



Australian Curriculum Connections

Level 4 (5/6)

Play Is The Way Australian Curriculum Connections: Level 4 (5/6)



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 patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships. (ACELA1501)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view. (ACELA1502)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase. (ACELA1516)</p> <p>Understand the uses of objective and subjective language and bias. (ACELA1517)</p> <p align="center">Interacting with Others</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. (ACELY1796)</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>Plan and practise strategies to promote health, safety and wellbeing. (ACPPS054)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Practise skills to establish and manage relationships. (ACPPS055)</p> <p>Examine the influence of emotional responses on behaviour and relationships. (ACPPS056)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Identify how valuing diversity positively influences the wellbeing of the community. (ACPPS060)</p> <p align="center">Learning Through Movement</p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities. (ACPMPO67)</p> <p>Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities. (ACPMPO69)</p>	<p align="center">Appreciate Diverse Perspectives</p> <p>Explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others.</p> <p align="center">Contribute to Civil Society</p> <p>Identify a community need or problem and consider ways to take action to address it.</p> <p align="center">Understand Relationships</p> <p>Identify the differences between positive and negative relationships and ways of managing these.</p> <p align="center">Communicate Effectively</p> <p>Identify and explain factors that influence effective communication in a variety of situations.</p> <p align="center">Work Collaboratively</p> <p>Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects.</p> <p align="center">Negotiate and Resolve Conflict</p> <p>Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations.</p> <p align="center">Develop Leadership Skills</p> <p>Initiate or help to organise group activities that address a common need.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome.</p> <p align="center">Explore Ethical Concepts in Context</p> <p>Explain what constitutes an ethically better or worse outcome and how it might be accomplished.</p> <p align="center">Reflect on Ethical Action</p> <p>Articulate a range of ethical responses to situations in various social contexts.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Monitor consistency between rights and responsibilities when interacting face-to-face or through social media.</p> <p align="center">Consider Points of View</p> <p>Explain a range of possible interpretations and points of view when thinking about ethical dilemmas.</p>	<p align="center">Develop Respect for Cultural Diversity</p> <p>Discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region.</p> <p align="center">Communicate Across Cultures</p> <p>Identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding.</p> <p align="center">Consider and Develop Multiple Perspectives</p> <p>Explain perspectives that differ to expand their understanding of an issue.</p> <p align="center">Empathise with Others</p> <p>Imagine and describe the situations of others in local, national and global contexts.</p> <p align="center">Reflect on Intercultural Experiences</p> <p>Explain what and how they have learnt from a wide range of intercultural interactions and experiences.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Explain the impact of stereotypes and prejudices on individuals and groups within Australia.</p> <p align="center">Mediate Cultural Differences</p> <p>Discuss ways of reconciling differing cultural values and perspectives in addressing common concern.</p>

Play Is The Way Australian Curriculum Connections: Level 4 (5/6)



