

**Years 7 and 8**

**teaching strategies and curriculum connections**

## Concept map



### Years 7 and 8 – Concept map

#### 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
  - Developing networks of support for promoting mental health and wellbeing
- Relationships and sexuality
  - Identifying people who are important to them
  - 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 7****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**
  - Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070)
  - Strategies to promote safety in online environments (ACPPS070)
  - Help-seeking strategies that young people can use in a variety of situations (ACPPS072)
  - Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)
- **Contributing to healthy and active communities**
  - Preventive health practices for young people to avoid and manage risk (ACPPS077)

**Year 8****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 for managing the changing nature of peer and family relationships (ACPPS071)
  - Communication techniques to persuade someone to seek help (ACPPS072)
  - Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:
    - assertive responses
    - stress management
    - refusal skills
    - contingency plans
    - online environments
    - making informed choices (ACPPS073)
- **Communicating and interacting for health and well being**
  - The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)
  - Sources of health information that can support people who are going through a challenging time (ACPPS076)

**General capabilities**

- **Personal and social capability: Self-management**
  - Express emotions appropriately – Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour

**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
- Social skills
- Strategies to cope with emotions

## Placemat



### Years 7 and 8 – 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
  - Coping skills, help-seeking strategies and community support resources
  - Developing networks of support for promoting mental health and wellbeing
- Relationships and sexuality
  - Assertive behaviour and standing up for yourself
  - Managing relationships when there is an imbalance of power
- Safety
  - Managing personal safety

## Year 7

### 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**
  - Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions ([ACPPS070](#))
  - Strategies to promote safety in online environments ([ACPPS070](#))
  - Management of emotional and social changes associated with puberty through the use of:
    - coping skills
    - communication skills
    - problem-solving skills and strategies ([ACPPS071](#))
  - Help-seeking strategies that young people can use in a variety of situations ([ACPPS072](#))
  - Strategies to make informed choices to promote health, safety and wellbeing ([ACPPS073](#))
- **Contributing to healthy and active communities**
  - Preventive health practices for young people to avoid and manage risk ([ACPPS077](#))

## Year 8

### 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 for managing the changing nature of peer and family relationships ([ACPPS071](#))
  - Communication techniques to persuade someone to seek help ([ACPPS072](#))
  - Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:
    - assertive responses
    - stress management
    - refusal skills
    - contingency plans
    - online environments
    - making informed choices ([ACPPS073](#))
- **Communicating and interacting for health and well being**
  - The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others ([ACPPS074](#))
  - Sources of health information that can support people who are going through a challenging time ([ACPPS076](#))
  -

