

**Kindergarten and Pre-primary  
teaching strategies and curriculum connections**

## T-chart



### Kindergarten to Pre-primary – 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

#### Kindergarten

##### Strand/Sub-Strand

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

#### Identity

- **Feel safe, secure, accepted and supported**

This is evident, for example, when children:

  - Build a sense of stability and trust
    - initiate interactions and conversations with

#### Pre-primary

##### Strand/Sub-Strand

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

#### Personal, social and community health

- **Being healthy, safe and active**
  - Personal strengths of individuals ([ACPPS001](#))
- **Communicating and interacting for health and well being**

peers, teachers and other adults in a range of contexts

- **Act with increasing autonomy, interdependence, resilience and sense of agency**

This is evident, for example, when children:

- Make choices and decisions (by themselves and with others)
  - demonstrate an increasing capacity for self-regulation
  - show initiative by asking questions, negotiating and sharing
  - make decisions and choices and describe options

#### **Wellbeing**

- **Become strong in their social and emotional wellbeing**

This is evident, for example, when children:

- Recognise simple emotions and build self-regulation
  - demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation
  - recognise basic emotions

- **Take increasing responsibility for their own health and physical wellbeing**

This is evident, for example, when children:

- Explore ways to promote own and others health and safety
  - suggest ways to keep themselves, others and their surroundings safe
  - suggest ways of getting help when they feel uncomfortable or unsafe

- Emotional responses individuals may experience in different situations, such as feeling:

- happy
- sad
- excited
- tired
- angry
- scared
- confused (ACPPS005)

- Appropriate language and actions to communicate feelings in different situations (ACPPS005)

#### **General capabilities**

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

- Become confident, resilient and adaptable - Identify situations that feel safe or unsafe, approaching new situations with confidence

#### **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
- Investigating factors that influence the way individuals respond emotionally to different situations
- Personal safety skills
- Resilience skills
- Risk evaluation strategies
- Risk management skills
- Self-understanding skills

## 'Thumbs up' opinion



### Kindergarten to Pre-primary – Thumbs up opinion

#### 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

#### Kindergarten

##### Strand/Sub-Strand

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

#### Identity

- **Feel safe, secure, accepted and supported**  
This is evident, for example, when children:
  - Build a sense of stability and trust
    - initiate interactions and conversations with peers, teachers and other adults in a range of contexts
  - Build a sense of belonging
    - approach new situations with a positive attitude
- **Act with increasing autonomy, interdependence, resilience and sense of agency**  
This is evident, for example, when children:
  - Make choices and decisions (by themselves and with others)
    - demonstrate an increasing capacity for self-regulation
    - show initiative by asking questions, negotiating and sharing
    - make decisions and choices and describe options
- **Interact with others with care, empathy and respect**  
This is evident, for example, when children:

#### Pre-primary

##### Strand/Sub-Strand

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

#### Personal, social and community health

- **Being healthy, safe and active**
  - Personal strengths of individuals (ACPPS001)
  - Protective behaviours to keep safe and healthy:
    - saying 'no'
    - moving away
    - telling an adult
    - asking for help (ACPPS003)
  - Trusted people in the community who can help individuals feel safe (ACPPS003)
- **Communicating and interacting for health and well being**
  - Personal and social skills to interact with others:
    - expressing needs
    - wants and feelings
    - active listening
    - self-discipline (ACPPS004)
  - Emotional responses individuals may experience in different situations, such as feeling:
    - happy
    - sad
    - excited
    - tired
    - angry
    - scared

- Participate positively as part of a group
  - participate appropriately in a social context
  - empathise with and express concern for others
- Respond to others appropriately
  - listen to others' opinions and points of view
  - show respect for others, their views and property

- confused (ACPPS005)
- Appropriate language and actions to communicate feelings in different situations (ACPPS005)

### Wellbeing

- **Become strong in their social and emotional wellbeing**

This is evident, for example, when children:

- Recognise simple emotions and build self-regulation
  - demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation
  - recognise basic emotions

