



Australian Curriculum Connections

Levels 1 & 2 (F/1/2)

Play Is The Way Australian Curriculum Connections: Levels 1 and 2 (F/1/2)



Key Virtues
Acceptance / Tolerance
Friendliness
Compassion

Known as 'The Golden Rule', the Life Raft activities and games attached to 'Treat others as you would like them to treat you' develop ethical and respectful behaviour and provide context to the curriculum content below. Through activities that encourage students to look beyond themselves and consider the impact of their actions on others, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Understanding.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Understanding
<p align="center">Language for Interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people. (ACELA1428)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes. (ACELA1429)</p> <p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others. (ACELA1444)</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things. (ACELA1462)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions. (ACELA1787)</p> <p align="center">Interacting with Others</p> <p>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. (ACELY1784)</p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. (ACELY1788)</p> <p>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. (ACELY1789)</p>	<p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Practise personal and social skills to interact positively with others. (ACPPS004)</p> <p>Describe ways to include others to make them feel they belong. (ACPPS019)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Identify actions that promote health, safety and wellbeing. (ACPPS006)</p> <p>Explore actions that help make the classroom a healthy, safe and active place. (ACPPS022)</p> <p>Recognise similarities and differences in individuals and groups and explore how these are celebrated and respected. (ACPPS024)</p> <p align="center">Learning Through Movement</p> <p>Cooperate with others when participating in physical activities. (ACPMPO12)</p> <p>Follow rules when participating in physical activities. (ACPMPO14)</p> <p>Use strategies to work in group situations when participating in physical activities. (ACPMPO30)</p> <p>Identify rules and fair play when participating in physical activities. (ACPMPO32)</p>	<p align="center">Express Emotions Appropriately</p> <p>Express their emotions constructively in interactions with others.</p> <p>Describe ways to express emotions to show awareness of the feelings and needs of others.</p> <p align="center">Appreciate Diverse Perspectives</p> <p>Acknowledge that people hold many points of view.</p> <p>Describe similarities and differences in points of view between themselves and people in their communities.</p> <p align="center">Contribute to Civil Society</p> <p>Describe ways they can help at home and school.</p> <p>Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them.</p> <p align="center">Understand Relationships</p> <p>Identify ways to care for others, including ways of making and keeping friends.</p> <p align="center">Make Decisions</p> <p>Identify options when making decisions to meet their needs and the needs of others.</p> <p align="center">Negotiate and Resolve Conflict</p> <p>Listen to others' ideas, and recognise that others may see things differently from them.</p> <p>Practise solving simple interpersonal problems, recognising there are many ways to solve conflict.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Identify ethical concepts arising in familiar contexts, such as good and bad behaviours.</p> <p>Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance.</p> <p align="center">Explore Ethical Concepts in Context</p> <p>Describe familiar situations that involve ethical concepts.</p> <p>Discuss ethical concepts within a range of familiar contexts.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Share examples of rights and responsibilities in given situations.</p> <p>Identify their rights and associated responsibilities and those of their classmates.</p> <p align="center">Consider Points of View</p> <p>Express their own point of view and listen to the views of others.</p> <p>Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views.</p>	<p align="center">Develop Respect for Cultural Diversity</p> <p>Discuss ideas about cultural diversity in local contexts.</p> <p>Describe ways that diversity presents opportunities for new experiences and understandings.</p> <p align="center">Consider and Develop Multiple Perspectives</p> <p>Express their opinions and listen to the opinions of others in given situations.</p> <p>Express their own perspectives on familiar topics and texts and identify the perspectives of others.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe their own feelings if they were put in someone else's place.</p> <p>Imagine and describe the feelings of others in familiar situations.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Identify examples of the acceptance and inclusion of others in given situations.</p> <p>Discuss the effects of acceptance and inclusion in familiar situations.</p> <p align="center">Mediate Cultural Differences</p> <p>Recognise that cultural differences may affect understanding between people.</p>

