



Australian Curriculum Connections

Level 3 (3/4)

Play Is The Way Australian Curriculum Connections: Level 3 (3/4)



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>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. (ACELA1476)</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group. (ACELA1488)</p> <p align="center">Interacting with Others</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. (ACEY1676)</p> <p>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. (ACEY1792)</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. (ACEY1688)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Identify and practise strategies to promote health, safety and wellbeing. (ACPPS036)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Describe how respect, empathy and valuing diversity can positively influence relationships. (ACPPS037)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Describe strategies to make the classroom and playground healthy, safe and active spaces. (ACPPS040)</p> <p>Research own heritage and cultural identities and explore strategies to respect and value diversity. (ACPPS042)</p> <p align="center">Learning Through Movement</p> <p>Adopt inclusive practices when participating in physical activities. (ACPMP048)</p> <p>Apply basic rules and scoring systems and demonstrate fair play when participating in physical activities. (ACPMP050)</p>	<p align="center">Appreciate Diverse Perspectives</p> <p>Discuss the value of diverse perspectives and describe a point of view that is different from their own.</p> <p align="center">Contribute to Civil Society</p> <p>Identify the various communities to which they belong and what they can do to make a difference.</p> <p align="center">Understand Relationships</p> <p>Describe factors that contribute to positive relationships, including with people at school and in their community.</p> <p align="center">Communicate Effectively</p> <p>Identify communication skills that enhance relationships for particular groups and purposes.</p> <p align="center">Work Collaboratively</p> <p>Describe characteristics of cooperative behaviour and identify evidence of these in group activities.</p> <p align="center">Negotiate and Resolve Conflict</p> <p>Identify a range of conflict resolution strategies to negotiate positive outcomes to problems.</p> <p align="center">Develop Leadership Skills</p> <p>Discuss the concept of leadership and identify situations where it is appropriate to adopt this role.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Identify ethical concepts such as equality, respect and connectedness, and describe some of their attributes.</p> <p align="center">Explore Ethical Concepts in Context</p> <p>Discuss actions taken in a range of contexts that include an ethical dimension.</p> <p align="center">Reflect on Ethical Action</p> <p>Consider whether having a conscience leads to ways of acting ethically in different scenarios.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Investigate children's rights and responsibilities at school and in the local community.</p> <p align="center">Consider Points of View</p> <p>Describe different points of view associated with an ethical dilemma and give possible reasons for these differences.</p>	<p align="center">Investigate Culture and Cultural Identity</p> <p>Identify and describe variability within and across cultural groups.</p> <p align="center">Communicate Across Cultures</p> <p>Recognise there are similarities and differences in the ways people communicate, both within and across cultural groups.</p> <p align="center">Consider and Develop Multiple Perspectives</p> <p>Identify and describe shared perspectives within and across various cultural groups.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe the feelings of others in a range of contexts.</p> <p align="center">Reflect on Intercultural Experiences</p> <p>Identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Explain the dangers of making generalisations about individuals and groups.</p> <p align="center">Mediate Cultural Differences</p> <p>Identify ways of reaching understanding between culturally diverse groups.</p>

Play Is The Way Australian Curriculum Connections: Level 3 (3/4)



