

CHALLENGES AND CHOICES

TEACHER RESOURCE

7

SAFE

A Resilience
Approach to
**Road Safety
Education**

SDERA
EDUCATING FOR SMARTER CHOICES

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



School Drug Education and Road Aware

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

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

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

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The background is a vibrant orange color with a complex, abstract pattern. It features a grid of white lines that are slightly offset and blurred, creating a sense of depth and movement. There are also numerous small, dark orange and red circular splatters scattered across the surface, particularly concentrated in the lower half. The overall effect is dynamic 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, and road safety content included in each module of this resource. Strategies are indicated in **coloured bold text** in the learning activities. Teachers should refer to this section of the resource for an explanation of the purpose and how to implement the strategy with their students.

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

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

Address and Walk Score will be used to identify neighbourhood locations such as parks, schools and community buildings, entertainment venues and shops.

Activity 2 Assessing safety in the community

Learning intention

- Students assess safety in their community for pedestrians and cyclists
- Students devise a strategy to reduce the risks for pedestrians and cyclists in the local community

Equipment

In Gear student workbook – *Check it out* – page 22
In Gear student workbook – *Smart targets to safety* – page 23
Access to the internet (optional)
Family information sheet – *Travelling to school* – photocopy one per student

Teaching tip

Students can access the *Walk Score* free app or website at www.walkscore.com and instantly calculate the 'walkability' of any location. Explain students can type in their home or school address and *Walk Score* will provide a map and photos of neighbourhood locations such as parks, restaurants, schools and community buildings, entertainment and shops.

Method

- Have students assess the safety of the local area near their home or school and record their observations on *Check it out* in the student workbook on page 22. Have students report their findings to the class and then decide on an overall safety rating for the community.
- Brainstorm** (refer to page 67) some strategies that the class, the school community or local council could put in place to address the list of safety issues. For example:
 - create a map that shows the safest route to walk and cycle to and from school. The route may be safer because it has less traffic and has more places where students can safely cross the road
 - set up a walking or cycling group where students meet up with other families or students to travel together to school
 - teach younger students how to cross roads using the 'stop, look, listen and think' procedure by creating a play
 - have areas at the school that separate pedestrians from traffic eg a 'Kiss 'n' drive' area
 - teach students to choose safe places to cross roads such as on a straight stretch of road, at a crosswalk or traffic signals, and with the traffic warden
 - have lower speed zones around the school and local neighbourhood
 - install traffic calming devices such as speed bumps and roundabouts on streets around the school

Method

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- Brainstorm** (refer to page 67) some strategies that the class, the school community or local council could put in place to address the list of safety issues. For example:
 - create a map that shows the safest route to walk and cycle to and from school. The route may be safer because it has less traffic and has more places where students can safely cross the road

- survey the school and the local area
- survey parents to identify accidents
- start a Walk Score project

(Information on *Walk Score* can be found through the Transport, Western Australia website)

Explain that groups will use the SMART strategy from the *Check it out* activity implemented in the *Check it out* activity. Students could create a map of the routes to school, and publish the map on the school website.

- Introduce SMART goals by using the SMART goal example on page 23 of the workbook. Explain that SMART goal example. Explain that SMART goal, students will increase the likelihood of achieving their goal which is to reduce the risks for pedestrians and cyclists in the school community for pedestrians and cyclists.
- Specific** – I want to save \$60 in 4 weeks to go to the concert all my friends are going to on 23 June.
 - Measurable** – I will achieve my goal by 30 June and I will buy my ticket on 1 July.
 - Action-orientated** – I will work two shifts at my part time job each week to earn \$40. I will wash dad's car twice to earn \$20. I will put the money in my account as soon as I earn it. I will check my bank balance at the end of each week.
 - Realistic** – My boss has already approved me working two shifts each week. Dad has agreed to pay me \$10 for a car clean.
 - Timeframe** – I will have \$30 in my bank account by 15 June and \$60 by 30 June.

Groups are to then use the SMART goal steps to develop their own an action plan. As this activity may be ongoing and require assistance from parents, the school health committee or administration, make sure students nominate the actions they are responsible for so they are clear about their role in the process. Set a time to monitor the progress of each group's goal and reflect on their ability to work as a team. Celebrate achievements along the way. Use the questions on page 23 of the student workbook to reflect on the task completed.

