

**Years 5 and 6**

**teaching strategies and curriculum connections**

## Role play



### Years 5 and 6 – Role play

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

Year 5

Year 6

**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**
  - Reliable sources of information that inform health, safety and wellbeing, such as:
    - internet-based information
    - community health organisations
    - publications and other media (ACPPS053; ACPPS057)
- **Communicating and interacting for health and well being**
  - Skills and strategies to establish and manage relationships over time, such as:
    - exploring why relationships change
    - assessing the impact of changing relationships on health and wellbeing
    - building new friendships
    - dealing with bullying and harassment (ACPPS055)
  - Ways in which inappropriate emotional responses impact on relationships, such as:
    - loss of trust
    - fear
    - loss of respect (ACPPS056)

**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 and resources to understand and manage the changes and transitions associated with puberty, such as:
    - minimising and managing conflict
    - recognising and building self-esteem
    - selecting and managing relationships (ACPPS052)
- **Communicating and interacting for health and well being**
  - Skills to establish and manage positive relationships, such as:
    - showing respect and empathy
    - being cooperative
    - actively listening
    - being trustworthy
    - accepting differences (ACPPS055)
  - Situations in which emotions can influence decision-making:
    - in peer group
    - with friends
    - with family
    - during sporting or physical activities (ACPPS056)