- **Take increasing responsibility for their own health and physical wellbeing**

This is evident, for example, when children:

- Explore ways to promote own and others health and safety
  - suggest ways to keep themselves, others and their surroundings safe
  - suggest ways of getting help when they feel uncomfortable or unsafe

### General capabilities

- **Critical and creative thinking: Inquiring**

- Organise and process information - Identify what led to a decision being made

### 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
- Investigating factors that influence the way individuals respond emotionally to different situations
- Keeping safe skills
- Personal safety skills
- Practising different communication techniques to persuade someone to seek help
- Resilience skills
- Self-understanding skills
- Social skills

## Brainstorm

A Brainstorm involves a group or small group offering ideas and suggestions related to a specific topic or question. Sometimes the response may in fact open up another channel for future discussion. This is an example of a teacher-led brainstorm, with students' responses:

Teacher: Ok, can you please tell me something you might do, that you like to do, that makes you feel happy but sometimes makes your tummy feel a little bit upset or nervous?

Student 1: Um, when I ride without my training wheels, when I go on a rollercoaster at the Royal Show.

Teacher: What else?

Student 1: Jumping too high on the trampoline.

Teacher: Can you please tell me where you feel safe?

Student 2: At home.

Teacher: And anywhere else?

Student 2: At school.

Teacher: What else makes you feel safe?

Student 2: Playing the piano.

Teacher: That's good, what else makes you feel safe?

Student 2: Playing with my crazy car.

Teacher: And anything else?

Student 2: Being with my mummy.

### Kindergarten to Pre-primary – 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

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

#### Kindergarten Strand/Sub-Strand

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

#### Identity

- **Feel safe, secure, accepted and supported**  
This is evident, for example, when children:
  - Build a sense of stability and trust
    - initiate interactions and conversations with peers, teachers and other adults in a range of contexts
  - Build a sense of belonging
    - approach new situations with a positive attitude
- **Act with increasing autonomy, interdependence, resilience and sense of agency**  
This is evident, for example, when children:
  - Show resilience
    - persevere with tasks when faced with challenges make choices and decisions (by themselves and with others)
  - Make choices and decisions (by themselves and with others)
    - demonstrate an increasing capacity for self-regulation

#### Pre-primary Strand/Sub-Strand

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

#### Personal, social and community health

- **Being healthy, safe and active**
  - Personal strengths of individuals (ACPPS001)
  - Protective behaviours to keep safe and healthy:
    - saying 'no'
    - moving away
    - telling an adult
    - asking for help (ACPPS003)
  - Trusted people in the community who can help individuals feel safe (ACPPS003)
- **Communicating and interacting for health and well being**
  - Personal and social skills to interact with others:
    - expressing needs
    - wants and feelings
    - active listening
    - self-discipline (ACPPS004)
  - Emotional responses individuals may experience in different situations, such as feeling:
    - happy
    - sad

- show initiative by asking questions, negotiating and sharing
- make decisions and choices and describe options
- o Manage routines, organise self and belongings
  - take increasing responsibility for their own actions and learning
  - respond to ideas and suggestions from others
- **Build knowledgeable and confident self-identities**  
This is evident, for example, when children:
  - o Show confidence in own learning and capabilities
    - participate in dramatic play, role play and learning experiences that explore aspects of identity and points of view
    - build positive relationships in their peer group and social circles
- **Interact with others with care, empathy and respect**  
This is evident, for example, when children:
  - o Participate positively as part of a group
    - participate appropriately in a social context
    - empathise with and express concern for others

### Connecting and Contributing

- **Work with others to develop skills for communication and inquiry about themselves and their world**  
This is evident, for example, when children:
  - o Develop skills for working with others
    - listen to others and share own ideas
    - share observations with others as they explore their immediate world using their five senses
    - participate with others to solve problems
    - cooperate with others and negotiate roles and relationships in play and group experiences

### Wellbeing

- **Take increasing responsibility for their own health and physical wellbeing**  
This is evident, for example, when children:
  - o Explore ways to promote own and others health and safety
    - suggest ways to keep themselves, others and their surroundings safe
    - suggest ways of getting help when they feel uncomfortable or unsafe

