



HEALTH AND PHYSICAL EDUCATION: HEALTH EDUCATION

Teaching, learning and assessment exemplar
Year 3



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).

Copyright

© School Curriculum and Standards Authority, 2024

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

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

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

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their 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.

The use of company names, product names or other registered business marks in this document is incidental and used for educational purposes only. These business marks may be registered trademarks and the property of their respective owners.

Cover image adapted from: davidf. (2015). [Stock photograph ID: 539233431]. Retrieved July, 2021, from <https://www.istockphoto.com/>

Cover image adapted from: blackred. (2020). [Stock photograph ID: 1199586270]. Retrieved July, 2021, from <https://www.istockphoto.com/>

Contents

The Western Australian Curriculum 1
 The Health and Physical Education curriculum 1

This exemplar..... 2
 Catering for diversity..... 2
 Using this exemplar 3
 Links to electronic resources..... 3

Best practice 4
 Teaching and learning 4
 Assessing 4
 Reflecting..... 4

Western Australian Curriculum | What will be taught 5

Achievement standard | What is assessed 6

Term 1 Weeks 1–8..... 7

Term 2 Weeks 1–8.....17

Term 3 Weeks 1–8.....29

Term 4 Weeks 1–8.....39

Appendix A: Resources49

Appendix B: Assessment task 1.....65

Appendix C: Assessment task 2.....73



The Western Australian Curriculum

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

The Health and Physical Education curriculum

The mandated curriculum is presented in the year-level 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 3 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 thirty-two lessons.

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:

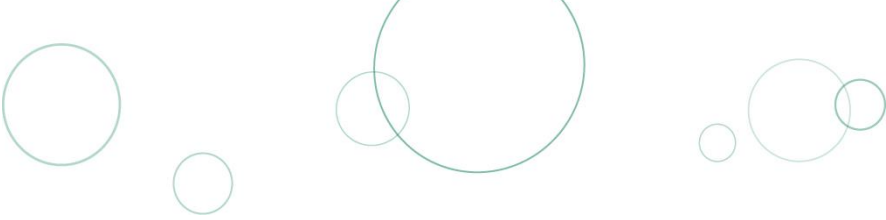
- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

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 3, students develop strategies for managing the physical, emotional and social changes they may experience as they grow older. They continue to develop relationship skills and their understanding of the importance of showing empathy and respect for others outside their classroom. Students interpret the accuracy of health information communicated in the media and online environments and make responsible choices and decisions.

Students are introduced to new fundamental movement skills, consolidate previously learnt skills and explore ways to select, transfer and apply simple movement skills. They combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity.



Achievement standard | What is assessed

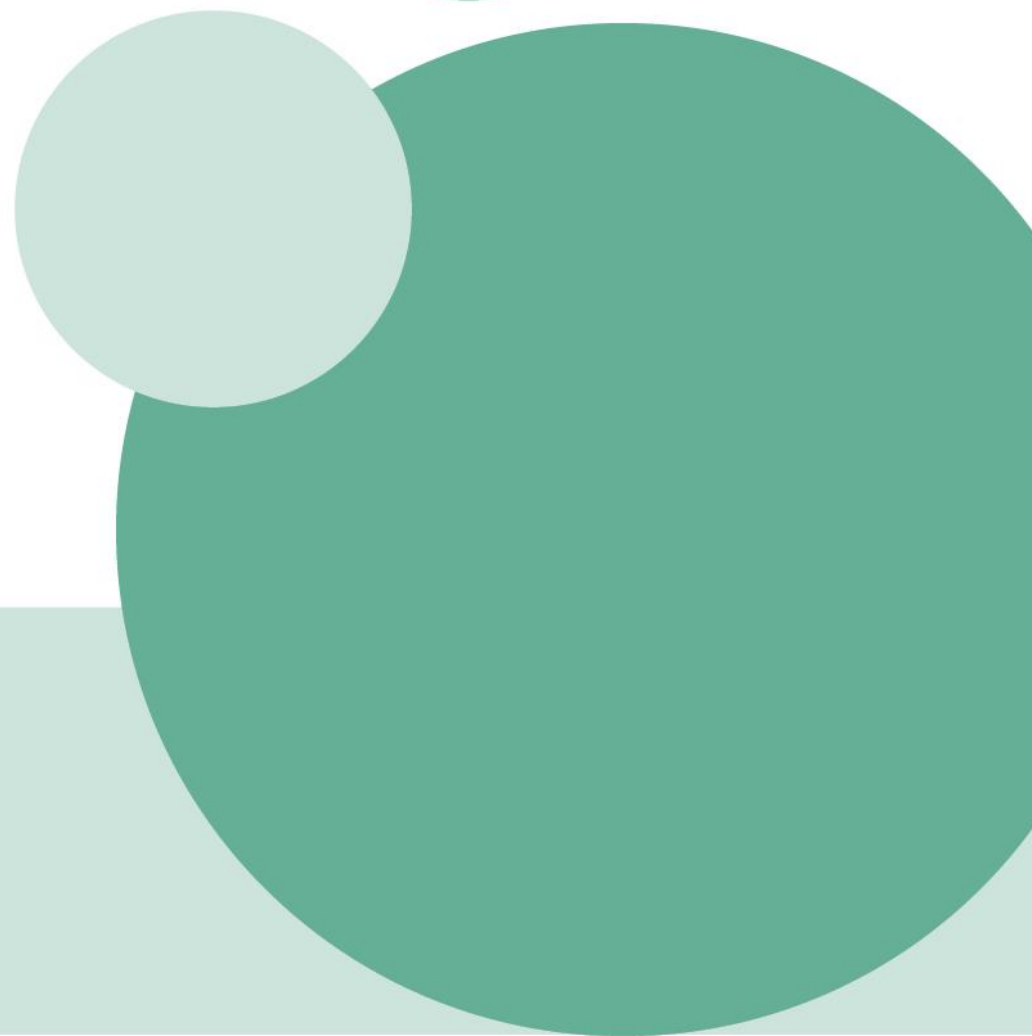
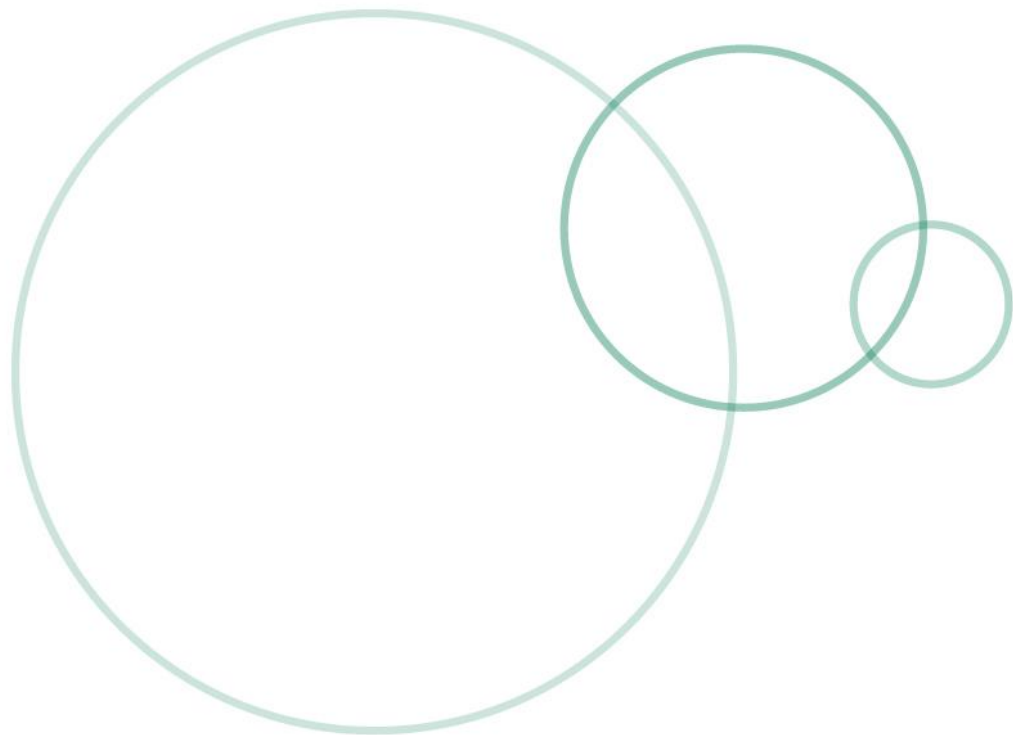
By the end of the year:

Health Education

Students identify factors that strengthen identities and describe changes as they grow older. They describe protective behaviours and skills to respond to unsafe situations and identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing. Students describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others.

Physical Education

Students perform a variety of fundamental movement skills, and combine these with simple tactics when participating in physical activities and minor games to achieve an intended outcome. They describe the benefits of regular physical activity and fitness to health and wellbeing. In physical activities and minor games, students apply strategies for working cooperatively and follow basic rules to ensure activities are safe and fair.



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 Factors that strengthen personal identities, including family, friends, and school</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is special about me? • Are we all the same? Why/Why not? <p>Support notes Students focus on their own personal identity and acknowledge that everyone is unique. While students will make comparisons between people, focus on strengths and how diversity is important.</p> <p>Teachers may choose to use the resources on the School Drug Education and Road Aware (SDERA) website (Appendix A).</p> <p>Suggested assessment point Opportunity to observe students’ knowledge and understanding of the concept of personal identity.</p>	<p>Teaching and learning Who am I? Read a story that highlights a unique character, such as <i>Elmer</i> by David McKee.</p> <p>Invite students to discuss differences and similarities in people. Encourage students to consider:</p> <ul style="list-style-type: none"> • strengths • abilities • interests. <p>Use a collaborative learning strategy to show how people can be the same as others and yet have qualities unique to themselves. Use the Placemat activity in SDERA, <i>Recognising and accepting differences</i>.</p> <p>Once the activity has been completed, invite the students to share their findings with the class.</p> <p>The Placemat activity will be referred to in Week 4 and should be collected for this purpose.</p>

Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Factors that strengthen personal identities, including family, friends, and school</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Which values are respected in my family? • What is my family culture? • How do my family’s values and culture influence me? <p>Support notes Students focus on their family background, including culture and values, as factors that have contributed to their personal identity.</p> <p>It is recommended teachers are sensitive to students’ backgrounds, prior to asking them to share information about family and culture.</p> <p>Teachers are encouraged to refer to the <i>Protective interrupting</i> guide available on the Growing & developing healthy relationships website (Appendix A).</p> <p>Suggested assessment point Students can identify ways their family influences them.</p>	<p>Teaching and learning Where do I come from? In small groups or pairs, students discuss information about their family and their culture based on the focus questions.</p> <p>Provide students with blank paper to fold in half. Using dot points, students document the ways their family has influenced them, using the reflective statement:</p> <ul style="list-style-type: none"> • What my family has taught me about: <ul style="list-style-type: none"> ▪ caring for myself (e.g. getting dressed, eating healthily) ▪ caring for others (e.g. being kind, sharing). <p>As a class, in small groups or in pairs, students share their ideas of the family factors that have shaped their identity.</p> <p>Encourage students to explain how the care and support of their family makes them feel, and why it is important.</p>

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Factors that strengthen personal identities, including family, friends, and school</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Which groups do you belong to? • How do groups influence who we are? • What do different groups expect from us? • What experiences do the group provide? <p>Support notes Many people and experiences contribute to the development of students, including their identity. This learning experience explores the different groups that students belong to, both in the school and the community.</p> <p>The groups that students belong to may vary. Teachers are best placed to adapt this lesson depending on the context of their students’ families, school and/or local community.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Kids Academy – Communities for Kids – Types of Communities Social Studies for Kids Kids Academy https://www.youtube.com/watch?v=IGC0zxcRNJQ 	<p>Teaching and learning The groups we belong to. View a video about communities and/or belonging.</p> <p>Introduce the concept of groups that students may belong to, such as school group, sporting club, and community group. Ask students to consider how groups may influence people, similar to the way families do, as discussed in previous learning experience.</p> <p>Ask students to imagine that a new student is starting in the class. Use a collaborative strategy, such as an ABC Graffiti, for students to consider and document positive and helpful ways to help the new student feel happy, safe and feel like they belong (e.g. A – ask if they need anything, B – be available to help, C – care for them, D – demonstrate the school’s values).</p>

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Factors that strengthen personal identities, including family, friends, and school</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are your personal strengths? • What are some of the challenges you have experienced? • Are they the same as other people’s? Why/Why not? • What is it about yourself that you are most proud of? <p>Support notes Students recognise their own strengths and challenges they have faced, and how this has shaped their personal identity. This learning experience encourages them to understand that everyone has their own strengths and challenges, and comparing themselves to others is not helpful.</p> <p>If time constraints are present, teachers may choose to provide each student with a photo of themselves, in preference to students drawing their own pictures.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Cheshire Young Carers – Strengths and weaknesses https://www.youtube.com/watch?v=d-0IJ9jK9Zs <p>Suggested assessment point Students can identify the factors that influence and strengthen who they are.</p>	<p>Teaching and learning My personal strengths. View a video about strengths and challenges.</p> <p>In groups, students take part in a game or activity that involves collaboration with peers. Teachers may consider using Building team strengths through cooperative games (Appendix A). Discuss which strengths assisted students to work effectively with others during the game.</p> <p>Students draw a picture of themselves and use a graffiti technique to fill the surrounding area with information about their personal strengths. Students may refer back to the Placemat learning experience from Week 1.</p> <p>As a class, brainstorm and make a list of all the positive adjectives students can use to describe themselves.</p>

Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Factors that strengthen personal identities, including family, friends, and school</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How do my friends influence me? • How can I support my friends to be the best they can be? <p>Support notes In this learning experience, students understand the influence others have on them, as well as the influence they have on other people.</p> <p>It is suggested the focus of the brainstorm is on positive influences, using a strengths-based approach.</p> <p>Suggested assessment point Students can identify ways friends influence each other.</p>	<p>Teaching and learning Promoting positive relationships. Explain to students that friends can influence us in the same way as our families and members of groups do.</p> <p>As a class, brainstorm the ways friends influence us. Ask students to explain how these influences shape their personal identity (e.g. a friend who is very adventurous may encourage them to try new things they would not normally do).</p> <p>Individually, students write a recipe explaining how to be a good friend who has a positive influence on others. Ingredients could include the qualities of a good friend (e.g. kindness, empathy) and the method could include ways to be a good friend (e.g. including them in games, encouraging them to make good behaviour choices).</p>

Term 1 Week 6

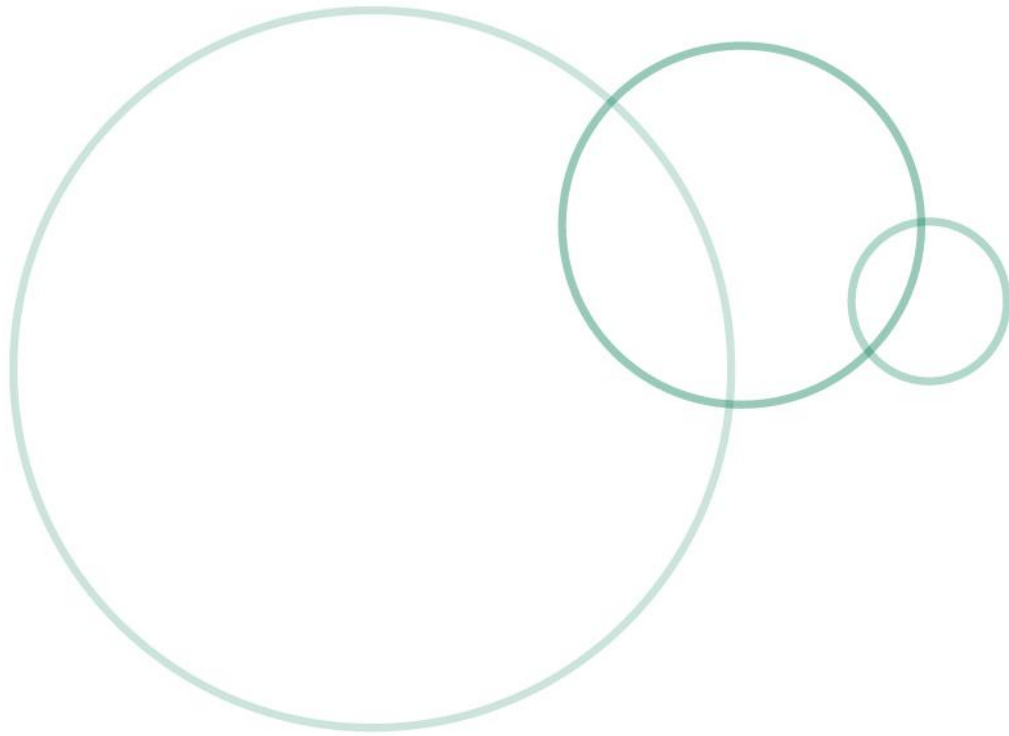
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Physical, social and emotional changes that occur as individuals grow older</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How has my body changed since I was a <ul style="list-style-type: none"> ▪ baby? ▪ toddler? ▪ Pre-primary student? • Why does our body change? • What other changes may I experience as I get older? <p>Support notes</p> <p>The physical changes discussed in this learning experience should only focus on those directly related to growth (e.g. height, weight, stamina, strength, coordination).</p> <p>It is suggested teachers request that parents supply baby, toddler and Pre-primary photos of the students prior to this learning experience. It is also recommended that teachers only complete this activity once they have an understanding of each student’s current family situation.</p>	<p>Teaching and learning</p> <p>How my body has changed. Students examine photos showing what they looked like at various stages of their life and respond to the focus questions.</p> <p>Provide students with a piece of A3 paper and ask them to fold it into quarters. Explain the activity to the students.</p> <ul style="list-style-type: none"> • Each quarter represents four stages: baby, Pre-primary student, current age and their future. • In each section, students write about what they were like at that stage and may include details, such as physical appearance, activities they liked to do, food they liked to eat. • In the fourth quarter, students predict what they will look like and what their interests may be. <p>The information students include may be written and/or pictorial.</p>

Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Physical, social and emotional changes that occur as individuals grow older</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Why do some friendships change? • Why do some friendships stay the same? • What are the different types of friendships we have? • What are the benefits of making new friends? • What are the positive ways we can cope when friendships change? • Do we always get along with our friends? Why/Why not? <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. It is important that students understand we have many friends in different aspects of our life, including outside of the school setting.</p> <p>Suggested assessment point Students can identify emotional changes that may occur as they grow older.</p>	<p>Teaching and learning Friendship changes. Read students a poem about friendship and/or watch a video about changes in friendship (Appendix A).</p> <p>Refer students to the recipe outlining how to be a good friend created in Week 5. Ask students to consider who they believe is a good friend to them and why.</p> <p>Students brainstorm why friendships may change. Teacher prompting may be needed. Ideas may include:</p> <ul style="list-style-type: none"> • changing school • moving house • different interests • disagreements. <p>Share with students the concept that change can be good and how we deal with change is important. Using a call out, students suggest ways they can cope when a friendship changes.</p> <p>As a class, in small groups or in pairs, students complete a T-chart to compare the positive and negative ways to deal with friendship changes.</p>

Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Physical, social and emotional changes that occur as individuals grow older</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Why does the way we feel about various things change? • As you get older, are there things you feel differently about? Why? <p>Support notes Feelings and emotions will be explored in greater detail later in the year. Students will also learn strategies to cope with their emotions.</p> <p>The learning intention for this experience focuses on the changes to feelings students may experience as they get older.</p>	<p>Teaching and learning Our feelings may change. Ask students to think of something they used to be really excited about, but are not now (e.g. riding a tricycle, choosing their own clothes). Students share their ideas why they think this change has occurred (e.g. can now ride a bicycle, have been choosing their own clothes for a long time).</p> <p>Students make predictions about what might make them excited/happy in the future (e.g. getting a mobile phone, going to secondary school).</p> <p>In pairs, students complete a Venn diagram to compare the things that make them happy now and their predictions for the future. This enables students to identify the feelings that may change and those that remain the same.</p>



TERM 2 WEEKS 1–8

Health Education

Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Protective behaviours and communication skills to respond to unsafe situations</p> <p>Strategies to use when help is needed</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does it mean to be safe? • Do we all have a right to feel safe? Why/Why not? • Which situations are unsafe? • What is the difference between feeling safe and being safe? • How can you respond to an unsafe situation? • What strategies can you use when help is needed? <p>Support notes Teachers are best placed to determine the learning needs of their students. This learning experience is designed to teach students the unsafe situations they may encounter in their everyday life and covers a broad range of safe and unsafe situations. Teachers may choose to narrow the focus to one aspect, such as school.</p> <p>A traffic light template has been provided (Appendix A).</p> <p>Suggested assessment point Students can identify safe and unsafe situations and describe responses to unsafe situations.</p>	<p>Teaching and learning What does it mean to be safe? As a class, brainstorm a definition for the term ‘safe’.</p> <p>Ask students to consider situations that are not safe in the home, at school and in the community.</p> <p>In groups, students create a traffic light system demonstrating things that are safe, things they should be cautious about, and things they should avoid.</p> <p>For example:</p> <ul style="list-style-type: none"> • Red light (avoid) <ul style="list-style-type: none"> ▪ swimming unsupervised ▪ crossing a busy road without a crosswalk ▪ talking to strangers • Amber light (exercise caution) <ul style="list-style-type: none"> ▪ someone knocking on the front door ▪ running around on the concrete playground at school ▪ patting a friend’s dog • Green light (safe) <ul style="list-style-type: none"> ▪ playing marbles with friends in the playground



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ crossing the road at a pedestrian crossing with adult guidance▪ using a safety knife to cut food <p>As a class, brainstorm how to respond to the unsafe situations. Include strategies to use when help is needed.</p>

Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Protective behaviours and communication skills to respond to unsafe situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are your warning signs when you feel unsafe? • Do we all have the same warning signs? Why/Why not? • What can you do when you feel unsafe? • How can you improve how you feel physically and emotionally when in an unsafe situation? <p>Support notes The intention of this learning experience is to teach students to be aware of their individual warning signs when feeling unsafe. This is in preparation for subsequent learning experiences that provide students the opportunity to learn and practise strategies that will assist them to respond in unsafe situations. Note that some students may disclose more than expected about unsafe situations.</p> <p>Teachers are encouraged to refer to the <i>Protective interrupting</i> guide available on the Growing & developing healthy relationships website (Appendix A).</p> <p>Suggested assessment point Students can identify their own warning signs for situations that make them feel unsafe and describe ways to respond that will improve how they feel emotionally and physically.</p>	<p>Teaching and learning When I feel unsafe. Create a situation where students will be startled, such as playing loud music suddenly or make a loud banging noise.</p> <p>Ask students to describe what they felt in their body. Using a collaborative strategy, such as think-pair-share, students discuss the other warning signs they have when they are feeling unsafe. Lead a discussion about how different people may have different reactions, feelings and emotions to different situations.</p> <p>Students draw/copy an outline of a body. A printed outline of a body may be an alternative for consideration. Students label the body shape to identify warning signs people experience.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> • increased heart rate • quicker breathing • ‘butterflies’ in the tummy • sweating/feeling cold • shaking • stomach pains.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		As a class, brainstorm how to respond to the unsafe situations in ways that will improve how they feel emotionally and physically.

Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Protective behaviours and communication skills to respond to unsafe situations</p> <p>Strategies to use when help is needed</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How can we keep ourselves safe? • What can we do when we feel unsafe? • Who can we go to for help? • How can we keep others safe? <p>Support notes The scenarios provided in Appendix A are suggestions only. Teachers should generate scenarios appropriate to the context of the students and community. The assertive behaviours explored should also be determined by the learning needs of the students.</p>	<p>Teaching and learning Responding in unsafe situations. Review previous lesson identifying warning signs students experience when feeling unsafe. Provide students with a variety of scenarios that involve children in unsafe situations. Some examples have been provided (Appendix A).</p> <p>Explain to students the task for each scenario:</p> <ul style="list-style-type: none"> • Identify the warning signs • What actions/strategy could the child take to be safe? • Who can the child tell? • What could the child say? <p>Students take turns to role-play the scenarios. At the end of each one, the class determine the most appropriate strategies for dealing with each situation.</p> <p>As a class, create a chart that lists all the appropriate assertive behaviours and skills students can use when faced with unsafe situations.</p>

Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Actions in daily routines that promote health and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Why is personal hygiene important? • What daily actions keep our bodies clean? • How does hygiene affect our health and wellbeing? <p>Support notes This lesson introduces students to the concept of personal hygiene and its role in promoting health. Key hygiene practices include washing hands, brushing teeth, showering, wearing clothes and covering sneezes. Teachers may choose to focus on hygiene routines most relevant to students' daily lives.</p> <p>A summative task is planned for Week 8 of this teaching term. Additional information regarding task requirements is available in Appendix B. Teachers are encouraged to review the requirements and the marking key to inform teaching and learning.</p> <p>Suggested assessment point Students can identify and describe key personal hygiene habits and explain their importance.</p>	<p>Teaching and learning What is hygiene? Lead a class discussion about hygiene – what it is and why it is important.</p> <p>Use a strategy to collect students' prior knowledge about the term 'hygiene', such as a mind map or brainstorm.</p> <p>Explain to students that the focus of this learning experience will be hygiene.</p> <p>As a class or in small groups, students engage in a sorting activity to classify pictures or words related to hygiene (e.g. washing hands, sneezing into an elbow, sharing a hairbrush, wearing dirty clothes) into two categories: 'Strong hygiene' and 'Room for improvement'.</p> <p>Students draw or write about their daily hygiene routine, including brushing teeth, showering and washing hands.</p> <p>Demonstrate the correct way to wash hands using soap and water, then have students practise.</p> <p>Students discuss how hygiene helps them feel good and stay healthy.</p>

Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Actions in daily routines that promote health and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Why do we need sleep? • What happens to our body and mind when we don't get enough sleep? • What can we do to have a good sleep routine? <p>Support notes Sleep and rest are essential for physical and mental wellbeing. Sleep helps with concentration, memory and energy levels. Good sleep habits include having a consistent bedtime, limiting screen time before bed and creating a comfortable sleep environment.</p> <p>Suggested assessment point Students can explain why sleep is important and list strategies for a healthy sleep routine.</p>	<p>Teaching and learning Revise previous learning experience about hygiene routines.</p> <p>Read a short story or scenario about a character who struggles with sleep. Discuss what the character did well and what they could improve in their bedtime routine.</p> <p>Ask students to close their eyes for 10 seconds and think about how they feel when they are tired. Then ask them to jump in place for 10 seconds and reflect on how they feel when they have energy. Connect this to the importance of rest.</p> <p>In pairs, students share their bedtime routines, identifying areas of strength and if there are any areas that they can improve (e.g. less screen time before bed).</p> <p>Students draw their ideal bedroom setup for a good night's sleep (e.g. no screens, dim lighting, comfortable bed).</p> <p>End with a short, guided relaxation exercise, such as deep breathing or listening to calming sounds.</p>

