



SAMPLE TEACHING AND LEARNING OUTLINE

HEALTH EDUCATION
YEAR 2

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

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

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

Week	Syllabus content	Lesson content	Suggested resources
1–2	Personal strengths and achievements and how they contribute to personal identities	Personal strengths <ul style="list-style-type: none"> • what I like about myself • how I am unique • what I am good at • what is a strength? • everyone has strengths • examples of character strengths people have e.g. good listener, good friend, brave, courageous, honest, fair, enthusiastic 	Know your character strengths https://www.youtube.com/watch?v=K0O_2LEtdfY
3		How I have grown and changed <ul style="list-style-type: none"> • things I can now do on my own (personal achievements) • how I felt before, during and after achieving something for the first time 	Growing and developing healthy relationships: Our own firsts: Personal achievements activity https://gdhr.wa.gov.au/-/our-own-firsts
4–5		Me, and how I am different to others <ul style="list-style-type: none"> • who am I? • what makes people the same (what makes you the same as others?) • what makes people different (what makes you different to others?) • sameness is boring, difference is interesting 	<i>Whoever You Are</i> (Mem Fox) Our Many Identities (Global Education) Activity 2 Multiple identities, I am ... http://www.globaleducation.edu.au/teaching-activity/our-many-identities-f-2.html#activity1 Growing and Developing Healthy Relationships: We are all different activity https://gdhr.wa.gov.au/-/we-are-all-different ACT Government ‘Everyone Everyday’ Program: Lesson 1: I count! You count! https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=14087de7-569b-4cfe-aba4-774b23c30d91&SearchScope=Primary

Week	Syllabus content	Lesson content	Suggested resources
6		<p>Using my strengths</p> <ul style="list-style-type: none"> being friendly to others helps them feel good and I feel good too (using my strengths to make myself and others feel better) 	<p>Catching on Early (Department of Education and Early Childhood Development Victoria). Page 67, learning sequence 2 – Say ‘hello’ https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingoneyrsv.pdf</p>
7–8	Changes in relationships and responsibilities as individuals grow older	<p>Growing and changing</p> <ul style="list-style-type: none"> ways I have grown and changed since I was a baby things my body needs to grow and be healthy who is in my family? changes in family structure over time what I can do to manage myself as I get older, e.g. getting bag ready for school, preparing own snacks, getting ready to ride a bike 	<p>Growing and developing healthy relationships: Managing family change activity https://gdhr.wa.gov.au/-/managing-family-change</p>
9–10	<p>Ways to interpret the feelings of others in different situations, such as:</p> <ul style="list-style-type: none"> words other people use facial expressions body language 	<p>Communicating feelings</p> <ul style="list-style-type: none"> there are no right or wrong feelings interpreting my own and others’ feelings body language and other signs tell others how we are feeling what empathy looks, feels and sounds like tuning in to non-verbal forms of communication 	<p>School Drug Education and Road Aware: Resilience and wellbeing focus area 1</p> <p>Activity 3 I know how you are feeling</p> <p>Activity 6 Practising reading emotions</p> <p>http://www.sdera.wa.edu.au/media/1231/resilience-and-wellbeing-yr2.pdf</p> <p>Growing and Developing Healthy Relationships</p> <p>Reading emotions in others activity https://gdhr.wa.gov.au/-/reading-emotions-in-others</p>

Week	Syllabus content	Lesson content	Suggested resources
11–13	Strategies to include others in activities and games	Being a good sport <ul style="list-style-type: none"> • how it feels to be included vs. excluded • making others feel welcome and accepting others in play and games (what to say and do) • being a good winner and a good loser • how to compromise during play and games 	Growing and Developing Healthy Relationships Good playing skills activity https://gdhr.wa.gov.au/-/good-playing-skills Kids' Health http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=3008
		Using effective communication in activities/games <ul style="list-style-type: none"> • ways to agree and disagree • passive, assertive, and aggressive communication 	School Drug Education and Road Aware: Resilience and Wellbeing focus area 1 Activity 4 Ways to disagree http://www.sdera.wa.edu.au/media/1231/resilience-and-wellbeing-yr2.pdf
14–17	Strategies to use when help is needed: <ul style="list-style-type: none"> • procedure and practice for dialling 000 in an emergency • locating safety houses and trusted networks in the local community 	Being safe <ul style="list-style-type: none"> • safe and unsafe situations • situations when I need help • knowing what an emergency is • warning words and symbols • people who can help in an emergency • when to call for emergency services (000) • dialling 000 • knowing what to say and do in an emergency • the safe use of medicines 	School Drug Education and Road Aware: Drug Education focus area 2 (choose from/adapt) Activity 2 People who can help in an emergency Activity 3 Warning words and symbols Activity 4 Knowing what to say in an emergency Activity 5 Safe use of medicines Activity 7 Practising dealing with emergencies Activity 8 Making safer decisions around medicines http://www.sdera.wa.edu.au/media/1232/drug-education-yr2.pdf Triple zero kids challenge http://kids.triplezero.gov.au/

