

CHALLENGES AND CHOICES

TEACHER RESOURCE

9

ROAD

A Resilience
Approach to
**Road Safety
Education**

SDERA
EDUCATING FOR SMARTER CHOICES

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Note: National and State legislation and regulations referred to in this resource were correct at the time of publication. SDERA advises the reader to review relevant websites and documents for legislative and regulatory updates.



School Drug Education and Road Aware

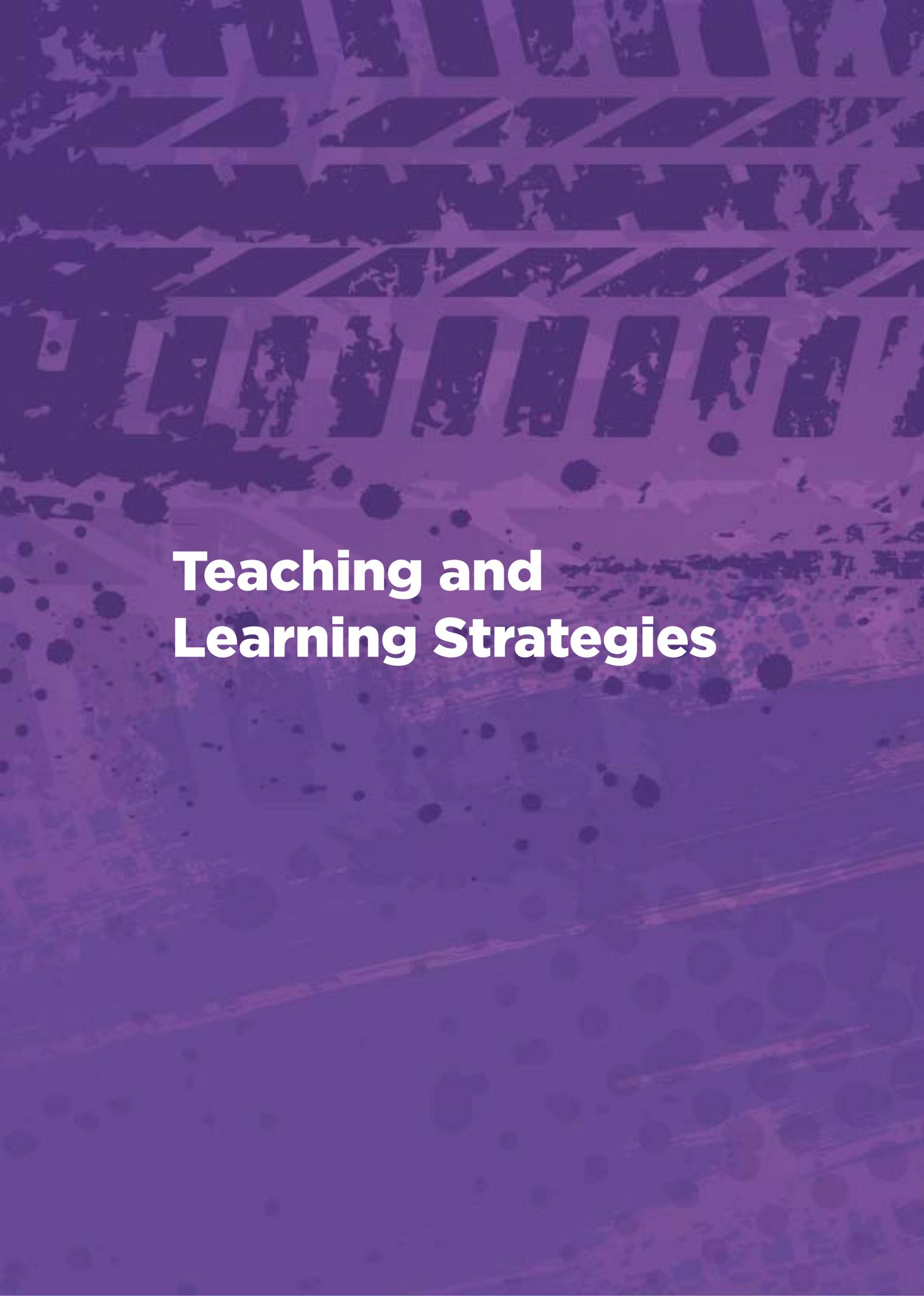
School Drug Education and Road Aware (SDERA) is the WA State Government's primary drug and road safety education strategy for all government and non-government schools, and early childhood services. SDERA is a cross-sectoral initiative of the Association of Independent Schools of WA (AISWA), the Catholic Education WA (CEWA) and Department of Education (DOE) and is funded by the Mental Health Commission and the Road Trauma Trust Account.

