

CHALLENGES AND CHOICES

TEACHER RESOURCE

8

ROAD

A Resilience
Approach to
**Road Safety
Education**

**TITLE: Challenges and Choices: A Resilience
Approach to Road Safety Education
Year 8 Teacher Resource**

SCIS NO: 1766622
ISBN: 978-0-7307-4587-7

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Acknowledgements

The author would like to acknowledge the contribution made by Kim Chute (Titan Consulting) to the first edition of Challenges and Choices: Resilience, drug and road safety education resource for early adolescence and the inclusion of parts of her work in this publication.

The author has made a comprehensive effort to sight and credit sources. Any omissions detected are not intentional. The author welcomes information to correct any oversights in subsequent editions.

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:

Help-seeking

Activity 1 Knowing when you or others need help



Learning intention

- Students identify symptomatic signs that indicate a person is not coping
- Students identify a range of appropriate help seeking sources

Equipment

In Gear student workbook – *Are you okay?* – page 1 and 2

Activities

1. Distribute an *In Gear* student workbook to each student. Have students consider each of the statements on *Are you okay?* on page 1 of the student workbook and choose the response that is the best fit for them. The statements aim to identify the students' understanding of help-seeking, the sources of help they use when dealing with difficult situations, and what they do to help their friends. To encourage students to give honest responses, let them know that they will not be sharing their answers with others in the class.
2. Explain that everyone will have times in their life where they will need to make difficult decisions, face challenging situations, or have a health or safety issue where they may want to seek help and advice. At these times, there are a range of skills that can enable us to manage and cope such as understanding our own and others' emotions, using strengths and problem-solving techniques, and coping and self-calming strategies.

Explain that students also need to be able to recognise signs that can warn when they, or others, are not coping. With a partner, have students use a **think-pair-share** (refer to page 64) to create a list of symptomatic signs that may indicate that someone is not coping and write these on page 1 in the student workbook. Check and confirm the symptoms identified and have students add others, such as:

- 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 everyone reacts differently to stress and distress, so a person may show one or several of these signs at different times in different situations.

3. Explain that by being able to recognise that these are signs of distress can prompt us to look for help and support, or offer help and support to the person displaying these symptoms. However asking for help can sometimes be difficult, particularly when a person is feeling stressed, distressed or confused. Ask the students to identify some reasons why a person may not want to seek help and write these on page 1 in the student workbook. For example:

- 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 their feelings).
- *What would you do if you had noticed your friend was displaying some of the signs of distress but they hadn't asked you for help?* (Suggest that students open the conversation by asking the friend questions such as "Are you okay?" or "You don't seem to be yourself lately, is there anything I can do for you?" Students should respect their friend if they continue to not share their problem. However, if the student feels that their friend may do something to hurt themselves or others, they should tell their friend that they are worried and also speak to an adult).
- *What can you do if you discover 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).

4. Explain that the sources of help we use can be someone close to us such as a parent or friend, a person we know through school or other groups, or perhaps a youth focused website or helpline. Have each student write at least five people they could go to for help on page 2 of the student workbook, then share their answers with another student. Draw the help circle diagram (as shown in the workbook) on the board then list the sources of help identified by the class (replace people's names with relationship to the student eg brother, aunty, football coach, doctor, psychologist, youth worker, etc). This will allow the class to see other people that they may not have considered using as sources of help. Process this part of the activity with the following questions.

Ask

- *When you choose someone to help you or give you advice, what are some things you need to think about?* (Ask yourself: is this person someone who I trust, is easily accessible, is a good listener, won't judge or criticise me, has access to information that I don't, I have used them for advice before).
 - *Is posting your problem on social media sites a good way to share your problems and ask for advice or help? Why?* (Remind students that anything they post online stays online and can be seen by many without them knowing).
 - *Is searching for an answer on the internet a reliable way to seek help? Why?* (Some internet sources are unreliable).
 - *Who at school can provide help or advice to students?* (eg teacher, principal, nurse, counsellor, other students).
 - *When might your source of help not keep the information you have shared confidential?* (eg if the person believes that you may harm yourself or others, if the person believes that your health and safety is at risk, if they are bound by duty of care).
 - *Would knowing that someone might need to share your information (eg teacher, school counsellor or nurse) stop you from talking to them? Why?*
5. Invite a relevant member/s of the staff (eg school counsellor, nurse or the staff member with a pastoral care role) to talk to the class and explain the support they can offer students, including if information shared will remain confidential and if not, whom it may be shared with as part of school guidelines.