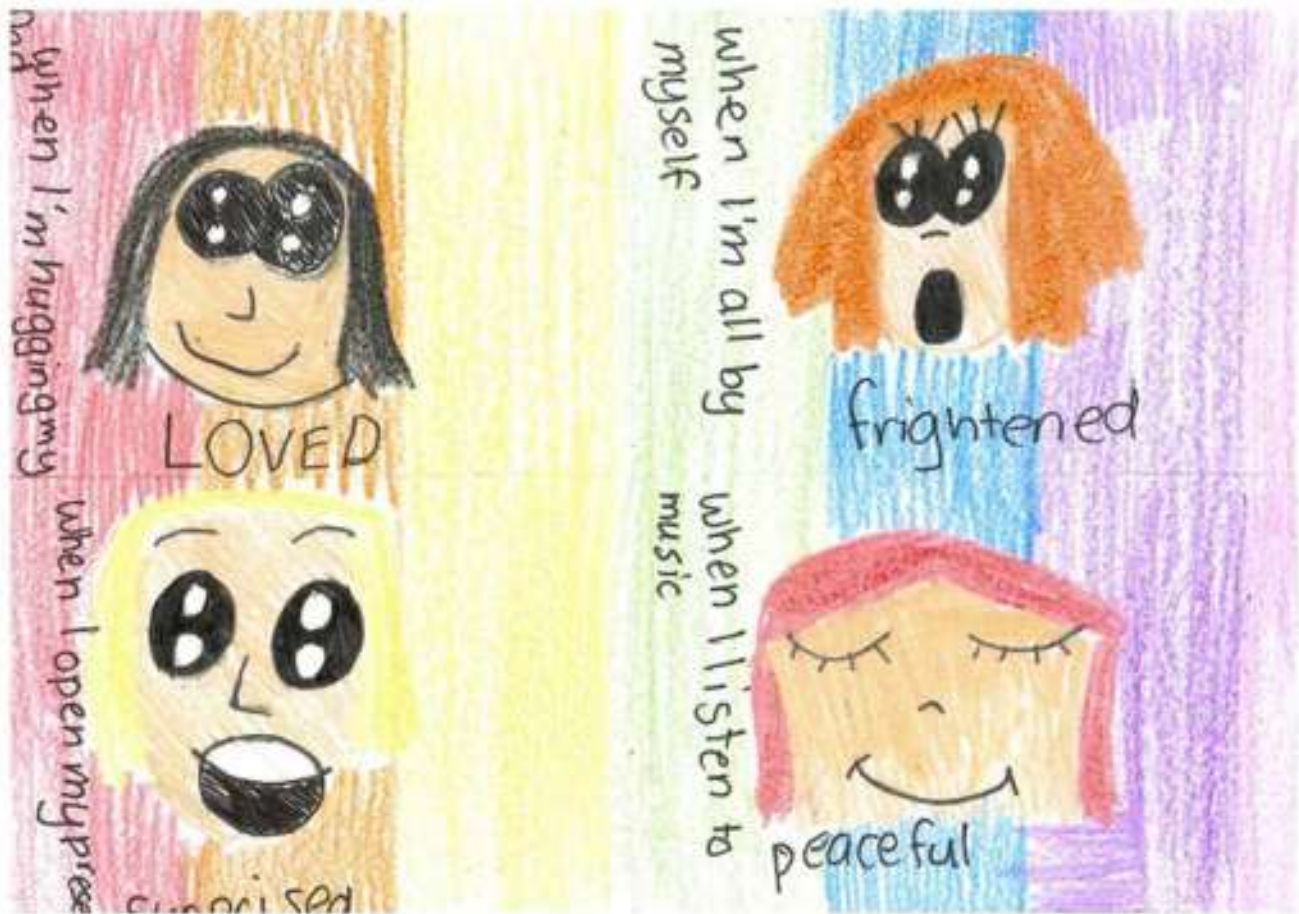
#### General capabilities

- **Personal and social capability: Self-management**
  - Express emotions appropriately – Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
- **Personal and social capability: Social management**
  - Communicate effectively - Identify and explain factors that influence effective communication in a variety of situations

#### Skills and strategies

- Assertiveness skills
- Communication skills
- Coping skills
- Decision making skills
- Exploring help-seeking scenarios that young people encounter
- 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

## Drawing and scribbling



### Years 7 and 8 – 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

- Safety
  - Managing personal safety

#### Year 7

##### 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**
  - Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions ([ACPPS070](#))
  - Strategies to promote safety in online environments ([ACPPS070](#))
  - Management of emotional and social changes associated with puberty through the use of:
    - coping skills
    - communication skills

#### Year 8

##### 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 for managing the changing nature of peer and family relationships ([ACPPS071](#))
  - Communication techniques to persuade someone to seek help ([ACPPS072](#))
  - Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:
    - assertive responses
    - stress management
    - refusal skills



