

**Years 1 and 2**

**teaching strategies and curriculum connections**

## Drawing and scribbling





### Years 1 and 2 – Drawing and scribbling

#### Western Australian Curriculum - Health and Physical Education

The Western Australian syllabuses remain broadly consistent with the Australian Curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

#### Focus area

- Relationships and sexuality
  - Assertive behaviour and sticking up for yourself
- Safety
  - Identifying safe and unsafe situations at home, school, at parties and in the community
  - Managing personal safety

**Year 1****Strand/Sub-Strand**

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

- **Being healthy, safe and active**
  - Personal strengths and how these change over time (ACPPS015)
  - Strategies to use when help is needed, such as:
    - dialling 000 in an emergency
    - reading basic safety signs
    - accessing a safety house or a trusted network
    - asking a trusted adult (ACPPS017)
- **Communicating and interacting for health and well being**
  - Positive ways to react to their own emotions in different situations, such as:
    - walking away
    - seeking help
    - remaining calm (ACPPS020)
- **Contributing to healthy and active communities**
  - Actions that support a safe classroom, such as:
    - moving around safely
    - sharing appropriately
    - following class rules (ACPPS022)

**Year 2****Strand/Sub-Strand**

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

- **Being healthy, safe and active**
  - Strategies to use when help is needed:
    - procedure and practice for dialling 000 in an emergency
    - locating safety houses and trusted networks in the local community (ACPPS017)
- **Communicating and interacting for health and well being**
  - Ways to interpret the feelings of others in different situations, such as:
    - words other people use
    - facial expressions
    - body language (ACPPS020)

