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Safe play day

Strands

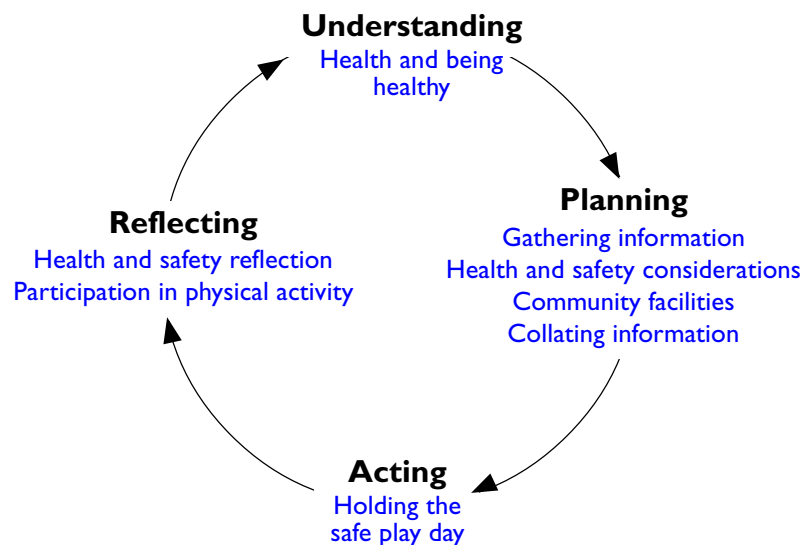
Promoting the Health of Individuals and Communities
Developing Concepts and Skills for Physical Activity

Purpose

Students research physical and recreational activities that contribute to the different dimensions of health. They identify opportunities that exist for participating in physical and recreational activities within the local community and suggest reasons for their family's and friends' participation in particular activities. Students demonstrate actions to reduce risk when participating in physical and recreational activities and explain potentially unsafe aspects of local recreational facilities.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

Promoting the Health of Individuals and Communities

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

- 2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.
- 2.3 Students propose and demonstrate ways to promote personal safety and the safety of others.

Developing Concepts and Skills for Physical Activity

- 2.4 Students identify physical activities in which they, their friends and their family participate, and suggest reasons for different choices.

Core content

Promoting the Health of Individuals and Communities

This module incorporates the following core content from the syllabus:

- health-promoting behaviours of individuals and groups related to physical, social, mental, emotional and spiritual wellbeing;
- behaviours that promote personal and group safety related to road and transport use;
- safe, unsafe, risky and challenging behaviours in physical activities and physical dares and risks;
- factors that influence attitudes towards, and participation in, physical activities, including popular culture, codes of behaviour and family.

Developing Concepts and Skills for Physical Activity

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module. Other activities in this module provide opportunities for teachers to gather evidence about students' demonstrations of learning outcomes for assessment purposes.

Promoting the Health of Individuals and Communities 2.1

- **Students describe how physical and recreational activities enhance different dimensions of health.**
 - Can the student describe the different dimensions of health?
 - Can the student give reasons why people participate in physical and recreational activities?
 - Can the student identify the health benefits of participating in physical and recreational activities?
 - Can the student describe and demonstrate activities they, their friends and/or their family participate in that promote the different dimensions of health?

Promoting the Health of Individuals and Communities
2.1, 2.3

Developing Concepts and Skills for Physical Activity 2.4

R Resource Sheet 3

- **Students plan and hold a safe play day after considering health and safety issues associated with physical and recreational activities and with travel.**
 - Can the student explain why following specific safety procedures is a necessary part of the safe play day for himself or herself and others?
 - Can the student apply the need for safety when participating in the safe play day to other contexts?
 - Can the student demonstrate specific procedures to maintain his or her own safety and the safety of others during the safe play day?
- **Students identify and draw pictures of physical and recreational activities in which their peers, family and other members of the community participate, and provide reasons for why these activities are chosen. They record their ideas on Resource Sheet 3.**
 - Can the student identify physical and recreational activities that suit different community groups in terms of age, gender and disability?
 - Can the student suggest reasons why different people have different attitudes towards physical and recreational activity?
 - Can the student suggest reasons why different people choose to participate in different physical and recreational activities?