### Learning and thinking

- **Develop positive dispositions for learning**  
This is evident, for example, when children:
  - o Build enthusiasm, confidence, cooperation, commitment, persistence
    - persist even when a task is difficult, and experience satisfaction of achievement
  - o Develop curiosity, resourcefulness and reflexivity
    - ask questions about people, events, objects and the environment
- **Develop and range of skills and processes for learning and thinking**  
This is evident, for example, when children:
  - o Reflect on thinking and learning and transfer and adapt what they have learned
    - respond to ideas and suggestions from others

### Communicating

- **Interact verbally and non-verbally with others for a range of purposes**  
This is evident, for example, when children:

- excited
- tired
- angry
- scared
- confused (ACPPS005)
- o Appropriate language and actions to communicate feelings in different situations (ACPPS005)

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>○ Build aural and oral language<ul style="list-style-type: none"><li>- use speech that can be understood by others</li><li>- listen to others</li><li>- modulate voice appropriate to the situation</li><li>- use turn-taking in conversations</li><li>- use simple non-verbal ways of communicating through gesture and signs</li></ul></li></ul> |  |
|--|--|

**General capabilities**

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

- Become confident, resilient and adaptable - Identify situations that feel safe or unsafe, approaching new situations with confidence

**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
- Expressing feelings
- 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



## Drawing and scribbling

I feel safe at a safety house.



I feel safe at home.



### Kindergarten to Pre-primary – 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
  - Identifying safe and unsafe situations at home, school, at parties and in the community
  - Managing personal safety

## Kindergarten

### Strand/Sub-Strand

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

#### Identity

- **Feel safe, secure, accepted and supported**

This is evident, for example, when children:

- Build a sense of stability and trust
  - initiate interactions and conversations with peers, teachers and other adults in a range of contexts
- Build a sense of belonging
  - approach new situations with a positive attitude

- **Build knowledgeable and confident self-identities**

This is evident, for example, when children:

- Show confidence in own learning and capabilities
  - participate in dramatic play, role play and learning experiences that explore aspects of identity and points of view
  - build positive relationships in their peer group and social circles

#### Wellbeing

- **Become strong in their social and emotional wellbeing**

This is evident, for example, when children:

- Recognise simple emotions and build self-regulation
  - demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation
  - recognise basic emotions

- **Take increasing responsibility for their own health and physical wellbeing**

This is evident, for example, when children:

- Explore ways to promote own and others health and safety
  - suggest ways to keep themselves, others and their surroundings safe
  - suggest ways of getting help when they feel uncomfortable or unsafe

## Pre-primary

### Strand/Sub-Strand

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

#### Personal, social and community health

- **Being healthy, safe and active**

- Personal strengths of individuals (ACPPS001)
- Protective behaviours to keep safe and healthy:
  - saying 'no'
  - moving away
  - telling an adult
  - asking for help (ACPPS003)
- Trusted people in the community who can help individuals feel safe (ACPPS003)

#### General capabilities

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

- Become confident, resilient and adaptable - Identify situations that feel safe or unsafe, approaching new situations with confidence

#### Skills and strategies

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

## Persona dolls





## Kindergarten to Pre-primary – 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

- Mental health and wellbeing
  - Understanding mental health and wellbeing and mental health problems
- Relationships and sexuality
  - Strategies for relating/interacting positively with others
- Safety
  - Identifying safe and unsafe situations at home, school, at parties and in the community
  - Managing personal safety

#### Kindergarten Strand/Sub-Strand

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

##### Identity

- **Feel safe, secure, accepted and supported**  
This is evident, for example, when children:
  - Build a sense of stability and trust
    - initiate interactions and conversations with peers, teachers and other adults in a range of contexts
  - Build a sense of belonging
    - approach new situations with a positive attitude
- **Act with increasing autonomy, interdependence, resilience and sense of agency**  
This is evident, for example, when children:
  - Show resilience
    - persevere with tasks when faced with challenges make choices and decisions (by themselves and with others)
  - Make choices and decisions (by themselves and with others)
    - demonstrate an increasing capacity for self-regulation
    - show initiative by asking questions,