Term 2 Week 6

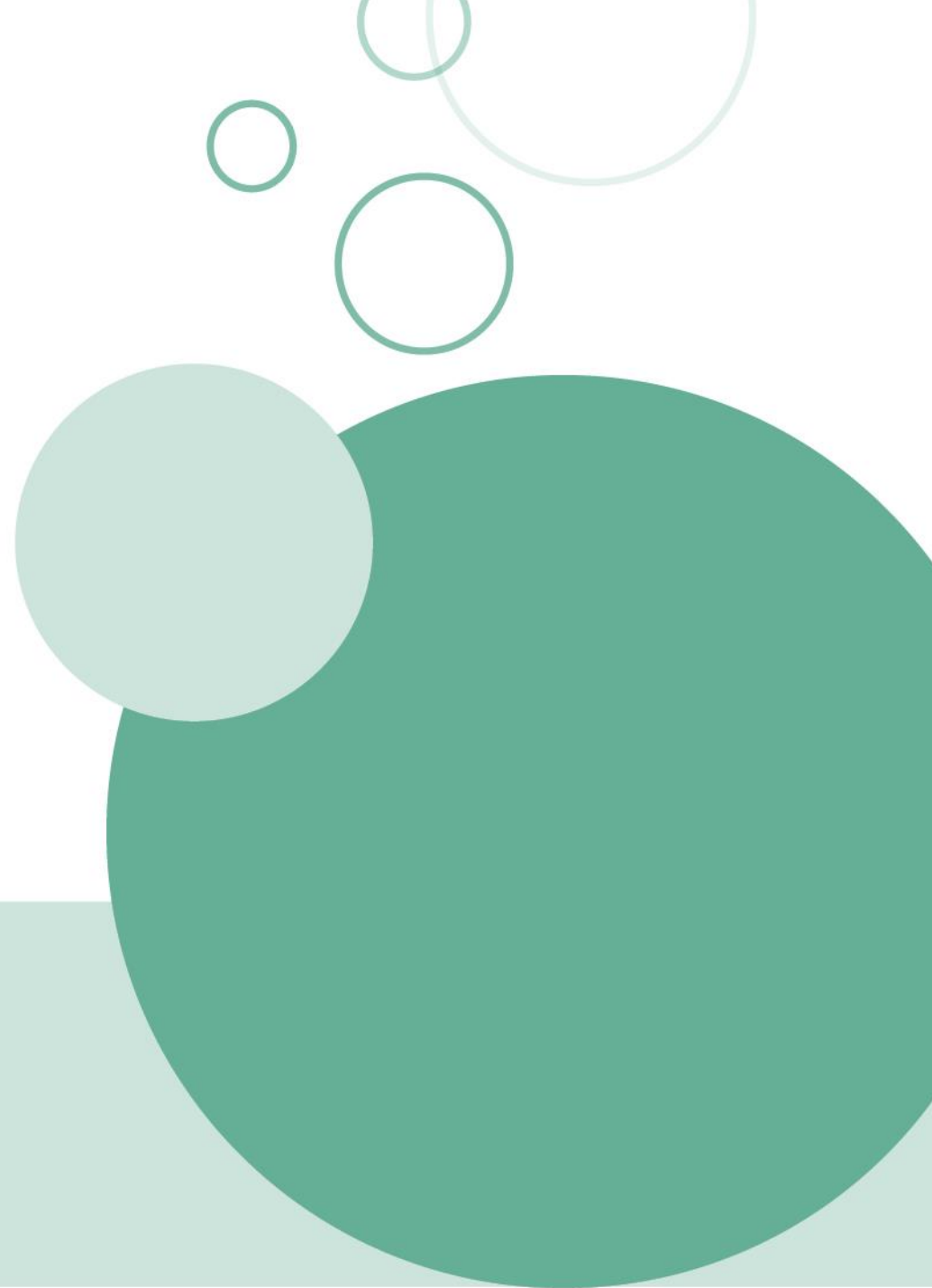
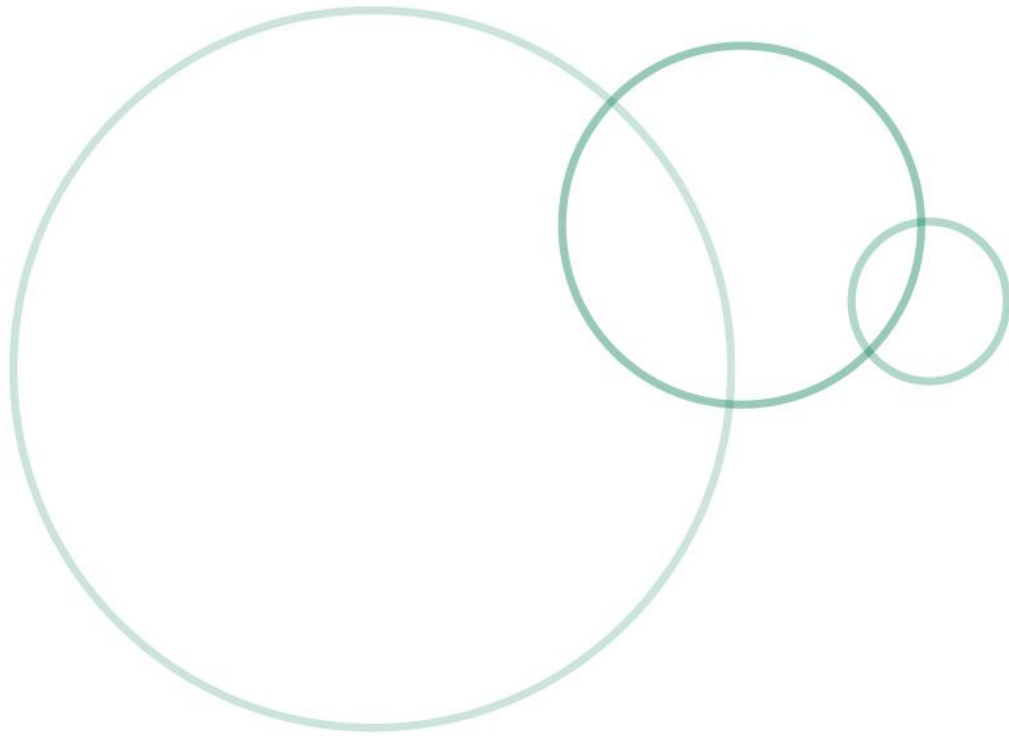
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Actions in daily routines that promote health and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Why is moving our bodies important? • What are some ways we can be active every day? • How does physical activity make us feel? <p>Support notes Daily movement helps with strength, coordination, mood and overall health. Physical activity can include playing outside, dancing, walking and stretching. This lesson encourages students to recognise fun and simple ways to stay active.</p> <p>Suggested assessment point Students can describe ways to be active in their daily lives and explain how movement benefits their health.</p>	<p>Teaching and learning Set up different activity stations (e.g. jumping, balancing, stretching). Students rotate through stations and describe how each movement benefits the body.</p> <p>As a class or in groups, students track how they move throughout the day (e.g. walking, dancing, playing) and create a bar graph to visualise different types of movement.</p> <p>As a class or in groups, students play a game, such as charades. Students act out different physical activities while classmates guess the movement, reinforcing the idea that there are many fun ways to stay active. Students then create a 'one-minute challenge' (e.g. how many star jacks in a minute?) and try each other's challenges.</p> <p>If possible, end the lesson by taking the class outside for a walk and discuss how being active outdoors can make them feel refreshed and energised.</p>

Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Actions in daily routines that promote health and wellbeing</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Why is it important to be safe while playing? • How can we make sure we and others are playing safely? • What are some safe and unsafe play behaviours? <p>Support notes This lesson focuses on the importance of being active while also ensuring safety during daily play activities. Teachers can guide discussions on playground safety, playing with equipment correctly and respecting others during games. The lesson encourages students to be mindful of their own actions and aware of their surroundings while engaging in physical activities as part of a daily routine.</p> <p>Suggested assessment point Students can describe safe play behaviours and explain how they contribute to wellbeing.</p>	<p>Teaching and learning Ask students to share their favourite ways to play at school or home. Discuss what makes play safe or unsafe.</p> <p>Show students images or short video clips of children playing in different settings (e.g. playground, park, backyard). In pairs, students act as ‘safety detectives’ and identify any unsafe behaviours.</p> <p>Take students to the playground (or show pictures of the school and local playgrounds) and have students identify where they need to be cautious (e.g. climbing equipment, swings, slides). Discuss how to use each piece of equipment safely.</p> <p>In small groups, students create a poster titled ‘How to play safely’ with drawings and safety tips, to promote safe play as part of daily actions at school and home.</p> <p>Students share one safety rule that they will follow during recess or outdoor play and explain why it is important.</p>

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Actions in daily routines that promote health and wellbeing</p>	<p>Support notes The activities in this learning experience form the planning for the summative assessment task in Appendix B.</p> <p>It is suggested teachers allocate a limit for the amount of time spent creating the poster, and for the self-assessment and peer assessment.</p> <p>An awareness of the cultural needs of the students should also be taken into consideration.</p>	<p>Assessment – Daily routine actions for health and wellbeing</p> <p>Explain the task to the students.</p> <ul style="list-style-type: none"> • Individually, create a poster based on the assessment criteria • Conduct a self-assessment of your own poster and a peer assessment of a classmate’s poster <p>Students complete Part A and Part B of the assessment task (Appendix B).</p>



TERM 3 WEEKS 1–8

Health Education

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Circumstances that can influence the level of emotional response to situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are emotions? • When do we feel emotions? • What are the emotions we feel? <p>Support notes It is important for students to understand that feelings and emotions are normal, and some make us more comfortable than others. The behavior/action/words we use when we feel emotions are important and there are ways we can manage our responses.</p> <p>Suggested assessment point Students can identify emotions and the potential triggers for them.</p>	<p>Teaching and learning Emotions. Involve students in playing a game that involves emotions, such as Emotions Echo (Appendix A).</p> <p>Read students a story about emotions (see Appendix A for suggestions). Ask students to note all the emotions experienced by the character/s in the story on paper or a small whiteboard.</p> <p>At the conclusion of the story, students share their notes. Write each emotion on a strip of paper. Ask students to categorise the strips into comfortable and uncomfortable feelings.</p> <p>In groups, students engage in a placemat activity. The label of an emotion is placed in the middle of the placement and students write down the times/situations (triggers) they may feel that emotion. Groups swap placemats to add to or extend ideas.</p> <p>Students share their thoughts from the placemat activity during a class discussion.</p>

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Circumstances that can influence the level of emotional response to situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How does our thinking affect our emotions? • Can we feel more than one emotion at a time? Why/Why not? • What are some examples of helpful thoughts? • What are some examples of unhelpful thoughts? <p>Support notes The key concepts covered in this learning experience are:</p> <ul style="list-style-type: none"> • We can feel more than one emotion at a time (e.g. happy and scared) • It is normal to have good and not so good days • It is our response to our emotions that is important • The thinking generated by our feelings is not always rational. 	<p>Teaching and learning Helpful versus unhelpful thinking. Review emotions and triggers from the previous learning experience.</p> <p>Tell the students something that you know will trigger an emotion. For example, the lunch break has been cancelled due to forecast rain.</p> <p>Using a call out strategy, students describe their initial thoughts when you made the announcement. Write the student responses on a large sheet of paper or the whiteboard. Using one of the negative responses as an example, ask students whether the thinking was helpful or unhelpful, and why.</p> <p>As a class, determine definitions for the terms ‘helpful thinking’ and ‘unhelpful thinking’.</p> <p>Using the definition of helpful thinking, students attempt to rephrase the unhelpful thoughts noted previously, as helpful thoughts.</p> <p>Engage students in a matching activity for helpful and unhelpful thinking. Teachers might consider using the <i>Helpful and unhelpful thinking</i> activity sheet (Appendix A). It is suggested this sheet is photocopied and cut up for students to match together.</p>

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Circumstances that can influence the level of emotional response to situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Are all feelings nice? • What feelings make us uncomfortable? Why? • What are ways we can manage uncomfortable feelings? <p>Support notes It is suggested the teacher reiterates that all feelings are normal; the way they are managed is important.</p> <p>Students are provided with opportunities to practice the strategies to manage uncomfortable feelings.</p>	<p>Teaching and learning Managing uncomfortable feelings.</p> <p>As a class, students brainstorm the strategies they use when experiencing uncomfortable emotions. Teachers may need to provide some suggestions initially. The SDERA resources provide suggestions of coping strategies (Appendix A).</p> <p>Ask students a series of relevant questions that may elicit uncomfortable feelings in the students. Samples can be found in the SDERA resource (Appendix A). Ask students to share the coping strategies they could use in response to the situations.</p> <p>Put students into groups. Assign each group an uncomfortable feeling (e.g. angry, sad, worried). Students invent a situation where that could lead to the uncomfortable feeling and prepare a role-play for the class. The role-play should involve the situation, the feeling experienced and the strategy used to manage the emotions.</p> <p>Students perform their role-play to the class and peers provide feedback.</p>

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Behaviours that show empathy and respect for others</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is empathy? • How can we show empathy? • Why is it important to have empathy? • Do we all have the same point of view? • Why is it important to consider the point of view of others? <p>Support notes Empathy may be a difficult concept for some students to understand. It is suggested that students are exposed to examples of being empathetic through literature and role-play situations.</p> <p>This learning experience is designed to provide opportunities to think about ideas from others' perspectives. The survey questions may be developed as a class or individually.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Mylemarks – All About Empathy (for kids!) https://www.youtube.com/watch?v=ltp21tly8nM <p>Suggested assessment point Students can describe empathetic behaviours to others.</p>	<p>Teaching and learning What is empathy? Watch the video <i>All About Empathy</i> (Appendix A).</p> <p>Ask students to respond to the focus questions. Introduce students to the concept of looking at things from another's point of view. Referencing the video is suggested during this discussion.</p> <p>Explain to students they will be developing interview questions to get an understanding of the point of view of others. The questions developed should be relevant to the context of the students and community and provide opportunities for students to understand that we do not all think the same. It is recommended the teacher decides how many questions to pose.</p> <p>Students conduct the survey by asking class peers to respond to the questions. As a class, discuss the responses received.</p>

Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Behaviours that show empathy and respect for others</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is respect? • How can we show respect for others? • Why is it important to have respect? <p>Support notes Students should have encountered the term ‘respect’ in the past. This learning experience is intended to review their knowledge and provide them with an opportunity to explore behaviours that demonstrate respect.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • ClassDojo – Respect (1 of 3) https://www.youtube.com/watch?v=E_lcinAftuk • ClassDojo – Respect (2 of 3) https://www.youtube.com/watch?v=nABxCW3ARFQ • ClassDojo – Respect (3 of 3) https://www.youtube.com/watch?v=PL5_BUQ2uQQ <p>Suggested assessment point Students can describe respectful behaviours to others.</p>	<p>Teaching and learning What is respect? View the three videos about respect (Appendix A). In between each video, ask one or two questions to check for understanding and/or gather student feedback regarding the focus questions.</p> <p>Ask students to consider the word respect and how respectful behaviour was demonstrated in the videos. Ask students to list the ways respect was demonstrated through behaviour (e.g. being polite, playing fair, being a good listener).</p> <p>As a class, develop a definition for the term ‘respect’.</p> <p>Provide students with large pieces of blank paper. In groups, students complete a graffiti activity, writing words and phrases related to behaviours showing respect (e.g. being kind, including others, caring for everyone). Students complete a gallery walk to add to the concepts covered by the other groups.</p>

Term 3 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Behaviours that show empathy and respect for others</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What do empathy and respect look like? • What do empathy and respect sound like? • What do empathy and respect feel like? <p>Support notes Students are provided with opportunities to practice the strategies previously learnt to show empathy and respect to others.</p> <p>Teachers should consider the context of the school and community, as well as the learning needs of the students, when determining the role-play scenarios that will be provided to the students.</p> <p>Suggested assessment point Students can demonstrate and describe empathetic and respectful behaviours to others.</p>	<p>Teaching and learning Showing empathy and respect. Revise the learning experiences about empathy and respect with the students.</p> <p>Explain to the students they will be engaging in role-play activities to practise showing empathy and respect for others. Students are encouraged to consider:</p> <ul style="list-style-type: none"> • what they could say • how they could act • the point of view of the other people in the scenario. <p>In small groups, students read and rehearse the role-play scenario they have been given. Sample scenarios have been provided (Appendix A).</p> <p>Students present their role-play scenario to the class, discussing how empathy and respect could have been used in those situations. Provide opportunity for peer feedback and discussion.</p>



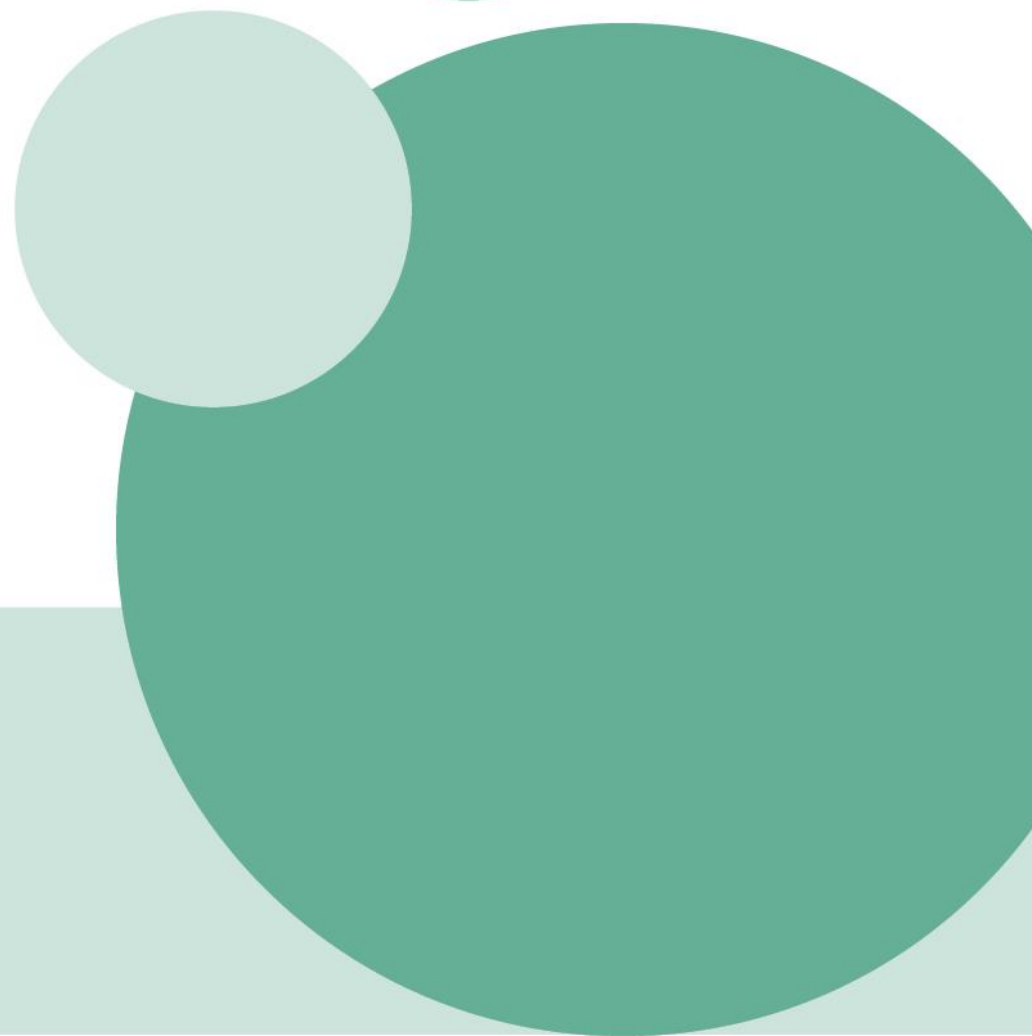
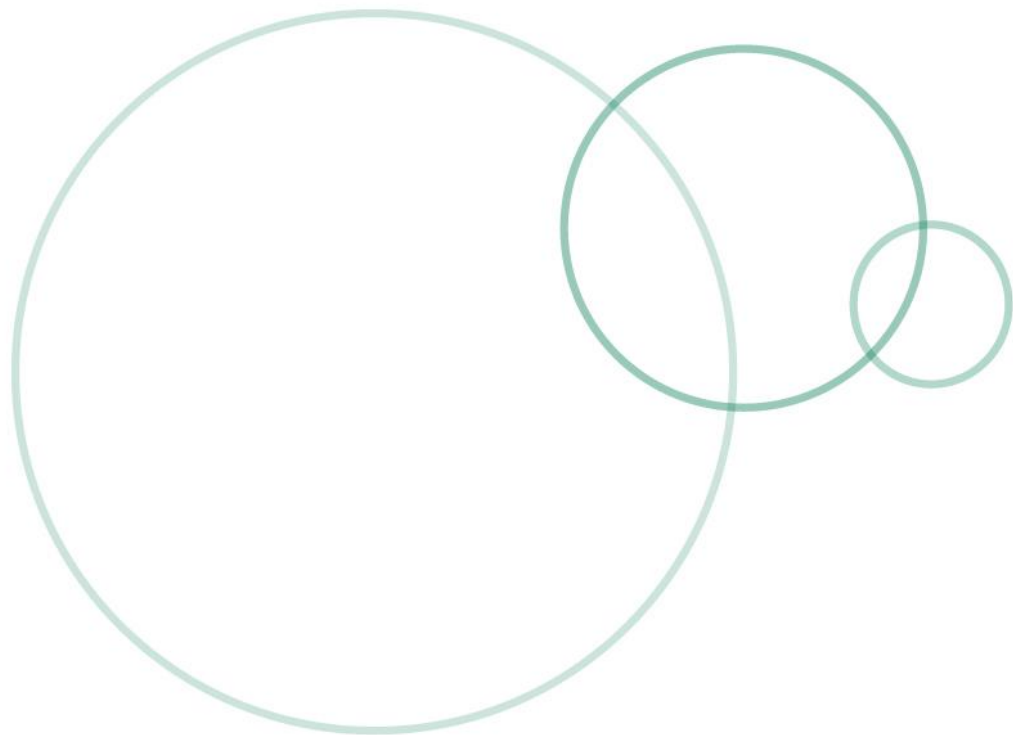
Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Behaviours that show empathy and respect for others</p>	<p>Support notes The activities in this learning experience form the planning for the summative assessment task in Appendix C.</p> <p>Students take photos of ways show empathy and respect to use in their infographic. Depending on time constraints, this part of the assessment may occur in either session.</p>	<p>Assessment – Planning a ‘Promoting empathy and respect for others’ infographic Review student knowledge of behaviours that show empathy and respect for others to maintain their wellbeing.</p> <p>Explain to students they will be planning and producing an infographic that shows how to demonstrate empathy and respect for others to maintain their wellbeing.</p> <p>Students complete Part A of the assessment task (Appendix C).</p>



Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Behaviours that show empathy and respect for others</p>	<p>Support notes The activities in this learning experience form the planning for the summative assessment task in Appendix C.</p> <p>Students take photos of ways show empathy and respect to use in their infographic. Depending on time constraints, this part of the assessment may occur in either session.</p>	<p>Assessment – Planning a ‘Promoting empathy and respect for others’ infographic</p> <p>Using the planning tool found in Part A of the assessment task, students create an infographic to demonstrate their knowledge and understanding about behaviours that show empathy and respect for others to maintain their wellbeing.</p> <p>See Appendix C for details.</p>



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 Choices and behaviours conveyed in health information and messages</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is a health message? • What health messages have we seen/heard? • Where do we see/hear health messages? • Who do the health messages come from? • Are health messages important? Why/Why not? <p>Support notes</p> <p>Health messages are a pervasive part of our society, readily provided through advertising, the media and the internet. This learning experience provides an opportunity for students to learn the importance of health messages.</p> <p>When choosing health messages to share, it is recommended teachers are mindful of the context of the class, school and community, as well as the learning needs of the students.</p> <p>Teachers are encouraged to refer to the <i>Protective interrupting</i> guide available on the Growing & developing healthy relationships website (Appendix A).</p>	<p>Teaching and learning</p> <p>Health messages. Show students a health message that can be viewed on TV or the internet. Initiate a discussion with students using the focus questions.</p> <p>As a class, brainstorm all the health messages students are aware of.</p> <p>Create a list of all the important aspects of health messages. Ask students to identify which messages are applicable to them and why.</p> <p>Select a health message that all students will be familiar with. As a class, in small groups, or in pairs, students write a list of all important aspects that would need to be included in a health message for the chosen topic. In groups or pairs, students prepare and present a brief oral presentation to deliver the chosen health message. Refer students to the important aspects determined earlier in the learning experience to include in their presentation.</p>

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Choices and behaviours conveyed in health information and messages</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Which health messages are we currently seeing/hearing? • Why do we need health messages and information? • Which health messages are important for children? • What choice do we have with the health messages and information we receive? <p>Support notes Students will examine choices and behaviours in provided health messages. The importance of health messages is discussed as well as the choices people make to follow them, or not.</p> <p>Suggested assessment point Students can identify choices available from a health message and the consequences of these choices.</p>	<p>Teaching and learning Examining health messages. Review health message knowledge from previous learning experience.</p> <p>View health messages relevant to students.</p> <p>Explain to the students that while they are viewing the messages they need to consider:</p> <ul style="list-style-type: none"> • the health messages being given • why the health messages are important • the choices people have in response to health messages • behaviours that can be seen in the messages. <p>Choose one of the viewed health messages to create a decision-making flow chart to demonstrate the choices available, and the consequences of these choices. An example has been provided (Appendix A). This activity may be completed as a whole class, in small groups, pairs or individually.</p>

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Choices and behaviours conveyed in health information and messages</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Which health messages have students seen at the school? • How are health messages shared in the school? <p>Support notes</p> <p>This learning experience provides an opportunity for students to determine the effectiveness of a health message within the school setting and is exemplified through sun safety. Teachers may choose to adapt this learning experience to address an alternative health message relevant to the context of the school and the learning needs of the students.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • SunSmart Kids https://www.youtube.com/playlist?list=PL7O3UndKFgO6B_IPdcPnUWNscVAYIA0Iq • Skcin: The Karen Clifford Skin Cancer Charity – Sun safety in schools https://www.skcin.org/sunSafetyAndPrevention/sunSafetyInSchools.htm 	<p>Teaching and learning</p> <p>Health messages in the school. View a series of videos provided by SunSmart Kids. Discuss the health messages and what information the videos are trying to convey.</p> <p>Ask students to consider the health messages provided in the school related to sun safety. Students engage in a think-pair-share session to determine what evidence of sun safety messages are provided (e.g. sunscreen stations, posters).</p> <p>Explain to students that they are going to develop survey questions to assist them in determining the effectiveness of the sun-smart message in the school. As a class, in small groups, or in pairs, students develop survey questions. Questions should be relevant to the school community but could include:</p> <ul style="list-style-type: none"> • Do you wear a sun-smart hat at school? • Do you wear sunscreen every day? • How often do you reapply sunscreen during the day? • Do you wear sunglasses when playing outside? • Do you seek shade on sunny days?

