

CENTRAL COAST CLUSTER PDHPE PROGRAM

Stage:	3	Year :	5	Unit Name:	Survivor	Term:	2/3	Duration:	10 weeks
Unit Description					Content Strands				
<p>Students will participate in a range of initiative and challenge activities that promote cooperation and teamwork. They will recognise the qualities and characteristics required to overcome personal obstacles and encourage others to achieve their best.</p>					Health, Wellbeing & Relationships	Healthy, Safe & Active Lifestyles	Movement Skill & Performance		
					Outcomes & Indicators				
<p>→ investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2</p> <p>→ evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3</p> <p>→ proposes and implements actions and protective strategies that promote health, safety, wellbeing and</p> <p>→ physically active spaces PD3-7</p> <p>→ creates and participates in physical activities to promote healthy and active lifestyles PD3-8</p> <p>→ applies and adapts self-management skills to respond to personal and group situations PD3-9</p> <p>→ selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10</p> <p>Cross Curriculum Links: Science & Technology - STEM tasks Mathematics - STEM tasks</p> <p>Perspectives: Towards Wholeness K-6</p>					<p>Self- Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengthen personal identity <input type="checkbox"/> Self-awareness <input type="checkbox"/> Decision-making and problem-solving 				
					<p>Interpersonal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration, inclusion and relationship-building <input type="checkbox"/> Leadership and advocacy 				
					<p>Movement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tactical and creative movement 				
<p>Key Inquiry Questions: What qualities and characteristics help me overcome personal obstacles?</p> <p>Supporting Questions (Syllabus) How responsible am I for my own and others' health, safety and wellbeing? What actions positively influence the health, safety and wellbeing of my community? How do empathy, inclusion and respect have an impact on myself and others?</p>					<p>Assessment: For/ As/ Of Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-reflect on their own qualities and characteristics as a person. (Assessment As Learning) <input type="checkbox"/> Identify the key qualities and characteristics they need for an effective team and develop a success criteria (Assessment For Learning) <input type="checkbox"/> Fitness Challenge (Assessment For Learning) <input type="checkbox"/> Tribal Council (Assessment As Learning) <input type="checkbox"/> Red Light, Yellow Light thinking routine (Assessment Of Learning) 				

SOCIAL AND EMOTIONAL LEARNING CONTINUUM

Below is the Stage _ SEL continuum. The ★ indicates this social and emotional learning skill is present in this unit of work.

<p><u>Self-Awareness</u></p> <p><i>Identifying Emotions, Recognising Strengths</i></p>	<p>Recognises emotions: Explain how the appropriateness of emotional responses influences behaviour .</p>	
	<p>Recognise personal qualities and achievements: Describe the influence that personal qualities and strengths have on their learning outcomes.</p>	★
	<p>Understand themselves as learners: Describe the influence that personal qualities and strengths have on their learning outcomes.</p>	★
	<p>Develop reflective practices: Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential.</p>	★
<p><u>Self-Management</u></p> <p><i>Managing Emotions, Goal Setting</i></p>	<p>Express emotions appropriately: Explain the influence of emotions on behaviour, learning and relationships.</p>	
	<p>Develop self-discipline and set goals: Analyse factors that influence ability to self-regulate; devise/apply strategies to monitor own behaviour and set realistic learning goals.</p>	★
	<p>Works independently and shows initiative: Assess the value of working independently, and taking initiative to do so where appropriate.</p>	
	<p>Become confident, resilient and adaptable: Devise strategies, formulate plans to assist in the completion of challenging tasks and maintenance of personal safety.</p>	★
<p><u>Social Awareness</u></p> <p><i>Perspective Taking, Appreciating Diversity</i></p>	<p>Appreciates diverse perspectives: Explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others.</p>	
	<p>Contribute to civil society: Identify a community need/problem, consider action to address it.</p>	
	<p>Understands relationships: Identify the differences between positive and negative relationships and ways of managing these.</p>	
<p><u>Relationship Skills</u></p> <p><i>Communication, Building Relationships, Negotiation, Refusal</i></p>	<p>Communicates effectively: Identify and explain the factors that influence effective communication in a variety of situations.</p>	★
	<p>Works collaboratively: Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects.</p>	★
<p><u>Responsible Decision Making</u></p>	<p>Make decisions: Identify factors that influence decision making and consider the usefulness of these in making their own decisions.</p>	★


