



Government of **Western Australia**
School Curriculum and Standards Authority



Health and Physical Education: Health Education

Teaching, learning and assessment exemplar
Year 4



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au>) 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 syllabus documents.

The Health and Physical Education curriculum delivers a sequential and age-appropriate progression of learning with 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 4 Health Education exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including assessment points, for eight lessons each term.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. This Health Education exemplar has been informed by these same propositions:


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

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

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.



Year level description

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 4, students learn about specific strategies, including decision-making, to promote personal, social and emotional health and wellbeing. As they continue to build relationships, they develop an understanding of the importance of collaboration, valuing differences, respect and empathy. Students develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. They investigate strategies for seeking, giving or denying permission in a range of situations.

Students focus on developing greater proficiency of movement across a range of fundamental movement skills and apply these with confidence and competence to a variety of physical activities. They continue to combine skills to create movement patterns and apply strategies to solve movement challenges. They broaden their knowledge of the benefits of regular physical activity in relation to health and wellbeing. Students are taught to include others in all activities and how to recognise the consequences of personal and team actions, responding appropriately to ensure fair participation for all.



Achievement standard

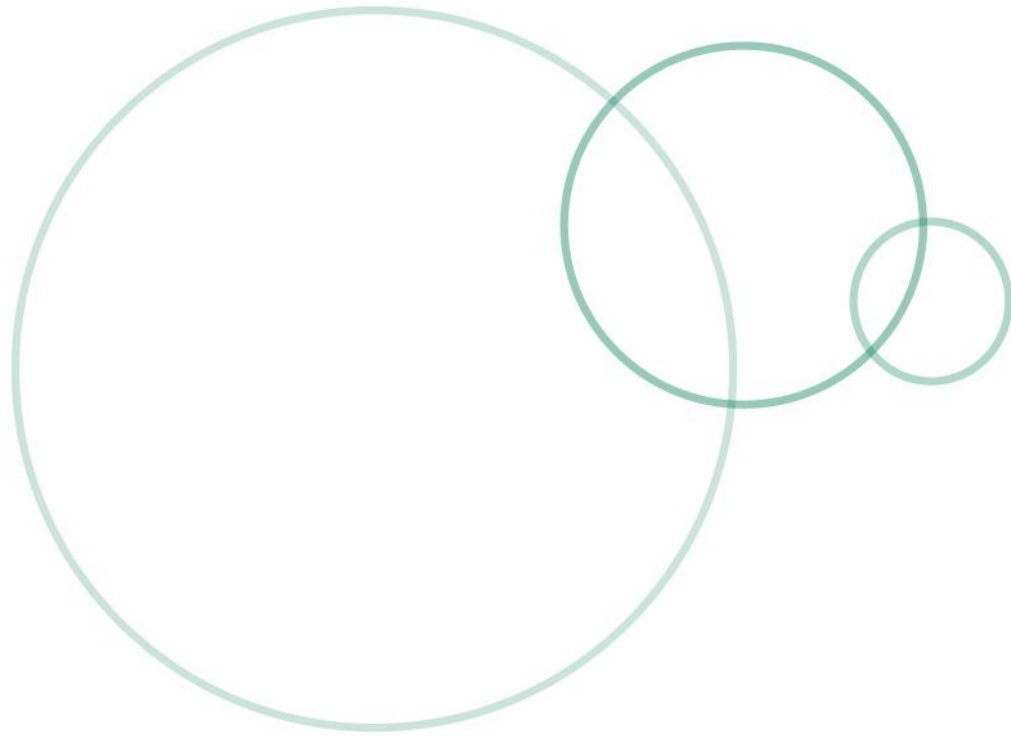
By the end of the year:

Health Education

Students identify personal behaviours that promote health, safety and wellbeing in unsafe or uncomfortable situations. They develop strategies for seeking, giving and denying consent where permission is required. Students explain behaviours which convey respect and empathy and contribute to positive relationships. They interpret health information and messages, and discuss ways these can influence health decisions and behaviours.

Physical Education

Students consolidate a variety of fundamental movement skills and combine them with simple tactics when participating in physical activities and minor games to solve movement challenges. They improve their performance in a variety of contexts through the application of previously-learned skills. Students describe the benefits of participating in regular physical activity. In physical activities and minor games, they apply strategies for working cooperatively, and follow basic rules to ensure safety and fairness for all.



Term 1

Weeks 1–8: Health Education



Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways to respond positively to challenges and failures, including the use of resilience and persistence</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does the term ‘challenge’ mean? • What does the term ‘failure’ mean? • How do challenges and failures make you feel? • Do challenges and failures last forever? Why/why not? <p>Support notes Challenges and failures are normal life experiences that everyone encounters. People hold different views on what they find challenging and what constitutes failure. Students are encouraged to share the things that challenge them and view them with a positive lens, using a strengths-based approach.</p> <p>Teachers may choose to use the resources on the Growing & developing healthy relationships website (Appendix A).</p> <p>Suggested assessment point Observe students’ knowledge and understanding of challenge and failure.</p>	<p>Teaching and learning Challenges and failures.</p> <p>Read a story that highlights a challenge, such as <i>The Dot</i> by Peter Reynolds.</p> <p>Invite students to consider their understanding of the terms ‘challenge’ and ‘failure’. Create a class definition for both terms.</p> <p>In small groups, students brainstorm examples of challenges and failures. Instruct students to write the words and phrases to describe them on cards or strips of paper.</p> <p>As a class, use a T-chart to sort the words and phrases into ‘challenges’ or ‘failures’. Discuss how some students may not feel some of the examples are a challenge or a failure (e.g. a student may enjoy public speaking or believe they have failed if they did not place first in a race).</p> <p>Explain to the students that everybody faces challenges and failures. Responding to challenges and failures, through a positive or negative lens, determines our ability to rebound from them.</p> <p>Students consider a challenge they were able to overcome (e.g. learning to ride a bike). Pose the following questions to the students:</p> <ul style="list-style-type: none"> • Would you say you failed or were failing before you were able to achieve it?



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• Why do we sometimes fail before we achieve something?• What would be a better word to use instead of 'fail'? <p>Provide students with a blank piece of A4 paper to fold in half. On one side, students list the things they believe they are good at. On the other side, students list their perceived 'challenges'. This will be referred to in Week 3.</p>

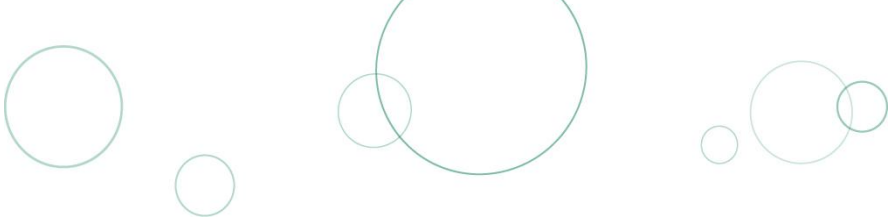


Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways to respond positively to challenges and failures, including the use of resilience and persistence</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Whose fault is it when something goes wrong? • Is it fair to blame other people? • Is it fair to blame ourselves? • Are some experiences just a case of ‘bad luck’? <p>Support notes Students learn that challenging situations are the result of decisions made by them or others, or due to factors out of their control.</p> <p>It is recommended teachers are sensitive to students’ backgrounds prior to asking them to share information about challenging experiences.</p> <p>Teachers are encouraged to refer to the Protective interrupting guide available on the Growing & developing healthy relationships website (Appendix A).</p> <p>Suggested assessment point Students can identify factors that result in challenging experiences and identify possible ways of doing things differently.</p>	<p>Teaching and learning You’re having a bad day. Read a story that involves a character having a challenging day. Lead the students in a conversation about the events in the text. Pay particular attention to the characters’ reactions during the story.</p> <p>Story and discussion questions may be sourced from the School Drug Education and Road Aware (SDERA) resource, Year 4 Resilience and Wellbeing, Activity 1 (Appendix A).</p> <p>Students reflect on a time they experienced a ‘bad day’ and consider who or what caused the adverse experience. Draw the students’ attention to the idea that adverse situations may be a result of decisions made by themselves or other people. Explain to the students that we can control the decisions we make, but not those made by others. In addition to this, factors out of our control can also result in challenging times (e.g. sport carnival cancelled due to rain).</p> <p>In groups, students examine some scenarios of challenging circumstances and consider what or who contributed to the situation. Ask students to consider if anything could have been done differently to change the outcome. Scenarios may be sourced from the SDERA resource, <i>Year 4 Resilience and Wellbeing</i>, Activity 1 (Appendix A).</p>

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways to respond positively to challenges and failures, including the use of resilience and persistence</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is persistence? • What is self-talk? • How does self-talk affect our thoughts and feelings? <p>Support notes The intention of this learning experience is for students to revise/learn the concept of positive self-talk and how it can be used as a strategy to respond to challenges and failures by being persistent.</p> <p>Suggested assessment point Students can provide examples of positive self-talk in challenging situations.</p>	<p>Teaching and learning The power of persistence.</p> <p>Show students a short video highlighting the importance of persistence, such as <i>Wahgunyah Primary School – Show Persistence</i> https://www.youtube.com/watch?v=2Xu7DMDYne8</p> <p>As a class, determine a definition for the word ‘persistence’.</p> <p>Students engage in a collaborative strategy to determine and explain the reasons why they may give up when things are challenging.</p> <p>Use the focus questions to hold a discussion about self-talk and the impact it has on our thoughts, feelings and consequently, our actions.</p> <p>Model the different ways self-talk can reduce or increase our persistence; for example:</p> <ul style="list-style-type: none"> • Challenge – to be able to run an entire lap of the oval <ul style="list-style-type: none"> ▪ Positive self-talk – the more I practise, the easier it will get. ▪ Negative self-talk – I’m never going to be able to do this so why should I bother? <p>Ask students to refer to their personal list of challenges identified during the learning experience in Week 1. In pairs, students practise using self-talk in response to their personal challenges.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Ask students to provide an example of positive self-talk as a ticket-out-the-door strategy (students provide an example of positive self-talk before they are able to exit the classroom).

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Ways to respond positively to challenges and failures, including the use of resilience and persistence</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How can you deal with challenges that involve other people? • What support can you provide others when they are feeling challenged? <p>Support notes It is suggested that ‘norms’ are established prior to the discussion at the end of the learning experience. Students should be respectfully honest when sharing their thoughts, particularly when assigning blame to others.</p> <p>Suggested assessment point Students can utilise persistence and resilience tools when faced with challenging situations.</p>	<p>Teaching and learning Showing persistence and resilience.</p> <p>Place students into groups of four and explain to them that they will be competing as a team.</p> <p>Have an activity prepared for groups to participate in where the outcome results in one winner. The activity may be linked to skills being learnt in Physical Education, or ones developed by the teacher. Ideas include:</p> <ul style="list-style-type: none"> • throwing a bouncy ball into a bucket • flag race • solving a riddle • brain teasers • following instructions to make something. <p>The activity should be collaborative and challenging, enabling students to practise the persistence and resilience tools learnt in the previous learning experiences.</p> <p>It is suggested the teacher makes notes or observations on the way students engage with their group during the activity. At the conclusion, draw the students’ attention to any negative interactions noted during the activity. Ask the students to identify how this changed the group dynamics and why.</p> <p>Ask the students the following questions:</p> <ul style="list-style-type: none"> • What did you find challenging? Why? • What optimistic thoughts did you have?



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• What pessimistic thoughts did you have?• Did you blame anyone when things weren't going well? Was this fair?• Did you have fun? Why/why not?

Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Changes associated with puberty</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is puberty? • What physical and emotional changes occur during puberty? <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Growing & developing healthy relationships – Body changes during puberty https://gdhr.wa.gov.au/learning-activities/body-changes-during-puberty • Amaze – Puberty toolkit https://amaze.org/educators/toolkits/puberty/ • Department of Health, Growing & developing healthy relationships – Protective interrupting https://gdhr.wa.gov.au/essential-tools/protective-interrupting <p>Suggested assessment point A short quiz at the end of the lesson to assess understanding of the basic concepts of puberty. Review the completed <i>Puberty changes chart</i> for accuracy and completeness.</p>	<p>Teaching Introduction to puberty. Begin with a brief introduction to the concept of puberty. Discuss the physical and emotional changes associated with puberty. Use diagrams and videos to illustrate the changes (Appendix A). Encourage students to ask questions during the lesson.</p> <p>Learning</p> <ul style="list-style-type: none"> • Students listen to the introduction about puberty. • Observe diagrams and videos. • Participate in discussions and ask any questions you have about puberty. • Students create a <i>Puberty changes chart</i> with two columns ‘physical changes’ and ‘emotional changes’. As they learn about different changes during puberty, they fill in the chart with the appropriate changes.