Background information

This module aims to help children develop the knowledge, skills, attitudes and values necessary to actively participate in physical and recreational activities in a safe way.

Over the past five years road trauma has accounted for 58 per cent of all accidental deaths of children between five and nine years old in Queensland.¹ Road deaths and injuries are the result of an interplay of a number of risk factors and are wholly preventable.

Children's extremely limited ability to appreciate the dangers associated with road use frequently renders them vulnerable on the road. Lack of skill and the improper use of bicycles, skateboards and skates can result in crashes leading to serious injury or death. Rather than discouraging children from using the equipment, adults should help them learn how to use it safely. With this in mind, children should be taught skills so they may gain as much control as possible over the equipment and be encouraged to always wear a helmet and other protective equipment. Keeping the equipment well maintained and in a safe condition should also be given priority.

Children should learn how to choose appropriate places for their leisure activities. Equipment such as bicycles, skateboards and skates should only be used in parks, on purpose-built ramps and on shared footpaths and bikeways. Children up to the age of ten generally have very poor skills when using such equipment and should not operate them in traffic without adult supervision.

This module was developed with the support of the Community Programs section of Queensland Transport.

1. Extracted from Australian Bureau of Statistics data for 1994–1996 by the Queensland Council on Obstetric and Paediatric Morbidity and Mortality, Epidemiology Unit, Mater Hospital, 1998.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

bicycle	fitness	protection	safe travel
bikeway	health	research	skateboard
community	helmet	road safety	skates
equipment	injury	rule	traffic
facilities	participation	safe play	venue

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in ‘Safe play day’. Some safety issues that teachers should consider are:

- supervising students as they conduct research tasks;
- assessing and managing risks associated with using school or community playground equipment to ensure a safe learning environment.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- recognise the role that the home, school and community play in promoting physical activity;
- involve parents/carers during their planning;
- investigate recreational activities available to various groups, including the aged and disabled.

Students with disabilities or learning difficulties may require some activities to be modified to optimise their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

Federal Office of Road Safety 1991, *A Simple Guide to Bicycle Safety*, brochure, Canberra.

Hope, M. & Symons, D. 1993, *Roadsafe: A Teacher's Guide Years 1–3*, kit, Queensland Department of Transport and Queensland Department of Education, Brisbane.

Queensland Transport 1995, *Motorists and Cyclists: Partners in Safety*, brochure, Brisbane.

Queensland Transport 1996, *Protect Our Future Champions*, brochure, Brisbane.

Queensland Transport 1998, *Keep Your Head in a Helmet*, brochure, Brisbane.

Queensland Transport, *Road Safety for Queensland*. Available URL: <http://www.roadsafety.net/> (accessed April 2000).

Organisations

Contact your nearest Queensland Transport office for information about local road safety consultants.

Activities

It is recommended that students keep a folder or workbook in which to record information and ideas explored during this module.

Understanding

HEALTH AND BEING HEALTHY

Understanding health and being healthy

► Students suggest meanings for the terms ‘health’ and ‘being healthy’. They write their suggestions and ideas on flashcards. Students group the flashcards according to a common characteristic and then discuss how and why they grouped the flashcards in this way. They then group the flashcards in a different way and discuss the grouping. They write further meanings on flashcards as their ideas develop through discussion.

Focus questions could include:

- What does ‘health’ mean?
- How do you become healthy?
- Why is it important to be healthy?
- If a person is healthy, how do they look/feel/behave?
- When do you feel healthy?

Teaching consideration

While it is not necessary to introduce the physical, social, emotional, mental and spiritual dimensions of health at this point, teachers should be aware of these dimensions during discussions and encourage students to consider health as more than the absence of sickness.

Students should record a definition of health in a personal ‘safe play day’ folder or workbook. Keep other work samples relating to the module in the folder.

► Students compare how individuals and families stay healthy. They list what they do as individuals to stay healthy, such as playing outside, riding bicycles and eating fruit, and what they do as a family to stay healthy, such as spending time together, eating together and going for walks. Students suggest how as individuals or as a family they maintain their safety during some of these activities.

