This focus area provides the explicit teaching of content and skills related to cycling or riding of wheeled devices such as skateboards and scooters for Foundation students. It focuses on:

- how cyclists and riders of wheeled devices such as scooters, can protect themselves from injury (e.g. wearing a bicycle helmet or other protective gear including knee and wrist pads)
- identifying and choosing safer places to ride and play
- the dangers of playing in driveways.

**Key understandings**

- A bicycle is identified as a ‘vehicle’ in the Road Traffic Code and must therefore meet safety and roadworthiness standards.
- Wheeled devices refer to foot-propelled scooters, skateboards, rip-sticks, roller skates, in-line skates and tricycles.
- All cyclists are legally required to wear a bicycle helmet on paths and roads.
- Cyclists up to 12 years of age can legally ride on footpaths unless a ‘no bicycles’ sign has been erected.
- Cyclists must always give way to pedestrians on footpaths and other shared paths.
- Cyclists must use their bell to indicate to pedestrians their presence.
- Driveways and roads are not places where children should play.

**Key skills to practise**

- Identify situations that may be unsafe when travelling as a passenger.
- Make responsible decisions to ensure their own safety and the safety of others.
- Listen for specific things such as the details of a story and an answer to a given question.
- Listen to, remember and follow simple instructions.
- Participate in class, group and pair discussions and share experiences.
- Cooperate and communicate effectively with others.
- Participate in informal situations, for example play-based experiences which involve the imaginative use of spoken language.
- Work with a partner or in small groups using strategies such as waiting and taking turns, staying on task and sharing resources.
- Express and share opinions and ideas with others.
- Reflect on knowledge and understandings, attitudes and values.

**General capabilities in the Australian Curriculum**

The general capabilities of the Australian Curriculum comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to become successful learners, confident and creative individuals, and active and informed citizens.

The content and activities in this safety on wheels focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

**Addressing the Australian Curriculum General Capabilities through Challenges and Choices**

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**Key**

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Ethical understanding
- Personal and social capability
- Intercultural understanding
The following information will support teachers when delivering content in this area. It should be noted that the term ‘wheeled devices or toys’ refers to scooters, skateboards, inline skates, roller skates, rip-sticks, tricycles and any other device with wheels.

**Bicycle crashes**
The most common injuries for cyclists and riders of other wheeled devices often occur as a result of a fall and generally in off-road locations such as footpaths, home driveways, cycle ways and skate parks.

The term ‘wheeled pedestrian’ is used to refer to injuries that are sustained when the rider is a pedestrian using some form of wheeled transport and includes bicycles, scooters, skateboard, rip-sticks, rollerblades, roller skates and tricycles. This category is not limited to injuries sustained on roadways but also includes locations such as footpaths, cycle ways, home driveways and skate parks.

**Bicycle helmets and the law**

Most rules applying to motor vehicle drivers and riders also apply to cyclists riding on the road. There are however a few rules that only apply to cyclists. Cyclists must:
- have at least one hand on the handlebars while in motion
- wear an approved helmet while in motion (unless exempted)
- not ride within two metres of the rear of a motor vehicle, over a distance of more than 200 metres
- not hold onto another moving vehicle or be towed by it
- not be more than two bicycles abreast on a road. When riding abreast, the two bicycles must be no more than 1.5 metres apart.
- use the correct hand signals to turn left or right and to stop
- use the left lane of a roundabout when turning right, provided they give way to all exiting traffic
- not ride in a pedestrian mall
- not overtake on the left side of a motor vehicle if that motor vehicle is moving and indicating to turn left.

Children riding bicycles with training wheels or sitting in a carrier seat on a bicycle must also wear a helmet.

Children riding scooters, roller blades, rip-sticks and other wheeled devices are not legally required to wear a bicycle helmet. However as many riding injuries are caused through falls it is recommended that children are encouraged to wear a bicycle helmet and protective gear such as elbow, wrist and knee pads and enclosed shoes.

**Other road rules relevant to cyclists and riders of wheeled devices**
Under the Road Traffic Code:
- it is an offence to speed, ride carelessly or recklessly while riding
- children up to the age of 12 are allowed to ride on any footpath unless a ‘no bicycles’ sign has been erected. Riders 12 years of age and over are not permitted to ride on a footpath. They may however ride on shared paths.
- children riding on bicycles and other wheeled devices in public places such as shared cycle paths and footpath must keep to the left and give way to pedestrians at all times
- cyclists must travel in single file on all paths although they may travel two abreast on a road
- cyclists, at path intersections, must signal their intention to turn and give way to motor vehicles when entering or exiting an intersecting road
- cyclists must comply with road signs and traffic signals.

Roller skaters, skateboarders and scooter riders are permitted to use footpaths and shared paths however they must keep to the left and give-way to pedestrians. On shared paths, these riders have right of way over bicycles. Riders of scooters, roller blades, inline skates and skateboards can use the roads but:
- only in daylight hours
- on local roads that do not have white lines or median islands
- on roads with a speed limit of 60 km/h
- must keep to the left.

It is recommended that children do not use these wheeled devices on the road because they have inadequate braking systems.