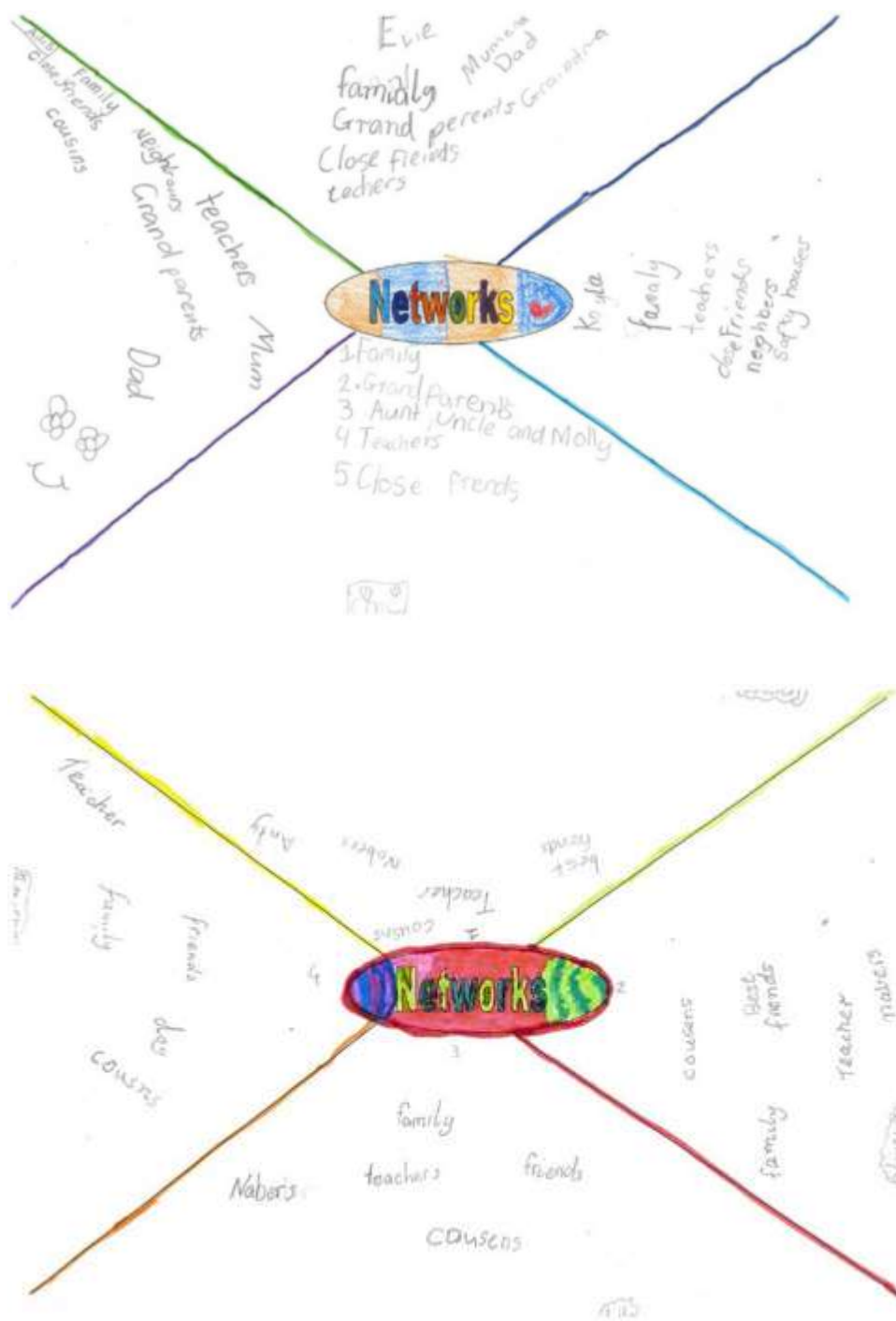
**General capabilities**

- **Personal and social capability: Self-awareness**
  - Recognise emotions - Compare their emotional responses with those of their peers

**Skills and strategies**

- Assertiveness skills
- Communication skills
- Coping skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- How to express feelings, needs and opinions to others
- Investigating factors that influence the way individuals respond emotionally to different situations
- Personal safety skills
- Resilience skills
- Risk evaluation strategies
- Risk management skills
- Self-understanding skills
- Social skills
- Strategies to assert themselves
- Understanding emotions skills

## Placemat



### Years 1 and 2 – Placemat

#### Western Australian Curriculum - Health and Physical Education

The Western Australian syllabuses remain broadly consistent with the Australian Curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

#### Focus area

- Mental health and wellbeing
  - Developing networks of support for promoting mental health and wellbeing
- Relationships and sexuality
  - Identifying people who are important to them
  - Strategies for relating/interacting positively with others
- Safety
  - Managing personal safety

**Year 1****Strand/Sub-Strand**

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

- **Being healthy, safe and active**
  - The strengths of others and how they contribute to positive outcomes, such as games and physical activities (ACPPS015)
  - Strategies to use when help is needed, such as:
    - dialling 000 in an emergency
    - reading basic safety signs
    - accessing a safety house or a trusted network
    - asking a trusted adult (ACPPS017)
- **Communicating and interacting for health and well being**
  - Positive ways to react to their own emotions in different situations, such as:
    - walking away
    - seeking help
    - remaining calm (ACPPS020)

**Year 2****Strand/Sub-Strand**

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

- **Being healthy, safe and active**
  - Strategies to use when help is needed:
    - procedure and practice for dialling 000 in an emergency
    - locating safety houses and trusted networks in the local community (ACPPS017)
- **Communicating and interacting for health and well being**
  - Ways to interpret the feelings of others in different situations, such as:
    - words other people use
    - facial expressions
    - body language (ACPPS020)