- Send home a copy of the Family information sheet – *Travelling to school* for students to share and discuss with their family.

Using teaching and learning strategies

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

Adapting teaching and learning strategies

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

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

Addressing students' learning styles and needs

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

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

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

Being inclusive of all students

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

Facilitating values education

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

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

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

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Strategies

BRAINSTORM

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

Guided brainstorming

Conduct the brainstorm using headings to prompt students.

Passengers should...

Passengers shouldn't...

Brainstorm questions

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

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

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 74-75 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.

DOT VOTING

Identify a question or statement for students to consider then select three or four responses. 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.

ENVOY

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

FOUR CORNERS

1. Photocopy the **Strategy sheet** *Four corners* (refer to page 78) or prepare four signs numbered 1, 2, 3 or 4. Place a number sign in each corner of the room.
2. Read aloud a statement and four choices. Students are to choose the one that best represents their opinion. It may help students to become familiar with this strategy by starting with topics that require very little thought. For example:
On the weekend, the thing I like to do most is:
 1. Watch tv
 2. Meet up with my friends
 3. Listen to music
 4. Read a book.
3. Students move to the numbered corner that best describes their opinion and share their ideas with others standing in the same corner.
4. Invite students to share opinions between corners. If students wish to move after hearing others' responses provide this opportunity. Repeat the process using a new topic.

GRAFFITI

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

5. Groups read, discuss and summarise their graffiti sheet. Comments may be categorised in order to draw conclusions or present a brief summary presentation to the class. Use the responses to identify further learning required by the students.

Graffiti walk

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

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).

ONE MINUTE CHALLENGE

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

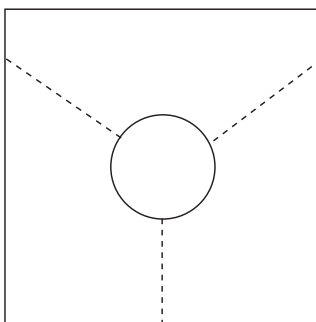
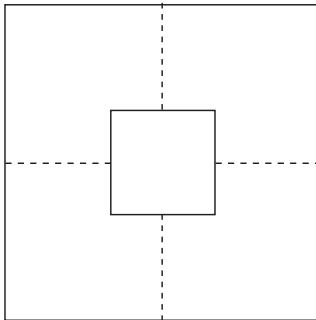
Variation

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

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

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.

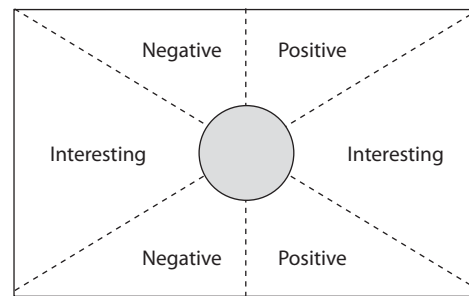


2. Write a question, statement or issue on the board for students to consider. Each student writes their own ideas in their space on the placemat. Make sure students have time to think and work alone.
3. Students discuss and clarify the ideas written on their placemat. Give students the option to pass, 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.

Variations

- 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, building empathy and experiencing a variety of perspectives by adopting different roles, and planning effective strategies for managing 'real life' situations.

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

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

4. Set the scene by choosing a relevant scenario or have students select their own. Avoid using extreme stereotypes or allowing the issues to become exaggerated.

During the role-play

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

After

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

Fish bowl role-play

Make a class set of prompt cards by photocopying **Strategy sheet Prompt cards** on page 79. A small group of students conducts a role-play on a selected topic at the front or centre of the classroom. Other students sit in front of, or around the small group to observe their discussions and actions. The observers are allocated one of the following responsibilities:

- Focus on one performer, their ideas and responses (give them a picture of a question mark to remind them of their task).
- Focus on one performer and how this person may be feeling (give them a picture of a heart to remind them of

their task).

- Focus on alternative outcomes relevant to the role-play (give them a picture of an arrow) eg when she said "Do you want to ride around the carpark?" he said "No, my tyre's getting flat". But if he'd said "No, my Mum will kill me!" she might have called him a wimp and kept putting pressure on him.