SDERA aims to prevent road-related injuries and the harms from drug use in children and young people.

SDERA empowers early childhood and school-based staff, parents and carers, and community groups to implement effective resilience, drug and road safety education approaches within their schools and community, through the provision of professional learning, evidence-based resources, and a state-wide consultancy team.

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An aerial photograph of a large stadium, likely the Allianz Arena in Munich, Germany, with a semi-transparent purple overlay. The stadium's distinctive curved roof structure is visible, and the surrounding urban landscape is partially obscured by the overlay. The text 'Teaching and Learning Strategies' is centered in white, bold font.

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, and road safety content included in each module of this resource. Strategies are indicated in **coloured 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 and 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 capabilities 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.

Activity 5 Reaction time

Learning intention

- Students discuss the impact of slow reactions in the traffic environment

Equipment

A4 sheets of paper – one per student
 Activity sheet – Touch timer – photocopy one per student
 Stopwatch or timing device – one for each pair of students

Method

- Explain to students that there are a range of factors that can affect a road user's ability to stop quickly. For example, in wet weather a cyclist will find it takes longer to stop than when the road and their tyres are dry.

Set students a **one minute challenge** (refer to page 69) to write a list of other factors that can affect stopping distance. Some examples include:

 - reaction time** - which may be affected by factors such as fatigue, alcohol or other drugs, distractions or when a pedestrian is seen
 - condition of the road surface** - including whether it is wet or dry, gravel or an off-road area
 - condition of the vehicle** - including brakes and tyres
 - environmental conditions** - such as wet weather, sun in driver's eyes, night time
 - location of the vehicle** - including gravel roads, winding road, freeway or local road
 - speed the vehicle is travelling** - which is also a critical factor in determining the level of injury and possibility of a pedestrian surviving a crash. Even small reductions in impact speed can contribute to a significant decrease in trauma.

Students share their list of factors with others in the class. If reaction time was not identified by students, include this in the discussion. Explain that reaction time contributes to the overall stopping distance of vehicles and bicycles (ie stopping distance = reaction distance + braking distance). The reaction distance is the time it takes the driver to respond to a situation and begin applying the vehicle's brakes. Braking distance is the distance it takes to bring the vehicle to a complete stop once the brakes are applied.

Explain that quick reactions by road users may reduce crash involvement and the level of injury. Demonstrate this to students by writing on the board, the following sequence that represents the actions that occur when a driver sees a cyclist pull out in front of them.

If a cyclist reacts slowly and other factors such as speed

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            graph TD
            A(driver sees bike) --> B(message carried to brain)
            B --> C(message carried from brain to foot and hands)
            C --> D(feet and hands move to brake)
            D --> E(brakes applied)
            E --> F(vehicle slows and stops)
            
