The background is a deep blue with several concentric, overlapping circles in varying shades of blue. A large, white, horizontally-oriented oval is centered in the lower half of the image. Inside this oval, the title 'Teaching and Learning Strategies' is written in a blue, sans-serif font. The text is arranged in three lines: 'Teaching' on the first line, 'and Learning' on the second line, and 'Strategies' on the third line. The overall design is clean and modern.

Teaching and Learning Strategies



INTRODUCTION

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

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

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

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

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

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

ACTIVITY 1

Everyone has good days and bad days

Preparation

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

Tuning in

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

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

ACTIVITY 3

Being a responsible passenger

Preparation

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

Finding out

- Introduce the 'feely bag' which can be a pillow slip or soft bag that has several toys inside eg soft toy, small book, colouring in pencils, puzzle and play dough. Explain that students are going to take turns to guess what is in the feely bag. Invite a student to place their hand inside the bag and describe one of the objects to the others in the group. The object cannot be removed at this point. Use questions to prompt the student. For example: What size is it? Is it bigger than your hand? Is it soft or hard? Does it make any noise? What shape is it?
- When the student has offered several descriptions, have the group try to guess the object before taking it out of the feely bag. Repeat this procedure until all objects in the feely bag have been described and revealed.
- Ask**
What can you see on the cover?
Can you guess what the story might be about?
What characters are in the story?
- Read the story then ask students to identify some of the 'responsible' and safe things Izzy did to have a safe trip in the car. For example, Izzy sat in the rear seat, didn't distract Nana Sue, entered and exited the car using the safety door, and was wearing her seat belt.
- Ask**
When you go for a trip in the car, what does mum/dad have to do to make sure everyone stays safe? (Some examples could include: steer the car, concentrate, follow signs and traffic lights, drive safely and stay within the speed limit, stop to have a rest and get something to eat or drink.)
What do you do to get ready for a trip in the car?
Why did Nana Sue want Izzy not to interrupt her while she was driving? (Driver distractions can contribute to road crashes.)
What might make your mum/dad have trouble concentrating on their driving? (eg getting tired, passengers being noisy, mobile phone, children crying.)
- Students can draw one part of the story that illustrates Izzy being a responsible passenger. Scribe each student's stories to accompany their drawing.

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

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

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

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

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

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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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ABC GRAFFITI

1. Distribute a copy of **Strategy sheet ABC graffiti** (refer to page 203) to each student and pose a topic for the graffiti.
2. Sit students in groups to share their knowledge or opinions about the topic (eg caffeine and energy drinks) and write or draw one idea or word for each letter of the alphabet (eg **A**-awake, **B**-bad for you, **C**-chocolate has caffeine in it, **D**-does keep you awake).
3. After a nominated time, have students sit in a circle as a whole-group. Take one idea for each letter from each group. If the shared idea is already written on their ABC sheet, groups should circle or tick this to avoid duplication.
4. Groups then circle five key words or phrases on their sheet and use these to write a definition about the topic. Listen to each group's definition and clarify any misinformation.
5. Keep the ABC sheets and return these to groups at the completion of the focus area. At this time groups can add further ideas in a different colour which will show any change in their knowledge and understandings, and attitudes.

Variation

- Use an A3 sheet of paper for the ABC. Show students how to set up the page so each letter of the alphabet is written in order.
- Place students with a partner or small group to complete the ABC.

AROUND THE TABLE

1. Sit a small group of students around a desk with one sheet of paper and a pencil. Write an issue on the board for students to consider. There should be no discussion between students at this point.
2. Student take turns to write one thing they they know about the issue on the paper before passing onto the next person in their group. Monitor the time to ensure that each group has sufficient time to generate a range of answers.
3. Repeat Step 2 asking students to write their attitude about the issue.
4. Repeat Step 2 asking students to write what action they would take in response to the issue.

5. Allow time for groups to read and discuss all responses. As a class talk about the links between knowledge, values, attitudes and behaviour (actions). For example if a child knows that alcohol can affect their brain development and they value their health, they might have the attitude that children should never drink alcohol and would choose not to drink alcohol and also discourage their friends from drinking alcohol.

Variation

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

BRAINSTORM

1. Select a topic, question, statement or issue and write this on the board.
2. Set up the rules for the brainstorm:
 - ⊙ share whatever comes to mind
 - ⊙ the more ideas the better
 - ⊙ every idea counts – no answer is wrong
 - ⊙ no 'put downs' or criticisms
 - ⊙ build on others' ideas
 - ⊙ write ideas as said – no paraphrasing
 - ⊙ record each answer unless it is a repeat
 - ⊙ set a time limit and stop when that time is up.
3. Students consider the topic and respond. Ideas can be written randomly on the board or you may choose to write the responses on post-it notes and have students cluster the responses after the brainstorm.
4. Read and discuss the recorded ideas and clarify any questions where necessary. Group ideas that are similar and eliminate those that do not relate to the topic. Discuss the remaining ideas as a group and decide how the information can be further used.

Guided brainstorming

Conduct the brainstorm using headings to prompt students.

If I found a needle and syringe	
I wouldn't...	I would...

Passengers should...
Passengers shouldn't...

Brainstorm questions

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

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

Word splash

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

BULLDOG, PANDA, MOUSE (THREE COMMUNICATION STYLES)

- Explain that assertive communication includes a range of behaviours such as:
 - working out a solution that is fair
 - standing by a decision
 - stating a point of view in a calm and friendly way
 - disagreeing with someone in an agreeable way
 - recognising another person's point of view.

