

# CHALLENGES AND CHOICES

TEACHER RESOURCE

# 9

# ROAD

A Resilience  
Approach to  
**Road Safety  
Education**

**SDERA**  
EDUCATING FOR SMARTER CHOICES

**TITLE: Challenges and Choices: A Resilience Approach to Road Safety Education Year 9 Teacher Resource**

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**Author**

Anne Miller, Resource Development, SDERA

**Design & Production**

Fuse Design and Communication

**Illustrations**

Murray Smoker  
Terry Allen

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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.

School Drug Education & Road Aware  
Statewide Services Centre  
33 Giles Avenue  
PADBURY WA 6025

**P:** 08 9402 6415  
**F:** 08 9402 6399  
**E:** sdera.co@education.wa.edu.au  
**W:** www.sdera.wa.edu.au

# 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

### Responding to challenging or unsafe situations

#### Activity 1 Being assertive



##### Learning intention

- Students understand the difference between aggressive and assertive communication
- Students practise responding assertively in pressure situations

##### Equipment

*In Gear* student workbook – *Keep calm, be assertive* – page 1 and 2

##### Teaching tip

Split the class into two groups and run two *circle talks* if the room is too small for one large *circle talk*.

##### Activities

1. Have the class decide if the following statements use an assertive or aggressive style of communication.

##### Statements

- I don't care what you want. You've been drinking and I'm not going to get in your car. (*Aggressive*)
- I know that you want to give me a lift home but I'm going to ring my parents. They would ground me if they knew I took a lift from someone who had been drinking. (*Assertive*)
- Everyone else is doing it, what's wrong with you. (*Aggressive*)
- It might be fun but I can make my own decisions. (*Assertive*)

Explain that being able to speak assertively can help us to maintain and contribute to our health, wellbeing and safety. However, it can be difficult to identify truly assertive behaviour as there is a fine line between assertiveness and aggression. Read *Keep calm, be assertive* on page 1 of the student workbook to further discuss assertiveness and some techniques that students can use when faced with a possible conflict or challenging situation.

##### Ask

- *When a person acts assertively, what do they need to know?* (eg what they want, facts to support their argument).
- *What do you need to do to be ready to act assertively and handle pressure situations?* (eg anticipate the other person's responses to them, prepare and use good questions to challenge the other person's argument, be prepared to say 'no', be prepared to hear new facts but not be easily persuaded from your original position).
- *What would an assertive person sound and look like?* (eg express their own thoughts, feelings and needs clearly; state their intended action and why; straight posture; good eye contact).

- *When you act assertively how would you feel?* (Students who are experienced in acting assertively may feel calm, strong and confident to stand up for their own rights. Students who have not practised this skill may feel worried, scared, unsure, uncomfortable, and be easily persuaded and give in).

2. Explain that being able to respond assertively requires an understanding of the key elements of assertive communication and practising the skills to competently manage difficult situations. Place students in groups. Explain that each group is to rehearse a **role-play** (refer to page 71) for one of the following scenarios.

##### Scenarios

- You walk to a friend's house to watch a movie. Your friend's parents are not at home. At the end of the movie your friend, who is on his L plates, suggests driving to pick-up some take-away food. You say 'no' and your friend calls you a loser.
- You're a P plate driver and have borrowed your parent's car to drive some friends to watch a group doing burnouts on a quiet suburban street. One of your friends suggests that you can do better and urges you to have a go so he can post the video on a social media site.
- Your parents can't drive you to a friend's party so you decide to ride your bike. When you get to the party, some of your friends are out the front and start making fun of you, especially as you are wearing a helmet.
- A couple of your friends are into tagging. They have asked you to go with them to the local railway station to tag some of the trains. You refuse and they start calling you names.
- You and your friend agreed to leave the party early to get a good night's sleep before tomorrow's exam but now he wants to stay longer.

Have each group perform their role-play to the class. After watching, have the audience decide if the character handled the situation assertively. If the class decide that assertive communication was not used effectively, brainstorm some statements and actions that could be used and have the group perform their role-play again.

