

# CHALLENGES AND CHOICES

TEACHER RESOURCE

# 7

# SAFE

A Resilience  
Approach to  
**Road Safety  
Education**

**SDERA**  
EDUCATING FOR SMARTER CHOICES

**TITLE: Challenges and Choices: A Resilience Approach to Road Safety Education Year 7 Teacher Resource**

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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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# Module 1

## Resilience Education

Student resilience and wellbeing are essential for both academic and social development. Children who are confident, resilient and emotionally intelligent perform better academically. These skills can contribute to the maintenance of healthy relationships and responsible lifestyles.

Module 1 includes a variety of activities to enhance students' personal and social capabilities and build their resilience through the context of road safety education. The supporting student workbook is linked to the activities in this Teacher Resource and will offer opportunities for students to test their road safety knowledge and skills, solve problems using a road safety context, and reflect on their own attitudes and beliefs about road safety.

The suggested activities in this module of work can be modified or additional resources sourced to support student needs and the local context. It is recommended that videos be pre-viewed to determine suitability for different student cohorts.

## TOPIC 1

### Introduction to resilience and wellbeing

#### Activity 1 What is resilience?



##### Learning intention

- Students define resilience
- Students identify personal and social skills that build resilience

##### Equipment

*In Gear* student workbook – *Road to resilience* – page 1

*In Gear* student workbook – *Build your resilience* – page 2

*Oh the places you'll go* by Dr Seuss (optional)

Family information sheet – *Resilience education* – photocopy one per student

##### Activities

1. Distribute an *In Gear* student workbook to each student. Read *Oh the places you'll go* by Dr Seuss to the class. Have students complete a **one minute challenge** (refer to page 70) by writing a list of the skills, words or phrases that the author uses to illustrate resilience and social and emotional competence on *Road to resilience* in the student workbook on page 1. Have students share their answers and add any further ideas to the workbook.
2. Explain that there are many situations in life where a person will need to be resilient so they can 'bounce back' from setbacks and cope with tough times in their life while maintaining their wellbeing and relationships with others. Explain that resilient people:
  - know when and how to use skills such as optimistic and positive thinking, assertive speaking, solving problems, responsible decision-making and planning ahead
  - know how to recognise and talk about their emotions
  - know how to manage their emotional responses to situations and understand that feeling one emotion such as fear, sadness or anger for a long time, can affect their health and wellbeing
  - can move forward with a plan of action rather than dwelling on what has happened which can prevent them from coping with the situation
  - know their strengths and use these to positively deal with stressful and difficult situations, and to set short and long term goals
  - can replace negative thoughts with positive thoughts to change their thinking styles which in turn will help them cope with difficult situations.

Have students write their own definition of resilience in the student workbook on page 1 and then share with the class. Suggest that students might like to add other words or definitions to their graffiti page.

3. Give an example of a resilient person you know or explain how a new immigrant, who has left their family behind and has arrived with very little, would need to have resilience to be able to manage their new situation. Ask students to think of a person they know who is resilient and what they do that indicates their personal and social competence. (Remind the class of the 'no name' rule). Set up a **circle talk** (refer to page 67) and have the inside circle tell their partner about the resilient person they identified then ask the outside circle to do the same. Have students in the outside circle move on several places and repeat the procedure. This will enable students to hear a range of examples of resilience. Process the circle talk using the following questions.

##### Ask

- *What were some new ideas about resilience that you learnt from your peers?*
  - *Why is it important for young people to build their skills of resilience? (Being socially and emotionally competent can minimise the effect of negative and stressful situations. It helps a young person to face challenges, learn from their mistakes, set goals and maintain positive and respectful relationships).*
  - *Think about your own resilience and some of the skills that you already use when you face a challenge or have to handle a difficult situation involving a friend. How did you learn those skills? (eg watching others such as parents, friends, teachers and role models. Tell students that everyone is capable of developing their resiliency skills however it takes effort and practice).*
  - *Is it useful to 'pat yourself on the back' when you do something positive for your own health and wellbeing? Why?*
4. Read *Build your resilience* on page 2 of the student workbook and discuss each of the points raised. Have students consider the tips and decide which of these they are already using (tick these) and those that they need to work on (tick these).
  5. Give each student a copy of the Family information sheet – *Resilience education* to take home and share with their family.



## Resilience education

Student resilience and wellbeing are essential for both academic and social development. Children who are confident, resilient and emotionally intelligent perform better academically. The skills these children also possess can contribute to the maintenance of healthy relationships and responsible lifestyles.

Research has shown that children who are resilient are less likely to be involved in high risk behaviours such as problematic alcohol or drug use, early sexual behaviour, self-harm, or misbehave in anti-social ways such as irresponsible road use. So resilience and road safety education is important as it helps young people to learn the skills that will help them to become more resilient, manage their emotional responses, cope with challenging situations that may come their way, and know what to do when they or a friend need advice or support.



### Tip for parents

*Let your children know when you see them using these skills in their daily life.*

Our class is building on the social and emotional skills that were covered in primary school and learning some new skills which include:

- **Knowing that our thoughts and feelings can influence what we do and say.** This is particularly important when faced with a problem or challenging situation. This skill can help children manage their emotional responses, maintain their relationships with others and make decisions to reduce the possible harms in a range of situations.
- **Managing disagreements with others.** It is important for students to understand that it is normal for people who live or work together to sometimes disagree and that when these times are handled well, it can make relationships stronger. Being able to manage disagreements well can also make people feel happier in themselves as they feel they have been heard and had a fair deal.
- **Setting SMART goals** that are specific, measurable, linked to actions, realistic and have a timeframe. Being able to set and achieve goals can add to your children's health and wellbeing.



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APPROACH TO ROAD  
SAFETY EDUCATION

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## TOPIC 2

### Emotional literacy

#### Activity 1 Ditch the bad mood



##### Learning intention

- Students identify the impact emotions can have on personal wellbeing
- Students plan and implement health promotion activities in the school community

##### Equipment

*In Gear* student workbook – *Ditch the bad mood* – page 3

*In Gear* student workbook – *Magic moments* – page 4

##### Activities

1. Conduct a **think-pair-share** (refer to page 72). Ask students to tell their partner one positive thing about today, one positive thing they are looking forward to doing, and one positive memory from the past. Hear feedback from the class.