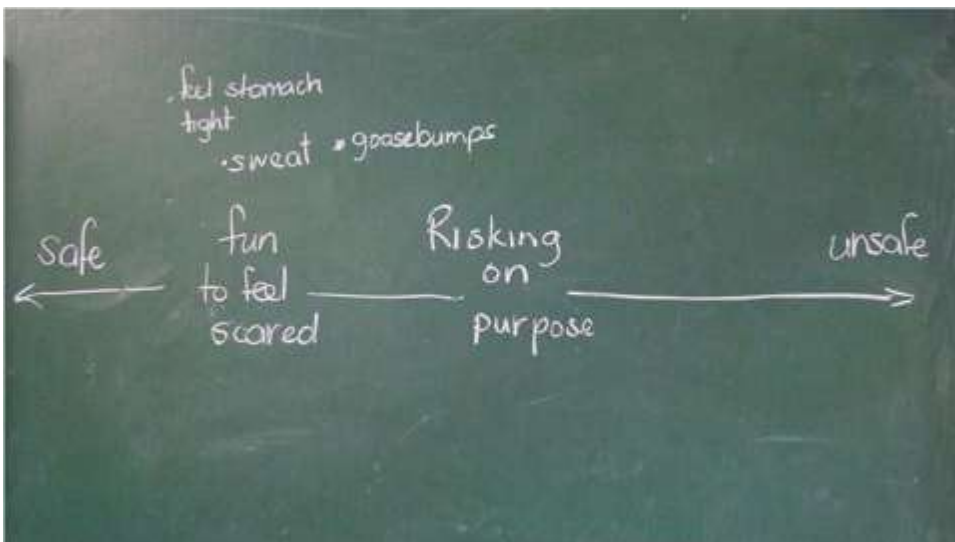
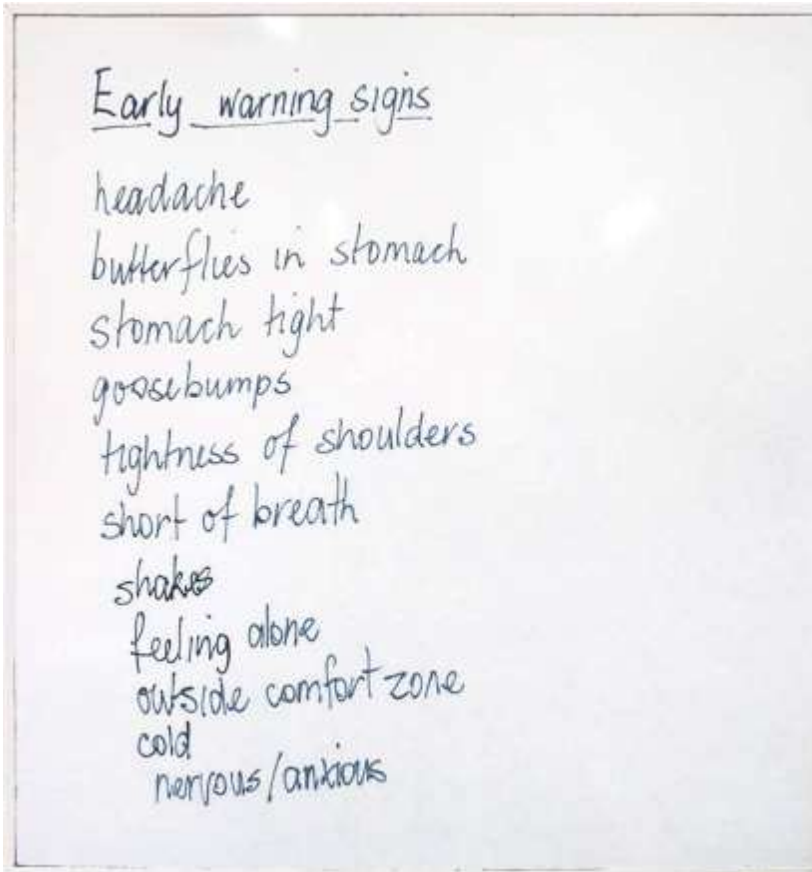
**General capabilities**

- **Critical and creative thinking: Generating ideas, possibilities and actions**
  - Consider alternatives - Identify and compare creative ideas to think broadly about a given situation or problem

**Skills and strategies**

- Assertiveness skills
- Communication skills
- Coping skills
- Decision making skills
- Exploring help-seeking scenarios that young people encounter
- Personal safety skills
- Practising different communication techniques to persuade someone to seek help
- Rehearsing assertive behaviours and strong non-verbal communication skills
- Resilience skills
- Risk evaluation strategies
- Risk management skills
- Self-control skills
- Self-understanding skills
- Social skills
- Strategies to assert themselves