As an alternative to role-playing the scenarios, have groups discuss their scenario and generate assertive statements and actions.

3. Have students complete the questions on page 2 of the student workbook and share their answers with a partner.

## Activity 2 Crucial conversations



### Learning intention

- Students practise crucial conversations in a range of difficult situations

### Equipment

In Gear student workbook – *Crucial conversations – easy as ABC* – page 3

Family information sheet – *Crucial conversations* – photocopy one per student

### Activities

1. Explain that when a person is faced with a stressful situation or relationship challenge, it is important for the person to control their emotions and speak assertively to tell the other person how they are feeling, why they are feeling this way and what they want to happen. This is called a 'crucial conversation'. However, some people tend to avoid having a crucial conversation because they are not prepared or do not have the skills to speak assertively.

Write the following ABC steps on the board. Explain to the class that this pattern can be used to create a crucial conversation:

- A. I feel... (*describe your emotions*)
- B. When... (*say what happened to make you feel this way*)
- C. So... (*request what you would like to happen in the future*)

Explain that the pattern of a crucial conversation can be altered (eg B: When, A: feel, C: So) but it always requires the person to speak assertively.

2. Read the following scenario to the class then in pairs, have students write statements that Sophie could say to her friend using the ABC steps.

#### Scenario

- Sophie is at a party with her best friend Jemma who has had a few drinks. Jemma keeps on daring Sophie to scull a glass of vodka so everyone will think she is cool. Sophie is feeling really embarrassed and doesn't want to drink the vodka in front of the other party goers.
2. Have each pair **role-play** (refer to page 71) the scenario using the statements they identified. Process the role-plays with the following questions.

### Ask

- *Did using the ABC steps help you to manage the situation?*
  - *How did you feel when you responded assertively?*
  - *When your partner spoke assertively, how did you feel?*
  - *What would you do if after having a crucial conversation, the person's behaviour did not change?* (eg talk to another person for advice; have another crucial conversation; consider if the relationship was respectful and if not, make a decision about continuing the relationship. Explain that sometimes a relationship, which is not respectful, should be reconsidered if it is affecting a person's health and safety).
3. Explain to students the importance of rehearsing responses to use when faced with challenging situations in their life. Give students further time to practise creating a crucial conversation using the ABC steps for the following scenarios.

#### Scenarios

- Your friend has posted an embarrassing photo of you on their social media page that everyone at school has seen.
  - Your friend is often rude to other train passengers and this embarrasses you.
  - You feel annoyed with your friend because she often asks to borrow your homework.
  - Your friend is often loud and aggressive towards other students on the school bus. This makes you feel angry and you don't understand why he behaves this way.
  - Your friend often makes fun of a younger student at school. You don't join in and think her behaviour is bullying.
  - You feel annoyed with your friend because he often asks you to go skateboarding late at night on the roads in the neighbourhood. You think it is dangerous and don't like doing it.
4. Have students read *Crucial conversations-easy as ABC* on page 3 of the student workbook and complete the activity. Remind students to not disclose others' names when describing the situation.
  5. Send home a copy of the Family information sheet – *Crucial conversations* with each student to share with their family.



## Crucial conversations

Did you know that young people say one of their biggest daily challenges is conflicts with peers? Did you also know that a survey of hundreds of children found that problem-solving is a skill both bullies and frequently targeted children lack?

Arguments are a big part of why children can't get along and conflict is also a part of life. One of the most essential skills you can teach your children is how to handle problems that crop up with their friends and peers.

The key point is that not only must your children learn how to solve problems but to do so in a calm and confident way. A win-win is the best way to reduce arguments and restore friendships and relationships. The more children learn about resolving conflicts peacefully, the greater the likelihood they'll develop into self-sufficient and resourceful individuals who are able to deal with any issue on their own.

To manage a conflict situation your children will also need to know how to be assertive which requires being honest about their rights, wants and needs while still considering the rights, wants and needs of others. It is a healthy and respectful way of communicating.

Talk about these techniques with your children. They can help them to communicate clearly and effectively, prevent situations from escalating, and diffuse conflicts.