After sharing their ideas with a partner, have students in the outside circle move on two or three places. Use the same scenario and ask the four questions again. This will allow students to hear a range of help-seeking suggestions. Repeat the process for the other scenarios then have students add other sources of help to those already listed on page 2 in the student workbook.

Scenarios

- Your friend is often late to school and she always seems to have a headache. She told you in secret that there are some older kids who have been bullying her at school for the last three months, and she doesn't know what to do. You are worried about your friend.
- You went to a party on the weekend and took a lift home with a friend who had been drinking. Your friends posted photos of some of the things that went on in the car including you drinking in the back seat and not wearing a seatbelt. Someone has shown your parents the photos.
- Your parents allowed you to go to a friend's house for the weekend. Your friend took his parents' car and was doing burnouts near the local school. The police have tracked the driver and you have been asked to go the police station with your parents.

Activity 2 Identifying sources of help



Learning intention

- Students identify appropriate help-seeking strategies
- Students practise giving advice or support for a range of situations

Equipment

In Gear student workbook – *Are you okay?* – page 2

Activities

1. Explain that when students need someone to talk to they will generally go to those who they trust and know. However, some situations may require students to access others due to privacy, health or perhaps legal reasons. Use a **circle talk** (refer to page 60) to have students talk about one of the scenarios in the next column and answer the following questions:
 - *What can someone do in this situation to help themselves?*
 - *Who could they use as a source of help?*
 - *What could you say to this person that might help them?*
 - *At what point will you need to tell an adult about this situation?*

Activity 3 Practise asking for help



Learning intention

- Students practise asking for help and advice
- Students identify skills of help-seeking

Equipment

In Gear student workbook – *Are you okay?* – page 2

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

Teaching tip

If role-playing is difficult for the class, have the students work in pairs to write help-seeking scripts or draw help-seeking cartoons.

Activities

1. Have students **brainstorm** (refer to page 59) a list of situations where they might need to seek help for themselves or a friend (eg had a fight with their parents or behaving in a risky way) and write these on the board. Remind students of the 'no name' rule.

Explain that asking for help requires the person to use three steps (write these on the board):

- feeling – share the emotions you are feeling
- problem – clearly explain the problem and situation
- help – say what action you would like to happen.

For example: *I am feeling really worried because my friend is hanging out with a group of older kids who are 'bus surfing'. Could you talk to him about it?*

Ask

- *What emotions might be experienced by a person who asks for help?* (eg fear, worry, confusion, embarrassment. Some students may not feel comfortable expressing their feelings in a help-seeking situation, so explain that this step is not crucial however the other two steps must be followed).

To normalise the act of help seeking and allow the class to see it in action, have students work with a partner and **role-play** (refer to page 63) one of the scenarios generated in the brainstorm or alternatively use the scenarios about Charlotte, William, Priya and Wade on page 2 of the student workbook. Explain that students are to take turns in being the person seeking help and the person (eg an adult, then a friend) who is being asked for help. Remind students to use the three steps in their role-play. Give students time to prepare and practise their role-plays. Process the activity using the following questions.

Ask

- *Did using the three steps in your role-play make it easier to share the problem that your character was facing? Why?*
- *Did hearing how the character was feeling about their problem and what they wanted you to do, make it easier to offer advice? Why?*
- *What other skills or strengths would be needed by a person asking for help?* (eg clear and assertive communication, empathy, ability to recognise own emotions, self-calming techniques, problem-solving, courage).
- *What skills and strengths would be needed by a person being asked for help?* (eg empathy, compassion, loyalty, active listening, open questioning techniques, ability to recognise others' emotions).

Invite two or three pairs to perform their role-play. Discuss the advice given to the help-seekers and have students decide if it would be appropriate for each of the situations. Have a group of students role-play each scenario and incorporate the advice.

2. Send a copy of the Family information sheet – *Helping your teenager ask for help* home with each student to share with their family.

FAMILY INFORMATION SHEET



Helping your teenager ask for help

Many teenagers believe they should be able to sort out their problems on their own. However, they are often too embarrassed to talk to friends and family, 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 children and let them know that no matter what the problem is you will listen without judgement and help them to work out 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 so here are some tips.

