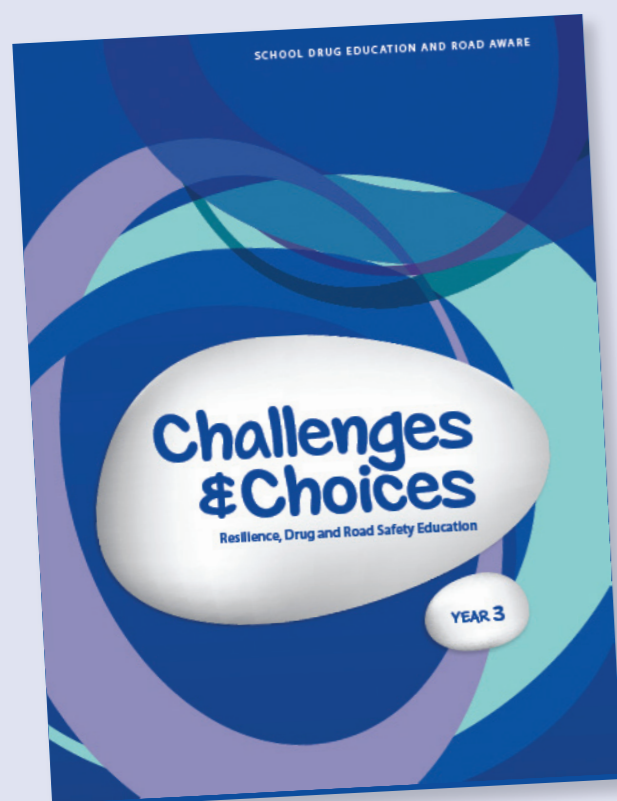


MAPPING CHALLENGES AND CHOICES TO THE WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR 3



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 to the Western Australian Health and Physical Education Syllabus - YEAR 3

| ACTIVITY | FOCUS AREA 1 Resilience and wellbeing | | | | | | | | | FOCUS AREA 2 Drug education | | | | | | | | | FOCUS AREA 3 Passenger safety | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|--------------------------------|---|---|---|---|---|---|---|---|----------------------------------|----|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | |
| BEING HEALTHY, SAFE AND ACTIVE | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033) | • | • | • | • | • | • | • | • | • | | | | | | | | | | | | • | | • | • | • | |
| Physical, social and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034) | • | • | • | • | • | • | • | • | • | | | | | | | | | | | | | | | | | |
| Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035) | | | | | | • | • | • | • | | | | | | | | | | | | • | | • | • | • | |
| Actions in daily routines that promote health, safety and wellbeing: healthy eating, appropriate levels of physical activity (ACPPS036) | | | | | | | | | | | | | | | | | | | | | • | | • | | • | |
| COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Behaviours that show empathy and respect for others (ACPPS037) | • | • | • | • | • | • | • | • | • | | | | | | | | | | | | • | | • | | • | |
| Circumstances that can influence the level of emotional response to situations (ACPPS038) | • | • | • | • | • | • | • | • | • | | | | | | | | | | | | • | | • | • | • | |
| Choices and behaviours conveyed in health information and messages (ACPPS039) | • | • | | | | | | | | | | | | | | | | | | | • | • | • | • | • | • |
| CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ways to be active in natural environments (ACPPS041) | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 3

| 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 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | |
| BEING HEALTHY, SAFE AND ACTIVE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033) | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | | | ● | | ● | ● | ● | | | | | | | | | | ● | ● | | | | | | | | | | | ● | | | | | | | | | | | | ● | ● | | | | | |
| Physical, social and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034) | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035) | | | | ● | ● | ● | ● | ● | ● | | | | | | ● | | ● | ● | ● | | | | | | | | | | ● | | ● | | ● | ● | ● | ● | | ● | ● | | | | | | | | | | | | ● | ● | | | | | | | |
| Actions in daily routines that promote health, safety and wellbeing: healthy eating, appropriate levels of physical activity (ACPPS036) | | | | | | | | | | | | | ● | | | ● | | | ● | | | | | | | | | | | | | | | | | ● | | | ● | ● | | | | | | ● | | | | | | | ● | | | | | | |
| COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Behaviours that show empathy and respect for others (ACPPS037) | ● | ● | | ● | ● | ● | ● | ● | ● | | ● | | | | ● | | | ● | | ● | ● | ● | | | | | ● | ● | ● | ● | | | | | | | | ● | ● | ● | | ● | | | | | | | | | | | | | | | | | |
| Circumstances that can influence the level of emotional response to situations (ACPPS038) | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | | | ● | | ● | ● | ● | | | | | | | | | | ● | | ● | | | | | | | ● | ● | | | | | | | | | | | | ● | ● | | | | | | | |
| Choices and behaviours conveyed in health information and messages (ACPPS039) | | ● | ● | | | | ● | | | | ● | ● | ● | ● | ● | ● | ● | ● | | ● | ● | | | | | | ● | | ● | ● | | | ● | ● | | ● | ● | | ● | ● | ● | ● | ● | | | | | | | | | | | | | | | | |
| CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ways to be active in natural environments (ACPPS041) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