Assertive communication is a difficult concept for young children to grasp. It is sometimes easier to explain to young children what aggressive and passive communication looks and sounds like before describing what assertive communication looks and sounds like. The terms, King Kong (aggressive); Sleepy Puppy (passive) and Cool Cat (assertive) may also be useful or ask students to develop similar names themselves. The strategy sheet (refer to page 204) uses a bulldog (aggressive), panda (assertive) and mouse (passive) to demonstrate the three styles of communication.

- Have an adult model all three styles of communication while students observe. Help students develop T charts similar to those represented below to identify what each style of communication looks and sounds like.

Passive communication	
looks like	sounds like
<ul style="list-style-type: none"> No contact Looking scared or guilty Only listening to the other person's point of view, you're not speaking Head down, shoulders hunched Very quiet 	<ul style="list-style-type: none"> <i>Okay let's do what you want, it doesn't really matter what I want to do.</i> <i>Don't worry what I think, just do it your way.</i> <i>Sorry, that must have been my fault, I'm so stupid.</i> Whispered voice

Aggressive communication	
looks like	sounds like
<ul style="list-style-type: none"> Too strong Frightening Like a bully Too close to the other person Not listening to the other person 	<ul style="list-style-type: none"> <i>You are stupid for thinking that.</i> <i>Don't be such a sook, it's not even scary.</i> <i>I don't care what you want to do, I'm not doing that.</i> Very loud Angry or loud voice

Assertive communication	
looks like	sounds like
<ul style="list-style-type: none"> Eye contact Smiling when you talk Listening carefully to one another's ideas before saying anything Standing strong and confident Calm 	<ul style="list-style-type: none"> <i>I understand what you are saying but I would like to...</i> <i>We might need to think about this together.</i> <i>I know you are angry about this but...</i> <i>I think...</i> <i>I feel...</i> Strong, calm voice Saying how you feel

- It is important for children to understand that assertive communication is something that takes years to master and that an assertive response is not always the safest response (eg around an aggressive adult it may be safer to do something passive like walk away).

It will take many opportunities for students to practise and become confident to use assertive communication in a range of situations. The following ideas will help students recognise assertive communication and also practise this form of communication with adult assistance.

Collage communication

Students cut out magazine pictures showing people who look as if they are using 'passive', aggressive' and 'assertive' communication. Paste the pictures on a collage labelled accordingly. Write assertive statements in speech bubbles and add to the collage.

Film analysis

Students watch excerpts of *Shrek* or a similar animated video and identify characters that look or sound aggressive, passive or assertive.

Story analysis

Read traditional stories such as *Goldilocks and the Three Bears*, *The Three Billy Goats' Gruff*, or *Little Red Riding Hood* and substitute aggressive or passive responses with an assertive response. Students can suggest other assertive responses for characters in the story.

Puppets

Model using passive, aggressive and assertive communication in response to a student generated scenario using puppets or toys. Individual students may then take turns to practise an assertive response with the teacher's puppet.

Telephone conversations

Students role-play assertive responses to student generated scenarios using telephones (this allows students to focus on what assertive communication sounds like).

Miming

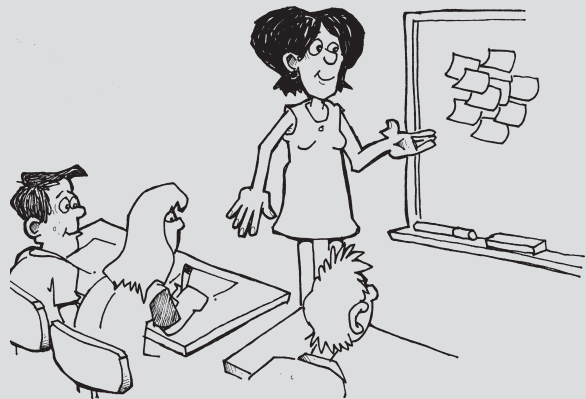
Students mime being assertive behind a sheet with a bright light shining on them. This allows students to focus on what assertive communication looks like eg standing up straight, facing the other person, hands by sides.

CARD CLUSTER

1. Place students in small groups and provide each student with two or three cards or post-it notes.
2. Pose a problem or question related to a health issue. For example: What rules do families have to help them stay healthy and safe? Students individually write only one idea on each card.
3. Students place their cards in the middle of the group and then through discussion, sort the card into similar piles. A heading or title may be given to each pile of cards.
4. All groups come together to discuss their ideas.

Variation

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



CIRCLE TALK

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 205-208 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.

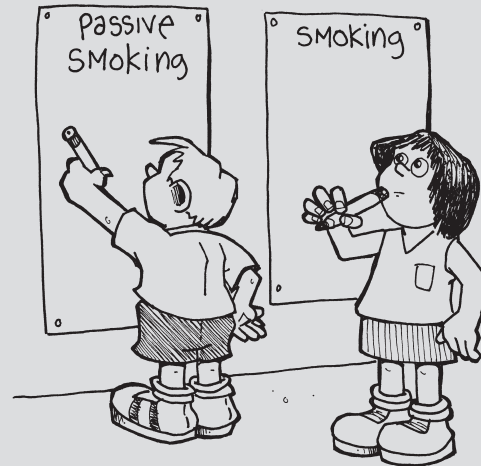
FIST OF FIVE

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.



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).

HEAD TALK

1. This strategy will help students to develop cooperation through problem-solving a shared task and accept responsibility for their own learning. Place students into groups of six and 'number off' the members from one to six. If a group has less than six members, give students more than one number.
2. Pose a question or issue that requires group members to work together. For example: 'Put your heads together and decide what you can do to keep yourself safe around passive smoking.' Make sure the class understand that each student must be able to share their group's comments.
3. Indicate the time groups have to discuss the question or issue. Let groups know when the discussion time is nearly finished by ringing a bell or blowing a whistle. Groups should check that all group members know the decided response.