## Brainstorm



### Years 1 and 2 – Brainstorm

#### Western Australian Curriculum - Health and Physical Education

The Western Australian syllabuses remain broadly consistent with the Australian Curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

#### Focus area

- Relationships and sexuality
  - Bullying, harassment and violence
- Safety
  - Identifying safe and unsafe situations at home, school, at parties and in the community
  - Managing personal safety

**Year 1****Strand/Sub-Strand**

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

- **Communicating and interacting for health and well being**
  - Appreciation and encouragement of the behaviour of others through the use of:
    - manners
    - positive language
    - praise (ACPPS019)
  - Positive ways to react to their own emotions in different situations, such as:
    - walking away
    - seeking help
    - remaining calm (ACPPS020)

**Year 2****Strand/Sub-Strand**

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

- **Communicating and interacting for health and well being**
  - Ways to interpret the feelings of others in different situations, such as:
    - words other people use
    - facial expressions
    - body language (ACPPS020)

**General capabilities**

- **Personal and social capability: Self-management**
- Express emotions appropriately - Describe ways to express emotions to show awareness of the feelings and needs of others

**Skills and strategies**

- Assertiveness skills
- Communication skills
- Co-operation skills
- Examining how emotions and decision making can affect outcomes
- Help seeking strategies
- How to manage risk
- Investigating factors that influence the way individuals respond emotionally to different situations
- Keeping safe skills
- Personal safety skills
- Problem solving skills
- Resilience skills
- Responding safely skills
- Social skills
- Strategies to cope with emotions



## T-chart



### Years 1 and 2 – T-Chart

#### Western Australian Curriculum - Health and Physical Education

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#### Focus area

- Relationships and sexuality
  - Bullying, harassment and violence
- Safety
  - Identifying safe and unsafe situations at home, school, at parties and in the community
  - Managing personal safety

**Year 1****Strand/Sub-Strand**

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

- **Being healthy, safe and active**
  - Strategies to use when help is needed, such as:
    - dialling 000 in an emergency
    - reading basic safety signs
    - accessing a safety house or a trusted network
    - asking a trusted adult (ACPPS017)
- **Communicating and interacting for health and well being**
  - Positive ways to react to their own emotions in different situations, such as:
    - walking away
    - seeking help
    - remaining calm (ACPPS020)

**Year 2****Strand/Sub-Strand**

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

- **Being healthy, safe and active**
  - Strategies to use when help is needed:
    - procedure and practice for dialling 000 in an emergency
    - locating safety houses and trusted networks in the local community (ACPPS017)
- **Communicating and interacting for health and well being**
  - Ways to interpret the feelings of others in different situations, such as:
    - words other people use
    - facial expressions
    - body language (ACPPS020)

**General capabilities**

- **Personal and social capability: Self-awareness**
  - Recognise emotions - Compare their emotional responses with those of their peers
- **Critical and creative thinking: Generating ideas, possibilities and actions**
  - Consider alternatives - Identify and compare creative ideas to think broadly about a given situation or problem

**Skills and strategies**

- Assertiveness skills
- Assessing and responding skills
- Communication skills
- Coping skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- Exploring help-seeking scenarios that young people encounter
- Personal safety skills
- Resilience skills
- Risk evaluation strategies
- Risk management skills
- Self-understanding skills

## Relaxation



### Years 1 and 2 – Relaxation

#### Western Australian Curriculum - Health and Physical Education

The Western Australian syllabuses remain broadly consistent with the Australian Curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

#### Focus area

- Mental health and wellbeing
  - Coping skills, help-seeking strategies and community support resources
- Relationships and sexuality
  - Identifying people who are important to them

#### Year 1

##### Strand/Sub-Strand

This teaching strategy is relevant to the following Western Australian Curriculum content:

#### Personal, social and community health

- **Communicating and interacting for health and well being**
  - Positive ways to react to their own emotions in different situations, such as:
    - walking away
    - seeking help
    - remaining calm (ACPPS020)

#### Year 2

##### Strand/Sub-Strand

This teaching strategy is relevant to the following Western Australian Curriculum content:

