The background is a vibrant teal color with several overlapping, semi-transparent circles of varying shades of teal. Thin, white, curved lines are scattered across the upper portion of the image, resembling a spiderweb or abstract patterns.

Teaching and Learning Strategies



INTRODUCTION

The interactive teaching and learning strategies described in this section are used to engage students in the resilience and wellbeing, drug education and road safety content included in each focus areas of this resource. **Strategies are indicated in bold text in the learning activities.** Teachers should refer to this section of the resource for an explanation of the purpose and how to implement the strategy with their students.

The strategies aim to promote critical and reflective thinking, research and evaluation skills that will help students to take positive action to protect, enhance and advocate for their own and other's health, wellbeing and safety.

Students use personal and social capability to work collaboratively with others in learning activities, to appreciate their own strengths and abilities and those of their peers and develop a range of interpersonal skills such as communication, negotiation, team work, leadership and an appreciation of diverse perspectives.

The learning activities and strategies have been **organised under the basic elements of an inquiry process:**

- **Tuning in** strategies provide opportunity for students to explore their current knowledge, attitudes and values about health and safety issues. While working independently or collaboratively, students can use suggested graphic organisers to record and share information. Teachers will also be able to use evidence gathered from students' responses to plan a program to cater for the needs of all students.
- **Finding out** strategies help students' identify gaps in their existing knowledge and understanding of key health, safety and resilience and wellbeing concepts, and work collaboratively to gather information through self-directed investigation. Students will be able to use the information gathered to generate and communicate ideas and record responses.
- **Sorting out** strategies encourage students to sort, analyse, organise, review, compare and contrast information to further develop and consolidate their knowledge, understandings, skills, attitudes and values. Summarising key information and clarifying relationships or associations between information and ideas will assist students to draw conclusions and apply their understandings.
- **Reflecting** strategies allow students to identify, discuss and consider changes in their understandings, skills, attitudes and values.

These elements are also fundamental to the decision-making process in the Health and Physical Education Learning Area and reflect self-management, social management, self-awareness and self-management skills.

TUNING IN

ACTIVITY 1

Everyone has good days and bad days

Preparation

- ▶ *Alexander and the Terrible Horrible, No Good, Very Bad Day* (Judith Viorst, 1999, Scholastic Press, NSW)
- ▶ Dot stickers
- ▶ One finger puppet
- ▶ Craft materials – class set
- ▶ **Family information sheet** *Creating resilient kids together* – photocopy one per student or upload on school website
- ▶ **Family information sheet** *Resilience skills to practise* – photocopy one per student

shared reading (refer to page 167) of the story *Alexander and the Terrible Horrible, No Good, Very Bad Day*. Alternatively a video clip of the story is available at <http://www.youtube.com/watch?v=Ezbsw11724>. In this story the author normalises rather than personalises the fact that everyone has bad times in their lives.

- Read the story again. When each event happens, stop reading and ask for a student volunteer to 'vote' by placing a coloured dot under the corresponding heading. (Alternatively, students could use a marker and draw a tick.)
- At the end of the story, count the coloured dots and discuss whether Alexander's bad day was mostly due to bad luck or the things that Alexander did. To summarise the discussion remind students that bad things don't usually last for long and that it's normal for everyone to have a bad day at some time.
- Explain to the class that having positive thoughts can be used to cope with a problem or stressful situation. Use a finger puppet to model what Alexander could have done or said to himself to feel better. For example: 'Oh well, I didn't get anything from the cereal box, maybe I will next time.'
- Have students suggest how Alexander could have dealt with the bad things in the story. Use the

FINDING OUT

ACTIVITY 3

Being a responsible passenger

Preparation

- ▶ *Izzy on holiday* storybook (SDERA, 2012)
- ▶ Pillow slip (or soft bag) and four or five toys or games suitable for playing in the car
- ▶ **Activity sheet** *My travel bag* – photocopy one per student
- ▶ **Activity sheet** *Rolling down the highway and A ride in the car* – cut the CD
- ▶ **Family information sheet** *Making trips safer* – photocopy one per student

shared reading (refer to page 167) using the story *Izzy on holiday*. Show the cover then flick through the book and show the illustrations.

Ask
What can you see on the cover?
Can you guess what the story might be about?
What characters are in the story?

Read the story then ask students to identify some of the 'responsible' and safe things Izzy did to have a safe trip in the car. For example, Izzy sat in the rear seat, didn't distract Nana Sue, entered and exited the car using the safety door, and was wearing her seat belt.

Place students with a partner. Have them share their experiences with travelling as a passenger.

Ask
When you go for a trip in the car, what does mum/dad have to do to make sure everyone stays safe? (Some examples could include: steer the car, concentrate, follow signs and traffic lights, drive safely and stay within the speed limit, stop to have a rest and get something to eat or drink.)
What do you do to get ready for a trip in the car?
Why did Nana Sue want Izzy not to interrupt her while she was driving? (Driver distractions can contribute to road crashes.)
What might make your mum/dad have trouble concentrating on their driving? (eg getting tired, passengers being noisy, mobile phone, children crying.)

- Students can draw one part of the story that illustrates Izzy being a responsible passenger. Scribe each student's stories to accompany their drawing.

- Introduce the 'feely bag' which can be a pillow slip or soft bag that has several toys inside eg soft toy, small book, colouring in pencils, puzzle and play dough. Explain that students are going to take turns to guess what is in the feely bag. Invite a student to place their hand inside the bag and describe one of the objects to the others in the group. The object cannot be removed at this point. Use questions to prompt the students. For example: *What size is it? Is it bigger than your hand? Is it soft or hard? Does it make any noise? What shape is it?*
- When the student has offered several descriptions, have the group try to guess the object before taking it out of the feely bag. Repeat this procedure until all objects in the feely bag have been described and revealed.
- **Ask**
Would these things be safe to play with when you travel in the car?
What wouldn't be safe to play with in the car?
What do you take when you go on long trips in the car?
- Distribute the activity sheet *My travel bag*. Have students write or draw objects that would be suitable to put into the travel bag.
- **circle talk** (refer to page 164) for students to share their ideas with a partner. Have the students **standing in the outside circle** move after sharing with their partner. This will enable the students to hear a range of ideas.
- Play a few oral games, such as 'I spy'.
- Listen to the songs *Rolling down the highway* and *A ride in the car*. Identify and discuss the safety messages for passengers contained in the song lyrics.
- Give each student a copy of *Making trips safer* to take home and share with their family. Ask students to bring their travel bag to school to share with their class.

The term 'responsible' may need to be defined before commencing this activity.

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YEAR 5 Teaching and Learning Strategies | 191

Using teaching and learning strategies

Teachers are encouraged to use their professional judgement to review the suggested strategies and decide on the most appropriate for meeting the needs of their students and deliver the essential content in a resilience and wellbeing, drug education or road safety context.

