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:	Pre-primary 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 	 Personal, social and community health Being healthy, safe and active Personal strengths of individuals (<u>ACPPS001</u>) Communicating and interacting for health and well being

peers, teachers and other adults in a range of contexts	 Emotional responses individuals may experience in different situations, such as feeling:
Act with increasing autonomy, interdependence,	- happy
resilience and sense of agency	- sad
This is evident, for example, when children:	- excited
 Make choices and decisions (by themselves and 	- tired
with others)	– angry
 demonstrate an increasing capacity for self- 	- scared
regulation	 confused (ACPPS005)
 show initiative by asking questions, 	 Appropriate language and actions to
negotiating and sharing	communicate feelings in different situations
 make decisions and choices and describe 	(ACPPS005)
options	\ <u></u> /
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	
Personal and social capability: Self-management	
	r 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 affe 	et outcomes
Exploring help-seeking scenarios that young people end	
Investigating factors that influence the way individuals r	espond 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.

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

Kindergarten	Pre-primary	
Strand/Sub-Strand	Strand/Sub-Strand	
This teaching strategy is relevant to the following Western	This teaching strategy is relevant to the following Western	
Australian Curriculum content:	Australian Curriculum content:	
Identity	Personal, social and community health	
Feel safe, secure, accepted and supported	Being healthy, safe and active	
This is evident, for example, when children:	 Personal strengths of individuals (<u>ACPPS001</u>) 	
 Build a sense of stability and trust 	 Protective behaviours to keep safe and healthy: 	
- initiate interactions and conversations with	- saying 'no'	
peers, teachers and other adults in a range of	- moving away	
contexts	- telling an adult	
 Build a sense of belonging 	 asking for help (<u>ACPPS003</u>) 	
 approach new situations with a positive 	 Trusted people in the community who can help 	
attitude	individuals feel safe (<u>ACPPS003</u>)	
Act with increasing autonomy, interdependence,	 Communicating and interacting for health and 	
resilience and sense of agency	well being	
This is evident, for example, when children:		
 Make choices and decisions (by themselves and with others) 	 expressing needs wants and factings 	
with others)	- wants and feelings	
 demonstrate an increasing capacity for self- 	- active listening	
regulation	- self-discipline (<u>ACPPS004</u>)	
 show initiative by asking questions, 	 Emotional responses individuals may experience 	
negotiating and sharing	in different situations, such as feeling:	
 make decisions and choices and describe 	- happy	
options	- sad	
 Interact with others with care, empathy and 	- excited	
respect	- tired	
This is evident, for example, when children:	- 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 	 confused (<u>ACPPS005</u>) Appropriate language and actions to communicate feelings in different situations (<u>ACPPS005</u>)
 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	
General capabilities	
 Critical and creative thinking: Inquiring Organise and process information - Identify what lease 	ed to a decision being made
Skills and strategies	
Communication skills	
Decision making skills	
 Examining how emotions and decision making can affe 	
 Exploring help-seeking scenarios that young people en 	
Investigating factors that influence the way individuals in	respond emotionally to different situations
Keeping safe skills	
Personal safety skills	
Practising different communication techniques to persu	ade 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 teacherled 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

