specific situation.

The following websites will be useful guides. Remember that a website with .gov is provided and supported by the government, while .com is for commercial purposes, meaning the author wants to earn money through the website and may not provide information that is as accurate as the government.

<https://www.betterhealth.vic.gov.au/health/HealthyLiving/partying-safely-tips-for-teenagers>

https://www.police.nsw.gov.au/online_services/party_safety/safe_party_tips

<http://www.safeparty.com.au/>

Activity 2: Clip on saying no to peer pressure to stay safe

Students watch clip on way to say no to peer pressure as a summary activity.

<https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-peer-pressure/creative-ways-to-say-no-to-peer-pressure>

Activity 3: [Safe Party Brochure Worksheet:](#)

Each page (3-6) can be a strategy developed by a group member, to be used in one of the scenarios. The scenarios include going to a party, travelling alone (from a party, work, a friend's place), getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour.

Extension: one page could be designed around how to act if something goes wrong and who to contact for support in an emergency.

You are to create a brochure which outlines several strategies to remain safe in one of the following scenarios:

- Going to a party
- Travelling alone (from a party, work, a friend's place)
- Getting in a car with a drunk driver
- Swimming at night
- Experiencing unwanted sexual health.

Information on strategies can be found on the websites listed above.

Extension: one page could be designed around how to act if something goes wrong and who to contact for support in an emergency.

Exit Ticket (Option 1): Brochure.

Exit Ticket (Option 2): On a post-it note, write down one thing you can do in the future to make an informed decision in a difficult situation and party safely. Place this post-it note in the space below:



Lesson 6 – Risky Situations

Lesson Intention: How can we make informed and safe decisions in different risk situations?

Success Criteria: Ranking different risky situations and proposing strategies to make them less risky.

Hook Activity - Video Flashes:

Watch the following clips, etc. to get thinking.

<https://www.youtube.com/watch?v=d-t-pVe-LCs> (distracted drivers)

<https://www.youtube.com/watch?v=h-8PBx7isoM> (wear a seatbelt)

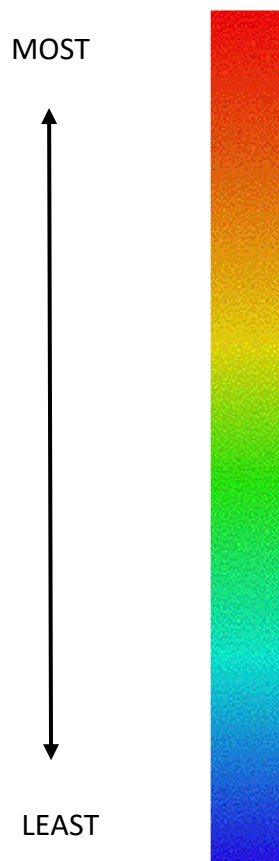
Activity 1 - Sticky note slam (whole class activity):

On EACH of the sticky notes below, write different 'risky' situations that you may find yourself in.



Activity 2 - Continuum:

Place the above situations on a continuum from 'LEAST risky' to 'MOST' risky.



Choose 1 scenario from your continuum. For your chosen scenario, answer the following questions:

- a. What do you predict could happen in these scenarios? Think of positive and negative outcomes.

- b. Discuss why this scenario is more or less risky than others.

- c. Describe the factors that could make these situations more or less risky than other situations.

- d. Consider the high risk situations. What strategies could you put in place to make them less risky? Rank them in order of effectiveness.

Exit Ticket: Identify 2 different risky situations and propose 1-2 strategies to make them less risky.

Situation 1

Strategy 1.

Strategy 2.

Situation 2

Strategy 1.

Strategy 2.

Lesson 7 – The Right Choice

Lesson Intention: Identifying responsibility in road safety situations and how to keep themselves safe.

Success Criteria: On the exit ticket to the class, propose a strategy that can support yourself or others in a real-life road safety situation.

Activity 1 - Hook

Watch the clip below and identify differences between adult risk taking and teenage risk taking <https://www.youtube.com/watch?v=yaAuZbZSCu4>

Question: Is risk taking just a choice or is it also a factor of one's biology?

Activity 2 - Gallery walk:

For each of the following road users, record the responsibilities associated with each category. Go to <https://www.towardszero.vic.gov.au/safe-people/road-users> for some ideas

Road User	Responsibility
Cyclists	Eg. Always use available bike lanes
Pedestrians	Eg. Use a designated pedestrian crossing wherever possible
Drivers	Eg. Avoid driving while drowsy
Passengers	Eg. Limit distractions to the driver
Motorcyclists	Eg. Ride within the speed limit

Road User	Identify positive behaviours that enhance safety and protective equipment within that road user category.	Create an action plan for keeping safe in that category.	Propose strategies that can support others in your chosen category
Cyclists			
Pedestrians			
Drivers			
Passengers			
Motorcyclists			

Activity 3 - 'Agent 99':

Investigate one of the following scenarios:

1. Sonia and her friends are planning a midnight swim in a local river in nearby bushland. Her parent's do not know she is going for this swim. She needs to cycle there by herself and she is planning to leave home at 10:30pm, when her parents are in bed.
2. Tim is in Year 7. His five-year-old twin sisters are starting school this year. Tim's parents have given him the responsibility of walking them to school and picking them up each day. They live on a very busy road, which they have to cross to get to school. When they get to the primary school, there are a lot of parents in cars dropping off their children.
3. Nancy has been given her own iPad for her 13th birthday. One of her friends at school has set up a Facebook account for her. Rob, a friend of a friend who she doesn't really know, has requested to be her friend. She accepts and starts sharing some information about her with him online.
4. Scott is attending Mal's 16th party. He thinks Mal's parents are going to be there, but not 100% sure. Mal's brother, who is 20, has already said that he will supply them with alcohol.
5. Cindy needs to leave from her cousin's wedding, but her parents are staying to help clean up after the reception. Her older cousin offers to drive her home. She gets in the car, without realising that he is intoxicated.
6. Liz has been feeling a bit down for the past couple of weeks. She isn't sure if she is depressed but she can't seem to find happiness in anything at the moment.
7. Martha has been 'dating' Blake for the past 3 weeks. It is the weekend and they have decided to go to the movies. During the movies, Blake starts to rest his hand on her thigh and starts to move it under her dress.

