EON Foundation

EON THRIVING COMMUNITIES PROGRAM
LINKS TO THE WESTERN AUSTRALIAN CURRICULUM

This program guide has been designed to map the EON THRIVING COMMUNITIES program to the Western Australian Curriculum. A Curriculum Consultant has been engaged to connect the concepts, skills and key understandings of the EON skills based program to the Western Australian Curriculum. Clear connections exist between the prescribed content of the curriculum and the concepts, ideology and deliverables of the EON THRIVING COMMUNITIES program. This program guide and mapping document identifies the content connections that provides students with the opportunity to experience a sequence of concepts and activities for learning.

A variety of **focus areas** are addressed in the delivery of the EON THRIVING COMMUNITIES program to teach the content in each year of schooling, and provide students with a breadth of learning that can be applied in their daily lives.

The EON THRIVING COMMUNITIES program guide provides a framework that conceptualises content and allows for the key ideas to be developed, sequenced and consolidated. The program guide provides opportunities for the application of new information to changing circumstances and environments that influence the health, safety and wellbeing of individuals and others.

The EON THRIVING COMMUNITIES program guide enables teachers to plan for explicit teaching that make clear connections to curriculum content, through a concise focus on the gradual and progressive steps that lead to a student's development and independent application of knowledge, understanding and skills associated with Western Australian Curriculum.

How EON Project Managers can use this document:
The aim of this program guide is to support EON Project Managers to identify key concepts that can be applied to their task delivery and skill based sessions. Choosing a thread or skill or content item to include in the delivery of an activity ensures that the direct connection to the Western Australian Curriculum is evident. The development of these vital skills is crucial to enable young people to make decisions about who can help, when to help and how to help.

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The EON THRIVING COMMUNITIES program reinforces **attitudes and values** that promote a healthy, active lifestyle and demonstrate values consistent with the acceptance of personal responsibility for their health, and respect for social justice principles. Teaching and learning experiences are provided for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Values of Western Australian Schooling
The Western Australian Values of Schooling addressed within this EON THRIVING COMMUNITIES resource package include:
- Respect and concern for others and their rights
- Self-acceptance and respect of self
- Social and civic responsibility
- Environmental responsibility
- Pursuit of knowledge and commitment to achievement of potential

The Western Australian Values of Schooling articulate what educators in Western Australia believe all students should value as a result of the programs they undertake.

1. Respect and concern for others and their rights

Sensitivity to and concern for the wellbeing of other people and respect for life and property.

Each student is encouraged to be caring and compassionate, to be respectful of the rights of others and to find constructive ways of managing conflict.

2. Self-acceptance and respect of self

The acceptance and respect of self, resulting in attitudes and actions that develop each student's unique potential - physical, emotional, aesthetic, spiritual, intellectual, moral and social.

Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.

3. Social and civic responsibility

The commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others.

This includes encouraging each student to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.

4. Environmental responsibility

The commitment to developing an appreciative awareness of the interdependence of all elements of the environment, including humans and human systems, encouraging a respect and concern for Australia's natural and cultural heritage and for forms of resource use that are regenerative and sustainable.

5. Pursuit of knowledge and commitment to achievement of potential

The lifelong disposition toward the quest for knowledge as each student strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each student is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.

FOCUS AREAS OF THE WESTERN AUSTRALIAN CURRICULUM

Focus areas provide the breadth of learning across Kindergarten to Year 10 and provide a context for student engagement with the content. A variety of focus areas are addressed in the delivery of the EON THRIVING COMMUNITIES program to teach the content in each year of schooling, and provide students with a breadth of learning that can be applied in their daily lives.

Food and Nutrition Focus Area

The Food and Nutrition focus area of the Western Australian Curriculum includes many of the skills, concepts, objectives and outcomes from the **EON Healthy Eating Program**. This focus area addresses the role of food and nutrition in enhancing health and wellbeing. The content supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.

Aspects of the Food and Nutrition focus area that are addressed in the delivery of the EON Healthy Eating Program include the:
- role of food and nutrition in enhancing health and wellbeing
- development of knowledge, understanding and skills to make healthy, informed food choices
- opportunity to explore the contextual factors that influence eating habits and food choices.