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

Telephone role-play

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

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

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

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

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

Students swap roles and continue the role-plays.

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

Variations

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

3-2-1 REFLECT

1. Give each student a 321 reflect strategy sheet or write the following on the board:
 - 3 things I learnt
 - 2 things I found interesting
 - 1 question I still have.
2. Students individually use the prompts to write or draw their responses.
3. Place students with a partner or small group to share their thoughts.

Variation

- Adapt the strategy to focus on skill development eg 3 things I learnt, 2 skills I practised, 1 thing I still need to learn or practise.

T CHART

1. A T chart is a graphic organiser. Students can use it to record what they already know, understand and value, and compare and contrast their ideas and information. An example has been provided below.
2. Show students how to draw a T chart and label each section accordingly. Pose a topic for students to brainstorm and record their responses. This can be done individually or as a small or whole group, and responses can be written or drawn. Remind students that all responses should be accepted and recorded at this stage.
3. Listen to the ideas generated by students. New ideas can be added after the discussion has been completed.

T chart

Safe cyclist

Unsafe cyclist

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

Variations

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

THUMBS UP, THUMBS DOWN

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

VALUES CONTINUUM

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

Examples of questions to ask students during this strategy are:

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

What experiences would have brought them to that conclusion?

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

Was it easy to choose the position on the continuum? Why or why not?

Feelings or face continuum

Photocopy enough of the **Strategy sheet** *Feelings continuum* (refer to page 81) 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 82) 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.