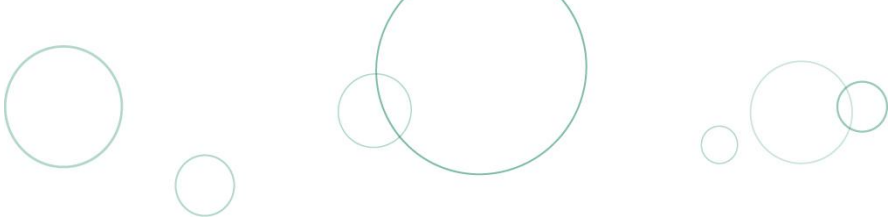


Term 1 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Changes associated with puberty</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Why does puberty happen at different times for different people? • How can puberty affect individuals differently? <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Growing & developing healthy relationships – Body changes during puberty https://gdhr.wa.gov.au/learning-activities/body-changes-during-puberty • Amaze – Puberty toolkit https://amaze.org/educators/toolkits/puberty/ • Growing & developing healthy relationships – Protective interrupting https://gdhr.wa.gov.au/essential-tools/protective-interrupting <p>Suggested assessment point</p> <p>Group discussion to share thoughts on why puberty varies and how it affects individuals differently.</p> <p>Review the completed <i>Puberty timeline</i> activity for understanding of the variability in puberty onset.</p>	<p>Teaching</p> <p>Individual differences in puberty</p> <p>Explain that puberty timing varies for everyone. Discuss factors that can influence the onset of puberty. Share stories or testimonials highlighting different puberty experiences.</p> <p>Learning</p> <ul style="list-style-type: none"> • Listen to the explanation about the variability of puberty. • Reflect on and discuss how different factors might influence puberty. • Share any personal stories or questions about puberty experiences if comfortable. • Students create a <i>Puberty timeline</i> of puberty onset ages. They will mark the age they think they might start puberty and compare it with the average onset ages, to help them understand the range and variability of puberty timing.

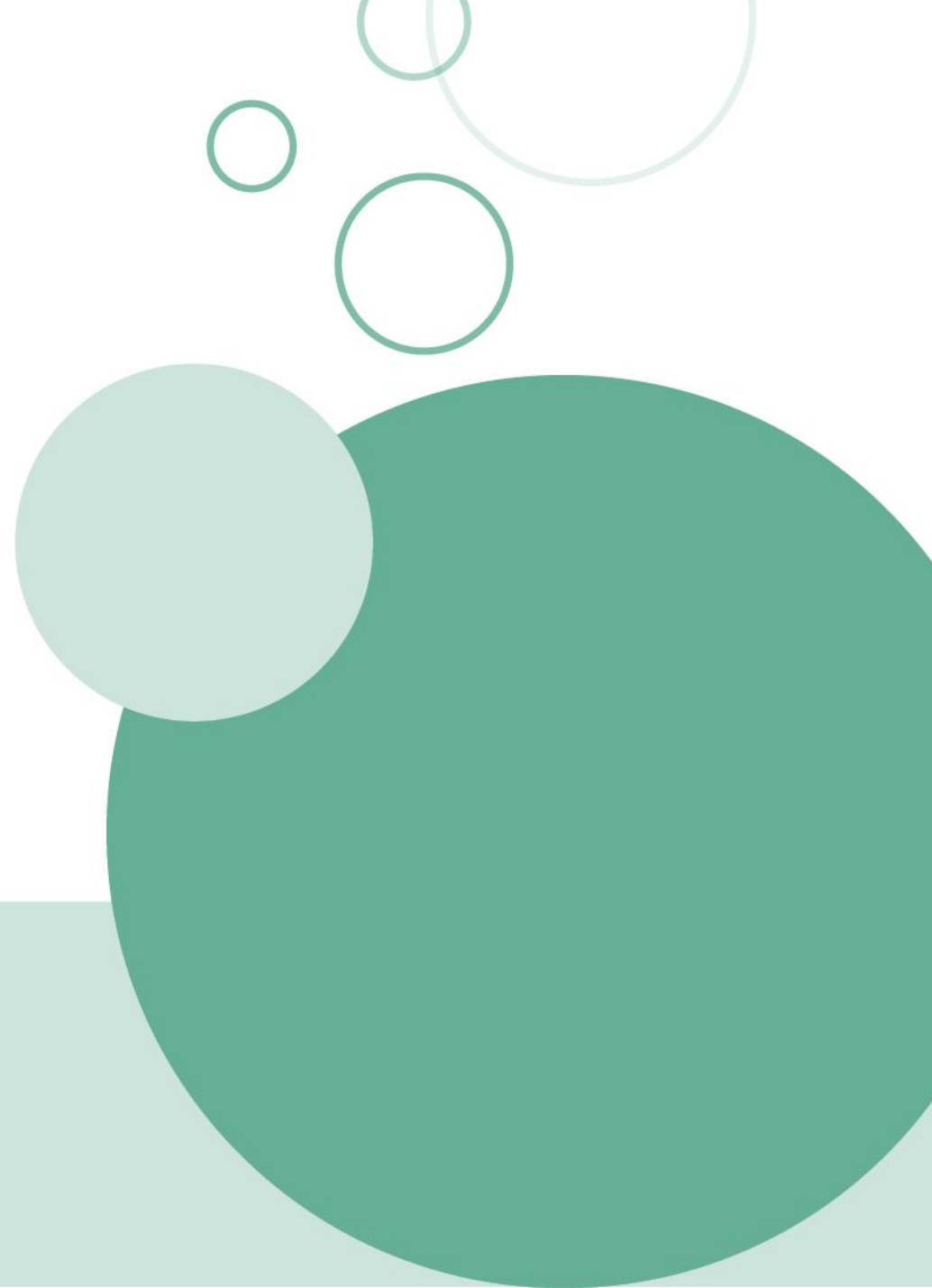
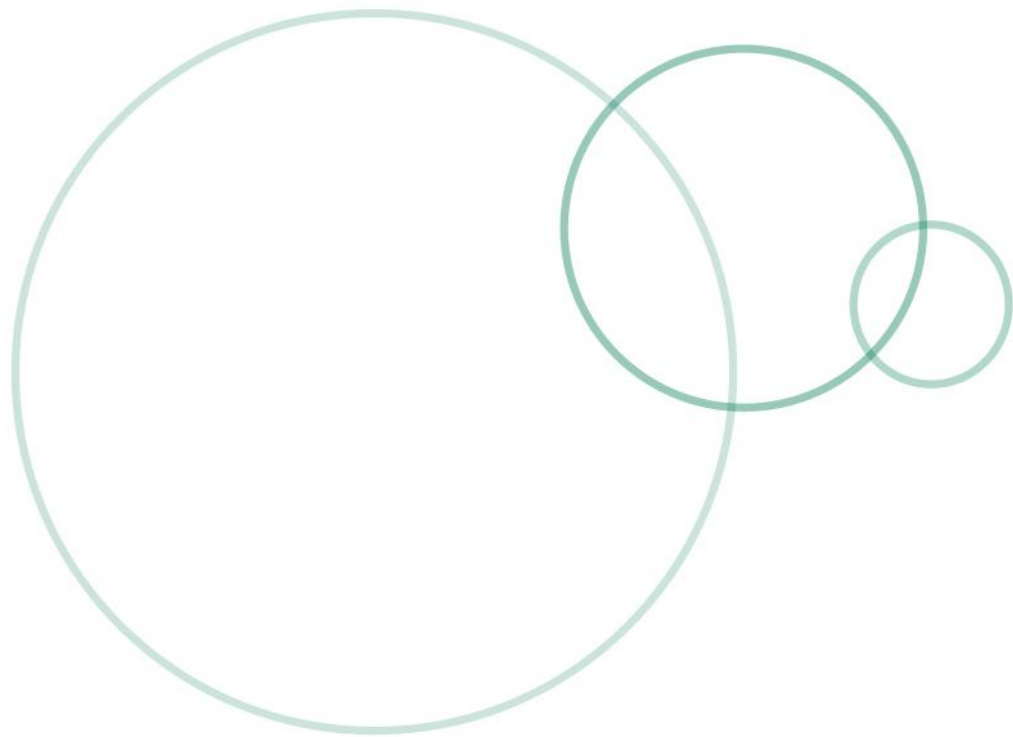
Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies to manage changes associated with puberty</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are some physical changes during puberty and how can we manage them? • How can we ask questions and seek support? <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Growing & developing healthy relationships – Body changes during puberty https://gdhr.wa.gov.au/learning-activities/body-changes-during-puberty • Amaze – Puberty toolkit https://amaze.org/educators/toolkits/puberty/ • Growing & developing healthy relationships – Protective interrupting https://gdhr.wa.gov.au/essential-tools/protective-interrupting <p>Suggested assessment point Role-play performance to assess students' ability to ask questions and seek support effectively.</p>	<p>Teaching Strategies to manage physical changes</p> <p>Revise physical changes that occur during puberty. Discuss strategies to manage these changes, such as personal hygiene and seeking support.</p> <p>Role-play scenarios where students practise asking questions about puberty (Appendix A).</p> <p>Learning</p> <ul style="list-style-type: none"> • Revise the physical changes discussed. • Participate in discussions on managing these changes. • Engage in role-play activities to practise asking questions and seeking support.



Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Personal identity and change Strategies to manage changes associated with puberty</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are some emotional changes during puberty and how can we manage them? • How can positive self-talk and being assertive help during puberty? <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Growing and Developing Healthy Relationships – Body changes during puberty https://gdhr.wa.gov.au/learning-activities/body-changes-during-puberty • Amaze – Puberty toolkit https://amaze.org/educators/toolkits/puberty/ • Growing & developing healthy relationships – Protective interrupting https://gdhr.wa.gov.au/essential-tools/protective-interrupting <p>Suggested assessment point Activity completion to assess students’ understanding and application of positive self-talk and assertiveness strategies.</p>	<p>Teaching Strategies to manage emotional changes</p> <p>Revise emotional changes that occur during puberty. Discuss strategies like positive self-talk and assertiveness. Conduct activities where students practise positive self-talk and assertiveness.</p> <p>Learning</p> <ul style="list-style-type: none"> • Revise the emotional changes discussed. • Participate in discussions on managing these changes. • Engage in activities to practise positive self-talk and assertiveness (Appendix A).



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 strategies to remain safe in uncomfortable or unsafe situations</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 does it mean to be uncomfortable? • Which situations are uncomfortable? <p>Support notes Students may have different views about what is comfortable/uncomfortable and safe/unsafe. It should be acknowledged that people have different responses to different situations.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Little Bee Library - Educational Videos for Kids – What Does it Mean to be Safe? Books Read Aloud for Kids #safetyrulesforkids https://www.youtube.com/watch?v=imaFzA7StNE <p>Suggested assessment point Students can identify safe and unsafe situations.</p>	<p>Teaching and learning Being uncomfortable and/or unsafe</p> <p>Ask students to kneel on the floor or hold a standing squat, without changing their position, while you read them a story or show them a video of a story about being safe (Appendix A).</p> <p>At the conclusion of the story/video, ask the students to discuss how they felt while kneeling. Explain to the students they were feeling physical discomfort. Ask students to offer ideas of how this discomfort could be removed, such as changing the position of their body.</p> <p>Introduce the concept of emotional discomfort. Provide students with an example to illustrate this. Using a call out, ask students to identify the emotions they experience when feeling uncomfortable or unsafe (e.g. intimidated, worried, nervous). Ask students the following questions:</p> <ul style="list-style-type: none"> • Is emotional discomfort as easy to fix as physical discomfort? Why/why not? • Why can dealing with emotions be difficult? <p>Brainstorm situations that students may find themselves feeling emotionally uncomfortable, such as:</p> <ul style="list-style-type: none"> • a stranger talking to them • being lost at the shops • speaking in front of the class • someone being in their personal space • a large group of people at the park.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Ask students to identify the emotions they may experience in these situations.</p> <p>Pose the following question to the students:</p> <ul style="list-style-type: none">• Does feeling uncomfortable mean the situation is not safe? <p>As a class, generate examples of situations that are comfortable but unsafe (e.g. opening the front door to a stranger), as well as uncomfortable and safe (e.g. being around a large group of people).</p> <p>Provide students with a piece of A3 paper. The paper is to be folded into quarters. In small groups or pairs, students create lists in each quadrant to show situations the students describe as comfortable, safe, uncomfortable and unsafe. Alternatively, creating a Venn diagram will enable students to see how comfortable/uncomfortable and safe/unsafe may overlap for some situations.</p>



Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are your warning signs when you feel uncomfortable/unsafe? • Do we all have the same warning signs? Why/why not? • What strategies can you do when you feel uncomfortable/unsafe? <p>Support notes The intention of this learning experience is to teach students the behaviours and strategies that can be used when feeling uncomfortable and/or unsafe.</p> <p>The scenarios provided in Appendix A are suggestions only. It is recommended teachers are sensitive to students' backgrounds, prior to asking them to share information about uncomfortable and unsafe situations in the home.</p> <p>Suggested assessment point Students demonstrate the ability to use assertive behaviour and language when encountering unsafe/uncomfortable situations.</p>	<p>Teaching and learning When I feel uncomfortable and/or unsafe.</p> <p>Revise uncomfortable and unsafe situations at home (see Support notes), at school and in the community. Using examples of situations generated by the students in the previous learning experience, compile a class list of the situations that are most relevant to most students in the following areas:</p> <ul style="list-style-type: none"> • in the home • walking to school • riding a bike or scooter • at the beach or pool • in the school playground. <p>Ask students to brainstorm which strategies they can use in each of these situations (e.g. asking for help, using assertive language).</p> <p>Lead a discussion about assertive language. Complete a Y-chart to determine what assertive language looks, sounds and feels like.</p> <p>Provide role-play scenarios for students to practise using assertive behaviour and language. Examples have been provided (Appendix A). Explain to the students that they should consider the following when engaging in the role-plays:</p> <ul style="list-style-type: none"> • the tone and volume of their voice • facial expression