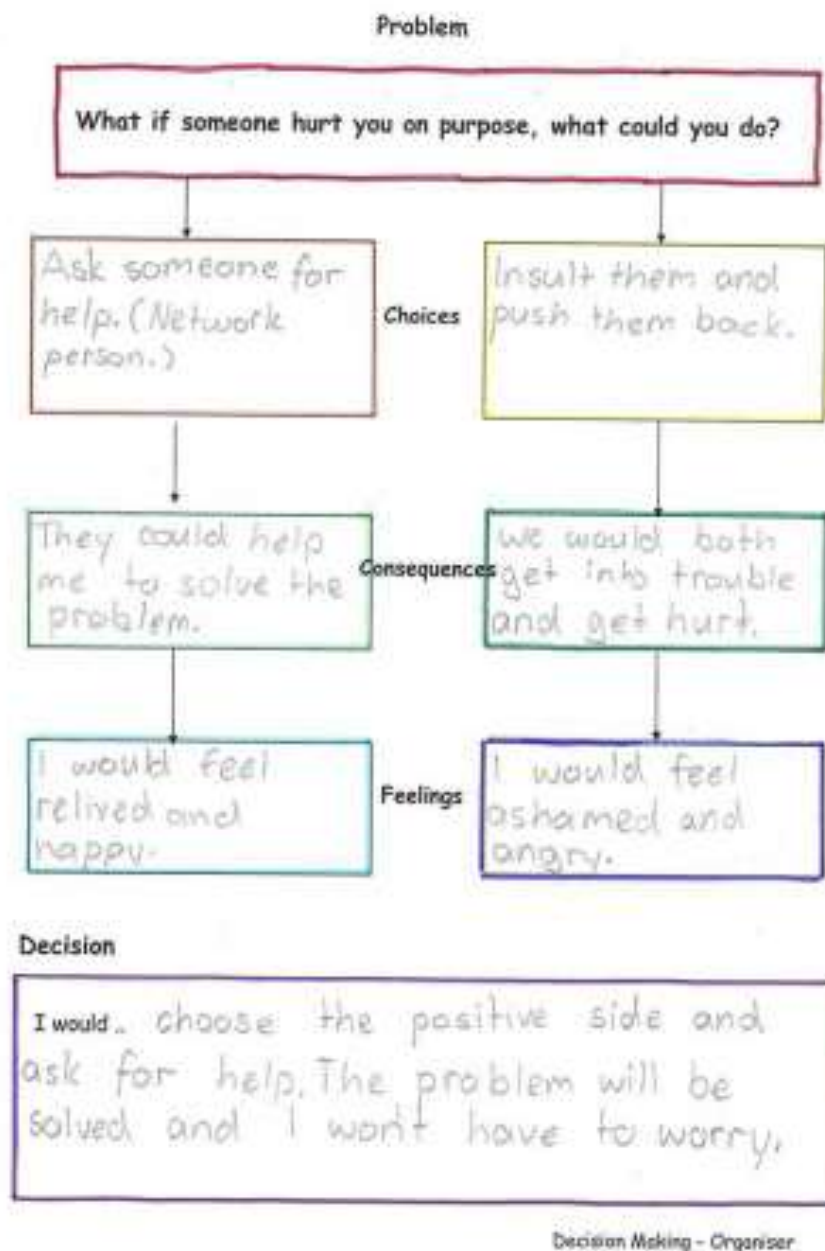
**General capabilities**

- **Personal and social capability: Self-management**
  - Express emotions appropriately - Explain the influence of emotions on behaviour, learning and relationships

**Skills and strategies**

- One step removed strategy
- Assertiveness skills
- Communication skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- 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
- Leadership skills
- Planning before deciding • how to incorporate Plan A and Plan B in your action plan
- Resilience skills
- Risk management skills
- Self-control skills
- Self-understanding skills
- Social skills
- Strategies to cope with and reduce stress

## Decision making model



### Years 5 and 6 – 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

- Relationships and sexuality
  - Strategies for relating/interacting positively with others
  - 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 5

##### 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

#### Year 6

##### 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**

- Skills and strategies to establish and manage relationships over time, such as:
  - exploring why relationships change
  - assessing the impact of changing relationships on health and wellbeing
  - building new friendships
  - dealing with bullying and harassment (ACPPS055)
- Ways in which inappropriate emotional responses impact on relationships, such as:
  - loss of trust
  - fear
  - loss of respect (ACPPS056)

**well being**

- Skills to establish and manage positive relationships, such as:
  - showing respect and empathy
  - being cooperative
  - actively listening
  - being trustworthy
  - accepting differences (ACPPS055)
- Situations in which emotions can influence decision-making:
  - in peer group
  - with friends
  - with family
  - during sporting or physical activities (ACPPS056)

**General capabilities**

- **Personal and social capability: Self-management**
  - Express emotions appropriately - Explain the influence of emotions on behaviour, learning and relationships
- **Personal and social capability: Social awareness**
  - Appreciate diverse perspectives - Discuss the value of diverse perspectives and describe a point of view that is different from their own

**Skills and strategies**

- Assertiveness skills
- Communication skills
- Conflict management 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
- How to incorporate Plan A and Plan B in your action plan
- How to make clear, reasoned statements
- Leadership skills
- Personal safety skills
- Practising different communication techniques to persuade someone to seek help
- Resilience skills
- Risk management
- Self-control skills
- Self-understanding skills
- Social skills
- Strategies to cope with and reduce stress
- Strategies to manage risk
- Stress management skills
- Ways to seek help and support

## Using songs and stories



### Years 5 and 6 – Using songs and stories

#### 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
- Safety
  - Managing personal safety

**Year 5****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**
  - Ways that individuals and groups adapt to different contexts and situations (ACPPS051)
  - Changes associated with puberty which vary with individuals:
    - physical
    - mental
    - emotional (ACPPS052)
  - Reliable sources of information that inform health, safety and wellbeing, such as:
    - internet-based information
    - community health organisations
    - publications and other media (ACPPS053; ACPPS057)
- **Contributing to healthy and active communities**
  - Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:
    - bicycle safety
    - sun safety (ACPPS058)

**Year 6****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**
  - Ways that personal identities change over time (ACPPS051)
  - Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:
    - minimising and managing conflict
    - recognising and building self-esteem
    - selecting and managing relationships (ACPPS052)
  - Criteria that can be applied to sources of information to assess their credibility (ACPPS053)
  - Strategies that promote a healthy lifestyle, such as:
    - refusing medicines, tobacco, alcohol or other drugs
    - improving the nutritional value in meals
    - increasing physical activity
    - being safe in an online environment (ACPPS054)
- **Contributing to healthy and active communities**
  - Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:
    - creating social connections for better mental health
    - meeting physical activity recommendations (ACPPS058)

**General capabilities**

- **Literacy: Comprehending texts through listening, reading and viewing**
  - Interpret and analyse learning area texts - Interpret literal information and make inferences to expand topic knowledge using comprehension strategies