Explain that positive feelings such as happiness, enthusiasm and excitement help us to learn how to be happy and satisfied with life. Positive feelings also make us more open to new things and help us to connect better with others. We need to think about what helps us feel these positive feelings and work on increasing them.

2. Present these two quotes about happiness to the students. Have students discuss each quote.

- Happiness is not the absence of problems but the ability to deal with them.
- Some pursue happiness others create it.

Listen to some of the reflections from each group. In the discussions point out that happiness is not just about doing things that we like. It also requires growth and challenging ourselves beyond the boundaries of our comfort zone. Explain that the feeling of sadness is an emotion that should also be acknowledged and not ignored, however when these feelings become totally consuming, students need to be able to use other strategies to help them cope.

##### Ask

- *Why is the feeling of sadness important?* (It lets us know what we care about and what we have lost. It tells us we need to grieve and find a way to move on and replace that loss in some way).
  - *What kinds of situations can cause us to feel sad?* (eg when others around us are feeling sad, where there is a sense of loss such as loss of contentment, loss of acceptance, or loss of a family member).
  - *How could the feeling of sadness affect how we learn and get on with others?* (If we let it overwhelm us we only focus on what we have lost and narrow our capacity to learn and get on with others).
  - *When has having a laugh with someone made a problem seem less worrying or taken your mind off a problem for a while?*
3. Explain there have been numerous research studies on how to change bad moods into good moods and feel happier. These studies can be summarised by reading through and discussing *Ditch the bad mood* on page 3 of the student workbook. Have students complete the sheet and share their responses in a small group.
  4. Explain that a resilient person doesn't dwell on the past and looks for the best in everything, which can be very helpful in times when you are feeling a bit down or uninspired. Have each student complete *Magic moments* on page 4 of the student workbook.
  5. Suggest that students keep a 'magic moments' journal to keep track of the times when they feel happy and grateful. The journal could be recorded in a book or electronic format (eg as a series of photos capturing special moments).
  6. Students work in groups to develop an action plan to promote the *ABCDE of happiness* to others in their school community. Members of the group can develop different aspects of the action plan such as:
    - advertising of the ABCDE model
    - classroom and lunchtime activities to promote each letter of the model
    - jingles or songs for younger students to learn.
  7. Provide students with information about school counsellors, Kids Helpline and similar referral points, and explain the role of these people and agencies.
  8. Read and discuss the lyrics of songs that promote happiness and optimism such as *Happy* by Pharrel Williams.

## Activity 2 Thoughts and feelings influence behaviour



### Learning intention

- Students examine the link between positive self-talk, feelings and resulting behaviours
- Students examine influences on and consequences of their emotional responses
- Students practise using alternatives to negative self-talk statements

### Equipment

In Gear student workbook – *Shifting gears* – page 5  
 Activity sheet – *Challenge cards* – photocopy and cut up one set per group  
 Pen or pencil – one per group

### Activities

1. Explain to the class that self-talk is what we say to ourselves when we think about something that has happened or something that is going to happen. Negative self-talk is when we say negative things to ourselves and positive self-talk is when we say positive things to ourselves.

Explain that if we change the way we think about a situation by using positive self-talk rather than negative self-talk, we are more likely to behave in a way that will result in a positive outcome for ourselves and those around us. Use the example of the Year 7 students shown in the table below, and on *Shifting Gears* on page 5 of the student workbook, to explain the relationship between thoughts, feelings and behaviour.

<b>Situation</b>	Jack is in Year 7 and has been chosen for a lead role in a school play.
<b>Thoughts (self-talk)</b>	Jack uses negative self-talk. <i>I'm really nervous. I'm going to stuff up my lines and everyone will laugh at me. Why did my teacher pick me to do this? This is going to be terrible.</i>
<b>Feelings</b>	Jack feels worried, angry and anxious.
<b>Actions or behaviour</b>	Jack treats other students disrespectfully, stares at the teacher a lot, is often late to rehearsals and gets detention.
<b>Situation</b>	Jess is in Year 7 and has been chosen for a lead role in a school play.
<b>Thoughts (self-talk)</b>	Jess uses positive self-talk. <i>This is a bit scary but it's exciting too. I might ask some of the others how they are feeling. Great, now I can show my friends how good I am at acting.</i>
<b>Feelings</b>	Jess feels excited, energised, happy and just slightly anxious.
<b>Actions or behaviour</b>	Jess makes conversations with other students, finds others in the play with similar interests, learns the lines with a friend, and greets the teacher.

### Ask

- *Was the way Jack behaved prompted by different emotional responses to the situation?* (Yes, Jack's feelings of worry, anger and anxiety blocked him from being able to see some of the positive opportunities of the situation and lead to his negative self-talk. Thinking negatively about the situation resulted in Jack misbehaving and not creating positive relationships with the students and teachers in the school).
  - *Why might Jack and Jess think differently about the same situation?* (There are many unhelpful ways of thinking about situations and these can lead us to misinterpret situations and to say very unproductive things to ourselves. Jess may also have developed more resilience skills than Jack. Jack may also be more naturally anxious so positive self-talk is important).
  - *Why was it more useful to have positive thoughts about this situation?* (The students had no control over the situation but they could control the way they managed it).
  - *Why do we need to use helpful and positive self-talk?* (Talk about the vital role in building and strengthening emotional and mental wellbeing; it encourages us to try new things, and assists us to put things in perspective if they don't turn out as we would like).
  - *Would you rather be around a person who is a positive self-talker like Jess or a negative self-talker like Jack? Why?* (Talk about how relationships with others can be affected when a person is constantly negative about situations).
2. Have students work in pairs to complete the *Shifting gears* activity on page 5 of the student workbook for one situation:
    - A student who is going to a new school.
    - A young person who has to catch public transport to school for the first time.
    - A young person learning to ride a skateboard at the skate park.
    - A student who has been asked to go to the principal's office.
    - A student who seems very anxious and negative all the time.

