

Not just a
Surf Safety game...



**LEARN HOW
TO BE
SURF-SMART**

**SURFGROMS
SURF SAFETY
PRESENTATION**
incorporating

**Hot Grommet
Surf Star Challenge**
**THE BEACH GOERS
SURVIVAL KIT**

**THIS FUN
BOARD GAME
WILL SAVE
LIVES IN AND
OUT OF THE
WATER!**



**SURF
AND LIFE
EDUCATION**

2 hour presentation for
\$10 to teach all kids
'EVERYTHING SURF'
Book your student groups in now
as class numbers are
limited



Hot Grommet Surf Star Challenge is a fun method of educating novice surfers, their parents and all beachgoers following SurfGroms' 10 Surf Safety Rules:

1. Never swim or surf alone
2. Be Sunsmart
3. Know your local breaks and beaches
4. Be aware of changing tides
5. Stay between the flags when swimming
6. Listen to advice from surf coaches and lifeguards
7. Learn to recognise rips and currents
8. Always use safe equipment
9. Consider other surf users
10. If in doubt, stay out!



For more
information on
educating your
family on surf survival, visit
www.hotgrommet.com

PDHPE K-6
SYLLABUS KEY
COMPONENTS AS
ADDRESSED BY A
BOARD GAME
CALLED
“THE HOT
GROMMET SURF
STAR CHALLENGE”



**THE EIGHT STRANDS OF THE SYLLABUS AS ADDRESSED BY
 “THE HOTGROMMET SURF STAR CHALLENGE”
 BOARD GAME.**

This board game will
SAVE kids' LIVES!

Hot Grommet Surf Star Challenge

Teach
kids important
**LIFE SAVING
MESSAGES**
wrapped up in a board
game built around the
coolest sport of all
...SURFING



Log on to www.hotgrommet.com
for special deals for your organisation.

Also available for purchase at Dymocks Stores,
Responsible Surfshops and many book and toy stores



Subject Matter

The subject matter of PDHPE K–6 is organized into eight interrelated strands. The eight strands are not mutually exclusive. Programs may select subject matter from a number of the eight strands. Particular themes and issues may be revisited in relation to a number of strands to reinforce understandings. **In order for students to achieve the outcomes of this syllabus it is essential that teaching/learning occurs in each of the strands in each stage of primary education.**

Active Lifestyle

Active Lifestyle is concerned with students adopting activity patterns that promote their wellbeing. In this strand, students will examine the components of a balanced lifestyle, explore options for recreation and develop the skills and attitudes necessary for an active lifestyle.

The game promotes and encourages an active lifestyle and offers options of beach related and fitness activities including, surfing, swimming, body surfing, paddling, running and general use of the beach and it's environment.

Dance

Dance develops the ability of students to communicate and express themselves through movement. Through dance, students develop awareness of the ways their bodies move, the space in which they move, the time and quality of their movements and their relationship to each other and objects. Students participate in composing, moving and appreciating a range of dance styles.

Basic stretching and fitness for the body as well as basic surfing maneuvers and rhythm required in surfboard riding is consistent with basic dance preparation.

Games and Sports

This strand develops each student's competence and confidence in a broad range of games, sports and physical activities. Students develop fundamental movement skills (FMS), progressing to more games- and sports-specific skills in non-competitive and competitive environments that foster positive feelings of success and enjoyment.

Participating in playing the game itself fosters positive enjoyment while presenting various alternatives to various sports such as competitive and non-competitive sports such as soft sand running, swimming, surfboard riding, surfboard paddling, body surfing and various beach related games and sports.

Growth and Development

Growth and Development involves developing each student's understanding of their own physical, social, cognitive and emotional development in the context of increasing awareness of changes that occur throughout the cycle of people's lives. Students participate in activities that increase their confidence and competence to manage change.

Various values regarding personal development are embraced and addressed during the progress of the game.

Gymnastics

The focus of this strand is on initial movement exploration leading to the acquisition of some preliminary gymnastics skills. Students investigate and succeed in a wide variety of movement experiences and challenges, developing skill, demonstrating control and exploring the ways in which the body can move. The gymnastics experiences recommended in this syllabus are appropriate for all students. They do not involve Olympic or competitive gymnastics disciplines.

General stretching, fitness and diet related to gymnastic activities are embraced and encouraged throughout the game. The basic maneuvers associated with surfboard riding can be equated to basic gymnastic movement.

Interpersonal Relationships

Interpersonal Relationships is concerned with developing an understanding of the nature of relationships. Students develop skills for building positive responsible relationships, and practice their application so that they can use them effectively in their lives.

During the progress of the game students learn to interact with peers as well as adults whilst raising interesting questions regarding well being, fitness, respect for others and the environment.

Personal Health Choices

Personal Health Choices examines the process of making lifestyle decisions and putting them into practice. This strand considers the personal health decisions that students make about their lives relating to nutrition, hygiene, consumerism, drug use, the environment and disease prevention.

Nutritional issues are examined throughout the game as well as the adverse effects of drug use, alcohol abuse and smoking. Participants are made aware of the

positive effects of healthy choices made in life as well as the adverse effects of the poor choices.

Safe Living

Safe Living is concerned with the protection of individuals through the promotion of safe environments and practices. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm.

Participants are versed in the steps required to be taken in an emergency situation, emergency numbers to call, how and who to contact when emergency help is required, including basic CPR, first aid and emergency phone numbers to call when required.

Skills

There are five essential skills that students should develop from PDHPE. They are:

Communicating

Students should develop a variety of skills for communicating: being able to express needs, wants, feelings, ideas and opinions; being able to listen attentively and respond appropriately; being able to use negotiation, conflict resolution, refusal and assertiveness skills effectively in a range of situations.

The very basis of a board game is communication. Players are required to interact, read content of instructional cards and decide on when best to use Training Bonus cards to their best advantage but at the same time have fun. Conflict resolution is addressed by encouraging respect for others in and out of the water.

Decision Making

Students should develop decision-making skills in the context of making healthy personal and lifestyle choices. This involves: making informed decisions; selecting and adopting safe practices; distinguishing between fact and opinion in health matters; accepting responsibility for decisions and resulting consequences; being able to use information gained to inform future decision making; making collective decisions for the common good.

The information included on all cards in the game will help participants instinctively react in the correct way when required in real life. These decisions will cover many aspects of life such as lifestyle choices, nutritional, fitness, safety, and many, many more.

Interacting

Skills for relating positively to others and the environment include: working cooperatively as a group member; generating and abiding by rules for common benefit; developing and maintaining friendships; offering assistance and encouragement to others; accepting support and assistance.

Participating in the game totally encourages mixed gender and generational interaction positively re-enforcing fair play, respecting others in the water and without, knowing when to accept assistance and actively seeking it when required.

Moving

Students develop the ability to: move effectively in response to a variety of stimuli; participate regularly in a range of games and sports; demonstrate mastery of fundamental movement skills such as throwing, catching, kicking, jumping and running; create and perform sequences of movement with variation in movement quality.

The importance of movement is continually encouraged, especially regarding stretching of muscles and joints.

Problem Solving

Students develop problem-solving skills by: gathering relevant information by observing, questioning and researching; generating alternative ways of resolving problems; using a range of problem-solving strategies; selecting the most appropriate solution; identifying people who can assist; carrying out a plan and reflecting on the results.

Players are advised, particularly in emergency situations, when to make decisions where they would be required to seek and obtain assistance in situations they would not normally be faced with. How to re-act when caught in a rip current, when to call the lifeguard, what emergency number is required, the importance of CPR in certain situations, recognizing dangerous creatures.