Term 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Choices and behaviours conveyed in health information and messages</p>	<p>Heading</p> <ul style="list-style-type: none"> • Which health messages are important for school? • How can we share health messages? • What is important for others to know when sharing a health message? <p>Support notes</p> <p>It is suggested the survey be conducted across a variety of classrooms. This will enable students to determine the effectiveness of sun safe messages in the school and decide on areas for further education.</p> <p>Suggested assessment point</p> <p>Students are able to provide relevant health messages to an intended audience.</p>	<p>Teaching and learning</p> <p>Promoting a health message in the school. Using the survey questions developed in the previous learning experience, students survey students in other classes and record their data. It is recommended simple tables are used to display and analyse data.</p> <p>As a class, discuss the results of the survey to identify the areas of sun safety that need further promotion in the school. Invite students to look for and discuss any patterns in the data (e.g. older students most likely to not wear a sun-smart hat).</p> <p>Students, as individuals or in pairs, create a poster with a sun safety message suitable for all students. Display the poster around the school.</p>

Term 4 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies for seeking, giving and denying permission are rehearsed and refined and situations where permission is required are described</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is permission? • Why is it important to ask for permission? • How can we respectfully give or deny permission? • What are some common situations where we need to ask for permission? <p>Support notes Discuss the meaning of permission and consent. Emphasise the importance of respecting others' boundaries. Introduce the concept of seeking, giving and denying permission.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Gloucestershire OPCC – Consent for Kids https://www.youtube.com/watch?v=AArlv-tvxWE • Growing & developing healthy relationships – Consent https://gdhr.wa.gov.au/before-you-start/educator-notes/consent <p>Suggested assessment point Observe the role-play activity and note how effectively students are asking for and giving permission. Look for clear communication and respectful responses.</p>	<p>Teaching and learning Understanding permission and consent. Show the video <i>Consent for Kids</i>. Discuss the main points of the video with the class.</p> <p>Ask students to share examples of when they have asked for permission. Discuss why it's important to ask for permission before using someone's belongings or sharing their photo.</p> <p>Explain to students that they are going to role-play scenarios in pairs where one student asks for permission and the other responds (Appendix A). Example scenarios:</p> <ul style="list-style-type: none"> • Asking to borrow a pencil • Asking to join a game • Asking to share a photo. <p>Have students share their thoughts on how it felt to ask for and give permission. Discuss any challenges they faced and how they overcame them.</p>

Term 4 Week 6

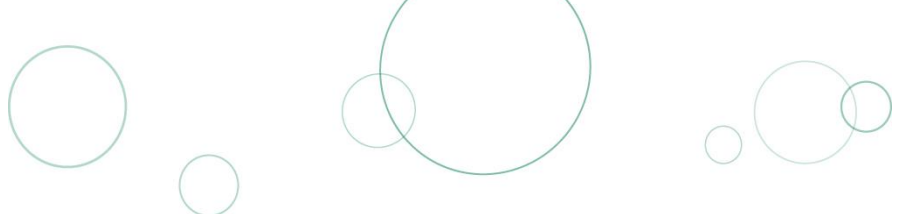
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 6</p> <p>Staying safe Strategies for seeking, giving and denying permission are rehearsed and refined and situations where permission is required are described</p> <p>Strategies to use when help is needed</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What should you do if someone does something hurtful or disrespectful to you? • How can you express your feelings and seek help? • Why is it important to tell someone about hurtful or disrespectful actions? • What words can we use to describe how we feel when someone hurts us? <p>Support notes Discuss the importance of expressing feelings and seeking help. Emphasise the importance of safety and respect.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • AMAZE Org – How To Deal With Rejection https://www.youtube.com/watch?v=RkZsDqH80Qs <p>Suggested assessment point Assess students’ ability to express their feelings and seek help during the individual and pairs activity. Look for appropriate use of language and assertiveness.</p>	<p>Teaching and learning Responding to hurtful or disrespectful actions. Show the video <i>How To Deal With Rejection</i>. Discuss the main points of the video with the class.</p> <p>Ask students to share examples of when someone did something hurtful or disrespectful to them. Discuss how they felt and what actions they took.</p> <p>Explain to students that they are going complete a scenario worksheet individually to organise the expression of their feelings and seeking help (Appendix A). Example scenarios:</p> <ul style="list-style-type: none"> • Someone calling them a mean name • Someone pushing them in line. <p>Students get into pairs and practise expressing their feelings and seeking help strategies for their scenarios.</p> <p>Have students share their thoughts on how it felt to discuss how to express their feelings and how to seek help in the pairs activity. Discuss the importance of seeking help and how to do it safely.</p>

Term 4 Week 7

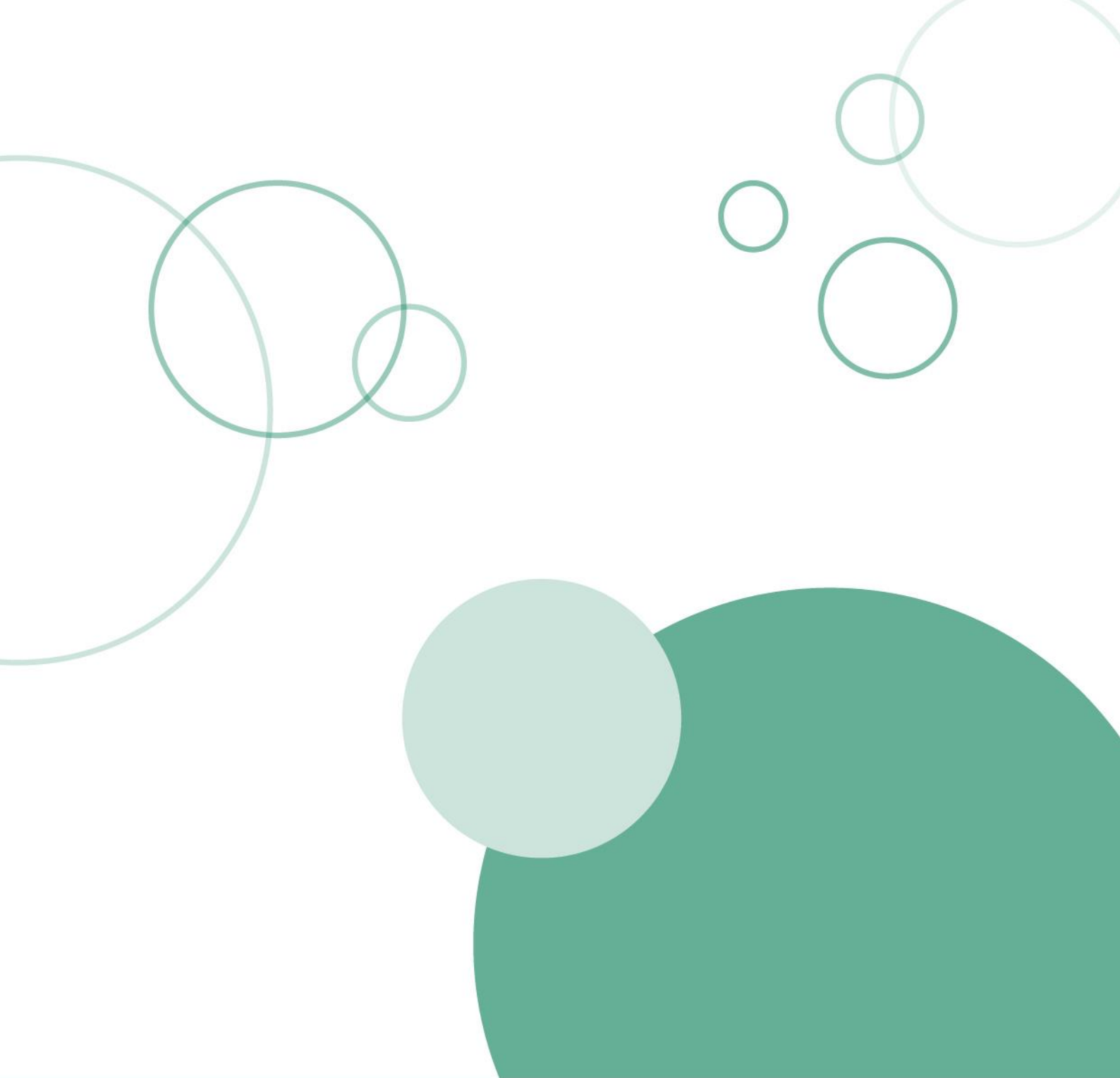
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies for seeking, giving and denying permission are rehearsed and refined and situations where permission is required are described</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What can you do if someone does something without your permission? • How can you communicate your boundaries clearly? • Why is it important to respect others' boundaries? • What can you do if someone ignores your boundaries? <p>Support notes Discuss the importance of setting and respecting boundaries. Emphasise the importance of clear communication.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Hopscotch – The Boundaries Song https://www.youtube.com/watch?v=aSFvJbSQdA4 <p>Suggested assessment point Evaluate students' ability to clearly communicate their boundaries during the role-play. Look for assertiveness and appropriate use of language.</p>	<p>Teaching and learning Handling actions without permission. Show the video <i>The Boundaries Song</i>. Discuss the main points of the video with the class.</p> <p>Ask students to share examples of when someone did something without their permission. Discuss how they felt and what actions they took.</p> <p>Explain to students that they are going complete a role-play activity in pairs to practise communicating their boundaries (Appendix A). Example scenarios:</p> <ul style="list-style-type: none"> • Someone taking their toy without asking • Someone sharing their photo without permission. <p>Have students share their thoughts on how it felt to communicate their boundaries during the role-play activity. Discuss the importance of respecting others' boundaries.</p>

Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies for seeking, giving and denying permission are rehearsed and refined and situations where permission is required are described</p> <p>Strategies to use when help is needed</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What can you do if someone does something without your permission? • How can you communicate your boundaries clearly? • Why is it important to respect others' boundaries? • How can you seek, give, and deny permission effectively? • What are some situations where you need to ask for permission? <p>Support notes Discuss the importance of setting and respecting boundaries. Emphasise clear communication when seeking, giving, and denying permission. Highlight scenarios where permission is required, such as sharing photos or dealing with hurtful actions.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Daniel Morcombe Foundation Inc – ABSCL 2023 Early Years and Lower Primary https://www.youtube.com/watch?v=JKWpucrCzXw&t=1034s 	<p>Teaching and learning Permission and consent in various situations. Show the video <i>ABSCL 2023 Early Years and Lower Primary</i>. Discuss the main points of the video with the class, focusing on why consent is important and how it applies to everyday situations.</p> <p>Revise student examples from the previous lesson of when someone did something without their permission. Discuss how they felt and what actions they took. Talk about the importance of asking for permission before sharing someone's photo or doing something that affects them.</p> <p>Provide students with a worksheet to create a safety plan. (Appendix A). The safety plan should include:</p> <ul style="list-style-type: none"> • actions to take if someone does something without their permission • trusted adults they can go to for help • ways to communicate their boundaries clearly. <p>Discuss different situations where the safety plan can be applied, including online environments.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Suggested assessment point</p> <p>Review students' safety plan worksheets to ensure they have identified appropriate trusted adults and understand actions to take if someone does something without their permission. Look for clear communication strategies and practical steps in their plans.</p>	<p>Have students share their safety plans with the class.</p> <p>Discuss the importance of knowing who to go to for help and feeling confident in seeking help when needed.</p>



APPENDIX A: RESOURCES

Resources

Term 1

Week	Resource	Link/information
1	<p><i>Elmer</i> by David McKee</p> <p>School Drug Education and Road Aware</p> <p>Challenges and Choices Year 3 > Focus Area 1: Resilience and wellbeing</p>	<p>McKee, D. (1989). <i>Elmer (Elmer Books)</i> (1st ed.). HarperCollins.</p> <p>School Drug Education and Road Aware (SDERA). (n.d.). <i>Challenges and Choices Year Three – Focus Area 1: Resilience and wellbeing</i>. https://www.sdera.wa.edu.au/media/1251/resilience-and-wellbeing-yr-3.pdf</p>
2	<p>Growing & developing healthy relationships</p> <p>Protective interrupting</p>	<p>Growing & developing healthy relationships (GDHR). (n.d.). <i>Protective interrupting</i>. Department of Health. https://gdhr.wa.gov.au/essential-tools/protective-interrupting</p>
3	<p>Kids Academy</p> <p>Communities for Kids</p> <p>School Drug Education and Road Aware</p> <p>Programs > Challenges and Choices > Primary > Challenges and Choices Year Three > Teaching and learning strategies, page 190, ABC graffiti</p>	<p>Kids Academy. (2018). <i>Communities for Kids – Types of Communities Social Studies for Kids Kids Academy</i> [Video]. YouTube. https://www.youtube.com/watch?v=IGC0zxrNJQ</p> <p>School Drug Education and Road Aware (SDERA). (n.d.). <i>Challenges and Choices Year Three – Teaching and learning strategies</i>. https://www.sdera.wa.edu.au/media/1255/teaching-and-learning-strategies-yr-3.pdf</p>
4	<p>Cheshire Young Carers</p> <p>Strengths and weaknesses</p>	<p>Cheshire Young Carers. (2020). <i>Strengths and weaknesses Wellbeing Animation</i> [Video]. YouTube. https://www.youtube.com/watch?v=d-0IJ9jK9Zs</p>



