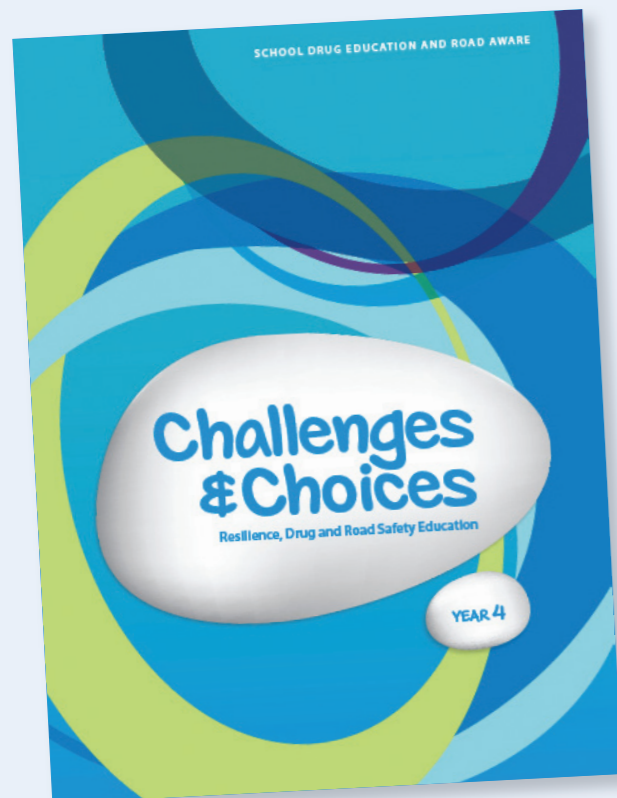


MAPPING CHALLENGES AND CHOICES TO THE WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR 4



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 Curriculum Health and Physical Education Syllabus

ACTIVITY	FOCUS AREA 1 Resilience and wellbeing								FOCUS AREA 2 Drug education										FOCUS Passeng							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	1	2	3	4				
BEING HEALTHY, SAFE AND ACTIVE																										
Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help, thinking optimistically (ACPPS033)	•	•	•	•	•	•	•	•																		
Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034)	•	•	•	•	•	•	•	•																		
Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035)									•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Strategies to ensure safety and wellbeing at home and at school, such as: following school rules, identifying and choosing healthier foods for themselves (ACPPS036; ACPPS040)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING																										
The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037)	•	•	•	•	•	•	•	•																		
Strategies to identify and manage emotions before reacting (ACPPS038)									•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Strategies to cope with adverse situations and the demands of others (ACPPS038)	•	•	•	•	•	•	•	•																		
Ways in which health information and messages can influence health decisions and behaviours (ACPPS039)																										
CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES																										
Ways in which regular physical activity in natural and built environments promotes health (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 4

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	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11																																									
BEING HEALTHY, SAFE AND ACTIVE																																																																																								
Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help, thinking optimistically (ACPPS033)	•	•	•	•	•	•	•	•																																																																																
Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034)	•	•	•	•	•	•	•	•																																																																																
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