Analysing situations, Assuming responsibility, Respecting diversity, Respecting Others, Problem Solving

Negotiate and resolve conflict: Suggest, considers and selects appropriate alternatives when resolving problems.



Develop leadership skills: Initiate/help organise group activities that address a common need.



CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 1	DIFFERENTIATION/ EVALUATION	RESOURCES
<p>What qualities and characteristics help me overcome personal obstacles?</p> <p>Students: → recognise how regular physical activity and movement situations promote enjoyment and positive outcomes for participants</p> <p>Note: This learning sequence addresses part of the syllabus' inquiry question How responsible am I for my own and others' health, safety and wellbeing?</p> <p>Students: → practise skills to establish and manage relationships</p> <p>Note: This learning sequence addresses part of the syllabus' inquiry question How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>SKILL/SEL FOCUS: <i>self-awareness - personal qualities, self-management - self discipline, social awareness - collaboration, inclusion, relationship- communication, decision making - makes decisions</i></p> <p>Individual Strengths, Team work, Role and Responsibilities</p> <p>Tuning In:</p> <ul style="list-style-type: none"> ❑ Examine a trailer of Australian Survivor: Samoa (You Tube clip). Watch through once and view a second time with the prompts in mind. <ul style="list-style-type: none"> ❑ Use the thinking routine Think Puzzle Explore to help students understand and unpack the purpose for viewing the clip. Discuss and record student thinking, using this to drive the beginning of the unit. <ul style="list-style-type: none"> ❑ <i>What qualities do you think are being exhibited by these players?</i> ❑ <i>What questions or puzzles do you have about the personal qualities of successful people or teams?</i> ❑ <i>How might we explore the personal qualities of different people and how might these contribute to the success of different activities?</i> ❑ Introduce the key inquiry question: What qualifies and characteristics help me overcome personal obstacles? <ul style="list-style-type: none"> ❑ Introduce the survivor concept and develop a slogan <p>Shared Inquiry:</p> <ul style="list-style-type: none"> ❑ Explore the key qualities and characteristics that people might have, both positive and negative. <ul style="list-style-type: none"> ❑ Use the thinking routine Generate, Sort, Connect, Elaborate to help students brainstorm qualities and characteristics. Share thinking with others <ul style="list-style-type: none"> ❑ Generate a list of qualities and characteristics people might have ❑ Sort these into categories that are similar ❑ Connect the qualities and characteristics that are linked/ similar/ important to each other using a connecting line ❑ Elaborate on these connections by explaining how and/or why they are connected ❑ Self-reflect on their own qualities and characteristics as a person. (Assessment As Learning) ❑ Identify the key qualities and characteristics they need for an effective team and develop a success criteria (Assessment For Learning) <ul style="list-style-type: none"> ❑ Use the success criteria to formulate groups of 2-4 <ul style="list-style-type: none"> ❑ NB: Each tribe discusses and negotiates different roles/responsibilities throughout the unit dependent on the challenge being undertaken. ❑ Investigate different components of health-related and skill-related physical fitness <ul style="list-style-type: none"> ❑ Explore different physical activities that people choose to do to support them to stay fit and healthy and the influence this activity has on different components of fitness. E.g. Sprint training for speed, yoga for flexibility, resistance training for strength, etc. ❑ Discuss gender stereotypes and how societal views can impact personal opinion around gender ability (build into th discussion bullying, discrimination, harassment, violence) <ul style="list-style-type: none"> ❑ Explore gender stereotypes in the media ❑ Investigate sporting events with relation to gender and inequality(look at 2nd image) 		<p>Survivor trailer: https://www.youtube.com/watch?v=ePfkZyqwR0</p>  <p>Activity guidelines: https://www.healthykids.nsw.gov.au/stats-research/physical-activity</p> <p>https://www.theguardian.com/sport/2018/jun/28/world-surf-league-criticised-over-gender-pay-gap-for-junior-surfers</p>