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• body language. <p>After each role-play session, ask the students to consider other appropriate strategies for the situation (e.g. read the situation and take evasive action, seek help). It is suggested that attention is drawn to any passive or aggressive approaches used, discussing this further with the students.</p>



Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Who can we ask for help when we are feeling uncomfortable or unsafe? • How do we ask for help? • How can we help others? • Who are the people in our community who can help us? <p>Support notes This learning experience focuses on students being aware of who to ask for help when feeling unsafe or uncomfortable and how they can help others.</p> <p>The suggested video has been developed by the Daniel Morecombe Foundation Inc. Students may identify with the foundation. Teachers are encouraged to refer to the <i>Protective interrupting</i> guide available on the Growing & developing healthy relationships website (Appendix A).</p> <p>While specific sections of the Kids Helpline website should be bookmarked, it is suggested that vigilant supervision takes place at all times. It is recommended parents are notified about the students accessing the Kids Helpline information, prior to the learning experience taking place.</p>	<p>Teaching and learning Asking for help. Watch a video about making a safety network, such as <i>Daniel Morcombe Foundation Inc – Year 4 to 6 Making a Safety Network</i> https://www.youtube.com/watch?v=ynkyPHWmbQM</p> <p>Ask students to identify and list the people in their personal safety network.</p> <p>Using the role-play scenarios from the previous learning experience, ask students to consider who they could seek assistance from in each situation. Students re-enact the scenarios and practise asking someone for help.</p> <p>Lead a discussion about who and where students can go for help in the community (e.g. police, security guards).</p> <p>Provide students with access to the Kids Helpline website (Appendix A). Teachers should bookmark the specific sections they wish students to view to ensure appropriate content is accessed. Provide time for the students to explore the selected sections and discuss their findings with their peers.</p>




Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Staying safe Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations	Support notes The materials for this assessment task, including a sample marking key have been provided (Appendix B).	Assessment task: Stand up for yourself Review student knowledge of behaviours and strategies to remain safe when feeling uncomfortable or unsafe. Explain to the students that they will be engaging in role-plays with a partner to respond to a variety of scenarios, using assertive responses (Appendix B).



Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies to ensure safety at home and at school</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are rules? • Why are rules important? • What are the school rules that keep us safe? • What are the school rules that keep us healthy? <p>Support notes This learning experience examines the importance of rules to maintain safety.</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>Students study ‘rules’ during the Humanities and Social Sciences course. There is opportunity for integration between the two learning areas.</p> <p>Suggested assessment point Students demonstrate their knowledge of how rules keep us safe in the poster they create.</p>	<p>Teaching and learning Following rules to stay safe and healthy.</p> <p>Read the students a story about rules, such as <i>Rules of the House</i> by Mac Barnett and Matt Myers.</p> <p>Discuss the rules in the story that keep people safe (e.g. no pinching or hurting others) and those that keep people healthy (e.g. pack a toothbrush for dental hygiene).</p> <p>Provide students with blank strips of paper and ask them to write classroom and school rules on them; one rule per strip of paper.</p> <p>Provide the students with a map of the school and ask them to:</p> <ul style="list-style-type: none"> • choose five different areas of the school • identify the rules in the selected areas • provide an explanation of how the rules keep them safe. <p>The following examples may be used to guide the students:</p> <ul style="list-style-type: none"> • oval <ul style="list-style-type: none"> ▪ stay on school grounds so the teachers can see you ▪ wear a hat at all times. • classroom <ul style="list-style-type: none"> ▪ enter with teacher permission so the teachers know where you are ▪ water only in drink bottles.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Students mark the five areas on the map by labelling them with the rules and explaining how they keep them safe.

Term 2 Week 6 and 7

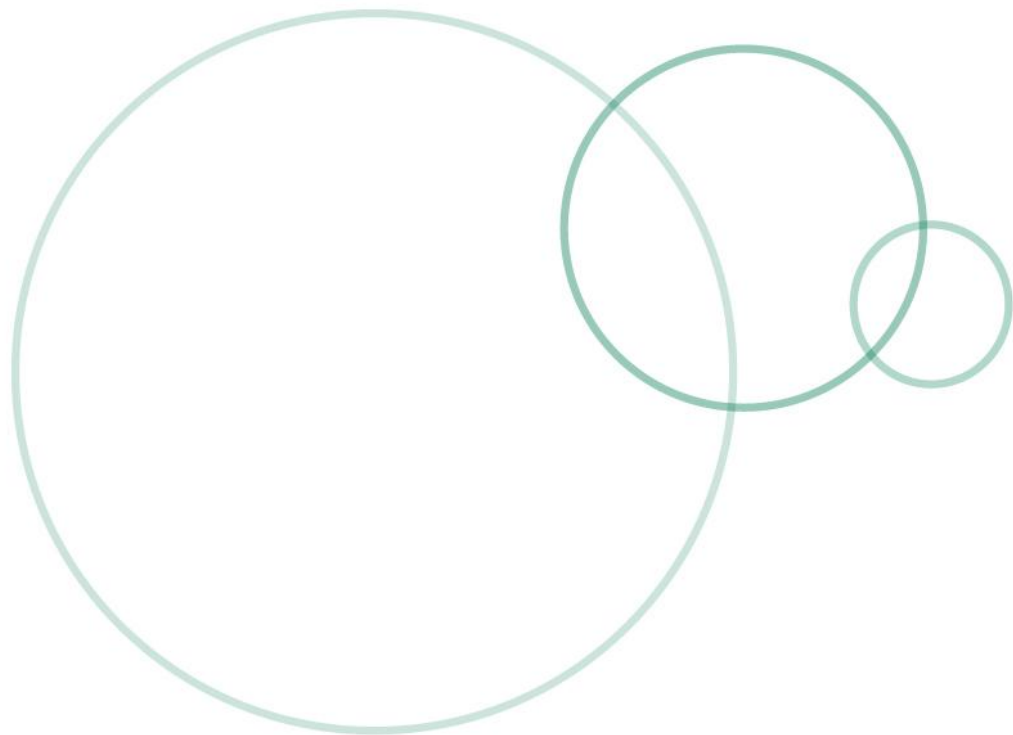
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Strategies to ensure safety at home and at school</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are some potential hazards at home? • How can we make decisions to stay safe in different situations at home? • What should we include in a home safety plan? <p>Support notes Students may have different views about what is comfortable/uncomfortable and safe/unsafe. It should be acknowledged that people have different responses to different situations.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • SEMO Electric Cooperative & GoSEMO Fiber – Safety Sadie Video: Hidden Electrical Dangers Around the Home https://www.youtube.com/watch?v=1_UciWRyIB_M <p>Suggested assessment points Observe student participation in brainstorming and group discussions. Evaluate the content and creativity of the safety plan posters.</p>	<p>Teaching Explain the importance of safety at home</p> <p>Introduce the main activity: creating a home safety plan</p> <p>Brainstorming session – ask students to share situations where they might need to make safety decisions at home (e.g. fire, strangers at the door, using electrical appliances). Write student ideas on the board.</p> <p>Divide students into small groups. Assign each group to a different room or area of the house (e.g. kitchen, bathroom, living room, bedroom, garden, etc.). Have each group discuss and list potential hazards in their assigned area and ways to stay safe.</p> <p>Read a short story or scenario involving a safety issue at home. Discuss with the students what the characters did right or wrong and what they could have done to be safer.</p> <p>Each group will create a poster that outlines their safety plan for their assigned area, including potential hazards, safety rules or strategies, emergency contacts, and steps to take in an emergency. Encourage creativity with drawings and illustrations.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Assess the presentations for understanding of potential hazards and safety strategies.</p>	<p>Each group presents their safety plan to the class.</p> <p>Combine ideas from all group presentations to create a comprehensive class home safety plan.</p> <p>Learning</p> <ul style="list-style-type: none"> • Brainstorming – think of different situations where you need to be safe at home. Share your ideas with the class. • Group discussion – join your assigned group and discuss the potential hazards in the specific area of the house you are given. List ways to stay safe in that area. • Interactive story time – listen to the story and think about what the characters did to stay safe or what they could have done better. Participate in a discussion about the story. • Safety plan creation – work with your group to create a safety plan poster for your assigned area. Include potential hazards, safety rules, emergency contacts and steps to take in an emergency. Use drawings and illustrations to make your poster clear and engaging. • Group presentations – present your group’s safety plan to the class. Answer any questions from your classmates about your safety plan. • Class safety plan – help combine all group plans into one comprehensive class safety plan. Discuss and agree on the final class safety plan.

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies to ensure safety at home and at school</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How can we stay safe? • What can we do at school to stay safe? • What can we do at home to stay safe? • What decisions can we make to keep yourself and others safe in a range of situations? <p>Support notes If time permits, teachers may ask the students to complete mind maps for safety both in the home and at school.</p> <p>Suggested assessment point Students can describe strategies and provide examples of how they can be safe and well at home and at school.</p>	<p>Teaching and learning Putting safety into practice.</p> <p>Using the focus questions, revise safety strategies investigated over the previous learning experiences (Weeks 5–7).</p> <p>Demonstrate/review how to complete a mind map with the students.</p> <p>Instruct students to complete a mind map to describe the strategies for maintaining safety at home and at school.</p> <p>With each branch of the mind map, students should describe how the strategy is suitable and provide examples where appropriate. An example has been provided (Appendix A).</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 Positive influence of respect, empathy, and the valuing of differences in relationships and in society</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is respect? • How can we show respect? • What is empathy? • How can we show empathy? • Why is it important to have respect and empathy for others? <p>Support notes Students studied the concept of ‘empathy’ during the Year 3 Health Education content. The following learning experiences provide further opportunity for students to demonstrate their understanding of how to show respect and empathy.</p> <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • ClassDojo – Empathy (1 of 3) Social Emotional Learning for kids https://www.youtube.com/watch?v=ENIB2H3S_oQ <p>Suggest assessment point Students demonstrate their knowledge of how to show respect and empathy for others, understanding how these behaviours influence their relationships with others.</p>	<p>Teaching and learning What is respect and empathy?</p> <p>Read students a story or play a video clip that demonstrates respect and empathy for others, such as <i>The Invisible Boy</i> by Trudy Ludwig and Patrice Barton.</p> <p>Ask students to note down the situations where the children were not showing respect, empathy and/or inclusion.</p> <p>Write students’ ideas on the whiteboard. Discuss the emotions the characters would have been feeling and ask the question, ‘How would you have felt if that happened to you?’</p> <p>For each listed situation identified in the story, ask the students to suggest alternative behaviours that would have been respectful, empathetic and/or promoted inclusion.</p> <p>Present students with a scenario where respect and empathy are required (e.g. a new student who doesn’t speak English starting in the class). Students complete a decision-making flow chart (Appendix A), to demonstrate behaviours and actions that may be chosen when dealing with the situation. They will also examine alternative behaviours and actions, and the subsequent consequences of them.</p>

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Positive influence of respect, empathy, and the valuing of differences in relationships and in society</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does respect mean? • How can we show empathy to others? • What is bullying and how can we prevent it? • How does inclusion positively influence mental health and wellbeing? <p>Support notes Additional resources and ideas may be accessed at the following website:</p> <ul style="list-style-type: none"> • Bullying No Way https://bullyingnoway.gov.au/ <p>It is important that words such as ‘bully’ are not used. The focus should be on the behaviour, not the person.</p> <p>Assisting students in recognising and dealing with bullying should extend past this learning experience. Regular reference to the way students treat each other is recommended and situations should be addressed as they arise.</p> <p>Suggested assessment point Observe and assess students’ participation and responses during the interactive activity and class discussion.</p>	<p>Teaching Ask the students the focus questions and write their responses on the board. Explain the key concepts: respect, empathy, bullying, and inclusion.</p> <p>Discuss examples of how respect and empathy can be shown in daily lives.</p> <p>Explain what bullying is and why it is harmful.</p> <p>Discuss the importance of inclusion, using real-life scenarios or stories.</p> <p>Divide students into small groups. Give each group a scenario card that describes a situation where respect, empathy, and bullying are relevant.</p> <p>Examples of scenarios (Appendix A):</p> <ul style="list-style-type: none"> • a new student is being teased for their accent • a classmate is excluded from a group activity because of their appearance • someone is being called names during recess. <p>Instruct each group to act out their scenario, showing how they would respond and how they would prevent or address bullying.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning</p> <ul style="list-style-type: none">• Listen and respond to focus questions; participate in a class discussion.• Work with your group to act out a given scenario. Think about how you can show respect, empathy, and prevent bullying in the situation.• Present your role-play to the class.• Discuss what actions were positive and why they are important. Reflect on the importance of preventing bullying and supporting each other, and how these actions can make a positive impact on your mental health and wellbeing.