Play Is The Way Australian Curriculum Connections: Levels 1 and 2 (F/1/2)



Key Virtues
Courage
Persistence / Resilience
Good Manners

Courage, persistence and resilience are the cornerstones of life and learning. The Life Raft activities and games attached to 'Be brave – participate to progress' provide context to the curriculum content below. Through activities that challenge students physically, mentally, emotionally and socially, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Understanding.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Interacting With Others</p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. (ACELY1646)</p> <p>Deliver short oral presentations to peers. (ACELY1647)</p> <p>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. (ACELY1656)</p> <p>Make short presentations using some introduced text structures and language, for example opening statements. (ACELY1657)</p> <p>Rehearse and deliver short presentations on familiar and new topics. (ACELY1667)</p> <p>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. (ACELY1784)</p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. (ACELY1788)</p> <p>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. (ACELY1789)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Identify personal strengths. (ACPPS001)</p> <p>Describe their own strengths and achievements and those of others and identify how these contribute to personal identities. (ACPPS015)</p> <p>Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation. (ACPPS017)</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing. (ACPPS018)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Identify and describe emotional responses people may experience in different situations. (ACPPS005)</p> <p>Identify and practise emotional responses that account for own and others' feelings. (ACPPS020)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Participate in play that promotes engagement with outdoor settings and the natural environment. (ACPPS007)</p> <p align="center">Learning Through Movement</p> <p>Test possible solutions to movement challenges through trial and error. (ACPMP013)</p> <p>Propose a range of alternatives and test their effectiveness when solving movement challenges. (ACPMP031)</p>	<p align="center">Recognise Personal Qualities and Achievements</p> <p>Identify their likes and dislikes, needs and wants, and explore what influences these.</p> <p>Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life.</p> <p align="center">Understand Themselves as Learners</p> <p>Identify their abilities, talents and interests as learners.</p> <p>Discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.</p> <p align="center">Develop Reflective Practice</p> <p>Reflect on their feelings as learners and how their efforts affect skills and achievements.</p> <p>Reflect on what they have learnt about themselves from a range of experiences at home and school.</p> <p align="center">Work Independently and Show Initiative</p> <p>Attempt tasks independently and identify when and from whom help can be sought.</p> <p>Work independently on routine tasks and experiment with strategies to complete other tasks where appropriate.</p> <p align="center">Become Confident, Resilient and Adaptable</p> <p>Undertake and persist with short tasks, within the limits of personal safety.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Identify ethical concepts arising in familiar contexts, such as good and bad behaviours.</p> <p>Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance.</p> <p align="center">Examine Values</p> <p>Identify values that are important to them.</p> <p>Discuss some agreed values in familiar contexts.</p> <p align="center">Consider Points of View</p> <p>Express their own point of view and listen to the views of others.</p> <p>Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views.</p>	<p align="center">Consider and Develop Multiple Perspectives</p> <p>Express their opinions and listen to the opinions of others in given situations.</p> <p>Express their own perspectives on familiar topics and texts and identify the perspectives of others.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe their own feelings if they were put in someone else's place.</p> <p>Imagine and describe the feelings of others in familiar situations.</p> <p align="center">Reflect on Intercultural Experiences</p> <p>Identify and describe memorable intercultural experiences.</p> <p>Identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Identify examples of the acceptance and inclusion of others in given situations.</p> <p>Discuss the effects of acceptance and inclusion in familiar situations.</p> <p align="center">Mediate Cultural Differences</p> <p>Recognise that cultural differences may affect understanding between people.</p>

Play Is The Way Australian Curriculum Connections: Levels 1 and 2 (F/1/2)



Key Virtues
Persistence / Resilience
Friendliness
Good Manners

Creating a climate where students are focussed on progress and development, rather than being better than others, transforms classrooms into communities of learners. The Life Raft activities and games attached to 'Pursue your personal best no matter who you work with' provide context to the curriculum content below.