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 2	DIFFERENTIATION/ EVALUATION	RESOURCES
<p>What qualities and characteristics help me overcome personal obstacles? Students: → examine the role of physical activity in promoting health and wellbeing</p> <p>Note: This learning sequence addresses part of the syllabus' inquiry question What actions positively influence the health, safety and wellbeing of my community?</p> <p>Students: → practise skills to establish and manage relationships</p> <p>Note: This learning sequence addresses part of the syllabus' inquiry question How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>SKILL/SEL FOCUS: <i>self-awareness</i> - personal qualities and achievement, <i>self-management</i> - self discipline, <i>social awareness</i> - collaboration, inclusion, <i>relationship-</i> communication and collaboration, <i>decision making</i> - makes decisions</p> <p>Reasons and Influence for Physical and Mental Activity Shared Inquiry:</p> <ul style="list-style-type: none"> ❑ Engage in a range of challenges as a tribe that draw upon the skills and understanding developed so far in the unit. <ul style="list-style-type: none"> ❑ Fitness Challenge: In pairs, students choose from a list of fitness components and design an activity to test this component e.g. push-ups for strength, agility pole course, wall sit for muscular endurance. (Assessment For Learning) <ul style="list-style-type: none"> ❑ Pair with someone from the opposing tribe. ❑ Choose one of the fitness components and test themselves. Based on their results, students then set themselves a goal to achieve in time period (3-4 weeks). ❑ Write a plan of how they will achieve this goal i.e. a training plan to be conducted outside of school. Students keep a journal of how they are tracking against their plan, focusing on challenges/obstacles they have to overcome. ❑ After a set time period, students are then tested again and evaluate themselves relative to their goal. Students are given points based on their performance and the degree to which they achieve their goal. Tribes accumulate their points to determine the winning tribe. ❑ Tribal Council: Reflect on the skill challenge: (Assessment As Learning) <ul style="list-style-type: none"> ❑ <i>What qualities and characteristics was required of you as an individual during the challenge?</i> ❑ <i>What strategies were needed to achieve your goal?</i> ❑ <i>What challenges/ obstacles did you face during the challenge?</i> ❑ <i>How did these impact the achievement of your goal?</i> ❑ <i>How might you do things differently next time?</i> ❑ Survivor Challenges: Tribes (teams) engage with a range of different challenges designed to test different qualities and characteristics. Each challenge requires teams to meet for tribal council as part of their collective and individual reflection. <ul style="list-style-type: none"> ❑ Mental Challenge <ul style="list-style-type: none"> ❑ Tribes (teams) examine the 'camping' image (see appendix). Use the thinking routine See Think Wonder to examine the different components of the image: <ul style="list-style-type: none"> ❑ <i>What do you see, observe or notice?</i> ❑ <i>What do you think is happening?</i> ❑ <i>What questions do you have?</i> <p>Tribes work collaboratively to answer questions based on the clues given in the picture and their own general knowledge.</p> <ul style="list-style-type: none"> ❑ Tribes could work through a range of mental challenges and be awarded points for number of correct answers with bonus points for group collaboration and perseverance. ❑ Tribal Council: self and group reflection of the challenge. Re-examine the success criteria and identify areas for group improvement (Assessment As Learning) 		<p>Puzzle Prime Brain Teasers</p>

