



HEALTH AND PHYSICAL EDUCATION: HEALTH EDUCATION

Teaching, learning and assessment exemplar
Year 6



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) – <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 curriculum documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have 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 6 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 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:

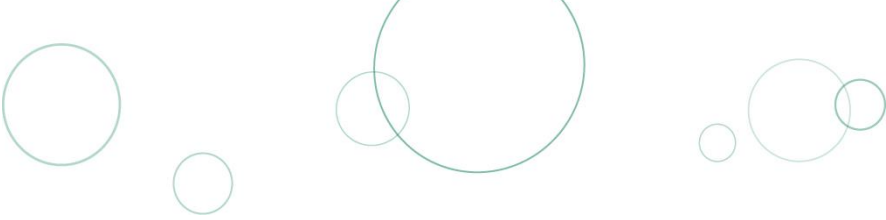
- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

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.

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.



Western Australian Curriculum | What will be taught

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 6, students focus on skills aimed at establishing and managing positive relationships, such as cooperation and active listening. They are provided with opportunities to develop skills in accessing credible information and continue to explore ways they can manage negative health influences and pursue a healthy lifestyle.

Students refine, consolidate and develop greater proficiency across a range of skills, strategies and tactics in game situations and movement challenges. They focus on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts. Students develop interpersonal skills that support them to adopt different roles and responsibilities and learn to deal with conflicts and disagreements.



Achievement standard | What is assessed

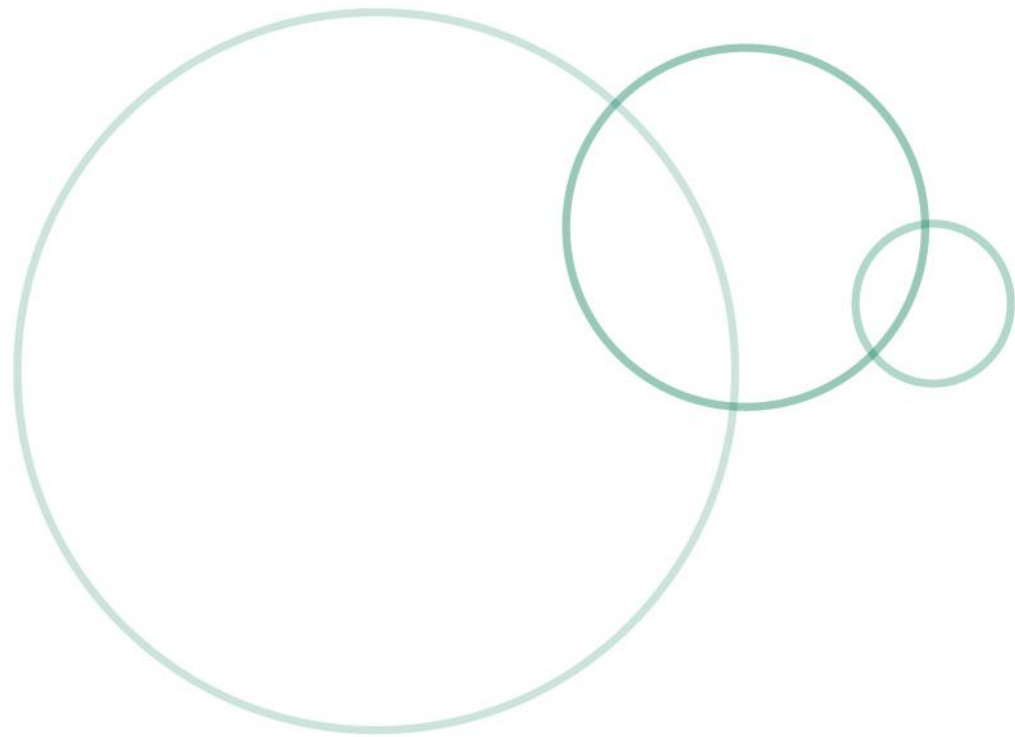
By the end of the year:

Health Education

Students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information. Students describe skills to establish and manage positive relationships. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.

Physical Education

Students perform a variety of fundamental movement skills with some proficiency and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome. Students explain the benefits of regular physical activity and fitness to health and wellbeing. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome..



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 positive personal self-identities can develop and change over time</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is personal identity? • Who are the people that influence personal identity? • What other factors influence and shape personal identity? <p>Support notes 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> <p>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. Choices to consider may include:</p> <ul style="list-style-type: none"> • entertainment and media consumption choices • social and friendship group preferences • style and clothing preferences • leisure and recreation time choices. 	<p>Teaching Compare changes to students’ personal identity over time</p> <ol style="list-style-type: none"> 1. Establish a cooperative learning strategy to establish the parameters for a safe classroom space. 2. Define personal identity features that are fixed (name, ethnicity, language/s spoken, eye colour) 3. Define personal identity features that can change over time (and what may shape how they change). 4. Identify and discuss: <ul style="list-style-type: none"> ▪ what is personal identity? ▪ which factors shape personal identity? ▪ what informs the choices made by individuals? ▪ how a person’s identity is unique, and that individuality should be valued. 5. Discuss and confirm changes with family and/or carers and share this with peers as part of a subsequent class discussion. <p>Learning</p> <ul style="list-style-type: none"> • Work collaboratively to create a cause-and-effect map that identifies: <ul style="list-style-type: none"> ▪ how students change ▪ why students change ▪ choices students can make ▪ factors that may influence students.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Factors that influence personal identity about health may include:</p> <ul style="list-style-type: none">• family• culture• peers• media (including social media). <p>Resource</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 link may provide additional support and/or alternative activity suggestions. Teachers are best placed to make decisions about resources most appropriate to learners:</p> <ul style="list-style-type: none">• GDHR – Growing and Developing Healthy Relationships https://gdhr.wa.gov.au/home. <p>Suggested assessment points</p> <p>Formative assessment</p> <ul style="list-style-type: none">• Identify those personal identity features that are fixed and those that may change.• Personal identity features that change over time.	

Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways that positive personal self-identities can develop and change over time</p>	<p>Focus question</p> <ul style="list-style-type: none"> How is personal identity shaped and developed over time? <p>Support notes Factors that may influence students' beliefs, values and decisions may include:</p> <ul style="list-style-type: none"> family culture peers significant events and experiences media (including social media). <p>Suggested assessment points Formative assessment</p> <ul style="list-style-type: none"> Identify factors that may influence: <ul style="list-style-type: none"> beliefs values decision-making. 	<p>Teaching How does cultural, social and family influences form part of a student's personal identity?</p> <ol style="list-style-type: none"> Identify factors that may influence beliefs, values and decisions. Rank the impact of the influence made on decision-making and the choices made by individuals. Identify and discuss how choices are influenced differently. For example, leisure and recreation time choices may be influenced by family and culture, fashion, social media and peers. <p>Learning</p> <ul style="list-style-type: none"> Develop a mind map about personal identity. Use the factors that influence your beliefs and values (Teaching and learning intentions: Support notes). Make relevant connections about how personal choice shapes decisions that individuals make, and how this forms part of their personal identity.

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways that positive personal self-identities can develop and change over time</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Who or what influences me? • How does the media influence decision-making (positive and negative)? • Which decisions actually belong to me? How do I identify this? • How can I use media and other information to inform my decision-making? <p>Support notes When selecting products, consider:</p> <ul style="list-style-type: none"> • use of packaging and logo (colours) • convenience of the product • availability • advertising • environmental impact and sustainability. <p>Suggested assessment points Formative assessment</p> <ul style="list-style-type: none"> • Identify and explain factors that may influence personal identity. • Explain how personal identity contributes to decision-making. 	<p>Teaching Media (including social media) advertising/discussion around brands that are relevant and appropriate to student interest</p> <ol style="list-style-type: none"> 1. Use a collaborative learning strategy to identify the positive and negative features of product marketing. 2. Discuss how marketing can influence decision-making and the subsequent purchase/use of certain products. 3. Select a product (of interest to students) and, as a class, create a PMI (plus, minus, interesting) table of information about the product. 4. Pose relevant questions for students to consider and discuss collaboratively (example questions are listed in Teaching and learning intentions: Focus questions). <p>Learning</p> <ul style="list-style-type: none"> • Work collaboratively to select additional products to analyse. • Collect information about a product by developing a PMI and share with the class. • Provide a personal preference or decision about the product. Give reasons why the decision was made and how personal identity has shaped the decision-making process.

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways that positive personal self-identities can develop and change over time</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Who or what influences me? • How does the media influence decision-making (positive and negative)? <p>Suggested assessment points Summative assessment</p> <ul style="list-style-type: none"> • Identify and explain factors that may influence students’ beliefs, values and decisions. • Explain how personal identity contributes to decision-making. 	<p>Teaching Persuade peers with a positive perspective</p> <ol style="list-style-type: none"> 1. Present a biased perspective of a product by showing only the positive aspects and features of the product. <p>Learning</p> <ul style="list-style-type: none"> • Work collaboratively to complete a PCQ (pros, cons, questions) graphic organiser by working: <ul style="list-style-type: none"> ▪ independently to complete the pros section ▪ collaboratively to complete the cons and the questions. • Independently write a brief paragraph that: <ul style="list-style-type: none"> ▪ identifies the factors that may influence students’ beliefs, values and decisions about a product ▪ explains how personal identity contributes to decision-making.

Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills to establish and manage positive relationships</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are the key features of a positive relationship? • What is my role in building and maintaining a positive relationship? • What are the different roles that individuals have in a relationship? <p>Support notes Consider the:</p> <ul style="list-style-type: none"> • role of an individual in a relationship • various relationships and interactions that people are part of • difference and diversity of individuals and how these can shape and change relationship dynamics • actions and choices of an individual and the implications for others. 	<p>Teaching Roles and responsibilities in a relationship</p> <ol style="list-style-type: none"> 1. Identify the different roles and relationships that students have with peers, family members and the wider community. 2. Create a mind map to show the role of the teacher/students. Show the web of roles and/or relationships the teacher/students may have with the school and the wider community. 3. Discuss the concept of mutual respect and create a shared definition (for classroom display). 4. Identify the demonstrable behaviours observed when mutual respect is practised. 5. Develop a shared list of positive behaviours that may facilitate positive relationships (for classroom display). <p>Learning</p> <ul style="list-style-type: none"> • Use a collaborative strategy to: <ul style="list-style-type: none"> ▪ identify observable behaviours when mutual respect is practised (cause) ▪ identify the resulting positive relationship (effect) ▪ discuss with peers how respect facilitates positive relationships.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none">• ReachOut https://schools.au.reachout.com/• Our Watch https://www.ourwatch.org.au/education. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none">• Identify that respect is necessary to manage and maintain a positive relationship.	