Where else can you go for advice?



<https://au.reachout.com/>

Reachout is about helping young people to help themselves

<https://www.youthbeyondblue.com/>

Beyondblue is a national depression initiative for young people

www.kidshelp.com.au

Kids Helpline is a 24 hour helpline that can be called on 1800 55 1800

www.headspace.org.au

Headspace and Yarn Space

<https://www.blackdoginstitute.org.au>

Blackdog Institute

Lifeline 131 114

Kids Helpline 1800 551 800

- **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 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 both of you talk about the issue – but don't try too hard or you might push them away.
- **Let your child know that it is okay to need help** and that accepting help is a positive life skill. Give your child an example of when you benefitted from seeking advice or help.
- **Tell them you are concerned about them.** Knowing that you care and are willingly to listen will keep the lines of communication open and encourage your teenager to talk to you when they have a problem.
- **Ask if they have thought about getting help.** If your child has resisted getting help, ask them why.
- **Brainstorm the different people they could go to for help.**
- **Offer your child the opportunity to talk with a professional** such as a counsellor or psychologist outside of school hours. Sometimes students are reluctant to be seen talking to the school counsellor in case they are thought of as different or their private business is shared. Have a list of support services available in your area. You may need to gently prompt them a few times before they are ready to take this step in getting help. Offer to go with them to their appointments and explain what will happen with the counsellor or health professional.
- **It's important to let your child's school know that your child is working through a difficult time** so that they can provide support and encouragement, and also understand why there have been changes in your child's behaviour, attendance or school work. Check to see if your teenager is okay with you letting the school know there is a problem. If you are worried about sharing information with your child's school, ask the school how the information will be used and who it will be shared with.

Encouraging your children to seek help will give them emotional support to develop coping skills and build resilience.



TOPIC 2

Personal strengths and wellbeing

Activity 1 Strengths analysis



Learning intention

- Students consider their own strengths and qualities
- Students analyse strengths and qualities in others
- Students explore the relationship between personal strengths and wellbeing

Equipment

In Gear student workbook – *Strength – it's not always about being strong* – page 3

Family information sheet – *Strength – it's not always about being strong* – photocopy one per student

Family information sheet – *Building your teen's character strengths* – photocopy one per student

Activities

1. Use a **think-pair-share** (refer to page 64) to have students discuss the statement – *Strength is not always about being strong*. Invite students to share their comments with the class. Ensure that students identify that strengths can be a belief, value, a talent or skill, and that these form our character which helps give us direction and a sense of purpose. Explain that research tells us that people are generally at their happiest when they are using their strengths.

Talk about the strengths listed on page 3 of the student workbook. Make students aware that these strengths are more about personality, manners and values rather than academic, sport and physical strengths (ie ability strengths). Have students write other character strengths on their workbook page in the blank boxes.
2. Place students with a partner. Explain that students are to conduct a 'strengths analysis'. They are to choose three strengths that they recognise in their partner and explain when they have seen these strengths 'in action'. (If a student struggles to recognise strengths in their partner suggest that they refer to those shown on page 3 of the student workbook as a prompt. Students can also ask their partner questions to find out more about them). Allow time for students to think, write their lists, and then share with their partner.
3. Have students complete the 'strengths analysis' and reflection question on page 3 of the student workbook.

Ask

- Were any of the strengths identified by your partner a surprise to you? Why?
 - What questions did your partner ask you to help identify your strengths?
 - Have you ever asked yourself those questions? Why?
 - Why might we not recognise strengths in ourselves?
 - What are some strategies you can use to remind yourself regularly of your own strengths and qualities?
 - How do you feel when you use your strengths? (Explain that knowing our strengths and using these can make us feel happier in our life).
4. Have students complete the strengths diary on page 3 in the student workbook over the period of a week.
 5. Send home a copy of the Family information sheets – *Strength – it's not always about being strong* and *Building your teen's character strengths* with each student to share with their family.

FAMILY INFORMATION SHEET



Strength – it's not always about being strong



Talk with your child about the strengths you have used that have helped you in different situations in your life.

Strengths are the values, beliefs, talents or skills that form who we are – our character.

When the spotlight shifts onto your children's positive strengths and personal qualities, they feel better about themselves, are happier and are more likely to thrive.