**1**  
The first step is to stop, take a deep breath and let all the air out!

**2**  
Think something positive – I can do this. I can deal with this. I can get help if I need it.

**3**  
Value yourself and your rights. Understand that your rights, thoughts, feelings, needs and desires are just as important as the other person's, but they are not more important than anyone else's either. Believe you deserve to be treated with respect and dignity at all times.

**4**  
Identify your needs and wants, and ask for your needs to be satisfied. Don't wait for the other person to work out what you need and want – you might be waiting forever. Make sure that you get your needs met without sacrificing the other person's needs in the process.

**5**  
Receive feedback and compliments positively. Listen to what the other person has to say. Accept compliments graciously and accept feedback positively. If you don't agree with the feedback, or see it as criticism, try not to be defensive or angry.

**6**  
Acknowledge that people are responsible for their own behaviour. Don't make the mistake of accepting responsibility for how people react to your assertive statements. You can only control yourself. As long as you are considerate of the other person's needs, you have the right to say or do what you want.

**7**  
Express negative thoughts and feelings in a healthy and positive manner. It's okay to be angry, but always be respectful. Stand up for yourself and confront people who challenge you and/or your rights. Think before you speak and then say what's on your mind but do it in a way that protects the other person's feelings.

**8**  
Learn to say 'no' when you need to. Know that you can't do everything or please everyone and learn to be okay with that.

**9**  
Learn to use 'I' in your assertive responses. Statements that start with 'I' sound strong. They also tell the other person that you know what you want. Say things like – "I want..." "I need..." "I feel strongly about..." in a clear, calm and confident voice.

**10**  
Walking away from the situation is okay. This will give you and the other person some time to calm down and think about the situation. But remember, you will need to go back and sort things out if you want to maintain your friendship or relationship.

## TOPIC 2

### Making decisions

#### Activity 1 Decision making



##### Learning intention

- Students understand that there are a range of positive and negative consequences when making decisions
- Students practise making decisions using a model

##### Equipment

Paper bag numbered 1 with a banana and a condom inside

Paper bag numbered 2 with a water filled soft drink bottle inside

Paper bag numbered 3 with an onion inside

Paper bag numbered 4 with a \$5 dollar note or a piece of paper the same size inside

Small card or piece of paper – one per student

*In Gear* student workbook – *Three C's of decision making* – page 4

##### Activities

1. Staple the top of each paper bag so the contents cannot be seen. Place the four bags in a line with the numbers facing the class. Ask for three volunteers and tell the rest of the class to try and influence the volunteers to choose a particular numbered bag. Have the volunteers make their decision and explain why they chose their bag. For example: *"Two is my favourite number"* or *"Number three was the bag closest to me"* or *"They (the class) told me to pick it"*.
2. Ask the volunteers to pick up their bag and try to find out what is inside (without looking). Explain they may swap their bag with another volunteer or for a bag that was not selected. If a volunteer decides to swap, ask them why. Ask for a fourth volunteer to take the last bag.

Have the volunteers take out the contents of their bag.

Explain the implications of making decisions without information, such as:

- Bag 1 looked interesting because of the banana shape inside. People often choose Bag 1 because they are curious. The positive consequence of their choice is they have a healthy snack. But there was also the potential for embarrassment from this choice just as decisions made without information can bring.
- Bag 2 appeared to contain a soft drink. Sometimes we can be fooled by misinformation and the consequence of our decision is disappointment.
- Bag 3 felt like it had an apple in it but sometimes we make a decision too quickly and overlook vital pieces of information that are essential to making the best decision.

- Bag 4 was unknown. It may have sounded like it contained money but there was no way to tell. So choosing that bag was taking a risk and in this case the risk was in a safe environment, but some decisions made knowing there is a risk, may have negative consequences.