**Reducing injuries**
A bicycle helmet is designed to offer the wearer protection and if worn correctly, decrease the risk of head injury by up to 85%. An Australian Transport Safety Bureau report that summarised multiple research papers on helmet issues concluded that:
- cyclists who do not wear bicycle helmets are twice as likely to suffer head, brain and facial injuries as cyclists who wear helmets
- non-helmeted cyclists are three times more likely to be killed as a result of a crash (viewed ORS website June 2011).
A bicycle helmet that has been damaged by high force impact or heat damage can not offer the wearer the same level of protection and should not be worn.

Bicycle crashes and falls often occur when drivers of other vehicles fail to see the cyclist or wheeled device rider. Wearing fluorescent or bright coloured clothing can increase the visibility of riders in the traffic environment.

Selecting a bicycle helmet
A bicycle helmet must:
• meet the Australian Standards. If the safety standards have been met the bicycle helmet will carry the Australian Standards AS/NZS 2063 label.
• fit and fasten securely to provide the level of protection that is has been designed to offer the wearer in the event of a crash
• not move backwards, sideways and/or forwards on the user's head
• not be too tight, just comfortable.

Selecting a bicycle
Bicycles should be the correct size for the child to enable them to have good control. This can easily be checked by asking the child to sit on the seat and hold the handlebars. If the child's feet cannot touch the ground comfortably, the bicycle is not the correct size for the child.

Bicycle maintenance
Bicycles are classified as ‘vehicles’ under the Road Traffic Code. As with any other vehicle, bicycles must be regularly maintained to ensure roadworthiness. Bicycles must also be fitted with safety equipment such as a bell, and lights and reflectors on the front and back.

A 6 point safety check should be conducted each time the bicycle is used and includes the bells, brakes, reflectors, chain, tyres and pedals.

Safer places to ride and play
Children under the age of 12 should not cycle on the road as they are still mastering cycling control skills and are not able to assess hazards and respond to these as they arise. By riding with an adult who can predict problems and deal with traffic situations the child's level of risk can be reduced.

Driveways pose a risk for young children especially from vehicles leaving and entering the property. Drivers have difficulty seeing children when reversing because of their size. It is therefore important to ensure children do not play or ride in or near driveways.

Playing in or near cars, trucks and farm machinery should be discouraged.

Power assisted bicycles
These bicycles are fitted with a small electric or petrol motor that can be turned on and off as required. To be classified as a bicycle, the motor must not exceed 200 watts (about a quarter of one horsepower). Bicycles with motors exceeding 250 watts are considered motorcycles and must be registered.

Adults riding power assisted bicycles in Western Australia are covered by the same road rules as a standard bicycle and do not require any form of driver's licence, although the rider must be at least 16 years of age to engage the motor.

The WA Traffic Code 2000 does not allow for power assisted bicycles to be ridden on a shared path with the power engaged. A powered bicycle is defined as a bicycle only when the power is not engaged.

Quad bikes and motorbikes
Quad bikes and motorbikes are popular on farms and in rural areas because they are tough and versatile. However, they are also a cause of accidental death and injury in rural Australia. Most injuries or deaths are caused by rider inexperience, lack of helmet or other protective equipment and hazardous, dangerous riding.

Contrary to their common name, all-terrain vehicles (ATVs), quad bikes are not suitable for use in all terrains. Inexperienced quad bike riders assume that the four wheels offer better stability than a two-wheeled motorbike. However, at moderate speeds and on slopes, this isn't the case. Quad bikes are prone to tipping and rolling and can occur at low speeds.

Manufacturer recommendations for an adult sized farm quad bike is 16 years of age or older. Children under this age can lack the physical ability and mental skills to safely manoeuvre an adult quad bike that has multiple speeds and controls.

Motorised scooters
What is a motorised scooter?
To qualify as a motorised scooter, the device must have a maximum power output of not more than 200 watts, must not be able to travel faster than 10 km/h on level ground and can only have electric motors.

While some small, motorised scooters can travel on roads legally, other motorised vehicles cannot be used on the roads. These include:
• mini motorcycles
• powered skateboards
• petrol-powered scooters
• electric scooters with power outputs of more than 200 watts.
**Road rules for motorised scooters**

A motorised scooter can only be powered by an electric motor with a maximum output of no more than 200 watts. It must have a manufacturer's plate or engraving that certifies the motor's output. If the scooter has an engine with a power output of 200 watts or more then it is not classed as a motorised scooter and must be registered as a motorcycle. It must not be capable of exceeding 10 km/h on level ground when propelled by the motor.

It must be fitted with a bell or horn and riders must wear a helmet. It is also recommended, but not compulsory, that riders wear protective clothing, footwear and equipment such as knee and elbow pads.

Small, motorised scooters can be used:
- on paths (except on the pedestrian part of a separated footpath), but must keep left and give way to all pedestrians
- on local roads during daylight where the speed limit of the road is not more than 50 km/h and there is no median strip, painted island, dividing line or more than one lane. The rider must keep left at all times.

Riders cannot travel alongside pedestrians or other vehicles unless overtaking nor can they travel within two metres of the rear of a motor vehicle or attach themselves to, or be drawn by, another vehicle.

A licence is not needed to use these scooters. However, it is an offence to travel on a motorised scooter while under the influence of alcohol or drugs and to drive/ride in a reckless manner.

**Gophers**

Motorised gophers and other scooters used for mobility are not considered to be motorised scooters for the purposes of traffic law. They are classified as motorised wheelchairs.