- Roll a die. Call out the number rolled. The student from each group with that number must share their group's response. If more information needs to be given, invite students from the group to elaborate.

Number off

Place students in even groups of four (depending on the number of students in the class). Have students number off from one to four. Ask a question for groups to discuss and decide on their negotiated answer. Ensure that everyone is clear of their group's answer. Call out a number (eg one to four) and only the student in each group with that number gives their group's answer.

MIND MAPS

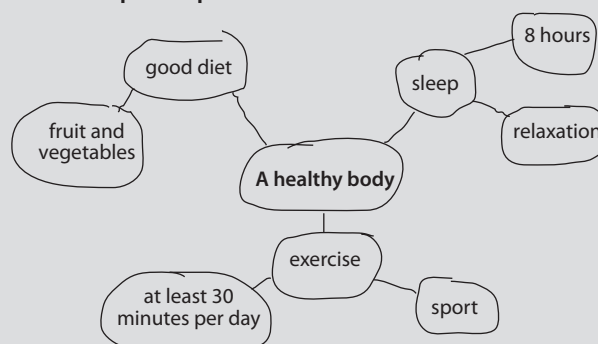
- Mind maps help students to visually record and connect existing knowledge with new knowledge. The structure of each mind map is unique and may have lines radiating in all directions with sub topics and facts branching off the main topic.

Mind maps can be used for:

- Brainstorming (individually or in groups)
- Problem-solving
- Planning
- Researching and consolidating information from multiple sources
- Presenting information.

- 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'.
- 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.)
- 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.
- 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.

NATTY NOTEBOOK

- Natty notebooks can be used for a variety of uses such as recording information or taking notes, sequencing events or planning a report. The notebooks are small enough (if made with an A4 sheet of paper) to pop in a pocket while out on an excursion and can be turned inside out to give a new set of pages to write on.

To make a natty notebook:

- Fold a sheet of paper into eighths. Make sure that each fold is crisp.
- Open the sheet of paper and check there are eight sections.
- Fold the paper in half the short way.



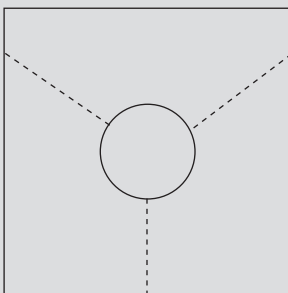
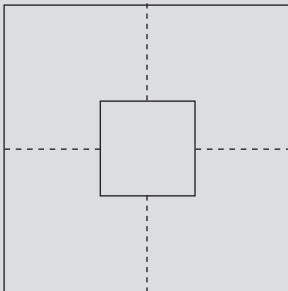
- Keep the fold at the top. Place your fingers on the centre mark of the fold and carefully tear down to the centre of the next square ie half way down.
- Open the paper and fold it in half the long way with the fold at the top.

- Hold each end of the paper and push the ends toward the centre (ie your hands push toward each other) until all four sections touch (this is where the spine of the notebook will be).
- Fold the pages around to form the notebook.



PLACEMAT

1. Form students into groups of two, three or four. Show students how to divide a large piece of paper into sections, based on the number of students in the group, with a central square or circle.

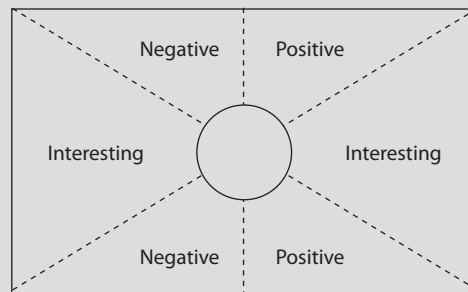


2. Write a question, statement or issue on the board for students to consider. Each student writes their own ideas in their space on the placemat. Make sure students have time to think and work alone.
3. Students discuss and clarify the ideas written on their placemat. Give students the option to pass, especially if they do not know each other well or it is their first attempt at a placemat.

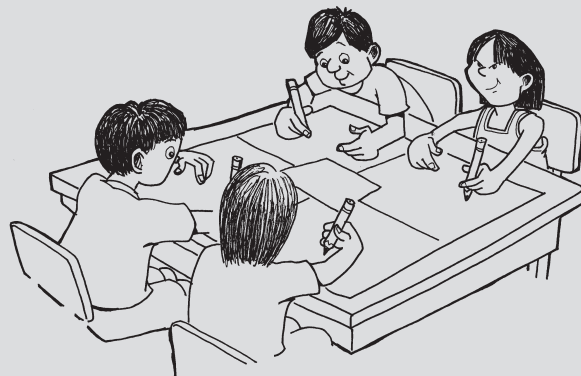
4. Groups review all of the written ideas on their placemat sheet to reach a consensus on one set of key ideas. (The number of key ideas can be nominated by the teacher.) The key ideas are written in the middle section of each group's placemat.
5. Groups share their key ideas with the class to discuss the question, statement or issue further.

Variation

- To continue the decision-making process, students cut out their section of the placemat and join with two or three others from another group and discuss their ideas.
- Group students randomly by using numbered heads.
- Pair a student with competent literacy skills with a student requiring literacy support.
- Consider combining a PNI with a placemat.