#### Personal, social and community health

- **Communicating and interacting for health and well being**
  - Ways to interpret the feelings of others in different situations, such as:
    - words other people use
    - facial expressions
    - body language (ACPPS020)

- Ways health messages are communicated on:
  - television
  - posters
  - radio (ACPPS021)
- **Contributing to healthy and active communities**
  - Actions that support a safe classroom, such as:
    - moving around safely
    - sharing appropriately
    - following class rules (ACPPS022)

- Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)
- **Contributing to healthy and active communities**
  - Actions that keep people safe and healthy in and outside the classroom, such as:
    - staying hydrated
    - being sun smart
    - following school rules (ACPPS022)

**General capabilities**

- **Personal and social capability: Self-awareness**
  - Recognise personal qualities and achievements - Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life

**Skills and strategies**

- Coping skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- How to express feelings, needs and opinions to others
- Investigating factors that influence the way individuals respond emotionally to different situations
- Resilience skills
- Risk management skills
- Self-control skills
- Self-understanding skills
- Stress management skills
- Understanding emotions skills

## Persona dolls

<p><u>Worry Dolls</u></p> <p>To make a worry doll to take our worries when we are sleeping.</p> <p>Materials</p> <p>Materials - different types</p> <p>Wooden Peg</p> <p>Wool</p> <p>Sticky Tape</p> <p>Glue</p> <p>Scissors</p>	<p><u>Steps</u></p> <ol style="list-style-type: none"> <li>1. You will need materials for a top or skirt.</li> <li>2. Put material on peg with glue and scissors.</li> <li>3. Draw face using pen or texter.</li> <li>4. Glue wool on the top of the peg for the hair.</li> <li>5. Then let it dry.</li> </ol> <p>My worry doll was a success because it will help me sleep.</p>
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### Years 1 and 2 – Persona dolls

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#### Focus area

- Mental health and wellbeing
  - Coping skills, help-seeking strategies and community support resources

#### Year 1

##### Strand/Sub-Strand

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

#### Year 2

##### Strand/Sub-Strand

This teaching strategy is relevant to the following Western Australian Curriculum content:

**Personal, social and community health**

- **Being healthy, safe and active**
  - Strategies to use when help is needed, such as:
    - dialling 000 in an emergency
    - reading basic safety signs
    - accessing a safety house or a trusted network
    - asking a trusted adult (ACPPS017)
- **Communicating and interacting for health and well being**
  - Appreciation and encouragement of the behaviour of others through the use of:
    - manners
    - positive language
    - praise (ACPPS019)
  - Positive ways to react to their own emotions in different situations, such as:
    - walking away
    - seeking help
    - remaining calm (ACPPS020)

- **Being healthy, safe and active**
  - Strategies to use when help is needed:
    - procedure and practice for dialling 000 in an emergency
    - locating safety houses and trusted networks in the local community (ACPPS017)
- **Communicating and interacting for health and well being**
  - Ways to interpret the feelings of others in different situations, such as:
    - words other people use
    - facial expressions
    - body language (ACPPS020)

#### **General capabilities**

- **Personal and social capability: Self-management**
  - Express emotions appropriately - Describe ways to express emotions to show awareness of the feelings and needs of others

#### **Skills and strategies**

- One step removed strategy
- Coping skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- How to express feelings, needs and opinions to others
- Investigating factors that influence the way individuals respond emotionally to different situations
- Resilience skills
- Risk management skills
- Self-understanding skills
- Stress management skills
- Understanding emotions skills

## Choose a corner



### Years 1 and 2 – Choose a corner

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#### Year 1

##### Strand/Sub-Strand

This teaching strategy is relevant to the following Western Australian Curriculum content:

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    - manners
    - positive language
    - praise (ACPPS019)
  - Positive ways to react to their own emotions in different situations, such as:
    - walking away
    - seeking help
    - remaining calm (ACPPS020)

#### Year 2

##### Strand/Sub-Strand

This teaching strategy is relevant to the following Western Australian Curriculum content:

