



Health and Physical Education: Health Education

Teaching, learning and assessment exemplar
Year 5



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The Health and Physical Education curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Health and Physical Education curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



This exemplar

This Year 5 Health Education exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for eight lessons each term.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. This Health Education exemplar has been informed by these same propositions:

- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs



Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 5, students learn about behaviours they can implement in uncomfortable and/or unsafe situations, including online interactions. Students learn about ways they can make decisions and take action to promote safe and healthy lifestyle practices in a range of contexts. They focus on the importance of preventive measures to enhance their own health and promote a healthy lifestyle.

Students develop and refine greater proficiency across a range of movement skills, strategies and tactics. They focus on improving awareness of body position in relation to objects, other people and space, and assess how this can help them to successfully achieve movement outcomes or goals. Students examine the different roles and responsibilities associated with physical activity participation and continue to apply ethical behaviour that is consistent with promoting fair play and championing appropriate sporting conduct.



Achievement standard

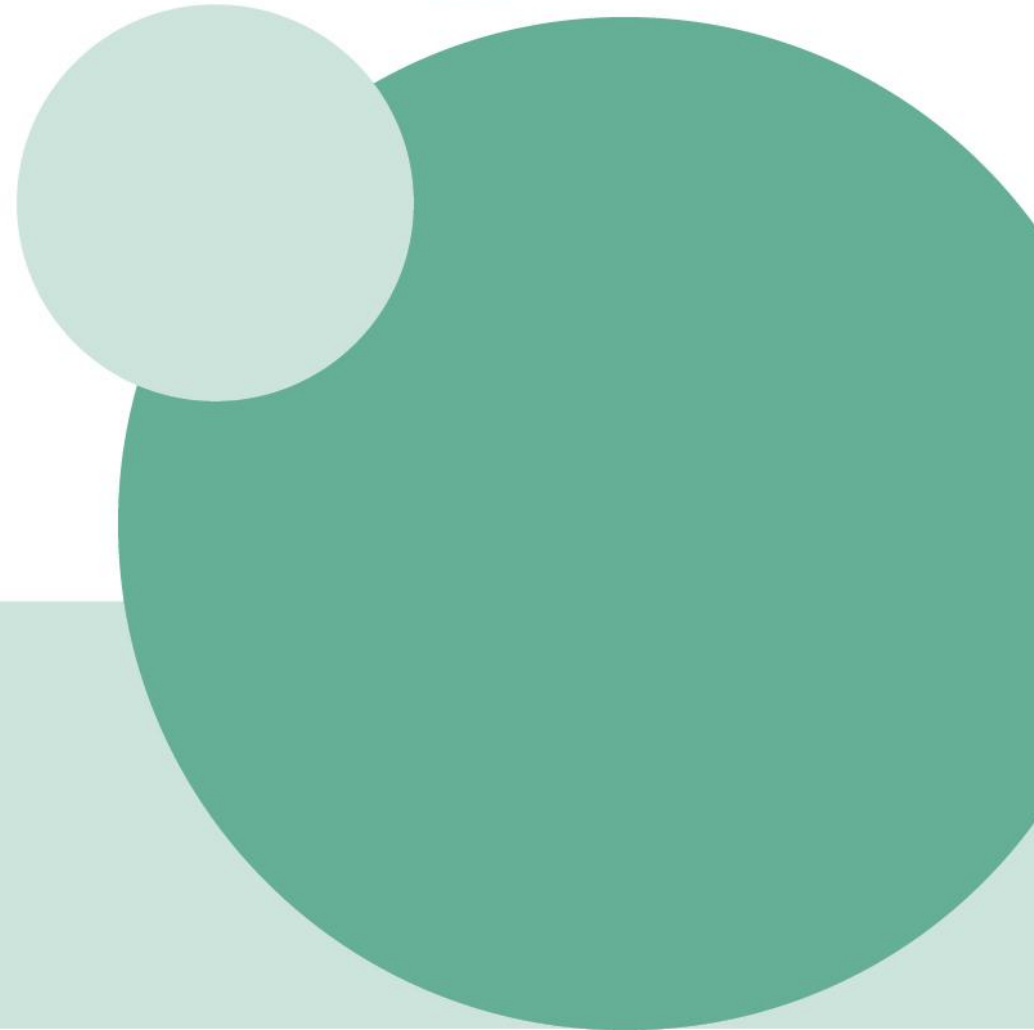
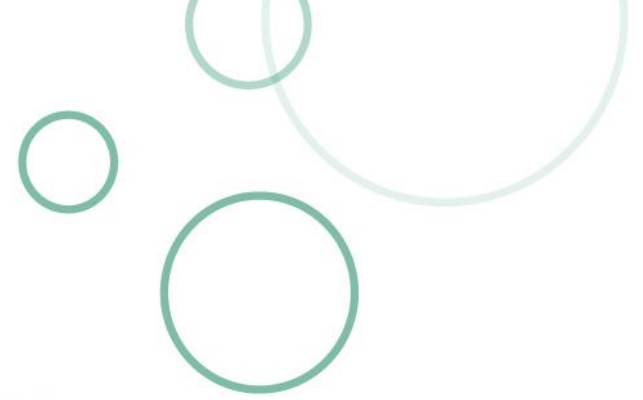
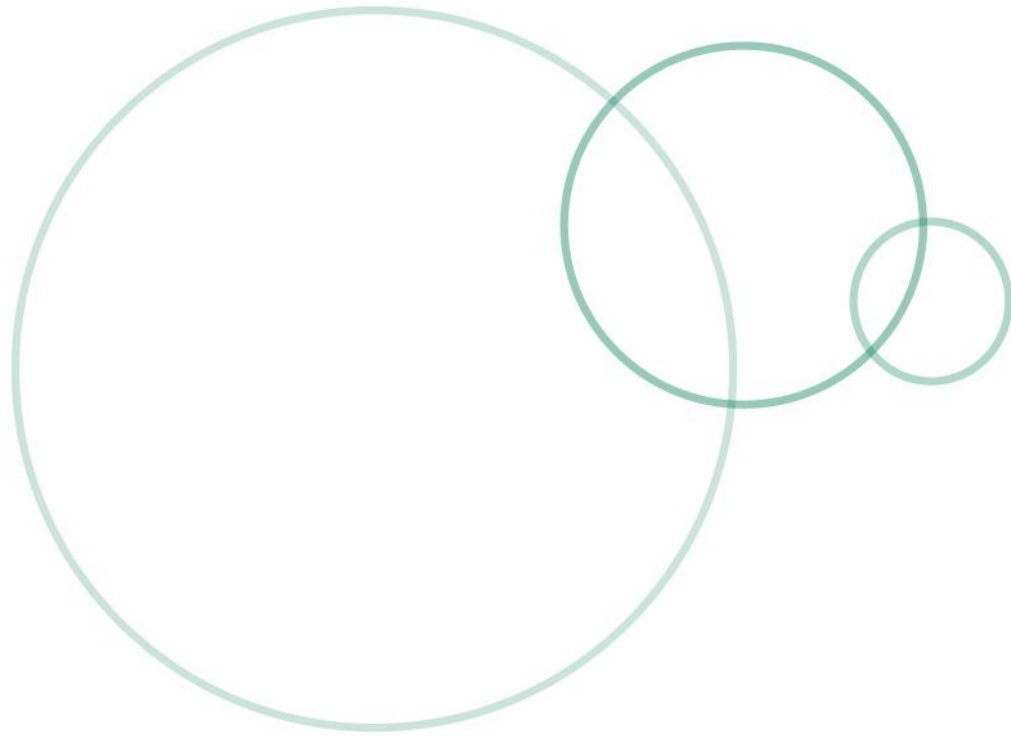
By the end of the year:

Health Education

Students identify practical strategies for promoting a healthy lifestyle and adapting to changing situations that occur as they grow and mature. They explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. Students identify emotional responses appropriate to different situations and apply skills and strategies to manage relationships over time.

Physical Education

Students perform a variety of fundamental movement skills with some competency. They implement simple tactics in physical activity and game contexts and respond to challenges involving people, objects and space to achieve an intended outcome. Students explain some of the benefits of regular physical activity and maintaining physical fitness in relation to physical, mental and emotional wellbeing. They use movement skills that combine the elements of effort, space, time, objects and people to improve movement outcomes. Students demonstrate ethical behaviour and use this to be effective when taking on the role of player or referee/umpire.



Term 1

Weeks 1–8: Health Education



Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways that individuals and groups adapt to different contexts and situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What factors contribute to making me an individual? • Which situations have challenged me? • Which situations have made me feel uncomfortable? • How did I react to these situations? • What would I change? <p>Support notes The purpose of the learning experiences in Weeks 1–4 is to explore how individuals react to different contexts and situations in a variety of ways. A strengths-based approach aims to support students to develop the knowledge, understanding and skills required to make healthy, safe and active choices.</p> <ul style="list-style-type: none"> • Teachers are encouraged to refer to the protective interrupting guide: Department of Health – Growing and Developing Healthy Relationships – <i>Protective interrupting</i> https://gdhr.wa.gov.au/-/teaching-ti-3. • Teachers are encouraged to establish a shared understanding of a safe classroom space conducive to active listening and safe participation in group discussion. An activity that establishes appropriate speaking and listening behaviours may be required at the commencement of learning. 	<p>Teaching Different contexts and situations</p> <ol style="list-style-type: none"> 1. Use a collaborative learning strategy to acknowledge that situations may happen, and that individuals and groups may not always react positively. Refer to the School Drug Education and Road Aware (SDERA) website noted in the support notes for examples. 2. Share a range of contexts and situations that students may have experienced. 3. Discuss the way that individuals and groups may have reacted. Identify the range of reactions and the relevant emotions. Acknowledge appropriate and inappropriate behaviours and reactions. 4. Suggest ‘helpful thinking strategies’ to deal with emotions. Use a collaborative learning strategy for students to develop a repertoire of positive strategies. <p>Learning</p> <ul style="list-style-type: none"> • Create three ‘Have you ever?’ scenarios for others to consider and react to. • Share the scenarios with others. • Respond to one or two of the scenarios using a helpful thinking strategy.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">Teachers may choose to use the following resource: School Drug Education and Road Aware – <i>Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing</i>, p. 8, activity sheet, <i>Have you ever?</i> https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/. <p>The activity sheet may be used to generate conversation as part of the collaborative learning strategy.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none">Identify situations where reactions may not be positive.Select helpful thinking strategies.Apply helpful thinking strategies.	



Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways that individuals and groups adapt to different contexts and situations</p>	<p>Support notes Teachers may choose not to introduce the terms optimistic and pessimistic. Teachers are best placed to make this decision based on the learning needs of students.</p> <p>Teachers may choose to use the resources on the School Drug Education and Road Aware website (Appendix A).</p> <p>In consultation with the school community, teachers are encouraged to select resources that are relevant and appropriate to the school context, the needs of the school, and the needs of learners. The suggested website may provide additional support and/or alternative activity suggestions. Teachers are best placed to make decisions about resources most appropriate to learners.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Identify helpful thinking strategies. Apply helpful thinking strategies. 	<p>Teaching Helpful thinking</p> <ol style="list-style-type: none"> Review the language of helpful thinking and introduce the terms optimistic and pessimistic (if appropriate). Use a collaborative strategy to define the terms. Display the information in a visible location. Use a graffiti wall activity to share information about: <ul style="list-style-type: none"> The feelings and emotions experienced by an optimist and a pessimist. Defining how emotions may be helpful/unhelpful. Colours and body language that reflect the two extremes. Strategies and words that promote helpful thinking. <p>Learning</p> <ul style="list-style-type: none"> Create a list of strategies to promote awareness of optimistic thinking. Be creative in how to share and deliver the information to peers.

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways that individuals and groups adapt to different contexts and situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Why do I feel like that? • Can I change my feelings? <p>Support notes Teachers will need to prepare an assortment of cards with a range of feelings/emotions.</p> <p>Teachers may choose to use the following resource:</p> <ul style="list-style-type: none"> • School Drug Education and Road Aware – <i>Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing</i>, p. 17, activity sheet, <i>The A–Z of feelings</i> https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/. <p>Teachers may choose to use additional resources suggested in Appendix A.</p> <p>Students will need to use marking criteria to provide feedback to their peers in Week 4. Consider the language used to explain the task during the Week 3 teaching and learning intentions.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify helpful thinking strategies. • Apply helpful thinking strategies. 	<p>Teaching Helpful thinking</p> <ol style="list-style-type: none"> 1. List a range of emotions on cards. Instruct students to sort the emotions into groups. Do not indicate the types of groups that should be created. 2. Students participate in a silent walk and consider the organisation of other groups' cards. 3. Discuss the broader categories that students have chosen to use as organisers. 4. Identify negative or less pleasant emotions. Use a collaborative learning strategy to suggest helpful thinking strategies around these. 5. Explain the task. <ul style="list-style-type: none"> ▪ Review the context or situations addressed in Week 1. ▪ Apply the helpful thinking strategies that have been developed over the learning experiences. ▪ Create a display or another method to communicate helpful thinking strategies to others. Consider the audience. Make the information accessible and engaging. <p>Learning</p> <ul style="list-style-type: none"> • Students complete the task. Use a creative strategy so the information can be shared with others in the following lesson.

