

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
 - 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**
 - Describing how to make the classroom safe

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**
 - Actions in daily routines that promote health, safety and wellbeing:
 - healthy eating
 - appropriate levels of physical activity (ACPPS036)

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 (ACPPS035)
 - Strategies to ensure safety and wellbeing at home and at school, such as:
 - following school rules
 - identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040)

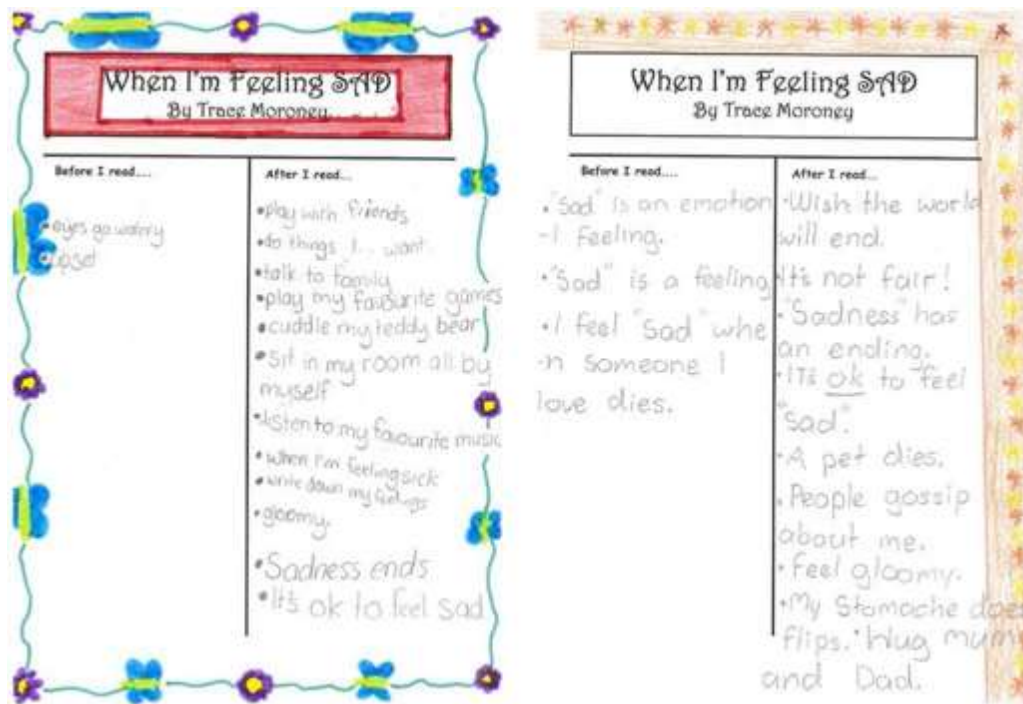
General capabilities

- **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
- 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



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 others

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 (ACPPS037)
 - Circumstances that can influence the level of emotional response to situations (ACPPS038)
 - Choices and behaviours conveyed in health information and messages (ACPPS039)

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)

General capabilities

- **Literacy: Comprehending texts through listening, reading and viewing**
 - Comprehend texts - Navigate, read and view texts with illustrations and simple graphics

Skills and strategies

- 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 (ACPPS033)
 - Physical, social and emotional changes that occur as individuals grow older, such as changes to:
 - the body
 - friendships
 - feelings (ACPPS034)

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)
 - 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 (ACPPS035)
- o Strategies to ensure safety and wellbeing at home and at school, such as:
 - following school rules
 - identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040)

General capabilities

• **Personal and social capability: Social awareness**

- o Contribute to civil society - Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them

Skills and strategies

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

Year 3

Strand/Sub-Strand

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Personal, social and community health

- **Being healthy, safe and active**
 - Factors that strengthen personal identities, such as the influence of:
 - family
 - friends
 - school (ACPPS033)
 - Physical, social and emotional changes that occur as individuals grow older, such as changes to:
 - the body
 - friendships
 - feelings (ACPPS034)
- **Communicating and interacting for health and well being**
 - Behaviours that show empathy and respect for others (ACPPS037)

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**
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 - 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)
 - 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 (ACPPS035)
 - Strategies to ensure safety and wellbeing at home and at school, such as:
 - following school rules
 - identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040)
- **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)

General capabilities

- **Personal and social capability: Self-awareness**
 - Develop reflective practice - Reflect on what they have learnt about themselves from a range of experiences at home and school
- **Literacy: Composing texts through speaking, writing and creating**
 - Compose texts - Compose and edit a small range of learning area texts

Skills and strategies

- Assertiveness skills
- 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
- 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

Values continuum



Years 3 and 4 – Values continuum

Western Australian Curriculum - Health and Physical Education

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Focus area

- Mental health and wellbeing
 - Coping skills, help-seeking strategies and community support resources
- Relationships and sexuality
 - Assertive behaviour and standing up for yourself
- 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:

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 (ACPPS035)
 - Actions in daily routines that promote health, safety and wellbeing:
 - healthy eating
 - appropriate levels of physical activity (ACPPS036)

Year 4

Strand/Sub-Strand

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Personal, social and community health