#### Pre-primary Strand/Sub-Strand

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

##### Personal, social and community health

- **Being healthy, safe and active**
  - Personal strengths of individuals (ACPPS001)
  - Protective behaviours to keep safe and healthy:
    - saying 'no'
    - moving away
    - telling an adult
    - asking for help (ACPPS003)
- **Communicating and interacting for health and well being**
  - Personal and social skills to interact with others:
    - expressing needs
    - wants and feelings
    - active listening
    - self-discipline (ACPPS004)
  - Emotional responses individuals may experience in different situations, such as feeling:
    - happy
    - sad
    - excited
    - tired
    - angry

- negotiating and sharing
- make decisions and choices and describe options
- Manage routines, organise self and belongings
  - take increasing responsibility for their own actions and learning
  - respond to ideas and suggestions from others
- **Build knowledgeable and confident self-identities**  
This is evident, for example, when children:
  - Show confidence in own learning and capabilities
    - participate in dramatic play, role play and learning experiences that explore aspects of identity and points of view
    - build positive relationships in their peer group and social circles
- **Interact with others with care, empathy and respect**  
This is evident, for example, when children:
  - Participate positively as part of a group
    - participate appropriately in a social context
    - empathise with and express concern for others
  - Respond to others appropriately
    - listen to others' opinions and points of view
    - show respect for others, their views and property

#### Connecting and Contributing

- **Work with others to develop skills for communication and inquiry about themselves and their world**  
This is evident, for example, when children:
  - Develop skills for working with others
    - listen to others and share own ideas
    - share observations with others as they explore their immediate world using their five senses
    - participate with others to solve problems
    - cooperate with others and negotiate roles and relationships in play and group experiences
  - Develop inquiry and communication skills
    - describe both verbally and non-verbally what they see, hear, touch, feel and taste

#### Wellbeing

- **Become strong in their social and emotional wellbeing**  
This is evident, for example, when children:
  - Recognise simple emotions and build self-regulation
    - demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation
    - recognise basic emotions
- **Take increasing responsibility for their own health and physical wellbeing**  
This is evident, for example, when children:
  - Explore ways to promote own and others health and safety
    - suggest ways to keep themselves, others and their surroundings safe
    - suggest ways of getting help when they feel uncomfortable or unsafe

#### Learning and thinking

- **Develop positive dispositions for learning**  
This is evident, for example, when children:
  - Build enthusiasm, confidence, cooperation, commitment, persistence

- scared
- confused (ACPPS005)
- Appropriate language and actions to communicate feelings in different situations (ACPPS005)

- persist even when a task is difficult, and experience satisfaction of achievement
  - o Develop curiosity, resourcefulness and reflexivity
    - ask questions about people, events, objects and the environment
  - **Develop and range of skills and processes for learning and thinking**
- This is evident, for example, when children:
- o Reflect on thinking and learning and transfer and adapt what they have learned
    - respond to ideas and suggestions from others

**Communicating**

- **Interact verbally and non-verbally with others for a range of purposes**

This is evident, for example, when children:

- o Build aural and oral language
  - use speech that can be understood by others
  - listen to others
  - modulate voice appropriate to the situation
  - use turn-taking in conversations
  - use simple non-verbal ways of communicating through gesture and signs

**General capabilities**

- **Personal and social capability: Self-awareness**
  - o Recognise emotions - Identify a range of emotions and describe situations that may evoke these emotions

**Skills and strategies**

- Assertiveness skills
- Communication skills
- Conflict management skills Examining how emotions and decision making can affect outcomes
- Coping 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
- One step removed strategy
- 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

## Using songs and stories



### Kindergarten to Pre-primary – 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
  - Understanding mental health and wellbeing and mental health problems
- Relationships and sexuality
  - Strategies for relating/interacting positively with others
- Safety
  - Identifying safe and unsafe situations at home, school, at parties and in the community
  - Managing personal safety