Teaching considerations

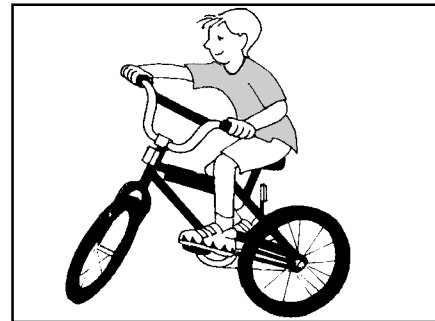
Use this activity to highlight the diversity of families and individuals.

Ask students to consider how they stay safe during activities and while travelling to and from activities either as individuals or in groups — for example, wearing seat belts or helmets.

► Students choose an activity from one of their lists compiled in the previous activity and draw pictures showing individuals or families participating in an activity in safe and unsafe ways. Under each picture they write a caption explaining what is safe and unsafe about each situation. They share these with their peers and display them where appropriate.



Safe — wearing helmet



Unsafe — no helmet

► Students explore the meaning of the terms ‘physical health’, ‘social health’, ‘emotional health’, ‘mental health’ and, if applicable, ‘spiritual health’. They use personal experiences to help describe the terms. These could be listed on a chart and kept for future reference.

Focus questions could include:

- How do you keep physically healthy?
- What activities do you do to help your physical health?
- Are rest and sleep important for good health? Why?
- Where do you meet people and make new friends?
- Why is being able to mix with people important for your health?
- How does the way we feel (our emotions) affect our health?
- When is it especially important for us to be able to think clearly about things?

Teaching considerations

Introduce the terms for the different dimensions of health to students. This may require considerable discussion and exemplification. Students will develop a better understanding of the terms as they work through the module.

Spiritual health can refer to a person’s inner peace or their relationship with a religious or sacred being or the environment. Teachers will need to ask appropriate questions to explore this dimension.

- Students form groups to plan for a ‘safe play day’ that:
 - promotes safety;
 - allows students, their friends and family to participate in physical and recreational activities together;
 - includes activities that promote the different dimensions of health.
- Students brainstorm and list activities, planning considerations and safety procedures for the safe play day. They adapt or add to the list and negotiate about activities as they plan and prepare for the safe play day. They record their ideas in their folder or workbook.

Planning

GATHERING INFORMATION

Gathering information in preparation for the safe play day

► Students identify and list the health benefits of participating in a particular physical or recreational activity — for example, an activity that involves road use, such as cycling.

Focus questions could include:

- Why do people get involved in cycling?
- How do you feel when you are cycling?
- Do all people cycle for the same reasons?
- Do you prefer to cycle by yourself or with other people? Why?
- How does cycling contribute to the different dimensions of health?
- In which other physical activities are you or your family involved?
- How do you and your family socialise with others?
- What activities are you or your family involved in that make everyone happy?
- What are some spiritual activities in which you and your family participate together — for example, going to church, walking through a forest, meditating?

Teaching consideration

Use the terms ‘physical’, ‘social’, ‘emotional’, ‘mental’ and ‘spiritual’ whenever possible throughout activities to reinforce the different dimensions of health. Students must know these terms to demonstrate the outcome.

► Students identify physical and recreational activities that could be enjoyed in their local community (including school). As a class, they choose one of these activities and conduct a ‘recreational analysis’ of the activity. Students use the headings ‘Who’, ‘What’, ‘Where’, ‘When’, ‘How’ and ‘Why’ to structure the analysis, as in the following example. They also identify the different dimensions of health the activity promotes.

Kite flying

<p>Who</p> <ul style="list-style-type: none"> • everyone — young and old • some people with disabilities • with others (social) 	<p>What</p> <ul style="list-style-type: none"> • kites • string • hat for sun protection 	<p>Where</p> <ul style="list-style-type: none"> • park (away from trees/power lines) • beach
<p>When</p> <ul style="list-style-type: none"> • fine weather • not too windy • not during storms 	<p>How</p> <ul style="list-style-type: none"> • running and walking (physical) 	<p>Why</p> <ul style="list-style-type: none"> • fun (emotional) • challenging (emotional)

► After completing a class example, students select another physical or recreational activity and complete a recreational analysis of it individually. Students share their ideas and include a copy of their written work in their safe play day folder or workbook.