```
- Place students in pair Touch timer and instructing the grid between students they are reactions. Nominate and give them a stopwatch and give them a stopwatch. Have students calculate their reaction rating.

Ask

 - Were there any differences between your test? Why?
 - Why do you think some of our class scored better than others? (Tired, not concentrating, hard to hear, pressure.)
 - In traffic there may be situations where you need to have quick reactions. What might these be? (As a driver - stopping quickly if a child or animal ran onto the road; tyre blow out, car stops suddenly in front of your vehicle. As a pedestrian - when a driver doesn't stop at a crosswalk or give way at a traffic lights. As a cyclist - a driver not realising you are riding next to them, opening a door as you ride by.)
 - Why is it important for road users to know about reaction times? (eg drivers and cyclists should increase distance between their vehicle and the vehicle in front; take breaks on trips to avoid fatigue; pedestrians need to constantly scan traffic environment for hazards and be prepared to stop)
- Have students test if practice improves their reaction time using Grid 1 on the sheet. The previous procedure is followed however after the student has completed touching the numbers in order on Grid 1 and recorded the time in the table on the sheet, they are given the opportunity to practise the task ten times before doing their second, third, fourth and fifth test. An average is calculated by adding the recorded times and dividing by five.

Ask

 - Did your reaction times improve during the five trials? Why? (Suggest that more experienced drivers who have had more opportunity to practise their traffic scanning skills often react quicker than a learner or new driver who is still concentrating on manoeuvring the vehicle and coping with traffic.)
 - What might affect a driver's reaction time? (Distractions inside or outside the car, fatigue, alcohol and other drugs, weather conditions.)
 - What can you do to make sure that you are able to react quickly in a traffic situation? (eg concentrate and be prepared to react; be aware and continually scan the environment; don't wear headphones or talk on mobile phones while walking, riding or driving)

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 delivering the essential content in a resilience and wellbeing 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 a 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 a 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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Strategies

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.

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?

CIRCLE TALK

1. 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.
2. 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.
3. Pose a scenario, question or issue for students to consider. Allow thinking time of approximately 15 to 30 seconds.