Building on your child's strengths is important if they are to have a sense of purpose and direction in their life, feel encouraged and motivated. They are also more likely to take on new challenges and learn new skills.

Building these **six core strengths** in your children can provide a strong foundation for their future health, happiness and productivity.

1. Making relationships

This strength is the cornerstone of all the others. Having healthy connections allows your child to love, to become a good friend, and to have a positive model for future relationships. A child who has difficulty with this strength can have a hard time making friends and trusting adults and may socially withdraw.

2. Containing impulses (or regulating emotions)

This strength is about being able to notice and control feelings such as frustration, anger and fear. Developing this strength is a lifelong process. It is an important strength to be learned so we can put a moment between an impulse and an action. When a child doesn't build their capacity to self-regulate they may have problems sustaining friendships, and in learning and controlling their behaviour.

3. Being part of a group

This is the capacity to join others and contribute to a group, and springs from our ability to form connections. A child who is afraid or unable to connect, may be excluded and feel socially isolated.

4. Being aware of others

The ability to recognise the needs, interests, strengths and values of others, and the ability to see beyond themselves, is an essential element of human communication. A child who has the capacity to understand and accept how others are different is able to value what makes each of us special and unique.

5. Tolerance – accept differences

This strength is the capacity to understand and accept how others are different from you. Children who struggle with this strength can create an atmosphere of exclusion and intimidation for those people and groups they fear. They may be more likely to lash out at others, tease, bully and at times act out their intolerance in violent ways.

6. Respect – finding value in differences

This strength is about appreciating the worth in yourself and others. Respect grows from the foundation of the other five strengths. An aware, tolerant child with good connections, attachment and self-regulation strengths acquires respect naturally. A child who can't respect others is often incapable of self-respect. Children who respect diversity in others often find the world to be a more interesting and safer place.

Which of these strengths does your child demonstrate regularly? Which strengths can you help them to develop?

- ☐ Is able to work independently.
- ☐ Is interested in doing well.
- ☐ Understands and sets goals.
- ☐ Is eager to learn new things.
- ☐ Asks for help when needed.
- ☐ Gets along well with others.
- ☐ Is able to organise their thoughts.
- ☐ Predicts problems and tries to solve them.
- ☐ Admits disappointments and mistakes and is able to move on.
- ☐ Has passions and hobbies.
- ☐ Can plan ahead.
- ☐ Makes good choices.
- ☐ Negotiates.
- ☐ Accepts personal responsibility for actions (good and bad).
- ☐ Follows rules and routines well.
- ☐ Is able to make friends and keep them.
- ☐ Has a good sense of humour.
- ☐ Is truthful and honest.
- ☐ Has positive relationships with adults.
- ☐ Likes to help others.
- ☐ Reacts appropriately when frustrated or angry.
- ☐ Is able to express their emotions and recognise others' emotions.

Adapted from http://www.lfcc.on.ca/Perry_Six_Core_Strengths.pdf viewed 22 April 2015



Building your teen's character strengths

Character strengths such as self-regulation, perseverance and love of learning are not only the foundations of positive development, but are related to school success, life satisfaction and wellbeing.

You can play a key role in building your teenager's character strengths. Here are a couple of tips.

thankful
modesty
perseverance
good friend
courageous
forgiveness
leadership
fair
humour
optimistic
self-disciplined
honesty
open-minded
curious
kind
empathy
creative

Give meaningful and specific praise

When your child does something noteworthy, let them know by using comments that target the particular character strength shown.

You showed great leadership today when you encouraged your team to do their best even when they were down by 20 points.

I'm really proud of the way you supported your friend when they were being bullied by those other kids.

Telling me about your friends damaging the train seats took a lot of courage. I appreciate you being honest with me. It was a brave thing to do.

Help your teenager to recognise at least three of their character strengths

Sometimes teenagers can become focused more on what they can't do than what they can do. Tell your child the strengths that you know they have (be honest) and how these strengths make them the wonderful person they are. Ask your child if there is a strength that they would like to have and work out a plan together to help them start practising this strength more often. Encourage your child to recognise at least three strengths of their own.