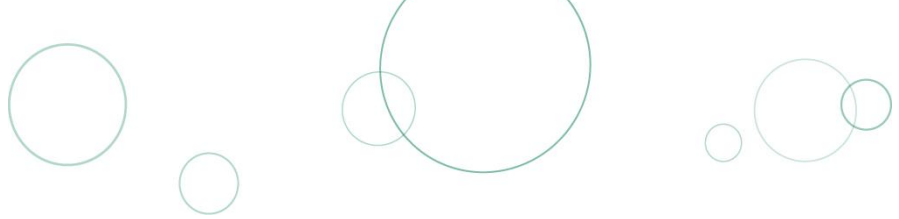


Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways that individuals and groups adapt to different contexts and situations</p>	<p>Support notes The criteria are best negotiated with students and should use the same language and ideas from Week 3 Teaching and learning intentions. Features may include:</p> <ul style="list-style-type: none"> • information that is simple and accessible to all students • information that is visually appealing • ideas and messages that are easy to remember. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Review strategies provided by others. • Provide feedback to peers. 	<p>Teaching Helpful thinking</p> <ol style="list-style-type: none"> 1. Review the task from Week 3. Allow time to complete tasks and to set up a display or sharing of the information resources that students have developed. 2. Discuss criteria for what good information and advice may look like. Identify the purpose and the importance of feedback. <p>Learning</p> <ul style="list-style-type: none"> • Share the information about how helpful thinking strategies can be applied to different contexts and situations. • Review the work of others and provide feedback.

Term 1 Week 5

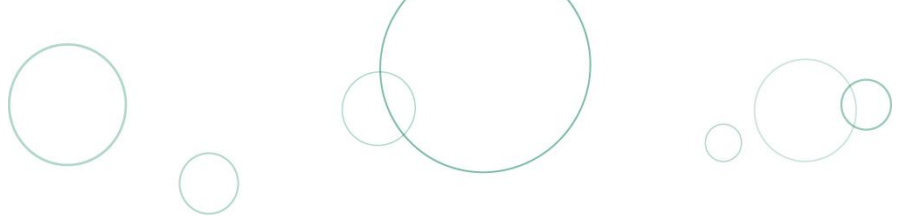
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a relationship? • Who do you have a relationship with? • What are the different types of relationships? <p>Support notes Teachers are encouraged to refer to the protective interrupting guide at the link below:</p> <ul style="list-style-type: none"> • Department of Health, Growing and Developing Healthy Relationships – Protective interrupting https://gdhr.wa.gov.au/-/teaching-ti-3. <p>The summative assessment task for this content is timed and sequenced for Week 8 of Term 1. Details are located in Appendix B of the exemplar. The subsequent lessons provide teaching and learning opportunities for the explicit teaching and learning of content. Teachers are encouraged to review the task and provide relevant feedback to students, so they are prepared.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify personal relationships. • Apply strategies to develop new friendships. 	<p>Teaching Relationships</p> <ol style="list-style-type: none"> 1. Use a collaborative learning strategy to develop a list of relationships that students may be part of. These may include relationships with friends, family members, sporting groups or teams, school community members and new people. Refer to the following website to view a range of relationships: <ul style="list-style-type: none"> ▪ ReachOut – Relationships https://au.reachout.com/relationships. Refer to Appendix A for additional resources. 2. Brainstorm and define a relationship. Display in a visible location. 3. Use a fishbone (or similar) as a graphic organiser to show students relationship types, such as friendship, family etc., and use these as headers or organisers. Use the names of the relevant people to fill the ‘bones’ of the fish. Teachers may use a fictitious character or their own relationships as an example. 4. Use a collaborative learning strategy to share and discuss how and where new friendships can be built. 5. Create a list of shared strategies as a class for visual display.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning</p> <ul style="list-style-type: none">• Students work independently to create a graphic organiser to name the people in their life and show the relationships.• Add strategies and ideas about how to build new friendships.

Term 1 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How and why do relationships change? • What are the benefits of this? • How can relationships grow to be stronger (or more distant)? • How can changes to relationships affect us emotionally? <p>The focus questions are relevant to the learning experiences in Weeks 6 and 7.</p> <p>Support notes Teachers are encouraged to refer to link below for support notes about coping with changing friendships.</p> <ul style="list-style-type: none"> • ReachOut – <i>Four steps for coping with changing friendships</i> https://au.reachout.com/articles/4-steps-for-coping-with-changing-friendships. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Communicate four steps for coping with changing friendships. 	<p>Teaching Relationships</p> <ol style="list-style-type: none"> 1. Use a collaborative learning strategy to discuss how relationships and friendships may change and end. 2. Explain the task. <ul style="list-style-type: none"> ▪ Use a positive and minus chart to identify the emotional responses to relationship and friendship changes. ▪ Share the positive and minus chart with others. Add information that you have learnt. 3. Use the ReachOut resource (<i>Four steps for coping with changing friendships</i>) to address the impact of changing relationships. 4. Use a collaborative learning strategy to discuss the Four steps and develop strategies to support peers. <p>Learning</p> <ul style="list-style-type: none"> • Students complete the task. <p>The purpose of this work is to inform others of these messages and strategies.</p>

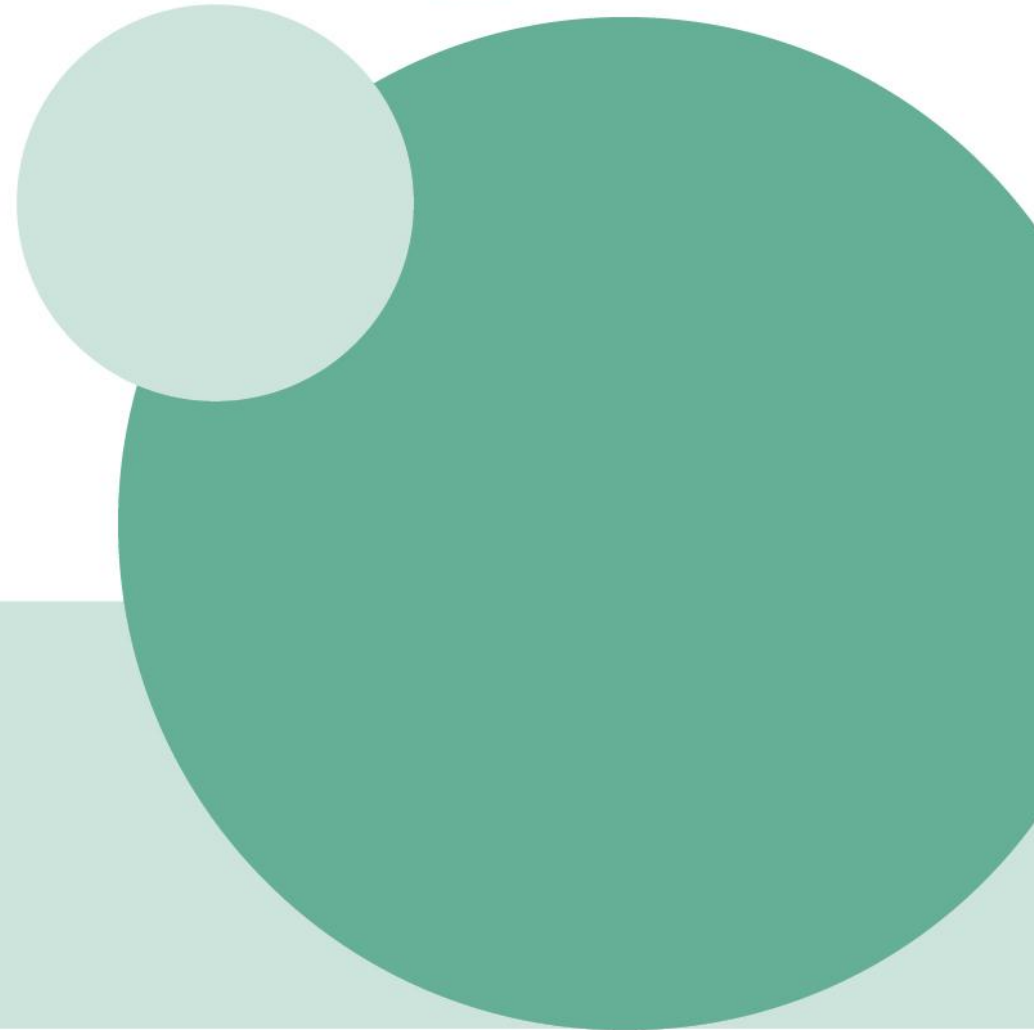
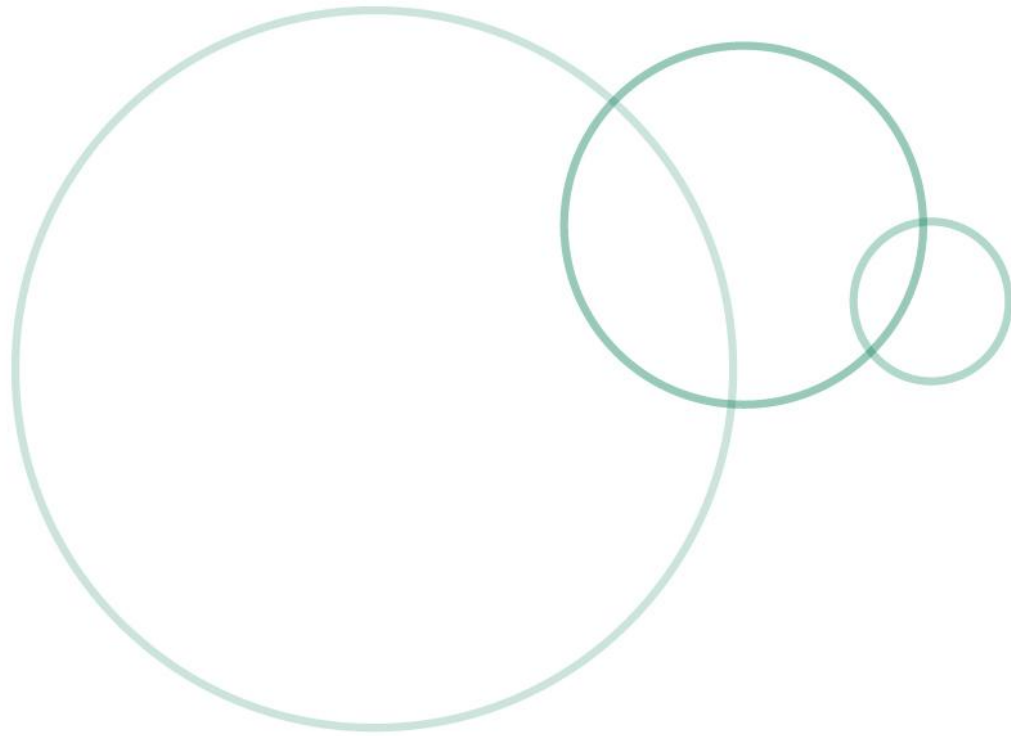


Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p>	<p>Support notes Teachers may use the student interactive resource on the Kids Helpline website as part of the learning experience.</p> <ul style="list-style-type: none"> Kids Helpline – <i>How are you feeling today?</i> https://kidshelpline.com.au/kids. <p>The site prompts students to choose how they are feeling, and to identify who or what may be evoking these emotions.</p> <p>The site provides a range of short stories with skills and strategies that may support students to manage their relationships and emotions.</p> <p>Teachers may choose to use resources on the following website:</p> <ul style="list-style-type: none"> School Drug Education and Road Aware – <i>Year 5 Focus Area 1: Resilience and wellbeing</i>, p. 17, activity sheet, <i>The A–Z of feelings</i> https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Create a story that demonstrates relationship change over time. 	<p>Teaching Relationships</p> <ol style="list-style-type: none"> Create a list of feelings students may experience. Place these in a visible location. Discuss how other people may impact and/or shape how we feel. Show students how to use the interactive Kids Helpline website. Explain the task. <ul style="list-style-type: none"> Choose one of the feelings identified in the Week 6. Write a brief statement or short story (similar to those viewed online). Illustrate the statement or short story (time permitting). <p>Learning</p> <ul style="list-style-type: none"> Students complete the task. Work in pairs or individually to create a short story or brief statement, similar to those viewed online. Illustrate the statement or the short story.

Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p>	<p>Support notes Teachers may refer to the Authority’s Judging standards materials (Year 5 Health work samples). The samples provide ideas for the letters that teachers may choose to adopt and adapt. Teachers may choose to contextualise the letters, so they are relevant and suitable to the learning needs of students in the group.</p> <p>Suggested assessment point Summative assessment</p> <ul style="list-style-type: none"> • See summative assessment: Managing relationships: Please help! (Appendix B). • Write a suitable response to the scenarios described. 	<p>Teaching Relationships</p> <ol style="list-style-type: none"> 1. Review the list of emotions created in Week 7. 2. Share stories written by class members. 3. Use a collaborative learning strategy to discuss the range of skills and strategies provided by others. 4. Explain the task. <ul style="list-style-type: none"> ▪ Students read and respond to three short letters (scenarios) provided by the teacher. ▪ Students write a response that considers the wellbeing of the writer. <p>Learning</p> <ul style="list-style-type: none"> • Students complete the task. Consider the wellbeing of the writer.