<ul style="list-style-type: none"> <li>- problem-solving skills and strategies (ACPPS071)</li> <li>o Help-seeking strategies that young people can use in a variety of situations (ACPPS072)</li> <li>o Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)</li> <li>• <b>Contributing to healthy and active communities</b> <ul style="list-style-type: none"> <li>o Preventive health practices for young people to avoid and manage risk (ACPPS077)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- contingency plans</li> <li>- online environments</li> <li>- making informed choices (ACPPS073)</li> <li>• <b>Communicating and interacting for health and well being</b> <ul style="list-style-type: none"> <li>o The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)</li> <li>o Sources of health information that can support people who are going through a challenging time (ACPPS076)</li> </ul> </li> </ul>
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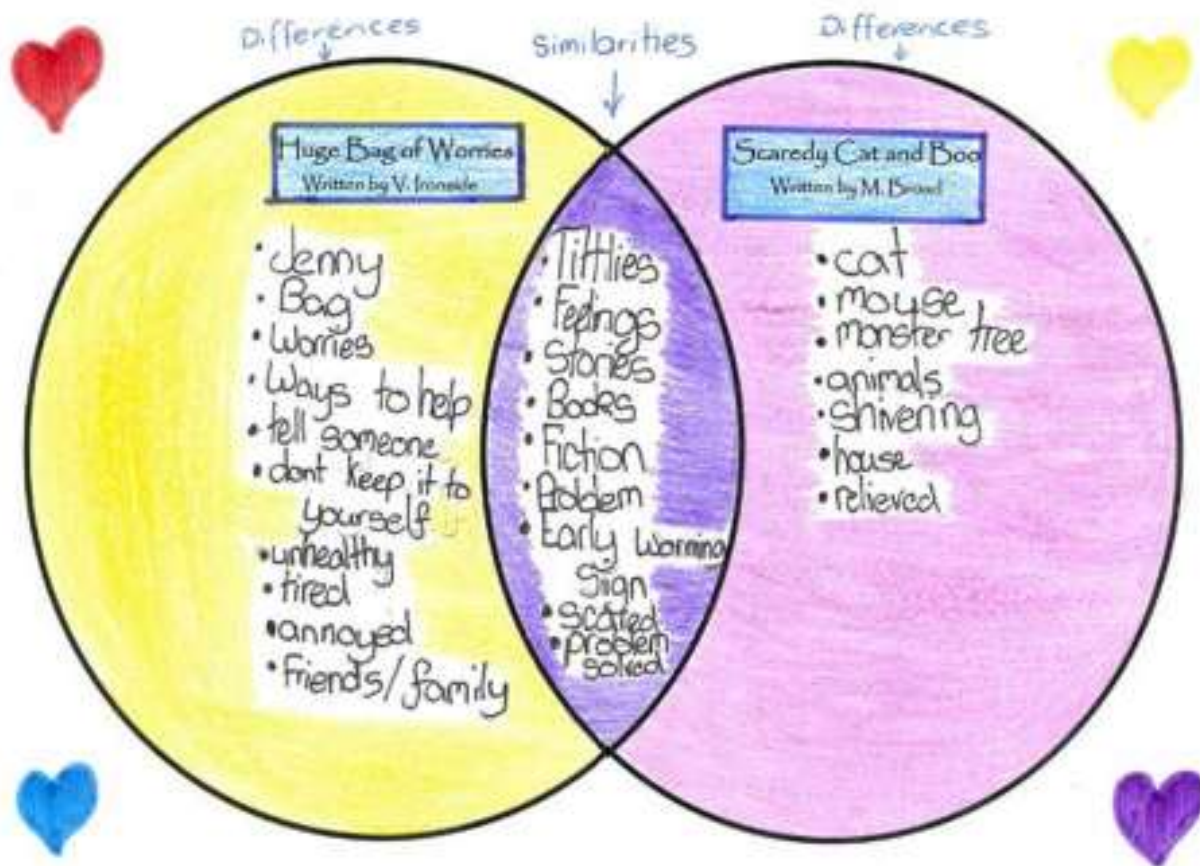
**General capabilities**

- **Personal and social capability: Self-management**
  - o Express emotions appropriately – Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour

**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
- Resilience skills
- Risk evaluation strategies
- Risk management skills
- Self-understanding skills
- Social skills
- Stress management skills
- Understanding emotions skills

## Venn diagram



### Years 7 and 8 – Venn diagram

#### 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 7

##### 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**
  - Management of emotional and social changes associated with puberty through the use of:
    - coping skills

#### Year 8

##### 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 for managing the changing nature of peer and family relationships (ACPPS071)
  - Communication techniques to persuade someone