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Positive influence of respect, empathy, and the valuing of differences in relationships and in society</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Why is it important to value differences in relationships and society? • How does inclusion positively influence mental health and wellbeing? • What are some ways we can show appreciation for differences in others? <p>Support notes This learning experience examines how differences in others can be valued through a strengths-based lens. It is suggested teachers are sensitive to the differences of the students in the class when engaging students in this learning experience. 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 The written correspondence provides an opportunity to assess students' ability to provide and explain behaviour that positively influences relationships.</p>	<p>Teaching and learning Ask the students the focus questions and write their responses on the board. Explain the key concepts: valuing differences, inclusion, and mental health and wellbeing.</p> <p>Discuss examples of how we can value differences in our daily lives. Talk about the benefits of inclusion for mental health and wellbeing, using real-life scenarios or stories.</p> <p>Divide students into small groups. Students brainstorm the behaviours that reflect being respectful, empathetic and valuing others.</p> <p>Explain to students they will be writing to a friend who has moved to a new school. They have been asked for some advice on how to make friends. Students should consider the qualities of respect, empathy and valuing differences in others in their response to their friend telling them how to build good relationships. The written correspondence may be in the format of a letter or email.</p> <p>Students may share their letters with the class or a peer.</p>



Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Strategies to identify and manage emotions before reacting</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are emotions? • When do we feel emotions? • What triggers our emotions? • How can we respond to our emotions? <p>Support notes The concept of emotions was studied in Year 3 Health Education. It is important for students to understand that feelings and emotions are normal, some make us more comfortable than others. The behaviour, action and words we use when we experience emotions are important and there are positive ways we can manage our responses to emotions.</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 triggers for their emotions and the different ways in which they can respond to them.</p>	<p>Teaching and learning Emotions.</p> <p>Ask students to list all the emotions they can think of. Write each emotion on a separate piece of paper or card as the students name them.</p> <p>Students take turns to draw an emotion card and explain a situation where they have felt that emotion. Allow students the right to ‘pass’.</p> <p>Ask students to list the emotions that make them feel uncomfortable and are likely to trigger a negative reaction (e.g. anger, frustration). Provide a situation; for example, you told your friend a secret and now they have told other people. In pairs, students draw a decision tree showing how the situation could potentially unfold, including the strategies they could use to deal with the situation. An example has been provided (Appendix A).</p> <p>Consider the following conversation prompts in response to the students’ ideas:</p> <ul style="list-style-type: none"> • Are some strategies more effective than others? Why/why not? • Can we change how we feel? If yes, how? • Can it be useful to let others know how we are feeling? Why/why not?

Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Strategies to identify and manage emotions before reacting</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How does our thinking affect our reactions to emotions? • Which strategies help us manage our emotions before we react? <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Laia Garcia – Inside Out: Guessing the feelings. https://www.youtube.com/watch?v=dOkyKyVFnSs • Arc – Level 3-4 Resilience, Rights and Respectful Relationships https://arc.educationapps.vic.gov.au/learning/resource/76409 <p>Suggested assessment point Students can provide strategies for dealing with emotions that assist them to manage their reactions.</p>	<p>Teaching and learning Managing my emotions.</p> <p>Read a story or watch a video about reacting to emotions. Discuss the following:</p> <ul style="list-style-type: none"> • strategies used and if they were successful • self-talk and how it impacted their feelings • the impact of a person’s actions on their family. <p>Revisit the decision trees developed by the students in the previous learning experience. Ask students to identify the strategies that were most useful when dealing with emotions, such as walking away and taking deep breaths.</p> <p>Explain to the students that this learning experience focuses on calming down strategies. In groups, students complete a placemat activity to write down and describe the strategies that assist them to be calm when feeling strong emotions. Allow students to share their ideas with their peers.</p> <p>As a class, develop a chart for the classroom that provides students with strategies to manage their emotions before reacting. This chart may be referred to over the course of the year.</p>



Term 3 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Strategies to cope with adverse situations and the demands of others</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does it mean to have courage? • How can we show courage? • Which situations require courage? <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • The Jesse Lewis Choose Love Movement – What is Courage? Written & Voiced by Stephanie Bierman, Program Director https://www.youtube.com/watch?v=rkg-ffNGv_E <p>Suggested assessment point The poster created by students will demonstrate their knowledge of ways to be courageous.</p>	<p>Teaching and learning Coping with adverse situations.</p> <p>Read a story or watch a video and discuss courage.</p> <p>As a class, brainstorm situations where courage may be required. Examples of different types of courage are available in the resource <i>Focus Area 1: Resilience and wellbeing</i> located in <i>Challenges and Choices Year Four</i> (Appendix A).</p> <p>Choose six of the adverse situations that most students can relate to. Each group examines one situation to determine strategies that can assist them to be brave to overcome the situation. This may include:</p> <ul style="list-style-type: none"> • remaining calm • practising positive self-talk • thinking about similar situations where you succeeded in being brave • talking to others • distracting yourself. <p>Instruct each group to plan and perform a short script that demonstrates how to deal with adverse situations.</p>

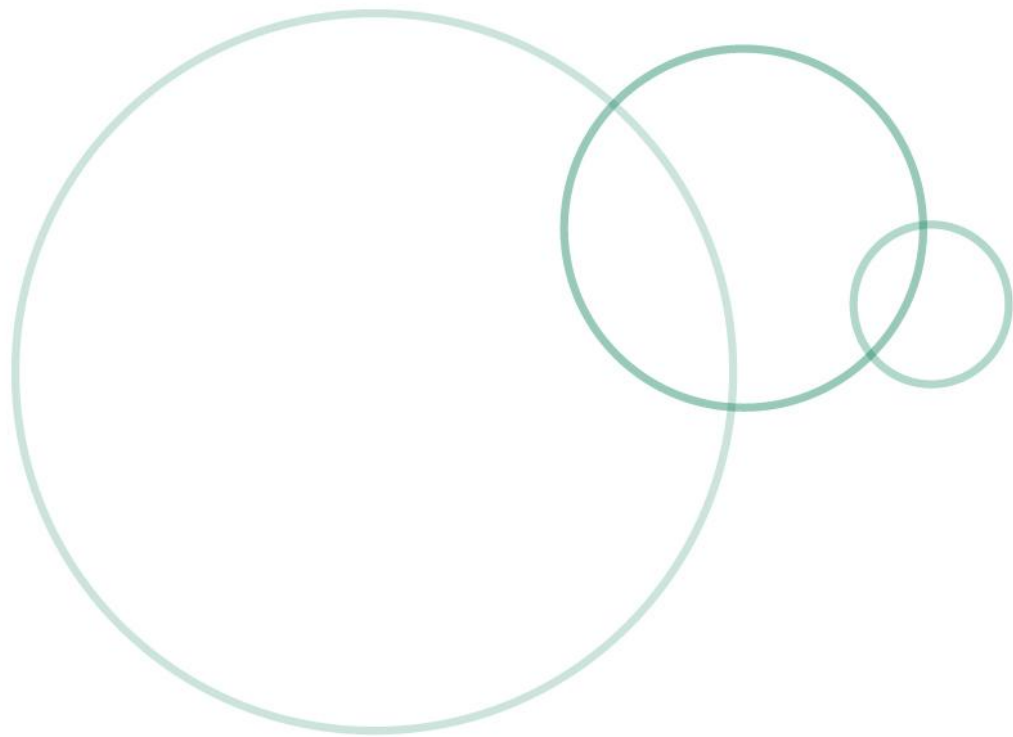
Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Strategies to cope with adverse situations and the demands of others</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What is conflict? • Which situations involve conflict? • Which skills can we use to help us manage conflict? • Does everyone have to agree all of the time? Why/Why not? <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • AMAZE Org – Fighting Fair: How Do You Resolve Conflict? https://www.youtube.com/watch?v=gu8gSuF_lvw <p>Suggested assessment point Observe and assess students’ participation and responses during the scenario activity and class discussion.</p>	<p>Teaching and learning Managing conflict.</p> <p>Watch the video <i>Fighting Fair</i> and discuss how to resolve conflict.</p> <p>Students consider a time when a friend has encouraged them to change something, such as which game to play at lunch. Explain to the students that courage is needed to stand up to others who are trying to influence them.</p> <p>Provide students with scenarios of situations where others make demands of them. Examples have been provided (Appendix A). Explain each scenario and ask students to identify those they can relate to. Discuss the different fears people have and how this is normal.</p> <p>In groups, students determine the potential conflict in each scenario and the strategies to assist in dealing with it. Ask students to provide examples of when they have made decisions they did not like in order to avoid conflict. Discuss the consequences of avoiding conflict and the benefits of being brave and facing conflict.</p>



Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interacting with others Strategies to cope with adverse situations and the demands of others</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Are difficult situations a normal part of life? Why/why not? • Do difficult situations last forever? • Which strategies can we use when dealing with difficult situations? <p>Suggested assessment point Students can provide strategies to assist them in dealing with adverse situations.</p>	<p>Teaching and learning Putting strategies into practice.</p> <p>Revise the strategies to deal with difficult situations (e.g. remain calm, use positive self-talk) discussed in the previous learning experiences. Provide students with a template for a cube. Instruct students to write a coping strategy on each face of the net and then construct the cube.</p> <p>In small groups, students take turns to roll their cube and discuss the following with their group members:</p> <ul style="list-style-type: none"> • An explanation of why the strategy can be effective when dealing with adverse situations • Situations the strategy may be useful in • Relevant examples of when they have applied the strategy (where appropriate). <p>Lead students to consider which strategies they would like to try when facing difficult situations. Demonstrate for students how to write a personal goal, relevant to their chosen strategy; for example, 'I am going to practise taking five deep breaths the next time my mum asks me to stop what I am doing to complete a chore. I will tell myself I can go back to my activity once I have finished the task.'</p> <p>Students practise writing goals to assist them in putting coping strategies in place. There may be opportunity for students to reflect on their goals during the remainder of the school year.</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 Ways in which health information can influence health decisions and behaviours</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How can we stay healthy? • What is a health message? • Which health messages have we seen or heard? • Should we believe all health messages? Why/why not? • How do we know which health messages are reliable? <p>Support notes This lesson introduces students to the concept of health messages and their impact on everyday decision-making. Students will identify different types of health messages they have encountered and begin thinking critically about their sources and reliability. Teachers should guide students to recognise messages from various sources, such as media, public service announcements and personal interactions.</p> <p>Teachers are encouraged to refer to the <i>Protective interrupting</i> guide available on the Growing & developing healthy relationships website (Appendix A). In Year 3, students examined the choices and behaviours conveyed in health information and messages.</p> <p>Suggested assessment point Students can identify health messages, discuss their purpose and begin questioning their reliability.</p>	<p>Teaching and learning Health messages.</p> <p>As a class, brainstorm the habits associated with good health, such as sleep, drinking water, good hygiene, a balanced diet and regular exercise. Ask students to brainstorm places where they have seen health messages; for example, television, billboards, posters, social media and schools.</p> <p>Lead a discussion about health messages using the focus questions.</p> <p>Show students a variety of health messages. Ask students to categorise these messages into different themes (e.g. safety, wellbeing, hygiene).</p> <p>Lead a discussion about the reliability and credibility of health messages, providing students examples of both trustworthy and misleading health messages.</p> <p>In small groups, students conduct a ‘health message scavenger hunt’, identifying different messages in their environment and assessing their reliability.</p>

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Ways in which health information can influence health decisions and behaviours</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Which techniques do companies use to persuade people to choose their product? • Why do you think they focus on health benefits when advertising their product? <p>Support notes This lesson focuses on analysing persuasive techniques used in marketing and advertising to promote health-related products. Students will explore the ways companies emphasise health benefits to influence consumer behaviour and consider how to assess the credibility of these claims.</p> <p>In Year 4 English, students learn how language features, images and vocabulary are used to engage audiences. This learning experience provides opportunity for integration between the learning areas.</p> <p>Suggested assessment point Students can identify persuasive techniques in health advertisements and evaluate whether the health claims made are credible.</p>	<p>Teaching and learning The ways health messages influence our decisions.</p> <p>Show students health-related advertisements, such as vitamins, fitness equipment and hygiene products.</p> <p>Instruct students to write down:</p> <ul style="list-style-type: none"> • words and images to convince the audience the product is good for health • techniques used to hook the audience in • answers to the question ‘what is this advertisement trying to convince you to do?’ <p>Provide students with a list of common persuasive techniques, such as the use of expert endorsements, emotional appeals and exaggerated claims. Have students match these techniques to real advertisements.</p> <p>Ask students ‘Should we believe all health claims in advertisements? Why or why not?’ Guide students in analysing resources and verifying claims through research and expert advice.</p> <p>In small groups, students analyse a health advertisement, identifying persuasive techniques and evaluating credibility. Groups decide whether they would trust the product and present their findings to the class.</p>



Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Ways in which health information can influence health decisions and behaviours</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Is all health information trustworthy? Why/why not? • How can we determine if health information is trustworthy? <p>Support notes An infographic for assessing health information is located on the Health Direct website (Appendix A).</p>	<p>Teaching and learning Investigating health information.</p> <p>Revise the information about health information discussed in the previous learning experience.</p> <p>Use a think-pair-share strategy for students to consider what is important when determining the validity of health messages. Work with students to develop a set of criteria for making informed decisions about health information. The criteria may include:</p> <ul style="list-style-type: none"> • the source of the information • what expertise the source has • the purpose of the information (e.g. selling a product or promoting a health message) • other sources that can be used to substantiate the information. <p>As a class, examine a health-based website, such as Healthy Kids Association (Appendix A). Use the established criteria to determine if the promoted health information are trustworthy. Model for students how to access the different sections of websites to locate information and verify credibility, such as:</p> <ul style="list-style-type: none"> • ‘about us’ or ‘who are we’ to establish if relevant professionals are able to provide expert advice • ‘what we do’ to determine the purpose of the organisation



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• specific information provided related to the health messages. <p>Provide students with access to the Kids Zone section of the website. In pairs, students locate and write five important health messages for children. Ask students to extend their understanding by explaining how the health message could influence their decisions and behaviour, providing reasons why.</p>



Term 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Healthy and active communities Ways in which health information can influence health decisions and behaviours	Support notes The materials for this assessment task, including a sample marking key have been provided (Appendix C).	Assessment task: Stand up for yourself Review student knowledge of the ways in which health messages are delivered to influence how people respond to them when making decisions about their health. Explain to the students they will be analysing an advertisement for a snack food (Appendix C).