4. 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".
5. 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.
6. 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

1. 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.
2. 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.
3. 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?
4. Decision-making models will allow students to consider and explore a range of alternatives before making a decision. The models provided on pages 75-76 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.
5. 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).
6. Students write the options they have identified on the model.
7. 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.
8. 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.

ENVOY

1. This strategy is useful for encouraging students to learn from each other and take responsibility for their own learning. It also promotes listening and speaking skills as well as skills in synthesising and summarising information.
2. Students form groups of five or six. Pose a topic or question to be researched or discussed.
3. After a nominated time, each group selects one student to be the 'envoy' for their group. The envoy moves to another group and relays the ideas/ suggestions or decisions/conclusions that were made by their group. The envoy also listens and gathers new information to take back to their group.

FIST OF FIVE

1. This strategy allows students to consider their feelings or opinion about a health related issue. Pose a statement for the students to consider. Ask students to indicate their feeling or opinion by showing a fist (for strongly disagree) through to five fingers (for strongly agree).
2. Invite students to share, with a partner or the class, the reason behind their vote.

FOUR CORNERS

1. Photocopy the **Strategy sheet** *Four corners* (refer to page 79) or prepare four signs numbered 1, 2, 3 or 4. Place a number sign in each corner of the room.
2. Read aloud a statement and four choices. Students are to choose the one that best represents their opinion. It may help students to become familiar with this strategy by starting with topics that require very little thought. For example:
On the weekend, the thing I like to do most is:
 1. Watch tv
 2. Meet up with my friends
 3. Listen to music
 4. Read a book.
3. Students move to the numbered corner that best describes their opinion and share their ideas with others standing in the same corner.
4. Invite students to share opinions between corners. If students wish to move after hearing others' responses provide this opportunity. Repeat the process using a new topic.

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).

HUMAN GRAPH