#### Kindergarten Strand/Sub-Strand

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

#### Identity

- **Feel safe, secure, accepted and supported**  
This is evident, for example, when children:
  - Build a sense of stability and trust
    - initiate interactions and conversations with peers, teachers and other adults in a range of contexts
  - Build a sense of belonging
    - approach new situations with a positive attitude
- **Act with increasing autonomy, interdependence, resilience and sense of agency**  
This is evident, for example, when children:
  - Show resilience
    - persevere with tasks when faced with

#### Pre-primary Strand/Sub-Strand

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

#### Personal, social and community health

- **Being healthy, safe and active**
  - Personal strengths of individuals ([ACPPS001](#))
  - Protective behaviours to keep safe and healthy:
    - saying 'no'
    - moving away
    - telling an adult
    - asking for help ([ACPPS003](#))
  - Trusted people in the community who can help individuals feel safe ([ACPPS003](#))
- **Communicating and interacting for health and well being**
  - Personal and social skills to interact with others:
    - expressing needs
    - wants and feelings

challenges make choices and decisions (by themselves and with others)

- Make choices and decisions (by themselves and with others)
  - demonstrate an increasing capacity for self-regulation
  - show initiative by asking questions, negotiating and sharing
  - make decisions and choices and describe options
- Manage routines, organise self and belongings
  - take increasing responsibility for their own actions and learning
  - respond to ideas and suggestions from others

- **Build knowledgeable and confident self-identities**

This is evident, for example, when children:

- Show confidence in own learning and capabilities
  - participate in dramatic play, role play and learning experiences that explore aspects of identity and points of view
  - build positive relationships in their peer group and social circles

- **Interact with others with care, empathy and respect**

This is evident, for example, when children:

- Participate positively as part of a group
  - participate appropriately in a social context
  - empathise with and express concern for others
- Respond to others appropriately
  - listen to others' opinions and points of view
  - show respect for others, their views and property

### **Connecting and Contributing**

- **Work with others to develop skills for communication and inquiry about themselves and their world**

This is evident, for example, when children:

- Develop skills for working with others
  - listen to others and share own ideas
  - share observations with others as they explore their immediate world using their five senses
  - participate with others to solve problems
  - cooperate with others and negotiate roles and relationships in play and group experiences
- Develop inquiry and communication skills
  - describe both verbally and non-verbally what they see, hear, touch, feel and taste

### **Wellbeing**

- **Become strong in their social and emotional wellbeing**

This is evident, for example, when children:

- Recognise simple emotions and build self-regulation
  - demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation
  - recognise basic emotions

- **Take increasing responsibility for their own health and physical wellbeing**

This is evident, for example, when children:

- Explore ways to promote own and others health and safety
  - suggest ways to keep themselves, others and their surroundings safe

- active listening

- self-discipline (ACPPS004)

- Appropriate language and actions to communicate feelings in different situations (ACPPS005)



- suggest ways of getting help when they feel uncomfortable or unsafe

### **Learning and thinking**

- **Develop positive dispositions for learning**

This is evident, for example, when children:

- Build enthusiasm, confidence, cooperation, commitment, persistence
  - persist even when a task is difficult, and experience satisfaction of achievement
- Develop curiosity, resourcefulness and reflexivity
  - ask questions about people, events, objects and the environment

- **Develop and range of skills and processes for learning and thinking**

This is evident, for example, when children:

- Reflect on thinking and learning and transfer and adapt what they have learned
  - respond to ideas and suggestions from others

### **Communicating**

- **Interact verbally and non-verbally with others for a range of purposes**

This is evident, for example, when children:

- Build aural and oral language
  - use speech that can be understood by others
  - listen to others
  - modulate voice appropriate to the situation
  - use turn-taking in conversations
  - use simple non-verbal ways of communicating through gesture and signs

### **General capabilities**

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

- Work independently and show initiative - Attempt tasks with support or prompting