Adapting teaching and learning strategies

The strategies linked to learning activities are a suggestion only. As teachers know their students learning styles and needs they can select alternative strategies or adapt those suggested to deliver the content. For example:

- a **think-pair-share** can easily be adapted for students to use when sorting out information or reflection on their learning at the end of an activity
- a **placemat** can be used to tune students into a new concept or to consider information when making decisions
- a **thumbs up, thumbs down** can be used by students to indicate their attitudes at the start of an activity or as a reflection strategy to evaluate changes in their knowledge and understandings.

Addressing students' learning styles and needs

When teachers are asked to cater for individual differences it does not mean that every student must be given an individual work program or that instruction be on a one-to-one basis. When teaching and learning is individualised it is reflected in classroom organisation, curriculum and instruction. Teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success.

After considering the range of their students' current levels of learning, strengths, goals and interests, it is important teachers select strategies that:

- focus on the development of knowledge, understandings and skills
- will assist students to engage in the content
- will support and extend students' learning
- will enable students to make progress and achieve education standards.

Being inclusive of all students

Many students with disability are able to achieve education standards commensurate with their peers provided necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning. Teachers can adapt the delivery of activities and strategies in this resource to ensure students with disability can access, participate and achieve on the same basis as their peers.

Facilitating values education

Health and physical education issues require students to consider their own beliefs, values, attitudes and behaviours. Teachers conducting values learning activities should act as a facilitator and remain non-judgemental of students who display beliefs that may not agree with their particular stance on an issue. Teachers should also make students aware that:

- sometimes people form opinions without being well-informed
- personal experiences often contribute to opinions
- there will usually be a cross-section of opinions within any group and that these opinions need to be respected
- peers, family, society, media and culture will influence values.

Debrief immediately after a values strategy to allow students to share feelings generated from the activity, summarise the important points learned and personalise the issues to real-life situations.

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AROUND THE TABLE

1. Sit a small group of students around a desk with one sheet of paper and a pencil. Write an issue on the board for students to consider. There should be no discussion between students at this point.
2. Student take turns to write one thing they they know about the issue on the paper before passing onto the next person in their group. Monitor the time to ensure that each group has sufficient time to generate a range of answers.
3. Repeat Step 2 asking students to write their attitude about the issue.
4. Repeat Step 2 asking students to write what action they would take in response to the issue.
5. Allow time for groups to read and discuss all responses. As a class talk about the links between knowledge, values, attitudes and behaviour (actions). For example if a child knows that alcohol can affect their brain development and they value their health, they might have the attitude that children should never drink alcohol and would choose not to drink alcohol and also discourage their friends from drinking alcohol.

Variation

- Students take turns around the table to verbally share their ideas or opinions rather than writing their responses, or a combination of both.

BRAINSTORM

1. Select a topic, question, statement or issue and write this on the board.
2. Set up the rules for the brainstorm:
 - ⊙ share whatever comes to mind
 - ⊙ the more ideas the better
 - ⊙ every idea counts – no answer is wrong
 - ⊙ no 'put downs' or criticisms
 - ⊙ build on others' ideas
 - ⊙ write ideas as said – no paraphrasing
 - ⊙ record each answer unless it is a repeat
 - ⊙ set a time limit and stop when that time is up.
3. Students consider the topic and respond. Ideas can be written randomly on the board or you may choose to write the responses on post-it notes and have students cluster the responses after the brainstorm.

4. Read and discuss the recorded ideas and clarify any questions where necessary. Group ideas that are similar and eliminate those that do not relate to the topic. Discuss the remaining ideas as a group and decide how the information can be further used.

Guided brainstorming

Conduct the brainstorm using headings to prompt students.

If I found a needle and syringe

I wouldn't...

I would...

Passengers should...

Passengers shouldn't...

Brainstorm questions

Write the following questions on the board. Students brainstorm responses related to the content. An example has been provided for pedestrian rules and laws.

- Who?** Who makes sure pedestrians are following the rules?
- How?** How are pedestrian rules made?
- When?** When must pedestrians follow the rules?
- Where?** Where can we find out more about rules for pedestrians?
- What?** What happens when pedestrians break the rules? What pedestrian rules should children learn?
- Why?** Why do we have pedestrian rules? Why do some people break the rules?
- If?** If pedestrians didn't follow the rules, what would happen?

Word splash

A 'word splash' is conducted using the same steps as described for the brainstorm strategy.

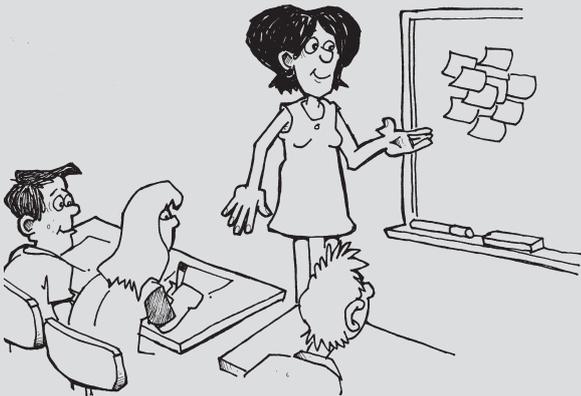
CARD CLUSTER

1. Place students in small groups and provide each student with two or three cards or post-it notes.
2. Pose a problem or question related to a health issue. For example: What rules do families have to help them stay healthy and safe? Students individually write only one idea on each card.

- Students place their cards in the middle of the group and then through discussion, sort the card into similar piles. A heading or title may be given to each pile of cards.
- All groups come together to discuss their ideas.

Variation

- Groups brainstorm ideas and write these on cards. The cards are all displayed on a board and then clustered under headings.



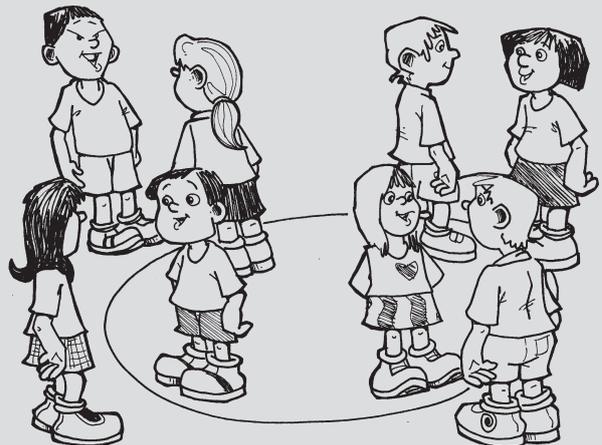
CIRCLE TALK

- This strategy will help students to share their own ideas and opinions, and listen to and respect others' opinions. It also holds all students accountable for having something to say.
- Place students in two concentric circles (one circle within the other). This structure facilitates dialogue between students. Students in the inner circle face outwards, directly facing the student in the outer circle. Sit students facing each other, knees to knees, to encourage active listening between partners. Alternatively, students can stand and face each other.
- Pose a scenario, question or issue for students to consider. Allow thinking time of approximately 15 to 30 seconds.
- Now say, 'Person on the inside, tell your partner your thoughts. When you are finished sharing, say 'pass' and your partner will share their thoughts with you.'
- When finished, have the outside people stand up and move on one or two places to the left or right. The discussion process is then repeated. To listen to the conversations taking place, stand in the centre of the circle.