Term 1 Week 6

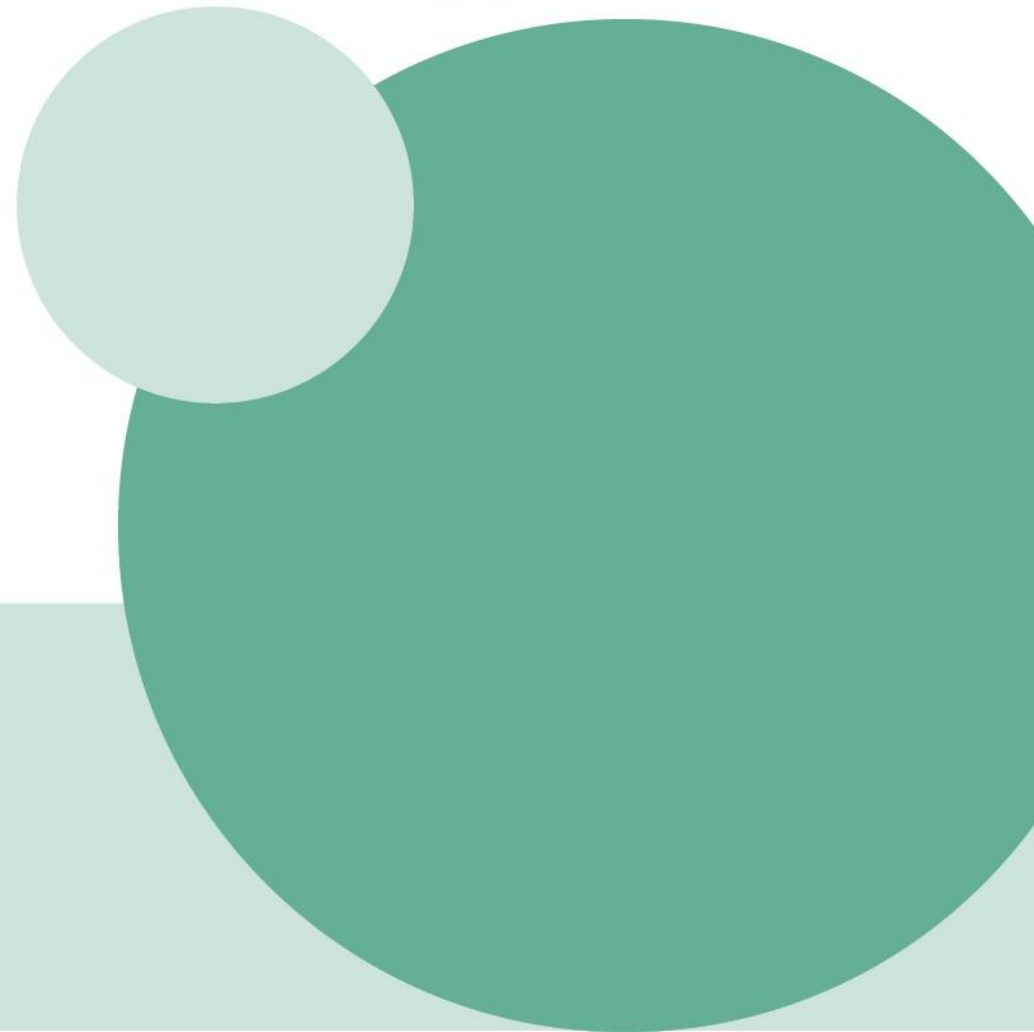
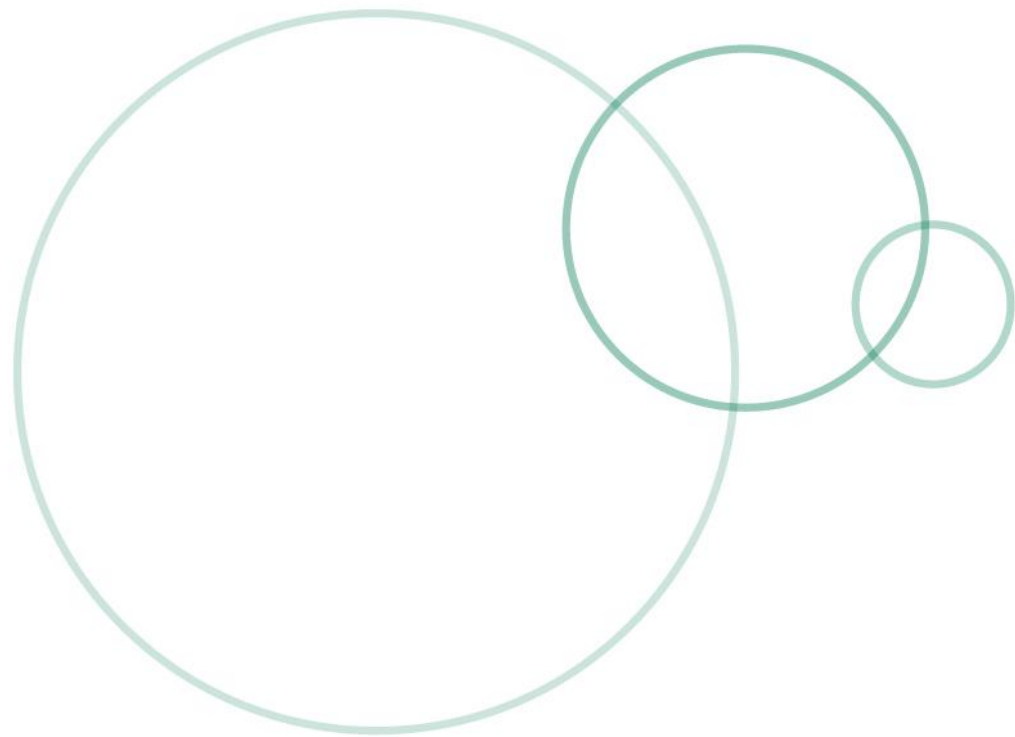
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills to establish and manage positive relationships</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are the qualities and attributes valued in positive relationships? • What does respect look and feel like in a relationship? • What does empathy look and feel like in a relationship? • What does trust look and feel like in a relationship? • What is my role in a relationship? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • ReachOut https://schools.au.reachout.com/. • Our Watch https://www.ourwatch.org.au/education. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify that respect is necessary to manage and maintain a positive relationship. 	<p>Teaching Roles and responsibilities in a relationship</p> <ol style="list-style-type: none"> 1. Identify three groups of people known to students. Groups may include friendship groups, family members, classmates, sporting teams or other known community groups. Select an individual/relationship from each of the three different groups. 2. Identify and list the relationship qualities and attributes that students value from each of the individuals/relationships. 3. Explain why the attributes are positive and are skills that may be practised and learnt (cause) and how they facilitate stronger relationships (effect). <p>Learning</p> <ul style="list-style-type: none"> • Use collaborative learning strategies to communicate: <ul style="list-style-type: none"> ▪ a range of favourable relationship qualities and attributes (cause) ▪ positive resulting behaviours (effect). • Write a brief paragraph to explain how particular qualities and attributes can strengthen a relationship.

Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills to establish and manage positive relationships</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are the qualities and attributes valued in positive relationships? • What does respect look and feel like in a relationship? • What does empathy look and feel like in a relationship? • What does trust look and feel like in a relationship? • What does my role in a relationship look like? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • ReachOut https://schools.au.reachout.com/. • Our Watch https://www.ourwatch.org.au/education. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identify a range of effective strategies to establish and manage positive relationships. 	<p>Teaching Skills required to establish and manage positive relationships</p> <ol style="list-style-type: none"> 1. Identify and discuss examples of how a person's actions and behaviours may be perceived by others. Use examples in the media (including social media) to demonstrate extreme behaviour. 2. Collate shared student responses to behaviours in a table. Behaviours explored could include aggression, withdrawal and avoidance. A three-column table with the headings 'Behaviour', 'How do others react to the behaviour?' and 'Skills that would encourage positive relationships', can be used to organise information. <p>Learning</p> <ul style="list-style-type: none"> • Work in groups to create a way of communicating to younger students the skills required to establish and manage positive relationships. • Present to younger students.

Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Skills to establish and manage positive relationships</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are the qualities and attributes valued in positive relationships? • What does respect look and feel like in a relationship? • What does empathy look and feel like in a relationship? • What does trust look and feel like in a relationship? • What does my role in a relationship look like? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • ReachOut https://schools.au.reachout.com/. • Our Watch https://www.ourwatch.org.au/education. <p>Suggested assessment points Summative assessment</p> <ul style="list-style-type: none"> • Communicate to others the necessary skills required to establish and manage positive relationships. • Identify challenges and suggest strategies to support younger students to demonstrate the skills listed. 	<p>Teaching Skills required to establish and manage positive relationships</p> <ol style="list-style-type: none"> 1. Use a think-pair-share strategy to explore the successes and challenges of communicating to younger students and detail the skills required to establish and manage positive relationships. 2. Identify and discuss what success and understanding of the messages may look like for younger students and the behaviours and actions they may observe. 3. Consider that the message may be understood by students, but how they apply the skills, what actions they take and the relationships they develop will be the ultimate test of success. <p>Learning</p> <ul style="list-style-type: none"> • Work collaboratively to complete a PMI activity about delivering information to younger students. • Include strategies as part of the ‘interesting’ that may help support younger students to demonstrate the skills listed.



TERM 2 WEEKS 1–8

Health Education

Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does puberty mean? • When does puberty happen? • Is puberty the same for everybody? • How does puberty change the dynamics of relationships and friendships? • What strategies can help minimise and manage conflict? <p>Support notes Teachers are encouraged to establish a shared understanding of a safe classroom space for 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>	<p>Teaching Puberty: the impact of changes and transition in relationships</p> <ol style="list-style-type: none"> 1. Use a cooperative learning strategy to establish the parameters for a safe classroom space. 2. Share a fictitious scenario of a relationship and/or situation with students. Use online resources for ideas and/or scenarios that are appropriate to the school and student context. 3. Identify the conflict and/or situation. 4. Use a collaborative learning strategy to: <ul style="list-style-type: none"> ▪ identify strategies to manage the conflict and/or situation ▪ discuss the emotional and social changes associated with puberty ▪ decide how emotional and social changes can cause conflict in a situation.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Resources</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 links may provide additional support and/or alternative activity suggestions.</p> <ul style="list-style-type: none">• GDHR – Growing and Developing Healthy Relationships https://gdhr.wa.gov.au/home• Body Talk https://bodytalk.org.au/. <p>Suggested assessment points</p> <p>Formative assessment</p> <ul style="list-style-type: none">• Identify changes and transitions associated with puberty.• Make connections between puberty and the impact on relationships.	<p>Learning</p> <ul style="list-style-type: none">• Select a positive choice, action or behaviour that could be made by characters in the scenario to alleviate the conflict or issue.• Write a brief statement to explain how the strategy may:<ul style="list-style-type: none">▪ minimise conflict▪ build self-esteem▪ encourage positive relationships.

Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does puberty mean? • When does puberty happen? • Is puberty the same for everybody? • How can I support my knowledge and understanding of the physical changes associated with puberty? <p>Support notes Explain and discuss blog writing and the protocols around this type of writing. This may require explicit teaching and may be relevant and appropriate to other curriculum areas. Health literacy skills are essential for people to increase control over their health and for better management of disease and risk, at both an individual and population level. The curriculum focuses on developing knowledge, understanding and skills related to the following health literacy dimensions. Informed decisions are required when teaching specific content regarding the physical changes and transitions associated with puberty.</p>	<p>Teaching Puberty: the impact of changes and transition to self-esteem</p> <ol style="list-style-type: none"> 1. Use fictitious scenarios and/or images to compile a list of physical changes that occur during puberty. These may include sweating, skin changes, and changes in height and body shape. 2. Show information graphically and discuss as a class or in groups. A two-column table with the headings Physical change and Effect can be used to organise information. 3. Identify the features of credible and reliable information and highlight the importance of choosing reliable sources of information. 4. Share a range of relevant and appropriate resources and information with students to help them better understand and manage the changes and transitions associated with puberty.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Resources</p> <p>Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none">• GDHR – Growing and Developing Healthy Relationships https://gdhr.wa.gov.au/home• Body Talk https://bodytalk.org.au/. <p>Suggested assessment points</p> <p>Formative assessment</p> <ul style="list-style-type: none">• Identify changes and transitions associated with puberty and self-esteem.• Select relevant and appropriate resources to understand and manage the changes and transitions associated with puberty.	<p>Learning</p> <ul style="list-style-type: none">• Assume the role of teen advisor and write a support piece (blog or advert) about changes and transitions associated with puberty.• Use relevant and appropriate resources to support knowledge and understanding.

Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Does puberty affect emotional wellbeing? • How can I support my knowledge and understanding of the emotional wellbeing changes associated with puberty? <p>Resources Support materials and information may be sourced from the following website:</p> <ul style="list-style-type: none"> • ReachOut https://au.reachout.com/. <p>Support notes A list of emotions is available in Appendix B for teacher and/or student use.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Identifies the role of emotions during changes and transition in puberty. 	<p>Teaching Puberty: The impact of change and transition to emotional wellbeing</p> <ol style="list-style-type: none"> 1. Show students online stimulus of how puberty affects relationships and self-esteem. 2. In small groups or as a class, discuss and record how puberty affects relationships and self-esteem. A two-column table titled ‘How does puberty affect ...?’ with the headings Relationships and Self-esteem can be used to organise information. 3. Identify emotions that are relevant to puberty and add these to the table in a different colour. See Support notes for additional information. 4. Explain the task. <ul style="list-style-type: none"> ▪ Draw the outline of a body and: <ul style="list-style-type: none"> ○ identify that emotions are different for everybody ○ outline on the body where emotions may cause a physical reaction. ▪ Group the emotions as positive or challenging and colour code these. ▪ Point out that there are strategies that may help manage emotions and create a list of these.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning</p> <ul style="list-style-type: none">• In small groups, draw a body outline and annotate where the emotions may show physically (this may be different for each student, and it is important to respect and acknowledge individuality and difference).• Use colour coding to indicate if the emotion is positive or challenging.• Create suggestion cards (behavioural strategies) that may be used to manage and support your peers with changes.

Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> • in peer groups • with friends • with family 	<p>Focus questions</p> <ul style="list-style-type: none"> • How do emotions make us feel physically? • How do emotions make us feel mentally? • Why do I need to be aware of my emotions? • How do emotions influence decision-making? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • ReachOut https://au.reachout.com/ • GDHR – Growing and Developing Healthy Relationships https://gdhr.wa.gov.au/resources • Headspace https://headspace.org.au/schools/headspace-in-schools/ • SDERA – School Drug Education and Road Aware https://www.sdera.wa.edu.au/programs/challenges-and-choices/. 	<p>Teaching Decision-making</p> <ol style="list-style-type: none"> 1. Students work in small groups to answer the focus questions in the Teaching and learning intentions column. 2. Use a collaborative learning strategy to share and discuss answers. 3. Provide scenarios for students to discuss and comment on and exemplify the connections. See Support notes for additional information. A two-column table titled ‘Decision-making’ with the headings Emotion experienced and Decision made, can be used to organise information. 4. Explain the task. <ul style="list-style-type: none"> ▪ Select a situation using a context listed in the Western Australian Curriculum content column, for example <ul style="list-style-type: none"> ○ in peer groups ○ with friends ○ with family ▪ Map out a situation in which emotions have influenced decision-making.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Support notes There are six situations described in Appendix B. These may be used to support teachers to develop situations and scenarios that are relevant to the context of the school and/or students. Teachers are reminded that the situations provided form part of the summative assessment task in Week 5.</p> <p>Suggested assessment point Formative assessment Identify and describe situations in which emotions can influence decision-making.</p>	<p>Learning:</p> <ul style="list-style-type: none">• In small groups, discuss scenarios and situations in which emotions have influenced decision-making.• Choose a scenario in each context and create both a positive and a less positive response. Be sure to state the emotion involved.• Communicate the responses using either a short-written response, a cartoon or other suitable method.• Share and discuss the two responses with peers.

Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> • in peer groups • with friends • with family 	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a physical response? • What is an emotional response? • What strategies can help individuals manage emotions and make positive decisions? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • ReachOut https://au.reachout.com/ • GDHR – Growing and Developing Healthy Relationships https://gdhr.wa.gov.au/resources • Headspace https://headspace.org.au/schools/headspace-in-schools/ • SDERA – School Drug Education and Road Aware https://www.sdera.wa.edu.au/programs/challenges-and-choices/. 	<p>Teaching Decision-making</p> <ol style="list-style-type: none"> 1. Following on from Week 4 learning experiences, discuss emotional responses and how they affect decision-making. 2. Review strategies that help manage emotions and support positive decision-making. 3. Explain the assessment task (Appendix B – Instructions for teachers). <p>Learning</p> <ul style="list-style-type: none"> • Complete the assessment task (Appendix B – Instructions to students).



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Teachers may choose contexts and scenarios that are both relevant and appropriate to students, and/or those provided in Appendix B of the Exemplar. The summative assessment task is located in Appendix B.</p> <p>Suggested assessment points Summative assessment</p> <ul style="list-style-type: none">• Identify positive and challenging emotions associated with given situations.• Explain appropriate strategies for dealing with emotions.	

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Criteria that can be applied to sources of information, including online to assess their credibility</p>	<p>Support notes The curriculum engages students in critical inquiry processes that develop research skills and the ability to appraise health and physical activity knowledge, and the way these influence decision-making and health-related behaviours. Help-seeking ideas and strategies</p> <ul style="list-style-type: none"> • Locate places and people in the local community that are government funded and accredited. • Check the information with someone that you trust. • Use the following criteria checkpoints to identify good sources of information. Consider whether: <ul style="list-style-type: none"> ▪ the source of information is reliable ▪ the source of information is credible ▪ you trust that the information provided is correct ▪ you feel comfortable using this source of information. 	<p>Teaching Decision-making</p> <ol style="list-style-type: none"> 1. Use collaborative learning strategies to discuss the management of emotional responses and subsequent decision-making. 2. Discuss and define the term mental health. 3. Establish credible online support materials and sites to clarify student understanding. 4. Pose the following questions: <ul style="list-style-type: none"> ▪ what happens when we can't bounce back and need some help? ▪ who can I turn to? ▪ how do I know if the source of information is okay? 5. Develop a shared criteria with students to support decision-making and identify good sources of information. <p>Learning</p> <ul style="list-style-type: none"> • Locate resources to support emotional and mental health. • Apply the criteria to the resource. • Compare resources with peers and review their feedback. • Make independent decisions about the resource.



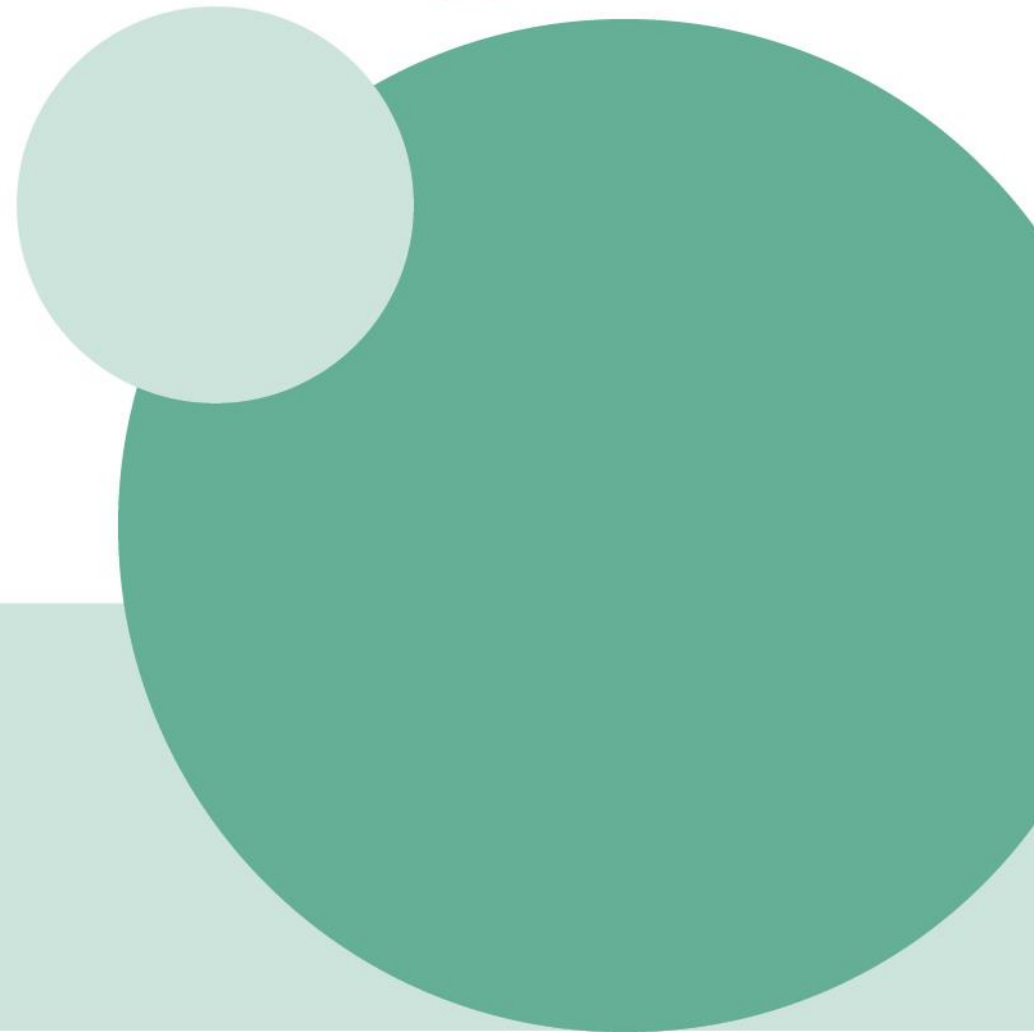
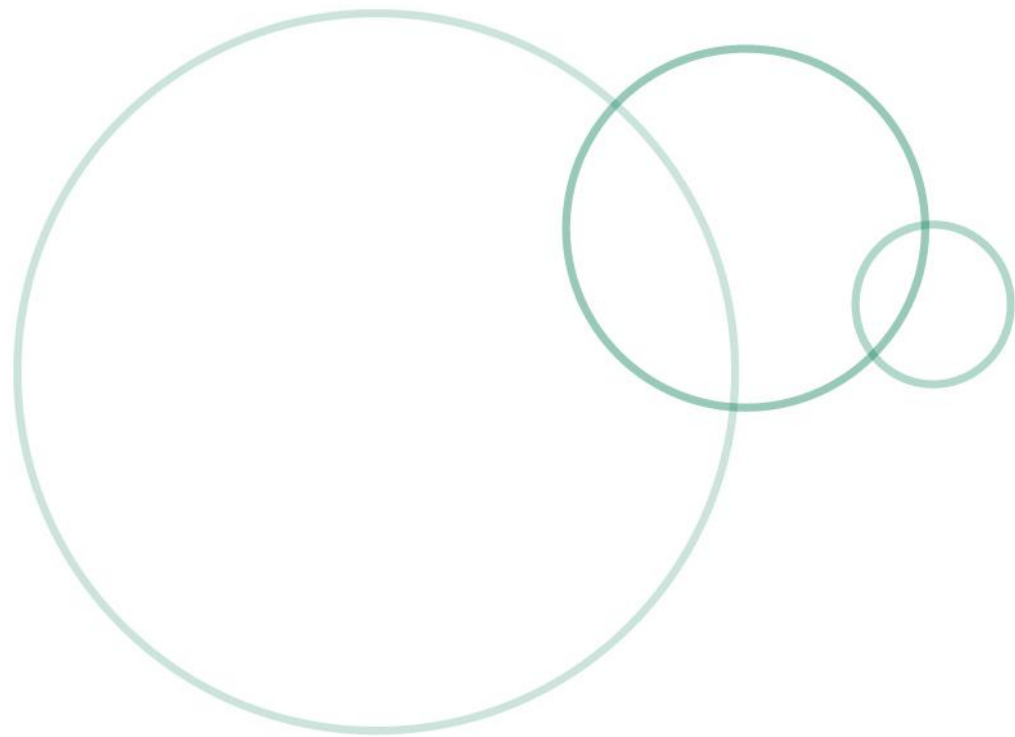
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Resources Support materials and information for Weeks 6–8 may be sourced from the following websites:</p> <ul style="list-style-type: none">• ReachOut https://au.reachout.com/• GDHR – Growing and Developing Healthy Relationships https://gdhr.wa.gov.au/resources• Headspace https://headspace.org.au/schools/headspace-in-schools/• SDERA – School Drug Education and Road Aware https://www.sdera.wa.edu.au/programs/challenges-and-choices/. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none">• Apply the criteria effectively to assess and make decisions about resource credibility.	

Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Criteria that can be applied to sources of information, including online to assess their credibility</p>	<p>Support notes Teachers may use information from a chosen source about emotional and mental health as a context.</p> <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> ReachOut https://au.reachout.com/ GDHR – Growing and Developing Healthy Relationships https://gdhr.wa.gov.au/resources Headspace https://headspace.org.au/schools/headspace-in-schools/ SDERA – School Drug Education and Road Aware https://www.sdera.wa.edu.au/programs/challenges-and-choices/. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Apply criteria effectively to assess and make decisions about resource suitability. 	<p>Teaching Credible information</p> <ol style="list-style-type: none"> Following on from Week 6, review how to apply criteria to sources of information to assess their credibility. Develop a shared PCQ about using the criteria. Identify a context that is appropriate and relevant to students, such mental health awareness, media influence, cyber safety, bullying or another suitable context. Apply shared criteria to the source. As a class, discuss the checkpoints to determine the suitability of the source. <p>Learning</p> <ul style="list-style-type: none"> Work collaboratively to identify at least two sources of information. Provide detailed information, including addresses, phone numbers and websites. Apply the criteria to both sources and make a list of suggested improvements.

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Criteria that can be applied to sources of information, including online to assess their credibility</p>	<p>Support note Teachers may use information from a chosen source about emotional and mental health as a context.</p> <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • ReachOut https://au.reachout.com/ • GDHR – Growing and Developing Healthy Relationships https://gdhr.wa.gov.au/resources • Headspace https://headspace.org.au/schools/headspace-in-schools/ • SDERA – School Drug Education and Road Aware https://www.sdera.wa.edu.au/programs/challenges-and-choices/. <p>Suggested assessment points Summative assessment</p> <ul style="list-style-type: none"> • Develop criteria to assess the credibility of different sources of health information. • Apply the criteria to assess and make decisions about resource credibility. 	<p>Teaching Credible information</p> <ol style="list-style-type: none"> 1. Review the shared PCQ. 2. Identify the requirements for good criteria that can be applied to sources of information to assess their credibility. 3. Explain the task. <ul style="list-style-type: none"> ▪ Develop your own criteria to assess the credibility of sources of information (this will be similar to the one developed collaboratively). ▪ Apply the criteria. ▪ Explain why the information is credible. <p>Learning</p> <ul style="list-style-type: none"> • Select sources of health information. • Provide details of the source for others to reference. • Develop criteria to assess the credibility of information and sources of help. • Apply the criteria. • Explain why the information is credible.