##### Ask

- *What is important when you need to make a decision?* (eg reliable and accurate information; time; understanding of the consequences, risks and possible danger; someone to ask for advice).
  - *Ask each volunteer. How did it feel when the class was pressuring you to choose a particular bag?*
  - *What else can influence or affect your decision-making?* (eg family expectations, 'gut' feeling, friends, luck, media, religion, culture, alcohol and other drugs, time constraints).
3. Explain that teenagers, as they become more independent, will face situations and make decisions on their own. Some of these decisions may affect their life now and into the future. Give each student a small card or piece of paper. Ask each student to write a tricky or difficult situation where a young person may need to make a decision that could have safety consequences (eg driving with a P plate driver who often speeds, being asked to get in a car that is already overcrowded, being offered a lift by an intoxicated driver). Collect the cards in a container and choose three to write on the board.

Read the information on the *Three C's of decision making* on page 4 of the student workbook. Ask the class to make a decision for one of the scenarios you have written on the board. Ask students to brainstorm the choices and the positive and negative consequence of the choices. Determine the final decision as a class.

##### Ask

- *Would certain consequences warn you straight away to choose something else? If so, what are they?* (eg risk to own or other's health and safety, a risk of arrest and jail, a risk of losing your integrity or being embarrassed).
  - *What negative consequences relate to a person's feelings or values?* (eg guilt about choosing against your values; feeling bad about doing something that your parents, friends or culture would disapprove of; feeling used or exploited).
  - *When facing a tough challenge how could you find other choices?* (eg talk to someone you trust who can help such as a parent, teacher, friend, school counsellor).
  - *How can you explore all the possible consequences of a choice?* (eg talk to someone else, access reliable and credible websites if the decision involves alcohol and other drugs).
  - *Would you use this process to help you with a major decision you are facing at the moment? Why?*
4. Have students choose one of the other situations (or their own) and complete the decision-making activity at the bottom of page 4.

## Activity 2

### Practise making decisions



#### Learning intention

- Students practise making decisions in challenging situations

#### Equipment

In Gear student workbook – *Tough decisions* – page 5

Family information sheet – *Raising good decision makers* – photocopy one per student

#### Teaching tip

Suggest that students generate scenarios that are based on real-life experiences. Remind the class of the 'no name' rule.

#### Activities

1. Explain to students that to make an important decision there are a range of processes that a person can use including the *5 Why's technique*. Read the explanation on *Tough decisions* page 5 of the student workbook. Point out how each question leads to the next and finally, through consideration of the previous answers, a decision can be made.
2. In groups, have students select one of the scenarios on *Tough decisions* page 5 of the student workbook and use the decision-making steps from *Topic 2 - Making decisions Activity 1* page 18 and the *5 Why's technique* on page 5 of the student workbook to decide what the character should do. Remind the class that getting as much information as possible can contribute to making better choices and that in each scenario, the decision should consider the health and safety of those involved.
3. Have each group report back to the class by reading their scenario, describing the problem, listing the choices the character had, and the decision that was made. Use the following questions to process the activity.

#### Ask

- *Was it easier to make a decision using the 5 Why's technique?*
- *Did using both the 5 Why's technique and the decision-making steps help you to make a decision?*
- *What else can you do to make decision-making easier?* (eg have information at hand, talk to others who may have experienced similar problems or are just good listeners, write the problem down and think about it for a while).
- *In the past have you made a decision that affected others? What happened?* (Remind students of the 'no name' rule).
- *There will be times when you make a decision that might not be the right one. What do you do when that happens?* (eg evaluate your decision, learn from your mistakes, pick yourself up and keep going, tell yourself you tried, talk to someone about it).

- *What else can you do to become a good decision maker?* (eg have a set of skills such as problem-predicting, problem-solving, able to look at the situation from both sides).
  - *When you make a decision what do you do to stand by it?* (eg have the skills to resist pressure from friends or peers, know your values and goals, speak assertively, use refusal or coping strategies, rehearse assertive responses).
4. Send home a copy of the Family information sheet – *Raising good decision makers* with each student to share with their family.



## Raising good decision makers

The decisions that your children make as they approach adulthood may dictate the people they become and the life paths they choose.

Good decision-making is a complex process that takes years to master and needs to start when children are young. Children are notorious for making snap judgements and acting on them without thinking. So the first step is to teach them to stop before they leap. With a few seconds of hesitation and some practice, your children can prevent a lot of bad decisions from being made.