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Focus area

Safety

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

Kindergarten	Pre-primary	
Strand/Sub-Strand	Strand/Sub-Strand	
This teaching strategy is relevant to the following Western	This teaching strategy is relevant to the following Western	
Australian Curriculum content:	Australian Curriculum content:	
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Feel safe, secure, accepted and supported	 Being healthy, safe and active 	
This is evident, for example, when children:	 Personal strengths of individuals (<u>ACPPS001</u>) 	
 Build a sense of stability and trust 	 Protective behaviours to keep safe and healthy: 	
 initiate interactions and conversations with 	- saying 'no'	
peers, teachers and other adults in a range of	- moving away	
contexts	- telling an adult	
 Build a sense of belonging 	 asking for help (<u>ACPPS003</u>) 	
 approach new situations with a positive 	 Trusted people in the community who can help 	
attitude	individuals feel safe (<u>ACPPS003</u>)	
• Act with increasing autonomy, interdependence,	Communicating and interacting for health and	
resilience and sense of agency	well being	
This is evident, for example, when children:	 Personal and social skills to interact with others: 	
 Show resilience 	 expressing needs 	
 persevere with tasks when faced with 	 wants and feelings 	
challenges make choices and decisions (by	- active listening	
themselves and with others)	 self-discipline (<u>ACPPS004</u>) 	
• Make choices and decisions (by themselves and	 Emotional responses individuals may experience 	
with others)	in different situations, such as feeling:	
 demonstrate an increasing capacity for self- 	- happy	
regulation	- sad	
901011011		

	 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 	- 0 A
	actions and learning	o A c
	 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	
	nnecting 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 superiors 	
امW	relationships in play and group experiences	
•	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 	
Lea	rning 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	
	 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 	
	nmunicating	
	Interact verbally and non-verbally with others for a range of purposes	
	a range of pulposes	

This is evident, for example, when children:

- excited
- tired
- angryscared
- scaredconfused (<u>ACPPS005</u>)
- Appropriate language and actions to communicate feelings in different situations (ACPPS005)

 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 	
eneral capabilities Personal and social capability: Self-management o Become confident, resilient and adaptable - Identify situations with confidence	v situations that feel safe or unsafe, approaching new
kills and strategies	
Assertiveness skills	
Communication skills	
Decision making skills	at autoomoo
Examining how emotions and decision making can affe Exploring help-seeking scenarios that young people en	
Expressing feelings	Journer
How to be assertive and use protective behaviours	
How to identify risks	
Investigating factors that influence the way individuals r	espond emotionally to different situations
Planning before deciding • how to incorporate Plan A ar	
Practising different communication techniques to persua	ade 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



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

Kindergarten	Pre-primary
Strand/Sub-Strand	Strand/Sub-Strand
This teaching strategy is relevant to the following Western	This teaching strategy is relevant to the following Western
Australian Curriculum content:	Australian Curriculum content:
Identity	Personal, social and community health
Feel safe, secure, accepted and supported	Being healthy, safe and active
This is evident, for example, when children:	 Personal strengths of individuals (<u>ACPPS001</u>)
 Build a sense of stability and trust 	 Protective behaviours to keep safe and healthy:
 initiate interactions and conversations with 	- saying 'no'
peers, teachers and other adults in a range of	- moving away
contexts	- telling an adult
 Build a sense of belonging 	 asking for help (<u>ACPPS003</u>)
 approach new situations with a positive 	 Trusted people in the community who can help individuals fact acts (ACDD2000)
attitude	individuals feel safe (<u>ACPPS003</u>)
Build knowledgeable and confident self-identities This is suident, for evenues, when shilden	
This is evident, for example, when children:	
 Show confidence in own learning and capabilities participate in dramatic play, role play, and 	
 participate in dramatic play, role play and learning experiences that explore aspects of 	
learning experiences that explore aspects of identity and points of view	
identity and points of view	
 build positive relationships in their peer group and social circles 	
Wellbeing	
 Become strong in their social and emotional 	
• 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 capabilitiesPersonal and social capability: Self-management	
	y situations that feel safe or unsafe, approaching new
situations with confidence	איזיטיא אונאנוטווט וואנ ובבו סמוב טו עווסמוב, מאטיטמטווויט ווסמ
Skills and strategies	
Assertiveness skills	
Coping skills Decision making skills	
Decision making skills Evamining how amotions and decision making can affect	

- 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.

