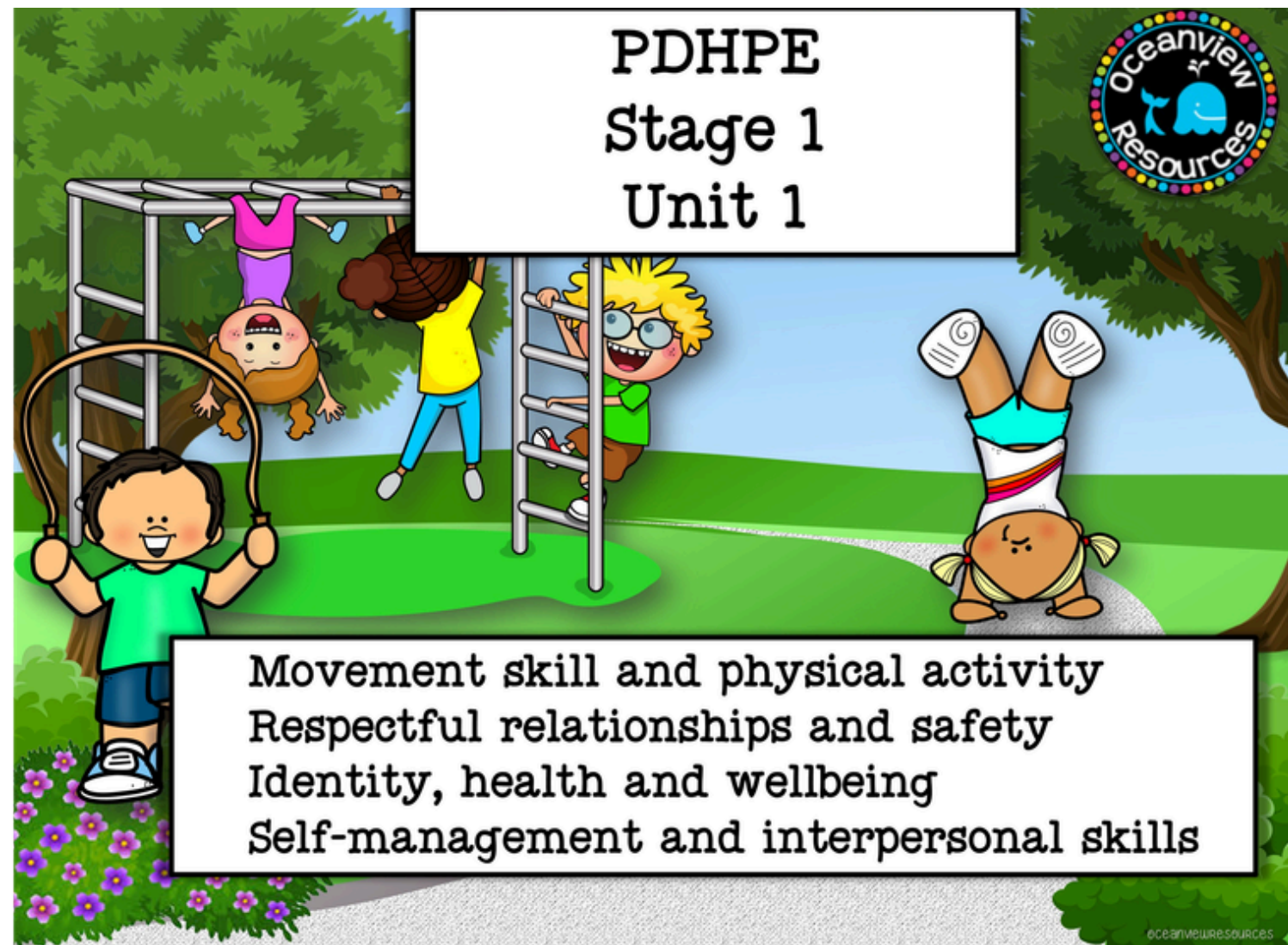


STAGE 1 UNIT 1 PDHPE



What is included?

- PowerPoint with over 380 slides
- Student workbook and assessment tasks
- PDF for easy printing
- Teaching notes under each slide

STAGE 1 UNIT 1 PDHPE

What is included?

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

Lesson 1: 1/2 Self-Care

Duration: 40 minutes

In pairs, cut and sort the self care images into 2 categories: 'Daily self-care' and 'Sometimes self-care'.



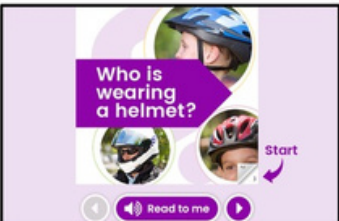
Use a **think-aloud** to model the sorting:

'I see a picture of a toothbrush. I know I brush my teeth every day, so that belongs in 'Daily self-care'.