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 2 cont...	DIFFERENTIATION/ EVALUATION	RESOURCES
<p>What qualities and characteristics help me overcome personal obstacles?</p> <p>Students:</p> <p>→ examine the role of physical activity in promoting health and wellbeing</p> <p>Note: This learning sequence addresses part of the syllabus' inquiry question What actions positively influence the health, safety and wellbeing of my community?</p> <p>Students:</p> <p>→ practise skills to establish and manage relationships</p> <p>Note: This learning sequence addresses part of the syllabus' inquiry question How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>SKILL/SEL FOCUS: <i>self-awareness</i> - personal qualities and achievement & understanding themselves as a learner, <i>self-management</i> - become confident, resilient and adaptable, social awareness, <i>relationship</i>- works collaboratively, <i>decision making</i> - develops leadership skills</p> <p>Taking on Challenges as a Team Shared Inquiry: (cont.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> STEM Challenge <input type="checkbox"/> Tribes (teams) undertake a STEM Challenge or multiple STEM challenges (see below) depending on time frame. Tribe determine the roles needed for the particular challenge and assign roles and responsibilities. <input type="checkbox"/> Tribes complete challenge in set time period (suggestions for activities and resources in appendix). <input type="checkbox"/> Tribes are awarded points completion of STEM challenge(s) as well as bonus points for tribe collaboration and perseverance. <input type="checkbox"/> Tribal Council: self and group reflection of the challenge. Re-examine the success criteria and identify areas for group improvement → what skills and personal qualities were needed and used in this challenge. Reflect on how the tribe worked together, what worked well, what needs improving. (Assessment As Learning) <input type="checkbox"/> Island Flip <input type="checkbox"/> You will need: A shower curtain, table cloth or sheet/blanket for each team. <input type="checkbox"/> The object of the game is to see which team can flip their island (the shower curtain) over first. All team members must stand on the island and then try and flip it over without stepping off the island. If a player steps off the island they have to start again. This is a mind challenge and is great for team building. <input type="checkbox"/> Tribes are awarded points for collaboration and communication and their ability to successfully complete the challenge. <input type="checkbox"/> Tribal Council: self and group reflection of the challenge. Re-examine the success criteria and identify areas for group improvement → what skills and personal qualities were needed and used in this challenge. Reflect on how the tribe worked together, what worked well, what needs improving. (Assessment As Learning) <input type="checkbox"/> Scavenger Hunt <input type="checkbox"/> Tribes (teams) participate in a challenge that requires them to work collaboratively to decipher clues and search for survivor related items around the school. Some fun ideas for the scavenger hunt item list are: find a book in the library on a certain topic, get a photo with the principal, decipher clues to find a hidden idol etc. Tribes are awarded points for the number of clues deciphered and items gathered as well as bonus points for tribe collaboration and perseverance. <input type="checkbox"/> Tribal Council: self and group reflection of the challenge. Re-examine the success criteria and identify areas for group improvement → what skills and personal qualities were needed and used in this challenge. Reflect on how the tribe worked together, what worked well, what needs improving. 		<p>STEM Challenge cards (see appendix)</p> <p>shower curtain / table cloth/ sheet or blanket per team</p> <p>clue cards electronic devices</p>