- Mental health and wellbeing
- Understanding mental health and wellbeing and mental health problems
- Relationships and sexuality
 - Strategies for relating/interacting positively with others
- Safety
 - o 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	Pre-primary Strand/Sub-Strand This teaching strategy is relevant to the following Western
Australian Curriculum content:	Australian Curriculum content:
Identity	Personal, social and community health
•	
• Feel safe, secure, accepted and supported	Being healthy, safe and active
This is evident, for example, when children:	 Personal strengths of individuals (<u>ACPPS001</u>)
 Build a sense of stability and trust 	 Protective behaviours to keep safe and healthy:
 initiate interactions and conversations with 	 saying 'no'
peers, teachers and other adults in a range of	 moving away
contexts	 telling an adult
 Build a sense of belonging 	 asking for help (<u>ACPPS003</u>)
 approach new situations with a positive 	Communicating and interacting for health and
attitude	well being
• Act with increasing autonomy, interdependence,	 Personal and social skills to interact with others:
resilience and sense of agency	 expressing needs
This is evident, for example, when children:	- wants and feelings
• Show resilience	- active listening
 persevere with tasks when faced with 	- self-discipline (<u>ACPPS004</u>)
challenges make choices and decisions (by	 Emotional responses individuals may experience
themselves and with others)	
,	in different situations, such as feeling:
 Make choices and decisions (by themselves and with site and) 	- happy
with others)	- sad
 demonstrate an increasing capacity for self- 	- excited
regulation	- tired
 show initiative by asking questions. 	- angry

negotiating and sharing

- make decisions and choices and describe options
- Manage routines, organise self and belongings 0
 - 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 0
 - 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: 0

- 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 0
 - 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 selfregulation
 - demonstrate an increasing capacity to selfregulate 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 0 communicate feelings in different situations (ACPPS005)

 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-awareness

• 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 		
KindergartenPre-primaryStrand/Sub-StrandStrand/Sub-StrandThis teaching strategy is relevant to the following WesternThis teaching strategy is relevant to the following WesternAustralian Curriculum content:Australian Curriculum content:		
Identity	Personal, social and community health	
 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 	 Being healthy, safe and active Personal strengths of individuals (<u>ACPPS001</u>) Protective behaviours to keep safe and healthy: saying 'no' moving away telling an adult asking for help (<u>ACPPS003</u>)	
 Build a sense of belonging approach pow situations with a positive 	- asking for help (<u>ACFF 5005</u>)	

0

well being

•

Вι	and 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: Personal and social skills to interact with others: 0 Show resilience expressing needs 0 _ persevere with tasks when faced with _

wants and feelings

Trusted people in the community who can help

Communicating and interacting for health and

individuals feel safe (ACPPS003)

challenges make choices and decisions (by	- active listening
themselves and with others)	 self-discipline (<u>ACPPS004</u>)
 Make choices and decisions (by themselves and 	 Appropriate language and actions to
with others)	communicate feelings in different situations
 demonstrate an increasing capacity for self- 	(<u>ACPPS005</u>)
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	
their world This is evident, for example, when children:	
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 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 	
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 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 edept what they have been added 	
adapt what they have learned	
 respond to ideas and suggestions from others 	
Communicating	
Interact verbally and non-verbally with others for a range of purpages	
a range of purposes This is evident, for example, when children:	
 Build aural and oral language use speech that can be understood by others 	
 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	
communicating through gesture and signs	
General capabilities	
 Personal and social capability: Self-management 	
 Work independently and show initiative - Attempt ta 	asks with support or prompting
 Literacy: Comprehending texts through listening, re 	
	e texts with familiar vocabulary and supportive illustrations
Skills and strategies	
 One step removed strategy Communication skills 	
Examining how emotions and decision making can affe Evaluation below explained as a second	
Exploring help-seeking scenarios that young people en	counter
How to be assertive and use protective behaviours	
How to identify risks	
How to incorporate Plan A and Plan B in your action pla	an
Personal safety skills	
 Practising different communication techniques to persu 	ade 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

o Identifying safe and unsafe situations at home, school, at parties and in the community