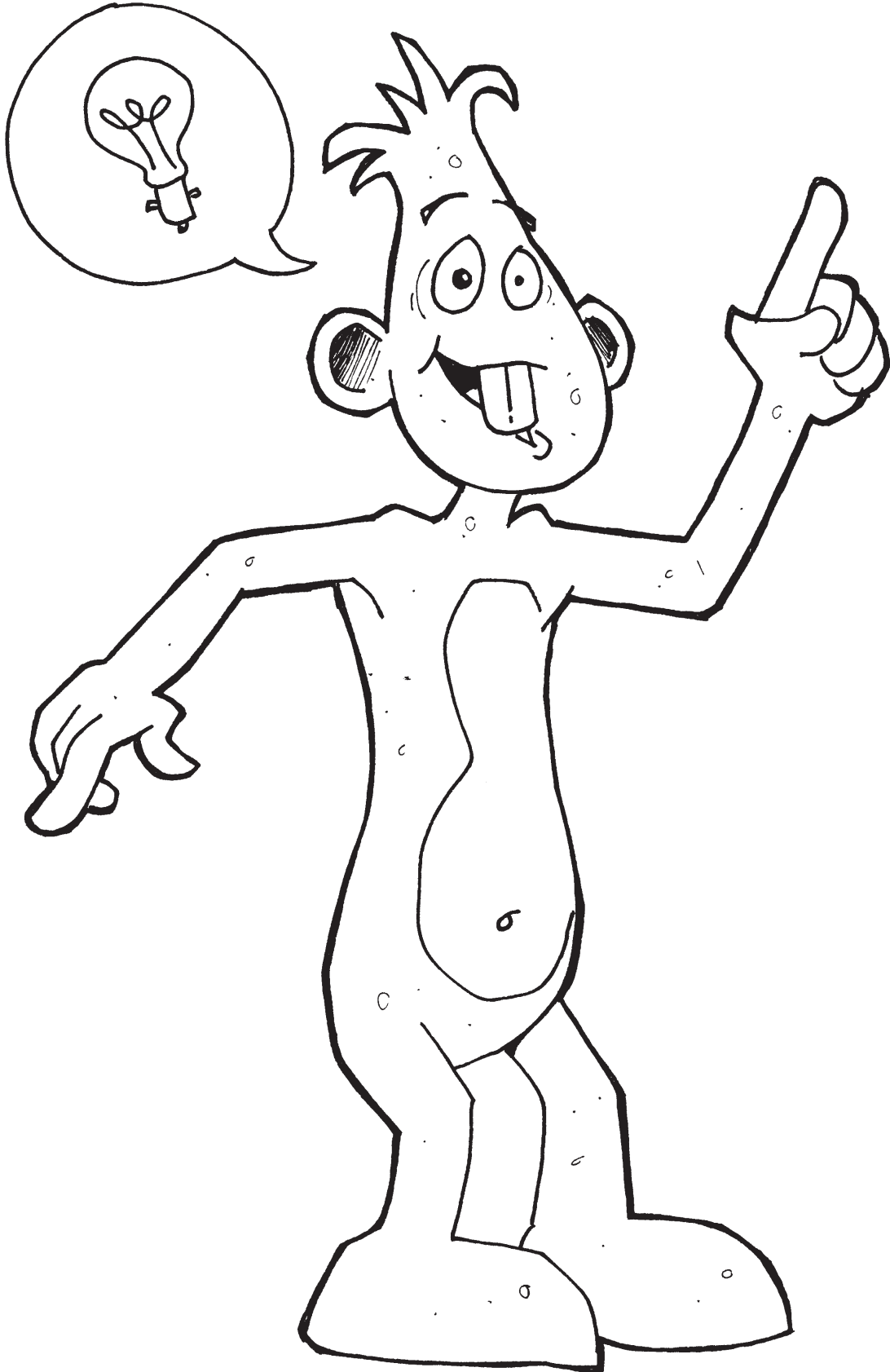


Think about your choices





Choose the one you like best





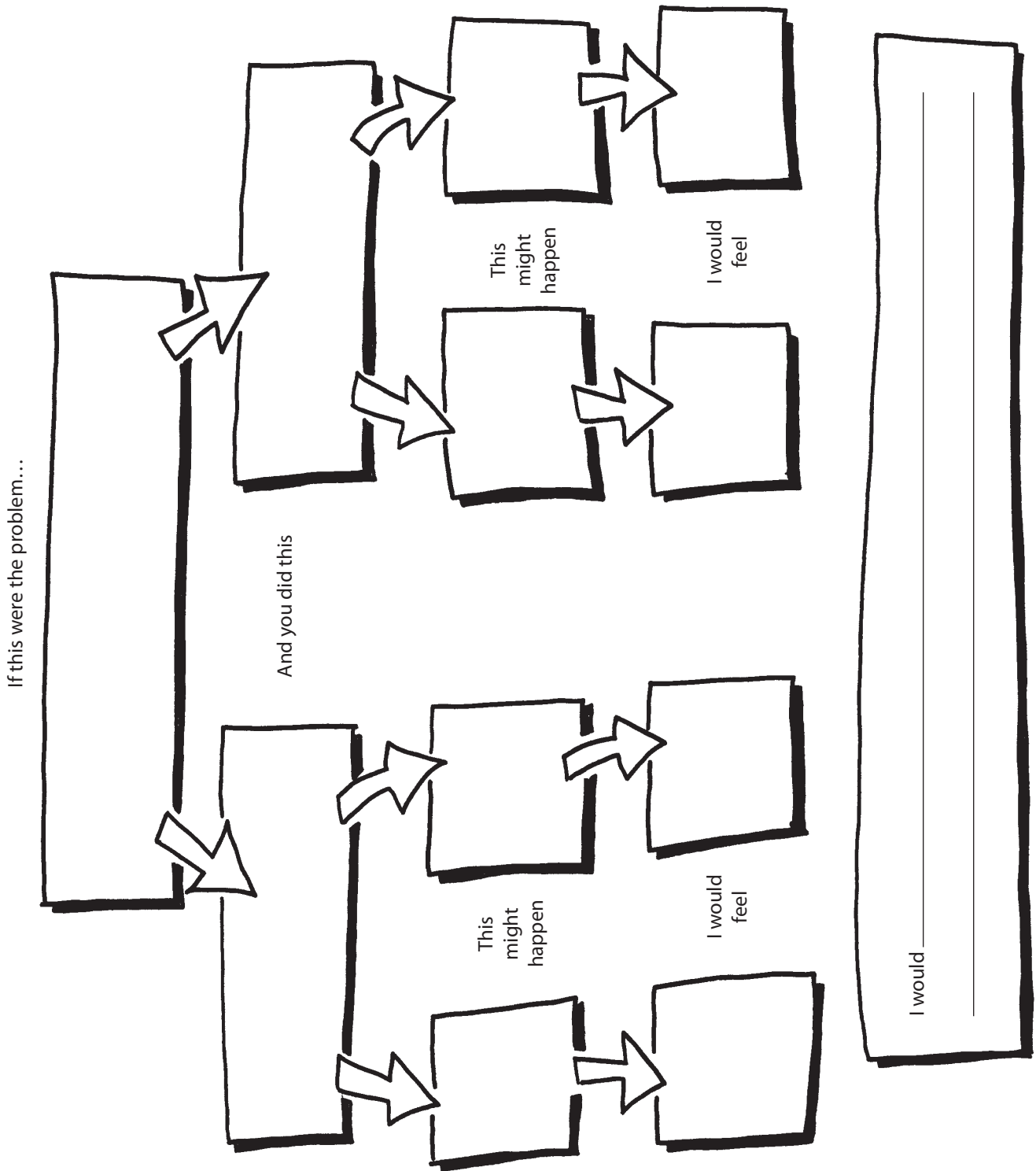
Decision-making model

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





Decision-making model





Four corners

1

2

3

4



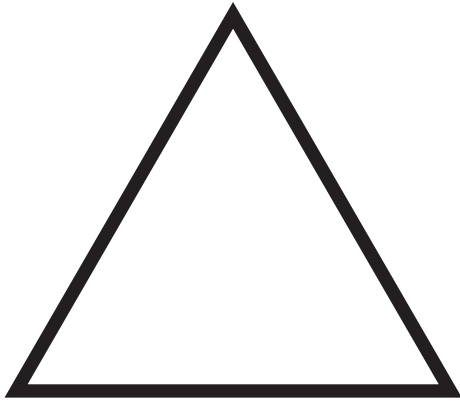


Prompt cards

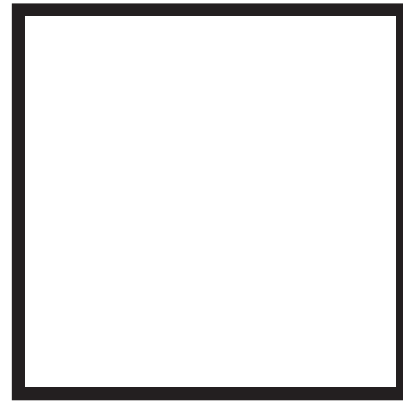
<p>THINK ABOUT DIFFERENT OUTCOMES THAT MAY HAVE RESULTED IF SOMEONE HAD SAID OR DONE SOMETHING DIFFERENTLY.</p>	<p>Different outcomes</p>	
<p>THINK ABOUT HOW ONE CHARACTER MIGHT BE FEELING IN THIS SITUATION.</p>	<p>Feelings</p>	