Help your teenager recognise character strengths in others

Not only is it important that your child becomes aware of their own character strengths but they also need to recognise and acknowledge strengths in others. Try reading books or watching movies where strengths are used by the characters. Have conversations and ask questions to develop your child's awareness of the strengths shown by fictional and real-life characters. For example: *What strengths did the characters show? How did the characters use their strengths to overcome challenges and obstacles? How was this character like you? How was this character not like you? Would you like to be more like this character? Why?*

Activity 2 Leadership strength



Learning intention

- Students recognise leadership traits and skills
- Students assess their leadership skills

Equipment

In Gear student workbook – *Rate your leadership skills* – pages 4 and 5

Family information sheet – *Raising a leader* – photocopy one per student

Access to the internet

Teaching tip

Look for many opportunities around the class and school for students to practise leadership skills such as: organising buddy class activities; having faction or class leaders; forming class or school committees such as Laugh It Up, IT, Assembly, Clean up Fundraising, and Health and safety.

Activities

1. Students form small groups and share a story about an influential leader they have encountered such as a sports captain or coach, music tutor or teacher. If students do not have stories to share, encourage them to name an inspirational public figure and explain what makes that person a good leader, or tell the class of a person that you see as a leader.
2. In groups, have students **brainstorm** (refer to page 59) the traits of a successful leader (eg skills and attitudes). Listen to each group's ideas and compile a list on the board. If not identified by the class, include: honesty, respect for others and their opinions, highly competent in communicating, courage and confidence. Conduct a vote to determine the traits that students believe are most required to be a successful leader.

Ask

- *Sometimes people say, 'He or she is a born leader.' Do you think you have to be born with the characteristics that contribute to a person being a good leader or do you think you can learn and practise these skills?* (There are certain characteristics found in some people that seem to naturally put them in a position where they're looked up to as a leader. However, research shows that once you are given the role of leader, other people respond to you differently and you become more confident and actually behave more like a leader. This would suggest leadership skills can also be developed and strengthened with practise).
- *What are some things we see and hear in poor leaders?* (eg they don't listen or communicate well, they are negative, they don't encourage people, they don't recognise and use the strengths of others to achieve a goal, they are worried about popularity not their values or what is best for the majority, they are disorganised).

- *What kind of leadership roles are there for students in our school?*
- *What other leadership roles would you like to see in our school? Why?*
- *Should leadership roles only be for older students in our school? Why?*
- *Does everyone want to be a leader? Why?*
- *Should everyone be given a leadership role? Why?*

3. Explain that leadership skills are also social skills that can help students to develop a sense of wellbeing and have positive and respectful relationships with friends, family and others. Have students self-assess their skills by completing *Rate your leadership skills* on page 4 of the student workbook on their own. Share and discuss their results in a small group. Remind the class to not query other students' self-assessments.

Suggest that with practice, students can develop the leadership skills that they rated low. Ask students to choose one of these skills and decide how they will practice the skill and write this in the student workbook. For example, for the skill 'Finds the best in others' the student might decide that they will always think or say at least two positive things about the person before they say or think anything negative about the person.

4. Have students use the internet to find a quote that best represents what leadership means to them. For example: "The task of the leader is to get his people from where they are to where they have not been" (Henry Kissinger). Students can present to the class either an explanation of why they chose the quote or write a short interpretation of the quote.
5. Send a copy of the Family information sheet – *Raising a leader* home with each student to share with their family.



Raising a leader

Have you ever been so concerned about your teenager's behaviour that you've used the age old question: "So, if your friends jumped off a bridge, would you do it too?"

Watching your teenager blindly following their friends or peers into troublesome situations such as riding a bike without a helmet or vandalising a bus seat or 'playing chicken' with cars can be concerning for a parent.

We know that teens want to fit in and be accepted as part of the crowd. It takes a teenager, with an exceptionally strong personality and confidence in their individual ideas and values, to stand up for what they believe and avoid succumbing to a friend or peer group's influence.

What can you do?

Leadership is a learned behaviour and is developed through experience. If you nurture self-esteem and confidence while providing opportunities to lead in social situations, your teenager will develop invaluable life skills, learn to believe in their own abilities, and may be less likely to be a follower.

There are many leadership roles in the home, in the school and the community that your teenager can take on such as coaching a younger sporting team or being the editor of the student newsletter. Some of these leadership roles will require specific strengths but there are some qualities that your teenager will need if they want to be a leader in any situation.

1. Honesty
2. Respect for others and their opinions
3. Good communication skills
4. Able to make responsible decisions
5. Courage
6. Confidence

**BUILD YOUR
TEENAGER'S
LEADERSHIP
QUALITIES**

Watch movies that tell stories about teen or young adult heroism through intelligence, creativity and courage.