Strand/Sub-StrandStrandThis teaching strategy is relevant to the following WesternThis	primary nd/Sub-Strand teaching strategy is relevant to the following Western ralian Curriculum content:
 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 	 sonal, 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 (<u>ACPPS004</u>) Emotional responses individuals may experience in different situations, such as feeling: happy sad excited tired angry scared confused (<u>ACPPS005</u>)

- 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 0 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 0 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 0 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 selfregulation demonstrate an increasing capacity to selfregulate 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 0 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.

commitme		
 persist experie Develop cu ask qu and the Develop and r Develop and r learning and t This is evident, Reflect on adapt what 	ent, persistence t even when a task is difficult, and ence satisfaction of achievement uriosity, resourcefulness and reflexivity uestions about people, events, objects e environment range of skills and processes for thinking t, for example, when children: thinking and learning and transfer and tt they have learned nd to ideas and suggestions from others	
General capabiliti	ies	
 Personal and social capability: Self-management Become confident, resilient and adaptable - Identify situations that feel safe or unsafe, approaching new situations with confidence Personal and social capability: Self-awareness Recognise emotions - Identify a range of emotions and describe situations that may evoke these emotions 		
	nprehending texts through listening, reading and viewing	
	end texts - Navigate, read and view simple texts with familiar vocabulary and supportive illustrations	
 Skills and strateg Communication 		
 Communication 		
 Examining how 	v amotions and desision making can affect autoomas	
	w emotions and decision making can affect outcomes	
Exploring help-	-seeking scenarios that young people encounter	
Exploring help-How to be asse	-seeking scenarios that young people encounter ertive and use protective behaviours	
Exploring help-How to be asseHow to identify	-seeking scenarios that young people encounter ertive and use protective behaviours / risks	
 Exploring help- How to be asset How to identify How to incorport 	-seeking scenarios that young people encounter ertive and use protective behaviours / risks prate Plan A and Plan B in your action plan	
 Exploring help- How to be asset How to identify How to incorport Personal safety 	-seeking scenarios that young people encounter ertive and use protective behaviours / risks orate Plan A and Plan B in your action plan :y skills	
 Exploring help- How to be asset How to identify How to incorport Personal safety 	-seeking scenarios that young people encounter ertive and use protective behaviours / risks prate Plan A and Plan B in your action plan ty skills erent communication techniques to persuade someone to seek help	
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 Exploring help- How to be asset How to identify How to incorport Personal safety Practising diffe Resilience skill Risk managem Self-control ski Self-understan 	-seeking scenarios that young people encounter ertive and use protective behaviours y risks brate Plan A and Plan B in your action plan ty skills erent communication techniques to persuade someone to seek help ls nent skills ills	
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 Exploring help- How to be asset How to identify How to incorport Personal safety Practising diffe Resilience skill Risk managem Self-control ski Self-understan Social skills 	-seeking scenarios that young people encounter ertive and use protective behaviours y risks orate Plan A and Plan B in your action plan ty skills erent communication techniques to persuade someone to seek help ls nent skills ills ading 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.

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

Kindergarten	Pre-primary		
Strand/Sub-Strand	Strand/Sub-Strand		
This teaching strategy is relevant to the following Western	This teaching strategy is relevant to the following Western		
Australian Curriculum content:	Australian Curriculum content:		
Identity	Personal, social and community health		
 Feel safe, secure, accepted and supported 	 Communicating and interacting for health and 		
This is evident, for example, when children:	well being		
 Build a sense of stability and trust 	 Personal and social skills to interact with others: 		
 initiate interactions and conversations with 	 expressing needs 		
peers, teachers and other adults in a range of	 wants and feelings 		
contexts	- active listening		
 Build a sense of belonging 	 self-discipline (<u>ACPPS004</u>) 		
 approach new situations with a positive 	 Emotional responses individuals may experience 		
attitude	in different situations, such as feeling:		
• Act with increasing autonomy, interdependence,	- happy		
resilience and sense of agency	- sad		
This is evident, for example, when children:	- excited		
 Show resilience 	- tired		
 persevere with tasks when faced with 	- angry		
challenges make choices and decisions (by	- scared		
themselves and with others)	 confused (ACPPS005) 		
 Make choices and decisions (by themselves and 	 Appropriate language and actions to 		
with others)	communicate feelings in different situations		
 demonstrate an increasing capacity for self- 	(ACPPS005)		
regulation	(<u></u>)		
 show initiative by asking questions, 			
negotiating and sharing			
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:	
 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 conturn and signs 	
communicating through gesture and signs	
General capabilities	
 Personal and social capability: Self-management 	
	y situations that feel safe or unsafe, approaching new
situations with confidence	y shadions that lost sale of unsale, approaching new
 Literacy: Comprehending texts through listening, r 	eading and viewing
	e texts with familiar vocabulary and supportive illustrations
 Literacy: Composing texts through speaking, writing 	
	earning area texts - Compose short learning area texts, with
support, to record and report ideas and events	
Skills and strategies	