**Skills and strategies**

- One step removed strategy
- Communication 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
- How to incorporate Plan A and Plan B in your action plan
- Personal safety skills
- 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
- Ways to seek help and support

## Persona dolls



### Years 5 and 6 – Persona dolls

#### 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
  - 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
  - Safety at school

#### Year 5

##### 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**
  - Ways that individuals and groups adapt to different contexts and situations ([ACPPS051](#))
  - Changes associated with puberty which vary with individuals:
    - physical
    - mental
    - emotional ([ACPPS052](#))
- **Communicating and interacting for health and well being**
  - Skills and strategies to establish and manage relationships over time, such as:
    - exploring why relationships change
    - assessing the impact of changing relationships on health and wellbeing
    - building new friendships
    - dealing with bullying and harassment ([ACPPS055](#))
  - Ways in which inappropriate emotional responses impact on relationships, such as:
    - loss of trust

#### Year 6

##### 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 and resources to understand and manage the changes and transitions associated with puberty, such as:
    - minimising and managing conflict
    - recognising and building self-esteem
    - selecting and managing relationships ([ACPPS052](#))
  - Criteria that can be applied to sources of information to assess their credibility ([ACPPS053](#))
- **Communicating and interacting for health and well being**
  - Skills to establish and manage positive relationships, such as:
    - showing respect and empathy
    - being cooperative
    - actively listening
    - being trustworthy
    - accepting differences ([ACPPS055](#))
  - Situations in which emotions can influence



- fear
- loss of respect (ACPPS056)

- decision-making:
- in peer group
  - with friends
  - with family
  - during sporting or physical activities (ACPPS056)

### **General capabilities**

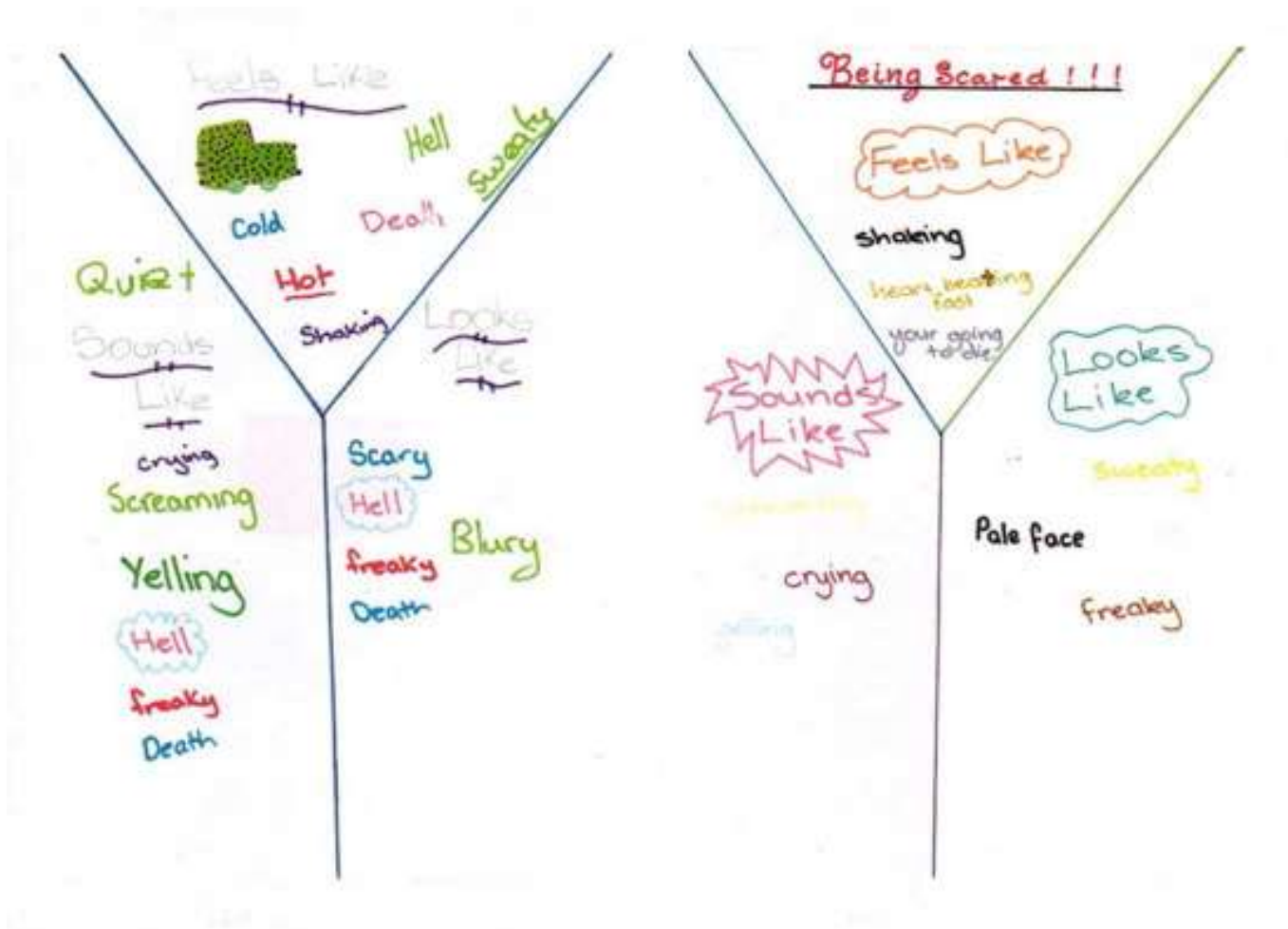
- **Personal and social capability: Self-management**

