# MAPPING *CHALLENGES AND CHOICES* TO THE WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION SYLLABUS

**SDERA**
EDUCATING FOR SMARTER CHOICES

## YEAR 5

The Health and Physical Education syllabus comprises two strands:
- Personal, social and community health
- Movement and physical activity.

School Drug Education and Road Aware's (SDERA) *Challenges and Choices* resources deliver some of the content included in the *Personal, social and community health* strand through a resilience, road safety, and alcohol and other drugs education context.

Within this strand, content is organised under three interrelated sub-strands. These are:

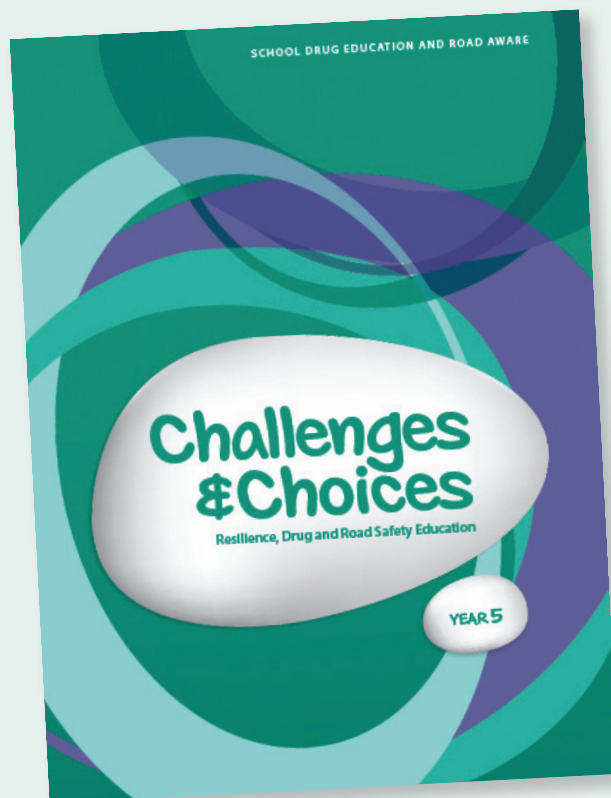### PERSONAL, SOCIAL AND COMMUNITY HEALTH

**Being healthy, safe and active**
The content in this sub-strand focuses on supporting students to make decisions about their own health, safety and wellbeing and build their resilience through developing knowledge, understanding and skills. Additionally, the content explores identities and emotions and looks at the contexts that can impact and influence students' health, safety and wellbeing.

**Communicating and interacting for health and wellbeing**
The content in this sub-strand helps students to develop knowledge, understanding and skills to enable them to critically engage with a range of health concepts and issues and apply this new information to their changing circumstances and environments.

**Contributing to healthy and active communities**
The content in this sub-strand informs students so they are able to selectively access information, products, services and environments and critically analyse contextual factors that influence the health and wellbeing of communities.

SCHOOL DRUG EDUCATION AND ROAD AWARE

**Challenges & Choices**
Resilience, Drug and Road Safety Education

YEAR 5

### Mapping *Challenges and Choices*
Health and Physical E

| | FOCUS AREA 1 Resilience and wellbeing | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ACTIVITY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 |
| **BEING HEALTHY, SAFE AND ACTIVE** | | | | | | | | | | | |
| Ways that individuals and groups adapt to different contexts and situations (ACPPS051) | ● | ● | ● | ● | ● | ● | ● | ● | | | |
| Changes associated with puberty which vary with individuals: physical, mental, emotional (ACPPS052) | | | | | | | | | | | |
| Reliable sources of information that inform health, safety and wellbeing, such as: internet-based information, community health organisations, publications and other media (ACPPS053; ACPPS057) | | | | ● | ● | ● | | | ● | ● | ● |
| Strategies that promote a safe, healthy lifestyle, such as: comparing food labels on products, increased physical activity, practising sun safety (ACPPS054) | ● | ● | ● | | | | | | | | |
| **COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING** | | | | | | | | | | | |
| Skills and strategies to establish and manage relationships over time, such as: exploring why relationships change, assessing the impact of changing relationships on health and wellbeing, building new friendships, dealing with bullying and harassment (ACPPS055) | | | | ● | ● | ● | ● | | | | |
| Ways in which inappropriate emotional responses impact on relationships, such as: loss of trust, fear, loss of respect (ACPPS056) | ● | ● | ● | ● | ● | ● | ● | | | | |
| **CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES** | | | | | | | | | | | |
| Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as: bicycle safety, sun safety (ACPPS058) | ● | ● | ● | ● | ● | ● | ● | | ● | | |