Ask the class if it was easier to think of negative self-talk examples than positive for these situations, and why. Work with the class to identify positive self-talk examples if students didn't identify some. For example, *It's okay to feel worried and it might take a while to make new friends but I know how to do that*. Explain that it can be easy to default to negative self-talk however knowing that positive self-talk can change moods and behaviour is the first step to actively changing your internal voice.

3. Explain that challenging negative self-talk is valuable and that students can learn how to do this through practice. Place students in small groups and give each group a set of *challenge cards* and a pen. Explain that groups are to place the cards in a circle and then take turns to spin the pen in the middle of the circle and challenge the negative self-talk statement on the card by saying an alternative helpful thought to the group. For example:

- Nobody likes me – *It doesn't matter if I'm not liked by everybody. I have three really great friends.*
- I'm never going to be able to do it – *I'm trying to do it. It might just take longer than I thought.*
- Everyone will think I'm stupid if I ask a question – *I'd rather ask the question now than get the rest of my homework wrong.*

Process the activity using the following questions.



























#### Ask

- *Why is it important that we learn to control the way we think about situations?* (It influences how we feel and behave in response to the situation and this can affect our relationships with others).
  - *Is it normal to have some negative thoughts about situations?* (Yes. When we are in difficult or stressful situations it is normal to feel anxious and say things to ourselves that are not helpful).
  - *Can challenging unhelpful self-talk change how we feel and what we consequently do?* (Yes. While we don't have control over events in our lives we do have some control over the way we think about them. Using positive self-talk will in most cases result in a more helpful way of coping with the situation).
  - *What is one message you would give a friend who often thinks about situations in a negative way?* (eg try to challenge your default way of thinking; it can be hard to look at a problem with positivity but you need to give it a try).
4. Have students write three benefits of using positive self-talk when thinking about challenging or difficult situations in the student workbook on page 5. For example:
- maintain a sense of wellbeing
  - stay happy and positive
  - have strong healthy and supportive relationships with friends and family
  - bounce back from setbacks and problems.
5. Conclude by reminding students that they can become competent in shifting negative thoughts into positive thoughts through practice, and this is a very important life skill.





## Challenge cards

  <p>Nobody likes me.</p>	 <p>I'm never going to be able to do it.</p>
 <p>If I don't have a smoke like everyone else, they'll think I'm a loser.</p> 	<p>Everyone will laugh at me if I don't get picked for the team.</p> 
  <p>I failed my test last time so I'll probably do the same this time.</p>	 <p>Everyone will think I'm stupid if I ask a question.</p>
 <p>I don't know anyone here. I bet no-one will talk to me.</p> 	<p>I'm going to miss this goal for sure.</p> 
  <p>I hope no-one can tell how nervous I am.</p>	 <p>All the teachers hate me.</p>
 <p>I hope no-one thought I sounded stupid when I said that.</p> 	<p>Everyone will probably make fun of me because I'm the only one not allowed to go to the party.</p> 
  <p>I don't want to drink alcohol but my mates will kick me out of their group if I don't have some.</p>	 <p>I'm never going to be able to skate like my mates.</p>
 <p>Nobody wants to be in my group.</p> 	<p>I'm probably going to forget my lines when I get on stage.</p> 
 	

## Activity 3 Conflict resolution strategies



### Learning intention

- Students identify appropriate ways to manage conflict and disagreements
- Students assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations
- Students recognise emotional responses in conflict situations

### Equipment

In Gear student workbook – *Arguments and disagreements* – page 6 and 7

Activity sheet – *Disagreement scenarios* – photocopy and cut up one card for each group of three students

Dice – one die per group

### Activities

1. In groups, have students list some of the differences between an argument and a disagreement on page 6 of the student workbook. Compare students' responses with the examples listed below and include these in the discussion.

*An argument is...*

- when one person wins and the other loses
- when each person tries to prove themselves right and the other person wrong
- when one person intends to convince or persuade another person to agree with their point of view
- what occurs when you are determined to make someone agree with you, rather than agreeing to disagree
- when all parties have given up on compromise and no-one wants to give in on any point
- an exchange that promotes misunderstanding.

*A disagreement is...*

- a lack of agreement that can be discussed
- a debate or discussion
- something that allows you to respect each other's opinion or point of view
- when both parties express their opinions without getting emotional
- possible to result in a win-win situation
- when people show that they care enough to want to try and sort things out and make their relationships stronger
- a chance for knowledge.

If students have difficulty determining the difference between an argument and disagreement read the two scenarios about Jack and Jill going up the hill to fetch some water.

*Argument*

Jack asks, "Did you bring a bucket?"

Jill says, "I didn't know we needed a bucket. Why didn't you tell me?"

Jack says, "What else would we put water in stupid, so go and get it!"

Jill shouts, "No you get it. I'm not moving."

Jack says, "We need the bucket. It's not my fault. I'm not the one who left it behind."

*Disagreement*

Jack says, "Did you bring a bucket?"

Jill says, "I didn't know we needed a bucket. You should have told me."

Jack says, "Sorry, you're right, I should have told you. But we still need to get some water."

Jill says, "Can we put the water in something else, like your esky?"

Jack says, "Sure that might work, let's give it a go."

2. Explain that it is normal for people who live or work together (eg classmates, family members, parents, work colleagues) to sometimes disagree. When these times are handled well it can make relationships stronger as it shows that both people care enough to want to try to understand each other's viewpoints. Handling disagreements well can also make people feel happier as they feel that they have been heard and had a fair deal.

Conduct a **think-pair-share** (refer to page 72) using the following questions. (Remind students of the 'no name' rule).