Through activities that require students to work cooperatively and collaboratively with all members of their class, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Understanding.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people. (ACELA1428)</p> <p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others. (ACELA1444)</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things. (ACELA1462)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions. (ACELA1787)</p> <p align="center">Interacting with Others</p> <p>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. (ACELY1656)</p> <p>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. (ACELY1784)</p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. (ACELY1788)</p> <p>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. (ACELY1789)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Identify personal strengths. (ACPPS001)</p> <p>Describe their own strengths and achievements and those of others and identify how these contribute to personal identities. (ACPPS015)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Practise personal and social skills to interact positively with others. (ACPPS004)</p> <p>Describe ways to include others to make them feel they belong. (ACPPS019)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Identify actions that promote health, safety and wellbeing. (ACPPS006)</p> <p>Explore actions that help make the classroom a healthy, safe and active place. (ACPPS022)</p> <p>Recognise similarities and differences in individuals and groups and explore how these are celebrated and respected. (ACPPS024)</p> <p align="center">Learning Through Movement</p> <p>Cooperate with others when participating in physical activities. (ACPMP012)</p> <p>Use strategies to work in group situations when participating in physical activities. (ACPMP030)</p>	<p align="center">Understand Themselves as Learners</p> <p>Identify their abilities, talents and interests as learners.</p> <p>Discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.</p> <p align="center">Develop Reflective Practice</p> <p>Reflect on their feelings as learners and how their efforts affect skills and achievements.</p> <p>Reflect on what they have learnt about themselves from a range of experiences at home and school.</p> <p align="center">Develop Self-discipline and Set Goals</p> <p>Set goals in learning and personal organisation by completing tasks within a given time.</p> <p align="center">Understand Relationships</p> <p>Identify ways to care for others, including ways of making and keeping friends.</p> <p align="center">Work Collaboratively</p> <p>Share experiences of cooperation in play and group activities.</p> <p>Identify cooperative behaviours in a range of group activities.</p> <p align="center">Negotiate and Resolve Conflict</p> <p>Listen to others' ideas, and recognise that others may see things differently from them.</p> <p>Practise solving simple interpersonal problems, recognising there are many ways to solve conflict.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance.</p> <p align="center">Explore Ethical Concepts in Context</p> <p>Describe familiar situations that involve ethical concepts.</p> <p>Discuss ethical concepts within a range of familiar contexts.</p> <p align="center">Consider Consequences</p> <p>Identify links between emotions and behaviours.</p> <p>Describe the effects that personal feelings and dispositions have on how people behave.</p> <p align="center">Reflect on Ethical Action</p> <p>Identify and describe the influence of factors such as wants and needs on people's actions.</p> <p align="center">Examine Values</p> <p>Discuss some agreed values in familiar contexts.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Identify their rights and associated responsibilities and those of their classmates.</p> <p align="center">Consider Points of View</p> <p>Express their own point of view and listen to the views of others.</p> <p>Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views.</p>	<p align="center">Investigate Culture and Cultural Identity</p> <p>Share ideas about self and belonging with peers.</p> <p>Identify and describe the various groups to which they belong and the ways people act and communicate within them.</p> <p align="center">Develop Respect for Cultural Diversity</p> <p>Describe ways that diversity presents opportunities for new experiences and understandings.</p> <p align="center">Consider and Develop Multiple Perspectives</p> <p>Express their opinions and listen to the opinions of others in given situations.</p> <p>Express their own perspectives on familiar topics and texts and identify the perspectives of others.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe their own feelings if they were put in someone else's place.</p> <p align="center">Reflect on Intercultural Experiences</p> <p>Identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Identify examples of the acceptance and inclusion of others in given situations.</p> <p>Discuss the effects of acceptance and inclusion in familiar situations.</p>