- To debrief, discuss the ideas produced during the circle talk and list questions that were identified to generate further learning or discussion.

Variations

- When first using a circle talk, start with small groups of three or four pairs in each circle. This makes it easier to manage.
- The student sharing their ideas can hold a small beanbag to indicate it is their turn to speak. The beanbag is then passed to their partner who shares their ideas.
- If you have more than one circle set up, swap the outside circles from each group.
- If you have an uneven number of students, place two students together in an outside circle to act as one person. This works well if you have a special needs student as they can be paired with a more capable student.
- To avoid pairing students who may not talk or argue, change the move on instruction so these students do not face each other. This intervention will not single the students out.



DECISION-MAKING MODEL

- This strategy will help students to consider their own beliefs about their ability to view situations and events and solve problems, explore a series of steps in making decisions in relation to positive healthy behaviours, and share reasons for making a decision with others.

Prior to using a decision-making model students will need to understand the idea of 'problem', 'choices' and 'decisions'. Younger students may find it difficult to identify the problem in a decision-making scenario so give this step time and discussion.

Explain students make decisions everyday by looking at the choices they have available, for example:

- Which pair of shoes to wear?
- What snack to have for play lunch?

- ⦿ Which fruit to eat at fruit time?
- ⦿ Where to sit at lunchtime/mat time?
- ⦿ Who to play with at lunch time?
- ⦿ What to play at recess/outdoor play time?

Decision-making models will allow students to consider and explore a range of alternatives before making a decision. The models provided on pages 203-206 show the decision-making process. The **Strategy sheets** *Think about your choices* and *Choose the one you like best* may be a useful way to introduce decision-making or for those students requiring literacy support. Students should think about the choices available in a given scenario and then choose the best option and use statements to support their decision.

2. Provide your students with a model to use in the decision-making process. Ask students to identify the problem and write this in the model. Ask students to identify and manage their feelings about the problem. Students then gather information to identify the range of possible options. Remind students that going to others for information can assist their decision-making, especially when a difficult decision is to be made (however they need to balance their own views with the views of others).
3. Students write the options they have identified on the model.
4. Students consider the consequences (both positive and negative) to evaluate each option. When considering the consequences ensure students look at the different types (physical, social, emotional, financial and legislative). The impact of the consequences on self, family, friends and the community in the short-term and long-term also need to be examined.
5. Students discuss the feelings associated with these consequences and then justify their choice.

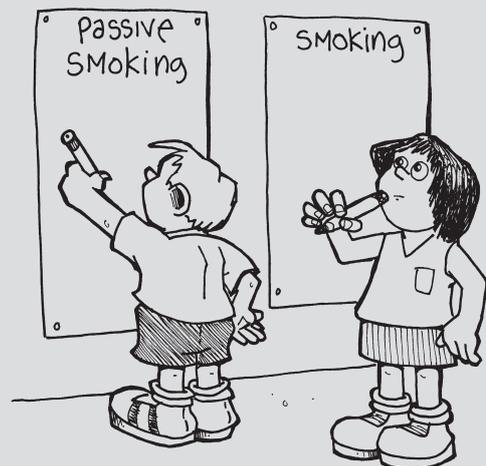
Role of the facilitator

As a facilitator in decision-making activities explain to students:

- there is the potential for a decision to have positive and negative outcomes and that predicting outcomes can be difficult
- learning how to make more accurate predictions only comes with practice
- they need to collect accurate information from many sources to inform their decisions
- they need to identify their feelings and values as these can influence options and choices before accurate assessment of a situation can be made
- they are responsible for their actions before a choice is made
- the need to re-evaluate the decisions they make and adapt them to new situations.

GRAFFITI

1. Divide the class into small groups. Give each group a large sheet of paper and different coloured felt pens or pencils. (A different colour for each group member allows for individual contributions to be tracked.)
2. Provide each group with a different question, statement or issue related to the topic which can be written on the paper. For example: community rules, school rules, family rules, classroom rules, road rules.
3. Within a designated time, groups 'graffiti' their paper with words, phrases or drawings related to their question, statement or issue. This is a creative way to collect thoughts from all or most of the students in the class. Advise students they 'own' the words/comments/drawings recorded on their sheet and should be ready to explain or clarify information where necessary.
4. The graffiti sheets are then passed to another group. Instruct students to tick or write comments next to the ideas they agree with and add their own new ideas. The process is repeated until each group receives back their original sheet.
5. Groups read, discuss and summarise their graffiti sheet. Comments may be categorised in order to draw conclusions or present a brief summary presentation to the class. Use the responses to identify further learning required by the students.



Graffiti walk

The graffiti sheets can be displayed around the room or, after Step 3, groups leave their graffiti sheet behind and walk around the room adding their comments to other graffiti sheets. Remind groups they cannot return to their original sheet unless responses have been written on all other sheets. Groups read, discuss, summarise and present their graffiti sheets to the class (as per Step 5 above).

LETTERBOX SURVEY

1. Prepare one letterbox for each question using an empty shoebox or tissue box.
2. Devise a set of numbered questions (one question for each letterbox) and provide a copy for each student. The questions should require students to respond from a personal point of view. For example: What do you think the Government can do to discourage young people from starting to smoke cigarettes?
3. Students write their response to each question on their own sheet and without discussion. Remind students their responses will remain anonymous.
4. Students cut their question sheet into strips and put their answers in the corresponding letterbox.
5. Allocate each letterbox to a group of students. The task for each group is to read and sort the answers into no more than four categories and report to the class. It may help to allocate roles during this process. Limit the time of each report to one minute.

Variation

- Empty one letterbox at a time and discuss the responses as a class.