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 consent? • Why is it important to ask for permission? • How can we say ‘no’ and respect others’ ‘no’? <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Gloucestershire OPCC – Consent for Kids #ConsentForKids https://www.youtube.com/watch?v=AArIv-tvxWE • Growing & developing healthy relationships – Consent https://gdhr.wa.gov.au/before-you-start/educator-notes/consent <p>Suggested assessment point Observe students’ participation in discussions and their responses in the consent scenarios activity.</p>	<p>Teaching Explain what consent is and why it is important using the <i>Consent for Kids</i> video.</p> <p>Discuss different situations where asking for permission is necessary (e.g. borrowing items, physical interactions). Encourage students to share their experiences with asking for or giving permission.</p> <p>Prepare a set of scenario cards describing situations where consent is needed (Appendix A). Examples of scenarios:</p> <ul style="list-style-type: none"> • borrowing a toy from a friend • asking to join a game • offering to help someone who seems upset. <p>Divide students into small groups and give each group a set of scenario cards. Students discuss how they would ask for permission, how they would say ‘no’ if they didn’t want to give permission, and how they would respond if someone said ‘no’ to them.</p> <p>Learning</p> <ul style="list-style-type: none"> • Listen and respond to focus questions; participate in a class discussion. • Work with your group to discuss the scenario cards. Think about how you would ask for permission, say ‘no’, and respond respectfully. • Share your group’s discussion with the class and listen to others.



Term 4 Week 6

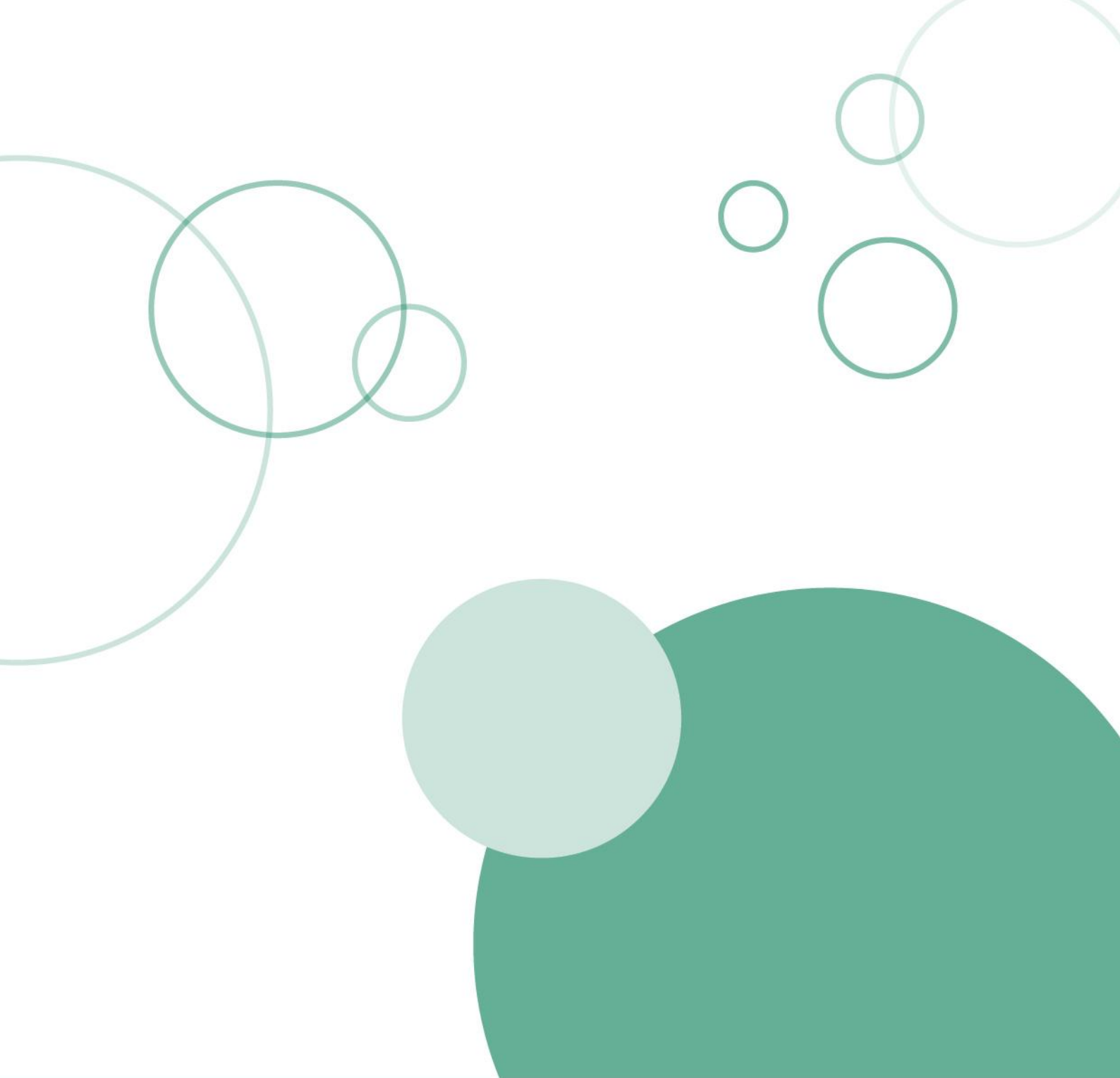
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Staying safe Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • How can we identify unsafe situations? • What actions can we take when we or others feel unsafe? • How do we report incidents? <p>Support materials and additional strategies</p> <ul style="list-style-type: none"> • Growing & developing healthy relationships – Consent https://gdhr.wa.gov.au/before-you-start/educator-notes/consent <p>Suggested assessment point Monitor students' understanding during the safe and unsafe scenarios activity and their contributions to the safety strategy posters.</p>	<p>Teaching and learning Define and discuss what makes a situation unsafe, using examples from GDHR's Consent (Appendix A) (e.g. physical boundaries, online safety). Discuss how students can recognise when they or others are in an unsafe situation. Emphasise the importance of trusting their feelings and instincts.</p> <p>Prepare a set of situation cards describing safe and unsafe scenarios. Examples of scenarios (Appendix A):</p> <ul style="list-style-type: none"> • a friend wants to take a picture of you and share it online without asking • someone touches you in a way that makes you uncomfortable • a stranger asks you for personal information online. <p>Divide students into pairs and give each pair a set of cards. Students sort out the cards into two categories: safe and unsafe. Discuss as a class why they categorised each scenario as safe or unsafe and what actions they could take in each situation.</p> <p>Create safety strategy posters in small groups, highlighting key actions (e.g. saying 'no', leaving, reporting).</p>

Term 4 Week 7 and 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Healthy and active communities Strategies that promote a healthy lifestyle</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does it mean to have a healthy lifestyle? • What are different ways we can keep our bodies and minds healthy? • How do our daily choices impact our health? • What are some challenges to maintaining a healthy lifestyle? • How can we encourage others to make healthy choices? <p>Support notes Students have previously explored concepts of wellbeing and self-care. This lesson introduces and reinforces strategies that support physical, mental, and emotional health. Teachers should guide students in recognising how everyday habits contribute to long-term wellbeing. The focus is on movement, mindfulness, personal hygiene, sleep, and goal-setting as key components of a healthy lifestyle.</p> <p>Suggested assessment point Students can create, assess and provide feedback on a visual representation of healthy lifestyle strategies.</p>	<p>Teaching and planning Creating a healthy lifestyle promotion poster (two hours).</p> <p>Students brainstorm answers to the question ‘What does a healthy lifestyle look like?’ Write student responses on the board. In small groups, students use the responses on the board and sort the activities into categories (e.g. physical health, mental wellbeing, hygiene and rest).</p> <p>Provide students short scenarios about different health choices, such as choosing to walk instead of using a car or practising mindfulness before a test. Discuss how these choices impact health.</p> <p>Students work individually or in pairs to design a poster showcasing strategies that promote a healthy lifestyle. Encourage creativity by allowing students to use drawings, cut-out images or digital images, if technology is available. Posters should highlight key habits such as physical activity, sleep, stress management and self-care.</p> <p>As a class, devise a rubric to review their own and other’s work. The rubric should take into consideration clarity of information, creativity, accuracy and effectiveness in promoting a healthy lifestyle. Ensure students understand how to provide constructive feedback.</p> <p>Allocate students into pairs or small groups to swap posters and provide peer feedback using the devised rubric. Provide</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>an opportunity for the students to revise their promotional poster based on peer feedback.</p> <p>Place all promotional posters on walls around the room and ask students to complete a gallery walk. Tell students to select their favourite poster (other than their own) and explain why they have chosen it.</p>



Appendix A

Resources

Term 1

Week	Resource	Link/information
1	<i>The Dot</i> by Peter Reynolds	Reynolds, P. H. <i>The Dot</i> . Walker Books Ltd.
	Growing & developing healthy relationships Responding to challenging situations	Growing & developing healthy relationships. <i>Responding to challenging situations</i> . Department of Health. https://gdhr.wa.gov.au/-/responding-to-challenging-situations
2	School Drug Education and Road Aware Programs > Challenges and Choices > Primary > Challenges and Choices Year Four > Focus Area 1: Resilience and wellbeing, p. 31, Activity 1, Explaining why bad things happen	School Drug Education and Road Aware (SDERA). <i>Challenges and Choices Four – Focus Area 1: Resilience and wellbeing</i> . https://www.sdera.wa.edu.au/media/1243/resilience-and-wellbeing-yr-4.pdf
	Growing & developing healthy relationships Protective interrupting	Growing & developing healthy relationships. <i>Protective interrupting</i> . Department of Health. https://gdhr.wa.gov.au/essential-tools/protective-interrupting
3	Wahgunyah Primary School Show Persistence video	Wahgunyah Primary School. <i>Show Persistence</i> [Video]. YouTube. https://www.youtube.com/watch?v=2Xu7DMDYne8
5–8	Growing & developing healthy relationships Puberty	Growing & developing healthy relationships. <i>Puberty</i> . Department of Health. https://gdhr.wa.gov.au/before-you-start/educator-notes/puberty
	Growing & developing healthy relationships Body changes during puberty	Growing & developing healthy relationships. <i>Body changes during puberty</i> . Department of Health. https://gdhr.wa.gov.au/learning-activities/body-changes-during-puberty
	Amaze Puberty toolkit	Amaze. <i>Puberty toolkit</i> . https://amaze.org/educators/toolkits/puberty/



Week 7: Example role-play scenarios on asking questions and seeking support

Scenario 1

You notice you have body odour and want to know how to manage it. Ask a trusted adult for advice on what products to use.

Student: 'I've noticed I have body odour after gym class. What can I do to manage it?'

Scenario 2

You have started getting pimples and feel embarrassed. Ask your parent or guardian for help with skincare.

Student: 'I've been getting a lot of pimples lately. Can you help me figure out how to take care of my skin?'

Scenario 3

You feel self-conscious about your height because you are much taller than your classmates. Seek support from a teacher.

Student: 'I feel really tall compared to everyone else in class. Is that normal? What can I do to feel more comfortable?'

Scenario 4

Your voice is starting to change and crack. Ask an older sibling for advice on dealing with voice changes.