'Here's a picture of a doctor. I don't go to the doctor every day, only sometimes when I'm sick, so that belongs in 'Sometimes self-care'.



Lesson 5: 1/4 Road Safety - Safety on Wheels



Read the story, "[Who is wearing a helmet?](#)"

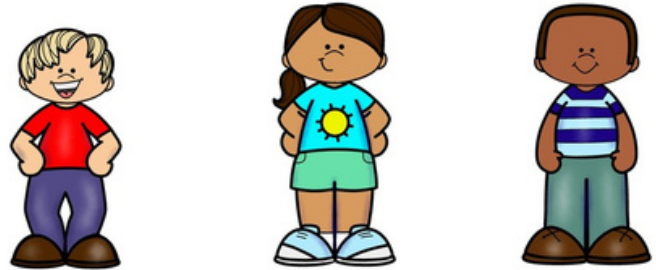
1. Who is wearing a helmet?
2. What are they doing?
3. Where are they?
4. Why are they wearing a helmet?

Refer to [Safety Town 'Always wear a helmet'](#) resource to emphasise the need for a helmet and **model** the correct use of a helmet.



Lesson 4: 6 Road Safety - Passenger

I am going to read some statements, and you will answer by doing some actions.



yes or I agree - jump no or I disagree - squat Not sure - cross your

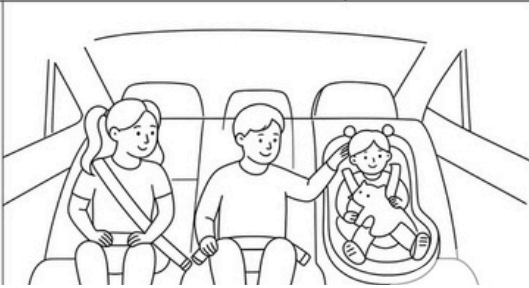
STAGE 1 UNIT 1 PDHPE

Name:

Date:

Self Assessment

I can show and talk about ways to stay safe as a passenger in a car or bus.	  
I can explain how responsible actions help keep them safe.	  



Name:

Write or draw one way you could show safe behaviour when getting on/off a bus.

SAMPLE PAGES

Concluding Lesson - Teaching Notes

[Click Clack: Buckled in your booster seat \(PDF 2.3 MB\)](#)



1. Why do you think sitting in a car seat or booster seat and wearing a seatbelt helps keep you safe?
2. Why do young children sit in a car seat with a seatbelt, and adults use seatbelts?
3. Why do you think it is important for an adult to check that your seatbelt is buckled up correctly?



Lesson 4.4

Road Safety - Passenger

What did you discuss with your partner?

We will create a list of safe behaviours passengers should demonstrate to travel safely.

Safe passenger behaviour.



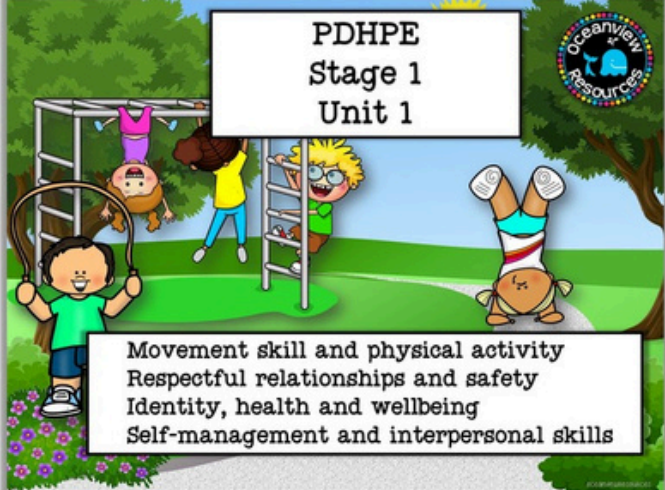
How you can use it:

All lessons are planned to be 60 minutes long.

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



STAGE I PDHPE UNIT I



PDHPE
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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- ☐ PowerPoint with over 380+ slides
- ☐ Student workbook and assessment tasks
- ☐ PDF for easy printing
- ☐ Teaching notes under each slide
- ☐ Google Slides™ version included

This unit aligns with the new NSW syllabus documents.

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STAGE 1 UNIT 1 PDHPE



Lesson 1: 1/4

Hand, Oral and Respiratory Hygiene

Duration: 35 minutes

- ☐ Why do you wash your hands?
- ☐ Why do you brush your teeth?
- ☐ Why should you use a tissue when you sneeze?
- ☐ Why is sleep important?
- ☐ Should you drink from other students' drink bottles?
- ☐ What makes you say that?
- ☐ Why do you do these things every day?
- ☐ What might happen if people did not practise these habits?
- ☐ Who can help you make good choices when learning about being healthy?



