

# CHALLENGES AND CHOICES

TEACHER RESOURCE

# 8

# 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 8 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



# **Teaching and Learning Strategies**

# INTRODUCTION

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

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

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

Activity 4 Predicting pedestrian risks

**Learning intention**

- Students analyse a range of traffic-related situations and assess the potential risk
- Students recognise their emotions in situations where peers try to influence their decision

**Equipment**

A4 paper – one sheet per student  
Activity sheet – Risk assessment cards – photocopy one card per group  
Strategy sheet – High risk, low risk – page 76 – photocopy one set of cards  
In Gear student workbook – The art of saying 'no' – page 7

**Activities**

- Place students in groups of four. Distribute a sheet of paper to each student. Explain the **rip and review** strategy (refer to page 62) then have students fold their paper into quarters and write one of the following questions in each quarter of their sheet.
  - What does the word 'risk' mean to you?
  - Is risk-taking always bad? Why?
  - What may put a pedestrian at risk?
  - What can young people do to increase their safety as a pedestrian?Conduct the rip and review then listen to each group's summary of their responses.

**Ask**

- Why might our opinion about risks be different?
- Are the risks you identified for pedestrians easy to address?
- How can we manage risk-taking without negative consequences?

- Brainstorm** (refer to page 59) some of the reasons why young people might take risks as a pedestrian. For example: to show off to their friends, have a 'won't happen to me' attitude, lack of skills and poor judgement, peer group who also take risks, have seen others do it with no resulting consequence, don't know the road rules, in a hurry, have been drinking or using other drugs and can't make safe decisions.
- Set up a **values continuum** (refer to page 65) using the 'high risk' and 'low risk' cards. Distribute a **risk assessment card** from the activity sheet to each group. Explain that each group is to place themselves on the continuum at a position that best indicates the possible level of risk for the pedestrian described in their scenario. Invite groups to explain what information in the scenario helped them to make their decision. Listen to several responses from groups standing at various points along the continuum.

**Ask**

- Did your scenario make a decision pedestrian?
- In your scenario the pedestrian themselves? (In is the pedestrian making an error, illegally or unsafe?)
- After hearing the assessment of the people from taking a decision to move on the continuum higher or lower. Ask these questions: What does the word 'risk' mean to you? Is risk-taking always bad? Why? What put a pedestrian at risk?
- What could you do to deal with pressure from others (external pressure) to act unsafely?
- What helpful and positive self-talk can you use to avoid the pressure you may put on yourself (internal pressure) to act unsafely?

- To personally reflect on this activity have students complete the following unfinished sentences.
  - My current risk of harm as a pedestrian is (very high/ high/moderate/low/very low) because...
  - Ways that I could reduce my risk of harm or continue to maintain a low risk of harm while walking near traffic are ...
  - If a friend was trying to make me do something unsafe as a pedestrian I would ...
  - If I felt pressured by a friend to act unsafely as a pedestrian some helpful thoughts I could have to not feel pressured would be...



## Using teaching and learning strategies

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

### Adapting teaching and learning strategies

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

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

### Addressing students' learning styles and needs

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

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

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

### Being inclusive of all students

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

### Facilitating values education

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

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

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

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## Strategies

### AROUND THE TABLE

1. Sit a small group of students around a desk with one sheet of paper and a pencil. Write an issue on the board for students to consider. There should be no discussion between students at this point.
2. Student take turns to write one thing that they 'know' about the issue on the paper before passing onto the next person in their group. Monitor the time to ensure that each group has sufficient time to generate a range of answers.
3. Repeat Step 2 asking students to write their 'attitude' about the issue.
4. Repeat Step 2 asking students to write what 'action' they would take in response to the issue.
5. Allow time for groups to read and discuss all responses. As a class talk about the links between knowledge, values, attitudes and behaviour (actions). For example, if a child knows that it is unsafe to ride in a vehicle and not wear a restraint and they value their life, they may have the attitude that everyone should always wear a restraint. They do this and also encourage others to wear a restraint.