**Carrying children on motorcycles and bicycles**

The rider of a motorcycle is not permitted to ride on the road with a passenger who is not yet 8 years of age. In this road rule, the motorcycle does not include a two wheeled motorcycle with a side-car attached to it that is supported by its own wheel, or a motor vehicle that has three wheels and is ridden in the same way as a motor vehicle with two wheels.

Child carrier seats can now be attached in front of bicycle handlebars provided that the rider has an uninterrupted view to the front of the bicycle.

**Useful websites**

For information on cycling, helmets and other wheeled devices:
- Department of Transport WA
- Kidsafe WA
- Office of Road Safety
  http://ors.wa.gov.au
- Cycling Western Australia
  http://www.wa.cycling.org.au/

For interactive games:
- Izzy’s road safety games
  www.sdera.wa.edu.au
- Bike safety cartoon
  http://www.chp.edu/CHP/Bike+Safety+Cartoon
**ACTIVITY 1**

**Ready to ride**

**Preparation**
- Activity sheet Izzy or Izzy slideshow – cue the CD-Rom
- Izzy at the park storybook (SDERA, 2012)
- Cycling and riding slideshow – cue the CD-Rom
- Art paper and drawing materials
- Bicycle helmet, safety gear such as wrist, knee and elbow pads, bright or fluorescent clothing
- Family information sheet Helmets hug heads – photocopy one per student
- Family information sheet Check your helmet – photocopy one per student
- Activity sheet Don't forget – photocopy one per student

1. Introduce Izzy the road safety mascot to the class by using the activity sheet or slideshow. Explain that Izzy knows how to stay safe when he goes out walking, riding his bike or scooter, and travelling in a car or bus, and that he is going to help the class learn how to stay safe around roads and traffic.

2. Show students the cover of Izzy at the park then flick through the illustrations inside the book.

   **Ask**
   - What do you think the story might be about?
   - Can you guess the title?
   - What characters are in the story?

   Read the story. Focus students on the safety messages included throughout the story by asking questions such as:
   - Why did Nana Sue make Izzy put a helmet on?
   - Why did Izzy ride in the park and not on the road?
   - Why did Nana Sue go with Izzy to the park?
   - What protected Izzy when the big bike crashed into him?

3. Place students in groups of three. Have students talk about their experiences with cycling and riding other wheeled devices.

4. Use the Cycling and riding slideshow to discuss the following key messages for young cyclists and riders:
   - Always wearing a bicycle helmet even when riding other wheeled devices
   - The protection a bicycle helmet gives the wearer
   - Wearing a bicycle helmet when sitting in a carrier on a bicycle
   - Wearing protective clothing and gear
   - Riding on footpaths, in the park and on shared or cycle paths.

5. Sing these cycling and helmet songs with the class.

   **My helmet**
   (Sung to the tune of *Pop goes the weasel*)
   Round and round the cycle path
   I always wear my helmet
   No matter where I ride my bike
   I put on my helmet.

   **Izzy put your helmet on**
   (Sung to the tune of *Polly put the kettle on*)
   Izzy put your helmet on,
   Izzy put your helmet on, to hug your head inside.
   Izzy put your helmet on,
   Izzy put your helmet on, now we’re off for a ride.

   **The wheels on my bike**
   (Sung to the tune of *The wheels on the bus*)
   The wheels on my bike go round like this, round like this, round like this,
   The wheels on my bike go round like this, all day long.
   My feet on the pedals go round like this…
   My finger on the bell goes ding, ding, ding…
   The light on my bike goes flash, flash, flash…
   The brakes on my bike make it stop, stop, stop…

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Humpty Dumpty
(Sung to the tune of Humpty Dumpty)
Humpty Dumpty looked at his bike.
Humpty Dumpty said, ‘This is what I like.’
He put on his helmet and buckled it tight,
Thank goodness ‘cause Humpty fell off his bike!

Ride, ride, ride your bike
(Sung to the tune of Row, row, row your boat)
Ride, ride, ride your bike
Carefully down the street
Ring your bell and say look out
To everyone you meet.

- Have students paint a picture of Izzy riding then write, or have scribed, a message about cycling safety. Alternatively download the colouring in sheet Helmets hug your head at http://www.det.wa.edu.au/ccm-ldn-theme-assets/_ccm_/themes-prod/sdera/flash/road_safety_games/pdf/Izzy02.pdf
- Place the bicycle helmet, safety gear and bright coloured clothing near the outdoor play area. Encourage students to wear the clothing and helmets when playing.
- Give each student a copy of Helmets hug heads, Check your helmet and Don’t forget to take home and share with their family.
Helmets hug your head.
Helmets hug heads

When it’s time to buy your child a bike and helmet – don’t buy one for your child to ‘grow into’, buy one that fits your child now. If it’s too big and loose, it can move or slip off when your child falls off their bike or hits something.

Follow these steps to help you buy a helmet that is the right size for your child

- Carefully measure your child’s head using a tape measure. The tape measure should sit just above their eyes and ears.
- Check the helmet sizes listed on the display boxes. Find a helmet that best suits your child’s head measurement.
- Place the helmet on your child’s head checking that it fits snugly – not too tight or too loose.
- Check the helmet is lightweight – not too heavy for your child’s head and neck to carry.
- Adjust the straps and do up the buckle. It should sit straight on your child’s head.

- Place your palm under the front of the helmet and push up and back. The helmet should not move. If there is a slight amount of movement the pads provided by manufacturers can be attached to the inside of the helmet. Use the thicker pads to get a snug fit then as your child grows replace these with the thinner pads. If you find the pads do not give a snug fit, try another helmet design as models can vary.