Term 2

Weeks 1–8: Health Education

Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does friendship look like? • What is my role within a friendship? <p>Support notes Teachers are encouraged to refer to the following website for support notes and ideas about making friends.</p> <ul style="list-style-type: none"> • ReachOut – <i>How to make friends at school</i> https://au.reachout.com/articles/how-to-make-friends-at-school. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify the qualities of a good friend. • List strategies about how to make friends. 	<p>Teaching Friendship</p> <ol style="list-style-type: none"> 1. Use a cooperative learning strategy to discuss and list the qualities of a good friend. Place these in a visible location. 2. Brainstorm ideas and strategies. <ul style="list-style-type: none"> ▪ Consider how to make friends, e.g. asking to join in with a game, inviting/accepting another person into a game. ▪ Develop an awareness of people who may like to be included in your friendship group and how to promote acceptance. ▪ Discuss the role of a positive friend in the relationship. <p>Learning</p> <ul style="list-style-type: none"> • Work collaboratively to create a brief dramatisation or role-play of the ideas and strategies about how to make friends. • Present the role-play to peers.

Term 2 Week 2

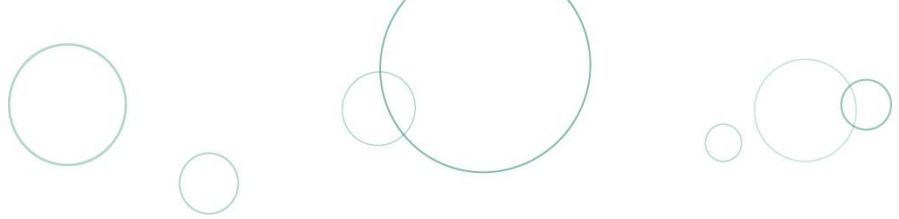
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p> <p>Staying safe Protective behaviours to implement in uncomfortable or unsafe situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a bully? • What does the behaviour of a bully look like and sound like? • Why does a bully behave like that? • What is my role as a bystander? • What if I am being bullied? • What is harassment? <p>Support notes Teachers may choose to consider teaching and learning opportunities across other learning areas to contextualise the health content delivered, and the learning experiences outlined.</p> <p>Teachers should consider the class dynamics and the implications of the activity.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify the characteristics of a bully. • Explain how characteristics of a bully are not conducive to positive relationships over time. 	<p>Teaching Friendship, harassment and bullying</p> <ol style="list-style-type: none"> 1. Review the Week 1 task: identify the qualities of a good friend. 2. Explain the task. <ul style="list-style-type: none"> ▪ Identify the qualities of a student who bullies. (Aim to show the contrast between the student who bullies and the good friend in classroom discussion.) ▪ Share these qualities with two other people and add to the list any additional qualities of a bully. 3. Share the qualities as a class and collate a list of qualities and/or behaviours that a bully would demonstrate. Display in a visible location. 4. Define the term harassment and discuss the associated behaviours and actions. 5. Create a character profile of a fictional bully using the qualities identified. Model this style of writing to students before they create their own. Note: this work is required as part of the activity in Week 3. Teachers must copy and remove student names from work for the purpose of sharing. Keep the original copy that identifies who the work belongs to. <p>Learning</p> <ul style="list-style-type: none"> • Write a character profile for a fictional bully. Students write their name on the back of the page.

Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p> <p>Staying safe Protective behaviours to implement in uncomfortable or unsafe situations</p>	<p>Support notes Teachers are encouraged to develop their own advertisement for friendship to suit the context of the students. The qualities of a good friend were determined by students in Week 1 of the learning experience. Use the same language and the qualities that were determined by the students to write the advertisement.</p> <p>Teachers should consider the class dynamics and the implications of the activity.</p> <p>Additional time may be needed to discuss and share the responses that students wrote and received.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Identify the characteristic of a bully. Explain how characteristics of a bully are not conducive to positive relationships over time. 	<p>Teaching Friendship</p> <ol style="list-style-type: none"> Use a job advertisement as a stimulus for a class discussion. Select a role that is exciting and appealing to students. Identify the favourable qualities that employees are looking for. Read a friendship advertisement, in the style of a 'friend wanted'. Use a catchy title to engage students and the qualities of a 'good friend' that were developed in Week 1. Teachers are best placed to write the advertisement based on the qualities decided in Week 1 and the language used by students. Explain the task. <ul style="list-style-type: none"> Identify the favourable qualities required in the friendship advertisement. The character profiles (of a bully) written in Week 2 are the applications. Draft a response to the character profile about their unsuccessful application to be a friend. Explain why they 'did not get the job' in the response. Aim to be positive and kind when responding. Teachers match the response to the character report and return it to the student who wrote the character report. <p>Learning</p> <ul style="list-style-type: none"> Students complete the task.

Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p> <p>Staying safe Protective behaviours to implement in uncomfortable or unsafe situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a bully? • What does a bully’s behaviour look like and sound like? • Why does a bully behave like that? • What is my role as a bystander? • What if I am being bullied? • What do I do if I am being bullied online (cyberbullied)? • What is harassment? <p>Support notes Teachers may choose to use resources from the following website:</p> <ul style="list-style-type: none"> • School Drug Education and Road Aware – <i>Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing</i>, p. 20, Activity 5, <i>Bullying is everyone’s problem</i>, <i>Graffiti questions</i> https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify skills and strategies to deal with bullying. 	<p>Teaching Bullying</p> <ol style="list-style-type: none"> 1. Identify the common behaviours and qualities of a student who ‘bullies’. Refer to the SDERA resource, <i>Graffiti questions</i> and develop a shared understanding of the questions that have been selected for use. 2. Rotate groups through the questions selected so that information, ideas and responses are shared. 3. Students select one of the questions to develop an informative poster, graphic or other means of communicating information about dealing with bullying. Student learning may be represented in a digital format or as visual or performance art. This decision is best made by the teacher. <p>Learning</p> <ul style="list-style-type: none"> • Identify the skills and strategies to deal with bullying. • Effectively communicate ways to deal with bullying, including maintaining online safety when using digital tools and environments.



Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p> <p>Staying safe Protective behaviours to implement in uncomfortable or unsafe situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a bully? • What does a bully’s behaviour look like and sound like? • Why does a bully behave like that? • What is my role as a bystander? • What if I am being bullied? • What do I do if I am being bullied online (cyberbullied)? • What is harassment? <p>Support notes Teachers are encouraged to locate online images of balance of power scales. The visual aid may be used to explain the abstract concept of balance of power.</p> <p>If possible, use physical scales and figurines to represent the bully and the victim. Use marbles to represent words and actions that weigh the victim down. Attach words to the marbles using adhesive.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify skills and strategies to deal with bullying. • Explain the role of a bystander and the difference this can have. 	<p>Teaching Bystanders</p> <ol style="list-style-type: none"> 1. Use a visual representation of scales (Balance of power) to explain the power shift in a relationship between a bully and the victim. 2. Use a collaborative learning strategy to consider the role of the bystander. Discuss how a third person can influence the situation and shift the power. 3. Explain the task. <ul style="list-style-type: none"> ▪ Choose a way to represent the power shift and the role of the bystander. ▪ Represent the bystander as having the power to change or make a difference to the situation. ▪ Write a list of strategies that may ‘shift the balance of power’, including protective behaviours to implement in uncomfortable or unsafe situations. <p>Learning</p> <ul style="list-style-type: none"> • Students complete the task. <ul style="list-style-type: none"> ▪ Communicate the information verbally, in written form or by another means.

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills and strategies to establish and maintain respectful relationships</p> <p>Staying safe Protective behaviours to implement in uncomfortable or unsafe situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a bully? • What does the behaviour of a bully look like and sound like? • Why does a bully behave like that? • What is my role as a bystander? • What if I am being bullied? • What is harassment? <p>Support notes Collate a set of feelings, colour code and write on a card. Feelings may be colour coded as those that students like or dislike, and are positive or negative, pleasant or unpleasant, depending on how teachers have referred to feelings in past learning.</p> <p>Teachers may choose to use resources from the following website:</p> <ul style="list-style-type: none"> • School Drug Education and Road Aware – <i>Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing</i>, p. 17, activity sheet, <i>The A–Z of feelings</i> https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify skills and strategies to deal with bullying. • Explain the role of the bystander and the difference this can have. 	<p>Teaching Bystanders</p> <ol style="list-style-type: none"> 1. Review the balance of power activity from Week 5. Use a visual representation of how the bully and the victim are represented, and where the bystander may sit. 2. Consider the emotional wellbeing of each of the roles that have been identified and how they may be feeling. 3. Discuss the feelings on the cards and attach the emotion to the relevant role. 4. Propose different scenarios to students where the bystander takes a more active role to balance the power and how the emotional wellbeing and feelings can shift. <p>Learning</p> <ul style="list-style-type: none"> • Create two scenarios in a short, written format, as a diagram, digital representation or dramatisation. Show one scenario where the bully has the power and allocate the relevant feelings that the others may have. Show the other scenario where the victim has the power, and the relevant feelings that others may have. Be sure to include the bystander in both scenarios.

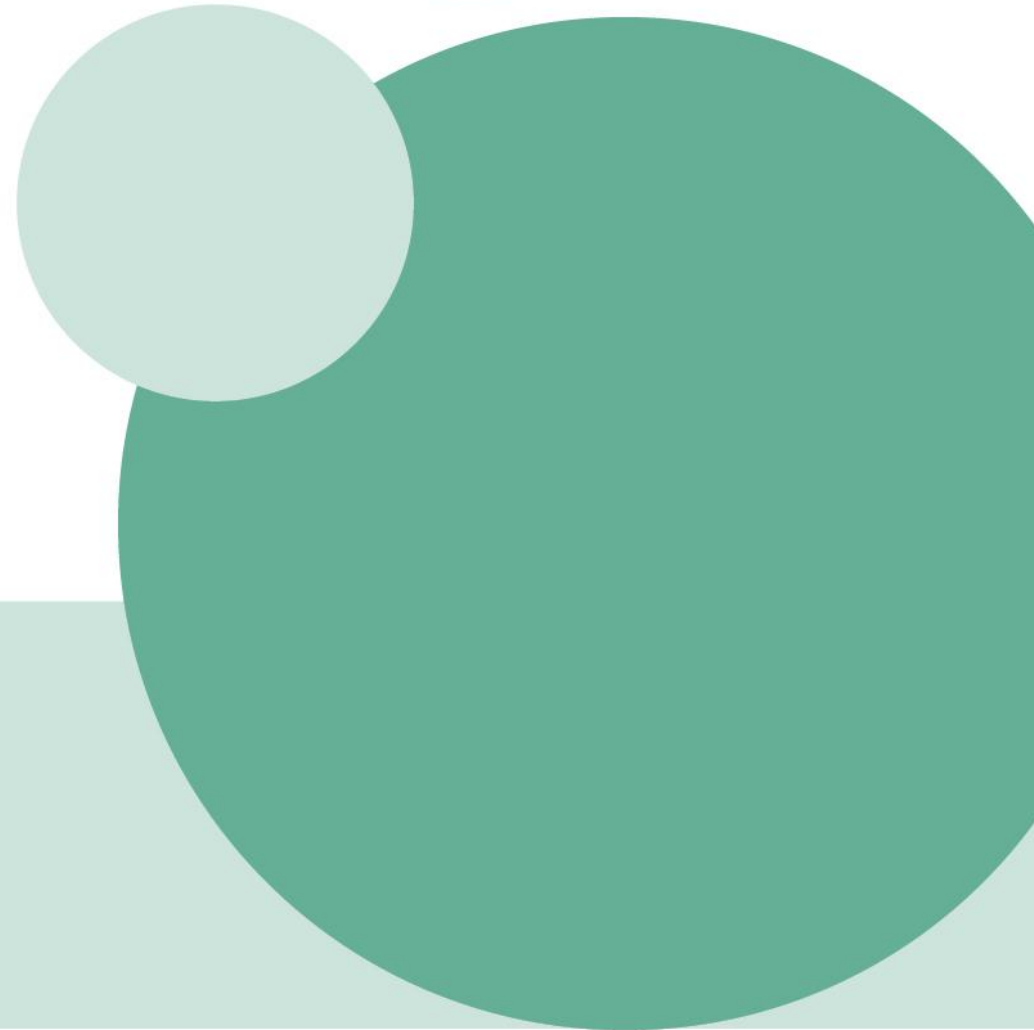
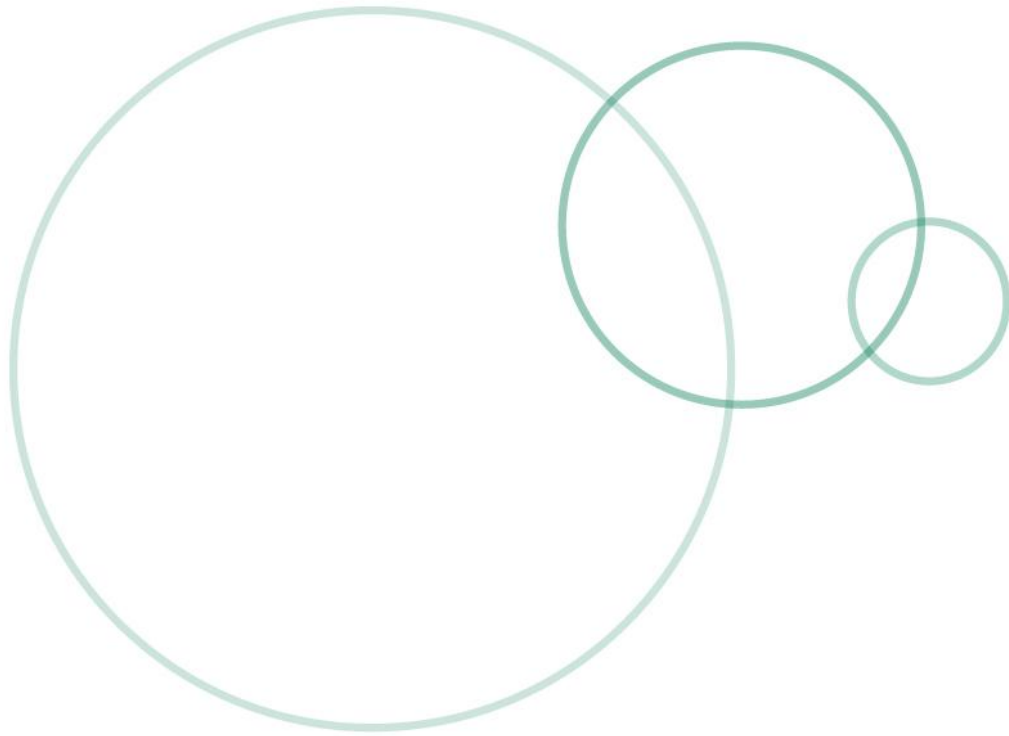


Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations <p>Healthy and active communities Health messages that support and maintain an individual's health, safety and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> What does wellbeing mean? What does wellbeing look and feel like? How can I check my wellbeing? Where can I get help? How can I make sure that the 'help', is actually the right help? How can I tell if a health message supports my health, safety and wellbeing? <p>Support notes The Week 7 content is reliant on this context requires students to make decisions about reliable sources of information to inform their wellbeing. The websites referred to in Appendix A are suitable for this purpose.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Explain the term wellbeing. Identify reliable information sources. 	<p>Teaching Wellbeing</p> <ol style="list-style-type: none"> Consider and discuss the term wellbeing and what this means for students. Guide students to define the types of wellbeing. These may include physical, social and emotional wellbeing. Engage students in a graffiti wall activity and contribute to positive behaviours and actions that will support the types of wellbeing. Tell students there is additional support and information available to inform health and wellbeing. Show students the importance of choosing reliable sources of information. Show students an example of a source of information. Develop criteria for choosing reliable information. <p>Learning</p> <ul style="list-style-type: none"> Review the wellbeing criteria. Provide examples of the criteria where and if possible. For example, if one of the criteria is a government website, provide a link and highlight the relevant web address that indicates the link is authentic.

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations <p>Healthy and active communities Health messages that support and maintain an individual's health, safety and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> What is the information trying to tell me? Is it effective? Is it reliable? Where is this information from? Who checks and monitors the information? Where can I find out more? How can I use a health message to maintain my health, safety and wellbeing? <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Explain the term wellbeing. Apply criteria to unreliable sources of information. 	<p>Teaching Wellbeing</p> <ol style="list-style-type: none"> Review the term wellbeing. Establish the criteria for selecting reliable sources of information. Show students an example of unreliable information. Discuss the dangers and the damage this may cause. Explain the task. <ul style="list-style-type: none"> Review a minimum of two sources of reliable and/or unreliable information. Annotate or mark up the information source. <p>Learning</p> <ul style="list-style-type: none"> Students complete the task. Address the parts that are misleading and not reliable.



Term 3

Weeks 1–8: Health Education

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies to manage the physical, mental/emotional and social changes associated with puberty</p>	<p>Focus question</p> <ul style="list-style-type: none"> • What is puberty? • Why does puberty happen? • Is puberty normal? • What are the types of changes that happen during puberty? • Who can I speak to about these changes? • How can I find information to help me manage this change? <p>Support notes In consultation with the school community, teachers are encouraged to select resources that are relevant and appropriate to the school context, the needs of the school, and the needs of learners.</p> <p>Support materials, information and additional strategies may be sourced from the following website.</p> <ul style="list-style-type: none"> • Department of Health, Growing and Developing Healthy Relationships – <i>Body changes during puberty</i> https://gdhr.wa.gov.au/-/body-changes-during-puberty <p>Teachers are encouraged to refer to the protective interrupting guide available at the link below.</p> <ul style="list-style-type: none"> • Department of Health, Growing and Developing Healthy Relationships – <i>Protective interrupting</i> https://gdhr.wa.gov.au/-/teaching-ti-3 	<p>Teaching Puberty</p> <ol style="list-style-type: none"> 1. Use a small group strategy to allow students to respond to the Focus questions. Provide an opportunity for students to share responses with peers they feel comfortable working with. 2. Consider the first focus question and develop a shared understanding. Display in a visible location. 3. Establish the fact that changes associated with puberty may be physical, mental and emotional. 4. Explain the task. <ul style="list-style-type: none"> ▪ Work with a partner. Use the outline of a body shape and fold in half, vertically. ▪ On one half of the body, state or draw the changes that take place during puberty. ▪ On the other half, write questions about the changes that may occur. Use colour coding to show that the changes may be physical, mental or emotional. <p>Learning</p> <ul style="list-style-type: none"> • Students complete the task.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none">• Identify that puberty means change.• Explain that changes may be physical, mental/emotional and social.	

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies to manage the physical, mental/emotional and social changes associated with puberty</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Which parts of my body may start to change? • Why have I started to change/not change? • Why do I feel like this? • What strategies can I use to help me cope with changes? <p>Support notes The focus on developing strategies for students is to encourage a strengths-based approach. A strengths-based approach is characterised by focusing on supporting students to develop knowledge, understanding and skills required to make healthy, safe and active choices. This approach affirms that students and their communities have particular strengths which can be nurtured to improve health, irrespective of the context.</p> <p>The term ‘helpful thinking’ has been adopted from the Year 5 Resilience and Wellbeing resource, at the link below. Teachers are encouraged to review this resource and consider the concepts and the support resources available.</p> <ul style="list-style-type: none"> • School Drug Education and Road Aware – <i>Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing</i>, p. 7, Activity 1, <i>Using helpful thinking to bounce back</i> 	<p>Teaching Helpful thinking</p> <ol style="list-style-type: none"> 1. Address specific questions students may have asked in the previous lesson or are appropriate to the learning needs of students. 2. Use a collaborative learning strategy to identify the physical changes associated with puberty, as well as the mental and emotional changes. 3. Create a shared list for students to refer to. Identify frustrations and challenges and group these together. 4. Acknowledge frustrations and negativity that may be experienced during puberty related changes. 5. Revisit the term ‘helpful thinking’. Explain that these are strategies that can be implemented or adopted to support students during what may be a challenging time for some. 6. Refer to online support resources for appropriate language and additional activities. 7. Explain the task. <ul style="list-style-type: none"> ▪ Choose two or three of the frustrations identified. ▪ Work with a peer to offer helpful thinking strategies and solutions to address the frustrations. ▪ Use sticky notes to record the information and create a list of helpful strategies for others.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none">• Identify that puberty means change.• Apply helpful thinking strategies as a way to cope with and manage change.	<p>Learning</p> <ul style="list-style-type: none">• Students complete the task.• Work collaboratively to consider and create relevant and appropriate strategies.



Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies to manage the physical, mental/emotional and social changes associated with puberty</p> <p>Staying safe Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations <p>Healthy and active communities Health messages that support and maintain an individual’s health, safety and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> What is mental health? What does it look like and feel like? <p>Support notes The term mental health is both far-reaching and complex. Some questions and the direction of some conversations may be difficult for teachers and students to navigate. Teachers are encouraged to keep the context of mental health related to puberty and establishing positive strategies for improving mental health and identifying emotional changes.</p> <p>In consultation with the school community, teachers are encouraged to select resources that are relevant and appropriate to the school context, the needs of the school, and the needs of learners.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Identify reliable sources of information that are informative and appropriate. Identify the emotional and mental changes associated with puberty. 	<p>Teaching Helpful thinking</p> <ol style="list-style-type: none"> Discuss the list of helpful thinking strategies and ideas developed in Week 3. Consider the changes associated with puberty that may impact wellbeing. Identify sources of information that inform health. Choose sources that are suitable and available for student use. A list of resources is provided in Appendix A. Share and discuss an example of a suitable resource to support student awareness and understanding of the resource available. Provide a range of resources for students to review and consider. <p>Learning</p> <ul style="list-style-type: none"> View a range of support resources that are informative and reliable. Rate the positives and minuses of the resource and share with others. Discuss which health messages support and maintain an individual’s health, safety and wellbeing.

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies to manage the physical, mental/emotional and social changes associated with puberty</p> <p>Staying safe Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations <p>Healthy and active communities Health messages that support and maintain an individual's health, safety and wellbeing</p>	<p>Support notes Teachers may consider examples of physical, emotional and social changes that relate to puberty. Refer to the website below.</p> <ul style="list-style-type: none"> Government of Western Australia, Department of Health – <i>Body changes during puberty</i> https://gdhr.wa.gov.au/-/body-changes-during-puberty. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Identify that puberty means change. Apply helpful thinking strategies. 	<p>Teaching Puberty</p> <ol style="list-style-type: none"> Use a collaborative learning strategy to outline the physical, mental, emotional, and social changes that students may experience during puberty. Share and discuss the resources that students reviewed in Week 3. Allow students time to review the resource and consider the feedback provided by others. Revise helpful thinking strategies, and not-so-helpful thinking strategies. Show students how to apply these strategies to dealing with change. The learning experience aims to bring together a range of suitable resources that may support students during puberty. The helpful thinking strategies promote the strengths-based approach that underpins the learning area content. <p>Learning</p> <ul style="list-style-type: none"> Choose a physical, mental, emotional and/or social change associated with puberty. Find suitable sources of information that can help you understand the changes. Create a helpful thinking strategy to manage or deal with the physical, mental, emotional and/or social changes associated with puberty. Be creative in your approach to sharing the information. Repeat the activity to address a different change or suggest another approach.



Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies to manage the physical, mental/emotional and social changes associated with puberty</p> <p>Staying safe Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations <p>Healthy and active communities</p> <ul style="list-style-type: none"> Health messages that support and maintain an individual's health, safety and wellbeing 	<p>Support notes Teachers may choose to change the learning experience and/or incorporate the task outlined in a different learning area. The product or demonstration of student understanding does not need to be in written form. Teachers are encouraged to consider the Principles of Teaching, Learning and Assessment in their planning. Teachers are best placed to make the decision based on the learning needs of students and the timing of sequencing of learning area content. Teachers are reminded to assess student understanding of the health content.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Identify that puberty means change. Provide helpful thinking strategies. Select appropriate and credible resources and information. 	<p>Teaching Puberty</p> <ol style="list-style-type: none"> Review the following information: <ul style="list-style-type: none"> Changes will happen and these are associated with puberty. How individuals choose to deal with change is a choice. Support materials are available to support individuals. The quality of materials is important. Explain the task. <ul style="list-style-type: none"> Write a diary entry or other form of communication, to your future self. Advise yourself of the physical, mental and emotional changes they may encounter. Reassure yourself that everybody is different and that differences are normal. Provide clear guidance about where to find information and support, and what credible information looks like. <p>Learning</p> <ul style="list-style-type: none"> Students complete the task. Provide strategies and information that are helpful.

Term 3 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Ways in which inappropriate emotional responses impact on relationships</p>	<p>Support notes Teachers may choose to use resources from:</p> <ul style="list-style-type: none"> School Drug Education and Road Aware – <i>Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing</i>, p. 19, activity sheet, <i>Getting along with others</i> https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/. <p>Consider contexts that are appropriate and relevant to students, without making direct connections to individuals in the class. Teachers are reminded that this is a delicate balance: teachers are best placed to make decisions that do not compromise relationships and friendships.</p> <p>The learning experiences aim to make students aware of the emotional responses they may face, and that may be inappropriate and confronting. The sequence of teaching and learning promotes a strengths-based approach, including helpful thinking strategies and an awareness of choices that an individual makes.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Identify inappropriate emotional responses. Consider and explain the impact on a relationship. 	<p>Teaching Emotional responses</p> <ol style="list-style-type: none"> Discuss the statements provided on the SDERA website. Students complete the self-reflection activity individually. Read the statements aloud and adopt an extreme viewpoint to trigger an inappropriate emotional response by others. For example, 'I am not a good listener, I hate listening to other people.' Explain, with examples, the impact of this behaviour on a relationship. Identify that a person's emotional response impacts a relationship. Some behaviours require practice, and that practise can lead to a positive effect on relationships. <p>Learning</p> <ul style="list-style-type: none"> Review the statements and create a chart or display of information. Place the statement in the middle and on either side place a positive and negative focus. Under the negative side, write the emotional response and the impact on a relationship; do the same on the positive side.