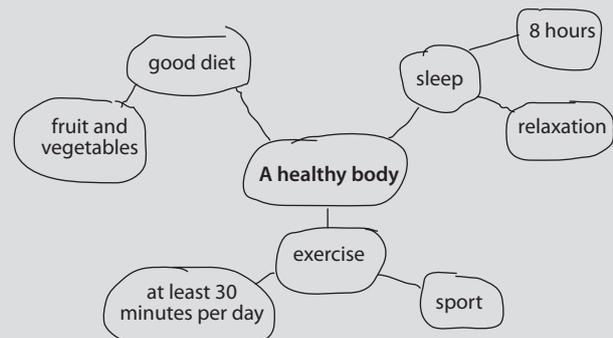
MIND MAP

1. Mind maps help students to visually record and connect existing knowledge with new knowledge. The structure of each mind map is unique and may have lines radiating in all directions with sub topics and facts branching off the main topic.

Mind maps can be used for:

- Brainstorming (individually or in groups)
 - Problem-solving
 - Planning
 - Researching and consolidating information from multiple sources
 - Presenting information.
2. Explain a mind map will give students a 'picture' of what they already know. Point out that mind maps are personal representations and as such they are not 'right' or 'wrong'.
 3. Model the process for creating a mind map using a simple topic such as 'a healthy body'. Start in the middle of a blank page or board. Write or draw the key ideas generated by students eg good diet, exercise, sleep. (See the example provided.)
 4. Develop the subtopics by writing the related words around the key ideas connecting each of them to the centre with a line. Use a range of colours, drawings and symbols, being as visual as possible.
 5. Repeat the same process for the subtopics, generating lower-level subtopics. Remind students to write only what is important as excess words can 'clutter' the mind map. Connect links between different or similar ideas by drawing lines. Vary the size of the text, colour and alignment. Vary the thickness and length of lines. Provide as many visual cues as possible to emphasise the important points.

Mind map example



Adapted from Bennett, B. Rolheiser, C., and Stevhan, L. (1991) *Cooperative learning: Where Hearts Meets Mind*. Educational Connections, Ontario, Canada.

Variation

- Write a topic in a circle in the centre of the page. Branching lines can be drawn off the circle and labelled – when, who, where, what, why and how – to help students get started on their mind map.

PAIRS SHARE, PAIRS COMPARE

1. Organise the students into pairs. Give each pair a sheet of paper and a pen. Students take turns writing one response to a topic or question. For example, write down all the excuses you can think of that someone may give for not wearing a restraint). The first student starts by writing one response and then passes the paper to their partner to write one response (without talking) and continue until they run out of ideas or the time is up.
2. Each pair now joins with another pair. One pair reads their responses and the other pair marks those responses recorded on their sheet and then reads out any new ideas.
3. The two pairs make a combined list with no duplication of ideas.

PNI

1. Pose a question, statement or scenario for students to consider. For example: *All alcohol advertising should be banned in the same way that tobacco advertising is banned in Australia.*
2. Students brainstorm the positive, negative and interesting implications and record these using a table as shown or the **Strategy sheet PNI** on page 207.

Positive	Negative	Interesting

3. Discuss the generated ideas with the class and have students write a paragraph summarising their thoughts and indicating their opinion in the negative or affirmative.

RIP AND REVIEW

1. Students sit facing each other (eg knees to knees) in groups of four. This will facilitate dialogue between students.
2. Students each fold a piece of A4 paper into quarters and number these 1 to 4.
3. Write four questions or statements on the board (see example provided). Explain students are to consider the four questions or statements and write their responses in the corresponding numbered square on

their paper. At this stage students should not discuss the questions or statements.

4. Each student rips their response sheet into four squares. Allocate a number (ie 1-4) to each student. Students take the corresponding numbered squares and summarise the responses to present to their group.

Variation

- The summary process can be conducted by a whole group (ie a group summarises all of the number 1 responses, another group summarises all of the number 2 responses, etc). Groups then present their summaries to the whole class.

<p>1 What physical harms that may result from cannabis use would stop you from using this drug?</p>	<p>2 What relationship harms that may result from cannabis use would stop you from using this drug?</p>
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<p>3 What school or work-related harms that may result from cannabis use would stop you from using this drug?</p>	<p>4 What legal harms that may result from cannabis use would stop you from using this drug?</p>
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ROLE-PLAY

1. This strategy will help students to develop interpersonal skills including assertive communication and negotiation within a range of contexts, build empathy and experience a variety of perspectives by adopting different roles, and plan effective strategies for managing 'real life' situations.

To conduct effective role-plays, a supportive classroom environment must exist. Establish rules such as:

- one person speaks at a time
 - everyone's responses and feelings are to be treated with respect
 - everyone is entitled to express their opinion or pass
 - use character names rather than student names.
2. Ensure that students have a clear understanding of the purpose of the role-play (eg to demonstrate assertive communication and to practise negotiating when there is conflict). If there is an audience, prepare them for the role-play by giving a specific role to encourage their active involvement. Audience members can also be involved by identifying the feelings of the role-play

characters, commenting on appropriateness of actions and providing relevant feedback.

3. Design the role-play so that it encourages students to model appropriate behaviour. If a character is required to depict a negative behaviour such as acting aggressively, the teacher should take on this role.
4. Set the scene by choosing a relevant scenario or have students select their own. Avoid using extreme stereotypes or allowing the issues to become exaggerated.

During the role-play

5. Make sure the role-play doesn't arouse anxiety as learning will decrease. Give the students enough time to practise the role-play before they perform in front of others. If students feel uncomfortable with the scenario of the role-play, allow them to withdraw. These students can take on an observers' role.
6. Start the role-play by reminding students to keep the action brief (a few minutes is usually sufficient). If the role-play starts to deteriorate, stop it quickly, discuss what is happening and re-focus the action.
7. If students become angry, switch roles so they argue the opposing view. This may help them to develop understanding and empathy for the views of others. Make a point of taking students out of their role (this can be done by removing props, costumes or name tags).
8. Facilitate the role-play by allowing students to direct the action. Wait until the end of a scenario to make any comments. Do not judge the actions of a student in any given scenario as right or wrong. Instead focus attention on alternatives and/or consequences of actions.

After

9. Use open-ended questions that focus on the feelings of the role-play characters, attitudes expressed, consequences of actions, alternatives to decisions/actions, and what students have learned about the characters portrayed, to debrief the role-play. Remember to include the observers in the debrief time. Allow plenty of time for de-briefing and provide positive feedback for effort and participation.
10. As a result of the role-play, ask students to personalise the content by considering what they would do in a similar real-life situation. Ensure they reflect on their learning and consider its application to future experiences. The role-play can be re-enacted by switching roles to demonstrate other courses of action.

