Years 3 and 4

teaching strategies and curriculum connections

Diorama





Years 3 and 4 – Diorama

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

- Safety
 - o Identifying safe and unsafe situations at home, school, at parties and in the community
 - Managing personal safety

Strand/Sub-Strand

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

- Personal, social and community health Being healthy, safe and active
 Promote safety strategies
- Personal, social and community health Contribution to healthy and active communities
 - o Describing how to make the classroom safe

Year 3	Year 4
Strand/Sub-Strand	Strand/Sub-Strand
This teaching strategy is relevant to the following Western	This teaching strategy is relevant to the following Western
Australian Curriculum content:	Australian Curriculum content:
 Personal, social and community health Being healthy, safe and active Actions in daily routines that promote health, safety and wellbeing: healthy eating appropriate levels of physical activity (ACPPS036) 	 Personal, social and community health Being healthy, safe and active Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations using assertive behaviour and language knowing who or where to go for help in the community (<u>ACPPS035</u>) Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (<u>ACPPS036</u>; <u>ACPPS040</u>)

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

- Assertiveness skills
- Communication skills
- Coping skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- Help seeking skills
- How to be assertive and use protective behaviours skills
- How to identify risks
- Investigating factors that influence the way individuals respond emotionally to different situations
- Minimising conflict skills
- Problem solving skills
- Risk management skills
- Self-understanding skills
- Social skills
- Strategies to cope with and reduce stress
- Stress management skills

Before and after

When I'r By T	n Peeling SAD		eeling SAD Moroney
lefere I read 1953 ga watery 1953	After I reed Play with Friends. I alk to Family Play my fasturite games ocudile my teddy bear Sit in my room all by myself I iston to my fasturite music When the feeling sick when the feeling sick when the feeling sick when the feeling sick Sadness ends It's ok to feel sad	International Sol is an emotion I feeling I feel Sod whe I someone i love clies.	will end. It's not fair!

Years 3 and 4 – Before and after 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 Strategies for relating/interacting positively with oth 	ers	
 Year 3 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 Behaviours that show empathy and respect for others (<u>ACPPS037</u>) Circumstances that can influence the level of emotional response to situations (<u>ACPPS038</u>) Choices and behaviours conveyed in health information and messages (<u>ACPPS039</u>) 	 Year 4 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 The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037) Strategies to identify and manage emotions before reacting (ACPPS038) Strategies to cope with adverse situations and the demands of others (ACPPS038) Ways in which health information and messages can influence health decisions and behaviours (ACPPS039) 	

o Comprehend texts - Navigate, read and view texts with illustrations and simple graphics

- Communication skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- Exploring help-seeking scenarios that young people encounter
- How to be assertive and use protective behaviours skills
- Investigating factors that influence the way individuals respond emotionally to different situations
- Resilience skills
- Risk management skills
- Self-understanding skills
- Social skills
- Strategies to cope with and reduce stress
- Stress management skills

Learning journey



Years 3 and 4 – Learning journey		
 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 		
Year 3 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 • Factors that strengthen personal identities, such as the influence of: - family - friends - school (<u>ACPPS033</u>) • Physical, social and emotional changes that occur as individuals grow older, such as changes to: - the body - friendships - feelings (<u>ACPPS034</u>)	 Year 4 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 Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk seeking help thinking optimistically (ACPPS033) Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: positive self-talk assertiveness seeking help sharing responsibilities (ACPPS034) 	

	 using assertive behaviour and language knowing who or where to go for help in the community (<u>ACPPS035</u>) Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (<u>ACPPS036</u>; <u>ACPPS040</u>)
General capabilities	
Personal and social capability: Social awareness Contribute to civil accient. Describe how they a	
 Contribute to civil society - Describe how they can and how others care for and assist them 	ontribute to their homes, classrooms and local communities,
Skills and strategies	
Assertiveness skills	
Communication skills	
Decision making skills	
• Examining how emotions and decision making can a	affect outcomes
• Exploring help-seeking scenarios that young people	encounter
• How to be assertive and use protective behaviours	
How to identify risks	
 Investigating factors that influence the way individuals respond emotionally to different situations 	
 Planning before deciding • how to incorporate Plan A and Plan B in your action plan 	
 Practising different communication techniques to persuade someone to seek help 	
Resilience skills	
Risk management skills	
Self-understanding skills	
Social skills	
Strategies to cope with and reduce stress	