1. This strategy will help students to identify and clarify attitudes using hypothetical issues, consider information and others ideas and views, share reasons for making a decision with others, and make quantitative statements about students' opinions.
2. Prepare four signs, each numbered with a 1, 2, 3 or 4 or use **Strategy sheet** *Four corners* (refer to page 79).
3. Place the number signs in a line from one to four.
4. Pose the statement and choices then ask students to stand behind the number that best represents their opinion.
5. Students move to the number that best represents their opinion.
6. Students standing together share their reasons for choosing the statement.
7. As students to make quantitative statements to describe the voting. For example: *More girls agree that not wearing a seatbelt is a high risk situation for a young driver. Most of the class agreed that seatbelts help to save lives.*

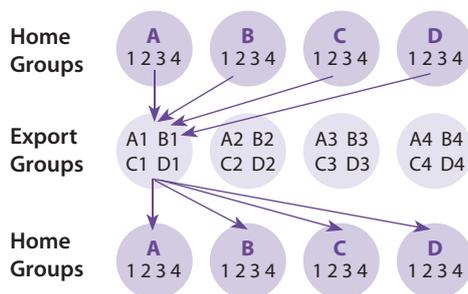
JIGSAW

This strategy will help students to:

- critically analyse, evaluate and apply ideas from a large amount of information
- participate and cooperate in small groups
- accept responsibility for their own learning.

How is it implemented?

- 1 Students form into 'home groups' (four to six per group).
- 2 Giving each student a coloured dot, badge or sash can identify home groups.
- 3 Every member of the home group has a different aspect of the topic to discuss or research.
- 4 Students form 'expert' groups, where all members of the group are discussing or researching the same aspect of the topic. Their job is to prepare a report to take back to their home group.
- 5 Students move back to their original home group. The diagram below shows student movement.
- 6 Experts then report on their aspect of the topic.
- 7 Allow time to discuss findings as a whole class.



MIND MAPS

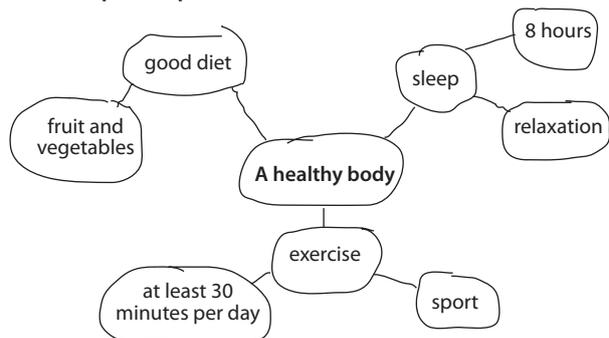
1. Mind maps help students to visually record and connect existing knowledge with new knowledge. The structure of each mind map is unique and may have lines radiating in all directions with sub topics and facts branching off the main topic.

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 below).
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.

ONE MINUTE CHALLENGE

1. Students are given exactly one minute to write down all they know or would like to know about a certain topic.
2. Students share their writing with a group and common areas of interest can guide the choice of learning experiences.
3. This strategy may also be used as a reflective strategy for students to summarise all they have learnt in a lesson/ topic.

Variation

Students reflect on their understandings and attitudes after completing the learning activities from a topic. For example:

- *What was the most important or useful piece of information you learnt from these activities?*
- *What two questions do you still have?*
- *What would you like to know more about?*

PNI

1. Pose a question, statement or scenario for students to consider. For example, *Cyclists should not have to wear helmets.*
