

# Curriculum Alignment

LE Content Descriptors	Links to the Australian Curriculum – Health & PE	Connections to Lesson Plans
<p><b>Identifies factors that can influence how people define or value themselves</b></p>	<p><b>Explore how success, challenge and failure strengthen identities (ACPPS033)</b></p> <ul style="list-style-type: none"> <li>exploring factors that support personal achievement and development of personal identities, such as the influence of family, friends and school</li> <li>suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking</li> </ul>	<p>Each student creates a page with their own name in the centre. The class circulates each page and each student writes a positive attribute describing how this student contributes to the health of others on each respective page. Students have time to reflect on their own list of affirmations and also how this activity contributes to a healthy classroom.</p> <p>The class creates and publishes a newsletter on how to be healthy at school. It may include examples, tips and stories on positive ways of maintaining physical, emotional and social health.</p>
<p><b>Identifies that effective communication is important in maintaining positive relationships</b></p>	<p><b>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)</b></p> <ul style="list-style-type: none"> <li>rehearsing assertive behaviours and strong non-verbal communication skills</li> <li>identifying and practising appropriate responses to unsafe situations in relation to medicine</li> </ul>	<p>Students design, construct and play original board games that explore ideas of healthy behaviours and relationships.</p> <p>The class creates and publishes a newsletter on how to be healthy at school. It may include examples, tips and stories on positive ways of maintaining physical, emotional and social health.</p>

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<p><b>Identifies factors that affect health and wellbeing (physical, social and emotional) and how they interact</b></p>	<p><b>Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)</b></p> <ul style="list-style-type: none"> <li>predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them</li> </ul> <p><b>Investigate how emotional responses vary in depth and strength (ACPPS038)</b></p> <ul style="list-style-type: none"> <li>recognising own emotional responses and levels of their response in different situations</li> </ul>	<p>Students work in small groups to collect images that reflect their understanding of health. They choose one and share this image with the class, explaining how it represents their idea of emotional, physical or social health.</p> <p>Students design, construct and play original board games that explore ideas of healthy behaviours and relationships.</p> <p>In small groups, students create infomercials for a Grade 1 audience with five tips on how to stay healthy during the school term.</p>
<p><b>Identifies that medicines are drugs and the consequences of their misuse</b></p>	<p><b>Identifies that effective communication is important in maintaining positive relationships (ACPPS037)</b></p> <ul style="list-style-type: none"> <li>identifying and practising appropriate responses to unsafe situations in relation to medicine</li> </ul> <p><b>Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)</b></p> <ul style="list-style-type: none"> <li>identifying how medications and other substances can be stored safely in the home and at school</li> </ul>	<p>Students design, construct and play original board games that explore ideas of healthy behaviours and relationships.</p>



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Identifies that some people need medicines to maintain their health	<p><b>Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)</b></p> <ul style="list-style-type: none"> <li>identifying how medications and other substances can be stored safely in the home and at school</li> </ul>	<p>In small groups, students create infomercials for a Grade 1 audience with five tips on how to stay healthy during the school term.</p> <p>Participate in a team relay where they collect all of the items they need to ensure their health and wellbeing isn't compromised for the day.</p>
Identifies and practices strategies to maintain a positive self-image	<p><b>Explore how success, challenge and failure strengthen identities (ACPPS033)</b></p> <ul style="list-style-type: none"> <li>exploring factors that support personal achievement and development of personal identities, such as the influence of family, friends and school</li> <li>suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking</li> </ul> <p><b>Investigate how emotional responses vary in depth and strength (ACPPS038)</b></p> <ul style="list-style-type: none"> <li>describing strategies they can use to identify and manage their emotions before making a decision to act</li> </ul>	<p>Each student creates a page with his or her own name in the centre. The class circulates each page and each student writes a positive attribute describing how this student contributes to the health of others on each respective page. Students have time to reflect on their own list of affirmations and also how this activity contributes to a healthy classroom.</p> <p>Students design, construct and play original board games that explore ideas of healthy behaviours and relationships.</p>