• Stress management skills

Journal writing





Years 3 and 4 – Journal writing

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
 - o Coping skills, help-seeking strategies and community support resources
 - o Understanding mental health and wellbeing and mental health problems
- Relationships and sexuality
 - o Strategies for relating/interacting positively with others
 - o Identifying people who are important to them

Year 3 Strand/Sub-Strand	Year 4 Strand/Sub-Strand
This teaching strategy is relevant to the following Western Australian Curriculum content:	This teaching strategy is relevant to the following Western Australian Curriculum content:
 Personal, social and community health Being healthy, safe and active 	Personal, social and community healthBeing healthy, safe and active
 Factors that strengthen personal identities, such 	 Use of persistence and resilience as tools to
as the influence of:	respond positively to challenges and failure, such
- family	as:
- friends	 using self-talk
 school (<u>ACPPS033</u>) 	 seeking help
 Physical, social and emotional changes that 	 thinking optimistically (<u>ACPPS033</u>)
occur as individuals grow older, such as changes	 Strategies that help individuals to manage the import of physical applies and emotional charges
to: - the body	impact of physical, social and emotional changes, such as:
- friendships	- positive self-talk
- feelings (<u>ACPPS034</u>)	- assertiveness
Communicating and interacting for health and	 seeking help
well being	 sharing responsibilities (<u>ACPPS034</u>)
 Behaviours that show empathy and respect for 	 Personal behaviours and strategies to remain
others (<u>ACPPS037</u>)	safe in uncomfortable or unsafe situations, such
	as: being alert and aware of unsafe situations
	 being alert and aware of unsale situations using assertive behaviour and language
	 knowing who or where to go for help in the
	community (<u>ACPPS035</u>)
	 Strategies to ensure safety and wellbeing at
	home and at school, such as:
	 following school rules
	 identifying and choosing healthier foods for thermosphere (ACDD00000, ACDD0010)
	themselves (<u>ACPPS036</u> ; <u>ACPPS040</u>)
	 Communicating and interacting for health and well being
	 The positive influence of respect, empathy and
	the valuing of differences in relationships
	(<u>ACPPS037</u>)
	 Strategies to identify and manage emotions
	before reacting (<u>ACPPS038</u>)
	 Strategies to cope with adverse situations and the demande of others (ACRES022)
	the demands of others (<u>ACPPS038</u>)
General capabilitiesPersonal and social capability: Self-awareness	
	ave learnt about themselves from a range of experiences
at home and school	5
Literacy: Composing texts through speaking, writin	
 Compose texts - Compose and edit a small range of 	of learning area texts
Skills and strategies	
Assertiveness skills Communication skills	
Communication skillsDecision making skills	
•	ct outcomes
 Examining how emotions and decision making can affect outcomes Exploring help-seeking scenarios that young people encounter 	
 How to be assertive and use protective behaviours 	
How to identify risks	
 Investigating factors that influence the way individuals r 	espond emotionally to different situations
Planning before deciding • how to incorporate Plan A a	
• Practising different communication techniques to persu	
Resilience skills	
Risk management skills	
Self-control skills	
Self-understanding skills	
Social skills	
 Strategies to cope with and reduce stress 	

