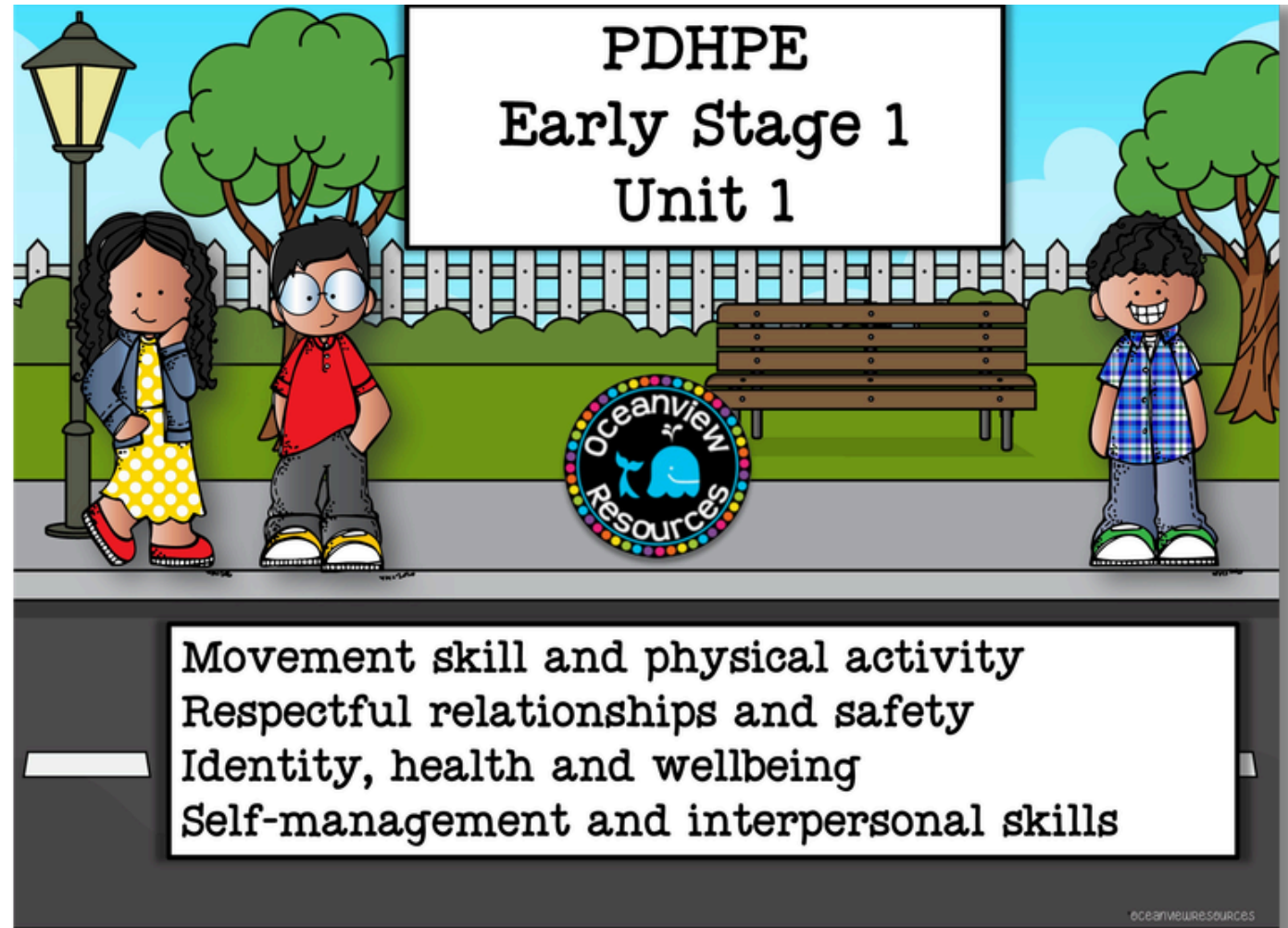


ES1 (KINDY) UNIT 1 PDHPE

What is included?

- PowerPoint with over 350 slides
- Student workbook and assessment tasks
- PDF for easy printing
- Teaching notes under each slide



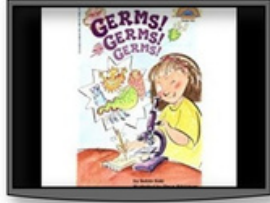
ES1 (KINDY) UNIT 1 PDHPE

What is included?

- Quick links to units.
- Sections for each lesson included in the PowerPoint presentation.
- Self Assessment tasks.