- Check the bicycle helmet you have selected has been approved and is displaying the Australian Standards AS/NZS 2063 sticker.

If you’ve ticked all of the above – your child’s set to go!

Be a good role model and always wear your helmet when you go out riding with your child. The earlier young children learn why it is important to wear a bike helmet the more likely they are to continue wearing them as they grow older.

Be firm in laying down the ‘no-helmet-no-bike’ rule and set a good example by wearing a helmet yourself.


Thank you for playing a vital role in your child’s road safety education.
Check your helmet

A helmet that is worn correctly and fits properly can help to protect your child’s head if they fall off their bike. Help your child to check that their helmet is the right size and okay to wear.

Checklist

☐ The helmet isn’t too tight or too loose. It should be snug and not move around.

☐ The buckles can be clipped together.

☐ The helmet has not been in a crash.

☐ The foam on the inside doesn’t have any dents.

☐ The plastic skin on the outside isn’t buckled or cracked.

☐ The chinstrap isn’t broken or frayed.

How did you go? If you couldn’t tick all of the boxes then you need to replace your child’s helmet.

Sometimes ‘hand-me-down’ helmets are not always safe to use. Use the checklist to find out if it is okay to wear or needs to be thrown away.

Thank you for playing a vital role in your child’s road safety education.
Don’t forget

Please take the time to read this Izzy story with your child.

Izzy and Dad are checking their bikes. Ting-a-ling, Ting-a-ling.

“Don’t forget the brakes, Dad.”

Izzy is waiting on the Safety Spot. Brrm brrm. Honk! Honk!

“Don’t forget the helmets, Dad.”

Izzy is putting on his helmet. Click clack. Snug and tight.

“Don’t forget your helmet, Dad.”

Izzy and Dad are off on their ride. Whirr, whirr. Round and round.

“Don’t forget to watch me, Dad.”

Thank you for playing a vital role in your child’s road safety education.
ACTIVITY 2 🍎 🍎 🍎 🍎
Safe places to play and ride

Preparation
- When Penny was Mum by Margaret Wild (1992)
- A3 paper – one sheet per student
- Drawing materials – class set

• Show students the cover of When Penny was Mum by Margaret Wild then flick through the illustrations.

Ask
What do you think the story might be about?
Can you guess the title?
What characters are in the story?

Read the story to the class. Talk about the places where Penny and her mum went to play that were away from traffic and roads ie the backyard and the park.

Ask
Where were some of the places that Penny let her Mum play?
Why didn’t Penny let her Mum play on the footpath?
Why isn’t it safe to play on the verge, footpath or road?
What did the adults do to stay safe when they went for a ride? (The adults each wore a bicycle helmet, used the cycle path and had someone supervise them.)
Where can you play safely at/near your house?
Where can you go to practise riding your bike?

• Flick through the story and have students identify the main events in the story. Write these in order on the board.

Show students how to draw a story map (refer to page 168) that depicts the sequence of events from the story. Label the places Penny and her Mum played. Include the safety messages appropriate for each section of the story map. For example: Play in your backyard or Put your helmet on.

Give each student a piece of A3 paper to construct their own story map. Alternatively, students can draw one of the safe places that Penny and her Mum played. Scribe the safety messages for students who require support.

Place students in pairs to share their story map and safety messages.

• Teach students the song I’m going to play.

I’m going to play
(Sung to the tune of Here we go round the mulberry bush)
I’m going to run in my backyard, my backyard, my backyard.
I’m going to run in my backyard where it’s safe and fun to play.
I’m going to walk in the park, in the park, in the park.
I’m going to walk in the park, where it’s safe and fun to play.
I’m going to ride on the cycle path, the cycle path, the cycle path.
I’m going to ride on the cycle path, where it’s safe and fun to play.

When Penny was Mum was distributed in the first edition of Challenges and Choices.
ACTIVITY 3 🌱👀💡
Deciding where to play and ride

Preparation
- *When Penny was Mum* by Margaret Wild (1992)
- Post-it notes or small cards
- A3 paper – one sheet per group
- Activity sheet *A safe place to play* and cue the CD
- Internet access to download Izzy play safely colouring in sheet – print one copy per student

- In groups, have students **brainstorm** (refer to page 163) a list of places where they play and ride (eg park, footpath, backyard, driveway, road, car park, oval). Each idea should be written or drawn on a post-it note (or strip of paper).

- Show students how to draw a **T chart** (refer to page 169) then label one column ‘safe’ and the other column ‘unsafe’. Explain that the groups are to sort their post-it notes by deciding if the play area is a safe or unsafe place to play or ride. The post-it notes are then placed on the corresponding side of the T chart.

When finished, have each group share one safe play area from their T chart. Other groups must listen and tick the idea if it is also listed on their T chart. This avoids duplication and also encourages students to listen when others are speaking.

**Ask**
- *Why are some places safer for children to play and ride than others?* (The park is safer because it has a fence around it stopping children from chasing balls onto the road. Backyards are safer than driveways because there aren’t any cars coming in or going out.)
- *Where are some places to play at/near your house?*
- *Where are some unsafe places to play at/near your house?*

- Listen to the song *A safe place to play*. The music score is provided on the activity sheet. Encourage students to mime different ways to play in safe areas while listening and joining in with the song. Prompt students with comments such as: *I can see someone who is throwing a ball…jumping on a trampoline…flying a kite…riding on their scooter.*


**Finding Out**

Parent helpers or a buddy class may be needed for the T chart activity.
A safe place to play

Words and music by Melissa Perrin

With energy (swung quavers) \( \text{d} = 152 \)

D

Do you play on the street? (No!)