- **Literacy: Comprehending texts through listening, reading and viewing**

- Comprehend texts - Navigate, read and view simple texts with familiar vocabulary and supportive illustrations

### **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

## Think-pair-share



### Kindergarten to Pre-primary – Think-pair-share

#### 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

#### Kindergarten Strand/Sub-Strand

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

#### Identity

- **Feel safe, secure, accepted and supported**  
This is evident, for example, when children:
  - Build a sense of stability and trust
    - initiate interactions and conversations with peers, teachers and other adults in a range of contexts
  - Build a sense of belonging
    - approach new situations with a positive attitude
- **Act with increasing autonomy, interdependence, resilience and sense of agency**  
This is evident, for example, when children:
  - Show resilience
    - persevere with tasks when faced with challenges make choices and decisions (by themselves and with others)
  - Make choices and decisions (by themselves and with others)
    - demonstrate an increasing capacity for self-regulation

#### Pre-primary 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**
  - Personal and social skills to interact with others:
    - expressing needs
    - wants and feelings
    - active listening
    - self-discipline (ACPPS004)
  - Emotional responses individuals may experience in different situations, such as feeling:
    - happy
    - sad
    - excited
    - tired
    - angry
    - scared
    - confused (ACPPS005)

- show initiative by asking questions, negotiating and sharing
- make decisions and choices and describe options
- o Manage routines, organise self and belongings
  - take increasing responsibility for their own actions and learning
  - respond to ideas and suggestions from others
- **Build knowledgeable and confident self-identities**  
This is evident, for example, when children:
  - o Show confidence in own learning and capabilities
    - participate in dramatic play, role play and learning experiences that explore aspects of identity and points of view
    - build positive relationships in their peer group and social circles
- **Interact with others with care, empathy and respect**  
This is evident, for example, when children:
  - o Participate positively as part of a group
    - participate appropriately in a social context
    - empathise with and express concern for others
  - o Respond to others appropriately
    - listen to others' opinions and points of view
    - show respect for others, their views and property

#### **Connecting and Contributing**

- **Work with others to develop skills for communication and inquiry about themselves and their world**  
This is evident, for example, when children:
  - o Develop skills for working with others
    - listen to others and share own ideas
    - share observations with others as they explore their immediate world using their five senses
    - participate with others to solve problems
    - cooperate with others and negotiate roles and relationships in play and group experiences
  - o Develop inquiry and communication skills
    - describe both verbally and non-verbally what they see, hear, touch, feel and taste

#### **Wellbeing**

- **Become strong in their social and emotional wellbeing**  
This is evident, for example, when children:
  - o Recognise simple emotions and build self-regulation
    - demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation
    - recognise basic emotions
- **Take increasing responsibility for their own health and physical wellbeing**  
This is evident, for example, when children:
  - o Explore ways to promote own and others health and safety
    - suggest ways to keep themselves, others and their surroundings safe
    - suggest ways of getting help when they feel uncomfortable or unsafe

#### **Learning and thinking**

- **Develop positive dispositions for learning**  
This is evident, for example, when children:
  - o Build enthusiasm, confidence, cooperation,

commitment, persistence

- persist even when a task is difficult, and experience satisfaction of achievement

- o Develop curiosity, resourcefulness and reflexivity
  - ask questions about people, events, objects and the environment

- **Develop and range of skills and processes for learning and thinking**

This is evident, for example, when children:

- o Reflect on thinking and learning and transfer and adapt what they have learned
  - respond to ideas and suggestions from others

### **General capabilities**

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

- o Become confident, resilient and adaptable - Identify situations that feel safe or unsafe, approaching new situations with confidence

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

- o Recognise emotions - Identify a range of emotions and describe situations that may evoke these emotions

- **Literacy: Comprehending texts through listening, reading and viewing**

- o Comprehend texts - Navigate, read and view simple texts with familiar vocabulary and supportive illustrations