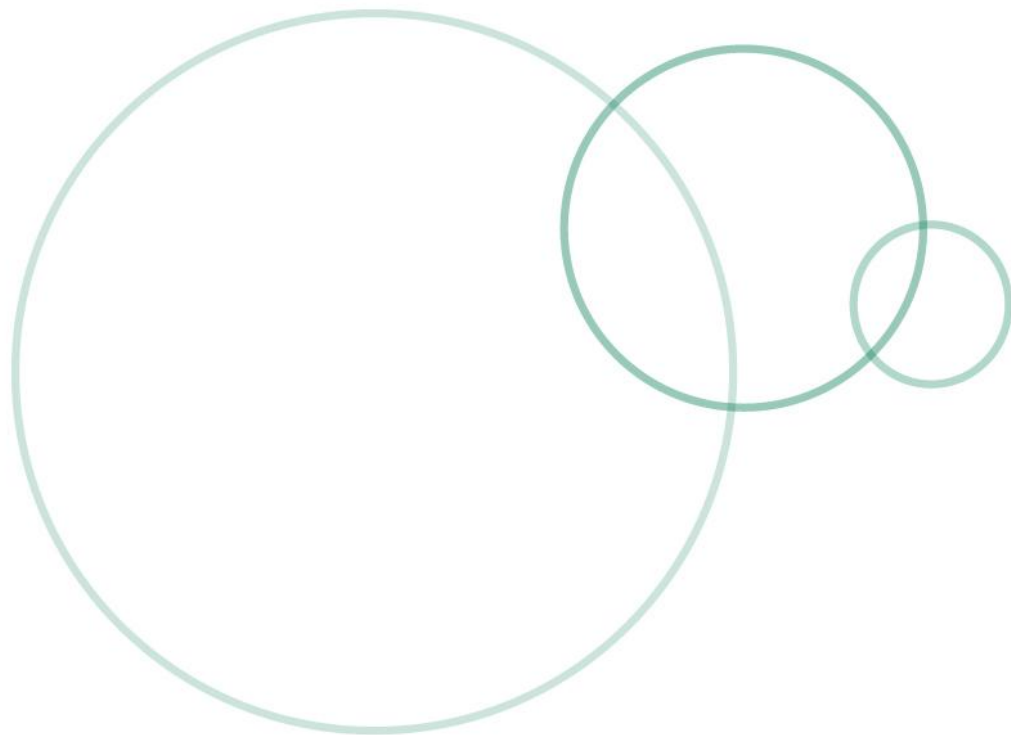


Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Ways in which inappropriate emotional responses impact on relationships</p>	<p>Support notes The ReachOut website provides a well-structured approach to managing friendships and relationships. Information about being respectful as a friend and the individual at the centre of a situation are addressed.</p> <p>ReachOut – <i>Dealing with a toxic friendship</i> https://au.reachout.com/articles/dealing-with-a-toxic-friendship.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify inappropriate emotional responses. • Consider the impact on a relationship. • Communicate these strategies. 	<p>Teaching Emotional responses</p> <ol style="list-style-type: none"> 1. Use a collaborative learning activity to identify a range of inappropriate emotional responses. Collate a list of emotions that may be deemed as ‘inappropriate’. Acknowledge that these may happen regardless of age and/or awareness. 2. Show a strengths-based approach to address such interactions. Discuss the helpful thinking strategies that can support this decision-making. 3. Review the online support materials that offer strategies and ideas for alternative strategies. <p>Learning</p> <ul style="list-style-type: none"> • Identify strategies that you may use to help manage friendships and relationships. • Communicate these strategies in a way that best suits you. Be prepared to share these strategies with peers in the following lesson.

Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Ways in which inappropriate emotional responses impact on relationships</p>	<p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Identify strategies that may be helpful in different situations. Select strategies that be appropriate for use. 	<p>Teaching Emotional responses</p> <ol style="list-style-type: none"> Review the teaching process from Week 7. State the inappropriate emotional responses addressed. Consider and discuss the emotional response of others involved in the interaction or relationship. Use a collaborative learning strategy to acknowledge the emotional responses of others. Explain the task. <ul style="list-style-type: none"> Strategies and coping mechanisms are learned. Students will have the opportunity to do a gallery walk and see a range of strategies that were developed in Week 7. Choose the strategies that may be useful. Take a picture or notes about how the information may be used and consider using in your own repertoire or strategies. <p>Learning</p> <ul style="list-style-type: none"> Students complete the task.



Term 4

Weeks 1–8: Health Education

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations <p>Healthy and active communities Strategies that promote a safe, healthy lifestyle</p> <p>Health messages that support and maintain an individual's health, safety and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> What is physical activity? What physical activity do I participate in? Who sets the guidelines for physical activity? Why are the guidelines set? What does a reliable website look like? How can we tell if the website is suitable and appropriate? <p>Support notes A summative task is planned for Week 4 of this term. Additional information about task requirements is available in Appendix C. Teachers are encouraged to review the requirements and the marking key to inform teaching and learning. Before the activity, students must have an understanding of the health and social benefits of regular physical activity. Information may be sourced from:</p> <ul style="list-style-type: none"> Australian Government, Department of Health – <i>Physical activity and exercise guidelines for all Australians</i> https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians. <p>Teachers may write a short letter to caregivers advising them of the task to be completed after school hours. Students will be required to maintain a record of</p>	<p>Teaching Activity goals</p> <ol style="list-style-type: none"> Use a collaborative learning strategy to discuss what physical activity includes, and the recommended time that students should engage in physical activity. Discuss reliable sources of information including internet-based information, publications and other media, and community health organisations. Navigate the Australian Government Department of Health website and locate information about exercise and physical activity (link in support notes.) Identify the suggested time guidelines and discuss how close students think they are to meeting the guidelines. Explain the task. <ul style="list-style-type: none"> Record the amount of physical activity that students engage in within a week; use the template provided in Part 1 Weekly physical activity record. Discuss the 'rate of exertion' and what this means. Use opportunities at school during physical education and physical activity to identify the differences. Inform students that they will use this information as part of a task in the following week's learning. Use reliable sources of information to collate ideas and information for an infographic. The purpose of the infographics to suggest strategies that promote a healthy lifestyle. Students may work in pairs to



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>physical activity for 2 weeks. See the record template in Appendix C.</p> <p>Teachers may choose to include in the record, the physical activity and physical education that students participate in at school.</p> <p>Additionally, students will need to create an infographic to promote healthy lifestyles. While some students may choose to create the infographic based on the strategies and information that evolves as part of promoting and engaging in physical activity, other students may engage with credible resources and choose other examples of information that promotes healthy lifestyles. Examples may include practising sun safety and pedestrian safety. Other examples are available at:</p> <ul style="list-style-type: none"> Australian Government, Department of Health – <i>Health topics</i> https://www.health.gov.au/topics. <p>Suggested assessment point</p> <p>Formative assessment</p> <ul style="list-style-type: none"> Identify resources and information that is reliable. Explain the guidelines that are in place to promote good health. 	<p>choose a topic of interest and begin to research and collect information.</p> <p>Learning</p> <ul style="list-style-type: none"> Students complete the task.

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations <p>Healthy and active communities Strategies that promote a safe, healthy lifestyle</p> <p>Health messages that support and maintain an individual's health, safety and wellbeing</p>	<p>Support notes The recording of information conducted at home may require classroom discussion and additional explanation. Teachers may choose to demonstrate the recording of information on the template using time spent engaged in physical activity and/or physical education while at school. This provides an opportunity to discuss the term 'rate of exertion', and explain light, moderate or vigorous. Students will be required to keep an activity log for a second week. This creates a larger set of data and information for students to use as part of the assessment. It also facilitates an additional opportunity for formative assessment and teaching of concepts.</p> <p>The research component requires students to identify and select reliable sources of information that inform health, safety and wellbeing. Teachers may consider the opportunities across other curriculum areas that may be appropriate.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Understand the requirements of physical activity. Compare the levels of physical activity to the suggested guidelines. 	<p>Teaching Activity goals</p> <ol style="list-style-type: none"> Review student understanding of physical activity and the benefits of a healthy lifestyle. Discuss in small groups: <ul style="list-style-type: none"> the weekly physical activity records collected the range of physical activities students participated in the barriers students encountered the suggested guidelines and how close students are to achieving the guidelines. Discuss goal setting with students and ask them to set a goal to improve their level of physical activity. Use a collaborative learning strategy to develop strategies that will help students improve or maintain the amount of physical activity they engage in. Share the strategies as a class. Review the health information that students are collecting and discuss the purpose of the infographic to suggest strategies that promote a healthy lifestyle. Allow time for research and the creation of the infographic. <p>Learning</p> <ul style="list-style-type: none"> Set a goal to improve levels of physical activity. Choose a list of strategies that may be helpful to increase levels of physical activity. Conduct research and create an infographic.

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations <p>Healthy and active communities Strategies that promote a safe, healthy lifestyle Health messages that support and maintain an individual's health, safety and wellbeing</p>	<p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Consider the information recorded about physical activity. Compare the amount of physical activity undertaken with the recommendations in the guidelines. Apply knowledge and understanding of a topic to develop strategies that promote a safe and healthy lifestyle. Create an infographic of strategies that promote a healthy lifestyle. 	<p>Teaching Activity goals</p> <ol style="list-style-type: none"> Review student understanding of physical activity and the benefits of a healthy lifestyle. Consider the information in Part 1 <i>Weekly physical activity record</i>. Discuss as a class. Explain the questions in Part 2 <i>Weekly summary</i>. This activity is to be completed individually by students; however, teachers may read and explain questions as required. Explain the requirements of the infographic, to be submitted in Week 4. Use the information that has been collected about a chosen topic to create an infographic for display. The purpose of the infographic is to inform peers and provide strategies and ideas to promote a healthy lifestyle. <p>Learning</p> <ul style="list-style-type: none"> Complete Part 2 <i>Weekly summary information</i>. In pairs or individually, complete the infographic.



Term 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Reliable sources of information that inform health and safety decisions:</p> <ul style="list-style-type: none"> internet-based information, publications and other media community health organisations <p>Healthy and active communities Strategies that promote a safe, healthy lifestyle</p> <p>Health messages that support and maintain an individual's health, safety and wellbeing</p>	<p>Support notes The Week 4 learning experiences is the summative part of the task. Teachers may read the questions and answer student questions to clarify information. Students may use the information collected, as well as Parts 1 and 2 of the task to support them.</p> <p>Suggested assessment point Summative assessment</p> <ul style="list-style-type: none"> Complete Part 3 <i>Physical activity goals task</i> (Appendix C). Create an infographic that provides strategies that promote a safe and healthy lifestyle. 	<p>Teaching Activity goals</p> <ol style="list-style-type: none"> Review student understanding of physical activity and the benefits of a healthy lifestyle. Explain the task. <ul style="list-style-type: none"> Independently complete Part 3 <i>Physical activity goals task</i> using the information you have collected and the knowledge and understanding you have acquired. Complete and submit the infographic task that has been developed. Students may ask clarifying questions before commencing the task and during the task. <p>Learning</p> <ul style="list-style-type: none"> Complete Part 3 of the activity. Complete the infographic.

Term 4 Week 5

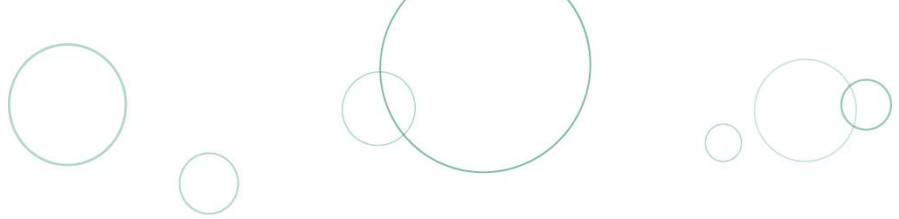
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed</p> <p>Strategies that promote safety</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is consent? • Why is consent important? • How can we ask for and give consent? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • Blue Seat Studios – <i>consent for kids</i> https://www.youtube.com/watch?v=h3nhM9UJjc. • GDHR – Growing and Developing Healthy Relationships: <i>Consent</i> https://gdhr.wa.gov.au/resources. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Observe students during role-play to assess their understanding of the steps to ask for consent and their ability to communicate effectively. 	<p>Teaching Understanding consent</p> <ol style="list-style-type: none"> 1. Define consent in simple terms: permission for something to happen or agreement to do something. 2. Explain the importance of consent in everyday interactions and relationships. 3. Discuss examples of when we might need to ask for consent (e.g. borrowing something, physical touch). 4. Highlight the steps of asking for consent: ask, respond, listen and react. 5. Provide students role-play scenario prompts in pairs where students practise asking for and giving consent (Appendix A). 6. Revise the importance of asking and giving consent. 7. Encourage students to always ask for consent and respect the responses they receive. <p>Learning</p> <ul style="list-style-type: none"> • Participate in the discussion by sharing thoughts on when and why we ask for consent. • Practise role-playing scenarios with a partner, taking turns to ask for and give consent.

Term 4 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed</p> <p>Strategies that promote safety</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How do we respond when someone asks for our consent? • How can we deny consent respectfully and assertively? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • AMAZE – <i>Consent toolkit</i> https://amaze.org/educators/toolkits/consent/ • GDHR – Growing and Developing Healthy Relationships: <i>Consent</i> https://gdhr.wa.gov.au/resources <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Observe students during role-play to assess their ability to respond to consent requests effectively and respectfully. 	<p>Teaching Responding to and denying consent</p> <ol style="list-style-type: none"> 1. Revise the concept of consent from Week 5. 2. Discuss the importance of responding honestly and respectfully when asked for consent. 3. Talk about different ways to respond to consent requests: agreeing, denying or negotiating. 4. Emphasise the importance of clear communication and respect for others' boundaries. 5. Role-play scenarios where students practise responding to consent requests, including scenarios where they need to deny consent and practise doing so assertively and respectfully (Appendix A). 6. Discuss strategies to promote safety, including an action plan for an emergency situation to ensure the safety of themselves and others. 7. Review the importance of honest, clear and respectful communication when responding to consent requests. <p>Learning</p> <ul style="list-style-type: none"> • Participate in the discussion by sharing thoughts on how to respond to consent requests. • Practise role-playing scenarios with a partner, focusing on responding and denying consent.