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	Explore Ethical Concepts in Context	Develop Respect for Cultural Diversity
<p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view. (ACELY1699)</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. (ACELY1796)</p> <p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements. (ACELY1700)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. (ACELY1709)</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>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis. (ACELY1710)</p>	<p>Investigate resources and strategies to manage changes and transitions associated with puberty. (ACPPS052)</p> <p>Investigate community resources and ways to seek help about health, safety and wellbeing. (ACPPS053)</p> <p>Plan and practise strategies to promote health, safety and wellbeing. (ACPPS054)</p>	<p>Describe the influence that personal qualities and strengths have on their learning outcomes.</p>	<p>Explain what constitutes an ethically better or worse outcome and how it might be accomplished.</p>	<p>Discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region.</p>
	Contributing to Healthy and Active Communities	Understand Themselves as Learners	Examine Values	Consider and Develop Multiple Perspectives
	<p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities. (ACPPS058)</p> <p>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments. (ACPPS059)</p>	<p>Identify preferred learning styles and work habits.</p>	<p>Examine values accepted and enacted within various communities.</p>	<p>Explain perspectives that differ to expand their understanding of an issue.</p>
	Understanding Movement	Develop Reflective Practice	Explore Rights and Responsibilities	Empathise with Others
	<p>Participate in physical activities designed to enhance fitness and discuss the impact regular participation can have on health and wellbeing. (ACPMP064)</p> <p>Participate in physical activities from their own and others' cultures and examine how involvement creates community connections and intercultural understanding. (ACPMP066)</p>	<p>Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential.</p>	<p>Monitor consistency between rights and responsibilities when interacting face-to-face or through social media.</p>	<p>Imagine and describe the situations of others in local, national and global contexts.</p>
	Learning Through Movement	Develop Self-discipline and Set Goals	Consider Points of View	Reflect on Intercultural Experiences
	<p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges. (ACPMP068)</p>	<p>Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals.</p>	<p>Explain a range of possible interpretations and points of view when thinking about ethical dilemmas.</p>	<p>Explain what and how they have learnt from a wide range of intercultural interactions and experiences.</p>
		Work Independently and Show Initiative		Mediate Cultural Differences
		<p>Assess the value of working independently and taking initiative to do so where appropriate.</p>		<p>Discuss ways of reconciling differing cultural values and perspectives in addressing common concern.</p>
		Become Confident, Resilient and Adaptable		
		<p>Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety.</p>		
		Develop Leadership Skills		
		<p>Initiate or help to organise group activities that address a common need.</p>		

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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 patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships. (ACELA1501)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view. (ACELA1502)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase. (ACELA1516)</p> <p>Understand the uses of objective and subjective language and bias. (ACELA1517)</p> <p align="center">Interacting with Others</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. (ACELY1796)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. (ACELY1709)</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>Plan and practise strategies to promote health, safety and wellbeing. (ACPPS054)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Practise skills to establish and manage relationships. (ACPPS055)</p> <p>Examine the influence of emotional responses on behaviour and relationships. (ACPPS056)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Identify how valuing diversity positively influences the wellbeing of the community. (ACPPS060)</p> <p align="center">Understanding Movement</p> <p>Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding. (ACPMP066)</p> <p align="center">Learning Through Movement</p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities. (ACPMP067)</p> <p>Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities. (ACPMP069)</p>	<p align="center">Develop Reflective Practice</p> <p>Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential.</p> <p align="center">Understand Relationships</p> <p>Identify the differences between positive and negative relationships and ways of managing these.</p> <p align="center">Work Collaboratively</p> <p>Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects.</p> <p align="center">Negotiate and Resolve Conflict</p> <p>Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations.</p> <p align="center">Develop Leadership Skills</p> <p>Initiate or help to organise group activities that address a common need.</p>	<p align="center">Recognise Ethical Concepts</p> <p>Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome.</p> <p align="center">Explore Ethical Concepts in Context</p> <p>Explain what constitutes an ethically better or worse outcome and how it might be accomplished.</p> <p align="center">Consider Consequences</p> <p>Evaluate the consequences of actions in familiar and hypothetical scenarios.</p> <p align="center">Reflect on Ethical Action</p> <p>Articulate a range of ethical responses to situations in various social contexts.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Monitor consistency between rights and responsibilities when interacting face-to-face or through social media.</p> <p align="center">Consider Points of View</p> <p>Explain a range of possible interpretations and points of view when thinking about ethical dilemmas.</p>	<p align="center">Investigate Culture and Cultural Identity</p> <p>Identify and describe the roles that culture and language play in shaping group and national identities.</p> <p align="center">Communicate Across Cultures</p> <p>Identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding.</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>Explain perspectives that differ to expand their understanding of an issue.</p> <p align="center">Reflect on Intercultural Experiences</p> <p>Explain what and how they have learnt from a wide range of intercultural interactions and experiences.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Explain the impact of stereotypes and prejudices on individuals and groups within Australia.</p> <p align="center">Mediate Cultural Differences</p> <p>Discuss ways of reconciling differing cultural values and perspectives in addressing common concern.</p>