Student: 'My voice keeps cracking when I talk. Did this happen to you? What can I do about it?'

Scenario 5

You have started sweating more and are unsure how to handle it. Ask a school nurse for tips on managing sweat.

Student: 'I've been sweating a lot more lately, even when I'm not doing much. What should I do?'

Scenario 6

You are curious about why some of your friends are developing faster than you. Ask a teacher about the differences in puberty timing.

Student: 'Why do some of my friends look older than me? Is it normal for puberty to start at different times?'

Scenario 7

You feel overwhelmed by mood swings and want to know if it's normal. Seek advice from a school counsellor.

Student: 'I've been feeling really up and down lately. Is this normal? What can I do to feel better?'

Scenario 8

You are embarrassed about the changes in your body and want to talk to a parent about it. Ask them for reassurance.

Student: 'I'm feeling really weird about how my body is changing. Can we talk about it?'



Scenario 9

You want to know more about why you're growing hair in new places. Ask a trusted adult for information.

Student: 'I've noticed I'm getting hair in places I didn't have before. Can you tell me why this happens and what to expect?'

Scenario 10

You are unsure how to talk to your friends about puberty. Ask a teacher for tips on discussing puberty with peers.

Student: 'I want to talk to my friends about puberty, but I don't know how to bring it up. Do you have any advice?'

Scenario 11

You feel anxious about the changes in your body and want to talk to a school counsellor about coping strategies.

Student: 'I'm feeling really anxious about all these changes happening to my body. Can you help me find ways to cope?'

Scenario 12

You want to understand why your appetite has increased. Ask a parent or guardian for information.

Student: 'I've been feeling hungrier than usual. Is this because of puberty? What should I do about it?'

Scenario 13

You have noticed your clothes are fitting differently. Ask a family member for help in understanding these changes.

Student: 'My clothes don't seem to fit the same way they used to. Is this normal during puberty?'

Scenario 14

You want to know how to manage new emotions and feelings. Seek guidance from a school counsellor.

Student: 'I've been having a lot of new feelings lately. Can you help me understand how to deal with them?'

Scenario 15

You are feeling left out because you haven't started puberty yet. Ask a teacher for reassurance and advice.

Student: 'I feel like I'm the only one who hasn't started puberty. Is this normal? What should I do?'



Week 8: Example practising positive self-talk and assertiveness worksheet (answers)

Instructions:

1. Read each scenario below.
 2. Write down a positive self-talk statement you could use in that situation.
 3. Write down how you could be assertive in that situation.
-

Scenario 1: You have a big presentation in front of the class, and you feel nervous.

- **Positive self-talk:** 'I have practised and I am ready. I can do this!'
- **Assertiveness:** 'I will take a deep breath, stand tall and speak clearly. I can ask for a moment to gather my thoughts if needed.'

Scenario 2: You didn't do well on a test and you feel disappointed.

- **Positive self-talk:** 'It's okay to make mistakes. I can learn from this and do better next time.'
- **Assertiveness:** 'I will ask the teacher for help understanding what I got wrong so I can improve.'

Scenario 3: A friend wants to copy your homework, but you know it's not the right thing to do.

- **Positive self-talk:** 'I need to be honest and do the right thing, even if it's hard.'
- **Assertiveness:** 'I will tell my friend that it's important to do their own work and offer to help them study instead.'

Scenario 4: You feel left out because your friends are making plans without you.

- **Positive self-talk:** 'I am a good friend and deserve to be included. I can talk to them about how I feel.'
- **Assertiveness:** 'I will calmly tell my friends that I feel left out and ask if we can make plans together in the future.'

Scenario 5: You feel overwhelmed by all the changes happening in your life.

- **Positive self-talk:** 'Change is a part of growing up. I am strong and can handle this.'
 - **Assertiveness:** 'I will talk to a trusted adult about how I am feeling and ask for support or advice.'
-

Reflection: Write about a time when you used positive self-talk or were assertive. How did it make you feel? What was the outcome?



Week 8: Sample practising positive self-talk and assertiveness worksheet

Instructions:

1. Read each scenario below.
2. Write down a positive self-talk statement you could use in that situation.
3. Write down how you could be assertive in that situation.

Scenario 1: You have a big presentation in front of the class and you feel nervous.

- **Positive self-talk:**

- **Assertiveness:**



Scenario 2: You didn't do well on a test and you feel disappointed.

- **Positive self-talk:**

- **Assertiveness:**

Scenario 3: A friend wants to copy your homework, but you know it's not the right thing to do.

- **Positive self-talk:**

- **Assertiveness:**



Scenario 4: You feel left out because your friends are making plans without you.

- **Positive self-talk:**

- **Assertiveness:**

Scenario 5: You feel overwhelmed by all the changes happening in your life.

- **Positive self-talk:**

- **Assertiveness:**

Term 2

Week	Resource	Link/information
1	Little Bee Library What Does it Mean to be Safe?	Little Bee Library – Educational Videos for Kids. <i>What Does it Mean to be Safe? Books Read Aloud for Kids #safetyrulesforkids</i> [Video]. YouTube. https://www.youtube.com/watch?v=imaFzA7StNE
3	Daniel Morcombe Foundation Inc. Making a safety network	Daniel Morcombe Foundation Inc. <i>Year 4 to 6 Making a safety network</i> [Video]. YouTube. https://www.youtube.com/watch?v=yankyPHWmbQM
	Kids Helpline Kids – website for kids aged 5 to 12	Kids Helpline. <i>Kids</i> . https://kidshelpline.com.au/kids
	Growing & developing healthy relationships Protective interrupting	Growing & developing healthy relationships. <i>Protective interrupting</i> . Department of Health. https://gdhr.wa.gov.au/essential-tools/protective-interrupting
5	<i>Rules of the House</i> by Mac Barnett	Barnett, M. <i>Rules of the House</i> (M. Myers, illus.). Little, Brown Books for Young Readers.
	Growing & developing healthy relationships Protective interrupting	Growing & developing healthy relationships. <i>Protective interrupting</i> . Department of Health. https://gdhr.wa.gov.au/essential-tools/protective-interrupting
6–7	SEMO Electric Cooperative & GoSEMO Fiber Video about safety issues at home	SEMO Electric Cooperative & GoSEMO Fiber. <i>Safety Sadie Video: Hidden Electrical Dangers Around the Home</i> [Video]. YouTube. https://www.youtube.com/watch?v=1UciWRyIBM



Week 2: Examples of assertiveness role-play scenarios

Scenario 1

You are playing football with your friends at lunchtime. An older student joins in the game, but they keep tackling you. They are much bigger than you and you are worried you may get hurt.

Scenario 2

You and your little brother have been left home alone while your mum goes to get something for dinner from the shops. Your little brother is lying on the lounge watching a movie. Your friend knocks at the door and wants you to go outside and play with them. You explain you are minding your little brother, but they insist, saying you can play in your front garden.

Scenario 3

During recess, you find a two-dollar coin on the floor. Your friend is excited and suggests you share the money with them and buy something from the canteen. You would really like a slushy; you never get money to buy something at school. Your friend is very insistent and starts dragging you in the direction of the canteen.

Scenario 4

It's a rainy day and you have to walk home from school. It is a ten-minute walk and just two minutes into the walk, you are soaking wet and freezing cold. A car pulls up beside you and the driver tells you to hop in the car and they will give you a lift home.

Scenario 5

You and your friends are out 'trick-or-treating' for Halloween. When you get to Mrs Wilson's house, your friends refuse to go to the door as everyone knows she is cranky. You decide you are going anyway, after all, if no one else goes, maybe she will give you lots of treats. When you knock on the door, Mrs Wilson calls out, 'Come in, I am in the kitchen.'

Scenario 6

While you are playing at the skate park with your friends, you see a large group of high school kids coming towards you. They are swearing and a couple of them are smoking. One of them asks you if you want a drag of his cigarette.



Week 8: Example of a safety mind map

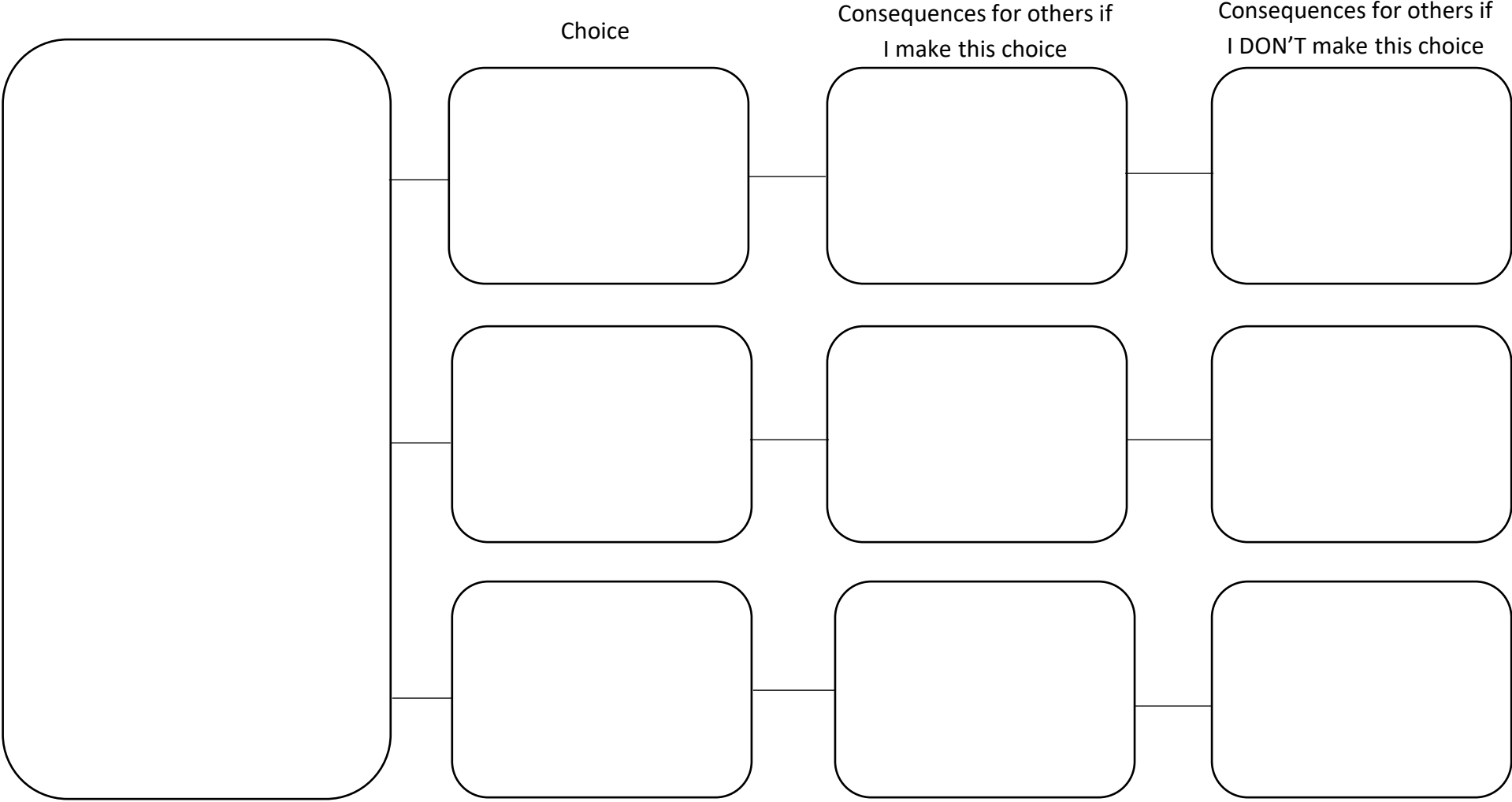


Term 3

Week	Resource	Link/information
1	<i>The Invisible Boy</i> by Trudy Ludwig	Ludwig, T. <i>The Invisible Boy</i> (P. Barton, Illus). Knopf Books for Young Readers.
	ClassDojo Empathy video	ClassDojo. <i>Empathy (1 of 3) Social Emotional Learning for kids</i> [Video]. YouTube. https://www.youtube.com/watch?v=ENIB2H3S_oQ
2	Bullying No Way Resources	Bullying No Way. <i>Resources & Support for Bullying Prevention</i> . https://bullyingnoway.gov.au/
3–4	Growing & developing healthy relationships Protective interrupting	Growing & developing healthy relationships. <i>Protective interrupting</i> . Department of Health. https://gdhr.wa.gov.au/essential-tools/protective-interrupting
5	Resilience, Rights & Respectful Relationships Level 3–4 Resilience, Rights and Respectful Relationships, p. 56, Taming angry feelings	Arc. <i>Level 3–4 Resilience, Rights and Respectful Relationships</i> . State of Victoria, Department of Education. https://arc.educationapps.vic.gov.au/learning/resource/76409
	Laia Garcia Inside Out: Guessing the feelings	Laia Garcia. <i>Inside Out: Guessing the feelings</i> [Video]. YouTube. https://www.youtube.com/watch?v=dOkYKyVFnsS
6	School Drug Education and Road Aware Challenges and Choices Year 4 Focus Area 1: Resilience and wellbeing, p. 8, Activity 7, Different kinds of courage	School Drug Education and Road Aware (SDERA). <i>Challenges and Choices Primary</i> . https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/
7	Jesse Lewis Choose Love Movement What is Courage?	The Jesse Lewis Choose Love Movement. <i>What is Courage? Written & Voiced by Stephanie Bierman, Program Director</i> [Video]. YouTube. https://www.youtube.com/watch?v=rkg-ffNGv_E
7	AMAZE Org Fighting Fair: How Do You Resolve Conflict?	AMAZE Org. <i>Fighting Fair: How Do You Resolve Conflict?</i> [Video]. YouTube. https://www.youtube.com/watch?v=gu8gSuF_lvw



Week 1: Sample of a decision-making flow chart for a respect and empathy scenario





Week 2: Example scenarios for ‘Is it mean or is it bullying?’