Fish bowl role-play

Make a class set of prompt cards by photocopying **Strategy sheet Prompt cards** on page 208. A small group of students conducts a role-play on a selected topic at the front or centre of the classroom. Other students sit in front of, or around the small group to observe their discussions and actions. The observers are allocated one of the following responsibilities:

- ⦿ Focus on one performer, their ideas and responses (give them a picture of a question mark to remind them of their task)
- ⦿ Focus on one performer and how this person may be feeling (give them a picture of a heart to remind them of their task)
- ⦿ Focus on alternative outcomes relevant to the role-play (give them a picture of an arrow) eg when she said 'Do you want to try this cigarette?' he said 'No, I get asthma.' But if he'd said 'No, my Mum will kill me!' she might have called him a wimp and kept putting pressure on him.

To conclude a fishbowl, observers report on their findings depending on the responsibility assigned to them.

Telephone role-play

This strategy will help students to increase understanding and control of conventions and skills associated with using the telephone, and develop collaborative group work skills.

Prepare several pairs of telephone role-play cards where one card of each pair is for the *caller* and the other is for the *receiver*. Caller cards should specify the audience, purpose and any background information for making the call. For example: *You need to call the police because there has been an accident outside your house. The accident happened when your friend ran out onto the road chasing the footy. Your friend is crying and can't move their leg.* Receiver cards should specify their role such as a police officer, a busy doctor, answering machine or wrong number.

Introduce this activity as a whole class to alert students to the sorts of decisions they will need to make and the options available to them.

Place students in groups of three and nominate the caller, receiver and observer. These roles should be swapped during the role-play. The caller and receiver read their card and do not swap information. Allow one minute thinking time for each to rehearse what they will say, the language they will use and the tone they will adopt.



Callers ring their receivers, with each playing out the role specified on the card. As the role-play occurs, the observer makes an assessment of the conversation used and provides feedback to the caller and receiver at the end of the role-play.

Students swap roles and continue the role-plays.

Process the activity by asking the class what they learnt and what they still need to practise to become confident to make an emergency call.

Variations

- Provide telephones and mobile phones for students to use during the role-play.
- Set up one group to role-play the telephone conversation while others in the class sit around them to observe and offer feedback.

SEND A PROBLEM

1. Give each group a folder with a card or piece of paper clipped to the front.
2. Pose a topic and ask each group to think of a health or safety scenario related to the topic and write this on their card (eg *What can you do when your friends want you to smoke?*). The problem should remain clipped to the front of the folder which is then swapped with another group.
3. Give groups three to five minutes to consider the problem and brainstorm a range of solutions which should be written on a piece of paper and placed inside the folder. The folder is then passed to the next group and the process repeated. Remind groups not to look in the folders or to read the solutions identified by previous groups.
4. Repeat this process until groups have suggested solutions to all problems.
5. Groups receive their original folder and review the suggested ideas to develop a prioritised list of possible solutions. This list is presented to the class to discuss and decide which solution would be the most effective or one they would feel confident to use.

STREAMLINE

1. Pose a question or statement for students to consider such as: *What five foods or drinks have the highest amount of caffeine? What are five things you shouldn't do when you are riding a bike?* Each student writes their list of five things.
2. Students form pairs and discuss their lists then negotiate to merge their lists so they still only have a list of five between them.
3. Pairs join another pair to make a group of four and negotiate to merge their lists so the group of four still only has a list of five things between them.
4. Groups write their final five on the board for the class to compare and discuss.

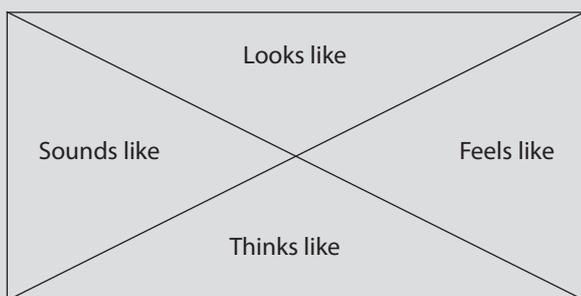
T, X AND Y CHARTS

1. T, X and Y charts are graphic organisers. Students can use these to record what they already know, understand and value, and compare and contrast their ideas and information. Often the headings 'looks like', 'feels like', 'sounds like' and 'thinks like' are used to label these graphic organisers. Some examples have been provided below. Alternatively different aspects of a topic can be used eg using a Y chart – the drug, location and person; or using a T chart – unsafe passenger and safe passenger.
2. Show students how to draw a T, X or Y chart and label each section accordingly. Pose a topic for students to brainstorm and record their responses. This can be done individually or as a small or whole group, and responses can be written or drawn. Remind students that all responses should be accepted and recorded at this stage.
3. Listen to the ideas generated by students. New ideas can be added after the discussion has been completed.

T chart

Safe cyclist	Unsafe cyclist
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X chart

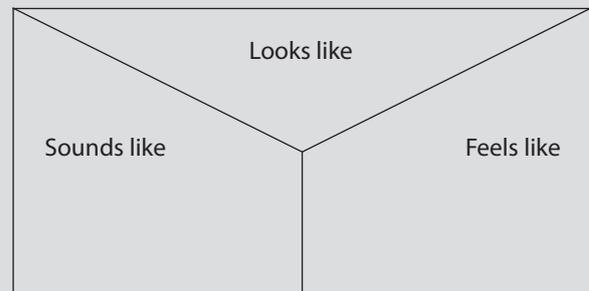


Use an X chart to explore an emotion such as anger or jealousy, or a specific concept such as 'an effective team'.

Y chart

Students are to brainstorm how a 'safe pedestrian' would look, feel and sound. Start with the concrete or the obvious and encourage students to look for ideas that are more abstract. Explain that 'sounds like' doesn't refer to just listing actual sounds related to the event. Ask students to predict what might be actually said or what they could imagine people saying. Ask students to imagine what people might say to themselves.

Record these using speech marks. When completing the 'feels like' section ask students to be empathetic to the people in the situation eg *How would this person be feeling in this situation?*



THINK-PAIR-SHARE

1. This is quick strategy that requires students to think individually about a topic, issue or question before turning and sharing their ideas with a partner. Some rules that need to be followed are:
 - ⦿ no discussion or talking during the thinking time
 - ⦿ find the person nearest to you, not right across the room
 - ⦿ sit facing each other ie knees to knees
 - ⦿ each person has a turn to share.
2. Pose a question and ask students to think about their response. After giving sufficient thinking time, have students turn and face a partner to share their ideas. This will allow students to consider others' ideas and perspectives and also encourage active listening.
3. Bring the class back together and choose a few students to share a summary of their discussion. Ask: What did you and your partner talk about or decide? (To select students, have each student's name written on a pop stick and placed in a container. Select a pop stick and call out the student's name. Repeat this process until a number of students have shared with the class.)

Variations

- If time allows, one pair of students may share ideas with another pair, making groups of four. Sufficient time for discussion should be allowed.

Think-pair-share-write

Students reflect on their own and their partner's responses from the think-pair-share and continue their thought process through writing.