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
Interacting With Others	Being Healthy, Safe and Active	Recognise Personal Qualities and Achievements	Reason and Make Ethical Decisions	Develop Respect for Cultural Diversity
<p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. (ACELY1676)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence. (ACELY1677)</p> <p>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. (ACELY1792)</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. (ACELY1688)</p>	<p>Explore how success, challenge and failure strengthen identities. (ACPPS033)</p> <p>Explore strategies to manage physical, social and emotional change. (ACPPS034)</p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe. (ACPPS035)</p> <p>Identify and practise strategies to promote health, safety and wellbeing. (ACPPS036)</p>	<p>Describe personal strengths and challenges and identify skills they wish to develop.</p>	<p>Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions.</p>	<p>Identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation.</p>
	Contributing to Healthy and Active Communities	Understand Themselves as Learners	Reflect on Ethical Action	Consider and Develop Multiple Perspectives
	<p>Describe strategies to make the classroom and playground healthy, safe and active spaces. (ACPPS040)</p> <p>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing. (ACPPS041)</p>	<p>Identify and describe factors and strategies that assist their learning.</p>	<p>Consider whether having a conscience leads to ways of acting ethically in different scenarios.</p>	<p>Identify and describe shared perspectives within and across various cultural groups.</p>
	Understanding Movement	Develop Reflective Practice	Examine Values	Empathise with Others
	<p>Examine the benefits of physical activity to health and wellbeing. (ACPMPO46)</p> <p>Participate in physical activities from their own and other cultures. (ACPMPO108)</p>	<p>Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback.</p>	<p>Identify and describe shared values in familiar and unfamiliar contexts.</p>	<p>Imagine and describe the feelings of others in a range of contexts.</p>
	Learning Through Movement	Develop Self-discipline and Set Goals		Reflect on Intercultural Experiences
	<p>Adopt inclusive practices when participating in physical activities. (ACPMPO48)</p> <p>Apply innovative and creative thinking in solving movement challenges. (ACPMPO49)</p>	<p>Explain the value of self-discipline and goal-setting in helping them to learn.</p>		<p>Identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences.</p>
		Work Independently and Show Initiative		Challenge Stereotypes and Prejudices
		<p>Consider, select and adopt a range of strategies for working independently and taking initiative.</p>		<p>Explain the dangers of making generalisations about individuals and groups.</p>
		Become Confident, Resilient and Adaptable		Mediate Cultural Differences
		<p>Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful.</p>		<p>Identify ways of reaching understanding between culturally diverse groups.</p>
		Contribute to Civil Society		
		<p>Identify the various communities to which they belong and what they can do to make a difference.</p>		
		Develop Leadership Skills		
		<p>Discuss the concept of leadership and identify situations where it is appropriate to adopt this role.</p>		

Play Is The Way Australian Curriculum Connections: Level 3 (3/4)



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>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. (ACELA1476)</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group. (ACELA1488)</p> <p align="center">Interacting with Others</p> <p>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. (ACELY1688)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe. (ACPPS035)</p> <p>Identify and practise strategies to promote health, safety and wellbeing. (ACPPS036)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Describe how respect, empathy and valuing diversity can positively influence relationships. (ACPPS037)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Describe strategies to make the classroom and playground healthy, safe and active spaces. (ACPPS040)</p> <p>Research own heritage and cultural identities and explore strategies to respect and value diversity. (ACPPS042)</p> <p align="center">Understanding Movement</p> <p>Participate in physical activities from their own and other cultures. (ACPMPO108)</p> <p align="center">Learning Through Movement</p> <p>Adopt inclusive practices when participating in physical activities. (ACPMPO48)</p>	<p align="center">Develop Reflective Practice</p> <p>Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback.</p> <p align="center">Contribute to Civil Society</p> <p>Identify the various communities to which they belong and what they can do to make a difference.</p> <p align="center">Understand Relationships</p> <p>Describe factors that contribute to positive relationships, including with people at school and in their community.</p> <p align="center">Work Collaboratively</p> <p>Describe characteristics of cooperative behaviour and identify evidence of these in group activities.</p> <p align="center">Negotiate and Resolve Conflict</p> <p>Identify a range of conflict resolution strategies to negotiate positive outcomes to problems.</p> <p align="center">Develop Leadership Skills</p> <p>Discuss the concept of leadership and identify situations where it is appropriate to adopt this role.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Identify ethical concepts such as equality, respect and connectedness, and describe some of their attributes.</p> <p align="center">Explore Ethical Concepts in Context</p> <p>Discuss actions taken in a range of contexts that include an ethical dimension.</p> <p align="center">Consider Consequences</p> <p>Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others.</p> <p align="center">Reflect on Ethical Action</p> <p>Consider whether having a conscience leads to ways of acting ethically in different scenarios.</p> <p align="center">Examine Values</p> <p>Identify and describe shared values in familiar and unfamiliar contexts.</p> <p align="center">Consider Points of View</p> <p>Describe different points of view associated with an ethical dilemma and give possible reasons for these differences.</p>	<p align="center">Investigate Culture and Cultural Identity</p> <p>Identify and describe variability within and across cultural groups.</p> <p align="center">Communicate Across Cultures</p> <p>Recognise there are similarities and differences in the ways people communicate, both within and across cultural groups.</p> <p align="center">Consider and Develop Multiple Perspectives</p> <p>Identify and describe shared perspectives within and across various cultural groups.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe the feelings of others in a range of contexts.</p> <p align="center">Reflect on Intercultural Experiences</p> <p>Identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Explain the dangers of making generalisations about individuals and groups.</p> <p align="center">Mediate Cultural Differences</p> <p>Identify ways of reaching understanding between culturally diverse groups.</p>