Play Is The Way Australian Curriculum Connections: Levels 1 and 2 (F/1/2)



Key Virtues
Acceptance / Tolerance
Friendliness
Compassion

Self-awareness is the stepping-stone towards self-management and, in turn rational and responsible behaviour. The Life Raft activities and games attached to 'Have reasons for the things you say and do' provide context to the curriculum content below. Through activities that assist students to identify their feelings and understand how these influence their words and actions, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Understanding.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people. (ACELA1428)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes. (ACELA1429)</p> <p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others. (ACELA1444)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands. (ACELA1446)</p> <p>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context. (ACELA1461)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions. (ACELA1787)</p> <p align="center">Interacting with Others</p> <p>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. (ACELY1784)</p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. (ACELY1788)</p>	<p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Practise personal and social skills to interact positively with others. (ACPPS004)</p> <p>Identify and describe emotional responses people may experience in different situations. (ACPPS005)</p> <p>Identify and practise emotional responses that account for own and others' feelings. (ACPPS020)</p> <p>Examine health messages and how they relate to health decisions and behaviours. (ACPPS021)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Identify actions that promote health, safety and wellbeing. (ACPPS006)</p> <p>Explore actions that help make the classroom a healthy, safe and active place. (ACPPS022)</p> <p align="center">Learning Through Movement</p> <p>Cooperate with others when participating in physical activities. (ACPMP012)</p> <p>Follow rules when participating in physical activities. (ACPMP014)</p> <p>Use strategies to work in group situations when participating in physical activities. (ACPMP030)</p> <p>Identify rules and fair play when participating in physical activities. (ACPMP032)</p>	<p align="center">Recognise Emotions</p> <p>Identify a range of emotions and describe situations that may evoke these emotions.</p> <p>Compare their emotional responses with those of their peers.</p> <p align="center">Understand Themselves as Learners</p> <p>Discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.</p> <p align="center">Express Emotions Appropriately</p> <p>Express their emotions constructively in interactions with others.</p> <p>Describe ways to express emotions to show awareness of the feelings and needs of others.</p> <p align="center">Develop Self-discipline and Set Goals</p> <p>Set goals in learning and personal organisation by completing tasks within a given time.</p> <p align="center">Communicate Effectively</p> <p>Identify positive ways to initiate, join and interrupt conversations with adults and peers.</p> <p>Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers.</p> <p align="center">Make Decisions</p> <p>Identify options when making decisions to meet their needs and the needs of others.</p> <p align="center">Develop Leadership Skills</p> <p>Discuss ways in which they can take responsibility for their own actions.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Identify ethical concepts arising in familiar contexts, such as good and bad behaviours.</p> <p>Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance.</p> <p align="center">Reason and Make Ethical Decisions</p> <p>Identify examples from stories and experiences that show ways people make decisions about their actions.</p> <p>Discuss how people make decisions about their actions and offer reasons why people's decisions differ.</p> <p align="center">Consider Consequences</p> <p>Identify links between emotions and behaviours.</p> <p>Describe the effects that personal feelings and dispositions have on how people behave.</p> <p align="center">Reflect on Ethical Action</p> <p>Identify and describe the influence of factors such as wants and needs on people's actions.</p> <p>Give examples of how understanding situations can influence the way people act.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Share examples of rights and responsibilities in given situations.</p> <p>Identify their rights and associated responsibilities and those of their classmates.</p>	<p align="center">Communicate Across Cultures</p> <p>Recognise that people use different languages to communicate.</p> <p>Describe how the use of words and body language in interactions may have different meanings for various cultural groups.</p> <p align="center">Consider and Develop Multiple Perspectives</p> <p>Express their opinions and listen to the opinions of others in given situations.</p> <p>Express their own perspectives on familiar topics and texts and identify the perspectives of others.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe their own feelings if they were put in someone else's place.</p> <p>Imagine and describe the feelings of others in familiar situations.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Identify examples of the acceptance and inclusion of others in given situations.</p> <p>Discuss the effects of acceptance and inclusion in familiar situations.</p> <p align="center">Mediate Cultural Differences</p> <p>Recognise that cultural differences may affect understanding between people.</p>