What do you use when you need to wipe your nose or cover a sneeze?	What do you rub on your hands to make bubbles and wash away germs?
	
Where do you go to wash your hands with water?	Where do you throw away rubbish or dirty tissues?
	
What can you use on your hands if you do not have soap and water?	Teacher's choice
	

Lesson 1: 1 Hygiene



- ☐ When do you wash your hands?
- ☐ What helps your teeth stay strong?
- ☐ What should we do if we need to sneeze or cough?

How are germs spread?




Concluding Lesson - Teaching Notes

Duration: 10 minutes

1. Consolidate learning with an interactive role-play task.
2. Divide students into small groups.
3. Assign each group a scenario from the hygiene picture cards.
4. Students act out the correct hygiene behaviour for their scenario while the rest of the class watch, identify and explain what they observed.
5. Refer to the learning intentions and success criteria to support students to summarise the learning in the lesson.



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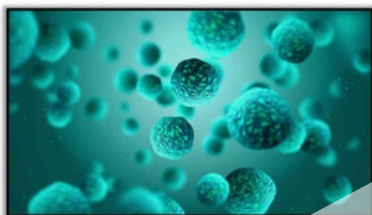
Lesson 1: 1

Hygiene

What are germs?

Germs are tiny living things that can make you sick.

We cannot see them without a microscope.



bin



tissue



wash

Lesson 2: 4/1

Road Safety



Look at each image and decide if it is safe or unsafe. Discuss your answers with your group.

Place or glue the flash cards into the correct categories.

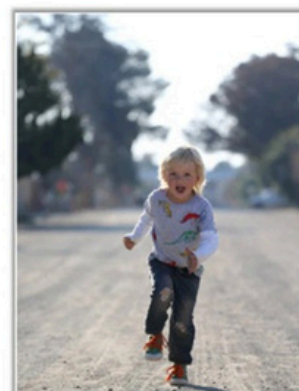
Pedestrian	Passenger	Wheels

Lesson 3:

Beginning the Lesson- Safe or Unsafe?



Thumbs up or thumbs down?
Thumbs up for **yes**, thumbs down for **no**



How you can use it:

All lessons are planned to be 60 minutes long.

There are 16 weeks of units plus 4 additional extension units.

PDHPE Units

ESI PDHPE UNIT 1

oceanview resources

- ☐ PowerPoint with over 360+ slides
- ☐ Student workbook and assessment tasks
- ☐ PDF for easy printing
- ☐ Teaching notes under each slide
- ☐ Google Slides™ version included

PDHPE
Early Stage 1
Unit 1

Movement skill and physical activity
Respectful relationships and safety
Identity, health and wellbeing
Self-management and interpersonal skills

Aligned to the NSW Sample units for Science 2025.
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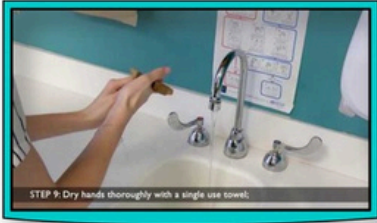
This unit aligns with the new NSW syllabus documents.

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ES1 (KINDY) UNIT 1 PDHPE

Lesson 1: 6/7

Hygiene



Why and when should you wash your hands?



Let's sing the happy birthday song while we pretend to wash our hands

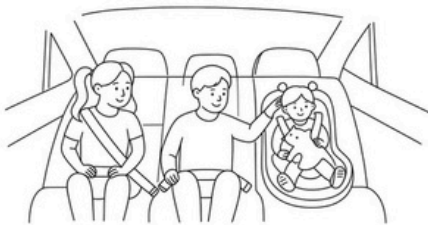


Name:

Date:

Self Assessment

I can show how to be a safe passenger	☐ Happy ☐ Neutral ☐ Sad
I can explain why road safety is important	☐ Happy ☐ Neutral ☐ Sad



Lesson 4: 11/12

Road Safety - Passenger

Name _____

Draw yourself and your family buckled up safely in their car seats, booster seats and seat belts. Remember to draw the grown-ups in the front seats and the children in the back seats.



Share your drawings with the class or a partner.

Lesson 5: 3

Road Safety - Wheels

Model how to check the fit of the helmet.
Use a think aloud so students understand each step. For example:

'I should be able to fit 2 fingers between my eyebrows and the front of my helmet. I can fit one or 2 fingers between my chin and the chin strap. The straps under my ears should form a "V" shape. A grown-up should always check that my helmet is fitted properly and buckled up.'



ES1 (KINDY) UNIT 1 PDHPE

Lesson 5: 6/1

Road Safety - Wheels

Where do you ride our bike, scooter or skateboard in the community.