Scenario 1

Jenny goes to sit next to Amber on the mat. Amber tells her that she can’t sit there because she is saving the spot for someone else.

Scenario 2

Brendan joined the line for a game of Four Square. Paul told him he couldn’t play as they had enough people in the game. The next day, Paul pushed in front of Brendan in the canteen line. Later during their Physical Education lesson, Paul deliberately ran into Brendan causing him to fall and bang his head.

Scenario 3

Kaitlyn is having a birthday party in a couple of weeks. She hands out invitations to all the girls in the class, except for Isla.

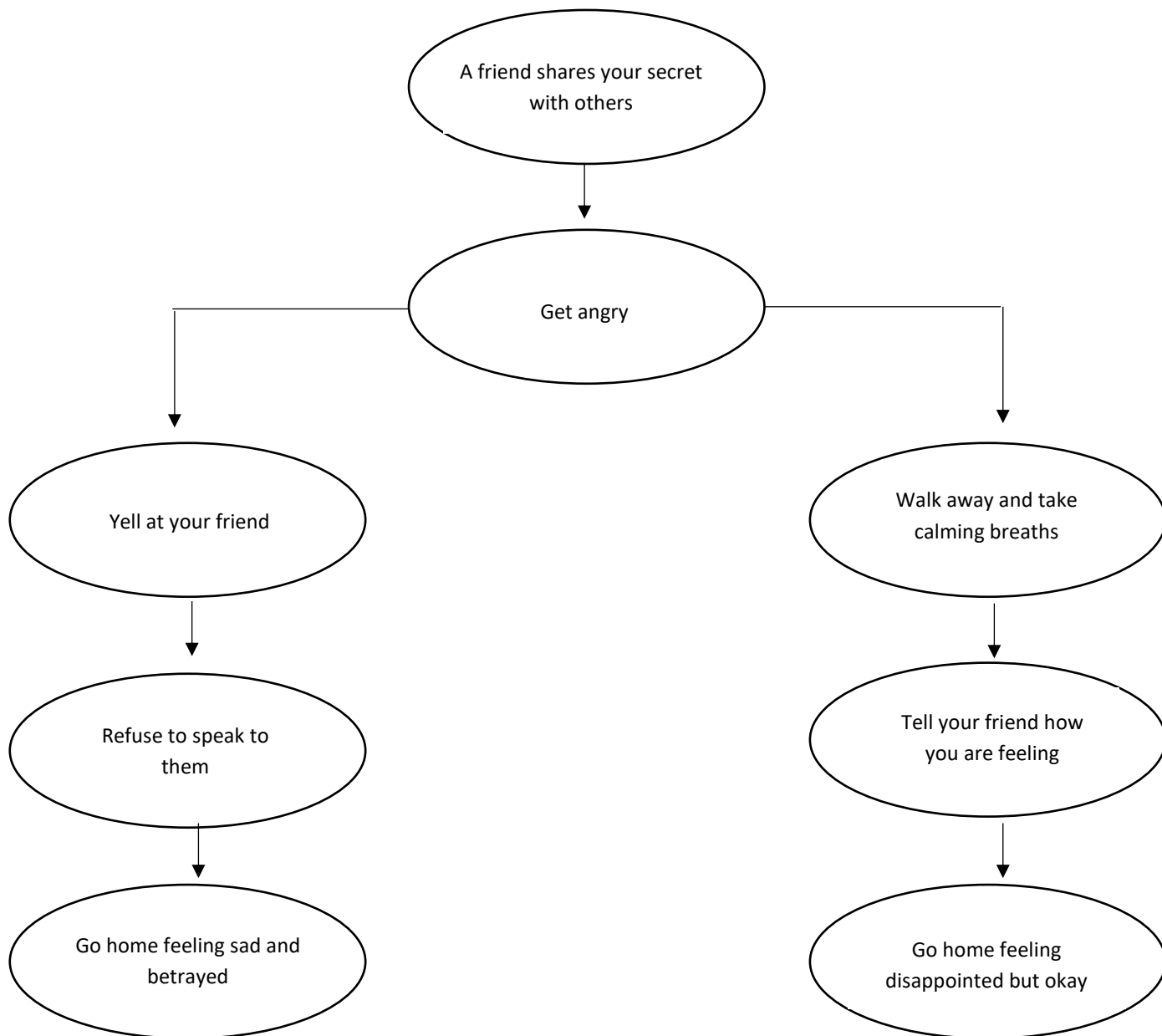
Scenario 4

Jayden accidentally knocked Tonia’s pencil case off her desk, causing the contents to spill all over the floor. Tonia reacted by calling Jayden an ‘idiot’.

Scenario 5

Jeremy’s shoes have holes in them, and his parents don’t have the money to buy him new ones. Mark makes fun of him in front of the other students, joking and laughing about the condition of his shoes. On the way home from school, Mark crosses to the other side of the road saying he didn’t want to be seen with the ‘poor kid’. The next day, Jeremy catches Mark and his friends pointing to his shoes and laughing.

Week 4: Example of a decision tree





Week 7: Example scenarios for being brave

Scenario 1

Your mum asks you to clean your room, but you are playing an online game with a friend.

Scenario 2

You are messaging a friend, and she asks you to take \$5 out of your mum's purse and meet her at the shops to buy lollies.

Scenario 3

All the kids are talking about a new TV show. You are not allowed to watch it, but you don't want everyone to know. You join in with the conversation saying how much you like it. Your friend invites you over to their house after school to watch the next episode.

Scenario 4

You ask your parents for a new bike for your birthday, hoping they will buy you the latest mountain bike that some of the other kids at school have. On the day of your birthday, your parents are so excited to give you the new bike. It isn't the brand you were hoping for, but a much cheaper version.

Scenario 5

You accidentally spill your yoghurt on your classmate's bag. Before you have a chance to clean it up, they have walked over and flipped out. You want to apologise and clean it up, but you are scared because they are really angry.

Scenario 6

The teacher tells the students that everyone will be required to perform an oral presentation to the class. You are petrified of speaking in front of everyone, but you know the teacher will make you do it.

Scenario 7

Your parents take the family on an outing to go rock climbing. You have never been rock climbing before and are scared of heights.

Scenario 8

One of the students in the class has just had braces put on their teeth. The other kids start calling them names and laughing. You can see this is upsetting the student and you want the teasing to stop.

Term 4

Week	Resource	Link/information
1	Growing & developing healthy relationships Protective interrupting	Growing & developing healthy relationships. <i>Protective interrupting</i> . Department of Health. https://gdhr.wa.gov.au/essential-tools/protective-interrupting
3	MedlinePlus Evaluating Health Information	MedlinePlus. <i>Evaluating Health Information</i> . National Library of Medicine (NLM), National Institutes of Health (NIH). https://medlineplus.gov/evaluatinghealthinformation.html
	Health Direct Assessing health information infographic	Healthdirect Australia. <i>Facts or Fiction?</i> [Fact sheet]. https://media.healthdirect.org.au/publications/health-info-online_healthdirect.pdf
5–6	Growing & developing healthy relationships Consent	Growing & developing healthy relationships. <i>Consent</i> . Department of Health. https://gdhr.wa.gov.au/before-you-start/educator-notes/consent
	Gloucestershire OPCC Consent for Kids	Gloucestershire OPCC. <i>Consent for Kids</i> #ConsentForKids [Video]. YouTube. https://www.youtube.com/watch?v=AArIv-tvxWE



Week 5: Example consent scenario cards

Scenario 1

You want to borrow a toy from your friend during recess.

Scenario 2

You see a group of classmates playing a game you want to join.

Scenario 3

You have a snack you want to share with a classmate.

Scenario 4

You notice a friend struggling with their homework.

Scenario 5

You need to borrow a crayon from a classmate to finish your drawing.

Scenario 6

You want to sit next to a friend during a school assembly.

Scenario 7

You want to borrow a book from the class library that someone else is reading.

Scenario 8

You want to listen to music with a friend using their headphones.

Scenario 9

You want to take a photo with your friend.

Scenario 10

You want to play a game on a friend's tablet.



Week 6: Example safe and unsafe scenario cards

Scenario 1

A stranger online asks you for your home address.

Scenario 2

Someone touches you in a way that makes you feel uncomfortable.

Scenario 3

A classmate takes a photo of you making a funny face and wants to post it online without asking.

Scenario 4

A stranger approaches you when you're alone in the park and asks you to come with them.

Scenario 5

Someone sends you mean messages online.

Scenario 6

An older child tells you to keep a secret about touching your private parts.

Scenario 7

A friend pressures you to steal a candy bar from the store.

Scenario 8

Someone sends you a picture that makes you uncomfortable.

Scenario 9

You're at a friend's house and feel uncomfortable with how their older sibling is behaving.

Scenario 10

Other kids are playing a rough game on the playground that looks dangerous.



Appendix B

Assessment task 1

Stand up for yourself



Task details

Title	Stand up for yourself
Description	Students respond to a variety of scenarios, using assertive responses
Type of assessment	Summative
Purpose of assessment	To assess students' ability to provide appropriate strategies for how to react in uncomfortable or unsafe situations
Evidence to be collected	Teacher observations relating to students' knowledge of assertive behaviour and language
Suggested time	1 x 60 minutes

Content descriptions

Personal, social and community health

Staying safe

- Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations

Task preparation

Prior learning

Students have prior knowledge of assertive language and behaviour, and have practised using the words, body language, facial expressions and movements for assertive behaviours. They are aware that assertive language includes 'I' statements and ways to express needs. They know how to stand up for themselves while considering and remaining respectful of others.

Assessment task

Assessment conditions

Students will work in small pairs, in an open space, where the teacher can move easily among groups.

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

- Scenario cards



Instructions for teachers

Stand up for yourself

This activity is to be completed in pairs with the whole class practising at the same time. It is not a performance, unless students would like to perform their role-play in front of the class as an example. The task should be assessed using observation checklists and anecdotal notes to see if students understand what assertive communication looks and sounds like. Break the class into two even groups, with one group focusing on scenarios 1, 3 and 5 and the other group on scenarios 2, 4 and 6.



Instructions to students

Stand up for yourself

You will be working with a partner for this activity. You will have three scenarios to perform, demonstrating your ability to respond in an assertive way.

1. Read the scenarios your teacher has given to you. Together, brainstorm some different ways you could respond, demonstrating assertive behaviour and language for each scenario.
2. Taking turns, read out the scenario. The other person responds in an assertive way – you can stand up to act out the scenario.
3. After each response, talk about how assertive behaviour was demonstrated, or some other things that could have been said or done to get your point across firmly and confidently. You can then swap roles with your partner and they respond to the same scenario.
4. Continue changing roles with each scenario.

Scenario 1

The person you sit next to in class keeps borrowing your special-coloured pencils without asking and leaves them lying around. Two have already been lost. How do you react?

Scenario 2

Your friend promised to meet you after school yesterday and didn't turn up. The next day he shrugged it off and said he forgot. How do you react?

Scenario 3

Your friend asks to share your lunch, but you don't have enough and you know you are going to be hungry. It has happened every day this week because they don't like what their parents packs for them. How do you react?

Scenario 4

You have been away sick for a week and when you return to school, your friends are playing a new game that you do not know. One person says you can't play because you don't know the rules. How do you react?

Scenario 5

Your friend returns your top that she borrowed, and it has a big black ink stain on it. How do you react?

Scenario 6

Your best friend is very funny and popular, but he often makes fun of you to make other people laugh. You usually laugh along even though you are hurt and embarrassed inside. You want it to stop. How do you react?



Marking key

While the students are acting out their scenarios, the teacher should move among the groups to gauge the students' understanding of assertive communication and behaviour. The guide below includes typical indicators for assertive behaviour and language, as well as aggressive and passive behaviour and language. These behaviours should be avoided in each scenario. Students are not expected to demonstrate every indicator of assertive language and behaviour. Feedback should be given to students at the time the task is being completed.