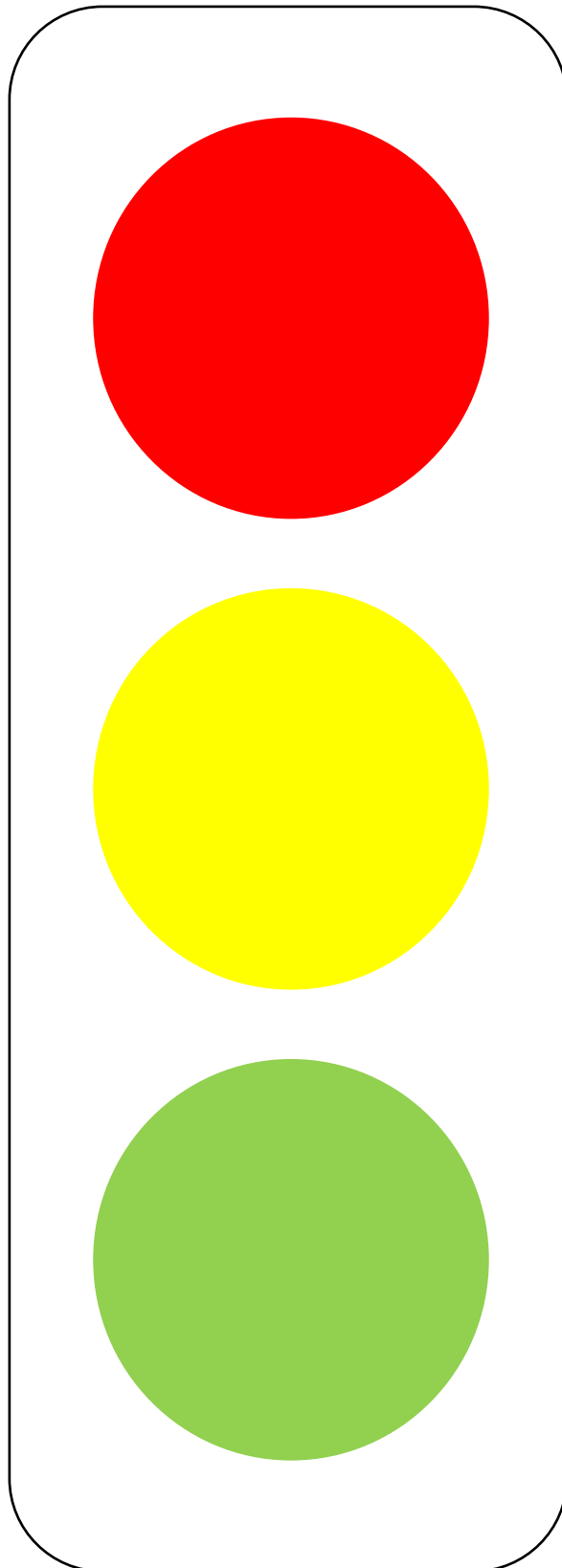
Week	Resource	Link/information
	Resilience, Rights & Respectful Relationships Level 3-4 Learning Materials, page 12, Building team strengths through cooperative games	Arc. (n.d.). <i>2018 Level 3-4 Resilience, Rights and Respectful Relationships</i> . State of Victoria, Department of Education. https://arc.educationapps.vic.gov.au/learning/sites/respectful-relationships/1785/Respectful-Relationships-resources
7	Kids' Poetry Club Poems about friendship	Kids' Poetry Club. (2022). <i>Poems about FRIENDSHIP!</i> by Little Dazzy Donuts. https://www.kidspoetryclub.com/poems-about-friendship

Term 2

Week	Resource	Link/information
4	Health Direct Personal hygiene for children	healthdirect. (n.d.). <i>Personal hygiene for children</i> . Department of Health. https://www.healthdirect.gov.au/personal-hygiene-for-children
5	KidsHealth Kids and Sleep Sleep Health Foundation Sleep requirements Mr. Vacca Sleep short story	KidsHealth. (2021). <i>Kids and Sleep</i> . Nemours Children’s Health. https://kidshealth.org/en/parents/sleep.html Sleep Health Foundation. (2024). <i>How much sleep do you really need?</i> . https://www.sleephealthfoundation.org.au/sleep-topics/how-much-sleep-do-you-really-need Mr. Vacca. (2022). <i>The Sheep Who Couldn’t Sleep - Read Aloud - Story Time with Mr. Vacca</i> . [YouTube]. https://www.youtube.com/watch?v=mqfD4Sn_YSA
6	Department of Health Physical activity guidelines for children and young people	Department of Health and Aged Care. (n.d.). <i>For children and young people (5 to 17 years)</i> . Australian Government. https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years
7	KidSafe Play safety	KidSafe. (n.d.). <i>Play Safety</i> . Department of Health. https://www.kidsafewa.com.au/play-safety/



Week 1: Sample traffic light





Week 3: Examples of scenarios involving responses to unsafe situations

Scenario 1

Tim was walking home from school alone. It isn't far to his house, but on the way, he passes a park. As he nears the park, he sees a man calling out to him. Tim knows he shouldn't speak to strangers. He freezes on the spot and has trouble breathing.

Scenario 2

Melanie's mum has popped down to the shops to get some potatoes for dinner. Melanie is not worried – she is trying out her new roller skates on the front driveway and knows her mum won't be long. A car approaches the house and slows down, pulling into the driveway. Melanie does not recognise the car or the person driving. She starts to tremble and there is sweat all over her face.

Scenario 3

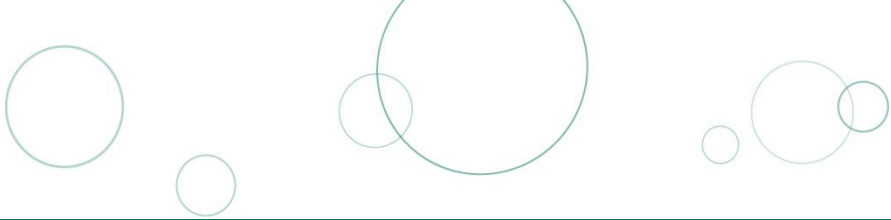
Billie is playing with a friend at the park. Suddenly, a dog comes running towards them. Billie is scared of dogs and can feel his stomach cramping.

Scenario 4

Alex was sent to the sick room due to feeling unwell. The office staff instruct her to lie down while she waits for her mum to come and get her. While resting, she sees sparks coming out of the power point where the kettle is plugged in. Alex jumps up to get some help but there doesn't seem to be any adults in the office. She is very concerned a fire might start and she doesn't know what to do. Alex's hands feel like ice and she can feel herself getting a headache as she keeps looking around the office for some help.

Term 3

Week	Resource	Link/information
1	<p>Resilience, Rights & Respectful Relationships</p> <p>Level 3–4 Learning Materials, page 4, Emotions Echo game</p> <p><i>Lizzy’s Ups and Downs: NOT an Ordinary School Day</i> by Jessica Harper and Lindsay Harper DuPont</p> <p><i>On Monday When It Rained</i> by Cherryl Kachenmeister, photography by Tom Berthiaume</p>	<p>Arc. (n.d.). <i>2018 Level 3-4 Resilience, Rights and Respectful Relationships</i>. Victoria State Government, Department of Education. https://arc.educationapps.vic.gov.au/learning/resource/7327c6bf-696a-41c4-8fc3-3c45dccc8bd</p> <p>Harper, J., & Dupont, L. H. (2004). <i>Lizzy's Ups and Downs: NOT an Ordinary School Day</i>. HarperCollins Publishers.</p> <p>Kachenmeister, C. (1995). <i>On Monday When It rained</i>. Houghton Mifflin.</p>
2	<p>School Drug Education and Road Aware</p> <p>Programs > Challenges and Choices > Primary > Challenges and Choices Year 3 > Focus Area 1: Resilience and wellbeing, page 37, Activity 2, Helpful and unhelpful thinking</p>	<p>School Drug Education and Road Aware (SDERA). (n.d.). <i>Challenges and Choices Year Three</i>. https://www.sdera.wa.edu.au/media/1251/resilience-and-wellbeing-yr-3.pdf</p>
3	<p>School Drug Education and Road Aware</p> <p>Programs > Challenges and Choices > Primary > Challenges and Choices Year 3 > Focus Area 1: Resilience and wellbeing, page 44, Activity 4, Coping</p> <p>Programs > Challenges and Choices > Primary > Challenges and Choices Year Three > Focus Area 1: Resilience and wellbeing, page 42, Activity 4, Managing uncomfortable feelings</p>	<p>School Drug Education and Road Aware (SDERA). (n.d.). <i>Challenges and Choices Year Three – Focus Area 1: Resilience and wellbeing</i>. https://www.sdera.wa.edu.au/media/1251/resilience-and-wellbeing-yr-3.pdf</p>



Week	Resource	Link/information
4	Mylemarks All About Empathy	Mylemarks. (2020). <i>All About Empathy (for kids!)</i> [Video]. YouTube. https://www.youtube.com/watch?v=Itp21tly8nM
5	ClassDojo Respect videos (1–3)	ClassDojo. (2020). <i>Respect (1 of 3) Social Emotional Learning for kids</i> [Video]. YouTube. https://www.youtube.com/watch?v=E_IcinAftuk ClassDojo. (2020). <i>Respect (2 of 3) Social Emotional Learning for kids</i> [Video]. YouTube. https://www.youtube.com/watch?v=nABxCW3ARFQ ClassDojo. (2020). <i>Respect (3 of 3) Social Emotional Learning for kids</i> [Video]. YouTube. https://www.youtube.com/watch?v=PL5_BUQ2uQQ

Week 6: Examples of empathy and respect role-play scenarios

Scenario 1

John has a broken arm and is not allowed to play sport. You are playing a game of basketball at recess with your friends. You notice that John is standing on the sidelines looking sad and bored.

Scenario 2

You are playing at the skate park with your friends. A younger child comes along and wants to join in, but they are not very good. They keep falling over and getting in the way. Your friends get very annoyed and tell the younger child to go away and play somewhere else.

Scenario 3

You are tired after a busy day at school and are lying on the lounge watching TV. One of your parents comes home from work and starts rushing around to tidy the house and get the dinner sorted. They ask you to take the dog for a walk, but you really don't want to.

Scenario 4

A relief teacher is in your class for the day as your regular teacher is unwell. Some of the students start misbehaving and doing silly things. You know it isn't the right thing to do, but you can't help laughing at them. Your friend asks you to hide the teacher's glasses in your tray.

Scenario 5

Mary has invited you to play with her at the park after school. Susan hears that you are going and asks if she can come too. When you tell Mary, she states that she doesn't like Susan and does not want her to come to the park with you.

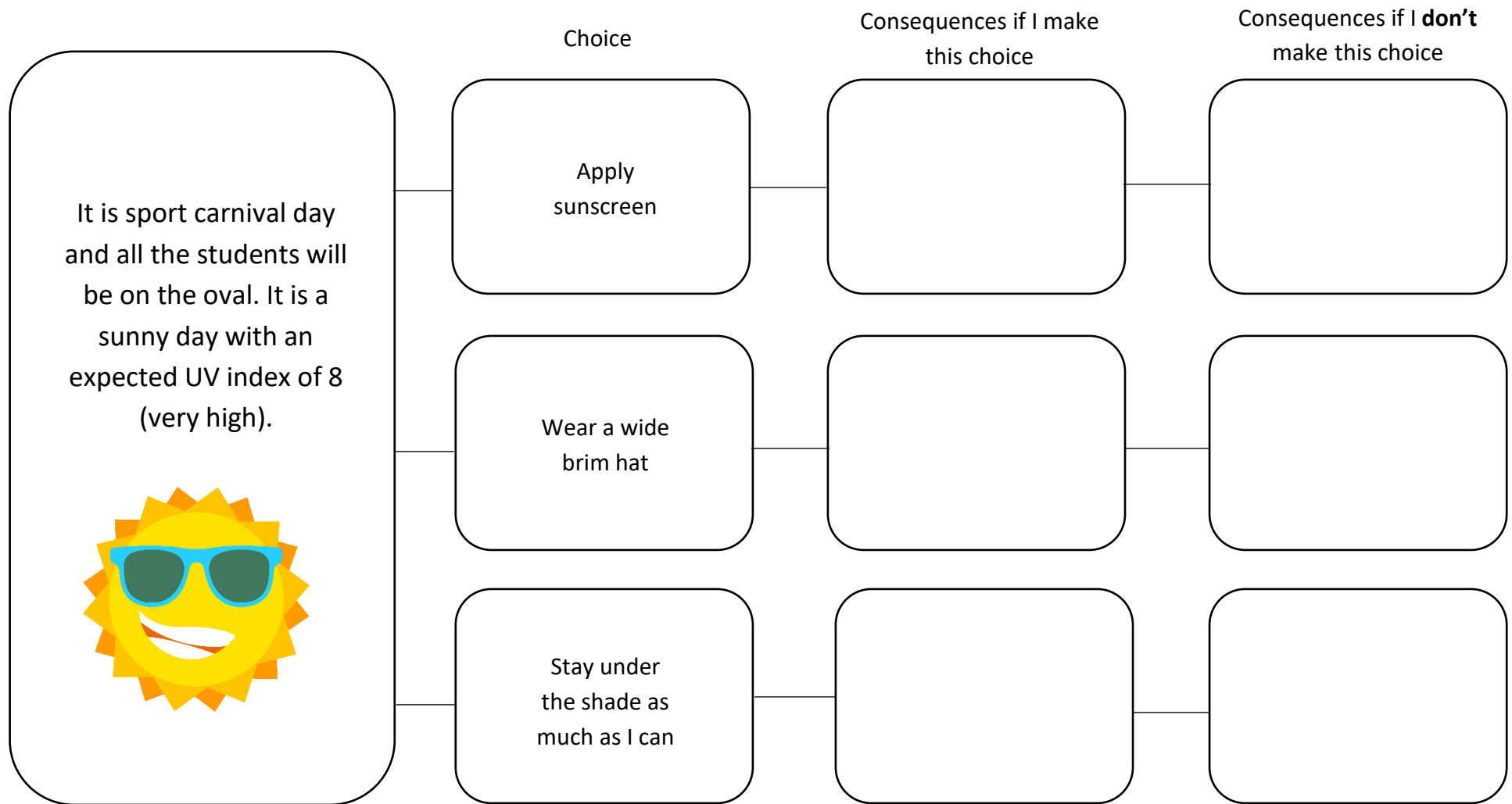
Scenario 6

Paul is the fastest runner in Year 3. Winning the running race every year makes Paul super proud of himself. On the day of the running race, Paul trips over a rope and twists his ankle. The teachers think he shouldn't take part in the race, but Paul is desperate to have his moment of glory.