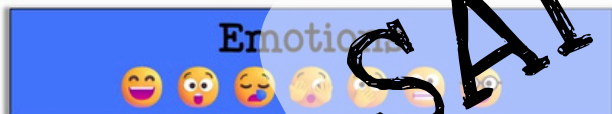
Use [Google Maps](#) to locate familiar places near the school or students' homes.

Are these places safe?



Lesson 6: 7/8

Emotions



- ☐ What makes someone feel happy?
- ☐ How does your body feel when you are sad?

Emotion Charades.

Act out an emotion, and we will try and guess what it is.

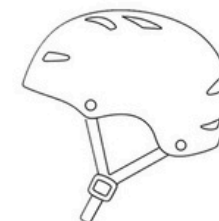


Name:

Date:

Self Assessment

I can show how to be safe on wheels.	
I can explain why road safety is important.	



Lesson 6: 9/10

Emotions

It is okay to feel angry, sad or upset and that it is healthy to recognise and manage emotions.

Why is it important to manage our emotions for our health and wellbeing?

For example: bouncing back, making and keeping friends, feeling calm and confident, solving problems.

What are some ways we can manage our emotions?

☐ deep breathing



☐ counting slowly to 10



☐ talking to someone



☐ moving to a calm space



☐ listening to music



☐ reading quietly



☐ colouring.



ES1 (KINDY) UNIT 1 PDHPE

Lesson 1:1/2 Personal Strengths And Being A Good Friend

Duration: 40 minutes

Everyone is good at different things. These strengths can help us to be good friends.

We will sit in a circle and take turns to share one thing that you are good at.



Lesson 7:3/5 Personal Strengths And Being A Good Friend

What makes someone a good friend?

A large empty rectangular box for writing or drawing.



Lesson 7:2 Personal Strengths And Being A Good Friend

What game are you good at playing?

What is something you can do that makes you proud?

What is something kind you do for your friends?

What is a talent or skill that makes you happy?



Lesson 7:2 Personal Strengths And Being A Good Friend

What game are you good at playing?

What is something you can do that makes you proud?

What is something kind you do for your friends?

What is a talent or skill that makes you happy?



ES1 (KINDY) UNIT 1 PDHPE

Lesson 1:1/4 Personal Strengths And Being A Good Friend

How did your group show kindness and respect?

What helped the group work well together?



What would a good friend do to help the people in these different situations?

What might happen if kindness or respect is not shown?

A child is sitting by themselves at lunchtime.



A boy falls over in the playground and hurts his knee.



A new girl cannot find her pencil.



A classmate is feeling sick.



Ways to be a good friend.



Lesson 7:6 Personal Strengths And Being A Good Friend

In small groups you will work together to complete a cooperative activity:

Here are some suggestions...

- ☐ Build the tallest structure you can using blocks.
- ☐ Create a group drawing on a large sheet of paper.
- ☐ Participate in a group relay or obstacle course.



Lesson 7:10 Personal Strengths And Being A Good Friend

This is Andy. He is feeling frustrated because he is having trouble completing his work.

How could a good friend help him?

We will create a class chart called...

"Ways to be a good friend".

Let's share our ideas.

frustrated



ES1 (KINDY) UNIT 1 PDHPE

Lesson 8:4 Staying Safe On Country and/or Place

Model a **think-aloud** to identify key messages within the stories. For example,
As I listen to the story of Tiddalick the Frog, I notice that Tiddalick drinks all the water, and this causes a problem for the other animals. This makes me think that water is very important and we need to be careful with it. The story also reminds me that water can be both helpful and dangerous, so it's important to stay safe when we are near water.

For example, we should always have an adult with us when we go near rivers, lakes, or ponds, just like how the animals had to find a way to share the water safely.'



Lesson 9-4 Fair Play, Rules And Safety And Spatial Awareness

Let's play 'Traffic Lights'.

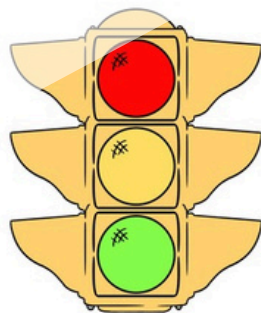
Remind it is important to use good spatial awareness to keep everyone safe and having fun.

Move around the playing area, responding to the following commands:

red light = freeze

green light = jog or move quickly as directed by the teacher (forwards, backwards, with left or right arm extended)

amber or orange light = walk or move slowly as directed by the teacher (forwards, backwards, with left or right arm extended).



Lesson 10:6

Static Balance

Can you follow my instructions?