(Adapted from *Beyond Monet The Artful Science of Instructional Intelligence*, Barrie Bennett/Carol Roheiser)



ROLE-PLAY

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

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

- ⊙ one person speaks at a time
 - ⊙ everyone's responses and feelings are to be treated with respect
 - ⊙ everyone is entitled to express their opinion or pass
 - ⊙ use character names rather than student names.
2. Ensure that students have a clear understanding of the purpose of the role-play (eg to demonstrate assertive communication and to practise negotiating when there is conflict). If there is an audience, prepare them for the role-play by giving a specific role to encourage their active involvement. Audience members can also be involved by identifying the feelings of the role-play characters, commenting on appropriateness of actions and providing relevant feedback.
 3. Design the role-play so that it encourages students to model appropriate behaviour. If a character is required to depict a negative behaviour such as acting aggressively, the teacher should take on this role.
 4. Set the scene by choosing a relevant scenario or have students select their own. Avoid using extreme stereotypes or allowing the issues to become exaggerated.

During the role-play

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

After

9. Use open-ended questions that focus on the feelings of the role-play characters, attitudes expressed, consequences of actions, alternatives to decisions/ actions, and what students have learned about

the characters portrayed, to debrief the role-play. Remember to include the observers in the debrief time. Allow plenty of time for de-briefing and provide positive feedback for effort and participation.

10. As a result of the role-play, ask students to personalise the content by considering what they would do in a similar real-life situation. Ensure they reflect on their learning and consider its application to future experiences. The role-play can be re-enacted by switching roles to demonstrate other courses of action.

Fish bowl role-play

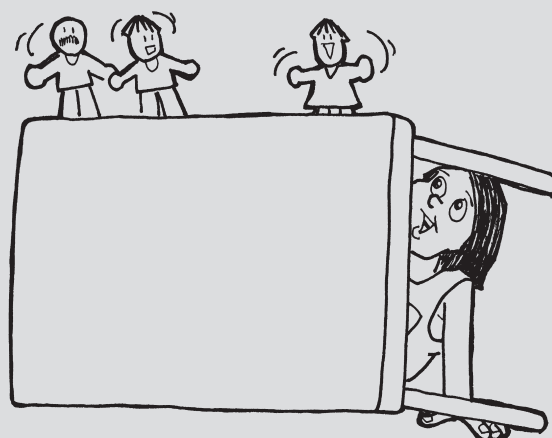
Make a class set of prompt cards by photocopying **Strategy sheet Prompt cards** on page 209. A small group of students conducts a role-play on a selected topic at the front or centre of the classroom. Other students sit in front of, or around the small group to observe their discussions and actions. 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.

SHARED READING

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

- Using the **Strategy sheet** *Shark thoughts* (refer to page 211) and *Dolphin thoughts* (refer to page 210), 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).
- Alternatively use headings such as 'helpful, positive and optimistic thinking' and 'unhelpful, negative and pessimistic thinking'.

Shark	Dolphin
What an idiot I am!	I feel proud that I had a go.
I should have done much better.	It's okay – that was my first try.
Everyone else is better than me.	I'm a good friend.
I bet they all hate me.	I'm a kind person.
I'm hopeless at this.	I tried my hardest to do that.
I'll never be able to do this.	I know I'll be really good next time I try.
	I don't care what they think.

Adapted from *The Heart Masters – Middle to Senior Primary*,
A. Fuller, B. Bellhouse, G. Johnston, 2001, Ridgway

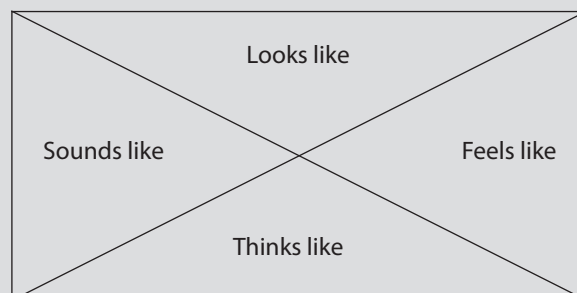
T, X AND Y CHARTS

- 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.
- 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.
- Listen to the ideas generated by students. New ideas can be added after the discussion has been completed.

T chart

Safe cyclist	Unsafe cyclist

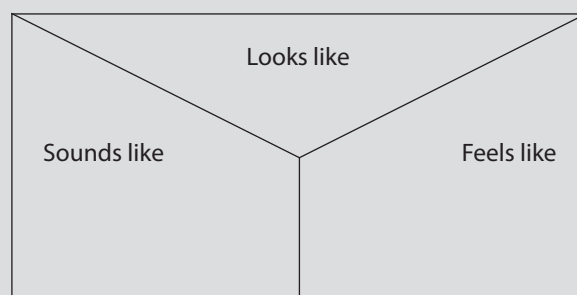
X chart



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

Y chart

Students are to brainstorm how a 'safe pedestrian' would look, feel and sound. Start with the concrete or the obvious and encourage students to look for ideas that are more abstract. Explain that 'sounds like' doesn't refer to just listing actual sounds related to the event. Ask students to predict what might be actually said or what they could imagine people saying. Ask students to imagine what people might say to themselves. Record these using speech marks. When completing the 'feels like' section ask students to be empathetic to the people in the situation eg *How would this person be feeling in this situation?*



THINK-PAIR-SHARE

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

Variations

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



Think-pair-share-write

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

Think-ink-pair-share

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

Music-think-pair-share

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

THOUGHT SHAPES

1. Photocopy the **Strategy sheet** *Thought shapes* (refer to page 212) 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.

Variation

- 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.