TERM 3 WEEKS 1–8

Health Education

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies that promote safety</p> <p>Healthy and active communities Strategies that promote a safe, healthy lifestyle</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a healthy lifestyle? • How can the choices I make contribute to a healthy lifestyle? • Who and what may influence my decisions and choices? • How does the promotion of a healthy lifestyle enhance personal safety? <p>Support notes</p> <p>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> <p>The development of health literacy skills is essential for people to increase control over their health and for better management of disease and risk, at both an individual and population level. The curriculum focuses on developing knowledge, understanding and skills.</p>	<p>Teaching</p> <p>Health literacy</p> <ol style="list-style-type: none"> 1. Use a cooperative learning strategy to establish the parameters for a safe classroom space. 2. Pose the question to students: what makes a healthy lifestyle? 3. Group student responses and link to the definition of the term ‘healthy lifestyle’. This work may be used to inform a poster or collation of information to display in a visible location. 4. Select an example of an advertisement that shows how the media (including social media) and advertising may influence people’s understanding of a healthy lifestyle, e.g. how regular physical activity contributes to overall wellbeing. 5. Identify how engaging in regular physical activity contributes to a healthy lifestyle and enhances safety, such as improving mental wellbeing, increasing energy levels and reducing stress. List the benefits of incorporating movement into daily routines. 6. Explain how strategies that promote a healthy lifestyle enhance personal safety.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Examples of advertising and media may include:</p> <ul style="list-style-type: none">• the promotion of alcohol• pain relief medication• cold and flu medication• vitamins and natural remedies• mental health and wellbeing apps• wearable fitness technology• gym memberships• cyberspace safety• beauty products (skin, hair, teeth). <p>Suggested assessment points</p> <p>Formative assessment</p> <ul style="list-style-type: none">• Identify strategies to promote health messages.• Develop strategies that are relevant and appropriate to peers to deliver correct and accurate information to promote a healthy lifestyle choice.	<p>Learning</p> <ul style="list-style-type: none">• In small groups, select an example of an advertisement and analyse the health-related information.• Create a strategy or another effective way of communicating information to peers to help deliver the message that engaging in regular physical activity contributes to a healthy lifestyle and enhance personal safety.

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies that promote safety</p> <p>Healthy and active communities Strategies that promote a safe, healthy lifestyle</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a healthy lifestyle? • How do the choices I make contribute to a healthy lifestyle? • Who and what may influence my lifestyle decisions and choices? • How does the promotion of a healthy lifestyle enhance personal safety? <p>Suggested assessment points</p> <p>Formative assessment</p> <ul style="list-style-type: none"> • Identify lifestyle decisions and choices. • Understand and explain how making positive choices can enhance wellbeing and how different decisions can impact health outcomes. 	<p>Teaching</p> <p>Health literacy</p> <ol style="list-style-type: none"> 1. Review the definition of a healthy lifestyle. 2. Share strategy created in Week 1 with one peer for review and feedback. 3. Identify the messages in the advertisements from Week 1 that persuaded others and explain why they did so. 4. Collate a range of successful strategies that promote a healthy lifestyle and enhance personal safety. 5. Explore the characteristics of a well-balanced lifestyle. Develop a shared understanding of how making positive choices contributes to overall wellbeing and supports the safety of both individuals and communities. 6. Compare different lifestyle strategies and discuss how informed choices empower individuals to enhance their wellbeing and maintain a healthy and active life (encouraging health literacy). <p>Learning</p> <ul style="list-style-type: none"> • Work collaboratively to identify: <ul style="list-style-type: none"> ▪ a lifestyle decision ▪ the effect of making that lifestyle decision



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ how making that lifestyle decision supports wellbeing and fosters positive outcomes; or,▪ how alternative or less beneficial choices may present challenges and opportunities for growth, and how individuals can learn from these experiences to make informed, positive decisions in the future▪ the impact of the lifestyle decision on safety.

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies that promote safety</p> <p>Healthy and active communities Strategies that promote a safe, healthy lifestyle</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a healthy lifestyle? • How can the choices I make contribute to a healthy lifestyle? • Who and what may influence my decisions and choices? • How does the promotion of a healthy lifestyle enhance personal safety? <p>Support notes</p> <p>Teachers are encouraged to locate online support information to understand types of drugs and how they are grouped. Drugs that affect the body can be grouped together and include depressants, stimulants and hallucinogens.</p> <p>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>Teaching</p> <p>Decision-making</p> <ol style="list-style-type: none"> 1. Review a range of successful strategies identified that promote a healthy lifestyle. 2. In small groups develop a KWHL (know, want to know/wonder about, how, learnt) chart about the topic of drugs. 3. Share some of the ‘W’ questions that students may have and the importance of accurate and correct information sources (review the previous lessons on criteria). Encourage students to add information to this chart during the term. 4. Share fictitious scenarios with students and discuss the decisions made by individuals and the possible lifestyle risks and consequences. 5. Develop a shared list of refusal skills and strategies that students may choose to use in situations. Encourage students to add information to this chart during the term.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Resource Support materials and information may be sourced from the Health Topics tab on the Australian Government Health Department website: https://www.health.gov.au/health-topics.</p> <p>Suggested assessment points Formative assessment</p> <ul style="list-style-type: none">• Identify a range of appropriate refusal strategies.• Demonstrate how to implement the refusal strategy in a given scenario.	<p>Learning</p> <ul style="list-style-type: none">• Practise a range of refusal strategies in a safe environment (use written scenarios prepared by the teacher).• Share role play of scenarios in a safe environment with peers.• Discuss how practising refusal strategies made students feel.• Discuss how developing and practising action plans for applying refusal strategies can ensure the safety of themselves and others.

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies that promote safety</p> <p>Healthy and active communities Strategies that promote a safe, healthy lifestyle</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a healthy lifestyle? • How can the choices I make contribute to a healthy lifestyle? • Who and what may influence my decisions and choices? • How does the promotion of a healthy lifestyle enhance personal safety? <p>Resource Support materials and information may be sourced from the Health Topics tab on the Australian Government Health Department website: https://www.health.gov.au/.</p> <p>Suggested assessment points Summative assessment</p> <ul style="list-style-type: none"> • Identify a range of appropriate refusal strategies. • Provide strategies to promote a healthy lifestyle and enhance personal safety. 	<p>Teaching Decision-making</p> <ol style="list-style-type: none"> 1. Discuss a range of healthy lifestyle choices that students may be required to make at some point. 2. Revise and/or explicitly teach safe participation in the context of a role play. 3. Explain the task. <ul style="list-style-type: none"> ▪ Select a content area and work in small groups or pairs to create and perform two skits. The first skit should show the positive lifestyle choices an individual can make and the second skit should show alternative choices that may present challenges. Both skits should include how the lifestyle choice affects the safety of the individual and those around them. ▪ Alternatively, create a cartoon or other suitable means of communication to demonstrate two different lifestyle choices. ▪ Provide feedback to presenters or developers about the information (a set template may be used).



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning</p> <ul style="list-style-type: none">• Work in groups to develop skits to show the two lifestyle choices.• Present the skits to peers.• Develop reflective feedback about the strategies viewed in two of the presentations and share with respective peers.

Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Criteria that can be applied to sources of information, including online to assess their credibility</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How do I find true and accurate information that I can understand? • What facts do I know about this drug? • What are the short-term effects of alcohol on the body? • What safe choices and decisions can help people to stay safe? <p>Support notes A neutral position is encouraged when presenting information about alcohol. The intent of the learning area content remains paramount. The context for criteria that may be applied to sources of information to assess credibility is alcohol. If this context is deemed unsuitable for students, select an alternative context.</p>	<p>Teaching Credible information</p> <ol style="list-style-type: none"> 1. Select a collaborative learning strategy and develop a KWHL chart about alcohol. 2. Discuss and share what students know about alcohol. Clarify misunderstandings and specify facts and opinions. Use reputable online information sources to answer student questions and add information to the KWHL chart. 3. Discuss the idea of alcohol as a drug and the importance of sources of information being true and accurate. Use content that is accessible for students. 4. Develop criteria to assess the credibility of the information sourced. Establish the importance of true and accurate information. 5. Explain the short-term and long-term effects of alcohol on the body using credible resources, e.g. government websites. <p>Learning</p> <ul style="list-style-type: none"> • Apply the criteria to additional sources of information. • Record the additional facts about the topic: what I know about alcohol. • Use a different colour to demonstrate new learning.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Resource Support materials and information may be sourced from the Health Topics tab on the Australian Government Health Department website: https://www.health.gov.au/health-topics.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none">• Apply criteria to assess and make decisions about resource suitability. <p>The summative assessment task for this content is located in Appendix C. The task is scheduled for teaching in Week 8. The subsequent lessons provide teaching and learning opportunities for the explicit teaching and learning of content.</p>	

Term 3 Week 6

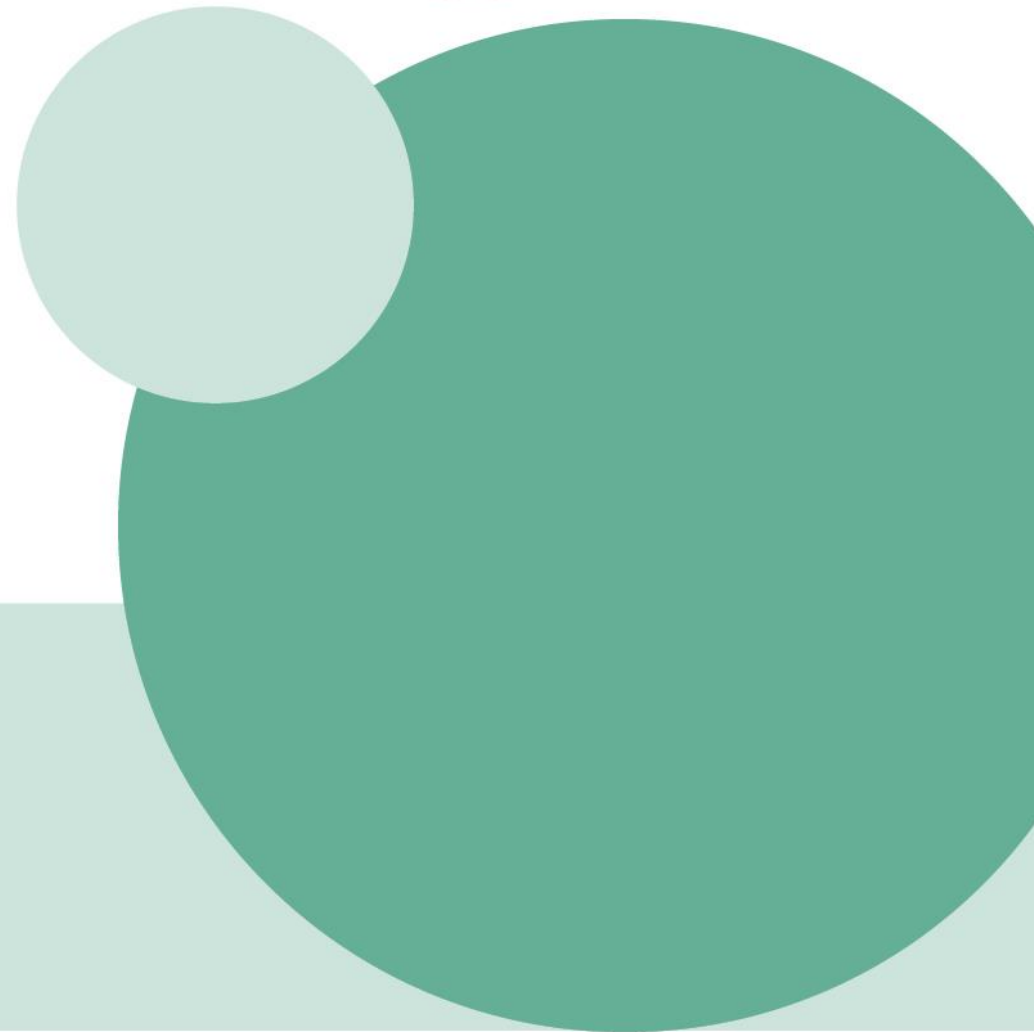
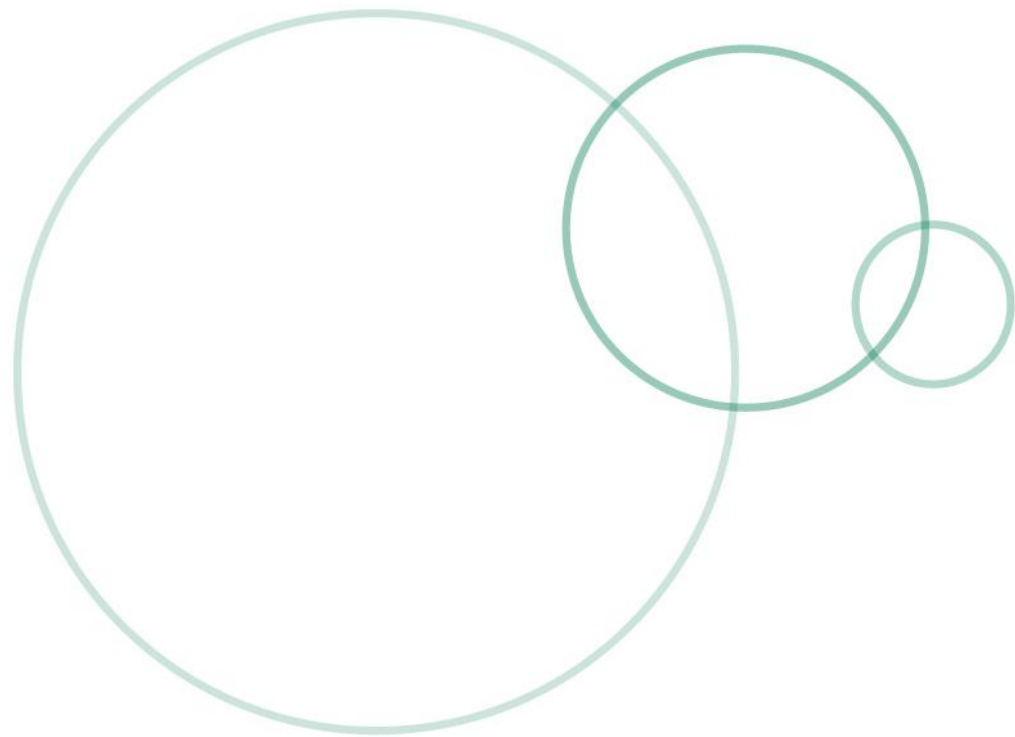
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Criteria that can be applied to sources of information, including online to assess their credibility</p>	<p>Support notes Teachers should decide the time allocated to this learning area. The suggested learning activities may provide opportunity for authentic curriculum connections across the learning areas.</p> <p>Resource Support materials and information may be sourced from the Health Topics tab on the Australian Government Health Department website: https://www.health.gov.au/health-topics.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Apply criteria effectively to assess and make decisions about resource suitability. 	<p>Teaching Credible information</p> <ol style="list-style-type: none"> Briefly review a range of sources of information regarding alcohol. Develop criteria to assess the credibility of the information sourced. Establish the importance of accurate information. <p>Learning</p> <ul style="list-style-type: none"> Apply the criteria to the various sources of information presented. Provide written feedback on the credibility of the information and the sources. Work collaboratively to capture key ideas and present facts about alcohol in an infographic or similar, to peers.

Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Criteria that can be applied to sources of information, including online to assess their credibility</p>	<p>Resource Support materials and information may be sourced from the Health Topics tab on the Australian Government Health Department website: https://www.health.gov.au/health-topics.</p> <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> Develop criteria to assess health information. 	<p>Teaching Credible information</p> <ol style="list-style-type: none"> Use a collaborative learning strategy to: <ul style="list-style-type: none"> clarify the purpose of developing criteria that can be applied to sources of information to assess credibility identify and discuss why quality information supports informed decision-making. Collaboratively review and critique the previous lesson's criteria and identify what makes good criteria. <p>Learning</p> <ul style="list-style-type: none"> Work in small groups to develop new criteria to assess information. Consider the infographics developed in the previous lesson: key ideas and facts about alcohol. Apply the criteria to peer work and use the protocols of respectful feedback that is not of a personal nature.

Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Criteria that can be applied to sources of information, including online to assess their credibility</p>	<p>Resource Support materials and information may be sourced from the Health Topics tab on the Australian Government Health Department website: https://www.health.gov.au/health-topics.</p> <p>Suggested assessment point Summative assessment</p> <ul style="list-style-type: none"> Develop and apply criteria to assess health information. <p>A summative assessment task is provided (Appendix C).</p>	<p>Teaching Credible information</p> <ol style="list-style-type: none"> Use a whole-class discussion to review the purpose of developing criteria to assess information and what makes good criteria. Explain the task. <ul style="list-style-type: none"> Develop criteria to assess two sources of health information (given context). Explain why the health information is credible. <p>Learning</p> <ul style="list-style-type: none"> Independently develop criteria to use. Apply to two sources of health information. Provide written information on why the source is credible or not.



TERM 4 WEEKS 1–8

Health Education

Term, 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Actions that promote and maintain community health, safety and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is mental health? • How does staying connected support mental health and wellbeing? • What social networks are available to facilitate connectedness? <p>Support notes Teachers are encouraged to establish a shared understanding of a safe classroom space for 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>	<p>Teaching Mental health and wellbeing</p> <ol style="list-style-type: none"> 1. Establish rules for a safe classroom space. 2. Develop a shared understanding of positive mental health and wellbeing. 3. Use quality resources to explore mental health and wellbeing. 4. Explain the task. <ul style="list-style-type: none"> ▪ Work in small groups to complete a PCQ organiser. ▪ Use the focus statement: maintaining social connections supports positive mental health (or adapt the focus statement to suit students). ▪ Share three of the pros with other group members as part of a jigsaw sharing of information. <p>Learning</p> <ul style="list-style-type: none"> • Complete a PCQ in small groups. • Share information with others/listen to contributions by others in a jigsaw activity.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Resources</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 links may provide additional support and/or alternative activity suggestions. Teachers are best placed to make decisions about resources most appropriate to learners.</p> <ul style="list-style-type: none">• ReachOut https://au.reachout.com/challenges-and-coping• Headspace https://headspace.org.au/schools/headspace-in-schools• Beyond Blue https://www.beyondblue.org.au/home. <p>Suggested assessment point</p> <p>Formative assessment</p> <ul style="list-style-type: none">• Demonstrate an understanding of the benefits of social connectedness to positive mental health.	

Term, 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Actions that promote and maintain community health, safety and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are preventive health measures? • What does this mean for me? • What does this mean for the community? • How can I contribute to healthy and active communities? <p>Support notes Examples of community programs that provide opportunity for social connectedness may include, but are not limited to:</p> <ul style="list-style-type: none"> • sporting clubs • venues that promote physical activity • drawing and arts • circus, drama and performance. <p>The development of health literacy skills is essential for people to increase control over their health and for better management of disease and risk, at both an individual and population level. The curriculum focuses on developing knowledge, understanding and skills related to the health literacy dimensions.</p>	<p>Teaching Mental health and wellbeing</p> <ol style="list-style-type: none"> 1. Share relevant examples of community programs that provide opportunity for social connectedness and facilitate positive community health, safety and wellbeing. 2. Develop a whole-class PCQ about specific community programs in the local area. 3. List the obstacles, concerns or anxieties that individuals may have in joining or approaching a new group and discuss strategies to address these (use sticky notes). 4. Explain the concept of preventive health measures and the benefits for individuals and the wider community. 5. Discuss the task requirements of promoting or advertising a chosen program to a group. Students may choose to record a commercial, create an information brochure, poster or other suitable means of communication.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • ReachOut https://au.reachout.com/challenges-and-coping • Headspace https://headspace.org.au/schools/headspace-in-schools • Beyond Blue https://www.beyondblue.org.au/home. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the benefits of social connectedness to positive mental health. 	<p>Learning</p> <ul style="list-style-type: none"> • Work collaboratively to promote community programs that contribute to developing healthy and active communities. • Consider: <ul style="list-style-type: none"> ▪ people of different age, gender, culture ▪ subtle messages around the benefits of social connectedness ▪ the appropriateness of how the information is presented to the intended audience.

Term, 4 Week 3

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>Focus questions</p> <ul style="list-style-type: none"> • What does consent mean? • Why is it important to understand and respect consent? • How can consent be communicated effectively? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • AMAZE Org – Consent and Communication https://www.youtube.com/watch?v=1wOqcU79Rh8 • GDHR – Growing and Developing Healthy Relationships: Consent https://gdhr.wa.gov.au/resources <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Assess student participation in the group activity and their ability to discuss and analyse scenarios correctly. 	<p>Teaching Introduction to consent</p> <ol style="list-style-type: none"> 1. Discuss the meaning of consent with students. 2. Use real-life scenarios to illustrate different aspects of consent (Appendix A). 3. Emphasise the importance of clear communication in giving and receiving consent. 4. Show a short video on understanding consent. <p>Learning</p> <ul style="list-style-type: none"> • Understanding consent • Students divided into small groups and are provided printed scenarios on consent (Appendix A). • In each group, students are to analyse each scenario and discuss whether consent was given or not, and why. • Discussion – review the scenarios and discuss different perspectives on consent.

Term, 4 Week 4

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>Focus questions</p> <ul style="list-style-type: none"> • What are personal boundaries? • How can other people’s boundaries be respected? • Why is respecting boundaries important for healthy relationships? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • GDHR – Growing and Developing Healthy Relationships: Consent https://gdhr.wa.gov.au/resources <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Review completed worksheets to assess students’ understanding of setting and respecting personal boundaries. 	<p>Teaching Respecting boundaries</p> <ol style="list-style-type: none"> 1. Revise the concept of consent from the previous lesson. 2. Introduce the idea of personal boundaries and why they are important. 3. Provide worksheets with scenarios related to setting personal boundaries (Appendix A). 4. Students work individually to identify and write down examples of their own personal boundaries in different situations. 5. Discuss the importance of respecting personal boundaries in relationships. 6. Share examples from the worksheets and encourage students to explain why certain boundaries are important to them. <p>Learning</p> <ul style="list-style-type: none"> • Complete the worksheet on setting personal boundaries. • Participate actively in the discussion on respecting boundaries. • Reflect on how boundaries contribute to healthy relationships.

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>Focus questions</p> <ul style="list-style-type: none"> • How can effective communication help in understanding consent? • What are some ways to communicate consent clearly? • How does understanding consent contribute to building respectful relationships? <p>Support notes Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • GDHR – Growing and Developing Healthy Relationships: Consent https://gdhr.wa.gov.au/resources <p>Suggested assessment points Formative assessment</p> <ul style="list-style-type: none"> • Observe students’ participation in the role-playing activity and their ability to effectively communicate consent in different scenarios. 	<p>Teaching Communication and consent</p> <ol style="list-style-type: none"> 1. Review key concepts of consent and boundaries from previous lessons. 2. Introduce the role of communication in understanding and giving consent. 3. Divide students into pairs. Provide role-play scenarios where students practise asking for and giving consent in various situations (Appendix A). 4. Facilitate a class discussion on the role-play scenarios. 5. Ask students to share their experiences and reflections on how effective communication can prevent misunderstandings and promote respect 6. Provide the effective communication techniques handout (Appendix A). <p>Learning</p> <ul style="list-style-type: none"> • Participate actively in the role-playing activity with a partner. • Reflect on personal experiences related to communication and consent. • Contribute to the class discussion on the importance of clear communication in consent.

Term, 4 Week 6

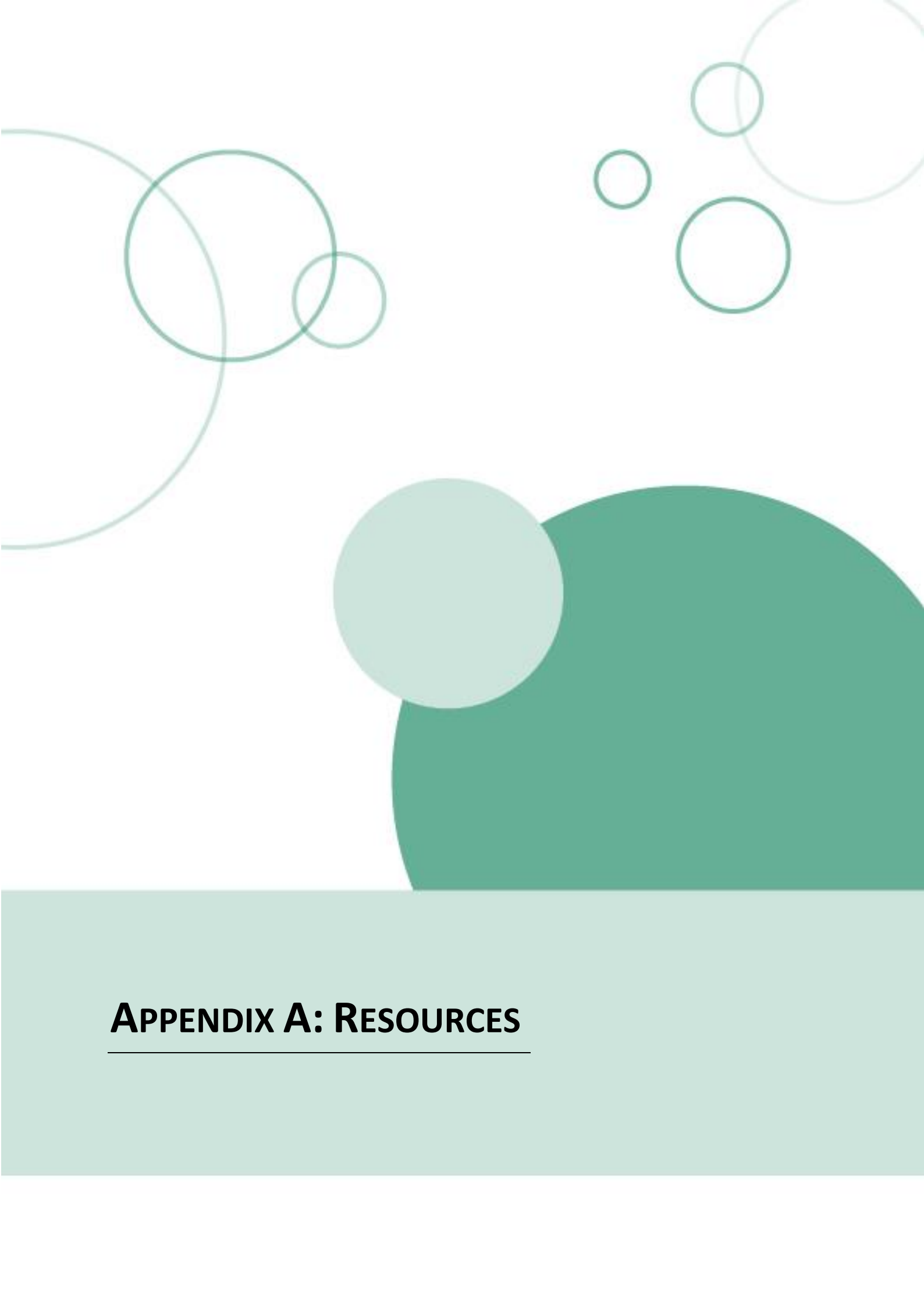
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Protective behaviours and help-seeking strategies that can be used when students feel unsafe online</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is cyber bullying? • Am I at risk? • What strategies can I use to help and support me? <p>Support notes KWLH chart: this graphic organiser helps students to identify what they already know about a topic (K), what they want to know/wonder about (W), how they will find out (H) and, at the end of the process, what they have learnt (L).</p> <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • eSafety Commissioner https://www.esafety.gov.au/ • ThinkUKnow https://www.thinkuknow.org.au/resources-tab. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Propose suitable actions and behaviours to be safe in an online environment. 	<p>Teaching Online safety</p> <ol style="list-style-type: none"> 1. Discuss online forums and platforms that students currently use. 2. In small groups, develop a KWLH chart about the topic and the safe online protocols that are in place. 3. Share fictitious scenarios about students who were not safe in an online environment. 4. Lead a discussion about the safe practices that ‘should’ have been in place as a preventive strategy. 5. Create a list of explicit strategies for staying safe online and protecting students against cyber bullying (keep in a visible location). <p>Learning</p> <ul style="list-style-type: none"> • Discuss fictitious scenarios in small groups. • Propose actions that the scenario characters may take to remedy the situation in either a short-written text or other suitable communication.

