Odd

2024

**Teacher** 

Where can I find these units? How long do I plan for these units? NSW DoE Units of Learning, NSW DoE Child Protection Each unit is planned over ONE term.

**Class** 





## **PDHPE**

Year

# THE RESILIENCE PROJECT ~

Early-Stage 1

Pde-2, Pde-3, Pde-9, Pde-10 PD1-2, PD1-3, PD1-9, PD1-10 PD2-2, PD2-3, PD2-9, PD2-10 PD3-2, PD3-3, PD3-9, PD3-10 The Resilience Project's Partnership Program supports the wellbeing of the whole school community and builds a positive school culture. The Resilience Project curriculum has been designed by teachers for teachers. We understand that teachers facilitating the delivery of wellbeing curriculum will have varying levels of expertise in the subject. To

SC Scene		assist, we have designed evidence-based lesson plans and activities that are easy to follow, include comprehensive resources, and a range of practical activities to make delivery of the curriculum an engaging and enjoyable experience. The preferred approach is to complete each lesson in its entirety; however we acknowledge that this isn't always possible. Therefore, lessons have been divided into multiple shorter activities, which provide the opportunity to complete as much of the lesson as possible and still achieve great outcomes.			
		TERM 1	TERM 2	TERM 3	TERM 4
Early-Stage 1	YEARLY	Keeping Myself Safe Child Protection  PDe-1, PDe-2, PDe-3, PDe-7, PDe-9, PDe-10  explores different parts of the body, including those which are private, rights and responsibilities, appropriate touch, and how to respond to inappropriate touch.  recognise reactions and body signals to safe and unsafe situations and develop their help seeking and interpersonal skills, including how to express ways to show respect to others, and use No-Go-Tell.	How Can I solve Problems While Moving?  PDe-4, PDe-5, PDe9  • test and create solutions to a variety of movement challenges through modifying movement sequences and games. For example, they may explore different ways to propel an object accurately within the playing area.	PDe-3, PDe-7, PDe-9, PDe-10, PDe-11  explores emotions, emotional responses to experiences and appropriate strategies to communicate feelings.  explore different families and identify people who care for them.  interpersonal skills required to communicate and interact in a caring and respectful way with others and the importance of showing kindness.	Using Tactics to be Successful in Games  PDe-4, PDe-5, PDe-10, PDe-11  • test and apply various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in territory games.  • use movement skills to solve game-based problems.
Stage1	ODD	How Do I Keep Myself and Others Safe?  PD1-2, PD1-6, PD1-9  • identify and evaluate safe places and situations involving people  • recognise personal warnings signs and physical responses of themselves and others  • apply help-seeking strategies to real-life situations	How Can I solve Problems While Moving?  PDI-4, PDI-5, PDI9  • test and create solutions to a variety of movement challenges through modifying movement sequences and games. For example, they may explore different ways to propel an object accurately within the playing area.	PD1-4, PD1-5, PD1-6, PD1-8  • develop fundamental movement skills to participate in new and unfamiliar physical activities.  • benefits of participating in physical activity and are provided with opportunities to actively engage in individual, team or group physical activities to build confidence, competence, fitness and health.  • develop self-management and interpersonal skills when planning new games and movement sequences	Strengths and Strategies for Safety Child Protection  PDI-1, PDI-2, PDI-3, PDI-7, PDI-9, PDI-10  explores positive ways of interacting with others and how strengths can be used to demonstrate respectful behaviour.  explore differences between themselves and their classmates and the benefits of diversity.  consider how body signals, inappropriate touch and unsafe secrets are warning signs and how they can recognise and make safe choices.  examine bullying behaviours and ways to respond to bullying from different perspectives.
	EVEN	Including others & building respectful relationships? PDI-3, PDI-7, PDI-9, PDI-10  • learn to value diversity and foster connection with others through recognising similarities and differences within groups.  • develop social awareness through participating in group activities and explore ways to interact with others that promotes inclusion.  • identify and demonstrate ethical behaviour that supports safety and fair play in movement settings.	Staying Safe Child Protection  PDI-1, PDI-2, PDI-3, PDI-9  • Through this unit, students will practise a range of protective strategies for responding to various situations. They will build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others. Students will develop and apply interpersonal and self management skills to build relationships, demonstrate cooperation and communicate respectfully in the class and small groups.	PDI-2, PDI-6, PDI-7, PDI-9  • explore how individuals should act in different environments and how to be responsible for their own and others' health, safety and wellbeing.  • develop a stronger understanding of how to make positive decisions and the impact these have on themselves and others  • practise how to seek help and participate in a variety of activities that promote healthy and safe lifestyles.	Using Tactics to be Successful in Games  PD1-4, PD1-5, PD1-10, PD1-11  • test, apply and combine various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in territory games  • perform and combine movement skills and sequences to solve games-based problems.
Stage 2	ODD	How Do I Keep Myself and Others Safe?  PD2-2, PD2-6, PD2-9  explore the decision-making process, its application and consequences to safety in real-life situations analyse their own and others' physical and emotional responses in relation to the safety of specific situations evaluate, select and practise appropriate help-seeking strategies and support services recognise personal responsibilities about the safety of themselves and others through upstander behaviour and reporting	How Can I solve Problems While Moving?  PD2-4, PD2-5, PD29  • test and create solutions to a variety of target games through modifying movement sequences tactical approaches  • predict the outcome of the way they propel an object at a target by considering how space, time, effort and equipment influence the accuracy.	Standing up for the rights of myself & others Child Protection  PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-10  investigate whether the rights of others are being respected in given scenarios and use this information to identify behaviours that constitute various types of abuse.  Recognise that everyone has the right to be safe and that they can use their personal power and strengths to stand up for their own and others' rights in a safe and positive way.	Using Tactics to be Successful in Games  PD2-4, PD2-5, PD2-10, PD2-11  • test, apply and combine various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in territory games.  • perform and refine movement skills and sequences to solve games-based problems.
	EVEN	My Right to be Safe Child Protection  PD2-1, PD2-2, PD2-3, PD2-9, PD2-10  • identify the rights of themselves and others.  • explore emotional and behavioural warning signs associated with safe and unsafe situations.  • identify sources of support to assist them to learn about change and to seek help and advice to manage the changes associated with puberty.	Developing a range of skills while Moving  PD2-1, PD2-2, PD2-3, PD2-6, PD2-7, PD2-10  develop a wide range of skills including running, jumping and throwing using a wide range of activity styles, such as an inquiry-based approach.  make connections to how these skills may transfer to other movement activities including a school-based athletics carnival.  explore feelings associated with competition, overcoming challenges to develop resilience, how to support others and the importance of positive communication.	PD2-4, PD2-5, PD2-120  develop and perform fundamental movement skills (FMS) through a game-sense approach to learning. explore different approaches to moving their body to effectively participate in games. use strategic thinking and communication to work collaboratively and inclusively with peers to improve game performance.	PD2-2, PD2-6, PD2-9, PD2-10 Note: this unit is taken from a Catholic Diocese and as such, needs to be amended accordingly.  How do drugs (medicines, tobacco and alcohol) affect me?  How can I keep my environment healthy and respond in an emergency situation?
	DD	Safe and Unsafe Relationships Child Protection  PD3-1, PD3-2, PD3-3, PD3-7, PD3-9, PD3-10  • explores the diversity of relationships and reasons why relationships change.  • develop skills to recognise characteristics of respectful relationships and identify safe and unsafe online	How Can I solve Problems While Moving?  PD3-4, PD3-5, PD39  • recognise possible solutions to movement challenge and apply a variety of strategies  • reflect upon previous experiences and suggest ways to refine performance	PD3-2, PD3-6, PD3-7, PD3-9, PD3-10  • develop the knowledge, understanding and skills to foster their health, safety and wellbeing, while navigating transition and change in their lives.  • explore emotions and how these affect their	Using Tactics to be Successful in Games  PD3-4, PD3-5, PD3-10, PD3-11  test, apply and combine various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in territory games. They perform and refine