At the time of writing and publishing the K-6 *Challenges and Choices* resources the Western Australian Health and Physical Education Syllabus was not created. To further support teachers in their delivery of resilience, road safety and alcohol and other drugs education, these mapping documents have been developed to assist teachers and schools deliver the engaging and age-appropriate learning experiences included in the K-6 *Challenges and Choices* resources.

The *Challenges and Choices* mapping documents have been completed addressing the content descriptors within each sub-strand and using ALL tasks and questions as written in each lesson activity. Whilst we encourage the modification and/or the sourcing of additional resources to support and enhance the learning experience and address the local context, if activities are modified this may affect the applicability of the mapping.

Content descriptor elaborations have not been used in the mapping of the *Challenges and Choices* resources.

# Mapping *Challenges and Choices* to the Western Australian Curriculum
## Health and Physical Education Syllabus – Year 5

The table below maps each content description against the activities in each focus area. A marked cell (●) indicates the activity addresses that content description.

| Content description | FOCUS AREA 1 – Resilience and wellbeing (Activities 1–8) | FOCUS AREA 2 – Drug education (Activities 1–11) | FOCUS AREA 3 – Passenger safety (Activities 1–7) | FOCUS AREA 4 – Pedestrian safety (Activities 1–7) | FOCUS AREA 5 – Safety on wheels (Activities 1–8) |
|---|---|---|---|---|---|
| **BEING HEALTHY, SAFE AND ACTIVE** | | | | | |
| Ways that individuals and groups adapt to different contexts and situations (ACPPS051) | 1, 2, 3, 4, 5, 6, 7 | 4, 6, 7, 9 | 5 | 6 | 6 |
| Changes associated with puberty which vary with individuals: physical, mental, emotional (ACPPS052) | — | — | — | — | — |
| Reliable sources of information that inform health, safety and wellbeing, such as: internet-based information, community health organisations, publications and other media (ACPPS053; ACPPS057) | 3, 4, 6 | 1, 2, 3, 4, 5, 6, 8, 10, 11 | 1, 2, 3, 4, 5 | 1, 4 | 1, 3, 4, 5, 7 |
| Strategies that promote a safe, healthy lifestyle, such as: comparing food labels on products, increased physical activity, practising sun safety (ACPPS054) | 1, 2, 3, 5, 6, 8 | 1, 8, 9, 11 | 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 6 | 1, 2, 3, 4, 5, 6, 7, 8 |
| **COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING** | | | | | |
| Skills and strategies to establish and manage relationships over time, such as: exploring why relationships change, assessing the impact of changing relationships on health and wellbeing, building new friendships, dealing with bullying and harassment (ACPPS055) | 3, 4, 5, 7, 8 | 9, 11 | 5 | 6 | 7, 8 |
| Ways in which inappropriate emotional responses impact on relationships, such as: loss of trust, fear, loss of respect (ACPPS056) | 1, 2, 3, 4, 5, 6, 7 | 4 | 5 | 6 | 6 |
| **CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES** | | | | | |
| Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as: bicycle safety, sun safety (ACPPS058) | 1, 2, 3, 4, 5, 6, 7, 8 | 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 |