Healthy hygiene habits

How do you keep yourself clean and stay healthy.



Lesson 1: 8

Hand, Oral and Respiratory Hygiene

Handwashing is important as it easily stops germs spreading.



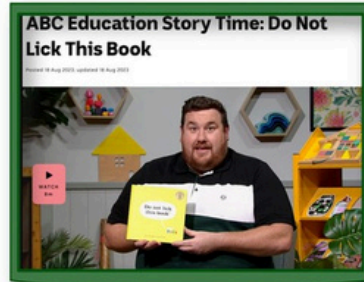
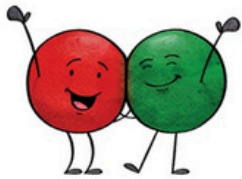
Let's try an experiment. We will use glitter to represent 'germs'.

1. wet your hands
2. I will sprinkle a small amount of glitter on everyone's hands.
3. Now, touch an object in the classroom, like a pencil or table and notice what happens.

STAGE 1 UNIT 1 PDHPE

Lesson 1: 5/1 Hand, Oral and Respiratory Hygiene

Read or watch **Do Not Lick This Book** (8:31)



Discuss the key points presented with your partner.

How can we stop germs from spreading?

- ☐ I will add new information to the chart about coughing and sneezing, including ways to stop germs from spreading.

Lesson 1: 11/12 Hand, Oral and Respiratory Hygiene

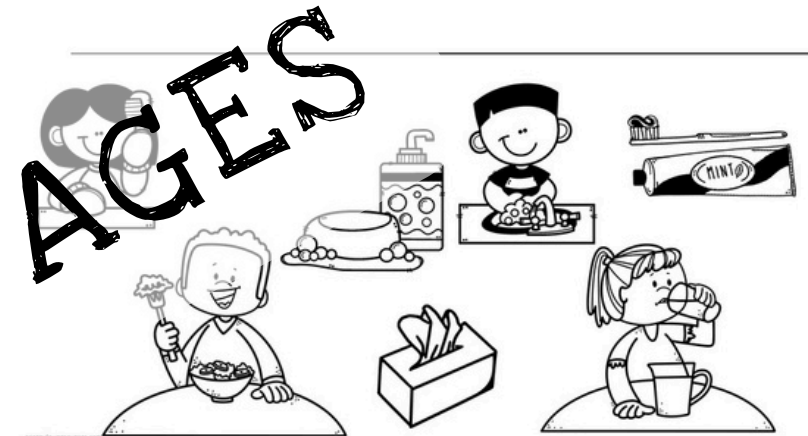
Why is it important to brush your teeth?



These actions are important to make us feel good about ourselves.



Good hygiene habits are important because _____



Lesson 2: 2/3

Road Safety Introduction

Model key road safety behaviours.



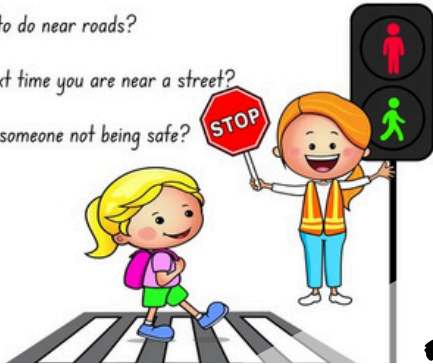
ES1 (KINDY) UNIT 1 PDHPE

Lesson 2: 8/9

Road Safety Introduction

What students could you do to help yourself feel calm and safe in different scenarios.

- ☐ How do you feel near a busy road or when crossing the street?
- ☐ What helps you feel calm when you are upset or worried?
- ☐ What are some safe things to do near roads?
- ☐ What will you remember next time you are near a street?
- ☐ What can you do if you see someone not being safe?
- ☐ How can you help?



Exit slip

Choose one of the images shown and explain how this behaviour could be made safer.

Finish the sentence starter using your ideas.

This could be safer if _____

Name _____

Date _____

Write or draw one key road safety message you learned from the scenarios and discussions.



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Concluding Lesson - Teaching Notes



Safe places to cross – what would you do? (0:31)

Watch the videos above then answer the following questions below.

1. What would you do differently?
2. What makes you say that?
3. What is the safest decision here?

STAGE 1 UNIT 1 PDHPE

Lesson 3:10/11

Road Safety - Pedestrian Safety

Click to play



Watch the video that explains what to do when I say 'freeze.'

I will read a scenario. I will ask you to listen to a question.

When I say 'freeze' demonstrate a safe action for the pedestrian.

We will share our ideas and then continue to reading and thinking about the next scenario.



Lesson 3:4/9

Road Safety - Pedestrian Safety



In pairs identify safe pedestrian behaviours.



Describe what the pedestrians are choosing to do that make them safe.