Teaching considerations

The recreational analysis should answer the following questions:

- Who can participate in the activity? Encourage students to consider age, gender and disability.
- Where in the local community (including school) can people participate in the activity? Students can nominate locations and consider safety.
- What do you need to participate in the activity? Encourage students to consider equipment, safety and transport.
- How does the activity promote health? Encourage students to consider all dimensions of health.
- When can the activity take place? Include safety considerations — for example, during daylight, not during rain or storms, at certain temperatures.
- Why would people participate in the activity?

Make students aware that they will be presenting the information they have gathered to their peers and/or invited guests, such as parents, school personnel and community safety officers, later in the module.

HEALTH AND SAFETY CONSIDERATIONS

Considering health and safety aspects of a safe play day



Resource Sheet 1

- ▶ Students identify the safe and unsafe behaviours shown in the illustration on Resource Sheet 1. They discuss the reasons for their decisions about the safety of the various activities and tell a story about the illustration.
- ▶ Students form groups to research various health and safety aspects of holding the safe play day and to plan the day. The groups and areas for investigation and planning could include:
 - *Safe travel group* to research safety rules and procedures for travelling by various modes to the venue — for example, walking, cycling or travelling in a car, bus or train;
 - *Safe play group* to research rules relating to protective behaviours, safe use of equipment, safe and unsafe areas in which to play, and playing safely;
 - *'Things to do' group* to investigate suitable equipment (portable or fixed) for use in the safe play area and suggest safe play activities;
 - *'Things to take' group* to research what the class should take to add to health and safety on the day — for example, first-aid equipment, healthy foods, hats, sunscreen, raincoats.
- ▶ Students identify sources of information to help in their planning of the safe play day. They consider electronic, print and human sources of information. Potential information sources for each group are outlined below.
 - *Safe travel group*
The group should consider a range of travel modes in their research to promote safe road use in a variety of contexts. Information sources could include:
 - *Roadsafe* kit;
 - Queensland Transport's 'kids zone' at its road safety website and road safety brochures (see 'Support materials and references');
 - road safety personnel, including road safety consultants, school crossing supervisors, police, bus drivers.

- *Safe play group*
Students could use resources on health from the school library. They could interview the school's physical education teacher or sports coaches for information on rules and considerations for safe play including protective equipment, safe surfaces, and safe and unsafe play areas. Students could gather information related to protective behaviours from local police, Safety House personnel or their parents.
- *'Things to do' group*
To identify suitable activities for the safe play day, students could research active games in resources in the school library. They could also ask the physical education teacher or camp coordinator to suggest activities.
- *'Things to take' group*
Students could interview the school tuckshop convener for suggestions for healthy food to serve and the school camp coordinator for suggestions relating to equipment and first-aid supplies needed for the day.

Teaching considerations

Notify people before students approach them so that they are aware of the objectives of the students' investigations.

Consider involving parents in the planning process. Resource Sheet 2 has a sample letter that could be sent to parents to explain the students' investigations.



- ▶ Students negotiate with the teacher to determine the activities to include in the safe play day. Activities may include:
 - Continuous storytelling: A member of the safe travel group begins a story by selecting a mode of transport and describing the trip to the venue (including a safety rule) by this mode. Other group members then build on the story, adding information and safety rules. Repeat the activity for other transport modes with students offering new health and safety information related to the particular mode of transport.
 - Role-play/charades: Students mime safety actions/procedures for the safe play day, including travelling to and from the venue.
 - Safe play on wheels: Students demonstrate what is required to be safe when cycling or skating. They bring their own equipment and show how to care for it and use it correctly.
 - Developing a board game: Students design a safe play day board game. They could base their game on 'Hector's tricky traffic' game from the *Roadsafe* kit. Students write safety and danger cards related to their research area to accompany the game.
 - Safe playgrounds: Students design a playground that promotes safe play.
 - Letter writing: Students write to the local council outlining any health and safety concerns regarding community facilities suggesting improvements and promotion of community facilities in terms of health and safety.

Teaching consideration

Some of these examples focus on road safety. Encourage students to consider other contexts as part of the safe play day.

COMMUNITY FACILITIES

Identifying community facilities that promote participation in physical activity

► Students suggest venues for their safe play day. They list the advantages and disadvantages of possible venues after considering such things as:

- accessibility;
- shelter;
- costs;
- transport;
- permission required;
- size of venue;
- safety;
- principal/parent support.