Play Is The Way Australian Curriculum Connections: Level 4 (5/6)



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 patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships. (ACELA1501)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view. (ACELA1502)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase. (ACELA1516)</p> <p>Understand the uses of objective and subjective language and bias. (ACELA1517)</p> <p align="center">Interacting with Others</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. (ACELY1796)</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>Examine how identities are influenced by people and places. (ACPPS051)</p> <p>Investigate resources and strategies to manage changes and transitions associated with puberty. (ACPPS052)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Examine the influence of emotional responses on behaviour and relationships. (ACPPS056)</p> <p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours. (ACPPS057)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities. (ACPPS058)</p> <p align="center">Learning Through Movement</p> <p>Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities. (ACPMPO69)</p>	<p align="center">Recognise Emotions</p> <p>Explain how the appropriateness of emotional responses influences behaviour.</p> <p align="center">Understand Themselves as Learners</p> <p>Identify preferred learning styles and work habits.</p> <p align="center">Express Emotions Appropriately</p> <p>Explain the influence of emotions on behaviour, learning and relationships.</p> <p align="center">Develop Self-discipline and Set Goals</p> <p>Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals.</p> <p align="center">Work Independently and Show Initiative</p> <p>Assess the value of working independently and taking initiative to do so where appropriate.</p> <p align="center">Communicate Effectively</p> <p>Identify and explain factors that influence effective communication in a variety of situations.</p> <p align="center">Make Decisions</p> <p>Identify factors that influence decision making and consider the usefulness of these in making their own decisions.</p> <p align="center">Develop Leadership Skills</p> <p>Initiate or help to organise group activities that address a common need.</p>	<p align="center">Explore Ethical Concepts in Context</p> <p>Explain what constitutes an ethically better or worse outcome and how it might be accomplished.</p> <p align="center">Reason and Make Ethical Decisions</p> <p>Explore the reasons behind there being a variety of ethical positions on a social issue.</p> <p align="center">Consider Consequences</p> <p>Evaluate the consequences of actions in familiar and hypothetical scenarios.</p> <p align="center">Reflect on Ethical Action</p> <p>Articulate a range of ethical responses to situations in various social contexts.</p> <p align="center">Examine Values</p> <p>Examine values accepted and enacted within various communities.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Monitor consistency between rights and responsibilities when interacting face-to-face or through social media.</p>	<p align="center">Communicate Across Cultures</p> <p>Identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding.</p> <p align="center">Empathise with Others</p> <p>Explain perspectives that differ to expand their understanding of an issue.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Explain the impact of stereotypes and prejudices on individuals and groups within Australia.</p>

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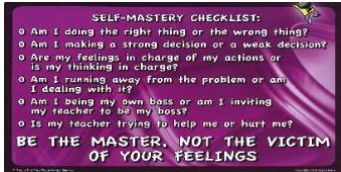


