



# Prep – Strathpine State School - Health

Semester One		Semester Two
<p>Topic 1: Personal and social awareness Theme A: Emotional awareness <i>C2C Prep Health Unit 1- I can do it</i></p>	<p>Topic 2: Respectful interactions Theme A: Interacting positively with others <i>C2C Prep Health Unit 2- I am growing and changing</i></p>	<p>Topic 3: Protective behaviours Theme A: Body Privacy <i>C2C Prep Health Unit 2- I am growing and changing</i> <i>C2C Prep Health Unit 4 - I am safe</i></p>
<p><i>Curriculum links:</i> <i>Students describe similarities and differences between themselves and others, and different emotions people experience</i></p>	<p><i>Curriculum links:</i> <i>Students demonstrate personal and social skills to interact respectfully with others.</i></p>	<p><i>Curriculum links:</i> <i>Students demonstrate personal and social skills to interact respectfully with others.</i> <i>identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe</i></p>
<p>Key concepts: People experience a range of feelings in different situations.</p>	<p>Key Concepts: Interacting positively with others requires respectful and safe behaviour.</p>	<p>Key Concepts: Parts of our bodies are private</p>
<p>Learning intent: Students will:</p> <ul style="list-style-type: none"> <li>&gt; identify and describe different feelings (emotions) (happy, sad, excited, tired, angry, scared or confused)</li> <li>&gt; use appropriate language to make connections between feelings, body reactions and body language</li> </ul>	<p>Learning intent: Students will:</p> <ul style="list-style-type: none"> <li>&gt; explore and practise respectful behaviours (for example: sharing, following directions, manners, kind talk and actions, cooperation, listening and consent) when cooperating with others</li> <li>&gt; identify situations when they need to use safe behaviours</li> </ul>	<p>Learning intent: Students will:</p> <ul style="list-style-type: none"> <li>&gt; know that some body parts are private and need to be covered in public</li> <li>&gt; identify the anatomical names for private body parts.</li> </ul>
<p>Collection of Work:</p> <ul style="list-style-type: none"> <li>&gt; <b>share</b> some examples of emotions, for example: happy, sad, angry, excited</li> <li>&gt; <b>identify</b> different settings where they can be active and demonstrate how to move and play safely</li> <li>&gt; <b>demonstrate</b> and use appropriate language to <b>describe</b> what an emotion looks and feels like</li> <li>&gt; <b>suggest</b> ways to help themselves to self-regulate or to feel calm.</li> </ul>	<p>Assessment:</p> <ul style="list-style-type: none"> <li>&gt; <b>identify</b> behaviours that demonstrate respect for themselves and others</li> <li>&gt; <b>explain</b> when they might need to use respectful and safe behaviours.</li> </ul>	<p>Assessment:</p> <ul style="list-style-type: none"> <li>&gt; <b>tell</b> when and why private body parts need to be covered</li> <li>&gt; <b>name</b> private parts for boys and girls using anatomical names.</li> </ul>
No. of lessons provided: 5	No. of lessons provided: 4	No of lessons provided: 6