Explicit and implicit teaching and learning opportunities exist for students at appropriate intervals across the continuum of learning from Pre-primary to Year 10 to learn, explore and experience about the following:
- sustainable food choices.
- food groups and recommendations for healthy eating (including The Australian Guide to Healthy Eating)
- nutritional requirements and dietary needs (including The Australian Dietary Guidelines)
- food labelling and packaging
- personal, social, economic and cultural influences on food choices and eating habits
- strategies for planning and maintaining a healthy, balanced diet
- healthy options for snacks, meals and drinks
- food advertising

Safety Focus Area

The Safety focus area of the Western Australian Curriculum includes many of the skills, concepts, objectives and outcomes from the **EON Healthy Eating Program**. This focus area addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to assess risk, make safe decisions and behave in ways that protect their own safety and that of others.

Aspects of the Safety focus area that are addressed in the delivery of the **EON Healthy Eating Program** include the:
- safety issues that students may encounter in their daily lives
- skills to assess risk, make safe decisions and behave in ways that protect their own safety and that of others.

Explicit and implicit teaching and learning opportunities exist for students at appropriate intervals across the continuum of learning from Pre-primary to Year 10 to learn, explore and experience about the following:
- safety at school
- safe practices at home, in road or transport environments, in the outdoors and when near water
- safe and unsafe situations at home, school and parties and in the community
- managing personal safety
- first aid and emergency care, including safe blood practices

Relationships Focus Area

The Relationships focus area of the Western Australian Curriculum includes many of the skills, concepts, objectives and outcomes from the EON Healthy Eating Program. This focus area addresses physical, social and emotional changes that occur over time and the significant role relationships play in these changes. The content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships.

Explicit and implicit teaching and learning opportunities exist for students at appropriate intervals across the continuum of learning from Pre-primary to Year 10 to learn, explore and experience about the following:
- people who are important to them
- strategies for relating to and interacting with others

Mental health and wellbeing Focus Area

This focus area addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The EON THRIVING COMMUNITIES program provides opportunities for supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.

Explicit and implicit teaching and learning opportunities exist for students at appropriate intervals across the continuum of learning from Pre-primary to Year 10 to learn, explore and experience about the following:
- mental health and wellbeing, and mental health promotion
- the impact of physical, social, spiritual and emotional health on wellbeing
- body image and self-worth and their impact on mental health and wellbeing
- resilience, and skills that support resilient behaviour
- coping skills, help-seeking strategies and community support resources
- networks of support for promoting mental health and wellbeing.

SKILLS

The EON THRIVING COMMUNITIES program provides opportunities for students to develop the following skills:

- **Investigate and select strategies to promote health, safety and wellbeing**
- strategies for relating to and interacting with others
- resilience, and skills that support resilient behaviour
- coping skills, help-seeking strategies and community support resources
- creating networks of support for promoting mental health and wellbeing
- managing their own wellbeing
- making informed decisions about their lives
- becoming citizens who behave with ethical integrity
- working for the common good and act with responsibility at local, regional and global levels
- collaborating with peers to suggest strategies they could use in emergencies
- proposing strategies to seek help
- strategies for safe practices in different environments
- exploring different viewpoints, practising being empathetic and considering alternative ways to respond.
- **Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities.**
- **Investigating preventive health practices relevant to young people, and design and implement health promotion activities targeting these practices.**

Western Australian Curriculum: Health and Physical Education
Health and Physical Education Syllabus links to the EON THRIVING COMMUNITIES program