Play Is The Way Australian Curriculum Connections: Levels 1 and 2 (F/1/2)

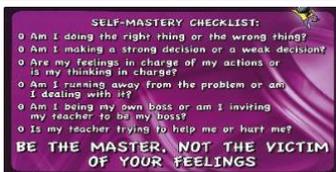


Key Virtues
Courage
Acceptance / Tolerance
Good Manners

As with physical strength, social, emotional and moral strength develops with training and practise over time. The Life Raft activities and games attached to 'It takes great strength to be sensible' provide context to the curriculum content below. Through activities that assist students to practise self-management and self-control, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Understanding.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people. (ACELA1428)</p> <p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others. (ACELA1444)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions. (ACELA1787)</p> <p align="center">Interacting with Others</p> <p>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. (ACELY1656)</p> <p>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. (ACELY1784)</p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. (ACELY1788)</p> <p>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. (ACELY1789)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy. (ACPPS003)</p> <p>Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation. (ACPPS017)</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing. (ACPPS018)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Practise personal and social skills to interact positively with others. (ACPPS004)</p> <p>Identify and practise emotional responses that account for own and others' feelings. (ACPPS020)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Identify actions that promote health, safety and wellbeing. (ACPPS006)</p> <p>Explore actions that help make the classroom a healthy, safe and active place. (ACPPS022)</p> <p align="center">Learning Through Movement</p> <p>Cooperate with others when participating in physical activities. (ACPMP012)</p> <p>Follow rules when participating in physical activities. (ACPMP014)</p> <p>Identify rules and fair play when participating in physical activities. (ACPMP032)</p>	<p align="center">Recognise Emotions</p> <p>Identify a range of emotions and describe situations that may evoke these emotions.</p> <p>Compare their emotional responses with those of their peers.</p> <p align="center">Develop Reflective Practice</p> <p>Reflect on what they have learnt about themselves from a range of experiences at home and school.</p> <p align="center">Express Emotions Appropriately</p> <p>Express their emotions constructively in interactions with others.</p> <p>Describe ways to express emotions to show awareness of the feelings and needs of others.</p> <p align="center">Develop Self-discipline and Set Goals</p> <p>Set goals in learning and personal organisation by completing tasks within a given time.</p> <p align="center">Work Independently and Show Initiative</p> <p>Work independently on routine tasks and experiment with strategies to complete other tasks where appropriate.</p> <p align="center">Work Collaboratively</p> <p>Identify cooperative behaviours in a range of group activities.</p> <p align="center">Develop Leadership Skills</p> <p>Identify ways to take responsibility for familiar tasks at home and school.</p> <p>Discuss ways in which they can take responsibility for their own actions.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Identify ethical concepts arising in familiar contexts, such as good and bad behaviours.</p> <p>Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance.</p> <p align="center">Reason and Make Ethical Decisions</p> <p>Identify examples from stories and experiences that show ways people make decisions about their actions.</p> <p>Discuss how people make decisions about their actions and offer reasons why people's decisions differ.</p> <p align="center">Consider Consequences</p> <p>Identify links between emotions and behaviours.</p> <p>Describe the effects that personal feelings and dispositions have on how people behave.</p> <p align="center">Reflect on Ethical Action</p> <p>Identify and describe the influence of factors such as wants and needs on people's actions.</p> <p>Give examples of how understanding situations can influence the way people act.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Share examples of rights and responsibilities in given situations.</p> <p>Identify their rights and associated responsibilities and those of their classmates.</p>	<p align="center">Develop Respect for Cultural Diversity</p> <p>Describe ways that diversity presents opportunities for new experiences and understandings.</p> <p align="center">Communicate Across Cultures</p> <p>Describe how the use of words and body language in interactions may have different meanings for various cultural groups.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe their own feelings if they were put in someone else's place.</p> <p>Imagine and describe the feelings of others in familiar situations.</p> <p align="center">Mediate Cultural Differences</p> <p>Recognise that cultural differences may affect understanding between people.</p>