Key Virtues
Courage
Acceptance / Tolerance
Good Manners

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 patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships. (ACELA1501)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view. (ACELA1502)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase. (ACELA1516)</p> <p>Understand the uses of objective and subjective language and bias. (ACELA1517)</p> <p align="center">Interacting with Others</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. (ACELY1796)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. (ACELY1709)</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>Investigate resources and strategies to manage changes and transitions associated with puberty. (ACPPS052)</p> <p align="center">Communicating and Interacting for Health and Wellbeing</p> <p>Examine the influence of emotional responses on behaviour and relationships. (ACPPS056)</p> <p align="center">Contributing to Healthy and Active Communities</p> <p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities. (ACPPS058)</p> <p align="center">Learning Through Movement</p> <p>Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities. (ACPMPO69)</p>	<p align="center">Recognise Emotions</p> <p>Explain how the appropriateness of emotional responses influences behaviour.</p> <p align="center">Understand Themselves as Learners</p> <p>Identify preferred learning styles and work habits.</p> <p align="center">Develop Reflective Practice</p> <p>Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential.</p> <p align="center">Express Emotions Appropriately</p> <p>Explain the influence of emotions on behaviour, learning and relationships.</p> <p align="center">Develop Self-discipline and Set Goals</p> <p>Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals.</p> <p align="center">Work Independently and Show Initiative</p> <p>Assess the value of working independently and taking initiative to do so where appropriate.</p> <p align="center">Work Collaboratively</p> <p>Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects.</p> <p align="center">Make Decisions</p> <p>Identify factors that influence decision making and consider the usefulness of these in making their own decisions.</p>	<p align="center">Consider Consequences</p> <p>Evaluate the consequences of actions in familiar and hypothetical scenarios.</p> <p align="center">Reflect on Ethical Action</p> <p>Articulate a range of ethical responses to situations in various social contexts.</p> <p align="center">Explore Rights and Responsibilities</p> <p>Monitor consistency between rights and responsibilities when interacting face-to-face or through social media.</p> <p align="center">Consider Points of View</p> <p>Explain a range of possible interpretations and points of view when thinking about ethical dilemmas.</p>	<p align="center">Communicate Across Cultures</p> <p>Identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding.</p> <p align="center">Challenge Stereotypes and Prejudices</p> <p>Explain the impact of stereotypes and prejudices on individuals and groups within Australia.</p> <p align="center">Mediate Cultural Differences</p> <p>Discuss ways of reconciling differing cultural values and perspectives in addressing common concern.</p>

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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 Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships. (ACELA1501)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view. (ACELA1502)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase. (ACELA1516)</p> <p>Understand the uses of objective and subjective language and bias. (ACELA1517)</p> <p>Interacting with Others Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view. (ACELY1699)</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. (ACELY1796)</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 Investigate resources and strategies to manage changes and transitions associated with puberty. (ACPPS052)</p> <p>Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</p> <p>Communicating and Interacting for Health and Wellbeing Practise skills to establish and manage relationships. (ACPPS055)</p> <p>Examine the influence of emotional responses on behaviour and relationships. (ACPPS056)</p> <p>Contributing to Healthy and Active Communities Describe strategies to make the classroom and playground healthy, safe and active spaces. (ACPPS040)</p> <p>Learning Through Movement Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities. (ACMPMP069)</p>	<p>Recognise Emotions Explain how the appropriateness of emotional responses influences behaviour.</p> <p>Develop Reflective Practice Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential.</p> <p>Express Emotions Appropriately Explain the influence of emotions on behaviour, learning and relationships.</p> <p>Develop Self-discipline and Set Goals Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals.</p> <p>Become Confident, Resilient and Adaptable Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety.</p> <p>Communicate Effectively Identify and explain factors that influence effective communication in a variety of situations.</p> <p>Negotiate and Resolve Conflict Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations.</p>	<p>Recognise Ethical Concepts Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome.</p> <p>Explore Ethical Concepts in Context Explain what constitutes an ethically better or worse outcome and how it might be accomplished.</p> <p>Consider Consequences Evaluate the consequences of actions in familiar and hypothetical scenarios.</p> <p>Reflect on Ethical Action Articulate a range of ethical responses to situations in various social contexts.</p> <p>Explore Rights and Responsibilities Monitor consistency between rights and responsibilities when interacting face-to-face or through social media.</p> <p>Consider Points of View Explain a range of possible interpretations and points of view when thinking about ethical dilemmas.</p>	<p>Communicate Across Cultures Identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding.</p> <p>Consider and Develop Multiple Perspectives Identify and describe shared perspectives within and across various cultural groups.</p> <p>Empathise with Others Explain perspectives that differ to expand their understanding of an issue.</p> <p>Mediate Cultural Differences Discuss ways of reconciling differing cultural values and perspectives in addressing common concern.</p>