- relationships and identify safe and unsafe online behaviour, types of violence, coercion and how power might be abused.
- develop and apply interpersonal and selfmanagement skills to plan for safety online and offline, protect themselves and promote supportive upstander behaviour.

# How Do I Keep Myself &

### **Others Safe?** PD3-2, PD3-6, PD3-9

investigate how contextual factors and emotions impact their own and others safety in real-life

- evaluate and practise help-seeking strategies, the decision-making process and supportive behaviour that benefits themselves and others
- select and practise appropriate ways to resolve conflict and bullying both in-person and online
- develop emergency action plans, personal safety plans and safety travel plans for independent travel

# **Power to Protect Child Protection**

refine performance

PD3-3, PD3-6, PD3-9, PD3-10 develop skills to identify emotional abuse, sexual abuse,

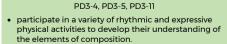
neglect and forms of harassment. consider contextual factors that influence the safety of a situation and develop safety plans to lower their level

create, adapt and apply rules to provide an inclusive

learning environment that caters for individual

- discuss and practise protective strategies that can be used to support and protect themselves and advocate for others
- explore emotions and how these affect their decisions, behaviours and relationships.
- develop an understanding of what a respectful relationship looks like and how it feels both in person and online.
- practise positive behaviours to enhance relationships, learn strategies to deal with conflict

# **Practise & Perform**



experiment with, practise and refine movement skills and work collaboratively to create and perform a small-group movement sequence.

based problems.

# Responsible for my increasing

territory games. They perform and refine movement skills and sequences to solve games-

independence PD3-1, PD3-6, PD3-7, PD3-9

- investigate how their level of independence changes over time.
- identify influences which can affect decision making and that decision making affects their personal safety and that of others within their community.
- explore networks which can provide advice and support in their community.



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Stage

It will be the responsibility of teachers to plan their own games and skills units and deliver in conjunction with the above units. It **Games and Skills** may be easier for classes to team up with another class/es to deliver a range of games and sports for students.

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