Term, 4 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Protective behaviours and help-seeking strategies that can be used when students feel unsafe online</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is cyber bullying? • Am I at risk? • What strategies can I choose to promote a healthy lifestyle? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • eSafety Commissioner https://www.esafety.gov.au/ • ThinkUKnow https://www.thinkuknow.org.au/resources-tab. <p>Suggested assessment point Summative assessment</p> <ul style="list-style-type: none"> • In a blog, propose suitable actions and behaviours to be safe in an online environment. 	<p>Teaching Online safety</p> <ol style="list-style-type: none"> 1. From the list created in the previous lesson, review and discuss strategies for staying safe online and protecting students against cyber bullying. 2. Share a fictitious story/scenario involving cyber bullying. 3. In small groups, discuss ideas and propose actions that the characters may take to remedy the situation. 4. Share ideas and strategies in a whole-class round robin activity. 5. Develop a shared criteria for good advice, a good blog and reputable information. <p>Learning</p> <ul style="list-style-type: none"> • Write a short blog giving advice to the character/s from the fictitious story/scenario involving cyber bullying (blogs will be peer-reviewed in the following lesson). • Provide credible sources of information and help (include websites and phone numbers).

Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Protective behaviours and help-seeking strategies that can be used when students feel unsafe online</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is cyber bullying? • Am I at risk? • What strategies can I choose to promote a healthy lifestyle? <p>Resources Support materials and information may be sourced from the following websites:</p> <ul style="list-style-type: none"> • eSafety Commissioner https://www.esafety.gov.au/ • ThinkUKnow https://www.thinkuknow.org.au/resources-tab. <p>Suggested assessment point Formative assessment</p> <ul style="list-style-type: none"> • Propose suitable actions and behaviours to be safe in an online environment. 	<p>Teaching Online safety</p> <ol style="list-style-type: none"> 1. Review the KWHL chart from the lesson in Week 6 and add additional information and knowledge acquired. 2. Address any questions (W) that students may have using appropriate and reputable websites. 3. Explain the task. <ul style="list-style-type: none"> ▪ Review two of the peer blogs created in the previous lesson. ▪ Apply the criteria to the blogs. ▪ Check the credibility of advice and/or information given using reputable online information. <p>Learning</p> <ul style="list-style-type: none"> • Review two peer blogs. • Apply the criteria to the blogs. • Check the credibility of any advice or information given using reputable online information. • Provide written feedback to blog writers.

The background features several overlapping circles in various shades of green and teal. A solid teal bar spans the bottom of the page. The text 'APPENDIX A: RESOURCES' is centered in the teal bar, underlined.

APPENDIX A: RESOURCES



Resources

Term 1

Week	Resource	Link/information
1	Department of Health GDHR – Growing and developing healthy relationships Learning activities: Peer influence	Growing & Developing Healthy Relationships. (n.d.). <i>Peer influence</i> . https://gdhr.wa.gov.au/Learning activities>Peer influence
5–8	ReachOut Topics Respectful relationships	ReachOut. (2024). <i>Respectful relationships</i> . https://schools.au.reachout.com/ Explore resources by topics>Respectful relationships
5–8	Our Watch Respectful relationships education	OurWatch. (n.d.). <i>Respectful relationships education</i> . https://www.ourwatch.org.au/education Discover respectful relationships education>the full Toolkit

Term 2

Week	Resource	Link/information
1–2	Department of Health GDHR – Growing and developing healthy relationships Learning: Learning activities Year level: 6	Growing and Developing Healthy Relationships. (n.d.). <i>Learning activities</i> . https://gdhr.wa.gov.au/home Learning activities>Year 6
1–2	Body talk Puberty: All about me, myself and I	Body Talk. (n.d.). <i>Puberty: All about me, myself & I</i> . https://bodytalk.org.au/ Puberty: All about me, myself and I >Boy bodies; Girl bodies
3	ReachOut Classroom resources Topics	ReachOut. (2024). <i>Topics</i> . https://au.reachout.com/ >Topics
4–8	Department of Health GDHR – Growing and developing healthy relationships Resources	Growing and Developing Healthy Relationships. (n.d.). <i>Resources</i> . https://gdhr.wa.gov.au/ >Resources
4–8	ReachOut Classroom resources Topics Challenges and coping	ReachOut. (n.d.). <i>Challenges and coping</i> . https://au.reachout.com/ >Topics>Challenges and coping
4–8	SDERA – School drug education and road awareness Challenges and choices Year 6	SDERA – School Drug Education and Road Aware. (n.d.) <i>Challenges and Choices Primary</i> . https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/
4–8	Headspace Information and support	Headspace. (n.d.). <i>Information for educators</i> . https://headspace.org.au/schools/headspace-in-schools/

Term 3

Week	Resource	Link/information
3–8	Australian Government Department of Health Health topics	Australian Government Department of Health. (n.d.) <i>Health topics</i> . https://www.health.gov.au/health-topics

Term 4

Week	Resource	Link/information
1–2	ReachOut Classroom resources Topics	ReachOut. (n.d.). <i>Challenges and coping</i> . https://au.reachout.com/challenges-and-coping
1–2	Headspace Information and support	Headspace. (n.d.). <i>Information for educators</i> . https://headspace.org.au/schools/headspace-in-schools/
1–2	Beyond Blue	Beyond Blue. (n.d.). <i>Beyond Blue</i> . https://www.beyondblue.org.au/
3	AMAZE Org Consent and Communication	AMAZE Org. (2019). <i>Consent and Communication</i> . [YouTube] https://www.youtube.com/watch?v=1wOqcU79Rh8
3–5	Department of Health GDHR – Growing and developing healthy relationships Resources: Consent	Growing and Developing Healthy Relationships. (n.d.). <i>Resources: Consent</i> . https://gdhr.wa.gov.au/ >Resources>Consent
6–8	eSafety Commissioner Educators Upper primary	eSafety Commissioner. (n.d.). <i>Classroom resources</i> . https://www.esafety.gov.au/ >Educators>Classroom resources: Upper primary
6–8	Think U Know Resources	Think U Know. (n.d.). <i>Resources</i> . https://www.thinkuknow.org.au/resources-tab



Term 4 Week 3 – Consent scenarios and discussion points

Scenario 1: Sharing personal items

Scenario: During recess, Alex asks Taylor if they can borrow their favourite book. Taylor feels uncomfortable but doesn't want to upset Alex. Taylor hesitates and wonders how to respond without hurting Alex's feelings. Alex notices Taylor's hesitation and asks if something is wrong.

Discussion points: How should Taylor communicate their feelings? How can Alex respect Taylor's response? How can they discuss borrowing items in the future to ensure both feel comfortable?

Scenario 2: Physical play

Scenario: A group of friends is playing tag. Jamie wants to join but doesn't like being touched. Jamie is worried about saying something and being left out of the game. One of the friends notices Jamie's reluctance and asks if everything is okay. Jamie explains their discomfort with physical play.

Discussion points: How can Jamie participate in a way that respects their boundaries? How can friends adapt their game to include everyone? What are some non-physical games they can play together?

Scenario 3: Inviting friends over

Scenario: Riley invites a friend, Jordan, to their house. Jordan's parents need to be informed but Riley insists it's not necessary. Jordan feels unsure but doesn't want to seem uncool by insisting on parental permission. When Jordan brings up their concerns, Riley dismisses them and says they should come over anyway.

Discussion points: Why is it important to get permission from parents? How can Jordan ensure they are making safe choices? How can Riley understand the importance of respecting parents' rules?

Scenario 4: Social media sharing

Scenario: Casey takes a group photo at school and wants to post it online. Not everyone in the photo is comfortable with this. Casey is excited to share the moment but notices one friend looking uneasy. The friend speaks up and says they don't want the photo posted.

Discussion points: How should Casey ask for consent? What should they do if someone says no? How can they handle the situation if the photo is already posted?

Scenario 5: Group projects

Scenario: During a group project, Sam suggests working at their house. Pat doesn't feel comfortable with this idea but doesn't want to seem unfriendly. Pat worries about how to express their feelings without upsetting Sam. The group discusses different meeting options and ways to accommodate everyone.

Discussion points: How can Pat express their discomfort? How can the group find a solution that works for everyone? What are some alternative places they could meet?



Scenario 6: Trying new activities

Scenario: The class is trying a new sport. Morgan feels nervous and doesn't want to participate. The teacher encourages everyone to try but respects personal choices. Morgan feels torn between wanting to fit in and their fear of trying the new activity.

Discussion points: How can Morgan communicate their feelings to the teacher? How can the teacher ensure all students feel safe and respected? What can classmates do to support Morgan's decision?



Term 4 Week 4 – Setting boundaries worksheet

Understanding boundaries

1. What are boundaries?

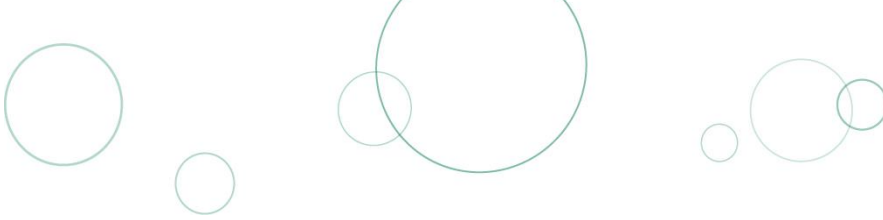
2. Why are boundaries Important?

Discussion questions

1. How to set boundaries

- Describe how you would tell a friend that you don't want to share your snack.

- What words can you use to set boundaries in a kind but firm way?



3. Respecting boundaries

- Why is it important to listen when someone tells you their boundary?

- How would you feel if someone didn't respect your boundaries?

4. Different types of boundaries

- Give examples of physical, emotional, and digital boundaries.

- Why is it important to respect all types of boundaries?



Reflection

1. Personal boundaries

- Write about a time when you had to set a boundary. How did you communicate it?
How did the other person respond?

2. Respecting others' boundaries

- Think of a time when someone told you about their boundary. How did you react?
What did you learn from the experience?



Term 4 Week 5 – Consent role-play scenarios

1. Borrowing a pencil

Scenario: Alex forgot to bring a pencil to class and needs to borrow one from Jamie. Alex feels nervous about asking because Jamie's pencils are always neatly organised. Despite this, Alex knows it's important to ask politely and return the pencil afterward. Jamie, on the other hand, likes to help but also wants to ensure Alex understands the value of taking care of borrowed items.

