 Teaching and learning activities mapped to PDHPE K-10 syllabus content

The following table lists some of the sample teaching and learning activities available to provide learning experiences for students. These activities have been created with the syllabus propositions in mind and mapped to the PDHPE K-10 syllabus content and outcomes.

Considerations when selecting activities

* Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context.
* Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care.
* Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.
* Seek endorsement by the school principal before use of materials in NSW government schools.
* Select the activities most suitable for your students.
* Individual students within the group have differing needs and backgrounds. Modify or extend some aspects of suggested activities accordingly.
* Consider and tailor lessons to cater for differing cultural perceptions of what should be taught at a certain age.
* Undertake a comprehensive step by step process to assess any physical or psychological risks associated with an activity before following using a variety of teaching strategies.
* Enable students to withdraw if they find issues personally confronting.
* Recognise that some students may find it difficult to contribute to class discussions and may say little in group activities. Don’t assume they are not engaged in the activities but rather provide all students with the opportunity to contribute in less public ways.
* Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

PDHPE activities mapped to PDHPE K-10 syllabus content

| Teaching and learning activity | Description | Syllabus content |
| --- | --- | --- |
| [Being an upstander to](https://schoolsequella.det.nsw.edu.au/file/2f16bc89-e580-48b7-aaf3-568b13a3c586/1/s4-being-an-upstander.docx) [bullying: support for everyone](https://schoolsequella.det.nsw.edu.au/file/2f16bc89-e580-48b7-aaf3-568b13a3c586/1/s4-being-an-upstander.docx)  2 x 45 minute lessons | Students will examine the enablers to being an upstander to bullying and consider strategies which could support young people to overcome barriers. The activity aims to build student empathy and compassion for all young people and recognise the importance of support networks and health services in young people’s lives and how help seeking skills can assist in feeling connected and supported. It aims to build on student’s knowledge and understanding of upstander behaviour so they can identify attitudes, behaviours or actions which promote inclusiveness and connectedness such as providing and seeking support for themselves and others. The activity encourages students to move beyond the notion of tolerance and acceptance by becoming an upstander to bullying. | Outcomes: PD4-2, PD4-3, PD4-6, PD4-9, PD4-10   * evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) * practise and apply skills and strategies to seek help for themselves and others (ACPPS072) * investigate the benefits of relationships and examine their impact on their own and others’ health, safety and wellbeing (ACPPS074) I * explore skills and strategies needed to communicate and engage in relationships in respectful ways * discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power * examine influences on peoples’ behaviours, decisions and actions (ACPPS074) |
| [Upstander behaviour](https://schoolsequella.det.nsw.edu.au/file/e54d3253-ccbe-4f9d-9499-46f89da89a25/1/s4-upstander-behaviour.docx)  2 x 45 minute lessons | This activity has been designed to explore what it means to be an upstander through Stage 4 PDHPE. It is designed to build on the Stage 4 teaching and learning activity Stairs to inclusivity  Students will build on their knowledge and understanding of the Stairs to inclusivity to identify attitudes, behaviours or actions which promote inclusiveness and encourage others to move beyond tolerance and acceptance. | Outcomes: PD4-2, PD4-3, PD4-6, PD4-10   * practise and apply skills and strategies to seek help for themselves and others (ACPPS072) * investigate the benefits of relationships and examine their impact on their own and others’ health, safety and wellbeing (ACPPS074) * explore skills and strategies needed to communicate and engage in relationships in respectful ways * discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power * examine influences on peoples’ behaviours, decisions and actions (ACPPS074) |
| [Stairs to inclusivity](https://schoolsequella.det.nsw.edu.au/file/2d705fd1-cdec-4b08-b91d-2b4776ecdcef/1/s4-stairs-to-inclusivity.docx)  2 x 45 minute lessons | This activity aims to introduce students to the “Stairs to inclusivity” to promote consideration and reflection on where certain attitudes, behaviours or actions fit on a sliding scale and the impact these can have on self and others. Students will be introduced to terms such as tolerance, acceptance, respect, mutual understanding and celebration. The activity explores positive actions that can promote inclusivity, and encourages students to move beyond the notion of tolerance and acceptance by recognising behaviours that are inclusive. | Outcome: PD4-2, PD4-3, PD4-6, PD4-9, PD4-10   * investigate the benefits of relationships and examine their impact on their own and others' health, safety and wellbeing (ACPPS074) I * explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing * explore skills and strategies needed to communicate and engage in relationships in respectful ways * discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power * plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities   examine influences on peoples’ behaviours, decisions and actions (ACPPS074) |