Term 4

Week	Resource	Link/information
1	<p>Growing & developing healthy relationships</p> <p>Protective interrupting</p>	<p>Growing & developing healthy relationships. (n.d.). <i>Protective interrupting</i>. Department of Health. https://gdhr.wa.gov.au/essential-tools/protective-interrupting</p>
3	<p>SunSmart</p> <p>Advice for > Schools & early childhood > Primary school resources > Videos</p> <p>Skcin: The Karen Clifford Skin Cancer Charity</p> <p>Sun Safety in Schools</p>	<p>SunSmart. (n.d.). <i>Videos</i>. https://www.sunsmart.com.au/advice-for/schools-early-childhood/education-resources/primary-school-resources/schools-videos</p> <p>Skcin: The Karen Clifford Skin Cancer Charity. (n.d.). <i>Sun Safety in Schools</i>. https://www.skcin.org/sunSafetyAndPrevention/sunSafetyInSchools.htm</p>
5	<p>Growing & developing healthy relationships</p> <p>Consent</p> <p>Gloucestershire OPCC</p> <p>Consent for Kids</p>	<p>Growing & developing healthy relationships. (n.d.). <i>Consent</i>. Department of Health. https://gdhr.wa.gov.au/before-you-start/educator-notes/consent</p> <p>Gloucestershire OPCC. (2022). <i>Consent for Kids #ConsentForKids</i> [Video]. YouTube. https://www.youtube.com/watch?v=AArlv-tvxWE</p>
6	<p>AMAZE Org</p> <p>How To Deal With Rejection</p>	<p>AMAZE Org. (2018). <i>How To Deal With Rejection</i> [Video]. YouTube. https://www.youtube.com/watch?v=RkZsDqH80Qs</p>
7	<p>Hopscotch</p> <p>The Boundaries Song</p>	<p>Hopscotch. (2022). <i>The Boundaries Song – ‘That’s a Boundary’</i>. [Video]. YouTube. https://www.youtube.com/watch?v=aSFvJbSQdA4</p>
8	<p>Daniel Morcombe Foundation Inc</p> <p>ABSCCL 2023 Early Years and Lower Primary</p>	<p>Daniel Morcombe Foundation Inc. (2023). <i>ABSCCL 2023 Early Years and Lower Primary</i> [Video]. YouTube. https://www.youtube.com/watch?v=JKWpuCrXw</p>

Week 2: Sample of a decision-making flow chart for a health message





Week 5: Asking for permission role-play scenario samples

Scenario 1

Emma took a photo of her friend Olivia during a fun day at the park. Before posting the photo on her social media account, Emma needs to consider Olivia's feelings about being online. Emma knows Olivia is usually private about her personal life and might not like her picture being shared publicly.

Scenario 2

Jack forgot his science textbook at home and needs one to complete his class assignment. He notices that Sarah has an extra copy on her desk. Sarah always keeps extra supplies, and Jack remembers that she is very particular about who uses her things.

Scenario 3

During recess, a group of students is playing a game of soccer. Mia sees the group and wants to join in on the fun. The group looks well-coordinated, and Mia notices they have specific roles assigned to each player.

Scenario 4

In art class, Liam's paintbrush breaks, and he needs another one to finish his project. He observes that Maya has some extra paintbrushes in her kit. Maya's brushes are high-quality, and she takes great care of them, which makes Liam hesitant to ask.

Scenario 5

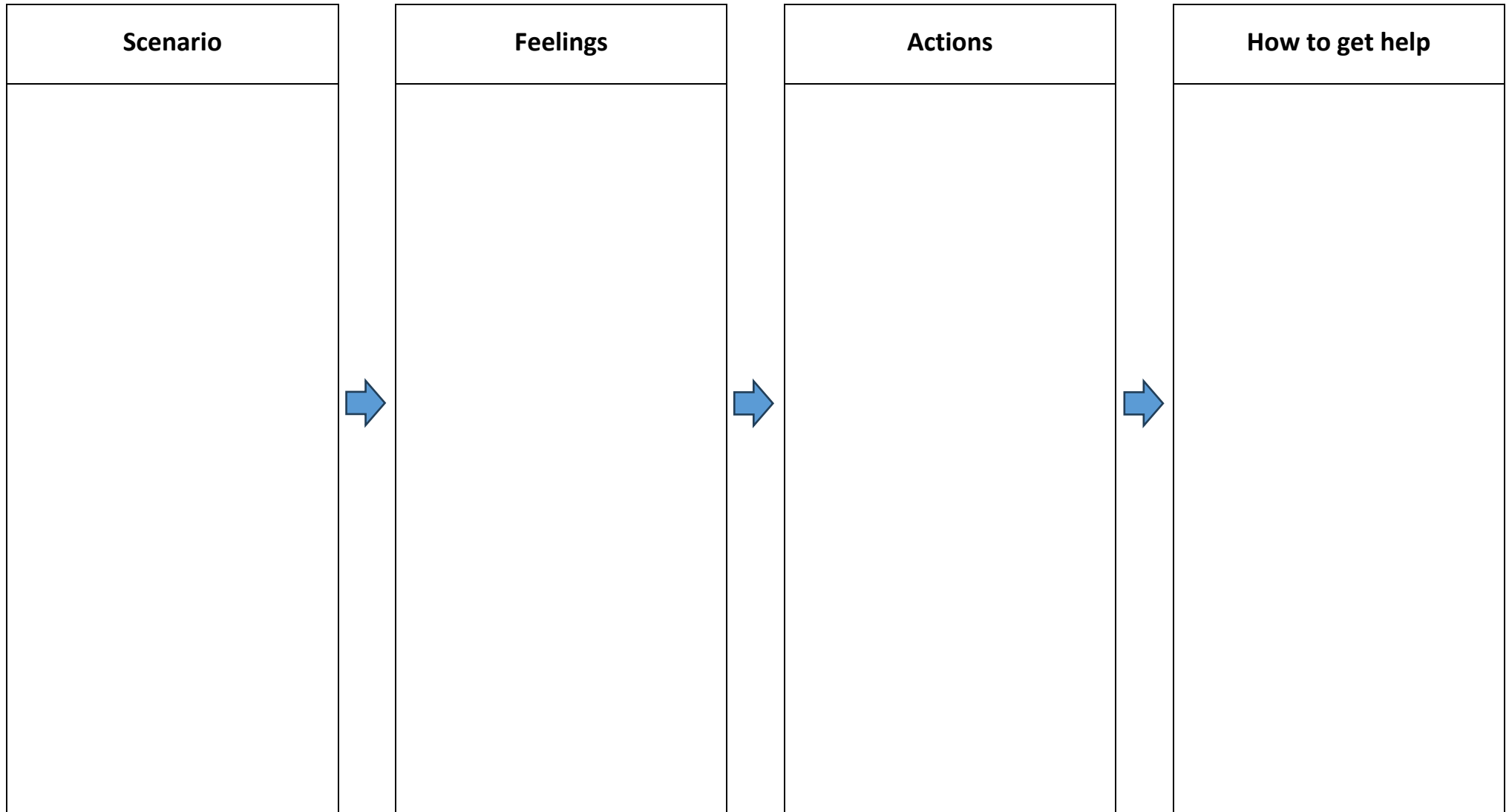
Chloe forgot her headphones at home and wants to listen to music. She notices that her friend Lucas has his device and headphones with him. Lucas often listens to music while working on his assignments, and Chloe is aware that he might need his headphones for his own use.

Scenario 6

During lunch, Alex has a large pack of snacks and sees that Jordan doesn't have anything to eat. He thinks it would be nice to share. Alex knows that Jordan has a peanut allergy and wants to make sure the snacks are safe for him to eat.

Week 6: Sample responding to hurtful or disrespectful actions scenarios worksheet

Scenario	Feelings	Actions	How to get help



The worksheet is a horizontal flowchart with four columns. Each column has a header box at the top and a larger empty box below it. The headers are 'Scenario', 'Feelings', 'Actions', and 'How to get help'. Blue arrows are positioned between the columns, pointing from the 'Scenario' column to 'Feelings', from 'Feelings' to 'Actions', and from 'Actions' to 'How to get help'.



Week 6: Example responding to hurtful or disrespectful actions scenarios

Scenario 1

During a math lesson, Alex loudly calls Sam a ‘loser’ because he answered a question incorrectly. Other students in the class overhear and start giggling. Sam remains at his desk as the teacher continues with the lesson without noticing the interaction. Alex looks satisfied with the attention from his peers.

Scenario 2

During recess, a group of students organise a game of tag. When Emily tries to join, Jessica tells her that she can't play because they already have enough players. Jessica then whispers to the other students that they should keep excluding Emily because she is ‘too slow’. Emily stands nearby, watching the game unfold.

Scenario 3

After school, Olivia sees a post on social media where Jordan claims that Ava cheated on a test. The post gets shared by several classmates, and many start commenting with mean and hurtful words. Ava starts receiving nasty messages from students she doesn't even know well. The rumour quickly spreads beyond their year level.

Scenario 4

At lunch, Max takes Lily's new pencil case from her desk without asking. He shows it to his friends, and they start using the pens and markers inside. When Lily returns from the bathroom, she finds her pencil case missing and sees Max and his friends laughing and drawing with her supplies. Max dismisses her, saying they are just borrowing it.

Scenario 5

During a group project, Ben constantly interrupts Mia whenever she tries to share her ideas. He talks over her and disregards her suggestions, telling the group that his ideas are better. The other group members start to follow Ben's lead, ignoring Mia and not giving her a chance to participate. Mia stops trying to contribute to the project.

Scenario 6

In the hallway, Jenna makes a loud comment about Tyler's new haircut, calling it ‘weird’ and ‘ugly’. Several students around them start laughing and making similar comments. Tyler tries to walk away, but Jenna continues to shout after him, attracting more attention. The mocking continues throughout the day, with other students joining in on the teasing.

Week 7: Example communicating boundaries role-play scenarios

Scenario 1

Sarah brought her favourite toy car to school today. During recess, Alex asks if he can play with it. Sarah likes sharing but wants to keep her special toy safe.

Scenario 2

During class line-up, Tom notices that Lucy always stands very close to him. Tom likes his personal space and wants to politely ask Lucy to stand a bit farther away.

Scenario 3

Emma brings her favourite sandwich to school for lunch. James asks if he can have a bite because it looks delicious. Emma wants to enjoy her lunch but isn't comfortable sharing her food today.

Scenario 4

During a group project, Mia's team members keep assigning her tasks that she finds difficult. Mia wants to contribute but needs to speak up about what she feels comfortable doing.

Scenario 5

At recess, Liam joins a game of soccer with some older students. They play rough and tackle aggressively. Liam enjoys soccer but feels uncomfortable with the rough play. He wants to participate but needs to tell the older students that he prefers playing without tackling.

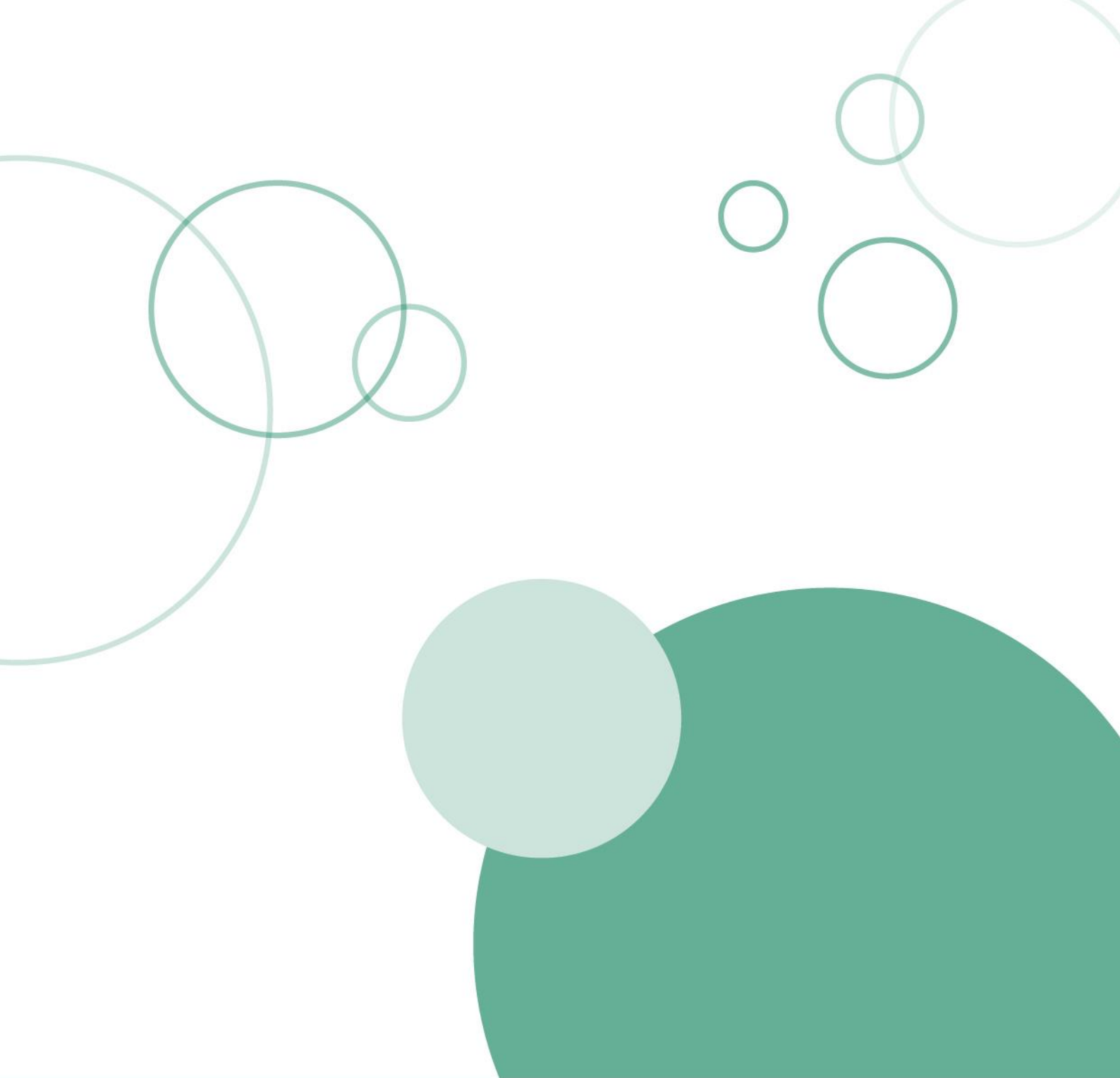
Scenario 6

During a science project, Ethan's group wants to assign him the role of presenting their findings to the class. Ethan feels nervous about speaking in front of everyone. He likes contributing to the project but needs to explain that he would prefer a different role that makes him feel more comfortable.