2. Joining a group

Scenario: Casey sees a group of friends playing a game of tag during recess and wants to join in. Casey has always enjoyed playing tag but sometimes feels left out. The group is very welcoming, but they want to ensure everyone follows the rules. Casey needs to approach them respectfully and ask for permission to join the game.

3. Starting a handshake or high-five

Scenario: Taylor is excited after their team wins a game in PE class and wants to celebrate with a high-five or handshake. Taylor enjoys showing enthusiasm this way, but not everyone may feel comfortable with physical gestures. Before reaching out, Taylor needs to ask their teammate if they're okay with a high-five or handshake and respect their response, whether it's a yes or a no.

4. Taking a photo

Scenario: Morgan wants to capture a memory by taking a group photo with friends at lunch. Morgan loves taking photos and thinks it would be a fun way to remember the day. However, not everyone in the group feels comfortable being in photos. Morgan needs to ask each friend for their permission before taking the photo.

5. Using someone's computer

Scenario: Riley's computer isn't working, and they need to finish a project. Chris has a computer that Riley could use, but Chris is very protective of their belongings. Riley understands the urgency of completing the project and the need to respect Chris's property. Riley must ask politely and ensure they handle Chris's computer with care.

6. Giving a hug

Scenario: After a soccer game, Avery feels happy and wants to give Sam a hug to celebrate. Avery has always been very affectionate and expresses joy through hugs. Sam appreciates the support but sometimes prefers personal space. Avery needs to ask Sam if a hug is okay, respecting Sam's boundaries and feelings.



7. Changing seats

Scenario: Pat wants to sit next to Kelly during a class activity because they work well together. Pat believes that sitting together will help them complete the activity more efficiently. However, Kelly might already have plans to sit with someone else or prefer working alone. Pat needs to ask Kelly if it's okay to sit together and be prepared for any response.

8. Listening to music

Scenario: Jordan sees that Alex is listening to music during break and wants to listen too. Jordan loves discovering new music and is curious about Alex's playlist. However, Alex might prefer listening alone or using both earbuds. Jordan must ask if it's okay to join in and respect Alex's decision.

9. Joining a conversation

Scenario: Morgan notices Taylor and Jamie having an interesting conversation and wants to join in. Morgan values the insights of Taylor and Jamie and thinks it would be great to participate. However, the conversation might be private or personal. Morgan needs to ask if they can join and understand if the answer is no.

10. Sharing a book

Scenario: Riley is interested in reading a book that Chris has just finished. Riley has heard great things about the book and is eager to read it next. Chris takes good care of their books and wants to ensure it stays in good condition. Riley must ask Chris if they can borrow the book and promise to take good care of it.

11. Helping with homework

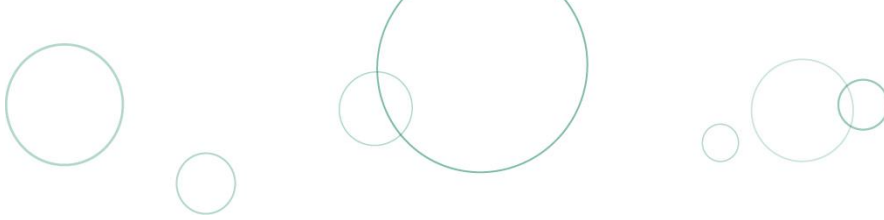
Scenario: Casey notices that Jordan is struggling with their homework and offers to help. Casey is good at the subject and thinks they could make a difference. Jordan might feel embarrassed about needing help or prefer to work alone. Casey needs to offer assistance respectfully and accept Jordan's decision.

12. Sitting at lunch

Scenario: Pat wants to sit at a different table with Avery and Sam during lunch because they enjoy their company. Pat usually sits with a different group but feels more connected with Avery and Sam. Avery and Sam might have their own seating arrangements or preferences. Pat needs to ask if it's okay to join them and respect their response.

13. Using art supplies

Scenario: Taylor forgot their coloured pencils at home and needs to use Jamie's for an art project. Taylor knows that Jamie's art supplies are important to them. Jamie might be willing to share but wants to ensure their supplies are returned in good condition. Taylor needs to ask Jamie politely and promise to be careful with the supplies.



14. Playing a game

Scenario: Alex has a new board game and wants to play it with Chris and Riley. Alex is excited to share the game and thinks it will be a fun activity. Chris and Riley might already have plans or prefer a different game. Alex needs to ask if they're interested and be okay with their decision.

15. Sharing a secret

Scenario: Morgan has a personal secret they want to share with Pat and needs to ensure it's okay. Morgan trusts Pat and believes they can keep the secret safe. Pat might feel uncomfortable or prefer not to hold someone's secret. Morgan needs to ask if it's okay to share and respect Pat's feelings.

16. Swapping seats on the bus

Scenario: Casey feels more comfortable in a different seat and wants to swap with Jordan on the school bus. Casey usually sits near the back but prefers the front for this trip. Jordan might like their current seat or have a reason to stay there. Casey needs to ask if they can swap seats and accept Jordan's response.

17. Borrowing a book

Scenario: Riley finds an interesting book in the classroom library and wants to borrow it. Riley is eager to read the book and thinks it will help with their current studies. The teacher needs to keep track of the library books and ensure they are returned on time. Riley must ask the teacher for permission and promise to return the book in good condition.

18. Giving a compliment

Scenario: Alex likes Taylor's new haircut and wants to give a compliment but wants to ensure it's welcome. Alex thinks the haircut suits Taylor and wants to make them feel good. Taylor might feel shy or uncomfortable with compliments. Alex needs to ask if it's okay to share their thoughts and respect Taylor's reaction.

19. Asking for help

Scenario: Pat is struggling with a math problem and needs Sam's help to understand it better. Pat knows that Sam is good at math and can explain things clearly. Sam might be busy with their own work or prefer studying alone. Pat needs to ask for help respectfully and be understanding of Sam's response.

20. Joining a club

Scenario: Avery wants to join the same club as Morgan and Jordan because they have similar interests. Avery thinks it would be fun to participate in the club activities together. Morgan and Jordan might want to keep the club smaller or have specific plans. Avery needs to ask if they can join and be respectful of their decision.



Term 4 Week 5 –

Effective communication techniques in consent scenarios handout

Understanding consent

Consent means giving permission for something to happen. It's important to ask for and give consent in various situations to ensure everyone feels comfortable and respected.

Key concepts

1. Setting boundaries

Boundaries are personal limits that protect your comfort and wellbeing. They can be physical, emotional, or social.

Examples of boundaries:

- Not wanting to be touched
- Needing personal space
- Preferring not to share certain personal information

How to set boundaries:

- Be clear and direct: 'I don't like being hugged.'
- Use 'I' statements: 'I feel uncomfortable when ...'
- Be firm but polite: 'Please don't do that.'

2. Respecting boundaries

Respecting boundaries means acknowledging and honouring someone else's limits.

How to respect boundaries:

- Listen carefully when someone sets a boundary.
- Don't question or pressure them to change their boundary.
- Apologise if you cross a boundary and commit to respecting it in the future.



3. Effective communicating

Effective communication involves clearly expressing your thoughts, feelings, and needs while also listening to others.

Techniques for effective communication:

- Use clear and simple language.
- Make eye contact to show you're paying attention.
- Listen actively without interrupting.
- Ask questions if you're unsure about something.

4. Giving and asking for consent

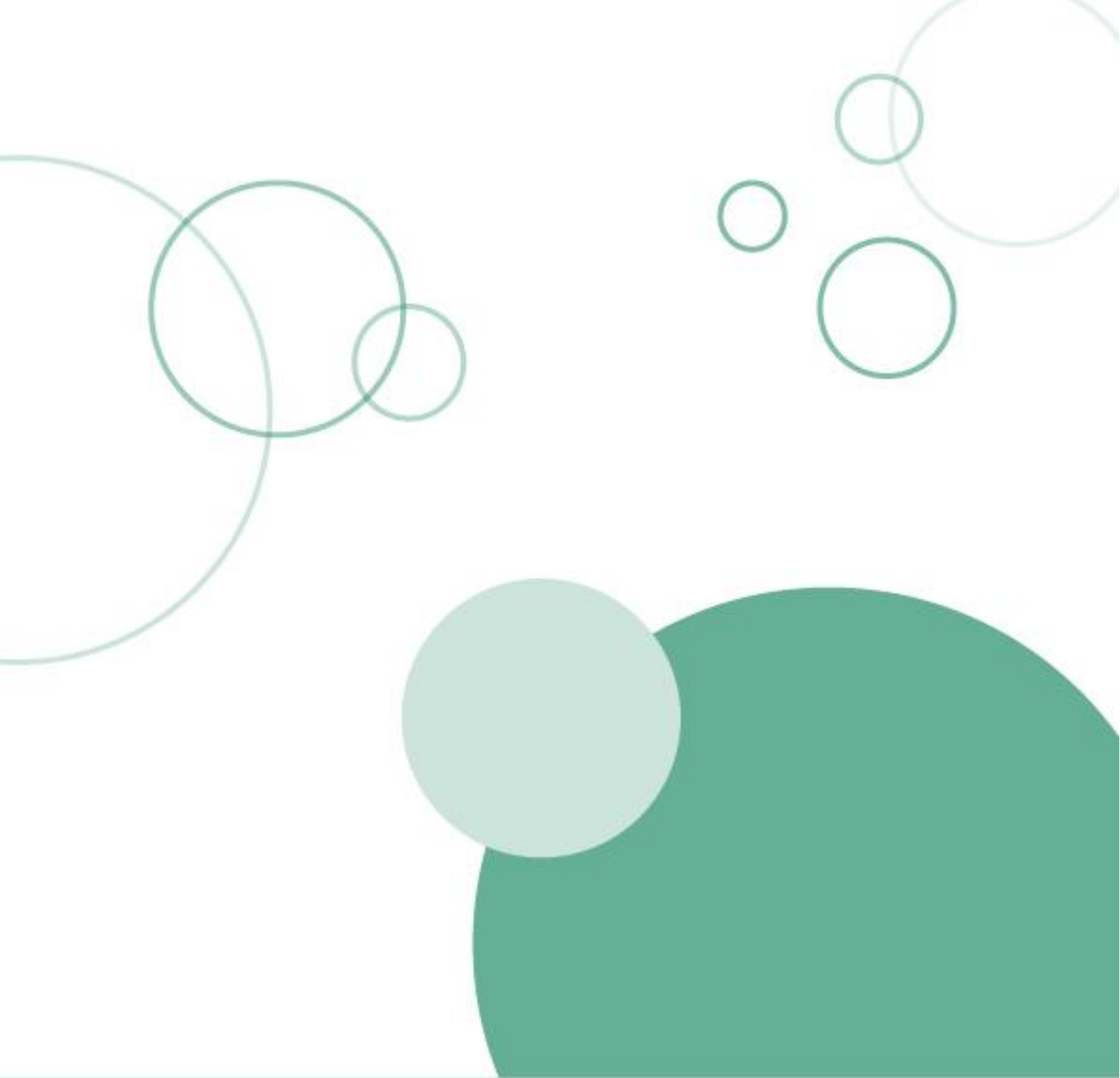
Consent should be clearly given and received in many situations, whether you're borrowing something, sharing personal space, or engaging in activities with others.

How to ask for consent:

- Be clear and specific about what you're asking.
- Use polite language: 'Is it okay if ...?'
- Wait for a clear yes or no.
- Respect the answer, even if it's not what you wanted.

How to give consent:

- Respond clearly with a yes or no.
- Feel free to say no if you're uncomfortable.
- You can change your mind at any time.
- Explain your decision if you feel comfortable doing so.



APPENDIX B: **ASSESSMENT TASK 1**

Let's make a change



Achievement standard

By the end of the year:

Health Education

Students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information. Students describe skills to establish and manage positive relationships. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.

Physical Education

Students perform a variety of fundamental movement skills with some proficiency and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome. Students explain the benefits of regular physical activity and fitness to health and wellbeing. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome.



Assessment task

Title of task

Let's make a change

Task details

Description of task	Students choose a situation and identify the emotions and thoughts they may experience. Students explain strategies they could use to manage emotions and thoughts before making a decision.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to: <ul style="list-style-type: none">• identify positive and challenging emotions associated with certain situations• explain appropriate strategies for dealing with such emotions
Evidence to be collected	Graphic organiser
Suggested time	40–60 minutes

Content description

Content from the Western Australian Curriculum

Interacting with others

Situations in which emotions can influence decision-making:

- in peer groups
- with friends
- with family

Task preparation

Prior learning

Students are familiar with:

- positive and challenging emotions
- positive and challenging 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, reframing unhelpful thoughts (Is it true? What is the worst that can happen?).



Assessment task

Assessment conditions

Individual

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

- Graphic organiser



Instructions for teachers

Administer the task at the end of a teaching and learning cycle shown in Term 2 of the Health Education teaching and learning exemplar.