Focus questions could include:

- Where in our community could we hold a safe play day?
- What makes your suggestion a good choice for our day?
- What are some things we need to consider in selecting where to have our safe play day?

Teaching considerations

The venue may be in or out of the school grounds.

Students may wish to vote on where to hold the safe play day; however, the teacher, parents and principal must agree that the students' final selection is appropriate.

COLLATING INFORMATION

Presenting information that promotes safety in physical and recreational activities

► Each group presents the results of their safe play day research to the class or to an audience of invited guests.

Teaching consideration

Encourage students to apply what they have learnt about health and safety to different contexts. Lead students to make these links as they may not automatically transfer their learning to other contexts. For example, students investigating travel for the safe play day could consider how to apply what they have learnt to safely travelling to and from school each day. Likewise, the 'Things to do' group should be able to apply their learning to safety procedures at a pool.

► Students work with the teacher to finalise preparations for the safe play day. They make an alternative plan for poor weather or other contingency.

Teaching consideration

Where appropriate, include the local community in all aspects of the safe play day.

Acting

HOLDING THE SAFE PLAY DAY

Participating in the safe play day

► Students hold their safe play day as planned taking part in the various activities chosen to promote health and safety. They take photographs and/or a video of parts of the day for use in the module’s reflection activities.

Teaching consideration

When appropriate, remind students throughout the day how the activities promote:

- different dimensions of their health;
- safety;
- physical activities in which they, their friends and family could participate.

Reflecting

HEALTH AND SAFETY REFLECTION

Reflecting on the effectiveness of health and safety planning

► Students apply information they have learnt from planning the safe play day to other contexts, including a day at the beach, playground games, walking to the local shop, and participating in physical activities with friends and family.

They do this through a class or group discussion or writing individual reports.

► Students fold an A3 sheet of paper twice to make four rectangles. In each rectangle they write and draw pictures about the activities they have completed during the module using the following headings:

- What I learnt about the different dimensions of health
- What I learnt about safety
- What I learnt about playing with friends and family
- What I would like to learn more about

Students share their reflections with their peers and the teacher.

PARTICIPATION IN PHYSICAL ACTIVITY

Reflecting on who participates in physical and recreational activities and their reasons for doing so