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 213-214. 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:

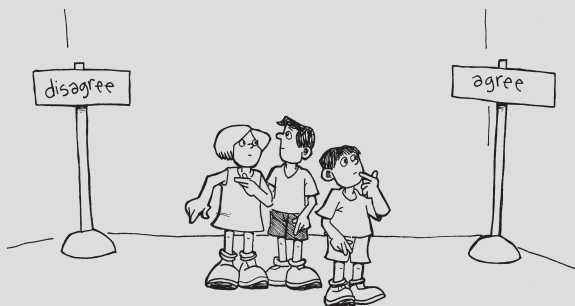
Why would someone place themselves in that position on the continuum?

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 215) 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.

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 214) and give one set of cards to the each student. Pose a statement and have students indicate their opinion by showing one card to a partner and saying why they chose that card. Alternatively place the cards in a continuum.

VALUES VOTING

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

Dot voting

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

Heads and tails

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

Pop stick faces or pop-up voting

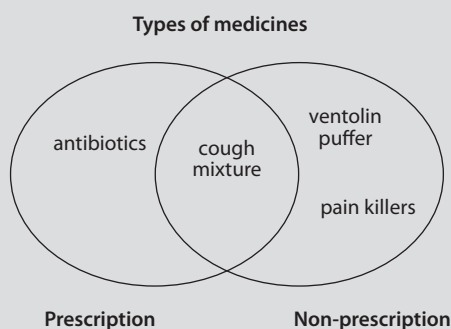
Draw a smiley face on one side of a pop stick and a sad face on the other. Pose a statement for students to consider and then indicate their opinion ie smiley face represents 'agree' and sad face 'disagree'. Alternatively photocopy **Strategy sheet Feelings continuum** (refer to page 215) and have students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

Thumbs up, thumbs down

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

VENN DIAGRAM

1. This strategy will help students to represent information and their thinking in a graphic organiser, and determine similarities and differences between concepts or ideas.
2. After receiving or collecting information about objects or ideas, ask students how things are the same and how are they different. Students list the similarities in the overlapping parts of the circles and the differences in the areas that do not overlap. An example is provided below.



This information can then be used to help make generalisations about an object or decision about a problem.



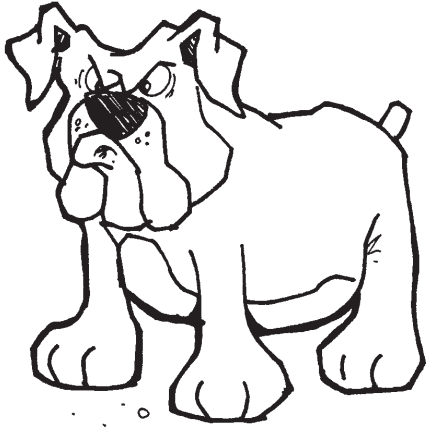
ABC graffiti

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X
Y	Z	





Bulldog, panda, mouse

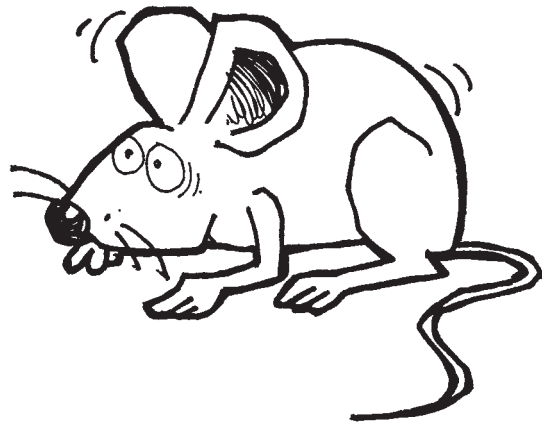


The bulldog way

- Bulldogs force people to agree with them by hurting them or hurting their feelings.
- Bulldogs want to win at all cost.
- Bulldogs don't care about the other person.

The mouse way

- The mouse is scared of disagreements.
- The mouse gives in and does what the other person wants because he is scared they may not like him.
- The mouse pretends the disagreement is not happening.