Play Is The Way Australian Curriculum Connections: Level 3 (3/4)



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>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. (ACELA1476)</p> <p>Examine how evaluative language can be varied to be more or less forceful. (ACELA1477)</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group. (ACELA1488)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording. (ACELA1489)</p> <p align="center">Interacting with Others</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. (ACELY1676)</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. (ACELY1688)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Explore strategies to manage physical, social and emotional change. (ACPPS034)</p> <p>Identify and practise strategies to promote health, safety and wellbeing. (ACPPS036)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Investigate how emotional responses vary in depth and strength (ACPPS038)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Describe strategies to make the classroom and playground healthy, safe and active spaces. (ACPPS040)</p> <p align="center">Learning Through Movement</p> <p>Adopt inclusive practices when participating in physical activities. (ACPMPO48)</p> <p>Apply basic rules and scoring systems and demonstrate fair play when participating in physical activities. (ACPMPO50)</p>	<p align="center">Recognise Emotions</p> <p>Describe the influence that people, situations and events have on their emotions.</p> <p align="center">Understand Themselves as Learners</p> <p>Identify and describe factors and strategies that assist their learning.</p> <p align="center">Express Emotions Appropriately</p> <p>Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations.</p> <p align="center">Develop Self-discipline and Set Goals</p> <p>Explain the value of self-discipline and goal-setting in helping them to learn.</p> <p align="center">Work Independently and Show Initiative</p> <p>Consider, select and adopt a range of strategies for working independently and taking initiative.</p> <p align="center">Communicate Effectively</p> <p>Identify communication skills that enhance relationships for particular groups and purposes.</p> <p align="center">Make Decisions</p> <p>Contribute to and predict the consequences of group decisions in a range of situations.</p> <p align="center">Develop Leadership Skills</p> <p>Discuss the concept of leadership and identify situations where it is appropriate to adopt this role.</p>	<p align="center">Explore Ethical Concepts in Context</p> <p>Discuss actions taken in a range of contexts that include an ethical dimension.</p> <p align="center">Reason and Make Ethical Decisions</p> <p>Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions.</p> <p align="center">Consider Consequences</p> <p>Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others.</p> <p align="center">Reflect on Ethical Action</p> <p>Consider whether having a conscience leads to ways of acting ethically in different scenarios.</p> <p align="center">Consider Points of View</p> <p>Describe different points of view associated with an ethical dilemma and give possible reasons for these differences.</p>	<p align="center">Communicate Across Cultures</p> <p>Recognise there are similarities and differences in the ways people communicate, both within and across cultural groups.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe the feelings of others in a range of contexts.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Explain the dangers of making generalisations about individuals and groups.</p> <p align="center">Mediate Cultural Differences</p> <p>Identify ways of reaching understanding between culturally diverse groups.</p>

Play Is The Way Australian Curriculum Connections: Level 3 (3/4)

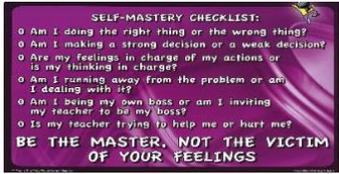


Key Virtues
Courage
Acceptance / Tolerance
Good Manners

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>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. (ACELA1476)</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group. (ACELA1488)</p> <p align="center">Interacting with Others</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. (ACELY1676)</p> <p>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. (ACELY1792)</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. (ACELY1688)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Explore strategies to manage physical, social and emotional change. (ACPPS034)</p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe. (ACPPS035)</p> <p>Identify and practise strategies to promote health, safety and wellbeing. (ACPPS036)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Describe strategies to make the classroom and playground healthy, safe and active spaces. (ACPPS040)</p> <p align="center">Learning Through Movement</p> <p>Apply basic rules and scoring systems and demonstrate fair play when participating in physical activities. (ACPMPO50)</p>	<p align="center">Recognise Emotions</p> <p>Describe the influence that people, situations and events have on their emotions.</p> <p align="center">Understand Themselves as Learners</p> <p>Identify and describe factors and strategies that assist their learning.</p> <p align="center">Develop Reflective Practice</p> <p>Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback.</p> <p align="center">Express Emotions Appropriately</p> <p>Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations.</p> <p align="center">Develop Self-discipline and Set Goals</p> <p>Explain the value of self-discipline and goal-setting in helping them to learn.</p> <p align="center">Work Independently and Show Initiative</p> <p>Consider, select and adopt a range of strategies for working independently and taking initiative.</p> <p align="center">Work Collaboratively</p> <p>Describe characteristics of cooperative behaviour and identify evidence of these in group activities.</p> <p align="center">Make Decisions</p> <p>Contribute to and predict the consequences of group decisions in a range of situations.</p>	<p align="center">Reason and Make Ethical Decisions</p> <p>Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions.</p> <p align="center">Consider Consequences</p> <p>Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others.</p> <p align="center">Reflect on Ethical Action</p> <p>Consider whether having a conscience leads to ways of acting ethically in different scenarios.</p> <p align="center">Consider Points of View</p> <p>Describe different points of view associated with an ethical dilemma and give possible reasons for these differences.</p>	<p align="center">Develop Respect for Cultural Diversity</p> <p>Identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe the feelings of others in a range of contexts.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Explain the dangers of making generalisations about individuals and groups.</p> <p align="center">Mediate Cultural Differences</p> <p>Identify ways of reaching understanding between culturally diverse groups.</p>