Week	Syllabus content	Lesson content	Suggested resources
18–19		<ul style="list-style-type: none"> • trusted adults in my community • locations of safe places in my community, such as safety houses • crossing the road safely • walking in the local area 	<p>School Drug Education and Road Aware: Pedestrian Safety focus area 4</p> <p>Activity 5 Stop before you cross</p> <p>Activity 6 Walking in the local area</p> <p>http://www.sdera.wa.edu.au/media/1229/pedestrian-safety-yr2.pdf</p> <p>Safety House WA Inc. http://www.safetyhousewa.org.au/about/</p> <p>Constable Care http://www.cccsf.org.au</p> <p>RAC Primary School Education Programs https://rac.com.au/about-rac/community-programs/community-education/for-primary-schools</p>
20	<p>Ways health messages are communicated in the media and how they can influence personal health choices, such as ‘slip, slop, slap’</p>	<p>Understanding media messages</p> <ul style="list-style-type: none"> • examples of health messages in the media that encourage healthy behaviour such as slip, slop, slap • examples of media advertising/slogans and behaviours they are encouraging (focus on advertising of junk foods) 	<p>Cancer Council Australia</p> <p>Sid the Seagull sings Slip, Slop, Slap, Seek, Slide http://www.cancer.org.au/preventing-cancer/sun-protection/sunsmart-schools/primary-school-resource.html</p> <p>Cancer Council Victoria http://www.sunsmart.com.au/communities/early-childhood-primary-schools/resources-primary-early-childhood/animations</p> <p>Clips of media advertisements for junk food; catalogues/brochures. Choose from collection on http://www.bestadsontv.com/category/32/Food</p>

Week	Syllabus content	Lesson content	Suggested resources
21–22		<ul style="list-style-type: none"> ways the media influences choices about health, such as clever slogans, toys and giveaways, attractive packaging, loyalty programs, celebrity endorsements, competitions, viral marketing, social media 	Refresh.ED ¹ Year 2 Introducing Serves Learning task 3: Message me http://www.refreshedschools.health.wa.gov.au/wp-content/uploads/2014/04/Year-2-Introducing-serves.pdf
23	Strategies and behaviours that promote health and wellbeing: <ul style="list-style-type: none"> personal hygiene practices healthy eating sufficient sleep staying hydrated regular physical activity 	Personal hygiene at home and school <ul style="list-style-type: none"> importance of good hygiene to stay healthy germs and how they spread self-care practices such as washing hands, brushing teeth, using tissues 	Germ attack lesson plan Stopping the spread lesson plan http://www.teachingideas.co.uk/sites/default/files/albaneyvfl_essonplans_0.pdf General hygiene resources http://www.teachingideas.co.uk/healthy-lifestyles/hygiene-resources Hygiene awareness http://www.amandayoungfoundation.org.au/images/amanday---boighowaer.pdf Ministry of Health New Zealand Hygiene resources http://hps.tki.org.nz/HPS-Resources/Health-wellbeing-priorities/Hygiene