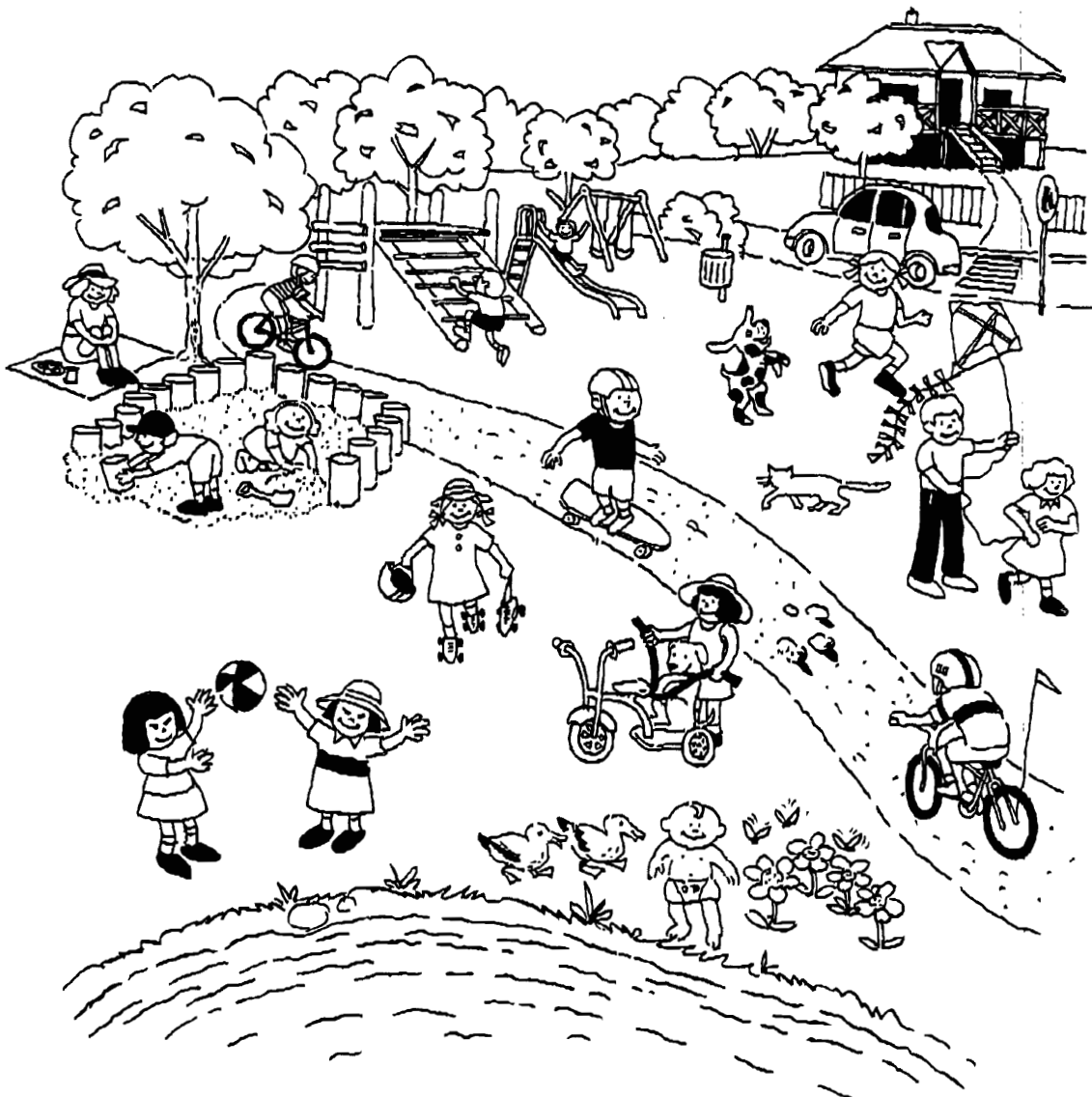
► Students use Resource Sheet 3 to identify and draw pictures of physical and recreational activities in which people participate. They provide reasons for why people participate in these activities and discuss this in groups.

Safety when playing



When you are riding a bicycle, playing or walking, you need to be aware. Using your eyes or ears may help you avoid an accident.

Look carefully at the picture. Put a circle around anything that may be a hazard to a cyclist or pedestrian. Tell a story about the picture.



Source: Hope, M. & Symons, D. 1993, *Roadsafe: A Teacher's Guide Years 1-3*, kit, Queensland Department of Transport and Queensland Department of Education, Brisbane, worksheet 3:8.

Sample parent letter



Dear Parents/Carers

As part of our health and physical education program we are planning a 'safe play day' at _____. The aim of planning and holding the safe play day is for students to learn about:

- the physical and recreational activities available in our community;
- the health benefits of participating in physical and recreational activities;
- playing safely.

Students are working in groups to gather information to help ensure the day will be safe, healthy and fun. Our research groups are:

- *Safe travel group*, which is researching safety rules and procedures for travelling by various modes — for example, walking, cycling and travelling in a car, bus or train;
- *Safe play group*, which is researching 'stranger danger', safe use of equipment, safe and unsafe areas in which to play, and playing safely;
- *'Things to do' group*, which is researching equipment to use in safe play day activities and suggestions for other safe play day activities;
- *'Things to take' group*, which is researching items to take that will add to our health and safety on the day, such as first-aid equipment, healthy foods, hats, sunscreen and raincoats.

Your child is a member of the _____ group.

I encourage you and your family to discuss the progress of the investigation with your child and to offer suggestions for our safe play day. If you are interested, we would welcome your help in planning our safe play day or in participating in our day.

Thank you

What, who and why



Resource Sheet 3

SAFE PLAY DAY • LOWER PRIMARY

Draw a picture to show the activity and who participates in it.	Why might they participate in this activity?
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Acknowledgments

Grateful acknowledgment is made to the following organisations for granting permission to use copyright material:

Queensland Transport and Education Queensland for material from *Roadsafe: A Teacher's Guide Years 1–3*, 1993, by M. Hope and D. Symons.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

ISBN 0 7345 2068 9

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PIP 992128