<ul style="list-style-type: none"> <li>- communication skills</li> <li>- problem-solving skills and strategies (ACPPS071)</li> <li>o Help-seeking strategies that young people can use in a variety of situations (ACPPS072)</li> <li>o Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)</li> <li>• <b>Communicating and interacting for health and well being</b> <ul style="list-style-type: none"> <li>o The impact of relationships on own and others' wellbeing: <ul style="list-style-type: none"> <li>- the benefits of relationships</li> <li>- the influence of peers and family</li> <li>- applying online and social protocols to enhance relationships (ACPPS074)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>to seek help (ACPPS072)</li> <li>o Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as: <ul style="list-style-type: none"> <li>- assertive responses</li> <li>- stress management</li> <li>- refusal skills</li> <li>- contingency plans</li> <li>- online environments</li> <li>- making informed choices (ACPPS073)</li> </ul> </li> <li>• <b>Communicating and interacting for health and well being</b> <ul style="list-style-type: none"> <li>o The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)</li> <li>o Personal, social and cultural factors influencing emotional responses and behaviour, such as: <ul style="list-style-type: none"> <li>- prior experience</li> <li>- norms and expectations</li> <li>- personal beliefs and attitudes (ACPPS075)</li> </ul> </li> <li>o Sources of health information that can support people who are going through a challenging time (ACPPS076)</li> </ul> </li> </ul>
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<p><b>General capabilities</b></p> <ul style="list-style-type: none"> <li>• <b>Literacy: Comprehending texts through listening, reading and viewing</b> <ul style="list-style-type: none"> <li>o Interpret and analyse learning area texts – Interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies</li> </ul> </li> </ul>
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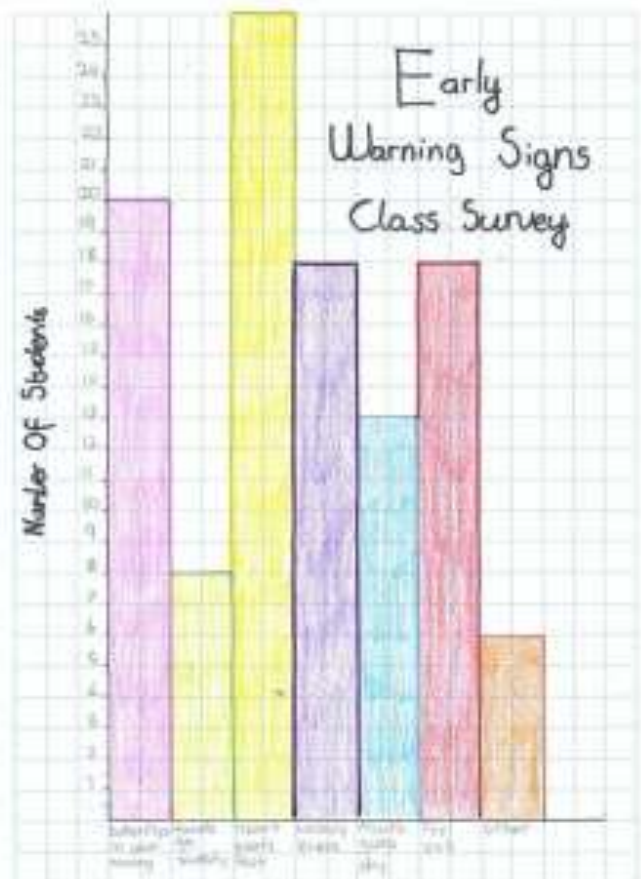
<p><b>Skills and strategies</b></p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Coping skills</li> <li>• Decision making skills</li> <li>• Evaluating strategies</li> <li>• Examining how emotions and decision making can affect outcomes</li> <li>• How to apply the decision making model</li> <li>• How to express feelings, needs and opinions to others</li> <li>• Resilience skills</li> <li>• Risk evaluation strategies</li> <li>• Risk management skills</li> <li>• Self-understanding skills</li> <li>• Social skills</li> <li>• Understanding emotions</li> </ul>
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## Survey

Basic 3 Class Survey  
 When you are feeling unsafe, what early warning signs do you have?

Early Warning Signs	Tally	Total
Butterflies in your tummy		20
Hands go sweaty		6
Heart beats fast		25
Wobbly knees		18
Mouth goes dry		13
Feel sick		18
Other		4

Today we surveyed the class to find out what E.W.S we all have had. I discovered that we all have different E.W.S.