Week 8: Sample safety plan

<p>My boundaries</p>	<p>How I communicate my boundaries</p>
<p>Actions I can take to ensure myself and others are safe</p>	<p>My trusted adults</p>



APPENDIX B:

ASSESSMENT TASK 1

Daily routine actions for health and wellbeing



Achievement standard

By the end of the year:

Health Education

Students identify factors that strengthen identities and describe changes as they grow older. They describe protective behaviours and skills to respond to unsafe situations and identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing. Students describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others.

Physical Education

Students perform a variety of fundamental movement skills, and combine these with simple tactics when participating in physical activities and minor games to achieve an intended outcome. They describe the benefits of regular physical activity and fitness to health and wellbeing. In physical activities and minor games, students apply strategies for working cooperatively and follow basic rules to ensure activities are safe and fair



Assessment task

Title of task

Daily routine actions for health and wellbeing

Task details

Description of task	Students will demonstrate their understanding of daily hygiene, sleep, physical activity and safe play routines by creating an informative poster (Part A) and engaging in a self and peer assessment activity (Part B).
Type of assessment	Summative
Purpose of assessment	To assess students' ability to: <ul style="list-style-type: none">• identify and explain actions in daily routines that promote health and wellbeing• describe the benefits of daily hygiene, sleep, physical activity and safe play• Evaluate their own and their peers' understanding through self and peer assessment
Evidence to be collected	Informative posters Self-assessment form Peer assessment form
Suggested time	1 x 60 minutes

Content descriptions

Content from the Western Australian Curriculum

Actions in daily routines that promote health and wellbeing

Task preparation

Prior learning

Students have explored the importance of daily hygiene routines, the role of sleep routines, physical activity routines and safe play routines.



Assessment task

Assessment conditions

Students will work individually on the creation of the promotional poster and the completion of the self and peer assessment during the time allocated for peer review.

Assessment 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

- large sheets of paper/posters
- markers, coloured pencils and other craft supplies
- self-assessment and peer assessment forms



Instructions for teacher

Daily routine actions for health and wellbeing

Students will create an informative poster illustrating four important actions in their daily routine that promote health and wellbeing. Each poster must include a title, four key actions with explanations, relevant drawings or images. Students should focus on daily hygiene, sleep, physical activity and safe play routines. Encourage them to use clear language and engaging visuals to communicate their ideas effectively.

Display the completed posters around the classroom for a gallery walk. Each student will complete a self-assessment form, reflecting on how well they explained the daily routine actions in their own poster. Students will then assess one peer's poster using a peer assessment form, providing constructive feedback. Teachers should circulate the room, observing discussions and ensuring students stay focused on the task. Once assessments are completed, collect the self and peer assessment forms for review. To conclude, lead a class discussion about key takeaways, reinforcing the importance of daily hygiene, sleep, physical activity and safe play in maintaining overall health and wellbeing.

There are opportunities to use observations, anecdotal records and checklists during all stages of the assessment task.



Instructions to students

Part A – Create an informative poster

Think about your daily routine and the actions you take to stay healthy. Follow these steps:

- Choose **one hygiene, one sleep, one physical activity** and **one safe play** action to include in your poster.
- Draw or write about each action, explaining how it keeps you healthy.
- Make your poster colourful and easy to understand.

Part B – Self and peer assessment

- Complete the self-assessment form, reflecting on how well you explained your actions in your poster.
- Walk around the room and review **one classmate's** poster.
- Complete the peer assessment form, providing feedback on their explanations and visuals.
- Participate in a class discussion about the key lessons learned.



Self and peer assessment form

Use the following form to assess your own and one other poster.

Name: _____

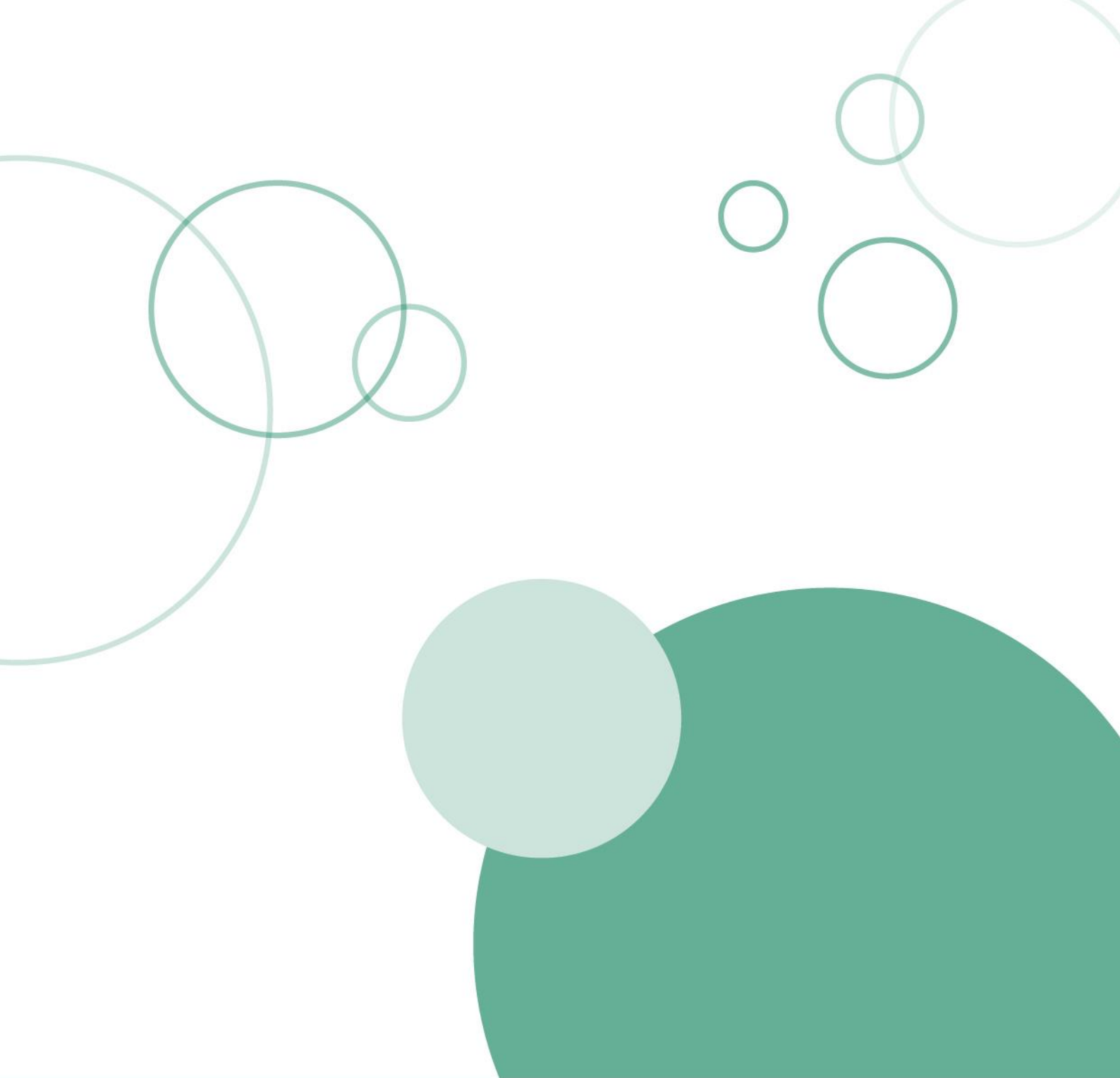
Name of creator	Which actions were contained in the poster?	Were the actions healthy? Why or why not?	Were the actions explained well?	Did you like the visuals of the poster?	What would you rate this out of 5?	Any other comments
_____ (my poster)						

Marking key

This task is individually assessed. As the students are preparing their posters and assessing their own and each other's posters, the teacher should move among the students and complete the first assessment criterion of the marking rubric below. Teachers then collect the self-assessment and peer assessment forms to assess criteria 2 and 3.

Assessment criteria

	4 marks	3 marks	2 marks	1 mark
1. Quality of informative poster	Includes all four actions with clear, accurate explanations. Drawings or descriptions effectively support ideas. The poster is colourful, engaging, and easy to understand.	Includes all four actions with mostly accurate explanations. Drawings or descriptions provide some support. The poster is colourful and mostly clear.	Includes some required actions or has unclear explanations. Drawings or descriptions offer limited support. The poster may lack colour or organisation.	Missing one or more actions. Explanations, drawings, or descriptions are unclear or incomplete. The poster lacks colour or organisation.
2. Self-assessment of poster	Detailed justifications provided	Accurate justifications	Mostly accurate justifications	Limited justifications
3. Group assessment of poster	Detailed justifications provided	Accurate justifications	Mostly accurate justifications	Limited justifications
Total				/12



APPENDIX C:

ASSESSMENT TASK 2

Promoting empathy and respect for others



Achievement standard

By the end of the year:

Health Education

Students identify factors that strengthen identities and describe changes as they grow older. They describe protective behaviours and skills to respond to unsafe situations and identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing. Students describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others.

Physical Education

Students perform a variety of fundamental movement skills, and combine these with simple tactics when participating in physical activities and minor games to achieve an intended outcome. They describe the benefits of regular physical activity and fitness to health and wellbeing. In physical activities and minor games, students apply strategies for working cooperatively and follow basic rules to ensure activities are safe and fair



Assessment task

Title of task

Promoting empathy and respect for others

Task details

Description of task	Students will create an infographic showing how to demonstrate empathy and respect for others.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to: <ul style="list-style-type: none">• identify behaviours that show empathy for others• identify behaviours that show respect for others
Evidence to be collected	Infographics
Suggested time	2 x 60 minutes

Content descriptions

Content from the Western Australian Curriculum

Behaviours that show empathy and respect for others

Task preparation

Prior learning

Students have explored a range of behaviours that show empathy and respect for others.



Assessment task

Assessment conditions

Students will work individually to create an infographic.

Assessment 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 task.

Resources

Session 1

- planning proforma

Session 2

- devices for taking photos



Instructions for teachers

Promoting empathy and respect for others – Infographic

Session 1

Students work individually to plan and create an infographic to demonstrate their knowledge and understanding of promoting empathy and respect for others. Students will plan during the first session, prior to creating the infographic in the second session.

Students are asked to provide three ways to show empathy for others, and three to show respect for others, providing explanations as to why this is important in maintaining their wellbeing.

Students will plan and take photos to exemplify all the ways to demonstrate empathy and respect, which they will place on their infographic. Peer assistance will be necessary for this task. Students may also request resources (e.g. sport equipment, fruit). If time permits during Session 1, students may start the second stage of the task by taking photos.

Collect planning sheets and ensure any requested resources are available prior to the following session.

Session 2

Students will work with a peer to take photos demonstrating ways to show empathy and respect.

Printed photos will be placed on students' infographics and students will include written information regarding the importance of the healthy practices.



Instructions to students

Session 1

You will work on your own to plan an infographic showing how to demonstrate empathy and respect for others to assist them in maintaining their wellbeing. You need to do the following:

- List three ways to show empathy for others.
- Give one reason why each way is important.
- List three ways to show respect for others.
- Give one reason why each way is important.
- Write a list of any resources you need to support your choices.
- You will take photos to use on your infographic to show all the ways to demonstrate empathy and respect for others. You may start taking photos in this session if your teacher gives you permission to do so.

Session 2

You will work on your own to create the infographic planned in the previous session. You will need the assistance from one of your peers to take the photographs for you.

- With assistance from a peer, take the photos you need for the infographic.
- Print the photos.
- Create the infographic using the photos. Add your notes providing reasons why your choices are important.



Assessment planning sheet – Demonstrating empathy and respect for others

Behaviours that show empathy for others (e.g. listen actively, offer support, showing concern etc.)	Why these are important to maintain wellbeing?	What photo can I take to show this and what resources do I need?
Behaviours that show respect for others (e.g. use polite language, being punctual, giving credit etc.)	Why these are important to maintain wellbeing?	What photo can I take to show this and what resources do I need?



Marking key

Description	Marks
Identifies three ways to show empathy for others (3 x 1 mark)	1–3
Gives a reason why each is important (3 x 1 mark)	1–3
Identifies three ways to show respect for others (3 x 1 mark)	1–3
Gives a reason why each is important (3 x 1 mark)	1–3
Total	/12



Acknowledgements

Appendix A

Term 4 Image from: GraphicMama-team. (2020). [Sun cartoon character graphic]. Retrieved June, 2021, from <https://pixabay.com/illustrations/sun-cartoon-character-graphic-5277491/>