- **Being healthy, safe and active**
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 - being alert and aware of unsafe situations
 - using assertive behaviour and language
 - knowing who or where to go for help in the community (ACPPS035)
 - Strategies to ensure safety and wellbeing at home and at school, such as:
 - following school rules
 - identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040)
- **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)

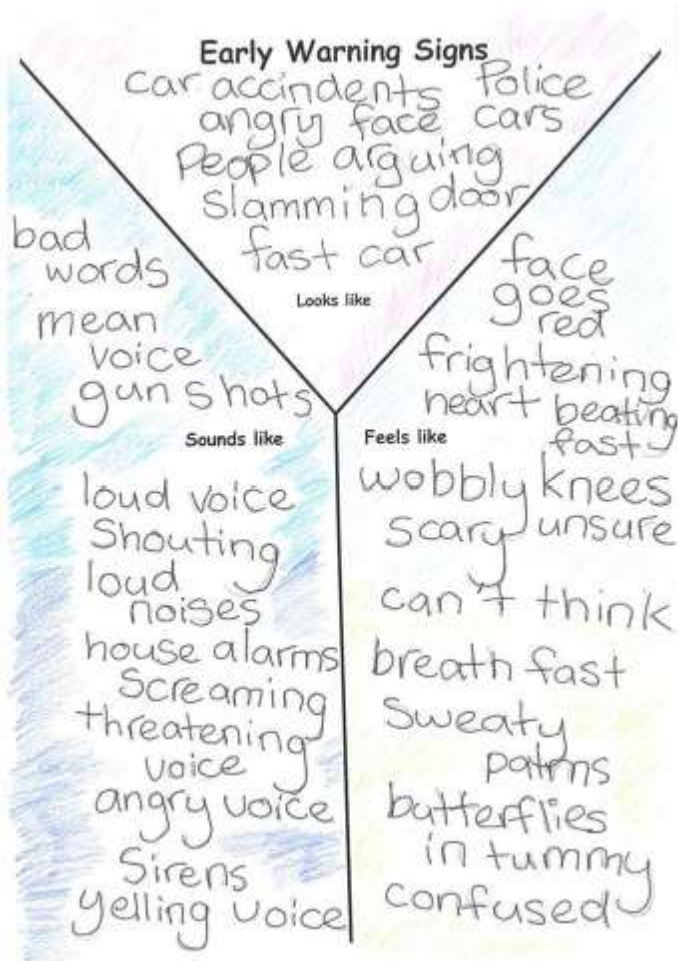
General capabilities

- **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

Skills and strategies

- Assertiveness skills
- 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
- How to identify risks
- Investigating factors that influence the way individuals respond emotionally to different situations
- Practising different communication techniques to persuade someone to seek help
- Risk management skills
- Self-control skills
- Self-understanding skills
- Stress management skills

Y-chart



Years 3 and 4 – Y-chart

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Year 3

Strand/Sub-Strand

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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 ([ACPPS035](#))
- **Communicating and interacting for health and well being**
 - Circumstances that can influence the level of emotional response to situations ([ACPPS038](#))

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**
 - 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 ([ACPPS035](#))

- Strategies to ensure safety and wellbeing at home and at school, such as:
 - following school rules
 - identifying and choosing healthier foods for themselves ([ACPPS036](#); [ACPPS040](#))
- **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](#))

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
- 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

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- Mental health and wellbeing
 - Coping skills, help-seeking strategies and community support resources
- Relationships and sexuality
 - Assertive behaviour and standing up for yourself
- Safety
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Year 3

Strand/Sub-Strand

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 - Assertive behaviours and communication skills to respond to unsafe situations, such as:
 - keeping calm
 - using appropriate non-verbal communication skills
 - seeking help ([ACPPS035](#))
- **Communicating and interacting for health and well being**
 - Circumstances that can influence the level of emotional response to situations ([ACPPS038](#))

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 - being alert and aware of unsafe situations
 - using assertive behaviour and language
 - knowing who or where to go for help in the community ([ACPPS035](#))
 - Strategies to ensure safety and wellbeing at home and at school, such as:
 - following school rules
 - identifying and choosing healthier foods for themselves ([ACPPS036](#); [ACPPS040](#))
- **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)

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

- 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
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Decision making model



Years 3 and 4 – Decision making model

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Focus area

- Mental health and wellbeing
 - Coping skills, help-seeking strategies and community support resources
- Relationships and sexuality
 - Assertive behaviour and standing up for yourself
- Safety
 - Identifying safe and unsafe situations at home, school, at parties and in the community
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Year 3

Strand/Sub-Strand

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Personal, social and community health

- **Being healthy, safe and active**
 - Factors that strengthen personal identities, such as the influence of:
 - family
 - friends
 - school (ACPPS033)
 - Assertive behaviours and communication skills to respond to unsafe situations, such as:
 - keeping calm
 - using appropriate non-verbal communication skills
 - seeking help (ACPPS035)

Year 4

Strand/Sub-Strand

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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](#))
- 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 ([ACPPS035](#))
- Strategies to ensure safety and wellbeing at home and at school, such as:
 - following school rules
 - identifying and choosing healthier foods for themselves ([ACPPS036](#); [ACPPS040](#))

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

Skills and strategies

- 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