### **Skills and strategies**

- 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

## Recall cards



### Kindergarten to Pre-primary – Recall cards

#### 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

#### Kindergarten

##### Strand/Sub-Strand

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

#### Identity

- **Feel safe, secure, accepted and supported**  
This is evident, for example, when children:
  - Build a sense of stability and trust
    - initiate interactions and conversations with peers, teachers and other adults in a range of contexts
  - Build a sense of belonging
    - approach new situations with a positive attitude
- **Act with increasing autonomy, interdependence, resilience and sense of agency**  
This is evident, for example, when children:
  - Show resilience
    - persevere with tasks when faced with challenges make choices and decisions (by themselves and with others)
  - Make choices and decisions (by themselves and with others)
    - demonstrate an increasing capacity for self-regulation
    - show initiative by asking questions, negotiating and sharing

#### Pre-primary

##### 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**
  - Personal and social skills to interact with others:
    - expressing needs
    - wants and feelings
    - active listening
    - self-discipline (ACPPS004)
  - Emotional responses individuals may experience in different situations, such as feeling:
    - happy
    - sad
    - excited
    - tired
    - angry
    - scared
    - confused (ACPPS005)
  - Appropriate language and actions to communicate feelings in different situations (ACPPS005)

- make decisions and choices and describe options

- **Interact with others with care, empathy and respect**

This is evident, for example, when children:

- Participate positively as part of a group
  - participate appropriately in a social context
  - empathise with and express concern for others
- Respond to others appropriately
  - listen to others' opinions and points of view
  - show respect for others, their views and property

**Wellbeing**

- **Become strong in their social and emotional wellbeing**

This is evident, for example, when children:

- Recognise simple emotions and build self-regulation
  - demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation
  - recognise basic emotions

- **Take increasing responsibility for their own health and physical wellbeing**

This is evident, for example, when children:

- Explore ways to promote own and others health and safety
  - suggest ways to keep themselves, others and their surroundings safe
  - suggest ways of getting help when they feel uncomfortable or unsafe

**Communicating**

- **Interact verbally and non-verbally with others for a range of purposes**

This is evident, for example, when children:

- Build aural and oral language
  - use speech that can be understood by others
  - listen to others
  - modulate voice appropriate to the situation
  - use turn-taking in conversations
  - use simple non-verbal ways of communicating through gesture and signs

**General capabilities**

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

- Become confident, resilient and adaptable - Identify situations that feel safe or unsafe, approaching new situations with confidence

- **Literacy: Comprehending texts through listening, reading and viewing**

- Comprehend texts - Navigate, read and view simple texts with familiar vocabulary and supportive illustrations

- **Literacy: Composing texts through speaking, writing and creating**

- Compose spoken, written, visual and multimodal learning area texts - Compose short learning area texts, with support, to record and report ideas and events

**Skills and strategies**

- Communication skills
- Social skills
- Assessing and responding skills
- Decision making skills

## Role play



### Kindergarten to Pre-primary – 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

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

#### Kindergarten

##### Strand/Sub-Strand

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

#### Identity

- **Feel safe, secure, accepted and supported**  
This is evident, for example, when children:
  - Build a sense of stability and trust
    - initiate interactions and conversations with peers, teachers and other adults in a range of contexts
  - Build a sense of belonging
    - approach new situations with a positive attitude
- **Act with increasing autonomy, interdependence, resilience and sense of agency**  
This is evident, for example, when children:
  - Show resilience
    - persevere with tasks when faced with challenges make choices and decisions (by themselves and with others)
  - Make choices and decisions (by themselves and with others)

#### Pre-primary

##### Strand/Sub-Strand

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

#### Personal, social and community health

- **Being healthy, safe and active**
  - Personal strengths of individuals ([ACPPS001](#))
  - The different parts of the body and where they are located ([ACPPS002](#))
  - Protective behaviours to keep safe and healthy:
    - saying 'no'
    - moving away
    - telling an adult
    - asking for help ([ACPPS003](#))
  - Trusted people in the community who can help individuals feel safe ([ACPPS003](#))
- **Communicating and interacting for health and well being**
  - Personal and social skills to interact with others:
    - expressing needs
    - wants and feelings
    - active listening
    - self-discipline ([ACPPS004](#))