<p>LISTEN TO ONE CHARACTER'S IDEAS AND RESPONSES CAREFULLY.</p>	<p>Ideas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



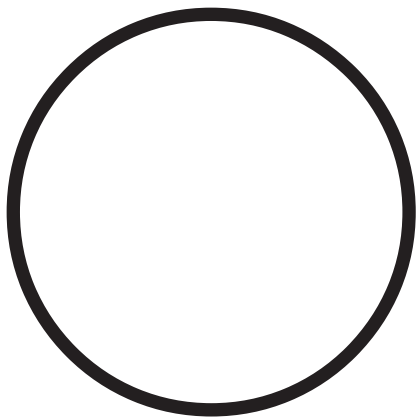
Thought shapes



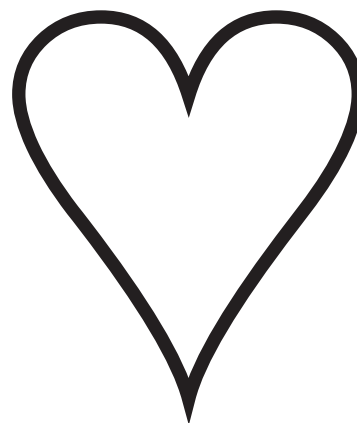
The most important thing I have learnt...



What I enjoyed most about this activity...



Questions still going around in my head...















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





Feelings continuum



Yes, no, maybe

YES

NO

MAYBE





Strongly agree, strongly disagree

**STRONGLY
AGREE**

**STRONGLY
DISAGREE**

