

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

## YEAR 2

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

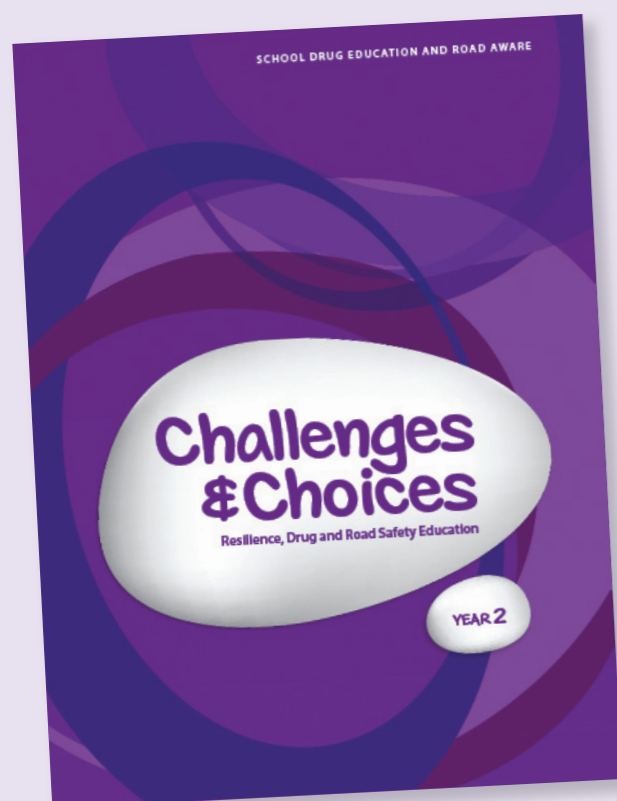
The content in this sub-strand focuses on supporting students to make decisions about their own health, safety and wellbeing and build their resilience through developing knowledge, understanding and skills. Additionally, the content explores identities and emotions and looks at the contexts that can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



**Mapping Challenges and Choices**  
Health and Physical Education

ACTIVITY	FOCUS AREA 1 Resilience and wellbeing									FOCUS AREA 2 Drug education				
	1	2	3	4	5	6	7	8	9	1	2	3	4	5
<b>BEING HEALTHY, SAFE AND ACTIVE</b>														
Personal strengths and achievements and how they contribute to personal identities (ACPPS015)	•	•	•	•	•	•	•	•	•	•				
Changes in relationships and responsibilities as individuals grow older (ACPPS016)														
Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017)	•				•			•				•		•
Strategies and behaviours that promote health and wellbeing: personal hygiene practices, healthy eating, sufficient sleep, staying hydrated, regular physical activity (ACPPS018)														
<b>COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING</b>														
Strategies to include others in activities and games (ACPPS019)	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020)	•	•	•	•	•	•	•	•	•	•				
Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)														•
<b>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</b>														
Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022)	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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 2

ACTIVITY	FOCUS AREA 1 Resilience and wellbeing									FOCUS AREA 2 Drug education									FOCUS AREA 3 Passenger safety									FOCUS AREA 4 Pedestrian safety									FOCUS AREA 5 Safety on wheels																			
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9											
<b>BEING HEALTHY, SAFE AND ACTIVE</b>																																																								
Personal strengths and achievements and how they contribute to personal identities (ACPPS015)	●	●	●	●	●	●	●	●	●								●	●								●	●	●									●																	●	●	●
Changes in relationships and responsibilities as individuals grow older (ACPPS016)																	●	●								●	●	●									●																	●		
Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017)	●				●			●		●		●				●	●	●									●					●	●	●																				●	●	
Strategies and behaviours that promote health and wellbeing: personal hygiene practices, healthy eating, sufficient sleep, staying hydrated, regular physical activity (ACPPS018)																																															●	●	●					●		
<b>COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING</b>																																																								
Strategies to include others in activities and games (ACPPS019)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020)	●	●	●	●	●	●	●	●	●								●	●								●	●									●	●																●	●		
Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)												●																																			●				●					
<b>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</b>																																																								
Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

