



SAMPLE TEACHING AND LEARNING OUTLINE

HEALTH EDUCATION
YEAR 2

Copyright

© School Curriculum and Standards Authority, 2017

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](#) licence.

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 teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

The sample teaching and learning outline provides a sequential series of content areas through which the Health Education component of the *Western Australian Curriculum: Health and Physical Education* can be taught. Consistent with the rationale of the Health and Physical Education curriculum, this outline supports students' acquisition and application of knowledge, understanding and skills related to making informed decisions and taking appropriate actions to strengthen personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships.

The sample teaching and learning outline includes an array of focus areas through which students can apply their understanding of key skills and concepts. These key focus areas are suggested as mediums for teaching and learning.

Week	Syllabus content	Lesson content	Suggested resources
1–2	Personal strengths and achievements and how they contribute to personal identities	Personal strengths: <ul style="list-style-type: none"> • what makes me unique? • what are my strengths? explore from a range of perspectives, e.g. self, peers, family, community • recognising and acknowledging personal achievements • how to utilise strengths in social situations 	‘Everyone Everyday’ Program: https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=14087de7-569b-4cfe-aba4-774b23c30d91&SearchScope=Primary
3–4		Strengths of others: <ul style="list-style-type: none"> • recognising and acknowledging the strengths of others • celebrating differences • ways to encourage others and foster a sense of belonging 	
5–6	Strategies to include others in activities and games	Communication: <ul style="list-style-type: none"> • ways of communicating (i.e. passive, assertive, aggressive) • asking to join a game • accepting others into a game • ways to negotiate and compromise during play • ways to agree and disagree 	SDERA: <i>Challenges and Choices</i> Resilience & Wellbeing: (Activity 4, p. 44, Activity 7, p.51)
7–8		<ul style="list-style-type: none"> • how does it feel to be included vs. excluded? • ways to help others join a game • strategies to solve problems in the playground • bystander behaviour 	
9–10	Ways to interpret the feelings of others in different situations, such as: <ul style="list-style-type: none"> • words other people use • facial expressions • body language 	Non-verbal communication: <ul style="list-style-type: none"> • what is my facial expression saying to others? • what is my body language saying to others? • tuning in to non-verbal forms of communication 	SDERA: <i>Challenges and Choices</i> Resilience & Wellbeing: (Activity 3, p. 42, Activity 6, p. 49)

Week	Syllabus content	Lesson content	Suggested resources
11–12	Changes in relationships and responsibilities as individuals grow older	<ul style="list-style-type: none"> identifying tasks I can now do on my own what are my responsibilities? exploring changes in family structure over time 	SDERA: <i>Challenges and Choices</i> Resilience & Wellbeing: (Activity 8, p. 53)
13–14		<ul style="list-style-type: none"> strategies for increasing independence, e.g. getting bag ready for school, preparing own snacks, getting ready to ride a bike 	SDERA: <i>Challenges and Choices</i> Resilience & Wellbeing: (Activity 8, p. 53)
15–18	Strategies to use when help is needed: <ul style="list-style-type: none"> procedure and practice for dialling 000 in an emergency locating safety houses and trusted networks in the local community 	<ul style="list-style-type: none"> do I need help? identifying safe and unsafe situations people who can help in an emergency when to call for emergency services warning words and symbols dialling 000 knowing what to say and do in an emergency the safe use of medicines 	SDERA: <i>Challenges and Choices</i> Drug Education: (Activity 2, p. 63, Activity 3, p. 64, Activity 4, p. 67, Activity 5, p. 71, Activity 7, p. 74)
19		<ul style="list-style-type: none"> trusted adults in my community locations of safe places in my community crossing the road safely walking in the local area 	SDERA: <i>Challenges and Choices</i> Pedestrian Safety: Activity 5, p. 128, Activity 6, p. 130)
20	Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap'	Health and the media: <ul style="list-style-type: none"> examples of health messages in the media 	
21–22		<ul style="list-style-type: none"> how the media can influence health choices making informed choices 	

Week	Syllabus content	Lesson content	Suggested resources
23–25	<p>Strategies and behaviours that promote health and well-being:</p> <ul style="list-style-type: none"> personal hygiene practices healthy eating sufficient sleep staying hydrated regular physical activity 	<p>Personal hygiene at home and school, e.g.:</p> <ul style="list-style-type: none"> washing hands brushing teeth using tissues basic preparation of healthy food <p>Healthy eating and hydration:</p> <ul style="list-style-type: none"> why do we need to eat food? what types of food help us to grow and be healthy? why do we need to eat a variety of food? why does our body need water? 	<p>Refresh.ED (free online W.A. nutrition resource): http://www.refreshedschools.health.wa.gov.au/</p> <p>Refresh.ED: <i>Food practices and traditions</i></p> <p>Refresh.ED: <i>To grow, be healthy and active</i></p> <p>Refresh.ED: <i>Introducing serves</i></p>
26–28		<p>Sleep:</p> <ul style="list-style-type: none"> why our bodies need sleep getting a good sleep, e.g. stick to a bed-time, minimise screen time <p>Regular physical activity:</p> <ul style="list-style-type: none"> why do we need to exercise? what happens to our bodies when we are active vs. inactive ways to keep active at home and school 	
29–30	<p>Actions that keep people safe and healthy in and outside the classroom, such as:</p> <ul style="list-style-type: none"> staying hydrated being sun smart following school rules 	<p>Being sun smart:</p> <ul style="list-style-type: none"> wearing a hat, sunglasses, sunscreen and protective clothing 	
31		<ul style="list-style-type: none"> rules at home and school why do we have rules? 	
32–35		<p>Passenger safety:</p> <ul style="list-style-type: none"> rules for passengers the safety door don't distract the driver making smart decisions as a passenger 	<p>SDERA: <i>Challenges and Choices Passenger Safety</i>: (Activity 2, p. 89, Activity 4, p. 94, Activity 5, p. 98, Activity 7, p. 105, Activity 8, p. 107)</p>