### Ask

- *What are some of the main things that students your age disagree about?*
  - *Why do some people yell and shout when they are having an argument? (They think they have to win rather than sort out a problem. They may not have the skills to negotiate and have a conversation about the situation).*
  - *Why do some people pretend that a problem hasn't happened and sulk about it or walk away instead of talking to the other person about the problem? (They may not have seen disagreements handled well and are scared of being disliked, looking foolish, getting hurt or losing a friend).*
  - *Why are people usually worried about conflict or disagreements? (Use the same response as above).*
  - *What emotions might you feel in a conflict situation? (eg anger, frustration, worry, fear).*
  - *Is it okay to have these emotions? (Yes, but it is the next step that is important, how these emotions are managed).*
3. Read *Arguments and disagreements* on page 6 of the student workbook. Ask students to consider each way to handle a disagreement and tick the box that best applies to them. Explain that students who are able to handle disagreements well would most likely have selected – problem-solving and negotiating (use it all the time), apologising, being assertive, asking for support, agreeing to disagree (use it sometimes) and forcing, ignoring (use hardly ever). Explain that students can become more competent in handling disagreements through practice.  
  
Sort the class into groups of three. Distribute a *Disagreement scenarios* card to each group. Roll a die to decide which dealing with disagreements strategy each group will use in a **role-play** (refer to page 70). After watching each role-play, have the class decide how effective the strategy was and if not effective, which strategy would have been better.
  4. Have students identify the skills they need to practise to become more competent when dealing with disagreements and conflict. Suggest students set a SMART goal on page 7. Refer to page 11 of the student workbook for information on setting SMART goals.
  5. Have students complete the activities on page 7 of the student workbook.



## Disagreement scenarios

<p>✂</p> <p>Annie's mum says she has to do some jobs before she can go over to her friend's house. Annie does the jobs but when she has finished, her Mum gives her more jobs to do. Annie doesn't think this is fair.</p>	<p>Sally's parents have agreed to let her have a part-time job on two days straight after school so long as she does her homework when she gets home. Sally's boss changes her shift to late nights and she is upset.</p>	<p>Mr Jones needs someone to take a client to the football so he organises for his secretary Miss Smith to go without asking her. He tells her it is a special treat for all the hard work she has done lately. It is Miss Smith's birthday and she doesn't want to spend it with a client at the football.</p>
<p>✂</p> <p>Max finds out that his best friend Toby is telling everyone that Max's parents are splitting up and this is not true.</p>	<p>Bryn has played a huge game of footy. He is tired and wants to have an early night. His older brother Chris is playing really loud music in the room next door.</p>	<p>Blair has been looking forward to going to the skate park with Scott all week. When Blair gets to Scott's house, Scott tells him that he wants to play computer games instead.</p>
<p>✂</p> <p>Caitlin and Alex often do school projects together. Caitlin feels like she does all the work and Alex does very little. This is starting to annoy Caitlin.</p>	<p>Tash sits next to her friend Taj in class. Taj constantly hums to himself when he is working which makes it hard for Tash to concentrate.</p>	<p>Jenni and Jodi are best friends. Jodi tells Jenni that if she was a true friend she wouldn't keep playing with Sharni. Jenni is upset because she thinks Sharni is fun to be around.</p>
<p>✂</p> <p>A couple of Drew's team mates had a quick smoke before the game. Drew doesn't smoke but went with them. The coach spotted what was happening and dumped them all from the team.</p>	<p>Mitch borrows Dan's new scooter and accidentally breaks the front wheel doing a jump over a kerb. Dan had saved for over a year to buy his scooter and is really angry.</p>	<p>At a birthday party for their mum, Tessa and her brother both start to fight over the last piece of chocolate cake. They both think they deserve to have it.</p>
<p>✂</p> <p>Some of the kids in Jamie's class were making stupid noises. The teacher thought it was Jamie and gave him detention. Jamie is really upset.</p>	<p>Meg's younger brother Callum keeps sneaking into her room and reading her diary. Now Meg has seen some of her diary comments on her brother's social media page. Meg is very upset.</p>	<p>Zane has been stacking shelves at the local supermarket for a couple of years. He applies to be one of the cashiers but his boss offers the position to someone else. Zane is disappointed and upset.</p>



## Activity 4 Responding to peer influences



### Learning intention

- Students practise strategies to manage negative influences from others

### Equipment

In Gear student workbook – *Saving face* – page 8  
Small cards or pieces of paper – one per group

### Activities

1. Explain that influence or pressure can be both a positive thing and a negative thing. For example, your friends can influence you to ride safely and also to not ride safely. Explain that pressure can be 'external' (eg when friends, family or people in the media do or say things to persuade us to do something they want) or 'internal' (eg when we put pressure on ourselves to behave in a certain way, perhaps to please or be like friends, family or people in the media).
  2. Ask students to define the saying 'saving face'. For example: 'saving face' means *the lengths that someone will go to in order to avoid humiliation, embarrassment, and to maintain their dignity and preserve their reputation*. It is often used to ensure that you aren't thought of badly by your peers. Discuss some clever ways students have responded to or avoided situations and also saved face, and write these on the board. For example:
    - avoid the situation in the first place
    - say 'no' in a polite, firm voice
    - ask them to stop doing what they are doing in a polite, firm voice
    - make a joke
    - ask a friend or adult to come with you
    - run away or go to another room
    - ignore the person
    - say your Mum or Dad will ground you if you do this thing
    - change the subject
    - give a reason why you can't do it just right now – delay things
    - plan ahead
    - say you feel sick
    - hang out with other friends.
- Have students write four of these strategies in the student workbook on page 8.
3. **Brainstorm** (refer to page 67) some helpful thoughts (positive self-talk) students could use to manage the internal pressure they may feel in a tricky situation. Have students write these in their workbook. For example:
    - I don't need to do this to be cool.
    - If they don't like me because I don't do this, then they're not real friends.
    - I want to stay healthy so I can play sport.
    - I don't want to upset Mum or Dad.

- I could do something that will hurt me or others.
- What they are suggesting is illegal.
- I could get into trouble.
- I don't want to waste my money.

Brainstorm difficult situations where students may have felt pressured into doing something they didn't want to do. (It may be appropriate to be prepared to protectively interrupt during this part of the activity and remind students of the 'no name' rule).