#### Personal, social and community health

- **Communicating and interacting for health and well being**
  - Strategies to include others in activities and games (ACPPS019)
  - Ways to interpret the feelings of others in different situations, such as:
    - words other people use
    - facial expressions
    - body language (ACPPS020)

**General capabilities**

- **Personal and social capability: Self-awareness**

Recognise emotions - Compare their emotional responses with those of their peers

- **Critical and creative thinking: Generating ideas, possibilities and actions**

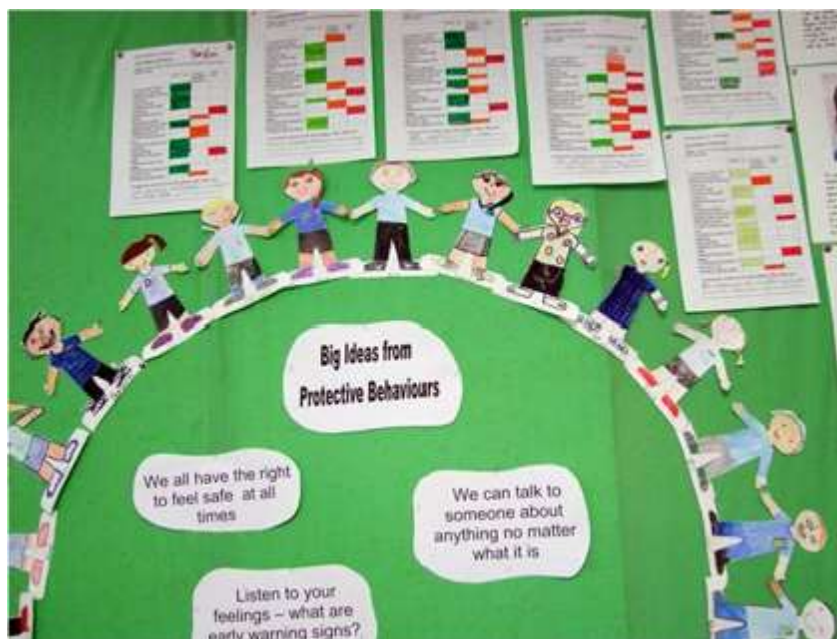
- Consider alternatives - Identify and compare creative ideas to think broadly about a given situation or problem

**Skills and strategies**

- Assessing and responding skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- How to express feelings, needs and opinions to others
- Investigating factors that influence the way individuals respond emotionally to different situations
- Personal safety skills
- Problem solving skills
- Resilience skills
- Risk evaluation strategies
- Risk management skills
- Self-understanding skills
- Understanding emotions skills



## Values continuum



### Years 1 and 2 – Values continuum

#### Western Australian Curriculum - Health and Physical Education

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#### Focus area

- Safety
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#### Year 1

##### Strand/Sub-Strand

This teaching strategy is relevant to the following Western Australian Curriculum content:

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- **Communicating and interacting for health and well being**
  - Appreciation and encouragement of the behaviour of others through the use of:
    - manners
    - positive language
    - praise (ACPPS019)
  - Positive ways to react to their own emotions in different situations, such as:
    - walking away
    - seeking help
    - remaining calm (ACPPS020)

#### Year 2

##### Strand/Sub-Strand

This teaching strategy is relevant to the following Western Australian Curriculum content:

#### Personal, social and community health

- **Communicating and interacting for health and well being**
  - Strategies to include others in activities and games (ACPPS019)
  - Ways to interpret the feelings of others in different situations, such as:
    - words other people use
    - facial expressions
    - body language (ACPPS020)

#### General capabilities

- **Personal and social capability: Self-awareness**  
Recognise emotions - Compare their emotional responses with those of their peers
- **Critical and creative thinking: Generating ideas, possibilities and actions**
  - Consider alternatives - Identify and compare creative ideas to think broadly about a given situation or problem

#### Skills and strategies

- Assessing and responding skills
- Communication skills
- Coping skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- Investigating factors that influence the way individuals respond emotionally to different situations

- Keeping safe skills
- Managing risk skills
- Personal safety skills
- Resilience skills
- Self-understanding skills
- Social skills