Assertive language and behaviour

- Using assertive words or statements in a non-threatening way, such as 'I' statements
- Stating needs without blame
- Discussing the behaviour, not the person
- Considering the other person and their point of view
- Standing up for themselves while respecting others, e.g. 'I feel hurt when you make fun of me in front of others. I understand it is a joke, but I would really like you to stop as it is upsetting me.'
- Calm, level voice
- Eye contact is made and maintained while listening and speaking
- Body is relaxed and movements are unthreatening

Passive language and behaviour

- Using passive words or statements, e.g. apologising, saying it's okay, not saying anything, nodding
- Quiet, timid voice
- Facial expressions, e.g. not making eye contact, looking down
- Submissive body language movements, e.g. hunched, little movement, nodding to answer a question

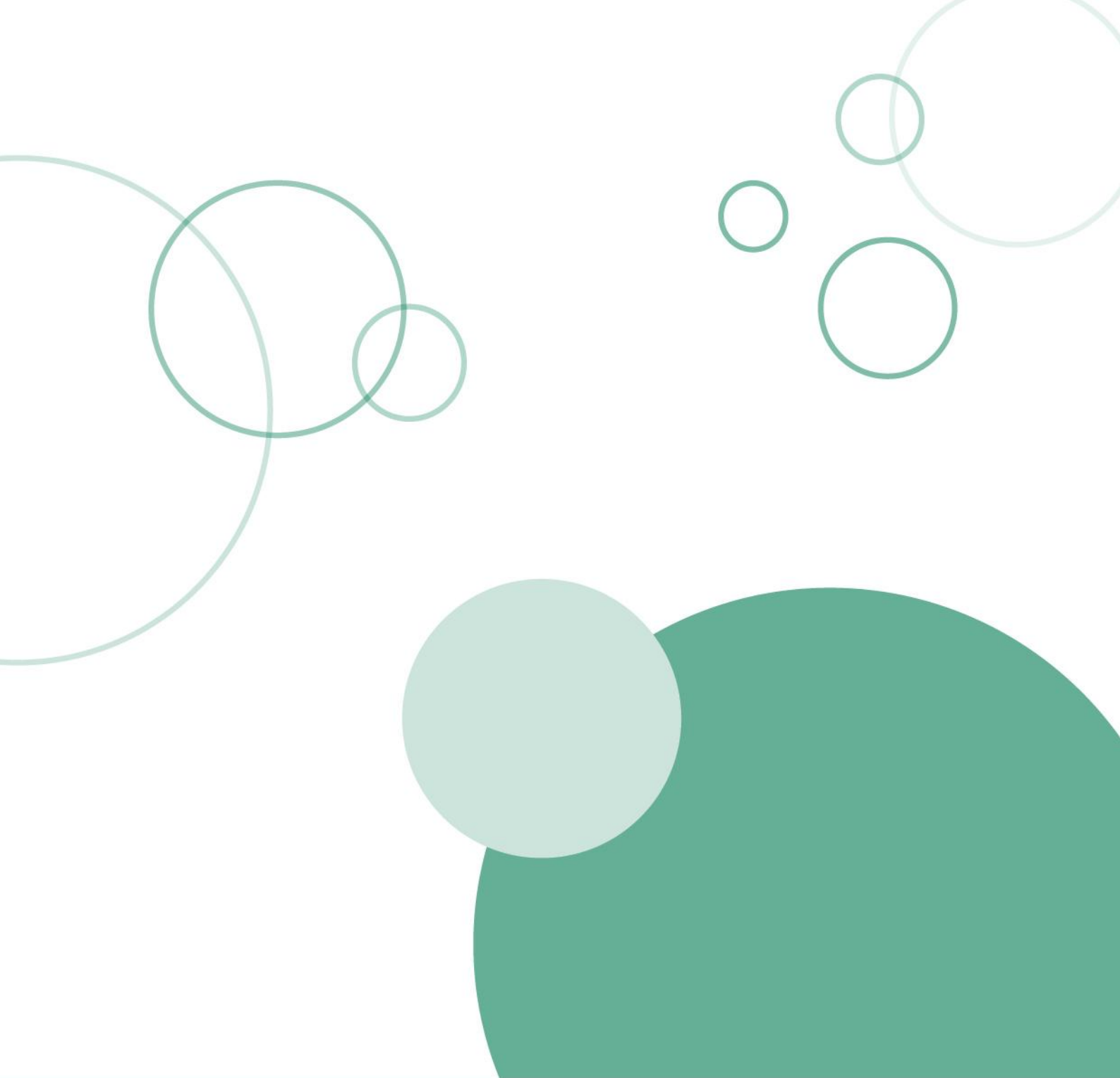
Aggressive language and behaviour

- Using aggressive words or statements, e.g. name-calling, blaming, accusing
- Raising voice or shouting
- Facial expressions showing anger, aggression
- Threatening, intimidating body language and movements

Marking key

Knowledge of assertiveness and language behaviour

Description	Marks
Scenario 1	
Displays consistent appropriate body language and behaviour that indicate knowledge of assertiveness	3
Displays mostly appropriate body language and behaviour that indicate knowledge of assertiveness	2
Consistently displays appropriate body language and behaviour that indicate knowledge of assertiveness	1
Subtotal	/3
Scenario 2	
Displays consistent appropriate body language and behaviour that indicate knowledge of assertiveness	3
Displays mostly appropriate body language and behaviour that indicate knowledge of assertiveness	2
Displays some language or behaviour that indicate knowledge of assertiveness	1
Subtotal	/3
Scenario 3	
Displays consistent appropriate body language and behaviour that indicate knowledge of assertiveness	3
Displays mostly appropriate body language and behaviour that indicate knowledge of assertiveness	2
Displays some language or behaviour that indicate knowledge of assertiveness	1
Subtotal	/3
Total	/9



Appendix C

Assessment task 2

Extra energy bites



Task details

Title	Extra energy bites
Description	Students identify the health messages in an advertised product and determine how they influence health decisions
Type of assessment	Summative
Purpose of assessment	To assess students' ability to: <ul style="list-style-type: none">• interpret health information• describe ways health information influences health decisions and behaviours
Evidence to be collected	Graphic organiser
Suggested time	1 x 60-minute lesson

Content descriptions

Personal, social and community health

Healthy and active communities

Ways in which health information can influence health decisions and behaviours.

Task preparation

Prior learning

Students have prior knowledge of the source and purpose of health information. They have experience with interpreting health information and how it is delivered to influence people to behave in a particular way.

Assessment task

Assessment conditions

Students will complete the task individually.

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Resources

- Graphic organiser



Instructions for teacher

Extra energy bites

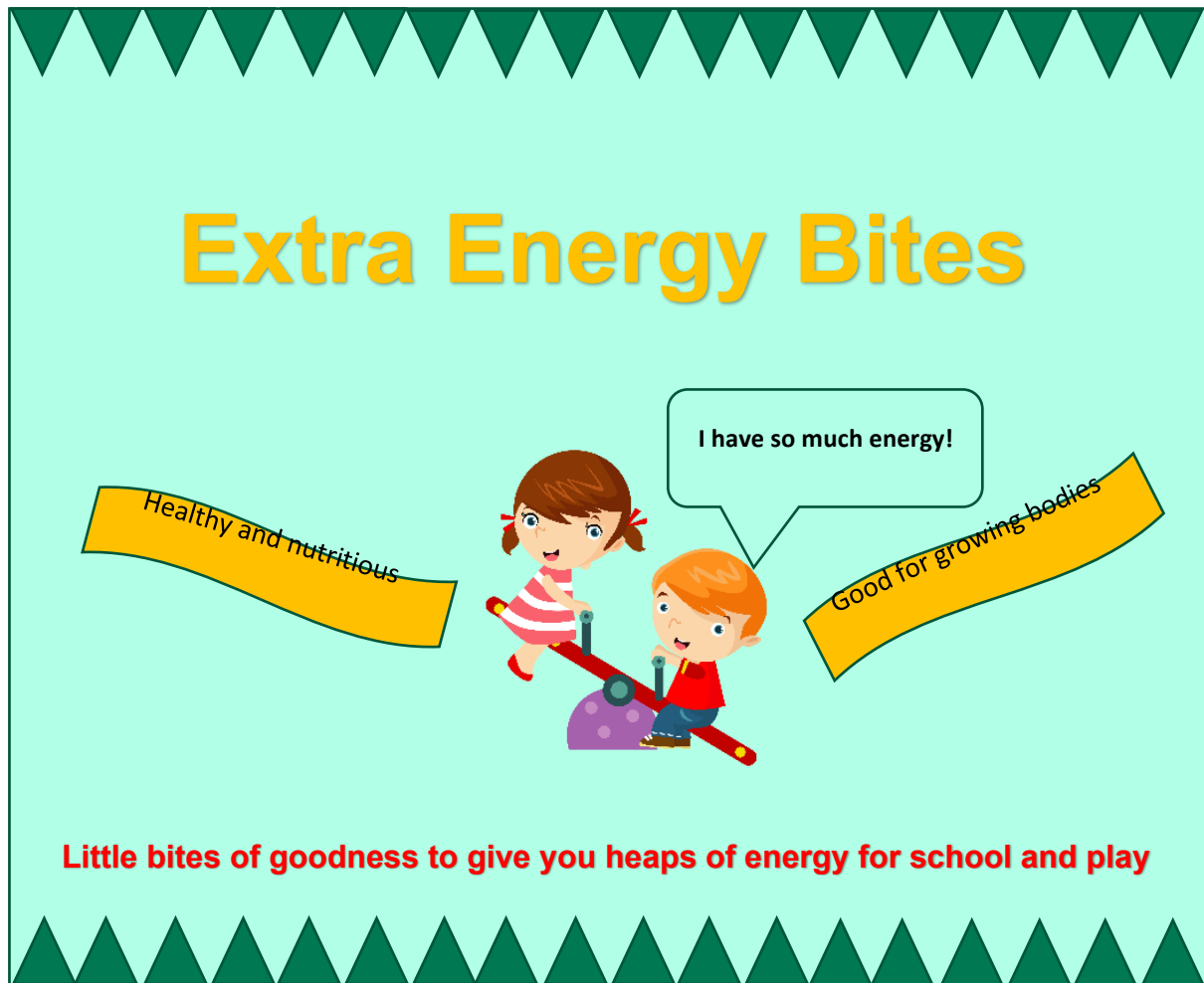
Students will examine an advertisement to determine the health information provided. They will identify the visual and language features used to promote the information and convince the target audience of the health benefits.


Instructions to students

Extra energy bar

Look at the following advertisement for the Extra Energy Bites. Use the graphic organiser to:

- identify any health information provided or claims made
- locate the words that promote the health information
- list extra information you would need to believe the health information
- state if you would buy and eat the Extra Energy Bites.





Extra Energy Bites

Explain the health information in this advertisement?

Which features have been used to influence people to buy the product?

What extra information would you need to see before determining the health benefits of the bar?

Would you buy and eat the Extra Energy Bites?

Explain your decision.

Marking key

Description	Marks
Interprets health information	
Interprets health information, providing a detailed explanation	4
Interprets health information, providing a simple explanation	3
With assistance, interprets health information	2
Unable to interpret health information	1
Subtotal	/4
Identifies features used to influence health decisions and behaviour	
Identifies several features used and clearly explains how they influence decision making	4
Identifies some features used and explains how they influence decision making	3
Identifies one or more features used and provides some explanation of how they influence decision making	2
Provides one or no features used with limited explanation of how they influence decision making	1
Subtotal	/4
Uses decision-making skills to make an informed decision	
Explains their decision made about the Extra Energy Bites with detailed reasoning	4
Explains their decision made about the Extra Energy Bites with some reasoning	3
Attempts to explain their decision made about the Extra Energy Bites with limited reasoning	2
Attempts to explain their decision made about the Extra Energy Bites but is unable to provide appropriate reasoning	1
Subtotal	/4
Total	/12



Acknowledgements

Term 1

Week 4

Optimistic thinking role-play activity adapted from: School Drug Education and Road Aware (SDERA). (2013). Focus Area 1: Resilience and wellbeing. In *Challenges and Choices: Resilience, Drug and Road Safety Education*.
<https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/>

Term 2

Week 7

Role-play activity concept from: Department of Education. (2018, April). *2018 Level 3-4 Resilience, Rights and Respectful Relationships*. State of Victoria.
<https://arc.educationapps.vic.gov.au/learning/sites/respectful-relationships/1785/Respectful-Relationships-resources>

Term 3

Week 8

Learning experiences concept from: Department of Education. (2018, April). *2018 Resilience, Rights and Respectful Relationships*. State of Victoria.
<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7327c6bf-696a-41c4-8fc3-3c45dccc8bd>

Appendix A

Term 1

Week 4 scenario examples concept from: School Drug Education and Road Aware (SDERA). (2013). Focus Area 1: Resilience and wellbeing. In *Challenges and Choices: Resilience, Drug and Road Safety Education*.
<https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/>

Appendix C

Extra Energy Bites

Seesaw image from: Kusumaningrum, D. (2020, May 20). Child play child care logo [Illustration]. Pixabay. <https://pixabay.com/illustrations/child-play-child-care-logo-5191372/>