Share your thinking with the class.



Lesson 3:4/9

Road Safety - Pedestrian Safety



In pairs identify safe pedestrian behaviours.



Describe what the pedestrians are choosing to do that make them safe. Share your thinking with the class.



Lesson 4:4

Road Safety - Passenger

What did you discuss with your partner?

We will create a list of safe behaviours passengers should demonstrate to travel safely.

Safe passenger behaviour.



STAGE 1 UNIT 1 PDHPE

Lesson 4: 6

Road Safety - Passenger

I am going to read some statements, and you will answer by doing some actions.



yes or I agree - jump



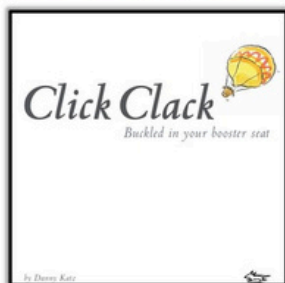
no or I disagree - squat



Not sure - cross your arms

Concluding Lesson - Teaching Notes

[Click Click: Buckled in your booster seat \(PDF 2.3 MB\)](#)



1. Why do you think sitting in a car seat or booster seat and wearing a seatbelt helps keep you safe?
2. Why do young children sit in a car seat with a seatbelt, and adults use seatbelts?
3. Why do you think it is important for an adult to check that your seatbelt is buckled up correctly?



Assessment Task 4

Watch [Bus safety-what would you do?](#)



Name _____

Write or draw one way you could show safe behaviour when getting off a bus.



Write or draw one way you could show safe behaviour when getting off a bus.

Lesson 5: 7/9

Road Safety - Safety on Wheels



Read the story, ["Who is wearing a helmet?"](#)

1. Who is wearing a helmet?
2. What are they doing?
3. Where are they?
4. Why are they wearing a helmet?

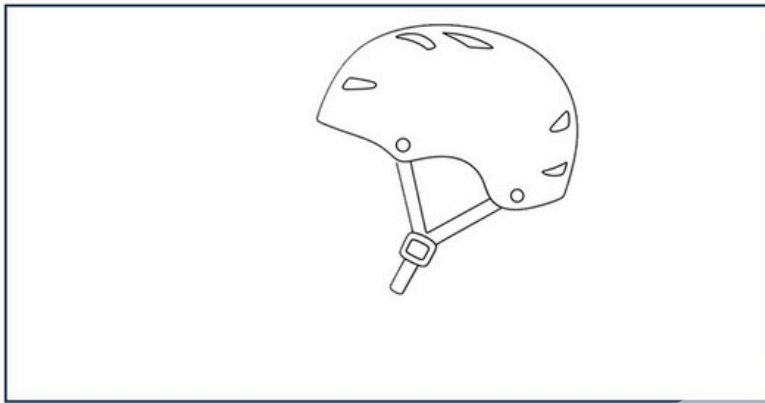
Refer to [Safety Town 'Always wear a helmet'](#) resource to emphasise the need for a helmet and **model** the correct use of a helmet.



STAGE 1 UNIT 1 PDHPE

Name: _____

Draw yourself wearing a helmet and complete the sentence starter.



I wear a helmet to _____

Lesson 7:7

Self-Care

What do you use to relax, calm down and improve your mood?



Lesson 7:5/6

Self-Care



How do you feel when you forget to brush your teeth or do not get enough sleep?

Share your answers - What physical and emotional changes do you notice?

For example: you might describe how your body feels tired, heavy, grumpy or slow.



Sometimes our bodies and minds need help to feel calm again. When we experience strong emotions, we can use calming strategies to help us feel better and make safe, respectful choices.

*Illustrations created

Sharing a Toy

A student offers to take turns with a toy.

KIND or UNKIND?

Sharing a Toy

A student says, "No, you can't play with this."

KIND or UNKIND?

Helping a Classmate

A student says, "I can help you if you like."

KIND or UNKIND?

Helping a Classmate

A student giggles when a classmate makes a mistake.

KIND or UNKIND?

STAGE 1 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.

Assessment Task 4

Watch Bus safety-what would you do?

Name _____

Write or draw one way you could show safe behaviour when getting off a bus.



Write or draw one way you could show safe behaviour when getting off a bus.

Name: _____ Date: _____

Self Assessment

I can show and talk about how to stay safe when riding bikes, scooters, or skateboards.	  
I can explain how responsible actions like wearing a helmet to help keep them safe.	  

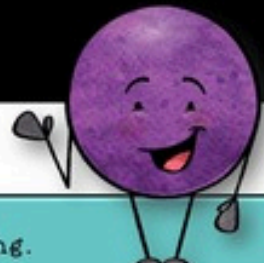


Name _____

Write or draw one way you could show safe behaviour when getting off a bus.



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