2. Students brainstorm the positive, negative and interesting implications and record these using a table as shown or the **Strategy sheet PNI** on page 80.

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 cycling without a helmet would stop you from doing this?</p>	<p>2 What relationship harms that may result from cycling without a helmet would stop you from doing this?</p>
--	--

<p>3 What school or work-related harms that may result from cycling without a helmet would stop you from doing this?</p>	<p>4 What legal harms that may result from result from cycling without a helmet would stop you from doing this?</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, building empathy and experiencing a variety of perspectives by adopting different roles, and planning 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 to debrief the role-play that focus on the feelings of the characters, attitudes expressed, consequences of actions, alternatives to decisions/actions, and what students have learned about the characters portrayed. 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 81. 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 ride around the carpark?" he said "No, my tyre's getting flat". 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.

SNAP DECISIONS

This strategy will help students to:

- understand how difficult it is to make positive quick decisions
- understand the variety of thoughts common to young people in health and safety related situations.

How is it implemented?

1. A volunteer is seated in the 'snap decision seat' and presented with a health or safety dilemma. The student must try to put themselves in the shoes of the character described in the dilemma.
2. Two other students stand either side of the seated student. One represents the 'positive' side of the situation and the other represents the 'negative'. (Try to avoid the terms 'good' and 'bad' or 'angel' and 'devil' as this places a value judgement on the volunteer's decision). Their role is to try and convince the student sitting in the snap decision seat to make a decision based on their comments.
3. The student in the snap decision seat is allowed no thoughts of their own and must make a decision based purely on the arguments presented by the two students.

THOUGHT SHAPES

1. Photocopy the **Strategy sheet** *Thought shapes* (refer to page 82) and display the four cards or give each student a copy. Explain what each shape signifies and how the shapes can be used to prompt students when reflecting on an activity or program of work.
2. Students reflect or think about what they have just learnt or practised and respond orally or in written form.

Variations

- Make a class set of thought shapes cards. Give each student a different shaped card. Students are to find someone with the same card and share their responses. Students then find someone with a different card and share their responses.