Delegate responsibilities at home where your teenager can practise and talk about their leadership skills.

Encourage hobbies and sports where your teenager can feel proud of their accomplishments and can start to coach or teach others.

Show pride in your teenager's accomplishments. Let them know what qualities you observed and admired.

Praise your teenager often and when it is deserved. Praise that is unsubstantiated can make your teenager not believe you when you actually point out the true things that they have achieved and should be proud of.

Recognise your teenager's strengths rather than their challenges. Help your teenager to acknowledge what they are good at and build on those strengths.

Find opportunities where you can give your teenager freedom with responsibility.



TOPIC 3

Refusal skills and managing influences

Activity 1 Pressure tactics



Learning intention

- Students explore a range of ways to assert their own wants and choices and use refusal skills

Equipment

A4 paper – one sheet per group

In Gear student workbook – *Pressure tactics* – page 6

In Gear student workbook – *The art of saying 'no'* – page 7

Teaching tip

Remind students of the 'no name' rule when completing this activity.

Activities

- Have groups draw a **T chart** (refer to page 64) on the A4 paper then list the positive and negative consequences of being in a friendship group. Listen to some of the groups' responses.

Explain that a consequence of friendship groups can be that young people often feel pressured or influenced by their friends to behave in a positive, safe and healthy way or in a negative, unsafe and unhealthy way. Therefore, it is useful for students to think up ways to assert their own choices that are suitable for use with friends or peers around their own age. Have groups **brainstorm** (refer to page 59) some of the ways that friends can put pressure on them (eg name calling, derogative statements, non-verbal behaviours such as laughing and rolling their eyes, ostracising) and write these in the blank squares on *Pressure tactics* page 6 of the student workbook.

- Explain that it can be useful for students to feel confident and know how to handle different pressure tactics, as in the moment it can be hard to handle a situation and they may act in a way that goes against their values and decisions. Ask students to tell a partner some different ways they have refused or declined a pressure tactic from a friend (eg use humour, change the topic, make an excuse, ignore the invitation, assertion, reason with them, start an argument, give a straight refusal and say 'no'). Listen to some of these as a whole group. Discuss what difference the choice of tactics can make in different situations. For example, when a student is asked to do something unsafe, it may be easier to walk away from the situation, or when a student is asked to say something nasty to another person, it may be easier to ignore the invitation.
- Ask students to choose two pressure tactic statements and write a refusal statement on page 6 of the student workbook for each.

- Read *The art of saying 'no'* on page 7 of the student workbook and clarify how a refusal statement should clearly tell the other person that the decision has been made and leave no opening for further pressure. Point out that where possible, and after saying 'no', walking away is the quickest way to get out of a situation.

Divide the class into groups of four or five and allocate each group one of the scenarios from *The art of saying 'no'* on page 7 of the student workbook. Explain that groups are to **role-play** (refer to page 63) the scenario. The character in each scenario who is being pressured should use some of the tactics previously identified. Use the following questions to process each role-play.

Ask

- How did the person apply pressure?
- What tactics did the others use to handle this?
- Did the tactics work in this situation?
- Were the tactics something you would feel comfortable to have in your repertoire?
- How can you become more confident to use these tactics in real life? (Like any skill it requires practice).

Have some of the groups perform their role-play. Encourage the class to look for alternative ways to handle the situation and discuss these. Play the scene again to see if the alternatives are successful.

Activity 2 Responding assertively



Learning intention

- Students examine different responses or approaches people use when being provoked or persuaded
- Students identify elements of assertive communication
- Students practise responding assertively to pressure from others

Equipment

In Gear student workbook – *The art of saying 'no'* – page 7

In Gear student workbook – *It's what you say and how you say it* – page 8

Teaching tip

Have students who are the stronger actors take the roles that require them to demonstrate responding assertively and declining an offer.

Activities

1. Have students explore 'assertive communication' using a **Y chart** (refer to page 66). Write the following headings on the Y chart – looks like, sounds like, feels like, and have students generate ideas for each section. Remind students that it is not just what we say but how we say it, so to also consider non-verbal communication. Discuss the ideas generated and then have students read *It's what you say and how you say it* on page 8 of the student workbook. Use the following questions to further the discussion on assertive communication.