4. After modelling the following process, give each group a blank card and ask them to write down one of the situations identified in the brainstorm or where someone their age may be influenced to do something potentially unsafe such as being a passenger with a speeding driver. Students must ensure that the situation includes a character plus the following information:
  - **Who** – Which people are influencing your character (eg older siblings, friends, adults, person your age) or is the influence coming from your character's own thoughts?
  - **What** – What kinds of things are said, done or thought to influence your character?
  - **Where** – Where is this situation happening? (eg at a friend's place, at the shops).
  - **How** – How is your character feeling in this situation?Collect the cards and read each one to the class. Have the class rank the situations from the one that may cause the most harm to the one that may cause the least harm. Ensure students provide reasons for their rankings.
5. Explain that rehearsing the things to do, or say, or think in tricky situations, will help students to remember them and feel more confident to use them. Rehearsing will also help students decide on the tactics that will work for them.
6. Give each group a completed card, ensuring they have not received the one they 'invented'. Each group is to **role-play** (refer to page 70) their scenario showing how they would deal with the situation by drawing on the strategies discussed previously. Frequently pause during each role-play and ask students in the audience to suggest possible helpful thoughts that a performer could have to help them deal with this situation, or unhelpful thoughts that might make things even trickier. Alternatively, have a student play each character's 'inner thoughts'. Stop at appropriate points during the role-play to have the 'inner thoughts' student reveal possible helpful thoughts that the character could have to help them deal with the situation, or unhelpful thoughts that may make things even trickier. The 'inner thoughts' student could also reveal thoughts that the character may be thinking but is too scared to say. Rotate students through performing and observing roles.

7. Use the following questions to process the role-play activity.

#### Ask

- Was your tricky situation caused by internal or external pressure?
  - Which type of pressure do you think you would find easier to handle? Why?
  - What do you think were the most effective ways of reducing the possible harm in these situations?
  - Have you ever been in a similar situation? How did you feel? (Remind students of the 'no name' rule).
  - How do you think you would feel if you were in this situation?
  - Tell your partner which of the situations discussed today would be the trickiest for you to deal with and how you might deal with that situation?
8. Complete all outstanding questions in *Saving face* on page 8 of the student workbook.

## TOPIC 3

### Problem solving and making decisions

#### Activity 1 Solving problems



#### Learning intention

- Students practise solving problems using a decision-making process

#### Equipment

*In Gear* student workbook – *Rock paper scissors* – page 9

*In Gear* student workbook – *Decisions, decisions, decisions* – page 10

#### Teaching tip

*Rock paper scissors* is a game played between two people, in which each player simultaneously forms one of three shapes with their hand – rock (a fist), paper (a flat hand) or scissors (a fist with the index and middle fingers forming a V). The game has only three possible outcomes other than a tie. A player who decides to play rock will beat another player who has chosen scissors (rock crushes scissors) but will lose to one who has played paper (paper covers rock); and a play of paper will lose to scissors (scissors cut paper). If both players throw the same shape, the game is tied and replayed to break the tie.

#### Activities

1. Explain the rules and aim of the game *Rock paper scissors* (see Teaching tip) which is sometimes used as a choosing method in a way similar to coin flipping, drawing straws or throwing a die. Let students play the game several times.
2. Explain to students that playing *Rock paper scissors*; although a way to make a quick decision, is probably not the best way to make a serious decision. Explain that identifying all of the possible actions, and considering the advantages and disadvantages of these before making a decision, is a process that we can use when we don't need to make a snap or quick decision. Read through each step of the problem-solving and decision-making process shown on *Rock paper scissors* in the student workbook on page 9. Point out the importance of identifying as many possible solutions in Step 2 and the feelings of everyone involved in the scenario should be considered when discussing the positive and negative outcomes. Have students work with a partner and solve the scenario. Use the following questions to process the activity.

### Ask

- *What do you think Andrew should do?*
  - *If Andrew carries out his solution do you think he might have any regrets?* (Remind students that a decision may not always be 'correct' or the best possible choice. This may be because not all information was available at the time or the situation required a 'snap decision').
  - *How realistic was your solution? Why?*
  - *Was it a short-term or long-term solution? Why?*
  - *What were the possible harms in this scenario?* (eg if the drive resulted in a crash – legal, physical, emotional, social and financial consequences).
  - *Would your solution avoid injury or reduce the severity of any possible harms? How?*
  - *Is it useful to think about and plan for difficult situations that might happen in real life? Why?* (Being able to make 'snap decisions' to avoid possible harm and maintain relationships with friends is a skill and requires practice the same as any other skill).
3. Ask students to complete the reflection questions on page 9 of the student workbook.
  4. Have students read *Decisions, decisions, decisions* in the student workbook on page 10 and talk about the four steps model that explains the problem-solving and decision-making process.
  5. Ask students to think about a problem they have in their life right now and problem solve it using the 4 steps. Discuss as a class or in small groups.

## Activity 2 Considering consequences and making decisions



### Learning intention

- Students make decisions after considering negative and positive outcomes
- Students acknowledge the opinions and attitudes of others and compare to their own

### Equipment

Activity sheet – *Snap decisions* – photocopy one card per group

### Activities

1. Place students in groups of five. Give a *Snap decisions* scenario card to each group. Explain that students are to **brainstorm** (refer to page 67) the possible 'for' and 'against' points for the character described in their scenario.

Allocate a number from one to five to each group member and explain their role.

- *Person 1:* Sits in a chair and listens to the points raised by each side and then makes the final decision.
  - *Person 2:* Is responsible for presenting the 'for' points and stands to the left of Person 1.
  - *Person 3:* Is responsible for presenting the 'against' points and stands to the right of Person 1.
  - *Person 4:* Is responsible for reading the scenario to the rest of the class and reminding Person 1 which of the wellbeing and resilience skills they could use in this scenario before making their final decision.
  - *Person 5:* Is responsible for pausing the activity and asking questions of the audience, such as "Which points do you think are the most convincing so far?" or "What do you think Person 1's decision would be if these were his/her thoughts?"
2. Have each group **role-play** (refer to page 70) their scenario by having Person 2 and 3 alternatively present their case to Person 1. Remind Person 5 they can stop the activity at any time to ask questions of the audience or to stop the group when he/she thinks it has reached its peak. Person 4 should remind Person 1 of some skills that could be used in this scenario (eg empathy, sense of humour, speaking assertively, and positive self-talk). Ask Person 1 what decision their character might make based only on the points presented by Person 2 and 3.