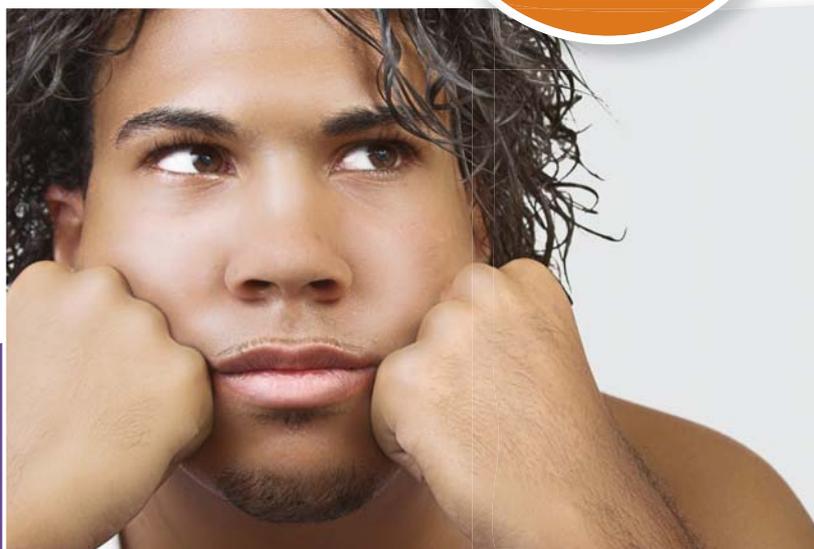
Children can become good at making bad decisions if they are never held accountable for making poor decisions. Bailing them out of trouble caused by bad decisions doesn't help children. It tells them that they aren't responsible for their decisions and they can continue to do silly things without fear of consequence.

The long-term personal, social and professional implications of children growing up as poor decision makers are profound and negative.

*Working out how to make good choices in life is a vital skill to teach children of all ages.*

**You can coach your children to make smart choices and be good decision makers by guiding them through the process using this series of questions.**

- Why do you want to do this?
- What are all your options?
- What facts do you know that will help you consider your options?
- What are the consequences of these options?
- Is this behaviour safe?
- How will your decision affect your family, friends or others?
- Is this behaviour fair to others?
- Is this decision smart and in your long-term best interests?



Once your child has made their decision, let them try it out unless it is harmful to themselves or others. Experiencing the consequences of their choices will help your child in their future decision-making.

Regardless of how your child's decision turns out, help them to evaluate how good the decision was and what they have learnt from the situation.

If the outcome of their decision was positive, celebrate and let your child know that you are pleased that they took the time to work through the situation on their own.

**Decision-making, like anything, requires practice.**

## TOPIC 3

### Goal setting

#### Activity 1 Personal goals for health and wellbeing



##### Learning intention

- Students examine goal-setting as an action to take responsibility in relation to their health and wellbeing
- Students practise the process for setting SMART goals to achieve personal priorities

##### Equipment

*In Gear* student workbook – *Kicking goals* – page 6-7

Family information sheet – *Goal setting* – photocopy one per student

##### Activities

1. Place students in small groups to take turns sharing their responses to the following questions.
  - How do you want your life to be in one year from now?
  - How do you want your life to be when you are 18?
  - What would you like to change in your life now?
  - How are you going to achieve some of the things you have identified?

Explain that some people just live in the here and now with the expectation that things will just work out in the future. Sometimes living in the here and now can increase a person's stress levels and lack of motivation. Having a sense of direction and goals for the future can help young people to:

- deal with anxiety and depression
- make new friends
- get more active
- stop or reduce drug use
- get better results in school, work, sport and other activities
- become independent and self-reliant
- avoid health compromising behaviours
- choose healthy relationships
- secure a job and find a career path.

It is also important to set goals to improve character strengths and virtues such as confidence, courage, perseverance, patience, respect and responsibility.

Ask students to identify other character strengths that can contribute to improving someone's life and help them to strive to attain their goals.