Do you play on the foot-path? (A-ah!)

G

Do you play on the drive-way? (No way!)

So where, tell me where is a safe place to play?

E

We play in the back-yard

and sometimes we go to the park.

A

We have lots of fun 'cause we've found a place, a

safe place to play! Let's wiggle, whoa, and let's shake!

Adim A7 E7 Em7

Let's crouch down low, then jump so high that we

touch the sky! ___ Wee! Wee! Let's wee!

1.

2. D.S.

3. D

A safe place to play has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.
ACTIVITY 4  🏋️‍♂️  🎨  🎨  🎨
Driveway danger

Preparation
- Parked car
- Art paper and painting or drawing equipment – class set
- Dot stickers – three per student
- Family information sheet Driveway danger – photocopy one per student

- Park a car in an area that is well away from other traffic and preferably inside the centre or school grounds. Take the class or a small group outside to the parked car. Select two or three students to stand at different locations around the side and rear of the car. Have an adult (or child sitting on a cushion) sit in the front seat of the car.

Ask
Could the driver see everyone standing near the car? Why not? (Explain that drivers, even if they turn their heads, still can’t see all areas around a car and these are sometimes called ‘blind spots’.) What might happen if you were playing in a driveway behind this car? Would it be dangerous to play in a driveway if a car wasn’t there? (Driver’s steering their car into a driveway may not see a small child playing especially if they are concentrating on the entry manoeuvre.) If you only have a front yard to play in, would it be okay to play in the driveway?

- For those students who live in on rural properties, discuss the dangers of playing near or behind vehicles such as tractors, 4WDs, trucks and harvesters.

- Have students draw a picture of the front of their house.

Introduce the term ‘safety spot’. Explain that this is a place where everyone in their family must stand to avoid being run over in the driveway. Give each child three dot stickers. Ask students to decide where it would be safe to stand at their house then stick the dots onto their picture.

Place students with a partner or in a small group to talk about their house picture and the safety spots.

Have students write a safety spot message on their picture eg Wave goodbye from the safety spot. Scribe sentences for those students who require support with writing.

- Send home a copy of Driveway danger with each child to share with their family. Encourage students to complete the at home activity and return the photo to school. The photos could be compiled into a book or PowerPoint to promote driveway safety.

A set of Izzy statues which are the same size as a young child is available for loan from SDERA. Use the statues to demonstrate driveway safety.
Driveway danger

Know where your child is before you or anyone else drives into or out of your driveway.

Children are fast and unpredictable and can move out of your sight and into danger in an instant. It is important to have a family rule about where your child stands when cars are coming in or out of your property. Make sure other adults who care for your child know about this family rule.

If you are the only adult around and need to move the car, put your child in the car, safely restrained, before you move it.

**Safety spot**
Find a safe area where your child must stand – the verandah, the front steps or maybe the letterbox – when cars are leaving or coming into your property. Call this the ‘safety spot’.

Talk to your child about the safety spot and explain why and when they must stand there.

**Use these safety messages with your child**
- Don’t play in the driveway or near the road.
- Stand on the safety spot to wave goodbye to our family and visitors.
- Everyone stands on the safety spot until an adult says it’s okay to move.

**At home activity**
Take a photo of your child using the safety spot at your house. Send the photo to school for your child to share with their class.

Thank you for playing a vital role in your child’s road safety education.
ACTIVITY 5  ⭐⭐⭐
Bikes and helmets

Preparation
- Pop sticks – one per student
- Markers or crayons – class set
- Activity sheet Silly Billy and Silly Gilly and cue the CD
- Family information sheet Beginning bikers – photocopy one per student

• Distribute one pop stick to each student. Show students how to draw a smiley face on one side of the pop stick and a sad face on the other side.

Have students find a partner. Explain that students will use the pop stick faces (refer to page 169) to show their partner what they think or feel about cycling and riding other wheeled devices. A smiley face indicates the student agrees and the sad face indicates the student disagrees to a statement.

Read one of the following statements aloud. Ask students to decide which face on their pop stick best represents their feeling about the statement. Students then show the pop stick face to their partner and share the reasons that made them make that decision.

Repeat the process using another statement.

Statements
- Riding a bike or scooter is good exercise.
- All kids know how to safely ride a bike or scooter.
- It’s okay to ride my bike around the backyard without a helmet on.
- Kids up to 12 shouldn’t have to wear a helmet because they’re too young to ride on the road.
- Only adults should be allowed to ride a bike.
- Scooters are safer than bikes.
- It’s okay to ride your bike in a cul-de-sac or quiet street.
- Country kids are better at riding bikes than city kids.

• Process the activity using the following questions.

Ask
Did you listen carefully when your partner was speaking?
How did you know your partner was listening to you?
Did your partner always choose the same pop stick face as you? Why or why not?
How did you feel when your partner chose a different pop stick face to you?
Did listening to your partner’s reasons for choosing their pop stick face change your opinion?

• Listen to the song Silly Billy and Silly Gilly then discuss the safe riding messages included in the lyrics ie wear a helmet when riding a bike and skateboard.