After each role-play use the following questions.

### Ask

- *What might the character in this scenario be afraid of?*
- *What might the character be hoping will happen?*
- *What is stopping this character from doing what he/she knows is right or necessary?*
- *What would help this character get on and do this?*



## Snap decisions



A friend at school has an older boyfriend who picks her up after school. You know that he doesn't drive safely and is part of a group that hoons around the local area at night. You're worried that your friend might get hurt or be in trouble with the police.

***What will you do?***

You see a younger student being bullied by a group of older students because he is wearing a bike helmet while skateboarding. They are calling him names and trying to push him off his skateboard. You want to help him but are scared that the boys might turn on you.

***What will you do?***



After training, you see your friend smoking weed with some older kids. It's late and getting dark and you know that he has to walk home. You're worried about your friend but don't want to say anything because the older kids might get angry.

***What will you do?***

You see your friend offering to double dink a younger student home on his bike. You know that it is illegal and unsafe. You want to do something but don't want to upset your friend.

***What will you do?***



You are about to ride home from school with your mates. You put your helmet on but they leave theirs hanging over the handle bars. You feel very strongly about wearing a helmet but don't want to lose your friends.

***What will you do?***

Your friend tells you that her dad can give you a lift home after the party. You know that your friend's dad drinks a lot and has been picked up for driving over the limit.

***What will you do?***



## TOPIC 4

### Goal setting

#### Activity 1 Setting personal goals

##### Learning intention

- Students practise setting a SMART goal

##### Equipment

*In Gear* student workbook – *Ready, set, goal* – page 11

##### Activities

1. Explain that people who know their strengths and limitations can use this self-knowledge to set worthwhile and achievable goals. For example, a person who is able to solve maths problems easily and loves working with computers may set their goal to become employed as a financial banker or accountant. However goals don't always have to have a long-term focus such as choosing a career path, they can also be short-term such as getting homework finished on time or saving money for a special event. Explain that goal-setting is a skill that can also help people to stay happy and positive, and can stop them from giving up when faced with setbacks and problems.
2. Read *Ready, set, goal* on page 11 of the student workbook and explain the acronym SMART eg specific, measurable, action-orientated, realistic and timeframe. Explain that setting a SMART goal can increase the likelihood of students being successful in their endeavours and achieving a goal. Use the following example to show students how to set a SMART goal.

**Specific** – I want to buy a new skateboard worth \$160 in 2 months.

**Measurable** – I will achieve my goal by 30 June and buy my skateboard on 1 July.

**Action-orientated** – I will wash dad and mum's car each week. 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 dad has agreed to pay me \$10 for each car I clean.

**Timeframe** – I will have \$80 in my bank account by 1 June and \$160 by 30 June.
3. Use a **think-pair-share** (refer to page 72) to have students identify a personal goal they want to achieve before the end of Year 7 and discuss this with a partner. Students then write the steps they will take to set a SMART goal in their workbook. Check that students have set a SMART goal and provide any feedback.

#### Activity 2 Taking risks for goal achievement

##### Learning intention

- Students clarify their own attitudes about taking risks
- Students discuss the positive outcomes of taking risks

##### Equipment

*In Gear* student workbook – *Taking risks* – page 12

Strategy sheet – *Values continuum* – page 83 – photocopy strongly agree and disagree signs

*In Gear* student workbook – *Risk rater* – page 13

Family information sheet – *Risk-taker's advantage* – photocopy one per student

##### Activities

1. Ask students to define 'risk-taking' and listen to some responses. For example: *Risk-taking involves the potential to lose something you value. Risk-taking involves engaging in activities that have exposure to danger and the potential to result in exposure to harm to oneself or others.* Have students share an example of risk-taking that involves losing something you value (eg telling a friend that you don't like their behaviour or posting a photo of a friend without their permission which might result in the friendship being lost).
2. Have each student complete the *Taking risks* questions on page 12 of the workbook.
3. Set up a **values continuum** (refer to page 73) and explain that students are to place themselves on a position along the continuum that indicates their opinion about the first statement in their workbook. Invite students to give reasons for choosing their position on the continuum. After the discussion, have students reflect on the discussion and then decide if they will maintain or change their opinion and explain why by completing the last question in their workbook. Repeat the process for the other statements.
4. Have students complete the *Risk rater* on page 13 of the student workbook. Listen to the ratings students gave to each situation.

##### Ask

- *Do we all have the same opinion about levels of risk? Why?*
- *When has risk-taking led to negative things happening in your life? (Remind students of the 'no name' rule. If students share experiences that are promoting dangerous behaviours, interrupt them and have a confidential talk after the lesson).*
- *What might influence you to act unsafely?*
- *What are the possible health consequences of doing what others tell you to do?*
- *What are the possible consequences of not doing what others tell you to do...with your friends, family, at school?*
- *How do you judge what a risky situation or behaviour for yourself is?*
- *How do you judge what is a risk for your friends (if you do make judgements for them)?*
- *How do you judge what is a risk for your younger sisters or brothers or relatives (if you do make judgements for them)?*



5. Explain that by reframing 'risk' a person can be given an opportunity to show their confidence and courage in trying to succeed in something new. We can also learn from taking risks and those lessons can provide an opportunity for internal growth and lead us on an important new path. Discuss the situations on *Risk-rater* on page 13 in the student workbook where the risk-taking involved uses skills such as help-seeking, problem-solving and speaking assertively, and strengths such as courage, honesty and fairness.

**Ask**

- *When has risk taking led to positive things happening in your life?*
  - *What does 'success won't fall in your lap – you have to pursue it' mean?*
  - *When have you achieved a goal because you didn't play it safe?*
  - *Does taking a risk and failing mean you are a failure? (No. Failure should be seen as the opportunity to learn and grow).*
6. Have the students revisit the SMART goal they set in Activity 1 of this topic, and decide if they had listed an action that involves risk-taking in the pursuit of their goal. If not, ask students to add an action. Alternatively, have students write a SMART goal that involves taking a risk and share this with a partner.
  7. Give each student a copy of the Family information sheet – *Risk-taker's advantage* to take home and share with their family.