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attitudes and values	Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.						
Personal, social and community health							
Being healthy, safe and active	Personal strengths of individuals Protective behaviours to keep safe and healthy: • asking for help Trusted people in the community who can help individuals feel safe	Personal strengths and how these changes over time The strengths of others and how they contribute to positive outcomes Strategies to use when help is needed, such as: • asking a trusted adult The benefits of healthy eating and regular physical activity on health and wellbeing	Personal strengths and achievements and how they contribute to personal identities Strategies to use when help is needed strategies and behaviours that promote health and wellbeing: • personal hygiene practices • healthy eating • sufficient sleep • staying hydrated	Assertive behaviours and communication skills to respond to unsafe situations, such as: • keeping calm • using appropriate non-verbal communication skills • seeking help Actions in daily routines that promote health, safety and wellbeing: • healthy eating	Use of persistence and resilience as tools to respond positively to challenges and failure, such as: • using self-talk • seeking help • thinking optimistically Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: • positive self-talk • assertiveness • seeking help • sharing responsibilities • knowing who or where to go for help in the community Strategies to ensure safety and wellbeing at home and at school, such as: • following school rules identifying and choosing healthier foods for themselves	Ways that individuals and groups adapt to different contexts and situations Reliable sources of information that inform health, safety and wellbeing, such as: • internet-based information • community health organisations • publications and other media Strategies that promote a safe, healthy lifestyle, such as: • comparing food labels on products • practicing sun safety	Strategies and resources to understand and manage the changes and transitions associated with puberty, such as: • minimising and managing conflict • recognising and building self-esteem • selecting and managing relationships Criteria that can be applied to sources of information to assess their credibility Strategies that promote a healthy lifestyle, such as: • improving the nutritional value in meals

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicating and interacting for health and wellbeing	Personal and social skills to interact with others: • expressing needs, wants and feelings • active listening • self-discipline Appropriate language and actions to communicate feelings in different situations	Appreciation and encouragement of the behaviour of others through the use of: • manners • positive language • praise Positive ways to react to their own emotions in different situations Ways health messages are communicated on: • television • posters • radio	Ways to interpret the feelings of others in different situations, such as: • words other people use • facial expressions • body language Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap'	Behaviours that show empathy and respect for others Choices and behaviours conveyed in health information and messages	The positive influence of respect, empathy and the valuing of differences in relationships Ways in which health information and messages can influence health decisions and behaviours	Skills and strategies to establish and manage relationships over time, such as: • assessing the impact of changing relationships on health and wellbeing • building new friendships	Skills to establish and manage positive relationships, such as: • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences
Contributing to healthy and active communities	Actions that promote health, safety and wellbeing, such as: • eating healthy food • practising appropriate personal hygiene routines • identifying household substances that can be dangerous • following safety symbols and procedures	Actions that support a safe classroom, such as: • moving around safely • sharing appropriately • following class rules	Actions that keep people safe and healthy in and outside the classroom, such as: • staying hydrated • being sun smart • following school rules	Ways to be active in natural environments	Ways in which regular physical activity in natural and built environments promotes health	Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as: • healthy eating awareness • food hygiene • sun safety	Preventive health measures that can promote and maintain community health, safety and wellbeing, such as: • creating social connections for better mental health • safe food practices

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	Year 7	Year 8	Year 9	Year 10
Personal, social and community health				
Being healthy, safe and active	Help-seeking strategies that young people can use in a variety of situations Strategies to make informed choices to promote health, safety and wellbeing, such as: • researching nutritious meals that offer value for money	Communication techniques to persuade someone to seek help Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as: • assertive responses • contingency plans • making informed choices	Factors that shape identities and adolescent health behaviours, such as the impact of: • cultural beliefs and practices • family • societal norms • stereotypes and expectations • the media • body image Actions and strategies to enhance health and wellbeing in a range of environments, such as: • the use of complementary health practices to support and promote good health • responding to emergency situations • safe blood practices	The impact of societal and cultural influences on personal identity and health behaviour, such as: • differing cultural beliefs and practices surrounding transition to adulthood Skills and strategies to manage situations where risk is encouraged by others Analysis of images and messages in the media related to: • body image • fast food • relationships
	Year 7	Year 8	Year 9	Year 10
Communicating and interacting for health and wellbeing	The impact of relationships on own and others' wellbeing: • the benefits of relationships • the influence of peers and family	Personal, social and cultural factors influencing emotional responses and behaviour, such as: • prior experience • norms and expectations • personal beliefs and attitudes Sources of health information that can support people who are going through a challenging time	Characteristics of respectful relationships: • respecting the rights and responsibilities of individuals in the relationship • respect for personal differences and opinions • empathy Skills to determine appropriateness and reliability of online health information	Skills and strategies to promote respectful relationships, such as: • appropriate emotional responses in a variety of situations Critical health literacy skills and strategies: • evaluating health services in the community • examining policies and processes for ensuring safer behaviours
Contributing to healthy and active communities	Preventive health practices for young people to avoid and manage risk, such as: • sun-protective behaviours • adoption of the Australian Dietary Guidelines for healthy food choices and serving sizes	Health promotion activities which target relevant health issues for young people and ways to prevent them Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as: • respecting diversity • exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community		Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community