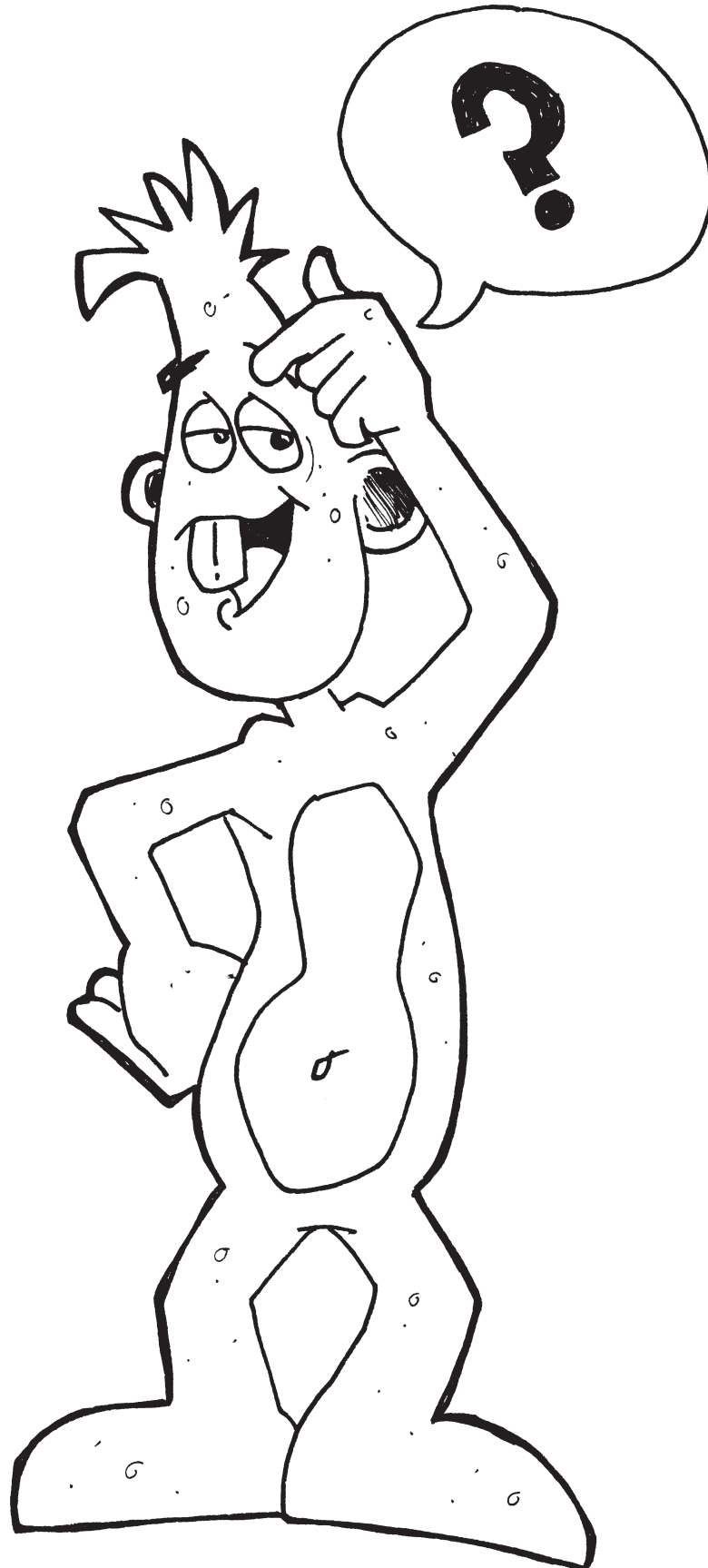
The panda way

Pandas disagree in a fair and friendly way. Pandas try to sort our disagreements by listening, talking things through and working out a good solution. Pandas:

- speak up firmly
- tell the other person what they think and feel
- check to see how the other person thinks and feels
- have a conversation with the other person about how they can sort things out in a fair way
- say sorry if they are wrong
- say 'Okay let's do it your way' if it doesn't really bother them
- ask for help if they can't sort things out in a fair way.