Think-ink-pair-share

Ask students to think then 'ink' their own ideas, knowledge or attitudes to a statement. In 'ink' time students choose to write or draw before turning and sharing with a partner.

Music-think-pair-share

Pose a question to the class. Explain students are to move around the room while listening to a piece of music and thinking about the question. When the music stops students are to turn to the person nearest them and share their ideas.

TOSS A DIE

1. Prepare a set of six questions and print a copy for each student (or write the questions on the board). The questions should require students to give a personal view or preference or recall a personal experience related to the topic. Give students a the questions prior to conducting the 'toss a die' activity. This will allow students to discuss the questions with family or friends and think about their responses.
2. Sit students in groups of four with their question sheet or within sight of the questions written on the board, and a die.
3. Explain that one person in the group is to roll the die and answer the question on the sheet that corresponds with the number thrown. The other group members listen to the student's response.
4. The person to the left of the speaker, after listening carefully, asks the die roller one question about what they have heard. After the question has been answered other students in the group can ask the die roller a question based on what has already been shared.
5. The die is then passed onto the person sitting to the right of the die roller. The process is repeated until all members of the group have the opportunity to respond to at least two questions.

Variations

- If students roll a number for a question that has already been answered by another member of the group they can choose to roll again or answer the same question.
- Consider using two dice and twelve questions.
- Write a set of six questions. Number each question by a playing card such as an Ace, King, Queen, Jack, ten and a nine. Give each group a set of these playing cards instead of a die. The cards should be shuffled and

placed in a pile. Group members take turns selecting the top card then respond to the question that matches.

VALUES CONTINUUM

1. Prepare a set of signs with opposing responses (eg safe/unsafe; useful/not useful; agree/disagree) or photocopy the strategy sheets provided on pages 209-210. Place signs at opposite ends of the room. It may help to draw a chalk line or stick a piece of masking tape on the floor between the two signs to indicate the continuum.
2. Explain there are many places along the continuum that may represent each student's opinion about an issue or statement. Model this by giving a statement such as *'Everyone should wear a hat when they go outside'* then placing yourself along the continuum. Tell students why you might have placed yourself at that position.
3. Read aloud a statement to the group. Ask students to move to the point on the continuum that best represents their opinion. Students discuss their reasons for placing themselves in that point on the continuum with other students standing nearby. As a class, discuss why there are variations in students' opinions. Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.

Examples of questions to ask students during this strategy are:

Why would someone place themselves in that position on the continuum?

What experiences would have brought them to that conclusion?

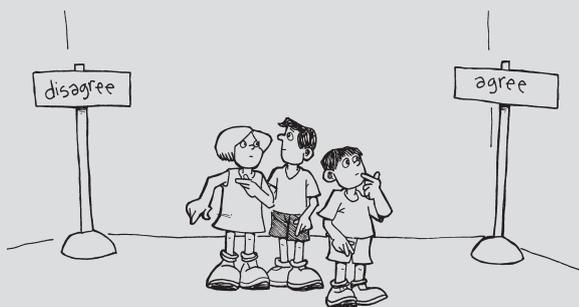
Would they feel differently if they had more information about this?

Was it easy to choose the position on the continuum?

Why or why not?

Feelings or face continuum

Photocopy enough of the **Strategy sheet** *Feelings continuum* (refer to page 211) and give one strip to each student. Explain to students the smiley face represents 'agree', the sad face represents 'disagree' and the face in the middle represents 'unsure'. (Alternatively the faces could represent yes, maybe and no.) Students use a clothing peg or paper clip and slide it along the card to indicate their answer.



Heads and tails

Students indicate their opinion by placing their hands on their head (agree), bottom (disagree) and hips (unsure). Alternatively hands on their head can indicate (true or yes), bottom (false or no) and hips (unsure or maybe).

Name tag

Construct a values continuum by sticking a length of masking tape along the ground. Ask students to write their name on a post-it note or small card. Pose a question or statement for students to consider then place their name on the masking tape continuum that best represents their opinion. Ask students from various parts of the continuum to justify their placement. After the discussion give students the opportunity to reposition their name tags if they have changed their opinion as a result of the discussion.

Pop stick faces or pop-up voting

Draw a smiley face on one side of a pop stick and a sad face on the other. Pose a statement for students to consider and then indicate their opinion ie smiley face represents 'agree' and sad face 'disagree'. Alternatively photocopy **Strategy sheet Feelings continuum** (refer to page 211) and have students attach a smiley face card one side of a pop stick and a sad face card on the other.

Sign your name

If using a piece of masking tape for the values continuum, ask students to sign their name on the spot where they are standing. After the discussion, students return to the values continuum and sign their name again where they are standing. This will prompt discussion on why they have or haven't moved along the continuum.

Ruler continuum

Students attach a smiley face to one end of their ruler and a frowning face to the other end of their ruler. Presuming the smiley face suggests 'agree' and the frowning face suggests 'disagree', students respond to the statements the same way they would in the values continuum outlined above.

Thumbs up, thumbs down

Students may use a 'thumbs up' gesture to suggest 'agree'; a 'thumbs down' gesture to suggest 'disagree' and a 'flat palm' gesture to suggest 'unsure' (or similar opposing responses).

Yes, no, maybe

Photocopy the **Strategy sheet Yes, no, maybe** (refer to page 214) and give one set of cards to the each student. Pose a statement and have students indicate their opinion by showing one card to a partner and saying why they chose that card. Alternatively place the cards in a continuum.

VALUES VOTING

1. Select a statement and read to the group. Students indicate their opinion or the opinion of other groups (eg friends, family and community members) by casting a 'vote'. This may be done using one of the variations below.
2. Discuss the statement as a class. Provide students with the option to pass or reconsider their vote after the discussion. Examples of questions to ask students during this strategy are:
 - ⊙ Why would someone vote in that way?
 - ⊙ What experiences would have brought them to that conclusion?
 - ⊙ Would they feel differently if they had more information about this?
 - ⊙ Was it easy to make a vote? Why or why not?

Dot voting

Identify a question or statement for students to consider then select three or four responses (an example is given below). Write each response on a sheet of paper. Give students two sticky dots each to place on the response or responses that resound more strongly with their attitudes and values. As a class discuss the voting responses.

Heads and tails

Students indicate their opinion by placing their hands on their head (agree), bottom (disagree) and hips (unsure). Alternatively hands on their head can indicate (true or yes), bottom (false or no) and hips (unsure or maybe).