☐ Stand still, your feet flat on the ground.

☐ Hold your back leg away from the other leg.

☐ Eyes forward, look at something in front of you.

☐ Stand up tall, relax your arms.



Lesson 10:11

Static Balance

Can you follow these directions?

☐ stand still

☐ place one foot in front of the other

☐ head stable, eyes focused forward

☐ trunk upright.



ES1 (KINDY) UNIT 1 PDHPE

Lesson 10:14/15

Static Balance

Place a bean bag on your head to help you focus on keeping your head and body stable.

The bean bag can also be placed on different body parts, such as the shoulder, foot, or knee, to challenge your balance further.



Lesson 11:14/16

Static Balance

- ☐ Which balances felt easy?
- ☐ Why do you think they felt easy?
- ☐ Which balances felt challenging?
- ☐ Why do you think they were challenging?
- ☐ How did closing your eyes affect your balance?

Balance Goal

- ☐ stand on one foot for 10 seconds without losing balance
- ☐ hold a freeze pose (like a statue) for 10 seconds
- ☐ balance heel-to-toe for 5 seconds.



12: 4

Sprint Run

Prompt students using the following teaching cues:

- ☐ Hip to lip - your arms are bent and move from your hip to your lip.
- ☐ Eyes up and look straight ahead.
- ☐ High knees.
- ☐ Land on the front (ball) of the foot.
- ☐ Run along an imaginary line.



12: 1

Sprint Run -Teaching Notes

Duration: 35 minutes

sprint

Sprint means to **run as fast as you can** from one place to another.



- ☐ Explicitly teach any key vocabulary students may not know, using age-appropriate definitions to support their understanding and engagement.
- ☐ Sprint run refers to locomotor skill characterised by a brief period where both feet are simultaneously off the ground (called the flight phase).

ES1 (KINDY) UNIT 1 PDHPE

What is included?

- Video links
- Created for use with the IWB.
- Suggested teaching prep for each lesson.
- Outcomes and indicators included for each lesson.

Lesson 6:11/14 Emotions

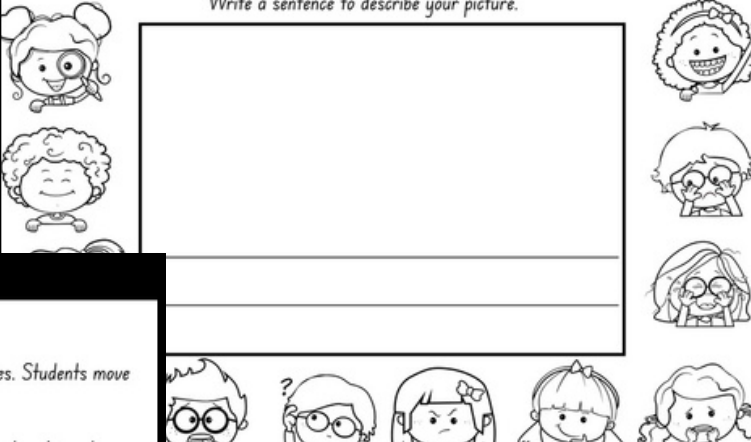
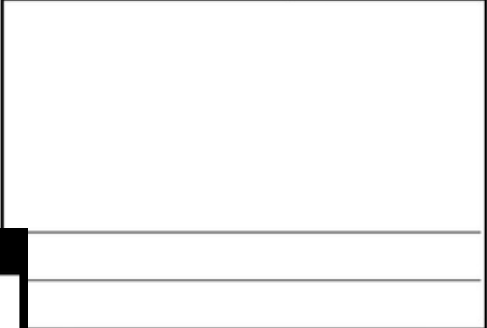
- ☐ Select students to demonstrate a strategy of their choice.
- ☐ Students rotate through 'Calm down stations' to practise multiple strategies. Students move through the stations on a designated signal.
- ☐ Regroup and scaffold students to reflect on which strategy they like best and explain why.
- ☐ Choose an emotion and draw a picture of yourself experiencing it.
- ☐ Write a sentence to describe your picture. For example, 'I feel happy when I pat my dog.'



Name: _____

Choose an emotion and draw a picture of yourself experiencing it.

Write a sentence to describe your picture.



Thumbs up or thumbs down?

Thumbs up for **yes**, thumbs down for **no**

A good friend is someone who...

- ☐ helps others
- ☐ listens when someone is speaking
- ☐ shares their things
- ☐ says kind words
- ☐ laughs at someone when they make a mistake
- ☐ includes others in games
- ☐ ignores someone who is upset
- ☐ takes turns.



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