| [Cooperative learning](https://schoolsequella.det.nsw.edu.au/file/ae10e5ed-8331-452a-930a-030539053d22/1/s4-coop-learning-relationship-skill.docx)  Various durations | Students will develop communication skills and solve problems in a movement context. The activity is designed to support students to build relationship capacity, problem solving and conflict resolution in a variety of situations. | Outcomes: PD4-3, PD4-10   * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)   + participate in initiative/challenge physical activities designed to develop teamwork, cooperation and problem-solving   + adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes |
| [Numbers](https://schoolsequella.det.nsw.edu.au/file/6169b482-4c50-4e66-a9dd-2a68387cac2e/1/s4-numbers.docx)  45 minutes | This activity explores grouping and inclusion through movement. | Outcome: PD4-6   * recognise potentially unsafe environments and describe strategies to promote their own and others’ health, safety and wellbeing in a variety of real-life situations * recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others I |
| [Positive connections](https://schoolsequella.det.nsw.edu.au/file/ae10e5ed-8331-452a-930a-030539053d22/1/S4-positive-connections.docx)  25-30 minutes | Students will identify individuals, groups, places to which they feel a strong sense of belonging. They will explain how relationships help them to feel supported and connected in various situations. Students develop communication skills to engage in discussion with peers and describe relationships which support themselves and others to build their resilience. Students will analyse how behaviours, actions and responses can change depending on who they are with. | Outcome: PD4-2, PD4-6, PD4-9, PD4-10   * investigate the benefits of relationships and examine their impact on their own and others' health, safety and wellbeing (ACPPS074) I   + analyse how behaviours, actions, and responses to situations can change depending on who they are with S * explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing   + identify individuals, groups, places or activities to which they feel a strong sense of belonging and explain how these help them to feel supported and connected S I |
| [Developing relationship skills](https://schoolsequella.det.nsw.edu.au/file/ae10e5ed-8331-452a-930a-030539053d22/1/s4-relationship-skills.docx)  Various durations | Students recognise the types of relationships and rights and responsibilities required in different relationships. They develop an understanding of qualities in relationships and demonstrate relationship capacity, problem solving and conflict resolution in a variety of situations. | Outcomes: PD4-3, PD4-10   * evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) * describe how rights and responsibilities contribute to respectful relationships * investigate the benefits of relationships and examine their impact on their own and others’ health, safety and wellbeing (ACPPS074) I * explore skills and strategies needed to communicate and engage in relationships in respectful ways * discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086) |
| [Speed dating STIs](https://schoolsequella.det.nsw.edu.au/file/4e17da85-832a-4099-88ab-635c1fab6557/1/s4-speed%20dating-stis.docx)  25-30 minutes | This activity is based on the concept of “speed dating”. Students research STIs and BBVs, and share what they know with others. | Outcomes: PD4-7   * propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073) |
| [Taking the SOLE out of stereotypes](https://schoolsequella.det.nsw.edu.au/file/ae10e5ed-8331-452a-930a-030539053d22/1/s4-taking-sole-out-of-stereotypes.docx)  2 x 60 minute lessons | Students use a SOLE approach to develop the skills to evaluate how media impacts the shape of their personal identity. They explore how the media shapes stereotypes and analyse how students shape their personal identity despite these stereotypes. | Outcomes: PD4-8, PD4-9   * Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity   + research how stereotypes and prejudice are challenged in local, national and global contexts   + discuss how challenging and resisting stereotypes can help young people to be themselves |
| [True stories](https://schoolsequella.det.nsw.edu.au/file/e57836f1-6008-4c05-a124-6068b317b6f1/1/s4-true-stories.docx)  45-50 minutes | This activity uses personal stories of young people who have been infected with a sexually transmissible infection and/or a blood borne virus. Students analyse the implications of contracting a STI/ BBV on a young person’s life and propose ways to raise awareness about safe practices. | Outcomes: PD4-7   * propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073) * identify and plan preventive health practices and behaviours that assist in protection against disease, eg blood-borne viruses, sexually transmissible infections S I |
| [Healthy food habits](https://schoolsequella.det.nsw.edu.au/file/ae10e5ed-8331-452a-930a-030539053d22/1/s4-literacy-healthy-food-habits-2018.docx)  2 x 45 minute lessons | This teaching idea uses the Read Aloud, Think Aloud\* strategy to deconstruct text. The strategy is be modelled to deconstruct the Australian Guide to Healthy Eating poster. Students then work in pairs to use a guided approach to deconstruct the Healthy eating for children and Healthy eating for adults brochures to gather additional information. | Outcomes: PD4-7   * develop health literacy skills and promote health information that is aimed at assisting young people to address health issues * plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077) |
| [Risk taking running dictation](https://schoolsequella.det.nsw.edu.au/file/ae10e5ed-8331-452a-930a-030539053d22/1/s4-running-dictation-risk.docx)  30-45 minutes | This teaching idea uses the running dictation strategy to interpret text and engage reading, writing, listening and speaking skills. | Outcomes: PD4-7, PD4-10   * examine factors that influence health and wellbeing * recognise potentially unsafe environments and describe strategies to promote their own and others’ health, safety and wellbeing in a variety of real life situations |