• Have students draw a picture of Izzy being a safe rider. Scribe a safety message to accompany each student’s work.

• Send home a copy of Beginning bikers with each student to share with their family.

Change partners after each vote to give students the opportunity to hear a range of opinions.
Silly Billy and Silly Gilly

Words and music by Franciscus Henri

This is a Silly Billy song, he didn’t have his helmet on.

Silly Billy’s now in bed with a bandage round his head.

Billy went for a skateboard ride
Left his helmet home inside,
Didn’t see the fence ahead
Fell off his board and broke his head.

This is a Silly Gilly song
She didn’t have her helmet on.
Silly Gilly’s now in bed
With a bandage round her head.

Silly Gilly left her helmet home,
Rode her bike and hit a stone.
Hit the ground with a terrible bump
On her head she has a lump.

This is a Silly Billy song
He didn’t have his helmet on.
Silly Billy’s now in bed
With a bandage round his head.

I ride my bike and skateboard too,
But I know what I have to do.
Wear a helmet on my head,
Or I might end up in bed.

This is a Silly Gilly song
She didn’t have her helmet on.
Silly Gilly’s now in bed
With a bandage round her head.

Silly Billy and Silly Gilly has been reproduced with the kind permission of Franciscus Henri, Origin Network Pty Ltd and the NSW Roads and Traffic Authority.
Beginning bikers

Choose a bike that is the right size for your child.

It’s tempting to buy a bike for your child to grow into but a bike that is too big will be hard for your child to control. So do this simple check to see if the bike is right.

- Can your child stand straddling the top bar (boy’s bike) so that both feet are flat on the ground? There should be 2 to 7cms of space between your child and the top bar.

- Can your child reach the handlebars without having to stretch their arms?

Beginning cycling

Young children should start out learning to ride their bikes in a safe spot where they won't hurt themselves or others. A paved school yard on the weekend, the footpath or a path in the local park would be best.

Watch your child as they practise riding their bike even in these relatively safe areas.

Make sure your child learns to turn and stop properly. Children should ride slowly and look ahead for cars pulling out of driveways as motorists are not expecting bicycles on footpaths. Teach them to watch out for pedestrians and other footpath users.

Show your child how to look after their bike

- Make sure the seat, handlebars and wheels fit tightly.
- Check and oil the chain regularly.
- Check the brakes to make sure they work well and aren’t sticking.
- Check the tyres to make sure they have enough air and the right amount of tyre pressure.


Thank you for playing a vital role in your child’s road safety education.
ACTIVITY 6  🌟🌟🌟🌟
Make a decision

Preparation
- Strategy sheet Decision-making model – A3 photocopy
- Activity sheet Finger puppets – photocopy one per group
- Desk or commercial puppet theatre
- Activity sheet A safe place to play (refer to page 149) and cue the CD

- Read the following scenario to the class.

**Scenario**
Izzy was invited to a party at the local park. Everyone brought along their bikes, scooters and trikes. Some of the other kids weren’t wearing a bike helmet. Izzy knew it was a good idea to wear his helmet just in case he fell off his bike but he was worried that the other kids might make fun of him. What should Izzy do?

Place students with a partner to decide what Izzy might do to solve his problem.

Bring the class together. Ask students to share the choices they identified in discussion with their partner. Write these on the board. When these have been recorded, read through the list then ask the class to decide which two choices would best fit the situation.

Using those choices, work through the decision-making model (refer to page 164). Students need to be aware that a decision can have both positive and negative outcomes and that these need to be considered when making a decision.

- Using the finger puppet characters on the activity sheet, model how students can role-play (refer to page 165) the scenario and practise speaking assertively. Include ‘I’ statements in the role-play, for example: *If you don’t want to wear your helmet that’s your decision but I am going to wear mine. I don’t want to get hurt.*

Place students in groups of three. Distribute a copy of the finger puppets activity sheet to each group to cut out and use in their role-play. While groups are rehearsing the role-play, wander around the room listening to students’ dialogue and encourage the use of ‘I’ statements.

Set up a puppet theatre by turning a desk on its side for students to sit behind and perform their role-play.

- Listen to the song A safe place to play and ask students to identify the play safety messages in the lyrics eg play in the backyard, go to the park, don’t play in the driveway.

Use double-sided tape to stick the puppets onto the students’ fingers.
Finger puppets
ACTIVITY 7 🏃‍♂️ 🎨
Time to think

Preparation
- Activity sheet Izzy, Izzy what do you see? – photocopy one per student

- Sitting in a circle, give students one or two minutes to think about the things they have learnt about cycling, riding and playing safely. Help students by listing some of the activities completed during the focus area.

- Explain that each student is going to share one thing they know about playing and riding safely using a game called Izzy, Izzy what do you see? Model the game two or three times before students join in. An example is provided. Have students stand up until they have had a turn. This will help students to choose the next person in the game (ie anyone left standing).

Izzy, Izzy what do you see?
I see Bao riding on the path and looking at me.

Bao, Bao what do you see?
I see Julie standing on the safety spot and looking at me.

Julie, Julie what do you see?
I see Marco wearing his helmet and looking at me.

Marco, Marco what do you see?
I see Rohan in his backyard looking at me.

- Using an A3 copy of the activity sheet, explain the task then read the text with the class. Model how to finish the sentence then have students complete their own activity sheet. For example:

Izzy, Izzy what do you see?
I see Mrs Peters riding on the footpath looking at me.
Izzy, Izzy what do you see?