Pop stick faces or pop-up voting

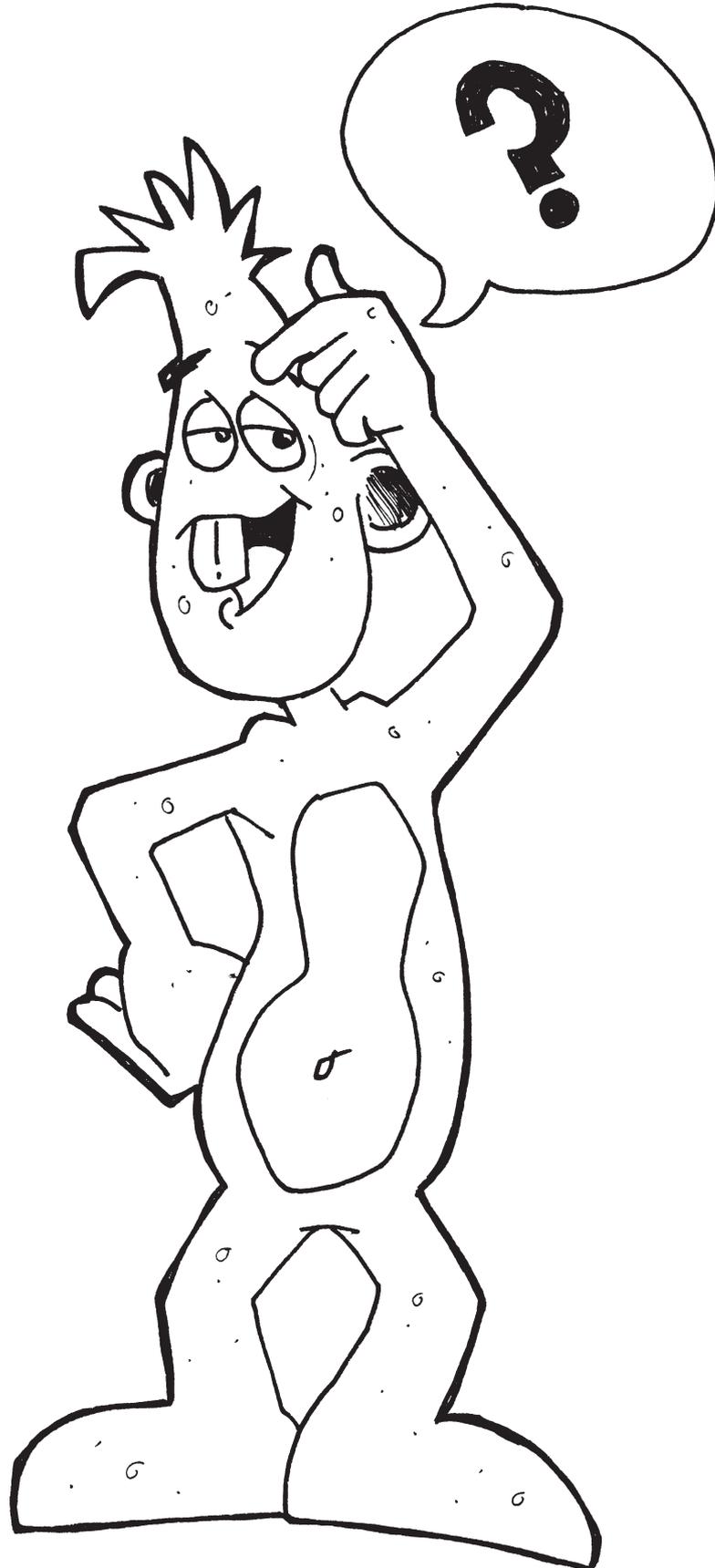
Draw a smiley face on one side of a pop stick and a sad face on the other. Pose a statement for students to consider and then indicate their opinion ie smiley face represents 'agree' and sad face 'disagree'. Alternatively photocopy **Strategy sheet Feelings continuum** (refer to page 215) and have students attach a smiley face card one side of a pop stick and a sad face card on the other.

Thumbs up, thumbs down

Students may use a 'thumbs up' gesture to suggest 'agree'; a 'thumbs down' gesture to suggest 'disagree' and a 'flat palm' gesture to suggest 'unsure' (or similar opposing responses).