Ask

- *How easy would it be for you to talk assertively to your friends if you felt they were trying to influence you to do something that was potentially unsafe?*
- *Is it easier to say something, do something or just walk away? Why?* (Young people need a quick repertoire of replies to help them get out of uncomfortable situations. Excuses can often provide young people with 'face saving' lines).
- *Is telling the truth the best way to deal with some situations?* (Sometimes telling the truth does not provide a reason that young people feel comfortable with. Because they can't think of anything else to say they may be persuaded to do things they don't want to do).

- *Why might alcohol or other drugs make it harder for you to handle a situation?* (eg the person who has taken the alcohol or drugs may be affected in some way that they are unable to make reasonable choices and decisions, and they may have negative emotions such as anger, anxiety, worry).
- *How comfortable do you feel to use assertive communication with someone older than you or a family member?*

Explain that like any skill, the more you practice the better you can become. Often some of the skills that can be used in tricky or difficult situations aren't ones that we use that often, so it's important to practise them and carry them through life in our 'backpack of strategies'.

2. Allocate a scenario from *The art of saying 'no'* on page 7 of the student workbook to each group of three or four students. Explain that groups are to consider their scenario and develop a **role-play** (refer to page 63) that demonstrates the character responding assertively and using a refusal strategy to handle the pressure being applied. Remind students that the strategy should be one they would feel confident to use if faced with a similar situation in real life.
3. When groups have practised their role-play, select a group to perform in front of the class. Have the class decide if the main character managed the situation using assertive communication and if the refusal strategy was successful ie the situation was stopped.
4. Have students complete the activity on page 8 of the student workbook by writing their own definition of assertive communication and then two statements that demonstrate assertive communication and a refusal to act unsafely. For example: Refusal: *No I don't want to do that.* Assertive communication: *I know that you think it is okay to not wear a helmet when you skate and that's your choice, but I don't want to end up in a wheelchair for the rest of my life.*

TOPIC 4

Decision making

Activity 1 Options and decisions



Learning intention

- Students discuss the influences that may impact on their decision-making
- Students use a model to identify the steps of decision making
- Students understand that choices can have positive and negative outcomes
- Students understand how a person's emotions and thoughts can impact on their decisions and behaviour
- Students practise making decisions for a range of situations

Equipment

In Gear student workbook – *Influencing my decisions* – page 9

In Gear student workbook – *Stop. Think. Decide* – page 10

In Gear student workbook – *The art of saying no* – page 7 (optional)

Activities

1. Have students identify the people and other things that have some influence on their decisions and write these on page 9 *Influencing my decisions* in the student workbook. Listen to some of the ideas generated by students.
2. Discuss how other people can influence students' decisions and behaviour. (For example, if a student's parents have the expectation that their child will not try to drive a car until they have their L plates, will this influence their child's decision? If the peer group the student is part of always wear bike helmets, will that influence their decision to wear one?)

Have students write the names of five people they spend time with in their personal life and at school on page 9 of the student workbook. Now ask students to decide if these people have a negative or positive influence on their decisions and behaviour, and to transfer the names of those who influence them positively into the 'positive circle of influence'.

Have students consider each of the situations on page 9 of the student workbook and tick the people or other things that would influence their decision. Then ask students to circle the positive influences (ie those that would help you to make a healthy, safe or responsible decision). With a partner, have students share their responses and say how the person or situation would have a positive influence.

3. Introduce the **decision-making model** (refer to page 60) and explain the four steps. Remind students it's important to 'stop-think-decide' before acting. Use the information on page 10 of the student workbook to explain this process. Point out that decision-making must consider possible positive and negative consequences and the weighing up of their potential impact on themselves and others.
4. Have students list some problems or situations that students their age often have to deal with such as becoming ostracised from a friendship group or being asked to do something risky or dangerous. Alternatively students can use the scenarios on page 7 of the student workbook. Have groups work through the 'stop-think-decide model' on page 10 of the student workbook to identify the options and the possible negative and positive consequences of each option. Also have groups discuss the possible personal risk associated with the consequences.

1.	What is the problem?
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2.	What are all of your options?
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3.	What are the negative and positive consequences of each option?
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4.	What's your decision?
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Listen to the problem or situation each group discussed and the options, consequences and decisions made. Encourage the class to comment on these and suggest other alternatives not identified by the group.