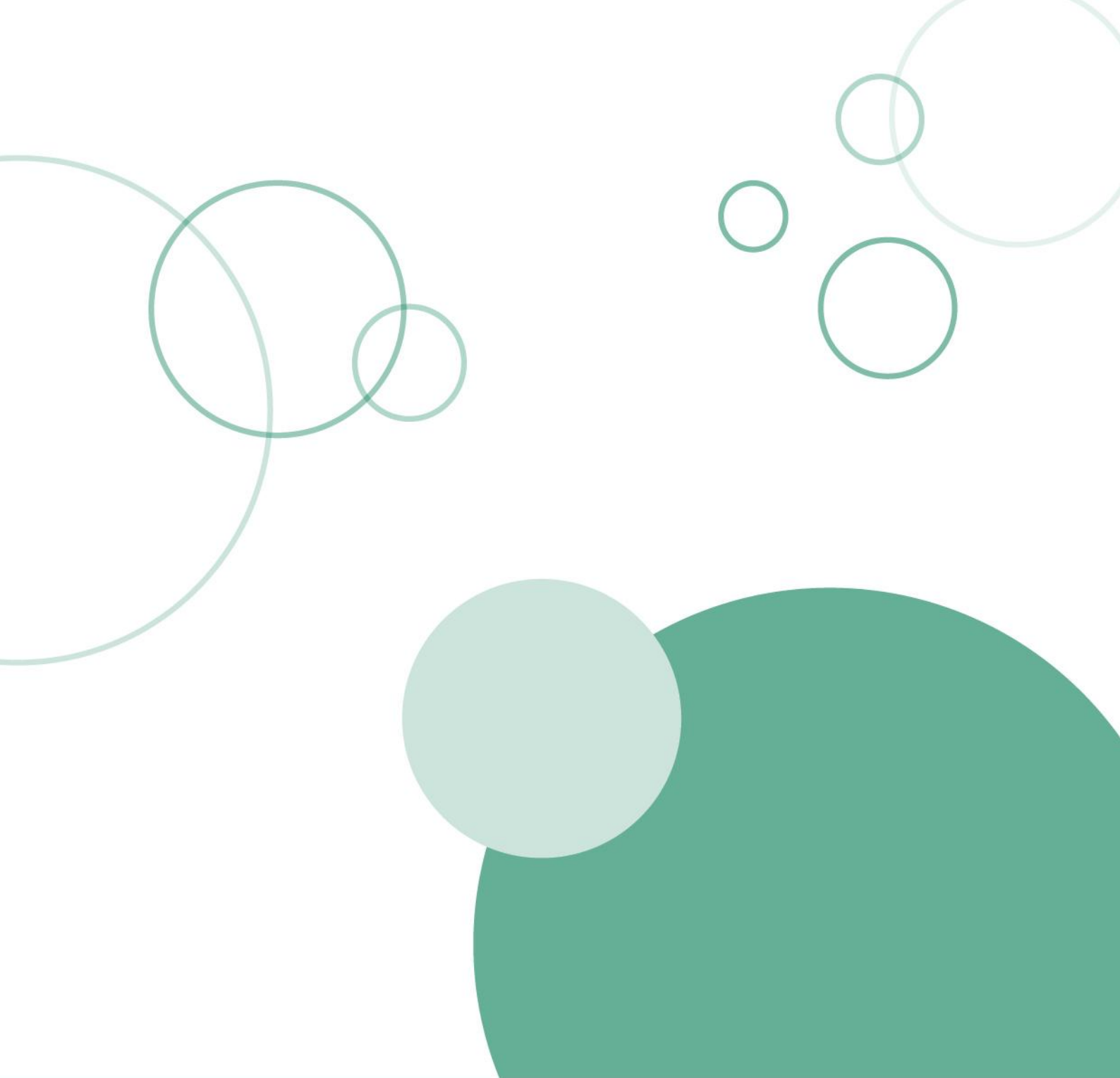
Term 4 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed</p> <p>Strategies that promote safety</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How can we recognise verbal and non-verbal cues related to consent? • What strategies can we use to ensure safety in situations involving consent? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • AMAZE – <i>Consent toolkit</i> https://amaze.org/educators/toolkits/consent/ • GDHR – Growing and Developing Healthy Relationships: <i>Consent</i> https://gdhr.wa.gov.au/resources. • Eduardo Verastegui – <i>Snack Attack</i> https://www.youtube.com/watch?v=38y_1EWI_E9I&list=PLcX7TDig6sB5VduGjsgXeyNzZhPbmQ_Dso. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Assess students’ ability to accurately interpret verbal and non-verbal cues during group discussions and activities. 	<p>Teaching Interpreting verbal and non-verbal cues</p> <ol style="list-style-type: none"> 1. Revise the concepts of asking, giving, and denying consent. 2. Introduce the idea of verbal and non-verbal cues and their importance in communication. 3. Discuss examples of verbal cues (e.g. ‘yes’, ‘no’, ‘maybe’) and non-verbal cues (e.g. nodding, shaking head, body language). 4. Show a short video clip or images depicting different verbal and non-verbal cues. 5. Have students work in groups to interpret the cues and discuss what they might mean in terms of consent. 6. Review the importance of recognising and respecting verbal and non-verbal cues. 7. Discuss strategies for ensuring safety, such as using action plans in emergency situations. <p>Learning</p> <ul style="list-style-type: none"> • Participate in the discussion by sharing thoughts on verbal and non-verbal cues. • Work in groups to interpret cues from video clips or images and discuss their meanings. • Create strategies for ensuring safety, such as an action plan in an emergency situation.



Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Strategies that promote a safe, healthy lifestyle</p> <p>Staying safe Strategies that promote safety</p>	<p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Communicate actions that promote preventative measures and safety. 	<p>Teaching</p> <ol style="list-style-type: none"> Review the idea of preventative health measures that students could take to contribute to healthy and active communities. This aims to develop students' sense of ownership of preventative health and the role of education. Use a collaborative learning strategy to discuss ideas and opportunities to promote and share the preventative health messages to peers and younger students. Allow students to work in groups, pairs and/or individually to create ways of communicating a preventative message and promotion of a strategy that promotes a safe, healthy lifestyle (e.g. sun safety, bike safety, pedestrian safety, strangers, etc.). Task students with creating an action plan for an emergency situation to ensure the safety of themselves and others, based on their chosen strategy. <p>Learning</p> <ul style="list-style-type: none"> Create and share a message with others about a chosen strategy. Create an action plan for an emergency situation that may occur linked to your chosen strategy. The action plan must ensure the safety of yourself and others.




Appendix A

Resources

Term 1

Week	Resource	Link/information
1–4	Department of Health GDHR – Growing and developing healthy relationships Protective interrupting	Growing & Developing Healthy Relationships. <i>Protective interrupting.</i> https://gdhr.wa.gov.au/-/teaching-ti-3
	School Drug Education and Road Aware Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing, p. 8, activity sheet, Have you ever? p. 17, activity sheet, The A–Z of feelings	SDERA – School Drug Education and Road Aware. <i>Challenges and Choices Primary.</i> https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/
	Department of Health GDHR – Growing and developing healthy relationships Understanding influences on behaviour	Growing & Developing Healthy Relationships. <i>Understanding influences on behaviour.</i> https://gdhr.wa.gov.au/-/family-peers-and-the-media-influence-how-we-behave
5	Department of Health GDHR – Growing and developing healthy relationships Respectful relationships	Growing & Developing Healthy Relationships. <i>Respectful relationships.</i> https://gdhr.wa.gov.au/-/respectful-relationships-2
	Department of Health GDHR – Growing and developing healthy relationships Topics: Relationships Year 5	Growing & Developing Healthy Relationships. <i>Learning activities.</i> https://gdhr.wa.gov.au/learning/learning-activities GDHR Topics Relationships Year 5
	ReachOut Relationships	ReachOut. <i>Relationships.</i> https://au.reachout.com/relationships
	Department of Health GDHR – Growing and developing healthy relationships Protective interrupting	Growing & Developing Healthy Relationships. <i>Protective interrupting.</i> https://gdhr.wa.gov.au/-/teaching-ti-3
6	Beyond Blue	Beyond Blue. <i>Beyond Blue.</i> https://www.beyondblue.org.au/
	ReachOut 4 steps for coping with changing friendships	ReachOut. <i>4 steps for coping with changing friendships.</i> https://au.reachout.com/articles/4-steps-for-coping-with-changing-friendships
7	School Drug Education and Road Aware Challenges and Choices Year 5	SDERA – School Drug Education and Road Aware. <i>Challenges and Choices Primary.</i>



Week	Resource	Link/information
	Focus Area 1: Resilience and wellbeing, p. 17, activity sheet, The A–Z of feelings	https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/
	Kids Helpline How are you feeling today?	Kids Helpline. <i>How are you feeling today?</i> https://kidshelpline.com.au/kids

Term 2

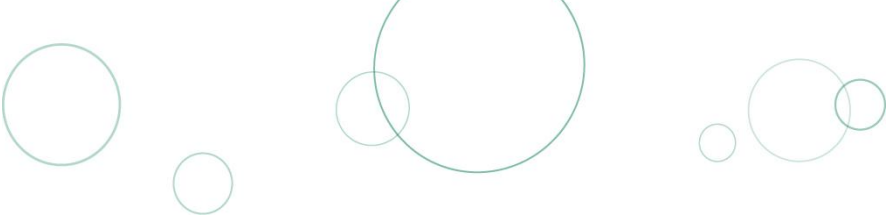
Week	Resource	Link/information
1	Department of Health Growing and Developing Healthy Relationships Understanding influences on behaviour Year level: 5	Growing & Developing Healthy Relationships. <i>Understanding influences on behaviour.</i> https://gdhr.wa.gov.au/-/family-peers-and-the-media-influence-how-we-behave
	ReachOut How to make friends at school	ReachOut. <i>How to make friends at school.</i> https://au.reachout.com/articles/how-to-make-friends-at-school
	Kids Helpline Peer pressure and fitting in	Kids Helpline. <i>Peer pressure and fitting in.</i> https://kidshelpline.com.au/teens/issues/peer-pressure-and-fitting
4	School Drug Education and Road Aware Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing, Activity 5, Bullying is everyone’s problem	SDERA – School Drug Education and Road Aware. <i>Challenges and Choices Primary.</i> https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/
6	School Drug Education and Road Aware Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing, p. 17, activity sheet, The A–Z of feelings	SDERA – School Drug Education and Road Aware. <i>Challenges and Choices Primary.</i> https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/

Term 3

Week	Resource	Link/information
1–4	Department of Health GDHR – Growing and developing healthy relationships Protective interrupting	Growing & Developing Healthy Relationships. <i>Protective interrupting</i> . https://gdhr.wa.gov.au/-/teaching-ti-3
	Sexual Health Quarters Library and Resource Centre	Sexual Health Quarters. <i>Library & Resource Centre</i> . https://shq.org.au/resources/library/
	Kids Help Line These stories might help ...	Kids Helpline. <i>These stories might help ...</i> https://kidshelpline.com.au/kids/issues
	Department of Health GDHR – Growing and developing healthy relationships Puberty	Growing & Developing Healthy Relationships. <i>Puberty</i> . https://gdhr.wa.gov.au/-/puberty
	Department of Health GDHR – Growing and developing healthy relationships Body changes during puberty	Growing & Developing Healthy Relationships. <i>Body changes during puberty</i> . https://gdhr.wa.gov.au/-/body-changes-during-puberty
2	School Drug Education and Road Aware Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing, p. 7, Activity 1, Using helpful thinking to bounce back	SDERA – School Drug Education and Road Aware. <i>Challenges and Choices Primary</i> . https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/
6	School Drug Education and Road Aware Challenges and Choices Year 5 Focus Area 1: Resilience and wellbeing, p. 19, activity sheet, Getting along with others	SDERA – School Drug Education and Road Aware. <i>Challenges and Choices Primary</i> . https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/
7	ReachOut.com Dealing with a toxic friendship	ReachOut. <i>Dealing with a toxic friendship</i> . https://au.reachout.com/articles/dealing-with-a-toxic-friendship

Term 4

Week	Resource	Link/information
1–4	Government of Western Australia Department of Health Healthy WA Maintaining a healthy lifestyle	HealthyWA. <i>Maintaining a healthy lifestyle</i> . https://www.healthywa.wa.gov.au/articles/j_m/maintaining-a-healthy-lifestyle
	Australian Government Department of Health Health topics	Department of Health. <i>Topics</i> . https://www.health.gov.au/topics
	Australian Government Department of Health Physical activity and exercise guidelines for all Australians	Department of Health. <i>Physical activity and exercise guidelines for all Australians</i> . https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians
	Government of Western Australia Department of Health Healthy WA Physical activity	HealthyWA. <i>Physical activity</i> . https://healthywa.wa.gov.au/Articles/N_R/Physical-activity
5–7	Blue Seat Studios Consent for kids	Blue Seat Studios. <i>consent for kids</i> . [YouTube] https://www.youtube.com/watch?v=h3nhM9UJjc
	Department of Health GDHR – Growing and developing healthy relationships Resources: Consent	Growing and Developing Healthy Relationships. <i>Resources: Consent</i> . Resources>Consent">https://gdhr.wa.gov.au/>Resources>Consent
	AMAZE Consent toolkit	AMAZE. Consent Toolkit. https://amaze.org/educators/toolkits/consent/
	Eduardo Verastegui Snack Attack Non-verbal cues video	Eduardo Verastegui. <i>Snack Attack</i> . [YouTube] https://www.youtube.com/watch?v=38y_1EWIE9I&list=PLcX7TDig6sB5VduGjsgXeyNzZhPbmQDso



Term 4 Week 5 – Asking for consent role-play scenarios

1. Sharing a toy

- **Prompt:** 'You want to borrow a classmate's favourite toy for recess. You approach them and politely ask if you can use it. Listen to their response carefully, and if they seem hesitant, ask if there's another toy, they're more comfortable sharing. If they agree, thank them; if they don't, respect their decision and find another toy to play with.'