The following documents are included in Appendix B:

- a range of emotions that may be used by teachers and students
- fictitious situations
- a graphic organiser that may be used as the summative assessment tool.

Week 3

Learning experiences

Students explore change during puberty. A list of emotions forms part of Appendix B and may be used for both teaching and learning. Students can use these resources in subsequent lessons and during the summative assessment in Week 5. Teachers may choose to discuss and collate a range of strategies that help students manage emotions.

Week 4

Learning experiences

Students select situations and make decisions in which emotions have influenced decision-making with their peers.

Week 5

Learning experiences

Students work independently on the summative assessment to select situations (one or two as determined by the teacher) and respond to the situation using a graphic organiser.

Note: the marking key provided is for one situation. Teachers are required to make a decision about the number of situations that will be addressed in the summative assessment and adjust the marking key accordingly.

The Week 5 task is the summative task for this unit of work in this teaching sequence. Teachers are encouraged to collect a suite of student work commencing in Week 3 to inform moderation processes and ensure comparability of standards.



Instructions to students

Week 5

Choose a situation from those provided.

1. List **two** emotions that you believe a person might feel in this situation and for each emotion, explain why they might feel this way. (6 marks)
2. Describe what they may be thinking in relation to each emotion. (4 marks)
3. Explain **one** strategy that would help this person to manage each emotion and how it would help, before making a decision about what to do (e.g. feeling nervous – deep breathing, relaxation exercises) and describe how each strategy would help. (8 marks)
4. Explain what your decision would be in this situation. (3 marks)



Emotions



anger



excitement




humiliation



contempt



joy



amazement



anxiety



jealousy



disappointment



frustration



self-doubt



fear



surprise



Possible situations

Situation 1	Situation 2
<p>The teacher has just told the class that everyone will be presenting a three-minute speech to the class. Public speaking is not one of your strengths.</p> <p><i>How might you feel? What are you going to do?</i></p>	<p>Your friend is an opposition player and is constantly taunting, pushing and tripping you behind the play. Although this happens every time you play against your friend and their team, the umpire never seems to notice. Once the game is over, your friend acts as if the taunting, pushing and tripping never happened.</p> <p><i>How might you feel? What are you going to do?</i></p>
Situation 3	Situation 4
<p>You are walking to school on the last day of term with some friends. They are talking about going to the city after school. You have been trying to be a proper part of this group all year and can't believe it when they ask you to go with them. However, you have already agreed to take your little brother for a milkshake after school.</p> <p><i>How might you feel? What are you going to do?</i></p>	<p>Your parents have told you that you will miss the last week of term because the whole family will be going on holiday together. This means missing the end-of-year events and all the parties and celebrations with your friends – many of whom are going to different schools next year.</p> <p><i>How might you feel? What are you going to do?</i></p>



Situation 5	Situation 6
<p>You have worked extremely hard all year to win an award, but a new kid arrived who is better than you. Everyone is expecting you to win and you feel you deserve to win. You don't end up winning.</p> <p><i>How might you feel? What are you going to do?</i></p>	<p>Your head is about to explode with all the things going on right now: tests and assignments for school, extra sport training for the finals, so many outings with your friends, and lots of work to help with at home.</p> <p>You don't want to let anyone down.</p> <p><i>How might you feel? What are you going to do?</i></p>



Situation number

1. List two emotions

Emotion 1	Emotion 2
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A person may feel these emotions because ...

Emotion 1	Emotion 2
-----------	-----------

2. Thoughts


Emotion 1	Emotion 2
-----------	-----------



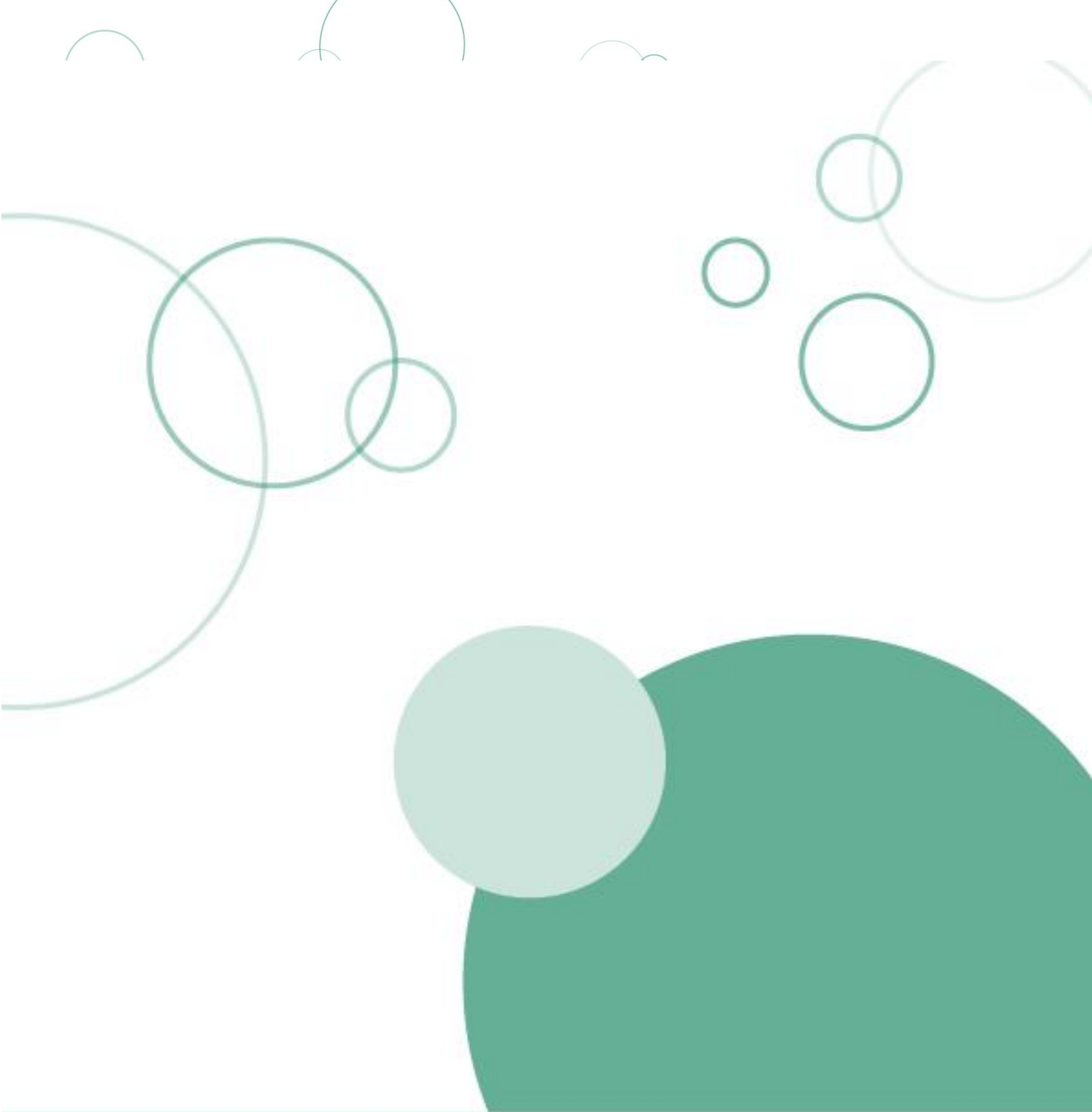
Situation number	
3. Strategies	
Emotion 1	Emotion 2
4. Thoughts	
Describe two thoughts	

Marking key

Description	Marks
1. List two emotions that you believe a person might feel in this situation and for each emotion, explain why they might feel this way.	
For each emotion (2 x 3 marks)	
Lists the emotion	1
Subtotal	/2
Provides a comprehensive explanation of why a person might feel this way	2
Provides a brief explanation with minimal reference to the situation	1
Subtotal	/4
Total	/6
2. Describe what they may be thinking in relation to each emotion.	
For each of the two emotions (2 x 2 marks)	
Provides a clear description appropriate to the emotion	2
Provides a simple description with minimal reference to the emotion	1
Total	/4
3. Explain one strategy that would help this person to manage each emotion and how it would help, before making a decision about what to do (e.g. feeling nervous – deep breathing, relaxation exercises) and describe how each strategy would help.	
For each of the two emotions (2 x 4 marks)	
Provides an appropriate strategy that can help manage the emotion	2
Provides a simple strategy with minimal reference to the emotion	1
Subtotal	/4
Clearly describes how the strategy would help with the emotion	2
Simply describes how the strategy would help with minimal reference to the emotion	1
Subtotal	/4
Total	/8



Description	Marks
4. Explain what your decision would be in this situation	
Provides a comprehensive explanation of the decision made, supported by reference to the scenario	3
Provides a clear explanation of the decision made, supported by some reference to the scenario	2
Provides a simple explanation of the decision made, supported by minimal reference to the scenario	1
Subtotal	/3
Total	/21



APPENDIX C: **ASSESSMENT TASK 2**

Assessing the credibility of information



Achievement standard

By the end of the year:

Health Education

Students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information. Students describe skills to establish and manage positive relationships. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.

Physical Education

Students perform a variety of fundamental movement skills with some proficiency and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome. Students explain the benefits of regular physical activity and fitness to health and wellbeing. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome.



Assessment task

Title of task

Assessing the credibility of information

Task details

Description of task	Students will develop criteria to apply to a source of health information to assess credibility.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to: <ul style="list-style-type: none">• develop and apply criteria• make decisions about sources of information
Evidence to be collected	Student developed criteria, applied to two sources of health information
Suggested time	60 minutes

Content description

Content from the Western Australian Curriculum

Healthy and active communities

Criteria that can be applied to sources of information, including online, to assess their credibility

Task preparation

Prior learning

Students have worked both collaboratively and independently to:

- apply given criteria to health information
- develop criteria to assess health information
- provide and receive feedback on the development of criteria
- make informed decisions about the credibility of information.

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

Nil

Instructions for teachers

Teaching the learning area content commences in Week 5 of Term 3. There are multiple opportunities provided for the explicit teaching of skills and concepts required for the development and application of criteria that can be applied to sources of information to assess their credibility.

Complete the summative task in Week 8. If the task is used for the purpose of moderation, it is suggested that teachers collate a suite of student work commencing in Week 5 to inform moderation processes and ensure comparability of standards.

Week 5

Learning experiences

Using the context of alcohol, students address the importance of credible sources of information to establish facts and misconceptions around the topic. Students work collaboratively to develop criteria and assess the credibility of the information sourced. They establish the importance of accurate information in sources.

Week 6

Learning experiences

Students review a range of sources of information regarding alcohol consumption and use the sources to develop their criteria for assessing the credibility of sources. Some of the sources may be less credible than others to highlight to students the range of misleading information that may be available.

Students demonstrate their understanding of the context by creating an infographic.

Week 7

Learning experiences

Students work collaboratively to develop criteria to assess information. They will complete a peer-review process and assess infographics developed in the previous week and provide feedback to their peers.

Week 8

Learning experiences

Students work independently to develop criteria and apply it to two sources of health information provided by the teacher. Students write a short paragraph on why the source is credible or not. Students to submit both the criteria and the written feedback as part of the summative assessment.

Teacher may choose sources of health information based on a context that is both suitable and relevant to students.



Instructions to students

Week 8

1. Independently develop **two** criteria that can be applied to sources of health information to assess their credibility.
2. Apply the criteria to **two** sources of health information provided.
3. Evaluate each of the **two** criteria. Either justify their usefulness or make adjustments to improve their suitability.
4. Make a judgement on the suitability of each of the sources of health information and write a short paragraph to explain why or why not the information provided is credible.

Marking key

Description	Marks
1. Independently develop two criteria that can be applied to sources of health information to assess their credibility.	
For each of the two criteria:	
Develops a well-thought-out criterion that allows for accurate evaluation of a source of information	2
Develops a simple criterion with some relevance to the evaluation of a source of information.	1
Subtotal	/4
2. Apply the criteria to two sources of health information provided.	
For each of the two sources of information:	
Applies the first criterion to evaluate the source, accurately and with detail	2
Applies the first criterion to evaluate the source	1
Applies the second criterion to evaluate the source, accurately and with detail	2
Applies the second criterion to evaluate the source.	1
Subtotal	/8
3. Evaluate each of the two criteria. Either justify their usefulness or make adjustments to improve their suitability.	
For each of the two criteria:	
Provides a clear justification of its usefulness or makes appropriate adjustments	2
Provides a simple justification or makes simple adjustments.	1
Subtotal	/4
4. Make a judgement on the suitability of each of the sources of health information and write a short paragraph to explain why or why not the information provided is credible.	
For each of the two sources of information:	
Provides a comprehensive explanation with references to the criteria and provides links to the type of source and information provided	3
Provides a clear explanation with reference to the criteria and some links to the type of source and information provided	2
Provides a simple explanation with minimal reference to the criteria, type of source or information provided.	1
Subtotal	/6
Total	/22