- For your chosen scenario:

- Identify possible risks to safety for the person in the scenario.

- Devise an action plan for how each character can remain safe.

- **Exit Ticket** Finish the following sentences:

- a. List some road safety issues that contribute to road accidents.

- b. The potential for road accidents increases when ...

- c. Road safety is important for ...

FITNESS FUN @ HOME

Dear Students, Parents/Carers,

The health and wellbeing of our students and wider community is very important to us and we have put together some ideas for you to do at home if, you are looking for a bit of inspiration to keep yourselves moving.

We understand this is a very difficult time for all families and finding some time to move each day will help us to physically and emotionally get through these unprecedented and challenging times. Most of the matrix activities can be completed by the whole family. Below you will also find some guidelines for physical activity, sedentary behaviour and sleep for school age children from the [Department of Health](#).

National Physical Activity, Sedentary Behaviour, and Sleep Recommendations for Children and Young People (5-17 years)

Physical Activity

- Accumulating 60 minutes or more of moderate to vigorous physical activity per day involving mainly aerobic activities.
- Several hours of a variety of light physical activities;
- Activities that are vigorous, as well as those that strengthen muscle and bone should be incorporated at least 3 days per week.
- To achieve greater health benefits, replace sedentary time with additional moderate to vigorous physical activity, while preserving sufficient sleep.

Sedentary Behaviour

- Break up long periods of sitting as often as possible.
- Limit sedentary recreational screen time to no more than 2 hours per day.
- When using screen-based electronic media, positive social interactions and experiences are encouraged.

Sleep An uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years. Have consistent bed and wake up times.

ACTIVITY – DESIGN STATIONS

You will design your own modified physical activity across one of the following movement contexts:

- games and modified games
- individual or group activities, including fitness and resistance activities
- rhythmic and expressive activities.

You need to:

- Ensure safety for all participants
- Ensure social distancing measures (no contact, 2 metre spacing at all times, no sharing of equipment)
- Design the activity to elevate the heart rate (huff and puff state) for a period of 20 minutes or more
- Provide opportunities for all students to be involved and experience success, regardless of ability.

TASK:

Component	Your Design		
Movement context for focus	<input type="checkbox"/> Games and modified games	<input type="checkbox"/> Individual or group activities, including fitness and resistance activities	<input type="checkbox"/> Rhythmic and expressive activities
List the rules or requirements			
List the equipment, facilities or resources required			
Outline how the activity is performed or game played, including timings, scoring systems, movement challenges			
"one thing I like is..."			
"one thing I wonder is..."			

PDHPE Physical Activity & Sleep Log

Day Week 3	Sleep Hours	Activity1 (Duration 10 mins)	Activity2 (Duration 10 mins)	Activity3 (20+ mins)	Total Minutes
Monday	9 hours	10 mins of soccer	10 mins of basketball	20 mins of helping my dad unbox because we moved into a new house.	40 mins
Monday 11/5/20		Circuit x 3 - 10 lunges (each leg) - 10 tricep dips - 20 situps or 2 min plank	Walk/ Run/ Ride Go for a 10 minute walk, run or ride with a friend.	Play a game - Cricket - Soccer - Table tennis - Football etc.	
Tuesday 12/5/20					
Wednesday 13/5/20					
Thursday SPORT 14/5/20		Circuit x 3 - 5 Burpees or 40 sec wall sit - 10 pushups - 20 squats	Practice a new skill - Juggle 2/3 tennis balls - Spiral pass a football	Play a game - Netball - Putt Putt - Tennis - Basketball etc.	
Friday SPORT 15/5/20		Choose a Just Dance video to do	Skipping Try at least 3 variations to master.	Chose an online yoga video to do	
Saturday 16/5/20					
Sunday 17/5/20					
Total Sleep					
Week 1: Goal 30-60 minutes a day Goal achieved? _____ Weekly total? _____					



Day Week 4	Sleep Hours	Activity1 (Duration 10 mins)	Activity2 (Duration 10 mins)	Activity3 (20+ mins)	Total Minutes
Monday	9 hours	10 mins of soccer	10 mins of basketball	20 mins of helping my dad unbox because we moved into a new house.	40 mins
Monday 18/5/20					
Tuesday 19/5/20					
Wednesday 20/5/20					
Thursday SPORT 21/5/20		Design your own Backyard Fitness Circuit Course for the whole family and complete it with them.	Walk/ Run/ Ride Go for a 10 minute walk, run or ride with a friend.	Practice a new skill - Juggle 2/3 tennis balls - Spiral pass a football	
Friday SPORT 22/5/20		Circuit x 3 - 20 Star jumps - 20 high knees - 10 side lunges each leg	Stretch - Toe touch - Arm stretch - Calf stretch - Quad stretch + anything else	Play a game - Netball - Putt Putt - Tennis - Basketball etc.	
Saturday 23/5/20					
Sunday 24/5/20					
Total Sleep					

Week 2: Goal 30-60 minutes a day

Goal achieved? _____

Weekly total? _____