Play Is The Way Australian Curriculum Connections: Levels 1 and 2 (F/1/2)



Key Virtues
Courage
Persistence / Resilience
Compassion
Empathy

Self-evaluation and positive and calming self-talk are the tools of resilience and self-mastery. The Self-mastery Checklist provides context to the curriculum content below.

Through generating opportunities for students to check, adjust and reflect on their own behaviour, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Understanding.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Explore how language is used differently at home and school depending on the relationships between people. (ACELA1428)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes. (ACELA1429)</p> <p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others. (ACELA1444)</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things. (ACELA1462)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions. (ACELA1787)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy. (ACPPS003)</p> <p>Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation. (ACPPS017)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Practise personal and social skills to interact positively with others. (ACPPS004)</p> <p>Identify and describe emotional responses people may experience in different situations. (ACPPS005)</p> <p>Identify and practise emotional responses that account for own and others' feelings. (ACPPS020)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Identify actions that promote health, safety and wellbeing. (ACPPS006)</p> <p>Explore actions that help make the classroom a healthy, safe and active place. (ACPPS022)</p> <p align="center">Learning Through Movement</p> <p>Follow rules when participating in physical activities. (ACPMP014)</p> <p>Identify rules and fair play when participating in physical activities. (ACPMP032)</p>	<p align="center">Recognise Emotions</p> <p>Identify a range of emotions and describe situations that may evoke these emotions.</p> <p>Compare their emotional responses with those of their peers.</p> <p align="center">Understand Themselves as Learners</p> <p>Identify their abilities, talents and interests as learners.</p> <p>Discuss their strengths and weaknesses as learners and identify some learning strategies to assist them.</p> <p align="center">Develop Reflective Practice</p> <p>Reflect on what they have learnt about themselves from a range of experiences at home and school.</p> <p align="center">Express Emotions Appropriately</p> <p>Express their emotions constructively in interactions with others.</p> <p>Describe ways to express emotions to show awareness of the feelings and needs of others.</p> <p align="center">Understand Relationships</p> <p>Identify ways to care for others, including ways of making and keeping friends.</p> <p align="center">Communicate Effectively</p> <p>Identify positive ways to initiate, join and interrupt conversations with adults and peers.</p> <p>Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Identify ethical concepts arising in familiar contexts, such as good and bad behaviours.</p> <p>Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance.</p> <p align="center">Consider Consequences</p> <p>Identify links between emotions and behaviours.</p> <p>Describe the effects that personal feelings and dispositions have on how people behave.</p> <p align="center">Reflect on Ethical Action</p> <p>Identify and describe the influence of factors such as wants and needs on people's actions.</p> <p>Give examples of how understanding situations can influence the way people act.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Share examples of rights and responsibilities in given situations.</p> <p>Identify their rights and associated responsibilities and those of their classmates.</p>	<p align="center">Investigate Culture and Cultural Identity</p> <p>Share ideas about self and belonging with peers.</p> <p align="center">Communicate Across Cultures</p> <p>Describe how the use of words and body language in interactions may have different meanings for various cultural groups.</p> <p align="center">Consider and Develop Multiple Perspectives</p> <p>Express their opinions and listen to the opinions of others in given situations.</p> <p>Express their own perspectives on familiar topics and texts and identify the perspectives of others.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe their own feelings if they were put in someone else's place.</p> <p>Imagine and describe the feelings of others in familiar situations.</p> <p align="center">Mediate Cultural Differences</p> <p>Recognise that cultural differences may affect understanding between people.</p>