Week	Syllabus content	Lesson content	Suggested resources
24–26		<p>Healthy eating and hydration</p> <ul style="list-style-type: none"> • why we eat food • foods my body needs to be healthy • importance of variety • importance of good hydration • influences on my food choices • healthy snacks I can eat • how to make informed choices about food – healthy lunches and snacks 	<p>Refresh.ED¹ Year 2 To grow, be healthy and active</p> <p>Learning task 1: To grow, be healthy and active</p> <p>http://www.refreshedschools.health.wa.gov.au/wp-content/uploads/2015/01/Year-2-To-grow-be-healthy-and-active.pdf</p> <p>Refresh.ED¹ Year 3 Exploring snacks</p> <p>Learning task 1: Is what I eat my choice?</p> <p>Learning task 2: What makes a healthy snack?</p> <p>http://www.refreshedschools.health.wa.gov.au/wp-content/uploads/2015/01/Year-3-Exploring-snacks.pdf</p> <p>Lunch Box Blitz</p> <p>http://www.lunchboxblitz.com/wp-content/uploads/PDF/LessonPlans/lbb_lesson_plan_lower_primary.pdf</p>

Week	Syllabus content	Lesson content	Suggested resources
27–28		<p>Regular physical activity</p> <ul style="list-style-type: none"> • things I do to be active • what happens to my body when I am active • ways to keep active at home and school <p>Sleep</p> <ul style="list-style-type: none"> • why our bodies need sleep • ways to get a good sleep, such as stick to a bedtime and wake up time, minimise screen time, manage worries and stress 	<p>Healthy Active Kids</p> <p>Unit 2 – Health benefits of physical activity</p> <p>Lesson 1: How active are you?</p> <p>https://www.healthyactivekids.com.au/teachers/tasmania/unit-2-health-benefits-physical-activity/lesson-1-how-active-are-you/</p> <p>Library pack: Be active</p> <p>Appendix 6: What raises your heart rate?</p> <p>http://riaus.org.au/wp-content/uploads/2013/07/LibraryPack_BeActive_v5-LORES.pdf</p> <p>School and home audit (ways to be active in these environments)</p> <p>Kids’ Health: What sleep is and why all kids need it</p> <p>http://kidshealth.org/en/kids/not-tired.html</p> <p>Kids’ Helpline – Worry (dealing with worries)</p> <p>https://kidshelpline.com.au/grownups/news-research/teacher-resources/kids-helpline@school/classroom-activities/worry.php</p> <p>KidsMatter² resources</p>

Week	Syllabus content	Lesson content	Suggested resources
29–32	<p>Actions that keep people safe and healthy Actions that keep people safe and healthy in and outside the classroom, such as:</p> <ul style="list-style-type: none"> • staying hydrated • being sun smart • following school rules 	<p>Being sun smart</p> <ul style="list-style-type: none"> • personal protection from the sun i.e. wearing a hat, sunglasses, sunscreen and protective clothing, seeking shade/shelter • school rules about sun safety 	<p>Cancer Council WA</p> <p>Kidskin resources (early primary school sun safety education resource)</p> <p>http://kidskin.generationsunsmart.com.au/wp-content/uploads/kidskin-early-primary1.pdf</p> <p>Cancer Council Victoria and Vic Health SunSmart curriculum resources (choose from/adapt)</p> <p>SunSmart tennis crowd</p> <p>SunSmart sausage science</p> <p>http://www.sunsmart.com.au/communities/early-childhood-primary-schools/resources-primary-early-childhood/curriculum-resources#primary</p>
33–35		<p>Pedestrian safety</p> <ul style="list-style-type: none"> • who/what uses roads • road signs • safety when crossing roads 	<p>School Drug Education and Road Aware: Pedestrian Safety focus area 4 (choose from/adapt)</p> <p>Activity 1 Roads and traffic</p> <p>Activity 2 Road signs</p> <p>Activity 3 Sounds of the street</p> <p>Activity 4 Time to cross</p> <p>Activity 7 Making decisions as a pedestrian</p> <p>http://www.sdera.wa.edu.au/media/1229/pedestrian-safety-yr2.pdf</p>

Notes

1. Resource materials quoted in this document may reference the Australian Curriculum. It is the responsibility of the document user to ensure content delivery aligns with the Western Australian Curriculum.
2. Teachers must register to acquire access to the Refresh.ED resources included in this sample teaching and learning program.
3. Kismatter Primary is an Australia mental health and well-being initiative for primary schools. It is based on a framework that caters for the mental health needs of children by creating positive school communities:
 - teaching children skills and food social and emotional development
 - working together with families
 - recognising and getting help for children with mental health problems.
4. Kismatter Primary has a range of programs for teachers and schools listed on its website which focus on various elements of mental health and well-being. Included are some teaching and learning support materials and a useful search function to filter programs for specific schools.