## Risk-taker's advantage

There's *risk* – train surfing or driving in a car with a drunk driver, and there's *risk* – standing up to a bully or auditioning for a part in a school play for the first time. Perhaps we need to 'reframe' risk as an opportunity to show confidence and try something new and succeed, rather than follow a path to failure.

Think about when you were growing up. What risks did you take? What did you learn from taking those risks? Were those lessons helpful, unhelpful or both? How will you allow your child to learn those same lessons?

Challenges and 'bumps in the road' are a reality of every child's life. Taking risks in life, small and large, is part of a child's development. Denying children the 'risk taker's advantage' can create anxiety among children and doesn't give them opportunity to experience appropriate amounts of challenge and responsibility.



### **Risk-taking**

- Shows confidence and helps your children to stand out.
- Can be a necessary step in actively pursuing success.
- May open up new possibilities.
- Provides an opportunity for internal growth.
- Helps your children to overcome fear of failure.

### **Encourage 'safe' risk taking**

Children need to take some risks to learn more about themselves and test out their abilities. Here's a few ideas.

- Find some outdoor challenges – camping, rock climbing, canoeing, orienteering, mountain biking, martial arts.
- Find some activities that provide a thrill and challenge – drama performances, public speaking, solo singing.
- Let your children navigate their community by walking to school, catching the bus, riding a bike.
- Encourage your children to volunteer or have an after school job.
- Let your children play responsibly with 'dangerous toys' – chemistry sets, scooters, extreme sport gear, skateboards.
- Talk about the skills that will help your children to take risks in life – problem-solving, speaking assertively, knowing how to manage a disagreement, setting goals.

The strongest oak of the forest is not the one that is protected from the storm and hidden from the sun. It's the one that stands in the open where it is compelled to struggle for its existence against the winds and rains and the scorching sun.

Napolean Hill,  
1883-1970

**Let your children fail and learn.**

## TOPIC 5

### Coping and help seeking

#### Activity 1 Identifying and practising help seeking strategies



##### Learning intention

- Students recognise symptomatic signs that can indicate when a person is not coping
- Students persuade someone to seek help using different communication techniques
- Students share strategies for dealing with situations where help is needed
- Students practice ways to communicate concerns about health to a variety of support people

##### Equipment

*In Gear* student workbook – *Phone a friend* – page 14

*In Gear* student workbook – *Read the fine print* – page 15

Internet access

Activity sheet – *Who to go to for help* - photocopy

Family information sheet – *Helping your teenager ask for help* – photocopy one per student

Family information sheet – *Silence is sometimes the best answer* – photocopy one per student

##### Teaching tip

If students disclose information or make statements that raise concern about their wellbeing, make sure you follow up using the support procedures that the school has in place. Continue to observe and monitor the student.

##### Activities

1. Explain that students not only need to be able to seek help for their own problems but it is also very important to be able to recognise symptomatic signs that can warn when they, or others, are not coping. **Brainstorm** (refer to page 67) a list of symptomatic signs that may indicate that someone is not coping. For example:
  - not sleeping or eating well
  - feeling overwhelmed, anxious, afraid, defeated or angry
  - often angry and fighting with others
  - not doing the things they usually do
  - withdrawing from family, friends, school
  - exaggerated moods, extreme highs and lows
  - participating in risky behaviours such as drink driving, unplanned and unprotected sex, binge drinking, using drugs.

Remind the class that a person may show one or several of these signs and that they may change or be at various levels.

2. Suggest that asking for help can sometimes be difficult, particularly when a person is feeling stressed or confused. Ask the class to identify some reasons why a person may not seek help. Some examples may include:
  - think the problem will go away on its own
  - feel afraid, ashamed or embarrassed to ask for help
  - think that no-one will want to help
  - think that others will judge them
  - think that others won't understand
  - don't know where to go to find help
  - there aren't many support services in their area
  - think that getting help will be time consuming or expensive.

##### Ask

- *Why is it important to be able to recognise when you or someone else you know needs help?* (Point out that being able to recognise these signs can be difficult and that sometimes it is not immediately obvious when a person is not managing well).
  - *What might stop a person from recognising that they need help?* (eg using alcohol or drugs to mask your feelings).
  - *What can you do if you discover that a friend has a big problem that needs more than your help?* (eg talk to a parent or another trusted adult such as a relative, teacher, school counsellor).
3. Explain that building and maintaining relationships is a skill that contributes to not only our positive health and wellbeing, but gives us a support network in times when we need someone to listen to our problems. Have students complete the quiz *Phone a friend* on page 14 of the student workbook. (If a student seems upset by their results, make time to talk to them after the lesson).

4. Set up a **circle talk** (refer to page 67). Give students standing on the outside circle a *Who to go to for help* card to read to their partner. Students standing on the inside circle must give at least two strategies that would be useful for the person wanting help. Suggest that the strategies can include immediate actions and also seeking help from someone else such as a parent, another trusted adult or friend, a teacher or school counsellor, or by talking to a helpline. Stop the discussion and ask students to give their card to their partner. Have the inside circle move on several places to meet a new partner and read the card aloud. Continue the process several times to allow students to consider a range of situations and identify help-seeking strategies. Process the activity by asking the following questions.

##### Ask

- *Which situations were hard to find two useful strategies for? Why?*
- *Who were some of the people identified as those to go to for help?*
- *Would these people be useful to seek help from in all of the situations described? Why?*

- *Would most young people your age feel comfortable talking to someone on a 'helpline'? Why?* (Explain to students that the person on the end of the phone has been trained for their role, and any information shared, especially about alcohol and drug use, will not be given to anyone else eg parent, school or police).
  - *Asking another person for help can sometimes be difficult. What are some ways to start a conversation when you are feeling uncomfortable?* (Acknowledge that knowing what to do is one thing but actually carrying out the planned action is the real challenge. Discuss the term 'courage'. Explain it is having the determination to follow through on your decisions and using positive self-talk to say it will be okay).
5. Have students discuss the tips for helping a friend on *Read the fine print* on page 15 in their workbook.
  6. Have students investigate helplines and websites that offer information and counselling on issues such as road trauma support, alcohol and drug use, mental health, depression, and relationships.