- Express emotions appropriately - Explain the influence of emotions on behaviour, learning and relationships

### **Skills and strategies**

- One step removed strategy
- Assertiveness skills
- Communication skills
- Conflict management skills Examining how emotions and decision making can affect outcomes
- Coping skills
- Exploring help-seeking scenarios that young people encounter
- How to be assertive and use protective behaviours
- How to identify risks
- How to incorporate Plan A and Plan B in your action plan
- Personal safety skills
- Practising different communication techniques to persuade someone to seek help
- Resilience skills
- Risk management skills
- Self-control skills
- Self-understanding skills
- Social skills
- Stress management skills
- Ways to seek help and support

## Y-chart



### Years 5 and 6 – 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

- Mental health and wellbeing
  - Understanding mental health and wellbeing and mental health problems
- Safety
  - Managing personal safety

#### Year 5

##### 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**
  - Changes associated with puberty which vary with individuals:
    - physical
    - mental
    - emotional (ACPPS052)
- **Communicating and interacting for health and well being**
  - Ways in which inappropriate emotional responses impact on relationships, such as:
    - loss of trust

#### Year 6

##### 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 and resources to understand and manage the changes and transitions associated with puberty, such as:
    - minimising and managing conflict
    - recognising and building self-esteem
    - selecting and managing relationships (ACPPS052)
- **Communicating and interacting for health and well being**
  - Situations in which emotions can influence

- fear
- loss of respect (ACPPS056)

- decision-making:
- in peer group
  - with friends
  - with family
  - during sporting or physical activities (ACPPS056)

- **Contributing to healthy and active communities**
  - Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:
    - creating social connections for better mental health
    - meeting physical activity recommendations (ACPPS058)

### **General capabilities**

- **Personal and social capability: Self-management**
  - Express emotions appropriately - Explain the influence of emotions on behaviour, learning and relationships

### **Skills and strategies**

- Assertiveness skills
- Assessing and responding skills
- Communication skills
- Decision making skills
- Examining how emotions and decision making can affect outcomes
- How to identify risks
- Problem solving skills
- Resilience skills
- Risk management skills
- Self-understanding skills
- Strategies to manage risk
- Stress management skills

Brainstorm

# My Feeling Safe

people I feel safe with  
Mum sister Amy  
Dad Mrs T  
Grandma brother  
Grandad bishop  
Uncle Priest

places I feel safe

home  
School  
bedroom

safe animals

safe sounds

Soft voices  
laughing creaks  
soft music  
Rock and Roll  
family talking

safe smells

scenes cooking  
mums perfume  
insence burning  
barbeque

my dog To

safe colours

light blue yellow  
green orange  
purple peach  
pink  
white

safe touches

massage from a safe person  
part on back  
hugging Mum  
touching my cats fur  
soft blanket  
hand shake  
hug network



