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.
<table>
<thead>
<tr>
<th>Week</th>
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<th>Lesson content</th>
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| 1–2  | Personal strengths and achievements and how they contribute to personal identities | **Personal strengths:**  
- 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  
**Strengths of others:**  
- recognising and acknowledging the strengths of others  
- celebrating differences  
| 3–4  | Strategies to include others in activities and games | **Communication:**  
- 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: *Challenges and Choices*  
Resilience & Wellbeing: (Activity 4, p. 44, Activity 7, p.51) |
| 5–6  |  |  |  |
| 7–8  | Ways to interpret the feelings of others in different situations, such as:  
- words other people use  
- facial expressions  
- body language  | **Non-verbal communication:**  
- 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: *Challenges and Choices*  
Resilience & Wellbeing: (Activity 3, p. 42, Activity 6, p. 49) |
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| 11–12 | Changes in relationships and responsibilities as individuals grow older | • identifying tasks I can now do on my own  
• what are my responsibilities?  
• exploring changes in family structure over time | SDERA: *Challenges and Choices*  
Resilience & Wellbeing:  
(Activity 8, p. 53) |
| 13–14 | Strategies to use when help is needed:  
• procedure and practice for dialling 000 in an emergency  
• locating safety houses and trusted networks in the local community | • strategies for increasing independence, e.g. getting bag ready for school, preparing own snacks, getting ready to ride a bike | SDERA: *Challenges and Choices*  
Resilience & Wellbeing:  
(Activity 8, p. 53) |
| 15–18 | | • 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: *Challenges and Choices*  
Drug Education: (Activity 2, p. 63, Activity 3, p. 64, Activity 4, p. 67, Activity 5, p. 71, Activity 7, p. 74) |
| 19 | | • trusted adults in my community  
• locations of safe places in my community  
• crossing the road safely  
• walking in the local area | SDERA: *Challenges and Choices*  
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:  
• examples of health messages in the media | |
| 21–22 | | • how the media can influence health choices  
• making informed choices | |
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| 23–25 | Strategies and behaviours that promote health and well-being:  
- personal hygiene practices  
- healthy eating  
- sufficient sleep  
- staying hydrated  
- regular physical activity | **Personal hygiene at home and school, e.g.:**  
- washing hands  
- brushing teeth  
- using tissues  
- basic preparation of healthy food | Refresh.ED (free online W.A. nutrition resource):  
Refresh.ED: Food practices and traditions  
Refresh.ED: To grow, be healthy and active  
Refresh.ED: Introducing serves |
| 26–28 | | **Healthy eating and hydration:**  
- 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? | |
| 29–30 | Actions that keep people safe and healthy in and outside the classroom, such as:  
- staying hydrated  
- being sun smart  
- following school rules | **Sleep:**  
- why our bodies need sleep  
- getting a good sleep, e.g. stick to a bed-time, minimise screen time  
- Regular physical activity:**  
- 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 | |
| 31 | | **Being sun smart:**  
- wearing a hat, sunglasses, sunscreen and protective clothing  
- rules at home and school  
- why do we have rules? | |
| 32–35 | | **Passenger safety:**  
- rules for passengers  
- the safety door  
- don’t distract the driver  
- making smart decisions as a passenger | SDERA: Challenges and Choices  
Passenger Safety: (Activity 2, p. 89, Activity 4, p. 94,  
Activity 5, p. 98, Activity 7, p. 105, Activity 8, p. 107) |