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 2 continued...	DIFFERENTIATION/ EVALUATION	RESOURCES
<p>What qualities and characteristics help me overcome personal obstacles?</p> <p>Students:</p> <p>→ examine the role of physical activity in promoting health and wellbeing</p> <p>Note: This learning sequence addresses part of the syllabus' inquiry question</p> <p>What actions positively influence the health, safety and wellbeing of my community?</p> <p>Students:</p> <p>→ practise skills to establish and manage relationships</p> <p>Note: This learning sequence addresses part of the syllabus' inquiry question</p> <p>How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>SKILL/SEL FOCUS: <i>self-awareness</i> - personal qualities and achievement & understanding themselves as a learner, <i>self-management</i> - become confident, resilient and adaptable, social awareness, <i>relationship</i>- works collaboratively, <i>decision making</i> - develops leadership skills</p> <p>Taking on Challenges as a Team Shared Inquiry: (cont.)</p> <ul style="list-style-type: none"> ❑ Obstacle Course with a Puzzle <ul style="list-style-type: none"> ❑ Set up two identical obstacle courses, and place bags containing puzzle pieces at the end of each course. ❑ Objective: for tribes (teams) to run the obstacle course, one at a time, retrieving a bag of puzzle pieces and returning to the start, where the next person begins the obstacle course. Once all team members have brought back a bag, the bags can be opened and the puzzle must be completed. The first team to complete the puzzle correctly wins. ❑ Tribal Council: self and group reflection of the challenge. Re-examine the success criteria and identify areas for group improvement → what skills and personal qualities were needed and used in this challenge. Reflect on how the tribe worked together, what worked well, what needs improving. (Assessment As Learning) ❑ Revise the key inquiry question: What qualities and characteristics help me overcome personal obstacles? <ul style="list-style-type: none"> ❑ Engage with the thinking routine Red Light, Yellow Light to help students demonstrate their understanding of the key inquiry question in relation to their learning. (Assessment Of Learning) <ul style="list-style-type: none"> ❑ Red Light: <ul style="list-style-type: none"> ❑ <i>What qualities and characteristics stop you from overcoming personal obstacles?</i> ❑ <i>How might this stop you from achieving your goals?</i> ❑ <i>How might these qualities stop others from achieving when you work in a group?</i> ❑ Yellow Light: <ul style="list-style-type: none"> ❑ <i>What qualities and characteristics slow you down when your trying to overcome personal obstacles and achieve goals?</i> ❑ <i>How might this affect the achievement of your goals?</i> ❑ <i>How might these qualities impact on others in a group situation?</i> ❑ Green Light: <ul style="list-style-type: none"> ❑ <i>What qualities and characteristics help you to overcome personal obstacles and achieve goals?</i> ❑ <i>How can goal-setting and developing an action plan, help us to improve ourselves and our wellbeing?</i> 		<p>bags puzzle pieces hoops</p> <p>Red Light, Yellow Light</p>

Mental Challenge



Survivor Challenges

1. How many tourists are staying at this camp?
2. When did they arrive: today or a few days ago?
3. How did they get here?
4. How far away is the closest village?
5. Where does the wind blow: from the north or from the south?
6. What time of day is it?
7. Where did Alex go?
8. Who was on duty yesterday? (Give their name)
9. What day is it today?

SOLUTION

1. There are 4 people.
2. They arrived a few days ago, enough so that a spider web can appear on the tent.
3. Judging by the paddles, they got there with boats.
4. There is a hen walking around the camp, so the closest village is not far away.
5. The leaves of the trees are larger at the south side, so the wind must be blowing from the South.
6. The shadow is pointing towards West, so it must be morning.
7. Alex went to catch butterflies.
8. Since Peter is on duty today – cooking food for the group, it was Colin on duty yesterday.

9. Today is August 8. Watermelons ripen in August.

Island Flip

You will need: A shower curtain, table cloth or sheet/blanket for each team.

The object of the game is to see which team can flip their island (the shower curtain) over first. All team members must stand on the island and then try and flip it over without stepping off the island. If a player steps off the island they have to start again. This is a mind challenge and is great for team building.

Scavenger Hunt

Have teams go into the school and search for items that are survivor related. Some fun ideas for the scavenger hunt item list are: find a book in the library on a certain topic, get a photo with the principal, decipher clues to find a hidden idol

Obstacle Course with a Puzzle

Set up two identical obstacle courses, and place bags containing puzzle pieces at the end of each course. The object is for teams to run the obstacle course, one at a time, retrieving a bag of puzzle pieces and returning to the start, where the next person begins the obstacle course. Once all team members have brought back a bag, the bags can be opened and the puzzle must be completed. The first team to complete the puzzle correctly wins.

Stem Challenge:

applies and adapts self-management skills to respond to personal and group situations PD3-9

selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10

Tribes take part in a “STEM Challenge”. Each tribe to discuss roles needed for the particular challenge. Assign roles and responsibilities.

Tribes complete challenge in set time period (suggestions for activities and resources below).