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.

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

Kindergarten	Pre-primary
Strand/Sub-Strand	Strand/Sub-Strand
This teaching strategy is relevant to the following Western	This teaching strategy is relevant to the following Western
Australian Curriculum content:	Australian Curriculum content:
Identity	Personal, social and community health
Feel safe, secure, accepted and supported	 Being healthy, safe and active
This is evident, for example, when children:	 Personal strengths of individuals (ACPPS001)
 Build a sense of stability and trust 	• The different parts of the body and where they
 initiate interactions and conversations with 	are located (ACPPS002)
peers, teachers and other adults in a range of	• Protective behaviours to keep safe and healthy:
contexts	 saying 'no'
 Build a sense of belonging 	- moving away
 approach new situations with a positive 	- telling an adult
attitude	 asking for help (<u>ACPPS003</u>)
• Act with increasing autonomy, interdependence,	 Trusted people in the community who can help
resilience and sense of agency	individuals feel safe (ACPPS003)
This is evident, for example, when children:	• Communicating and interacting for health and
 Show resilience 	well being
 persevere with tasks when faced with 	 Personal and social skills to interact with others:
challenges make choices and decisions (by	 expressing needs
themselves and with others)	 wants and feelings
 Make choices and decisions (by themselves and 	- active listening
with others)	- self-discipline (ACPPS004)

	 demonstrate an increasing capacity for self- regulation 	0		Emotional responses individuals may experience
	regulation		I	in different situations, such as feeling:
	 show initiative by asking questions, negotiating and sharing 			- happy
	negotiating and sharing make decisions and choices and describe 		-	- sad - excited
	options			- tired
•	Build knowledgeable and confident self-identities			- angry
	This is evident, for example, when children:			- scared
	 Show confidence in own learning and capabilities 			- confused (<u>ACPPS005</u>)
	 participate in dramatic play, role play and 	0		Appropriate language and actions to
	learning experiences that explore aspects of	0		communicate feelings in different situations
	identity and points of view			(ACPPS005)
	 build positive relationships in their peer group 			<u>(1011-0000)</u>
	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			
Co	nnecting 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 place and provide roles. 			
	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 			
No	libeing			
•••	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			
e:	arning 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 			

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		
commanicating through gootale and eight		
General capabilities		
Personal and social capability		
	ations that feel safe or unsafe, approaching new situations	
with confidence	ations that feel sale of unsale, approaching new staations	
with connactice		
Skills and strategies		
Assessing and responding skills		
Assertiveness skills		
 Communication skills 		
Coping skills		
 Decision making skills 		
 Examining how emotions and decision making can affect outcomes 		
Help-seeking skills		
 Help-seeking skills How to be assertive and use protective behaviours skills 		
 How to identify risks Investigating factors that influence the way individuals respond emotionally to different situations 		
	espond emotionally to dimenent situations	
Leadership skills		
 Planning before deciding • how to incorporate Plan A and a manual state of the stat	na Pian B in your action plan	
Resilience skills		
 Risk management skills 		
Self-control skills		
 Self-understanding skills 		

Social skills