Values continuum

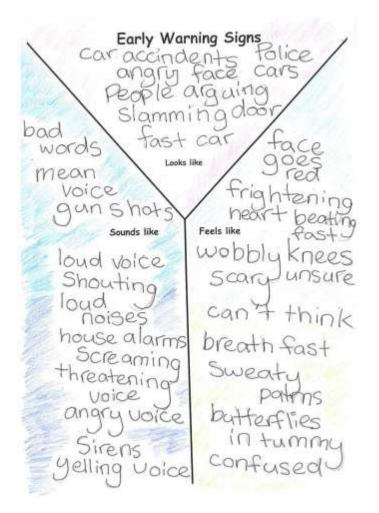


Veere 2 and 4 Velues continuum		
Years 3 and 4 – Values continuum		
Western Australian Curriculum - Health and Physical Education The Western Australian syllabuses remain broadly consistent with the Australian Curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.		
 Focus area Mental health and wellbeing Coping skills, help-seeking strategies and commun Relationships and sexuality Assertive behaviour and standing up for yourself Safety Identifying safe and unsafe situations at home, sch Managing personal safety 		
 Year 3 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 Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm using appropriate non-verbal communication skills seeking help (<u>ACPPS035</u>) Actions in daily routines that promote health, safety and wellbeing: healthy eating appropriate levels of physical activity (<u>ACPPS036</u>) 	 Year 4 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 behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations using assertive behaviour and language knowing who or where to go for help in the community (<u>ACPPS035</u>) Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (<u>ACPPS036; ACPPS040</u>) Communicating and interacting for health and well being 	

	 Strategies to identify and manage emotions before reacting (<u>ACPPS038</u>)
	 Strategies to cope with adverse situations and
	the demands of others (<u>ACPPS038</u>)
Concret conchilition	
General capabilities	icing and avaluating reasoning and procedures
Critical and creative thinking: Analysing, synthes Applying logic and reasoning Identify and apply	appropriate reasoning and thinking strategies for particular
 Applying logic and reasoning - Identify and apply outcomes 	appropriate reasoning and trinking strategies for particular
Skills and strategies	
Assertiveness skills	
Communication skills	
Decision making skills Evamining how american and decision making can be	factoutcomes
Examining how emotions and decision making can a	
 Exploring help-seeking scenarios that young people 	encounter
• How to be assertive and use protective behaviours	
How to identify risks	· · · · · · · · · · · ·
 Investigating factors that influence the way individual 	
 Practising different communication techniques to per- 	suade someone to seek help
Risk management skills	
Self-control skills	
Self-understanding skills	

• Stress management skills

Y-chart



Years 3 and 4 – Y-chart		
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 Safety Identifying safe and unsafe situations at home, school, at parties and in the community Managing personal safety 		
Year 3 Strand/Sub-Strand This teaching strategy is relevant to the following Western Australian Curriculum content:	Year 4 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 Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm using appropriate non-verbal communication skills seeking help (<u>ACPPS035</u>) Communicating and interacting for health and well being Circumstances that can influence the level of emotional response to situations (<u>ACPPS038</u>) 	 Personal, social and community health Being healthy, safe and active Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: positive self-talk assertiveness seeking help sharing responsibilities (ACPPS034) Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations using assertive behaviour and language knowing who or where to go for help in the 	

community (<u>ACPPS035</u>)
 Strategies to ensure safety and wellbeing at
home and at school, such as:
 following school rules
 identifying and choosing healthier foods for
themselves (<u>ACPPS036;</u> <u>ACPPS040</u>)
Communicating and interacting for health and
well being
 Strategies to identify and manage emotions
before reacting (ACPPS038)
 Strategies to cope with adverse situations and
the demands of others (ACPPS038)
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General capabilities

- Personal and social capability: Self-awareness
- Recognise emotions Describe the influence that people, situations and events have on their emotions

Skills and strategies

- Communication skills
- Coping skills

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- Decision making skills
- Examining how emotions and decision making can affect outcomes
- Exploring help-seeking scenarios that young people encounter
- How to identify risks
- Investigating factors that influence the way individuals respond emotionally to different situations
- Risk management skills
- Self-control skills
- Self-understanding skills
- Stress management skills

Brainstorm



Years 3 and 4 – 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

- Mental health and wellbeing
 - o Coping skills, help-seeking strategies and community support resources
 - Relationships and sexuality
 - o Assertive behaviour and standing up for yourself
- Safety
 - o Identifying safe and unsafe situations at home, school, at parties and in the community
 - Managing personal safety