Complete reflection sheet.

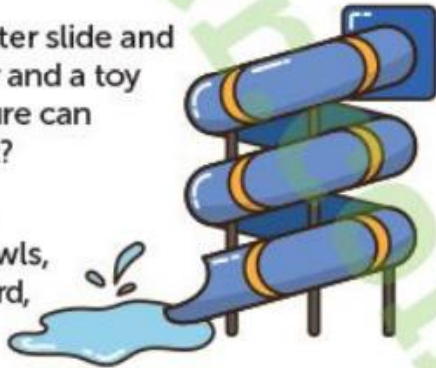
Plenary - share what skills and personal qualities were needed and used in this challenge. Reflect on how the tribe worked together, what worked well, what needs improving.

- Towards Wholeness: <https://sites.google.com/parra.catholic.edu.au/pdhpe-7-10-catholic-values/pdhpe-k-6-towardswholeness?authuser=0>
- Student Wellbeing Hub: <https://studentwellbeinghub.edu.au/>

WATER SLIDE

Challenge: Build a water slide and then test it with water and a toy figure! Whose toy figure can slide down the fastest?

Suggested Materials:
straws, foil, plastic bowls,
cotton buds, cardboard,
cardboard tubes



[twinkl.com](https://www.twinkl.com)

MAKE IT MOVE!

Challenge: Build and construct a model car that can travel more than 1 metre. Your car must include wheels and axles.

Suggested Materials:
cardboard, tooth picks, straws,
cardboard rolls, milk bottle lids,
sticky tack, round pasta wheels,
cardboard box, masking tape



[twinkl.com](https://www.twinkl.com)

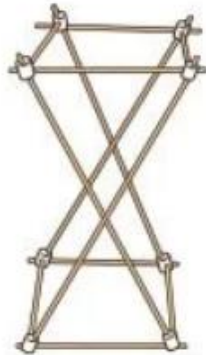
AMAZING ARCHITECTURE!

Challenge:

Construct the tallest tower possible from spaghetti sticks and miniature marshmallows in 30 minutes.

Materials:

mini marshmallows,
spaghetti sticks



Teach Starter.com

ZIP LINE!

Challenge: Construct an apparatus that can transport as many marbles as possible across a span of 3 metres.

Suggested Materials:

fishing line, paper clips,
paddle pop sticks, string,
plastic cups, rubber bands



Teach Starter.com

STEM Reflection Sheet

Ask and Imagine

What is the challenge? _____

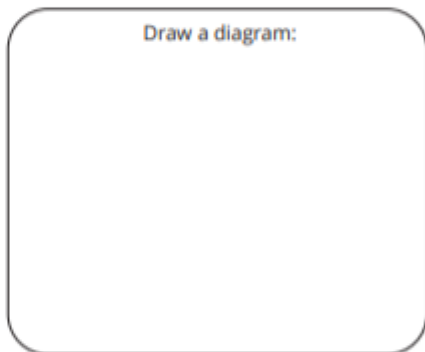
Brainstorm Ideas:

Plan and Create

List of materials:

-
-
-
-
-
-

Draw a diagram:



Improve and Share

Did it work? YES NO

Can you make it better? YES NO

What would you do differently? _____

CONFLICT RESOLUTION TASK CARDS:

evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3

selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10

During a task such as Island Flip - teacher explains that during this activity there may be some students behaving in a particular way to cause conflict during the activity. Students are encouraged to recognise challenging social behaviours and find ways to respond appropriately to allow the activity to continue and resolve conflict. Teacher selects students to give the following task cards to:

DISCRIMINATION:

Your task is to exclude one person throughout the activity

HARASSMENT:

Your task is to pick one person and constantly “pick on them”, eg putting down and name calling

COERCION:

Your task is to try to convince people to do things that they don't want to do

ABUSE:

Your task is to verbally say mean or rude things to people

VIOLENCE:

Your task during the activity is to “ruin” or “wreck” some of the resources being used