2. Joining a game

- **Prompt:** 'During recess, you see a group of friends playing a game you like. Approach them and ask if you can join in. Pay attention to their body language and verbal response. If they agree, join in respectfully; if they don't, understand their decision and look for another group to play with or another activity.'

3. Using art supplies

- **Prompt:** 'You need to use your friend's special markers for an art project. Ask your friend if you can borrow the markers. Listen to their answer and look for any signs of reluctance. If they agree, make sure to thank them and use the markers carefully. If they refuse, understand and respect their decision.'

4. Giving a hug

- **Prompt:** 'You feel happy and want to give your friend a hug. Ask them first if it's okay to hug them. Pay attention to their verbal and non-verbal cues. If they say yes, give a gentle hug; if they say no, respond by respecting their personal space and expressing your happiness with a high-five or a smile instead.'

5. Partnering for a project

- **Prompt:** 'You want to work with a specific classmate on a group project. Ask them if they would like to be your partner. Listen to their response and be open to their reasons. If they agree, discuss how you can collaborate effectively; if they prefer to work with someone else, respect their choice and find another partner.'

6. Borrowing a book

- **Prompt:** 'You'd like to borrow a book from your friend's collection. Ask them if it's okay to take the book home for a few days. Listen to their response and observe if they seem comfortable with the idea. If they agree, thank them and promise to take care of the book. If they don't, respect their decision without arguing.'

7. Sitting together at lunch

- **Prompt:** 'You want to sit next to a new student during lunch. Approach them and ask if they mind if you join them. Pay close attention to their response and body language. If they seem unsure, offer to sit nearby instead. If they agree, sit down and start a friendly conversation; if they don't, find another place to sit.'

8. Sharing snacks

- **Prompt:** 'You have extra snacks and want to share them with a friend. Ask if they'd like some of your snacks. Listen to their answer carefully. If they say yes, share respectfully; if they say no, accept their response without pressure and enjoy your snack.'



9. **Playing with a pet**

- **Prompt:** 'You're visiting a friend's house and want to play with their pet. Ask your friend if it's okay to play with their pet. Listen to their response and look for any signs of discomfort. If they agree, play gently with the pet; if they don't, respect their pet's boundaries and find another way to have fun.'

10. **Using personal items**

- **Prompt:** 'You forgot your water bottle and want to use your friend's. Ask if you can borrow it. Listen to their response carefully. If they agree, thank them and use it respectfully. If they don't, understand and respect their decision without insisting.'

11. **Inviting someone to a party**

- **Prompt:** 'You're having a party and want to invite a classmate. Ask if they would like to come to your party. Listen to their response and observe their body language. If they agree, give them the details; if they don't, accept their response gracefully and invite someone else.'

12. **Taking turns on equipment**

- **Prompt:** 'You're at the playground and want to use a swing that someone else is on. Ask if you can have a turn after they're done. Listen to their response. If they agree, wait patiently; if they prefer to keep swinging, respect their time and find another activity.'

13. **Using classroom resources**

- **Prompt:** 'You need to use the classroom tablet for a project. Ask the teacher if you can use it. Listen to their instructions and any conditions they set. If they agree, use it responsibly; if they don't, respect their decision and find another resource.'

14. **Requesting help with homework**

- **Prompt:** 'You're struggling with homework and need help from a classmate. Ask if they can help you. Listen to their response and observe their comfort level. If they agree, work together respectfully; if they're unable to help, thank them anyway and seek help from another source.'

15. **Asking for advice**

- **Prompt:** 'You have a problem and want advice from a friend. Ask if they're willing to listen and give advice. Listen to their response and respect their time. If they agree, share your problem and listen to their advice; if they don't, understand and find another person to talk to.'

16. **Borrowing sports equipment**

- **Prompt:** 'You forgot your soccer ball and want to borrow one from a friend. Ask if you can use their soccer ball. Listen to their response and observe their comfort level. If they agree, thank them and take care of the ball; if they don't, respect their decision and find another solution.'

17. **Sharing a workspace**

- **Prompt:** 'You need to share a workspace with a classmate. Ask if it's okay to share their desk for a while. Listen to their response and observe their body language. If they agree, share the space respectfully; if they don't, respect their personal space and find another place to work.'



18. Offering help

- **Prompt:** 'You notice a classmate struggling with a task and want to offer help. Ask if they'd like your assistance. Listen to their response and look for signs of comfort or discomfort. If they agree, help them kindly; if they don't, respect their independence and encourage them.'

19. Using playground equipment

- **Prompt:** 'You want to use the jungle gym that another student is on. Ask if you can join them on the jungle gym. Listen to their response and observe their body language. If they agree, join in respectfully; if they don't, find another piece of equipment to play on.'

20. Joining a study group

- **Prompt:** 'You want to join a study group formed by classmates. Ask if you can join their study sessions. Listen to their response and pay attention to their comfort level. If they agree, participate actively and respectfully; if they don't, understand and form or join another group.'



Term 4 Week 6 – Denying consent role-play scenarios

1. Sharing homework answers

- **Prompt:** ‘A classmate approaches you after class and tells you they forgot to do their homework. They ask if they can copy your answers before the teacher collects the assignments. You know that sharing answers goes against school rules and feel uncomfortable with the request.’

2. Lending personal items

- **Prompt:** ‘Your friend notices your new pencil case, which you received as a special gift from a family member. They ask if they can borrow it for the day because they forgot theirs at home. The pencil case is very important to you, and you prefer to keep it safe.’

3. Participating in a game

- **Prompt:** ‘During recess, a group of friends invites you to play a game that involves running and tackling. You don't enjoy physical games and worry about getting hurt. They seem excited and want you to join in.’

4. Giving personal information

- **Prompt:** ‘A friend asks you for your home address so they can visit you after school. They suggest it would be fun to hang out without involving your parents. You feel unsure about sharing such personal information.’

5. Joining a social media group

- **Prompt:** ‘A classmate tells you about a new social media group they've created and asks you to join. They say everyone in class is joining, and you'll miss out if you don't. You're not comfortable with the idea of joining the group online.’

6. Sharing snacks

- **Prompt:** ‘At lunchtime, a friend notices you have a snack they really like. They ask if they can have some because they forgot to bring their own. This snack is one of your favourites, and you were looking forward to eating it.’

7. Changing project partners

- **Prompt:** ‘Someone from your class comes up to you and asks if you'd be willing to switch project partners with them. They want to work with their best friend instead. You're happy with your current partner and have already started working together.’

8. Participating in a prank

- **Prompt:** ‘A group of friends is planning a prank on another student and invites you to join. They think it will be hilarious and are excited about pulling it off. You feel uncomfortable with the idea of pranking someone.’

9. Lending money

- **Prompt:** ‘A classmate asks if they can borrow some money from you to buy something from the school canteen. They promise to pay you back later but don't have any money on them right now. You're not sure if you should lend them the money.’

10. Going to an unfamiliar place

- **Prompt:** ‘A friend invites you to visit a place after school that you've never been to before. They say it's a fun spot, but you feel uneasy because you don't know the area. They insist that it will be a great adventure.’



11. **Doing someone else's chores**

- **Prompt:** 'Your sibling is supposed to do their chores but asks you to do them instead so they can play a game. They offer to do something for you in return later. You have your own responsibilities and don't feel it's fair to do their chores.'

12. **Participating in a dare**

- **Prompt:** 'A group of friends dares you to do something risky and potentially dangerous. They all agree it would be a fun challenge and are eager to see if you'll do it. You feel nervous about the dare and the possible consequences.'

13. **Lending a book**

- **Prompt:** 'A classmate asks if they can borrow a new book you just started reading. They say they really want to read it and will return it soon. You're enjoying the book and prefer not to lend it out right now.'

14. **Sharing test answers**

- **Prompt:** 'During a test, a friend tries to peek at your answers and quietly asks for help. They say they're stuck and need just a little bit of assistance. You know that sharing answers during a test is against the rules.'

15. **Going to a party**

- **Prompt:** 'A friend invites you to a party they're hosting this weekend. They tell you that it's going to be a lot of fun and that everyone from class will be there. You're not interested in attending the party for personal reasons.'

16. **Lending sports equipment**

- **Prompt:** 'At recess, someone asks to borrow your new soccer ball. They forgot theirs at home and really want to play. You've been looking forward to using your soccer ball and are hesitant to lend it out.'

17. **Watching an inappropriate movie**

- **Prompt:** 'A friend suggests watching a movie that you know is not appropriate for your age. They say it's really popular and everyone is watching it. You're not comfortable with watching such a movie.'

18. **Joining a club**

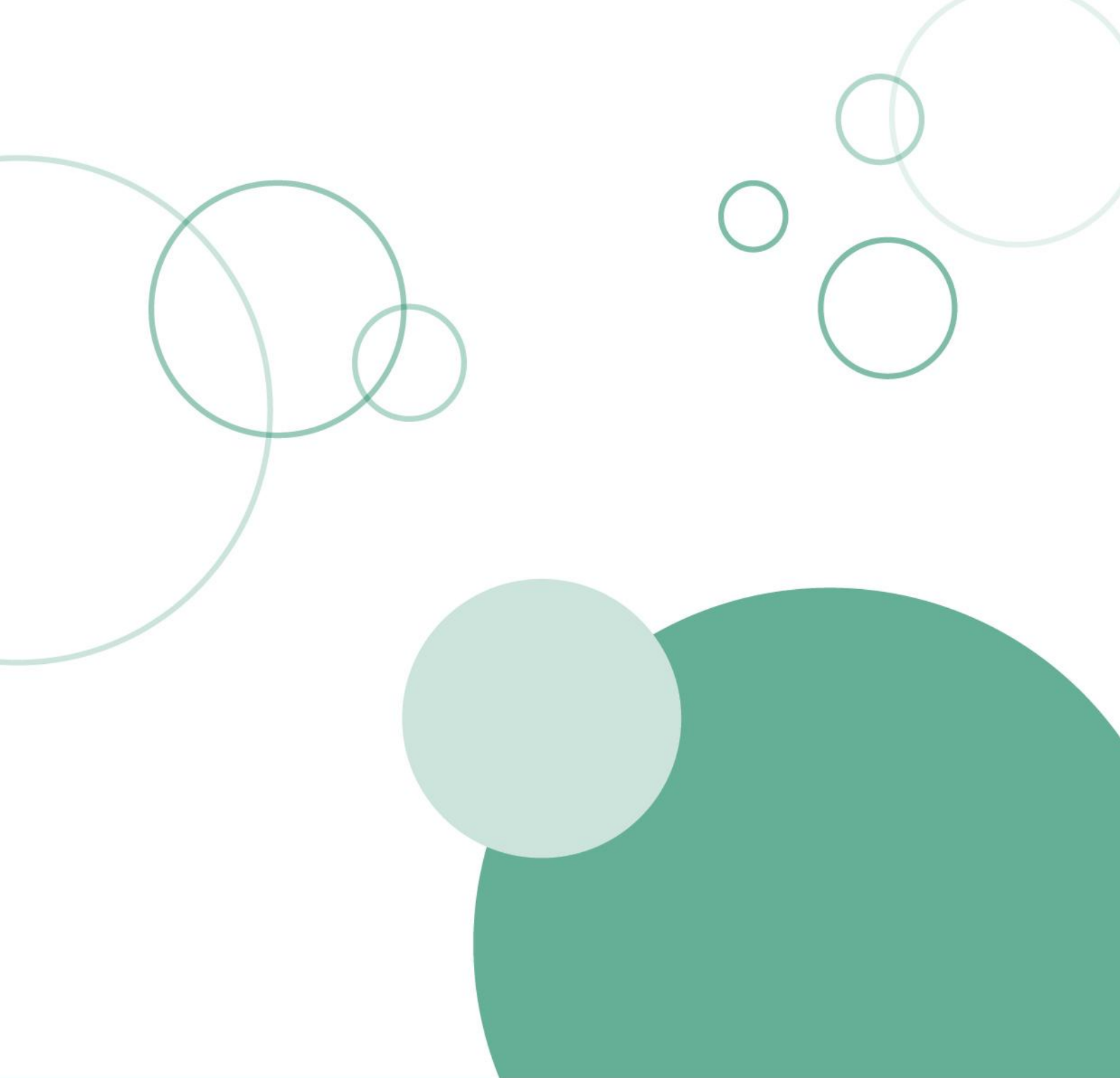
- **Prompt:** 'A classmate pressures you to join a new club they've started. They keep saying it will be a lot of fun and that you should be a part of it. You're not interested in joining this particular club.'

19. **Sharing personal secrets**

- **Prompt:** 'A friend asks you to share a personal secret. They promise to keep it safe and not tell anyone. You feel uncomfortable sharing such private information, even with a close friend.'

20. **Taking sides in a conflict**

- **Prompt:** 'Two friends are having a disagreement, and both want you to take their side. They each think they're right and expect you to support them. You don't want to get involved in their conflict and prefer to stay neutral.'



Appendix B

Assessment task 1

Managing relationships: Please help!