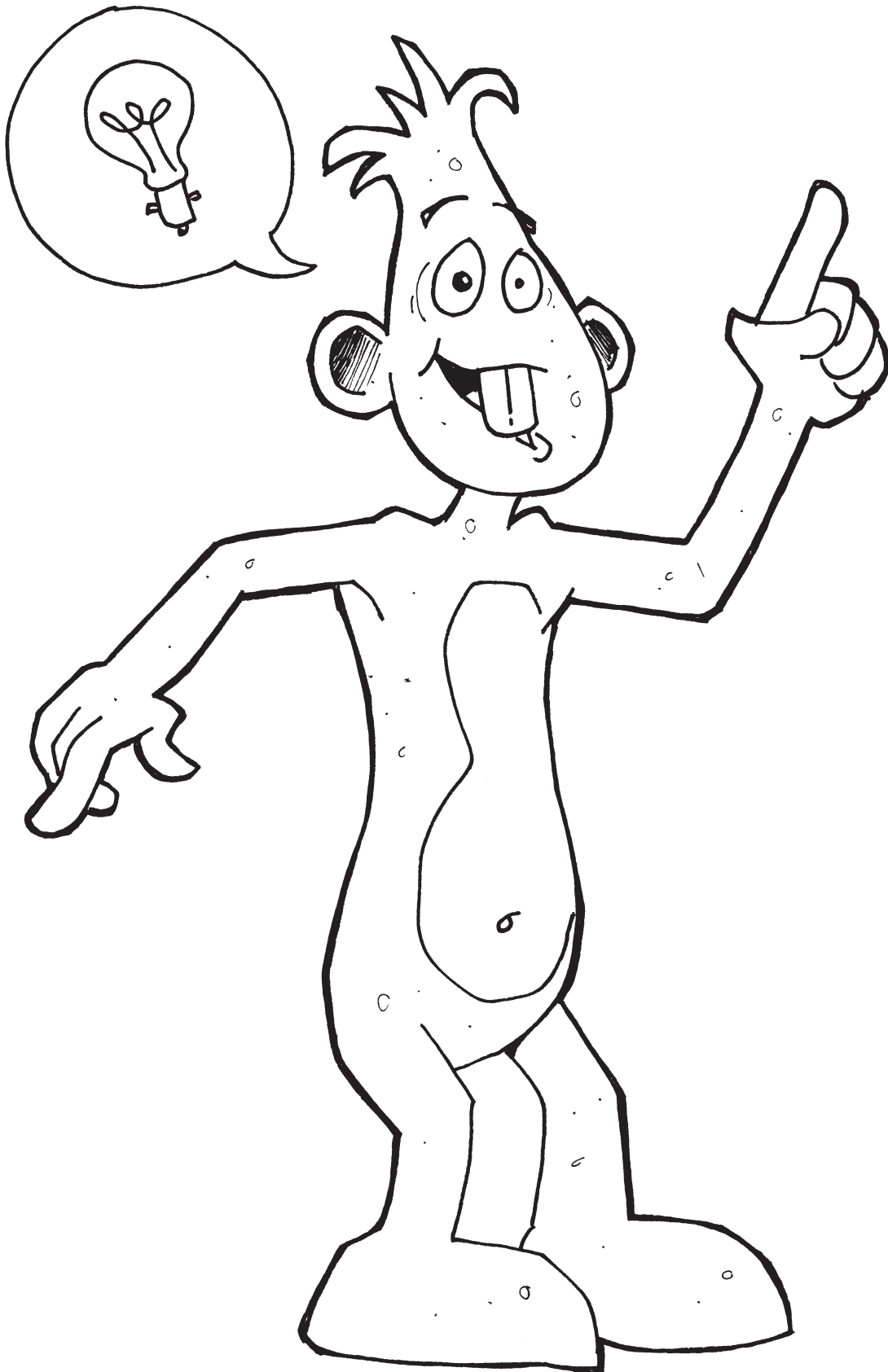


Think about your choices



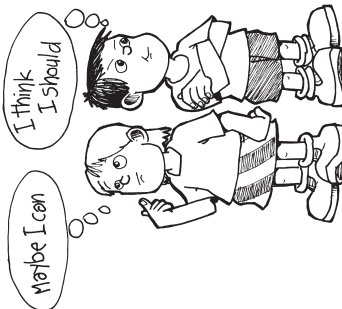


Choose the one you like best





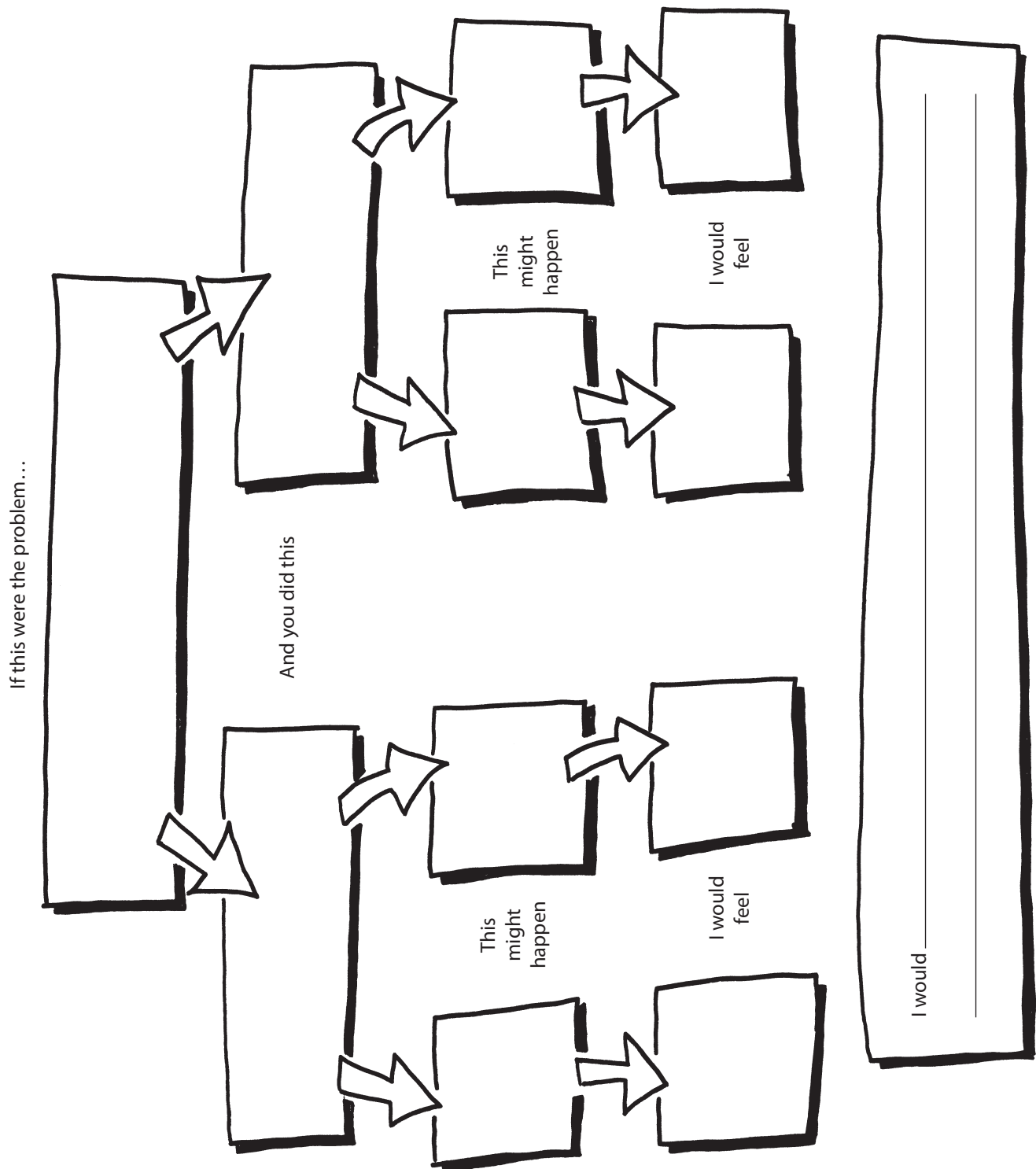
Decision-making model

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





Prompt cards

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



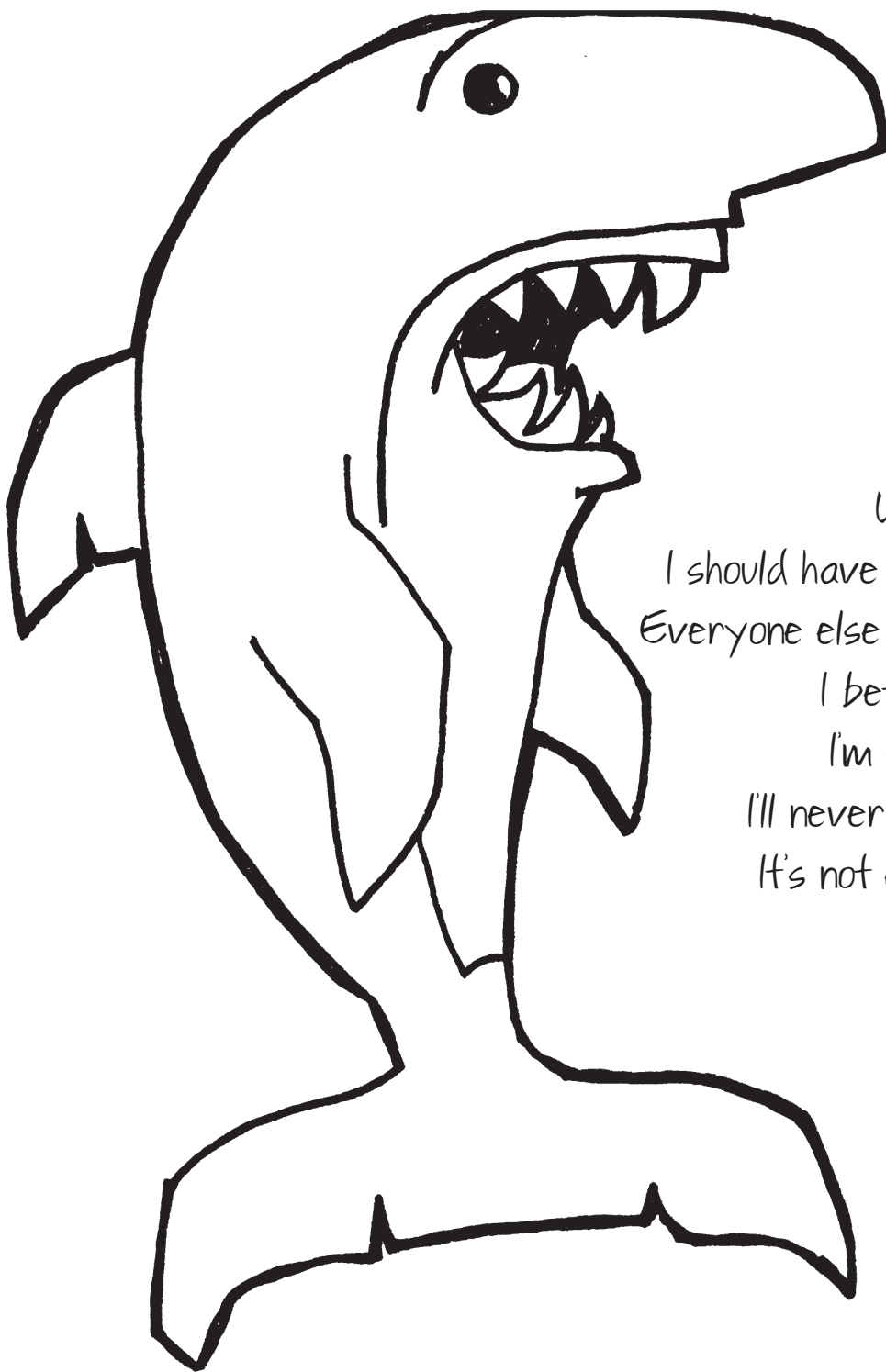
Dolphin thoughts



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.



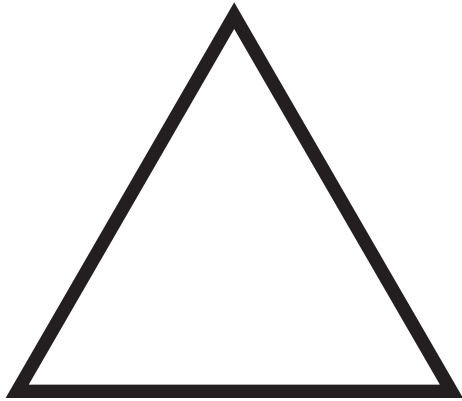