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Summary of EON THRIVING COMMUNITIES program by thread

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Thread	Pre-primary	1-2	3-4	5-6	7-8	9-10
Being healthy, safe and active sub-strand						
Making healthy and safe choices		Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices
Identities	Identify personal strengths (ACPPS001)	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	Explore how success, challenge and failure strengthen identities (ACPPS033)	Examine how identities are influenced by people and places (ACPPS051)	Investigate the impact of transition and change on identities (ACPPS070)	Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
Help-seeking	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)	Practise and apply strategies to seek help for themselves or others (ACPPS072)	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)
Communicating and interacting for health and wellbeing sub-strand						

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Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)	Describe ways to include others to make them feel they belong (ACPPS019)	Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	Practise skills to establish and manage relationships (ACPPS055)	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)	Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
Health literacy		Examine health messages and how they relate to health decisions and behaviours (ACPPS021)	Discuss and interpret health information and messages in the media and internet (ACPPS039)	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	Evaluate health information and communicate their own and others' health concerns (ACPPS076)	Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

Contributing to health and active communities sub-strand

Community health promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)	Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)	Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)
Connecting to the environment	Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)	Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)	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)	Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059)	Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)
Valuing diversity		Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)	Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)	Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)	Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)	Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)

Learning area	Strand	Substrand	Thread
Health and Physical Education	Personal, social and community health	• Contributing to healthy and active communities • Being healthy, safe and active • Communicating and interacting for health and wellbeing	• Help-seeking • Minimising and managing conflict • Making healthy and safe choices • Interacting with others • Health literacy • Understanding emotions • Community health promotion
English	Literacy Language	• Interacting with others • Interpreting, analysing, evaluating • Expressing and developing ideas • Language for interaction • Expressing and developing ideas • Sound and letter knowledge	**Listening and speaking interactions** • The purposes and contexts through which students engage in listening and speaking interactions • The skills students use when engaging in listening and speaking interactions **Language variation and change** • How English varies according to context and purpose, including cultural and historical contexts **Language for social interactions** • How language used for different formal and informal social interactions is influenced by the purpose and audience **Visual language** • How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound **Vocabulary** The meanings of words, including everyday and specialist meanings, and how words take their meanings from the context of the text Spelling • Knowledge for spelling, including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules Phonemic awareness (sounds of language) • Basic knowledge of sounds of language and how these are combined in spoken words Comprehension strategies

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EON THRIVING COMMUNITIES LINKS TO THE WESTERN AUSTRALIAN CURRICULUM LEARNING AREAS

Learning area	Strand	Substrand	Thread
Technologies Subject: Digital technologies	Knowledge and understanding	• Digital systems	• Use of digital systems
Humanities and Social Sciences	Geography: Knowledge and understanding	• People live in places • People are connected to many places	• Represent information • The representation of familiar places, such as schools, parks and lakes on a pictorial map • Appropriate subject-specific terminology • The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia • Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country) •
	Humanities and Social Sciences skills	• Questioning and Research • Analysing • Evaluating • Communicating and reflecting	• Develop, select and evaluate information • Identify, gather and sort information • Critically analyse information • Recognise and consider perspectives • Use strategies to mediate differences
Science	Science as a human Endeavor Science inquiry skill Science understanding	• Use and influence of science • Communicating • Biological sciences • Earth and space sciences • Nature and development of science	• Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate • The growth and survival of living things are affected by physical conditions of their environment • Living things have structural features and adaptations that help them to survive in their environment • Scientific knowledge is used to solve problems and inform personal and community decisions • Science involves making predictions and describing patterns and relationships •
Mathematics	Statistics and Probability Measurement and Geometry	• Data representation and interpretation • Using units of measurement • Shape • Location and transformation	• Problem-solving • Reasoning • Fluency