Play Is The Way Australian Curriculum Connections: Level 3 (3/4)



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>Language for Interaction</p> <p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. (ACELA1476)</p> <p>Examine how evaluative language can be varied to be more or less forceful. (ACELA1477)</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group. (ACELA1488)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording. (ACELA1489)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions. (ACELA1787)</p> <p>Interacting with Others</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. (ACELY1676)</p> <p>Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. (ACELY1688)</p>	<p>Being Healthy, Safe and Active</p> <p>Explore strategies to manage physical, social and emotional change. (ACPPS034)</p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe. (ACPPS035)</p> <p>Identify and practise strategies to promote health, safety and wellbeing. (ACPPS036)</p> <p>Communicating and Interacting for Health and Wellbeing</p> <p>Describe how respect, empathy and valuing diversity can positively influence relationships. (ACPPS037)</p> <p>Investigate how emotional responses vary in depth and strength. (ACPPS038)</p> <p>Contributing to Healthy and Active Communities</p> <p>Describe strategies to make the classroom and playground healthy, safe and active spaces. (ACPPS040)</p> <p>Learning Through Movement</p> <p>Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities. (ACPMPO50)</p>	<p>Recognise Emotions</p> <p>Describe the influence that people, situations and events have on their emotions.</p> <p>Recognise Personal Qualities and Achievements</p> <p>Describe personal strengths and challenges and identify skills they wish to develop.</p> <p>Develop Reflective Practice</p> <p>Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback.</p> <p>Express Emotions Appropriately</p> <p>Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations.</p> <p>Develop Self-discipline and Set Goals</p> <p>Explain the value of self-discipline and goal-setting in helping them to learn.</p> <p>Become Confident, Resilient and Adaptable</p> <p>Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful.</p> <p>Communicate Effectively</p> <p>Identify communication skills that enhance relationships for particular groups and purposes.</p> <p>Negotiate and Resolve Conflict</p> <p>Identify a range of conflict resolution strategies to negotiate positive outcomes to problems.</p>	<p>Recognise Ethical Concepts</p> <p>Identify ethical concepts such as equality, respect and connectedness, and describe some of their attributes.</p> <p>Explore Ethical Concepts in Context</p> <p>Discuss actions taken in a range of contexts that include an ethical dimension.</p> <p>Reason and Make Ethical Decisions</p> <p>Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions.</p> <p>Consider Consequences</p> <p>Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others.</p> <p>Reflect on Ethical Action</p> <p>Consider whether having a conscience leads to ways of acting ethically in different scenarios.</p> <p>Examine Values</p> <p>Identify and describe shared values in familiar and unfamiliar contexts.</p> <p>Explore Rights and Responsibilities</p> <p>Investigate children’s rights and responsibilities at school and in the local community.</p> <p>Consider Points of View</p> <p>Describe different points of view associated with an ethical dilemma and give possible reasons for these differences.</p>	<p>Investigate Culture and Cultural Identity</p> <p>Identify and describe variability within and across cultural groups.</p> <p>Communicate Across Cultures</p> <p>Recognise there are similarities and differences in the ways people communicate, both within and across cultural groups.</p> <p>Consider and Develop Multiple Perspectives</p> <p>Identify and describe shared perspectives within and across various cultural groups.</p> <p>Empathise with Others</p> <p>Imagine and describe the feelings of others in a range of contexts.</p> <p>Reflect on Intercultural Experiences</p> <p>Identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences.</p> <p>Mediate Cultural Differences</p> <p>Identify ways of reaching understanding between culturally diverse groups.</p>