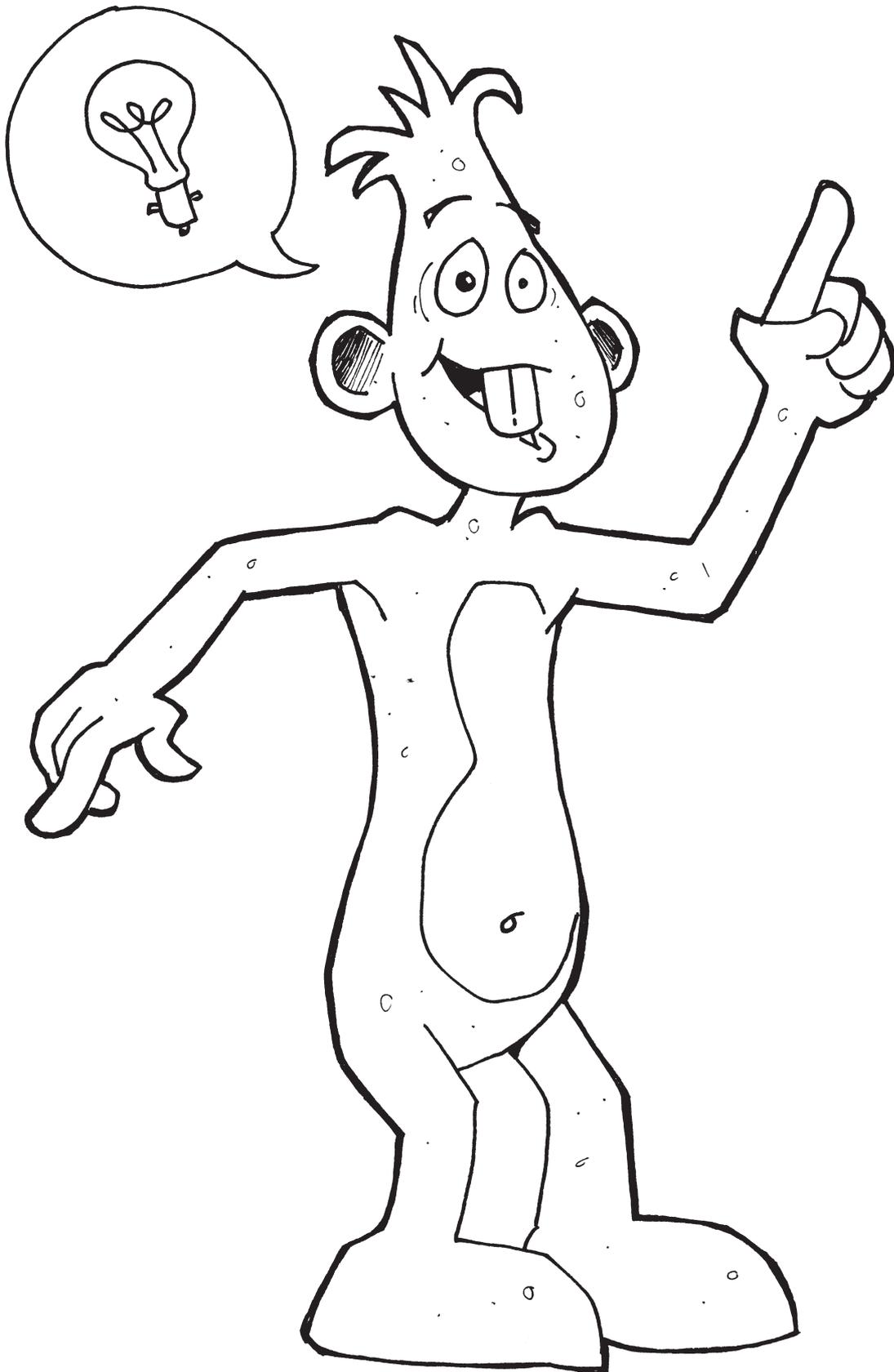


Think about your choices





Choose the one you like best



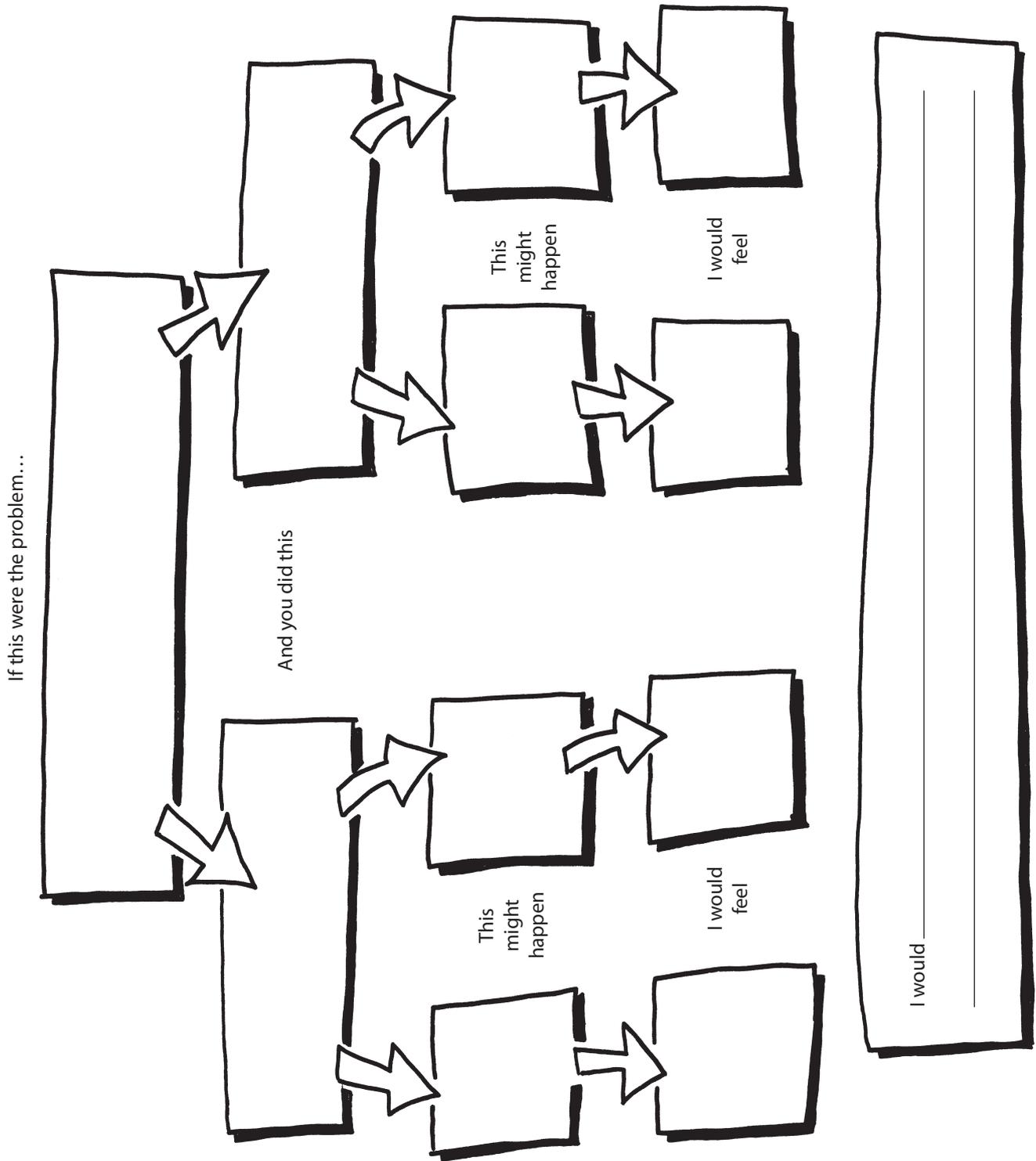


Decision-making model

Problem What is the problem and how do I feel?	Choices	Positive things that might happen?	Negative things that might happen?
<div data-bbox="1141 1720 1495 2027"> </div>			
			I would _____ _____ _____

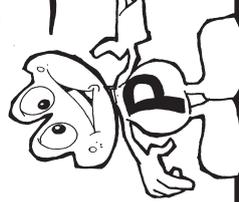
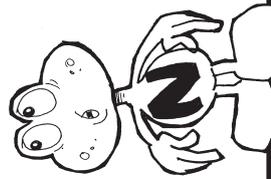
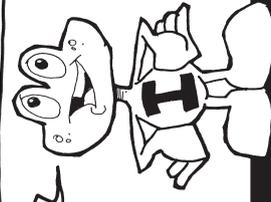


Decision-making model





PNI

 <p>Why might this be a good idea?</p>	 <p>What might be difficult, wrong, unhealthy or unsafe about this idea?</p>	 <p>Now you've thought about the positives and negatives of this idea what else do you think?</p>
Positive	Negative	Interesting



Prompt cards

<p>THINK ABOUT DIFFERENT OUTCOMES THAT MAY HAVE RESULTED IF SOMEONE HAD SAID OR DONE SOMETHING DIFFERENTLY.</p>	<p>Different outcomes</p>	
<p>THINK ABOUT HOW ONE CHARACTER MIGHT BE FEELING IN THIS SITUATION.</p>	<p>Feelings</p>	
<p>LISTEN TO ONE CHARACTER'S IDEAS AND RESPONSES CAREFULLY.</p>	<p>Ideas and responses</p>	



Agree, disagree

Agree

Disagree





Yes, no, maybe

Yes

No

Maybe





Feelings continuum