1	The most popular EWS in room five is 'Heart Beats Fast' twenty five
2	The least popular EWS is 'Other' six.
3	'Wobbly knees' and 'Feet sick' were the same eighteen.
4	The difference between 'Heart beats fast' and 'other' is nineteen.
5	I learnt that people have different EWS

Years 7 and 8 – Survey	
<p><b>Western Australian Curriculum - Health and Physical Education</b>            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.</p>	
<p><b>Focus area</b></p> <ul style="list-style-type: none"> <li>• Mental health and wellbeing               <ul style="list-style-type: none"> <li>○ Coping skills, help-seeking strategies and community support resources</li> </ul> </li> <li>• Safety               <ul style="list-style-type: none"> <li>○ Identifying safe and unsafe situations at home, school, at parties and in the community</li> <li>○ Managing personal safety</li> <li>○ Safety at school</li> </ul> </li> </ul>	
<p><b>Year 7</b>  <b>Strand/Sub-Strand</b>            This teaching strategy is relevant to the following Western Australian Curriculum content:</p> <p><b>Personal, social and community health</b></p> <ul style="list-style-type: none"> <li>• <b>Being healthy, safe and active</b> <ul style="list-style-type: none"> <li>○ Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070)</li> <li>○ Strategies to promote safety in online environments (ACPPS070)</li> </ul> </li> </ul>	<p><b>Year 8</b>  <b>Strand/Sub-Strand</b>            This teaching strategy is relevant to the following Western Australian Curriculum content:</p> <p><b>Personal, social and community health</b></p> <ul style="list-style-type: none"> <li>• <b>Being healthy, safe and active</b> <ul style="list-style-type: none"> <li>○ Communication techniques to persuade someone to seek help (ACPPS072)</li> <li>○ Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:                   <ul style="list-style-type: none"> <li>- assertive responses</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Management of emotional and social changes associated with puberty through the use of: <ul style="list-style-type: none"> <li>- coping skills</li> <li>- communication skills</li> <li>- problem-solving skills and strategies(ACPPS071)</li> </ul> </li> <li>○ Help-seeking strategies that young people can use in a variety of situations (ACPPS072)</li> <li>○ Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)</li> <li>● <b>Communicating and interacting for health and well being</b> <ul style="list-style-type: none"> <li>○ The impact of relationships on own and others' wellbeing: <ul style="list-style-type: none"> <li>- the benefits of relationships</li> <li>- the influence of peers and family</li> <li>- applying online and social protocols to enhance relationships (ACPPS074)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- stress management</li> <li>- refusal skills</li> <li>- contingency plans</li> <li>- online environments</li> <li>- making informed choices (ACPPS073)</li> <li>● <b>Communicating and interacting for health and well being</b> <ul style="list-style-type: none"> <li>○ The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)</li> <li>○ Personal, social and cultural factors influencing emotional responses and behaviour, such as: <ul style="list-style-type: none"> <li>- prior experience</li> <li>- norms and expectations</li> <li>- personal beliefs and attitudes (ACPPS075)</li> </ul> </li> </ul> </li> </ul>
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**General capabilities**

- **Personal and social capability: Self-management**  
Express emotions appropriately – Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
- **Personal and social capability: Social management**
  - Make decisions - Identify factors that influence decision making and consider the usefulness of these in making their own decisions

**Skills and strategies**

- Active listening skills
- Assertiveness skills
- Communication 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
- Leadership skills
- Managing emotions
- Protective strategies
- Resilience skills
- Risk management skills
- Self-understanding skills
- Social skills
- Understanding emotions
- Ways to cooperate with peers

## One step removed



### Years 7 and 8 – One step removed

#### 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 7

##### 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**
  - Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions ([ACPPS070](#))
  - Strategies to promote safety in online environments ([ACPPS070](#))
  - Management of emotional and social changes

#### Year 8

##### 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 for managing the changing nature of peer and family relationships ([ACPPS071](#))
  - Communication techniques to persuade someone to seek help ([ACPPS072](#))
  - Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:



associated with puberty through the use of:

- coping skills
- communication skills
- problem-solving skills and strategies (ACPPS071)
- Help-seeking strategies that young people can use in a variety of situations (ACPPS072)
- Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)
- **Communicating and interacting for health and well being**
  - The impact of relationships on own and others' wellbeing:
    - the benefits of relationships
    - the influence of peers and family
    - applying online and social protocols to enhance relationships (ACPPS074)
- **Contributing to healthy and active communities**
  - Preventive health practices for young people to avoid and manage risk (ACPPS077)

- assertive responses
- stress management
- refusal skills
- contingency plans
- online environments
- making informed choices (ACPPS073)

- **Communicating and interacting for health and well being**

- The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)
- Sources of health information that can support people who are going through a challenging time (ACPPS076)

### General capabilities

- **Personal and social capability: Self-management**
  - Express emotions appropriately – Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
- **Personal and social capability: Social management**
  - Make decisions - Identify factors that influence decision making and consider the usefulness of these in making their own decisions

### Skills and strategies

- One step removed strategy
- Assertiveness skills
- Communication 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
- Resilience skills
- Risk management skills
- Self-control skills
- Self-understanding skills
- Social skills
- Strategies to manage risk
- Stress management skills
- Ways to deal appropriately with conflict

## Decision making model



### Years 7 and 8 – 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

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

#### Year 7

##### 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**
  - Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070)

#### Year 8

##### 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 for managing the changing nature of peer and family relationships (ACPPS071)
  - Communication techniques to persuade someone to seek help (ACPPS072)

<ul style="list-style-type: none"> <li>○ Strategies to promote safety in online environments (<u>ACPPS070</u>)</li> <li>○ Management of emotional and social changes associated with puberty through the use of: <ul style="list-style-type: none"> <li>- coping skills</li> <li>- communication skills</li> <li>- problem-solving skills and strategies(<u>ACPPS071</u>)</li> </ul> </li> <li>○ Help-seeking strategies that young people can use in a variety of situations (<u>ACPPS072</u>)</li> <li>○ Strategies to make informed choices to promote health, safety and wellbeing (<u>ACPPS073</u>)</li> <li>● <b>Communicating and interacting for health and well being</b> <ul style="list-style-type: none"> <li>○ The impact of relationships on own and others' wellbeing: <ul style="list-style-type: none"> <li>- the benefits of relationships</li> <li>- the influence of peers and family</li> <li>- applying online and social protocols to enhance relationships (<u>ACPPS074</u>)</li> </ul> </li> </ul> </li> <li>● <b>Contributing to healthy and active communities</b> <ul style="list-style-type: none"> <li>○ Preventive health practices for young people to avoid and manage risk (<u>ACPPS077</u>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as: <ul style="list-style-type: none"> <li>- assertive responses</li> <li>- stress management</li> <li>- refusal skills</li> <li>- contingency plans</li> <li>- online environments</li> <li>- making informed choices (<u>ACPPS073</u>)</li> </ul> </li> <li>● <b>Communicating and interacting for health and well being</b> <ul style="list-style-type: none"> <li>○ The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (<u>ACPPS074</u>)</li> <li>○ Sources of health information that can support people who are going through a challenging time (<u>ACPPS076</u>)</li> </ul> </li> </ul>
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<p><b>General capabilities</b></p> <ul style="list-style-type: none"> <li>● <b>Personal and social capability: Self-management</b> <ul style="list-style-type: none"> <li>○ Express emotions appropriately – Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour</li> </ul> </li> <li>● <b>Personal and social capability: Social management</b> <ul style="list-style-type: none"> <li>○ Make decisions - Identify factors that influence decision making and consider the usefulness of these in making their own decisions</li> </ul> </li> </ul>
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<p><b>Skills and strategies</b></p> <ul style="list-style-type: none"> <li>● Assertiveness skills</li> <li>● Communication skills</li> <li>● Coping skills</li> <li>● Decision making skills</li> <li>● Examining how emotions and decision making can affect outcomes</li> <li>● Investigating factors that influence the way individuals respond emotionally to different situations</li> <li>● Leadership skills</li> <li>● Resilience skills</li> <li>● Risk management skills</li> <li>● Self-control skills</li> <li>● Self-understanding skills</li> <li>● Social skills</li> <li>● Stress management</li> <li>● Ways to deal appropriately with conflict</li> </ul>
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