- Place students in groups with one set of thought shape cards. Students take turns selecting a card and sharing their response with the group.
- Use the thoughts generated from the circle shape to plan further learning experiences.

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).

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 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). 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?

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.

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

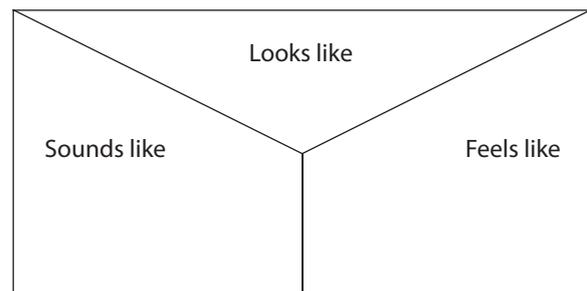
Students attach a smiley face to one end of their ruler and a frowning face to the other end of their ruler. Presuming the smiley face suggests 'agree' and the frowning face suggests 'disagree', students respond to the statements the same way they would in the values continuum outlined above.

Yes, no, maybe

Photocopy the **Strategy sheet** *Yes, no, maybe* (refer to page 83) 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.

Y CHART

1. A Y chart is a graphic organiser. It is a way of encouraging students to think about what something 'looks like', 'sounds like' and 'feels like'.
2. Show students how to draw a Y chart and label each section. Pose a question for students to brainstorm and record their responses. For example, how a 'safe pedestrian' would look, feel and sound like.
3. 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 in more challenging scenarios eg *How would this person be feeling in this situation?*



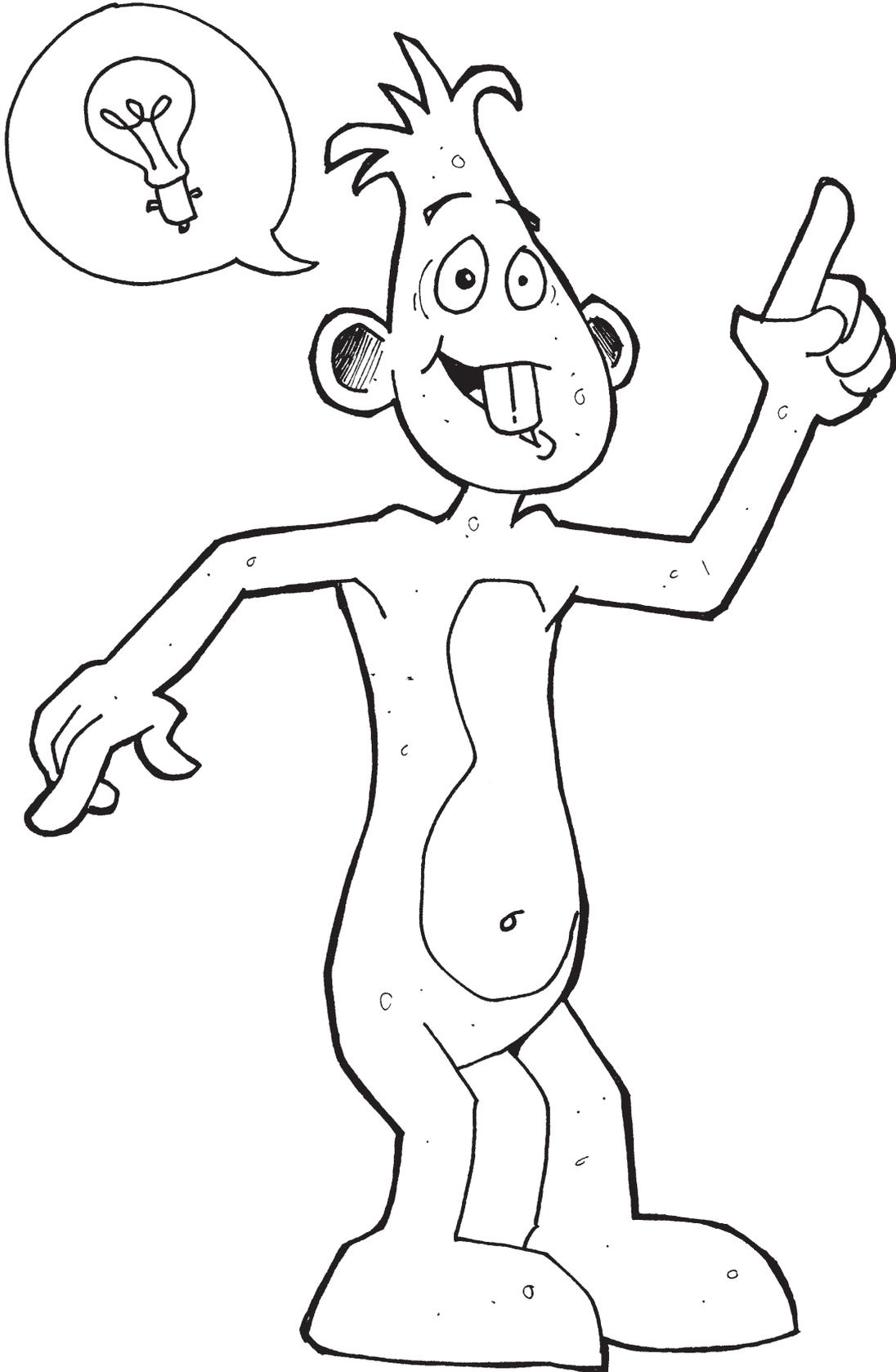


Think about your choices





Choose the one you like best





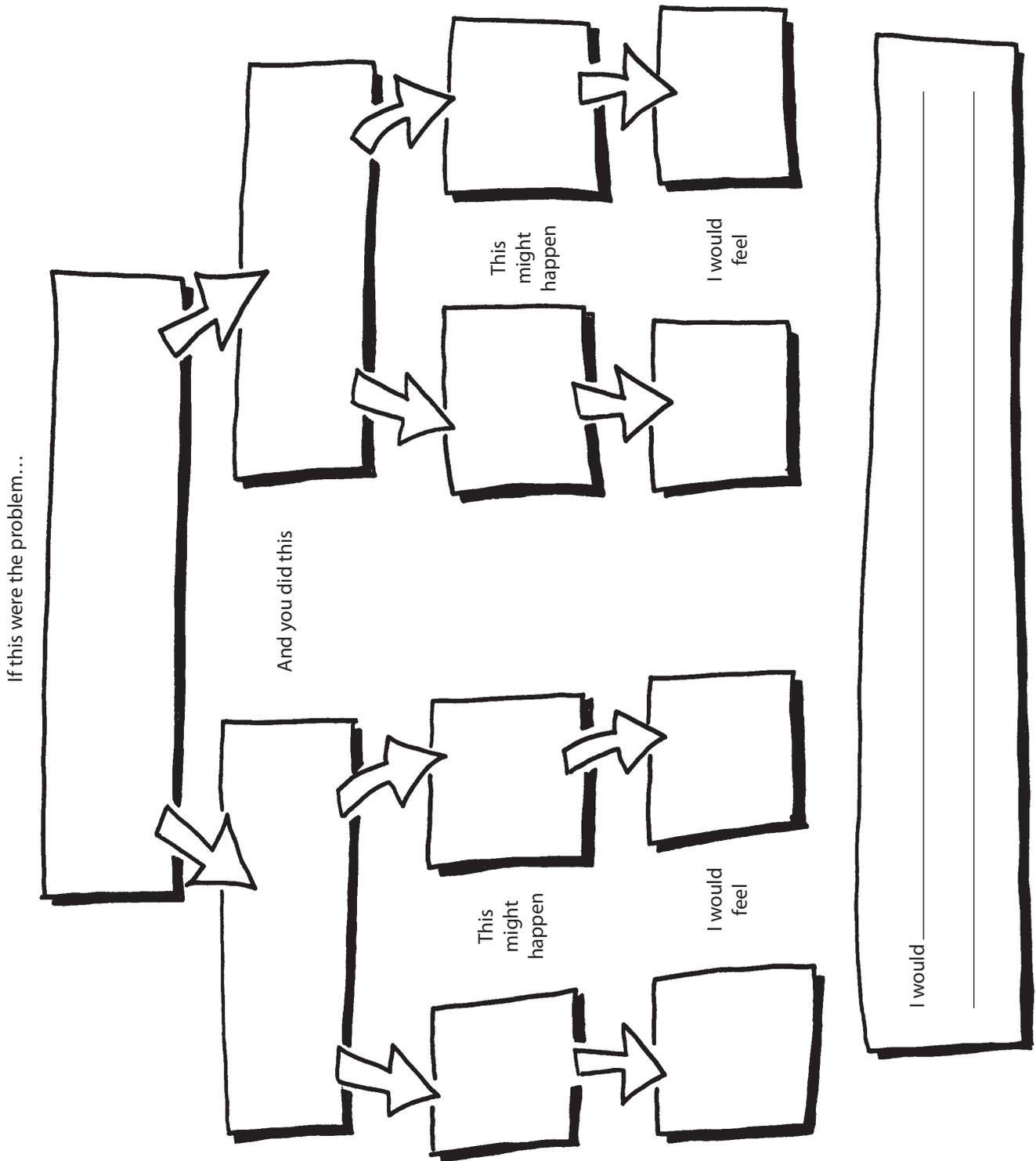
Decision-making model

Problem What is the problem and how do I feel?				
Choices				
Positive things that might happen?				
Negative things that might happen?				

I would _____



Decision-making model





Four corners

1

2

3

4





PNI

I Interesting	
N Negative	
P Positive	



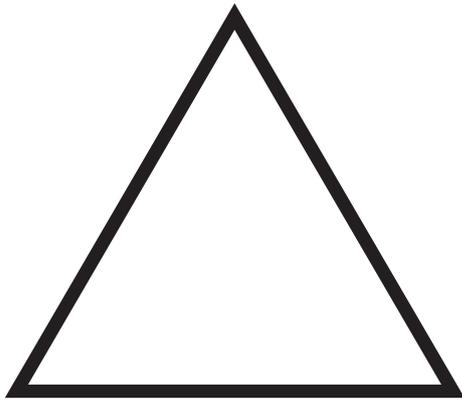


Prompt cards

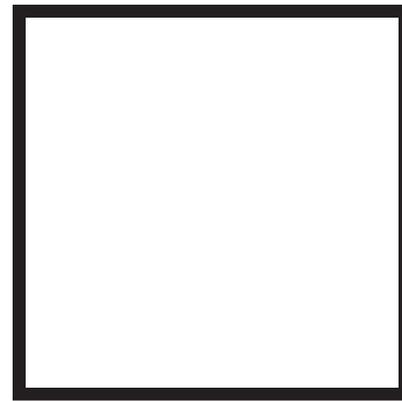
<p>THINK ABOUT DIFFERENT OUTCOMES THAT MAY HAVE RESULTED IF SOMEONE HAD SAID OR DONE SOMETHING DIFFERENTLY.</p>	<p>Different outcomes</p>	
<p>THINK ABOUT HOW ONE CHARACTER MIGHT BE FEELING IN THIS SITUATION.</p>	<p>Feelings</p>	
<p>LISTEN TO ONE CHARACTER'S IDEAS AND RESPONSES CAREFULLY.</p>	<p>Ideas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



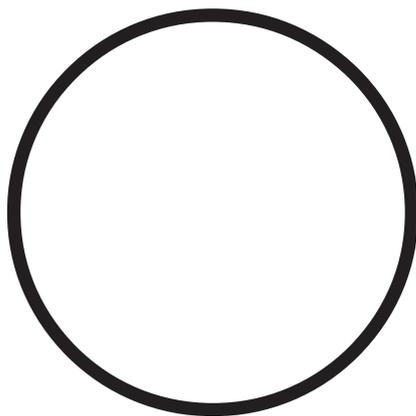
Thought shapes



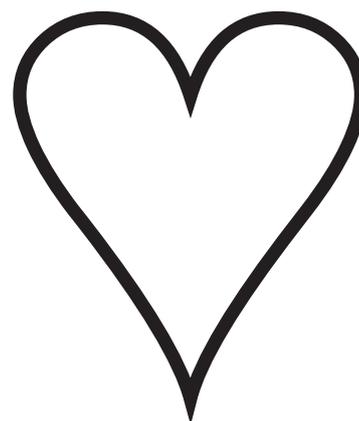
The most important thing I have learnt...



What I enjoyed most about this activity...



Questions still going around in my head...



How I feel about using the skills and ideas I have learnt ...





Yes, no, maybe

YES

NO

MAYBE





Strongly agree, strongly disagree

**STRONGLY
AGREE**

**STRONGLY
DISAGREE**