#### **Ask**

- *Do you think some of the helplines and websites may be more useful than others? Why?*
  - *Which of these do you think other students and young people should know about? Why?*
  - *Why is it important to have a range of sources to go to when you need help?*
  - *Is it important to seek help for more challenging problems from more than one source? Why?*
  - *If your friend asked for your advice but didn't take it, how would you feel?*
7. Send a copy of the Family information sheets – *Helping your teenager ask for help* and *Silence is sometimes the best answer* home with each student to share with their family.



## Who to go to for help



A lot of people in the class tease one of the other students because his uniform is often dirty. You don't like this and you can see it really gets to this person, even though he tries to laugh it off. You want it to stop.

Your friend who doesn't have a licence often takes his parent's car for a ride when they aren't home. You know he nearly hit a pedestrian the other day. He says he doesn't care and is feeling depressed. You are worried about your friend and think there is something happening in his home.



A friend has asked you not to tell anyone about her going out with an older boy from another school. She says they often go out hooning around the bush at night with his mates. Your friend says she gets scared but doesn't want to lose her boyfriend.

Your friend hasn't been sleeping properly at night because her parents are fighting. She thinks they are going to split up. She's been getting a lot of headaches and missing classes. She asked you not to tell anyone.



You've been away sick from school for a couple of weeks and don't know how to do the new Maths problems. Everyone else has started the next unit of work. The teacher hasn't made any offer to help you catch up.

Your friend has been missing school a lot and is falling behind with her work. She stays home because her mum has a problem related to alcohol use. She hasn't told anyone but you about this. The teachers think she is just wagging.



Your friend always does really risky things like tagging trains and holding onto the back of buses from his bike. You know he is smoking weed and often forgets to turn up at footy training. The coach is thinking of dropping him from the team.

A friend often skates around the local shopping centre and streets late at night. He says his parents don't care about him and often leave him home on his own at night. You like your friend a lot and are worried something might happen to him.





## Helping your teenager ask for help

Many teenagers believe that they should be able to sort out their problems on their own. They are often too embarrassed to talk to someone and can also be worried about the confidentiality of information they give to a professional.

So what can you do as a parent? Firstly, keep talking to your teenager and let them know that no matter what the problem is you will listen without judgement and help them to find ways to cope or solve the problem. Now this sounds easy but teenagers, even when they know this, will probably choose to talk to their friends and not you. Don't give up – keep the conversations going.



### Where else can you go for advice?

- **Parent and Family Support Line**

Phone: (08) 9442 5050 or 1800 653 203 (country callers only)

This is a free alcohol and other drug information and support for parents and family members. Talk to a professionally trained counsellor about alcohol and other drugs. Talk confidentially to another parent for strategies and support.

- **School Drug Education and Road Aware**

[www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)



- **Reachout**

<https://au.reachout.com/> Reachout is about helping young people to help themselves

- **Beyond Blue**

<https://www.youthbeyondblue.com/> Beyondblue is a national depression initiative for young people

- **Kids Helpline**

[www.kidshelp.com.au](http://www.kidshelp.com.au) Kids Helpline is a 24 hour help line that can be called on 1800 55 1800

- **Make sure you know your teenager's friends and their parents.** Not so you can delve and discover, but so they know you are approachable and if they feel that the problem needs your involvement, they can talk to you openly and honestly.
- **Listen non-judgementally.** Now is not the time to give your judgement on a situation that your teenager has decided to share with you. Try to get as much information as you can to help you both talk about the issue – but don't try too hard or you might push them away.
- **Tell them you are concerned about them.** Knowing that you care and are willingly to listen will open the lines of communication and encourage your teenager to talk to you when next they have a problem.
- **Ask if they have thought about getting help.** If your child has resisted getting help, talk to them about this.
- **Brainstorm the different people they could go to for help.** Have a list of support services available in your area in case your teenager suggests seeing a professional.
- **Check to see if your teenager is okay with you letting the school know there is a problem.** This can help to explain changes in behaviour that school staff may have noticed.
- **Offer to make an appointment for your child to talk to a professional.** Make time to go to the appointment with your teenager, but check that they want this to happen first.



## Silence is sometimes the best answer

Trying to protect our children is a natural instinct for parents but knowing when to just be there and listen to them, without judgement, is a skill.



### *The first duty of love is to listen*

*When I ask you to listen to me and you give me advice,  
You have not heard what I asked of you.*

*When I ask you to listen and you tell me why I shouldn't feel as I do,  
You are trampling on my feelings.*

*When I ask you to listen and you feel you have to find solutions to my problems,  
I feel let down, strange as it may seem.*

*Please listen.*

*All I ask is that you listen not talk or do or advise.*

*Just LISTEN.*

*Advice is cheap. I can get that anywhere.*

*I can do for myself. I'm not helpless, maybe discouraged and faltering, but not helpless.*

*When you do something for me that I can and need to do for myself,  
You contribute to my fear and reinforce my weaknesses.*

*When you accept as a simple fact that I feel what I feel however irrational it may sound to you*

*Then I can quit trying to convince you and I can explore this irrational feeling.*

*When that's clear, the answers are obvious and I don't need advice.*

*My irrational fears make sense when I can discover what's behind them.*

*If you listen and understand, I can work things out for myself.*

*So I ask again.*

*Just listen.*

*And if you too have something to say, be patient,*

*Then I'll listen to you.*

Source unknown

### When children are courageous and want to share their problems:

- as the poem says – listen to your child
- acknowledge the feelings they are experiencing
- ask your child how they are going to manage the problem – don't solve it for them
- ask your child if they want help from you or someone else, and how that help can be given
- tell your child that you believe in their ability to work through this problem and you are there if they need you
- keep checking in with your child to see if they have solved their problem or want to talk about it again
- when things have been resolved, encourage your child to look back and identify what they have learnt from managing their problems – what worked, what didn't work, what they can keep in their 'tool kit' and use in the future.