Shark thoughts



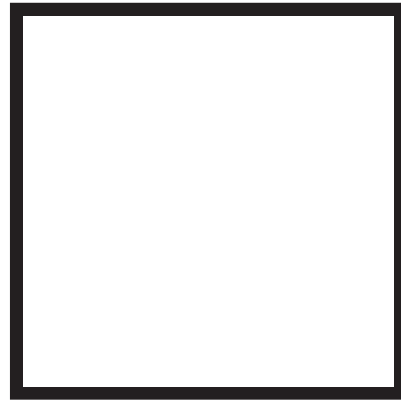
What an idiot I am!
I should have done much better.
Everyone else is better than me.
I bet they all hate me.
I'm so hopeless at this.
I'll never be able to do this.
It's not even worth trying.



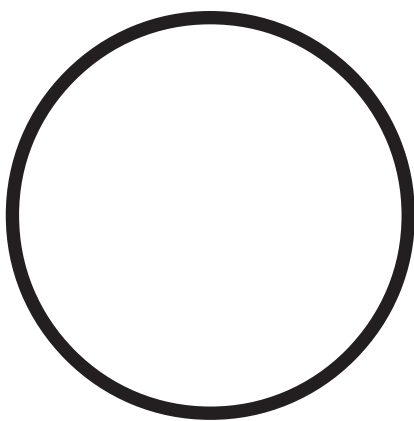
Thought shapes



**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 ...**





Agree, disagree

Agree

Disagree





Yes, no, maybe

Yes

No

Maybe





Feelings continuum

