



ADAPTABILITY



AGENCY



COLLABORATION



COMMUNICATION



COMPASSION



COURAGE



CURIOSITY



REGULATION



RESILIENCE

NSW PDHPE SYLLABUS OUTCOMES

Stage 2 PH2 – IWH-01

Explains how related factors influence identity, health and well-being

CONTENT

Engage in and create games, play and physical challenges and explain the benefit to wellbeing and forming relationships.

PERSONAL CHARACTER COMPETENCY

Adaptability
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:
Coat Hanger Challenge

What you need:
Coat Hangers
String

How much time:
15-30 minutes

Link / QR code:



PRIME

Review the PCC's of Adaptability and Collaboration.

What does adaptability look like and sound like (in your head) when participating in collaborative challenges?

What does collaboration look like and sound like (in your head) when participating in collaborative challenges?

When have you needed to be adaptable so far this week at school and out of school?

How can being adaptable help you build strong friendships?

IMPLEMENT

What to do:

- In your group form two equal teams
- Assign team roles

Clarifier: responsible for ensuring the group clearly understands the challenge
Manager: collects and sets up the equipment
Time/score keeper: Ensures the challenge is completed in the set time and reports/records the scores/results

The clarifiers view the video to gain understanding of the challenge.
Clarifier relays the challenge, so the team members have a clear understanding.
Facilitate sets challenge success criteria

Modification and safety:

- Add more coat hangers to the challenge
- Set time limits instead of competing team v team

DEBRIEF

When the variables of the challenge were adjusted how did you adapt to experience success?

What does success look like to you?

Can success be interpreted differently by different people?