



ADAPTABILITY



AGENCY



COLLABORATION



COMMUNICATION



COMPASSION



COURAGE



CURIOSITY



REGULATION



RESILIENCE

NSW PDHPE SYLLABUS OUTCOMES

Stage 2 – Self Management and Interpersonal Skills  
PH2-SMI-01 – Explains and applies self-management and interpersonal skills in a range of contexts

CONTENT

Describe how an individual's emotional responses to situations can affect others  
Apply communication and cooperation skills in group activities to promote inclusion

PERSONAL CHARACTER COMPETENCY

Regulation  
Collaboration

ADJUSTMENTS & CONSIDERATIONS

**Provide additional priming to support students requiring additional preparation.**  
Assign leader / supporter roles to high competency SEL students (HPGE)

CHALLENGE | PATTERN

Name of the activity:

**Double This, Double That**

What you need:

No equipment required  
Inside or outside collaborative space

How much time:

30 minutes

Link / QR code:



PRIME

**Explicit teaching and instruction to link directly to the SEL character competency.**

Review the PCCs of Regulation and Collaboration.

- What are key words / phrases that we refer to when learning about these competencies?
- What do we know about regulating when learning something new or feeling challenged?
- What patterned and repeated activity can help you in the moment to manage your frustration?
- What can we do to support each other?
- What will support you and your partner to work successfully in this challenge?

IMPLEMENT

What to do:

Chant structure:

**Double double this this,  
Double double that that,  
Double this,  
Double that,  
Double double this that.**

The chant can be learned individually and then performed in a pair. The video link can be used to model or a student with SEL competency could learn prior and model to the class.  
Once confident, students pair up and complete together.

**Extension ideas:** create larger groups as students become more confident with the co-ordinated chant and body movements.  
Students can create new movements, increase tempo for added challenge.

DEBRIEF

**Reflective questions post activity.**

Did you feel frustration in this activity?  
Where did you feel it in your body? What self-talk didn't help? What self-talk did help?

What total behaviour supported you to learn the challenge?

What total behaviour supported you to work collaboratively with your partner / group?

What language supported inclusion and support of your peers?

Is there anything that you learned about how you manage yourself in a challenge?  
What might you do next time?

If you were going to give another student advice about completing this challenge, what would you tell them?