I see ______________________________________________

_________________________ looking at me.
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, teamwork, 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 encourage students to 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 awareness, self-awareness and self-management skills.
### 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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</tr>
<tr>
<td>Y chart (see T, X and Y chart)</td>
<td>169</td>
</tr>
</tbody>
</table>
**BARRIER GAME**

1. This strategy can be used to develop skills for both speaking and listening, and sharing and cooperation. A barrier is placed between two players so they cannot see one another’s activity sheet. The players sit next to each other, facing the same way to prevent left-right confusion. A barrier can be a large file, hardback book or a piece of hard cardboard folded in half.

2. This strategy requires collaboration between the players. One player is the speaker and the other student is the listener. The speaker gives clear, concise instructions for their partner to follow. The listener may ask the speaker to clarify the instruction and should say ‘ready’ when they want to continue.

3. When the speaker has finished giving instructions, the barrier is removed. The players compare their boards to see if the instructions have been followed correctly. This part of the barrier game is important as the players need to reflect on how effective their instructions were, or how well the listener used questions to clarify meaning.

**Variation**

- **Matching pairs** – students take turns to describe pictures or objects. One player describes an item until the other locates and displays its matching pair. Repeat the process until all items are paired.
- **Construction and assembly** – students describe the steps to assemble or build a picture, object or construction. For example, make a face showing a certain emotion, or build a safe playground or house.
- **Location** – choose and place items in relation to each other on a picture or scene that has a grid drawn on it. The speakers describe an object located within the scene for the other student to locate. The coordinates should be given when guessing the object.
- **Spot the difference** – provide two copies of one picture with differences between each. Players describe items on their picture to determine if they are the same or different.

**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.

<table>
<thead>
<tr>
<th>If I found a needle and syringe</th>
<th>I wouldn’t…</th>
<th>I would…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passengers should…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passengers shouldn’t…</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Who makes sure pedestrians are following the rules?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How?</td>
<td>How are pedestrian rules made?</td>
</tr>
<tr>
<td>When?</td>
<td>When must pedestrians follow the rules?</td>
</tr>
<tr>
<td>Where?</td>
<td>Where can we find out more about rules for pedestrians?</td>
</tr>
<tr>
<td>What?</td>
<td>What happens when pedestrians break the rules?</td>
</tr>
<tr>
<td>Why?</td>
<td>Why do we have pedestrian rules? Why do some people break the rules?</td>
</tr>
<tr>
<td>If?</td>
<td>If pedestrians didn’t follow the rules, what would happen?</td>
</tr>
</tbody>
</table>
**WORD SPLASH**
A ‘word splash’ is conducted using the same steps as described for the brainstorm strategy.

**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.

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 171–174 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.

**HAPPY FACE**

1. Draw a large happy face on a medium sized ball. Sit the students in a circle on the floor.

2. Call out a student’s name and roll the ball towards them then ask a question. The student answers the question and then rolls the ball back to the teacher or adult helper.

3. Repeat the process until all students have had a turn. Ask students who have had a turn to fold their arms.

**I FEEL, I THINK, I CAN**

1. Photocopy enough copies of Strategy sheet I feel, I think, I can (refer to page 175) to give one set of cards to each pair of students in the class.

2. Explain to students that ‘brave talk’ is something they can say to themselves inside their heads when they are worried, under stress, feeling frightened or bullied or are having to manage a problem. Explain what they say to themselves affects how they feel and act in these types of situations. An example of brave talk is given below. It may take a lot of practice for students to fully understand the concept of brave talk.

<table>
<thead>
<tr>
<th>You are being ignored in the playground by your classmates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel</td>
</tr>
<tr>
<td>Lonely or sad</td>
</tr>
</tbody>
</table>

3. Give students a situation that may cause distress (e.g. being left out of a game, being asked to break a rule or being shouted at by a parent). Model the use of the cards to illustrate the most important card is the ‘I think’ card i.e positive thinking can result in positive behaviour or ‘I can’. Negative thinking may result in negative behaviour or ‘I can’t.’

Ask students to discuss how they would feel and what they might think to themselves in the situation and what they might decide to do. Students often have difficulty suggesting thoughts they may have and often skip to what they would do. This step may need modelling.

**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 (e.g., 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 176. 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.

**Puppet role-play**

Students can use puppets (hand made or bought) to act out the scenarios. This can be a home corner activity, a more structured group activity or one that is modelled by the teacher.

**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.

1. Use a suggested book (or poem) listed in the preparation section of the learning activity as a starting point or to reinforce a key message. Display the book where all students can see the cover, illustration and title and discuss these. Provide students with a short period of time to silently preview the text.

2. Ask students to share their predictions of the main ideas with a partner or the class. Keep this pre-reading discussion brief and stimulating to make sure students are keen to listen to the story that follows. Use the following prompts.
   What do you think this story will be about?
   Is this a fiction or non-fiction book?
   Does the title tell us anything about the story?

3. Accept all suggestions and ask students to see if their predictions come true. Provide any essential knowledge that will assist student’s understanding of the story prior to reading.

4. Read the story encouraging students to join in, predict, use picture cues and look for information. Ask questions such as:
   What do you think will happen next?
   Why do you think that happened?
   What have you found out from this part of the story?
   How is the character feeling?
   How would you feel if that happened to you?
   What would you do?
   How do you think this story might end?