- demonstrate an increasing capacity for self-regulation
- show initiative by asking questions, negotiating and sharing
- make decisions and choices and describe options

- **Build knowledgeable and confident self-identities**

This is evident, for example, when children:

- Show confidence in own learning and capabilities
  - participate in dramatic play, role play and learning experiences that explore aspects of identity and points of view
  - build positive relationships in their peer group and social circles

- **Interact with others with care, empathy and respect**

This is evident, for example, when children:

- Participate positively as part of a group
  - participate appropriately in a social context
  - empathise with and express concern for others
- Respond to others appropriately
  - listen to others' opinions and points of view
  - show respect for others, their views and property

### Connecting and Contributing

- **Work with others to develop skills for communication and inquiry about themselves and their world**

This is evident, for example, when children:

- Develop skills for working with others
  - listen to others and share own ideas
  - share observations with others as they explore their immediate world using their five senses
  - participate with others to solve problems
  - cooperate with others and negotiate roles and relationships in play and group experiences
- Develop inquiry and communication skills
  - describe both verbally and non-verbally what they see, hear, touch, feel and taste

### Wellbeing

- **Become strong in their social and emotional wellbeing**

This is evident, for example, when children:

- Recognise simple emotions and build self-regulation
  - demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation
  - recognise basic emotions

- **Take increasing responsibility for their own health and physical wellbeing**

This is evident, for example, when children:

- Explore ways to promote own and others health and safety
  - suggest ways to keep themselves, others and their surroundings safe
  - suggest ways of getting help when they feel uncomfortable or unsafe

### Learning and thinking

- **Develop positive dispositions for learning**

This is evident, for example, when children:

- Build enthusiasm, confidence, cooperation, commitment, persistence
  - persist even when a task is difficult, and

- Emotional responses individuals may experience in different situations, such as feeling:

- happy
- sad
- excited
- tired
- angry
- scared
- confused (ACPPS005)

- Appropriate language and actions to communicate feelings in different situations (ACPPS005)



<p>experience satisfaction of achievement</p> <ul style="list-style-type: none"> <li>○ Develop curiosity, resourcefulness and reflexivity <ul style="list-style-type: none"> <li>- ask questions about people, events, objects and the environment</li> </ul> </li> <li>● <b>Develop and range of skills and processes for learning and thinking</b> <p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> <li>○ Reflect on thinking and learning and transfer and adapt what they have learned <ul style="list-style-type: none"> <li>- respond to ideas and suggestions from others</li> </ul> </li> </ul> </li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>● <b>Interact verbally and non-verbally with others for a range of purposes</b> <p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> <li>○ Build aural and oral language <ul style="list-style-type: none"> <li>- use speech that can be understood by others</li> <li>- listen to others</li> <li>- modulate voice appropriate to the situation</li> <li>- use turn-taking in conversations</li> <li>- use simple non-verbal ways of communicating through gesture and signs</li> </ul> </li> </ul> </li> </ul>	
<p><b>General capabilities</b></p> <ul style="list-style-type: none"> <li>● <b>Personal and social capability</b> <p>Become confident, resilient and adaptable - Identify situations that feel safe or unsafe, approaching new situations with confidence</p> </li> </ul>	
<p><b>Skills and strategies</b></p> <ul style="list-style-type: none"> <li>● One step removed strategy</li> <li>● Assessing and responding skills</li> <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>● Help-seeking skills</li> <li>● How to be assertive and use protective behaviours skills</li> <li>● How to identify risks</li> <li>● Investigating factors that influence the way individuals respond emotionally to different situations</li> <li>● Leadership skills</li> <li>● Planning before deciding • how to incorporate Plan A and Plan B in your action plan</li> <li>● Resilience skills</li> <li>● Risk management skills</li> <li>● Self-control skills</li> <li>● Self-understanding skills</li> <li>● Social skills</li> </ul>	