Task details

Title	Managing relationships: Please help!
Description	Students respond to three short letters from readers of a kids' magazine. Students examine the emotions of family members and offer practical advice and strategies about how to help cope with a stressful family situation.
Type of assessment:	Summative
Purpose of assessment	To assess students' ability to: <ul style="list-style-type: none">• identify positive and negative emotions associated with certain situations• explain appropriate strategies for dealing with such emotion
Evidence to be collected	Letter response
Suggested time	40–60 minutes

Content descriptions

Interacting with others

Skills and strategies to establish and maintain respectful relationships

Task preparation

Prior learning

Students are familiar with:

- positive and negative emotions
- positive and negative thoughts and how they impact and/or influence decision making
- strategies to manage emotions before making decisions, e.g. anxiety – deep breathing, meditation, exercise, positive thinking, challenging the negative thoughts (Is it true? What is the worst that can happen?).

Assessment task

Assessment conditions

Letter response

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.



Resources

Year 5 Judging standards material available on the Authority's extranet:
<https://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards>

Note: access to the extranet requires registration.



Instructions for teacher

This task should be administered at the end of a teaching and learning cycle as exemplified in Term 1 of this Year 5 exemplar.

Weeks 1–4

Learning experiences

Learning experiences in Week 1 to Week 4 explore emotions and feelings and teach a range of health literacy skills. The learning experiences promote a strengths-based approach to support students to develop the knowledge, understanding and skills to make healthy, safe and active choices. Students have the opportunity to apply helpful thinking strategies to help manage and deal with different contexts and situations.

Week 5

Learning experiences

In Week 5, students explore and understand relationships they may be a part of. The learning experiences focus on helping students understand different relationships, and their role in the relationships may differ. The learning activities are educative and promote strategies and ideas about how new friendships can be developed.

Week 6

Learning experiences

In Week 6, students explore relationship and friendship changes and the emotional impact this may have.

Week 7

Learning experiences

In Week 7, the learning experience provides the opportunity for students to apply their knowledge and understanding of feelings, emotions and decision-making to relationships and changing circumstances. Students consider the impact others may have on their own emotional wellbeing. They consider and apply helpful thinking strategies to given scenarios.

Week 8

Learning experiences

In Week 8, students are provided with three situations that require them to acknowledge and manage a relationship situation. The Authority's Judging standards material provides examples of these scenarios; however, teachers may choose to contextualise them to the students.



Instructions to students

Week 8

Review the list of emotions developed in Week 7.

Listen to the stories written by peers and think about the emotions that may have been experienced. Identify the skills and strategies that different people have chosen to apply to the stories.

Discuss the different ideas and perspectives. Be mindful of the helpful thinking strategies you have learnt about and how they may be relevant and suitable for the scenario.

Task instructions

Consider the **three** scenarios that you have been provided with in the letters.

1. Identify **two** emotions of each of the **two** people in the scenarios.
2. Outline **two** strategies that may be appropriate for each scenario.
3. Choose the most appropriate strategy that will help and support the relationships in each scenario and explain why it would be effective.



Assessment task: Managing relationships: Please help!

Consider the three scenarios that you have been provided with in the letters.

1. Identify **two** emotions of each of the **two** people in the scenarios. (12 marks)

Scenario 1

Person 1: _____

Person 2: _____

Scenario 2

Person 1: _____

Person 2: _____

Scenario 3

Person 1: _____

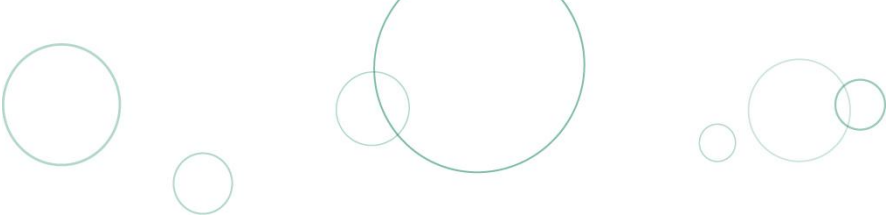
Person 2: _____

2. Outline **two** strategies that may be appropriate for each scenario. (6 marks)

Scenario 1

Strategy 1: _____

Strategy 2: _____



Scenario 2

Strategy 1: _____

Strategy 2: _____

Scenario 3

Strategy 1: _____

Strategy 2: _____

3. Choose the most appropriate strategy that will help and support the relationships in each scenario and explain why it would be effective. (6 marks)

Scenario 1

Scenario 2

Scenario 3

Marking key

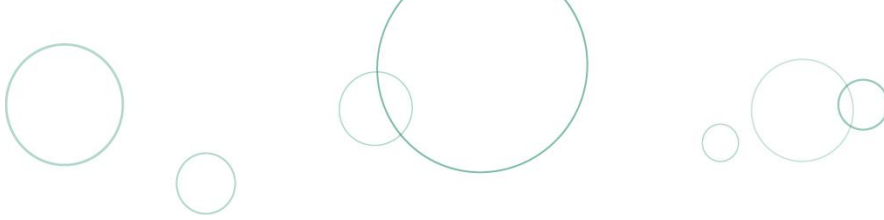
Description	Marks
1. Identify two emotions of each of the two people in the scenarios.	
For each of the three scenarios	
Identifies two emotions for Person 1 (2 x 1 mark)	1–2
Identifies two emotions for Person 2 (2 x 1 mark)	1–2
Subtotal	/12
2. Outline two strategies that may be appropriate for each scenario.	
For each of the three scenarios	
Outlines two strategies (2 x 1 mark)	1–2
Subtotal	/6
3. Choose the most appropriate strategy that will help and support the relationships in each scenario and explain why it would be effective.	
For each of the three scenarios	
Clearly explains the strategy and how it can help support those involved	2
Simply explains the strategy with little mention of how it can help support those involved	1
Subtotal	/6
Total	/24



Appendix C

Assessment task 2

Activity goals



Task details

Title	Activity goals
Description	Students will identify how much physical activity they engage in within a week, identify the recommended guidelines that promote a healthy lifestyle, and identify ways to improve or maintain their physical activity. Students will create an infographic to inform peers about strategies that promote a safe, healthy lifestyle.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to: <ul style="list-style-type: none">• understand their level of engagement in physical activity• identify ways to increase or maintain their participation in physical activity
Evidence to be collected	Students complete a series of activities that inform them of their current participation in physical activity, and suggested strategies to increase or maintain engagement.
Suggested time	60 minutes

Content descriptions

Healthy and active communities

Strategies that promote a safe, healthy lifestyle

Task preparation

Prior learning

Students have worked both collaboratively and independently to:

- understand the recommended guidelines for physical activity and what physical activity is
- record their engagement in physical activity over a period of time
- navigate and understand credible websites and information about healthy lifestyles and identify strategies that help promote healthy lifestyles
- identify goals to improve and/or maintain levels of physical activity
- identify the barriers that may hinder engagement in physical activity
- identify strategies that promote a healthy lifestyle.



Assessment task

Assessment conditions

In class, independently

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Resources

- Templates provided.
- Activity goals (Part 1) Weekly physical activity record
- Activity goals (Part 2) Weekly summary
- Activity goals (Part 3) Physical activity goals



Instructions for teacher

Teaching the learning area content begins in Week 1 of Term 4.

Week 1

Learning experiences

In Week 1 students will look at reliable sources of information that inform health, safety and wellbeing. They will navigate the Australian Government Department of Health website and locate information about exercise and physical activity. Students will identify the suggested time guidelines and discuss how close they think they are to meeting the guidelines. Students are required to record the time spent engaged in physical activity for the week, at home. Teachers may advise caregivers of the requirements and request support for students to complete this task. Additionally, students will begin to collate general information about healthy lifestyles from reliable sources.

Week 2

Learning experiences

In Week 2, students will review their record of physical activity and refine the information they are collecting. Additional information and instruction will be provided in class about the data collected, understanding of rate of exertion during engagement in physical activity and meeting the recommended guidelines. Students consider the barriers that may hinder the time they spend engaged in physical activity, as well as set goals to improve and/or maintain their current levels of physical activity.

Students are provided with additional time to research and collate information about strategies that promote a safe, healthy lifestyle.

Week 3

Learning experiences

In Week 3, students will independently complete the Part 2 *Weekly summary*. Teachers may explain and discuss the questions with students and clarify ideas and concepts.

Week 4

Learning experiences

In Week 4, the summative part of the task is scheduled. Teachers are encouraged to read and explain the questions to students; however, students are required to complete the task independently.



Instructions to students

Week 8

Part 1 *Weekly physical activity record*: a record of the physical activity you have undertaken over two weeks. You have:

- recorded the different types of physical activity and discussed what ‘exertion’ means
- identified the barriers or the things that get in the way of you participating in physical activity
- identified the guidelines for physical activity and why they are there.

Part 2 *Weekly summary*: a summary of the two weeks of physical activity that you have recorded. You have:

- identified the most common physical activity that you participated in
- grouped the activity into light, moderate and vigorous activity
- considered your level of physical activity compared to the guidelines
- identified strategies that can improve or maintain your levels of physical activity and set goals.
- Researched strategies that promote a healthy lifestyle and develop an infographic.

Part 3 *Physical activity goals*: use the information and the work you have completed to help you complete this part.



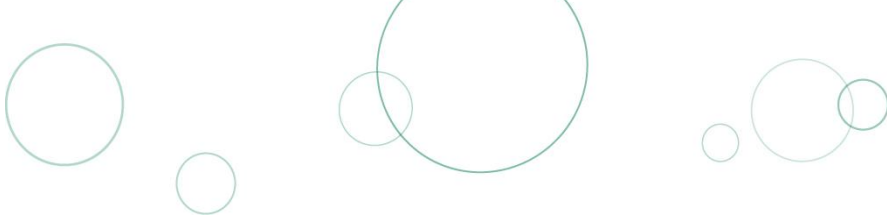
Part 2: Weekly summary

Name: _____

2. Complete the table below with a summary of how many days and how much time you spent doing light, moderate and vigorous exercise. (2 marks)

Type/time	Light	Moderate	Vigorous
Days			
Time			

3. Compare the amount of physical activity you did each day to the *Australian Physical Activity Guidelines*. Provide **three** statements which summarise your overall level of physical activity for the week, including whether you were able to meet the guidelines. (6 marks)



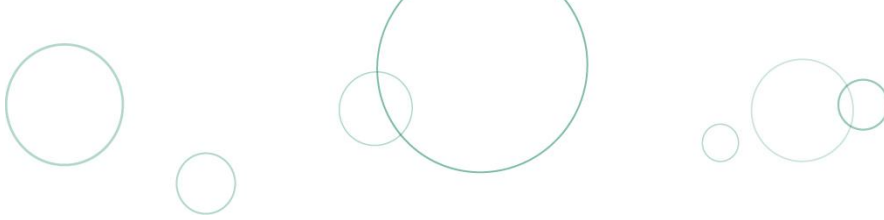
Part 3: Physical activity goals

Name: _____

4. Set **one** goal that you will try to achieve to improve or maintain your level of physical activity. Make sure this goal is appropriate and realistic. (2 marks)

5. Describe **three** strategies to help you improve or maintain the amount of physical activity you do. (6 marks)

6. Describe **two** barriers that may prevent you from achieving your goal. (4 marks)



7. For each barrier (above), describe how you can overcome it and stay on track to achieve your goal. (4 marks)

Marking key

Description	Marks
Part 1. Weekly physical activity record	
1. Use the following table to record the amount of physical activity you do in one week.	
The table is fully completed with all detail	3
The table is mostly completed with appropriate detail	2
The table is partially completed with some detail	1
Subtotal	/3
Part 2. Weekly summary	
2. Complete the table below with a summary of how many days and how much time you spent doing light, moderate and vigorous exercise.	
The table is fully completed	2
The table is mostly completed	1
Subtotal	/2
3. Compare the amount of physical activity you did each day to the <i>Australian Physical Activity Guidelines</i>. Provide three statements which summarise your overall level of physical activity for the week, including whether you were able to meet the guidelines	
For each of three statements	
Compares the level of activity to the <i>Australian Physical Activity Guidelines</i> and includes a comment regarding whether the recommendations were met	2
Makes a simple comparison of the level of activity to the <i>Australian Physical Activity Guidelines</i> and with minimal reference to whether the recommendations were met	1
Subtotal	/6
Part 3. Physical activity goals	
4. Set one goal that you will try to achieve to improve or maintain your level of physical activity. Make sure this goal is appropriate and realistic.	
Designs a goal that is appropriate and realistic	2
Designs a goal that is appropriate OR realistic	1
Subtotal	/2
5. Describe three strategies to help you improve or maintain the amount of physical activity you do	
For each of three strategies (3 x 2 marks)	
Detailed description of appropriate strategy which relates to the goal.	2
Brief description of appropriate strategy with minimal reference to the goal.	1
Subtotal	/6

Description	Marks
6. Describe two barriers that may prevent you from achieving your goal.	
For each of two barriers (2 x 2 marks)	
Detailed description of relevant barrier which relates to the goal.	2
Brief description of relevant barrier with minimal reference to the goal.	1
Subtotal	/4
7. For each barrier (above), describe how you can overcome it and stay on track to achieve your goal.	
For each of two ways (2 x 2 marks)	
Detailed description of how the barrier can be overcome with clear links to physical activity.	2
Brief description of how the barrier can be overcome with minimal link to physical activity.	1
Subtotal	/4
Total	/27