Year 3	Year 4
Strand/Sub-Strand	Strand/Sub-Strand
This teaching strategy is relevant to the following Western	This teaching strategy is relevant to the following Western
a a, a	Australian Curriculum content:
Australian Curriculum content:	Australian Cumculum content.
Personal assistant community health	Dereenal assistand community health
Personal, social and community health	Personal, social and community health
 Being healthy, safe and active 	 Being healthy, safe and active
 Assertive behaviours and communication skills to 	 Personal behaviours and strategies to remain
respond to unsafe situations, such as:	safe in uncomfortable or unsafe situations, such
- keeping calm	as:
 using appropriate non-verbal communication 	 being alert and aware of unsafe situations
skills	 using assertive behaviour and language
 seeking help (<u>ACPPS035</u>) 	 knowing who or where to go for help in the
 Communicating and interacting for health and 	community (<u>ACPPS035</u>)
well being	 Strategies to ensure safety and wellbeing at
 Circumstances that can influence the level of 	home and at school, such as:
emotional response to situations (ACPPS038)	 following school rules
	 identifying and choosing healthier foods for
	themselves (<u>ACPPS036; ACPPS040</u>)
	 Communicating and interacting for health and
	well being
	 Strategies to identify and manage emotions
	· · · · · · · · · · · · · · · · · · ·

 before reacting (<u>ACPPS038</u>) Strategies to cope with adverse situations and the demands of others (<u>ACPPS038</u>)

General capabilities

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- Personal and social capability: Self-awareness
- Recognise emotions Describe the influence that people, situations and events have on their emotions

- Assertiveness skills
- Communication skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- Goal setting skills
- How to be assertive and use protective behaviours
- How to identify risks
- Investigating factors that influence the way individuals respond emotionally to different situations
- Planning before deciding how to incorporate Plan A and Plan B in your action plan
- Practising different communication techniques to persuade someone to seek help
- Resilience skills
- Risk management skills
- Self-control skills
- Self-understanding skills
- Social skills
- Strategies to cope with and reduce stress
- Stress management skills

Decision making model



Years 3 and 4 – Decision making model

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
 - o Coping skills, help-seeking strategies and community support resources
- Relationships and sexuality
 - Assertive behaviour and standing up for yourself
- Safety
 - o Identifying safe and unsafe situations at home, school, at parties and in the community
 - Managing personal safety

Year 3	Year 4
Strand/Sub-Strand	Strand/Sub-Strand
This teaching strategy is relevant to the following Western Australian Curriculum content:	This teaching strategy is relevant to the following Western Australian Curriculum content:
Personal, social and community health	Personal, social and community health
Being healthy, safe and active	Being healthy, safe and active
 Factors that strengthen personal identities, such 	 Use of persistence and resilience as tools to
as the influence of:	respond positively to challenges and failure, such
- family	as:
- friends	 using self-talk
 school (<u>ACPPS033</u>) 	 seeking help
 Assertive behaviours and communication skills to 	 thinking optimistically (<u>ACPPS033</u>)
respond to unsafe situations, such as:	 Strategies that help individuals to manage the
 keeping calm 	impact of physical, social and emotional changes,
 using appropriate non-verbal communication 	such as:
skills	 positive self-talk
 seeking help (<u>ACPPS035</u>) 	- assertiveness

	 seeking help sharing responsibilities (<u>ACPPS034</u>) Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations using assertive behaviour and language knowing who or where to go for help in the community (<u>ACPPS035</u>) Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for
General canabilities	6

General capabilities Personal and social capability: Social awareness

- Contribute to civil society Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them
- Critical and creative thinking: Analysing, synthesising and evaluating reasoning and procedures
- Applying logic and reasoning Identify and apply appropriate reasoning and thinking strategies for particular outcomes

- Accepting personal responsibility skills
- Assertiveness 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
- Goal setting skills
- Help seeking skills
- How to be assertive and use protective behaviours
- How to identify risks
- Investigating factors that influence the way individuals respond emotionally to different situations
- Planning before deciding how to incorporate Plan A and Plan B in your action plan
- Practising different communication techniques to persuade someone to seek help
- Problem solving skills
- Resilience skills
- Risk management skills
- Self-control skills
- Self-understanding skills
- Social skills
- Strategies to cope with and reduce stress
- Stress management skills