### Years 5 and 6 – 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
  - Developing networks of support for promoting mental health and wellbeing
- Relationships and sexuality
  - Identifying people who are important to them
- Safety
  - Identifying safe and unsafe situations at home, school, at parties and in the community
  - Managing personal safety
  - Safety at school

#### Year 5

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- **Being healthy, safe and active**
  - Reliable sources of information that inform health, safety and wellbeing, such as:
    - internet-based information
    - community health organisations
    - publications and other media (ACPPS053; ACPPS057)
- **Communicating and interacting for health and well being**
  - Skills and strategies to establish and manage relationships over time, such as:
    - exploring why relationships change

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##### Strand/Sub-Strand

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#### Personal, social and community health

- **Being healthy, safe and active**
  - Strategies that promote a healthy lifestyle, such as:
    - refusing medicines, tobacco, alcohol or other drugs
    - improving the nutritional value in meals
    - increasing physical activity
    - being safe in an online environment (ACPPS054)
- **Communicating and interacting for health and well being**
  - Skills to establish and manage positive

- assessing the impact of changing relationships on health and wellbeing
- building new friendships
- dealing with bullying and harassment (ACPPS055)

- relationships, such as:
- showing respect and empathy
  - being cooperative
  - actively listening
  - being trustworthy
  - accepting differences (ACPPS055)

- **Contributing to healthy and active communities**
  - Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:
    - creating social connections for better mental health
    - meeting physical activity recommendations (ACPPS058)

#### **General capabilities**

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

- Express emotions appropriately - Explain the influence of emotions on behaviour, learning and relationships

#### **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
- Social skills
- Strategies to cope with emotions

## Teachable moments



### Years 5 and 6 – Teachable moments

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

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#### Focus area

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

#### Year 5

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- **Being healthy, safe and active**
  - Reliable sources of information that inform health, safety and wellbeing, such as:
    - internet-based information
    - community health organisations
    - publications and other media ([ACPPS053](#); [ACPPS057](#))
  - Strategies that promote a safe, healthy lifestyle, such as:
    - comparing food labels on products
    - increased physical activity
    - practising sun safety ([ACPPS054](#))
- **Contributing to healthy and active communities**
  - Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:
    - bicycle safety
    - sun safety ([ACPPS058](#))

#### Year 6

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    - refusing medicines, tobacco, alcohol or other drugs
    - improving the nutritional value in meals
    - increasing physical activity
    - being safe in an online environment ([ACPPS054](#))
- **Contributing to healthy and active communities**
  - Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:
    - creating social connections for better mental health
    - meeting physical activity recommendations ([ACPPS058](#))

**General capabilities**

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

Express emotions appropriately - Explain the influence of emotions on behaviour, learning and relationships

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

- Appreciate diverse perspectives - Discuss the value of diverse perspectives and describe a point of view that is different from their own

**Skills and strategies**

- Assertiveness skills
- Assessing and responding skills
- Communication skills
- Co-operation skills
- Examining how emotions and decision making can affect outcomes
- Help seeking strategies
- How to manage risk
- Problem solving skills
- Resilience skills
- Social skills
- Strategies to cope with emotions



## T-chart



### Years 5 and 6 – T-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
  - Safety at school

#### Year 5

##### Strand/Sub-Strand

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- **Contributing to healthy and active communities**
  - Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:
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#### Year 6

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    - refusing medicines, tobacco, alcohol or other drugs
    - improving the nutritional value in meals
    - increasing physical activity
    - being safe in an online environment ([ACPPS054](#))
- **Contributing to healthy and active communities**
  - Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:
    - creating social connections for better mental health
    - meeting physical activity recommendations ([ACPPS058](#))

**General capabilities****• Personal and social capability: Self-management**

- Express emotions appropriately - Explain the influence of emotions on behaviour, learning and relationships

**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
- Resilience skills
- Risk evaluation strategies
- Risk management skills
- Self-understanding skills