Place students with a partner to discuss the following questions.

- *Who is someone you admire and what is the core strength or virtue that you think they follow?*

- *Tell you partner one character strength that you have and how you use this in your life.*
- *What is a character strength that you would like to work on to improve your life? Why?*
- *What are some ways that you can show this strength?*

2. Discuss the SMART theory of goal-setting. Use page 6 of the student workbook to assist you. Use the example to show students the SMART theory in practice.

*I love football and I want to have an AFL career. My goal is to make the WAFL within 2 years of leaving school and be in an AFL team by the time I am 21. I am going to talk to the careers counsellor this term and ask my football coach for constructive feedback after each game.*

- **Specific** – goals that are too vague and general are hard to achieve. Goals that work include specifics such as 'who, where, when, why and what'.
- **Measurable** – including a quantity of 'how much' or 'how many' makes it easy to know when the goal has been reached.
- **Achievable** – goals should be challenging but not impossible.
- **Relevant** – the goal should be relevant to the person and not something they believe others want them to achieve.
- **Timeframe** – deadlines can motivate efforts and prioritise the goal above other distractions.

3. Have students choose a goal they want to achieve by the end of Year 12 such as getting a driver's licence, building a character strength, attaining academic achievement or becoming more competent in music. Start the goal-setting process by completing *Kicking goals* page 7 in the student workbook. Remind students that long-term personal goals need to be SMART and have manageable steps. Have students share their goal with their partner. At the end of each week, have the pair check in with one another about how they are progressing. The students who are working on building character strengths should self-evaluate their progress on enacting their strength and seek feedback from their partner.
4. During the year, have students revisit their goal to monitor progress and identify actions that may need to be included or changed. Reinforce that it is important to set realistic and achievable goals, and that small steps towards achieving a goal should be acknowledged and celebrated.
5. Send a copy of the Family information sheet – *Goal setting* home with each student to share with their family.



## Goal-setting

Do you know that being able to identify and plan the steps needed to work towards achieving a goal is one of the most highly correlated traits of peak performers and successful individuals? But goal-setting isn't just for adults. Studies show that goal-setting can help young people gain a sense of discipline and internal drive to stay motivated and complete tasks. Goal-setting can also help children learn from their failures and increase the likelihood of task completion and the probability of success.

Being able to set and accomplish goals gives your children control over the way they change and grow. This allows them to feel independent, self-reliant and confident about taking care of themselves and contributing to their surroundings in a positive way. Knowing they can take care of the basic tasks that daily life requires will increase their confidence to face unexpected challenges in life.

Here are simple ways to help children understand what goals are, and why using them can enhance their chances of success.

- Be a good listener. Your children will be more willing to include you in their goal-setting process if you show that you are actively listening to them talk.
- A simple goal formula is: *I will + What + When*. Goals usually start with the words 'I will' and have two parts – the 'what' that explains what you want to accomplish and the 'when' which tells when you intend to accomplish it.
- Learning how to set a SMART goal is a little more complex and looks like this:
  - Specific** – What would you like to accomplish?
  - Measurable** – How will you know when your goal has been achieved?
  - Action orientated** – Is your goal realistic?
  - Realistic** – Why is the goal significant to you?
  - Timeframe** – When will you achieve this goal?
- Ask your child questions to help them determine what type of support or resources they might need to achieve their goals.
- Find out if your child has anticipated any potential obstacles and how they can seek a solution.
- Discuss and check if their goal and the steps they have in mind to achieve it are realistic.
- Discuss making a schedule or timeline to go along with the plan to achieve the goal.

- Nothing is more affirming to children than succeeding at goals they have worked hard to achieve. It's the tangible proof your child interprets as, "I really did it!" and a great way to nurture your child's self-confidence.
- While achieving a goal can be its own reward, celebrate them as a family. Celebrate how your child's life is different and better because of their hard work.
- Make it clear to your children that goals are not 'set in stone' and that it's okay to change a goal.
- The more children can think through their goal and identify what they need to do to achieve success, the greater the chance they will succeed.