5. Discuss the information gained through reading the text. Ask questions such as:
   Why do you think we read this story?
   What are some of the important things you have learnt from this story?
   Who might you tell about the things you learnt from this story?

6. Provide opportunities for students to demonstrate their understanding such as drawing a picture or cartoon strip; writing two or three dot points; talking with a partner; dramatising parts of the story; retelling the story in their own words; or innovating the story (eg change characters’ names, places, feelings or the ending) to make a big book.
**Shark and Dolphin Thoughts**

1. Using the *Strategy sheet* *Shark thoughts* (refer to page 178) and *Dolphin thoughts* (refer to page 177), students classify thoughts into shark thoughts (ie unhelpful thoughts that will not make you feel good or solve a problem) and dolphin thoughts (ie helpful and positive thoughts that will make you feel better and perhaps solve a problem).

2. Alternatively use headings such as ‘helpful, positive and optimistic thinking’ and ‘unhelpful, negative and pessimistic thinking’.

<table>
<thead>
<tr>
<th>Shark</th>
<th>Dolphin</th>
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<tbody>
<tr>
<td>What an idiot I am!</td>
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<td>I tried my hardest to do that.</td>
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<td>I’ll never be able to do this.</td>
<td>I know I’ll be really good next time I try.</td>
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<tr>
<td>I don’t care what they think.</td>
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Adapted from *The Heart Masters – Middle to Senior Primary*, A. Fuller, B. Bellhouse, G. Johnston, 2001, Ridgway

**Story Map**

1. A story map is a strategy that uses a graphic organiser to help students sequence events of a story, poem, video or scenario. To introduce story mapping, read a story to the class. Encourage students to remember the characters, setting and events as they listen or watch.

2. Discuss and list the main events of the story on the board. Ask the class: *What happened first (the beginning of the story)? What happened next?* Have the class decide the correct order of the story events and number these in sequence.

3. Model how to draw a story map that captures and sequences the main events from the original source. The most basic story maps focus on the beginning, middle and end of the story so either draw three boxes or fold a piece of paper into three. Number each box and draw a picture to illustrate each event in the story. Arrows can be drawn to show the direction of the events and link the boxes. Sentences or words can be written to accompany each part of the story map.

```
1 ➜ 2 ➜ 3
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4. Students work individually or in groups to create their own story map. Illustrations can be displayed in a vertical or horizontal sequence, in a circular pattern or as a winding trail that traces the movements of the characters.

5. Students can retell the story for their own enjoyment to a partner, small group or to the class, using their story map as a prompt.

**Variation**

- As students become familiar with the strategy, add more shapes to the story map to allow students to include more events from the story.
- Students can extend their understanding of story maps into their own writing by using the map to plan, summarise and write their own main ideas, characters, setting and plot for a story.

**Show Me The Action**

1. Students move to a clear space in the room and respond to survey questions by making movements rather than giving verbal or written answers. The following examples focus on students’ identifying their strengths and challenges.

   *Pretend to bounce a ball if you are good at ball sports.*
   *Count to five using your fingers if you are good at maths.*
   *Put your hands over your eyes if you get scared of the dark.*
   *Put your hand on your heart if you are kind to your friends.*

2. The same strategy can be used to have students’ identify and share their attitudes to a specific topic, for example:

   *Put your hands on your hips if you think alcohol is a problem in our community.*
   *Kneel down if you think alcohol is a drug.*
   *Turn around if you think alcohol causes fights and road crashes.*
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

<table>
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<th>Safe cyclist</th>
<th>Unsafe cyclist</th>
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X chart

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<th>Looks like</th>
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<td>Sounds like</td>
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<td>Feels like</td>
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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?

TIC TAC TOE

1. Sit students in a circle on the floor. Give one student a ball or small soft object.

2. The group slowly chants ‘Tic tac toe. Tic tac toe. Where will it stop? No one knows.’ The ball is quickly passed around the circle and stops when the chant is completed. The student holding the ball when the chant stops is asked a question by the teacher.

3. Repeat the game until most of the group has made a response to the question.

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 179-181. 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 181) 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 i.e. smiley face represents ‘agree’ and sad face ‘disagree’. Alternatively photocopy Strategy sheet Feelings continuum (refer to page 181) and have students attach a smiley face or sad face card on 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 180) and give one set of cards to 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.
Think about your choices
Choose the one you like best
Decision-making model

Positive things that might happen?

Negative things that might happen?

Choices

Problem

What is the problem and how do I feel?

I would
Decision-making model

If this were the problem...

And you did this

This might happen

I would feel

This might happen

I would feel

I would
I feel, I think, I can
Prompt cards

Think about different outcomes that may have resulted if someone had said or done something differently.

Think about how one character might be feeling in this situation.

Listen to one character’s ideas and responses carefully.

Ideas and responses

Feelings

Different outcomes
Dolphin thoughts

I feel proud that I had a go.
It’s okay – that was my first try.
I’m a good friend.
I’m a kind person.
I tried my hardest to do that.
I know I’ll be really good next time I try.
I don’t care what they think.
Shark thoughts

What an idiot I am!
I should have done much better.
Everyone else is better than me.
I bet they all hate me.
I’m so hopeless at this.
I’ll never be able to do this.
It’s not even worth trying.
Agree, disagree

Agree

Disagree
Feelings continuum

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