#### Variation

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

### BRAINSTORM

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

### Guided brainstorming

Conduct the brainstorm using headings to prompt students.

Passengers should...

Passengers shouldn't...

### Brainstorm questions

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

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

## CIRCLE TALK

1. This strategy will help students to share their own ideas and opinions, and listen to and respect others' opinions. It also holds all students accountable for having something to say.
2. Place students in two concentric circles (one circle within the other). This structure facilitates dialogue between students. Students in the inner circle face outwards, directly facing the student in the outer circle. Sit students facing each other, knees to knees, to encourage active listening between partners. Alternatively, students can stand and face each other.
3. Pose a scenario, question or issue for students to consider. Allow thinking time of approximately 15 to 30 seconds.
4. Now say, "Person on the inside, tell your partner your thoughts. When you are finished sharing, say 'pass' and your partner will share their thoughts with you".
5. When finished, have the outside people stand up and move on one or two places to the left or right. The discussion process is then repeated. To listen to the conversations taking place, stand in the centre of the circle.
6. To debrief, discuss the ideas produced during the circle talk and list questions that were identified to generate further learning or discussion.

### Variations

- When first using a circle talk, start with small groups of three or four pairs in each circle. This makes it easier to manage.
- The student sharing their ideas can hold a small beanbag to indicate it is their turn to speak. The beanbag is then passed to their partner who shares their ideas.
- If you have more than one circle set up, swap the outside circles from each group.
- If you have an uneven number of students, place two students together in an outside circle to act as one person. This works well if you have a special needs student as they can be paired with a more capable student.
- To avoid pairing students who may not talk or argue, change the move on instruction so these students do not face each other. This intervention will not single the students out.

## DECISION-MAKING MODEL

1. This strategy will help students to consider their own beliefs about their ability to view situations and events and solve problems, explore a series of steps in making decisions in relation to positive healthy behaviours, and share reasons for making a decision with others.
2. Prior to using a decision-making model students will need to understand the idea of 'problem', 'choices' and 'decisions'. Younger students may find it difficult to identify the problem in a decision-making scenario so give this step time and discussion.
3. Explain students make decisions everyday by looking at the choices they have available, for example:
  - Which pair of shoes to wear?
  - What snack to have for play lunch?
  - Which fruit to eat at fruit time?
  - Where to sit at lunchtime/mat time?
  - Who to play with at lunch time?
  - What to play at recess/outdoor play time?
4. Decision-making models will allow students to consider and explore a range of alternatives before making a decision. The models provided on pages 69-70 show the decision-making process. The **Strategy sheets** *Think about your choices* and *Choose the one you like best* may be a useful way to introduce decision-making or for those students requiring literacy support. Students should think about the choices available in a given scenario and then choose the best option and use statements to support their decision.
5. Provide your students with a model to use in the decision-making process. Ask students to identify the problem and write this in the model. Ask students to identify and manage their feelings about the problem. Students then gather information to identify the range of possible options. Remind students that going to others for information can assist their decision-making, especially when a difficult decision is to be made (however they need to balance their own views with the views of others).
6. Students write the options they have identified on the model.
7. Students consider the consequences (both positive and negative) to evaluate each option. When considering the consequences ensure students look at the different types (physical, social, emotional, financial and legislative). The impact of the consequences on self, family, friends and the community in the short-term and long-term, also need to be examined.
8. Students discuss the feelings associated with these consequences and then justify their choice.

### Role of the facilitator

As a facilitator in decision-making activities explain to students:

- there is the potential for a decision to have positive and negative outcomes and that predicting outcomes can be difficult
- learning how to make more accurate predictions only comes with practice
- they need to collect accurate information from many sources to inform their decisions
- they need to identify their feelings and values as these can influence options and choices before accurate assessment of a situation can be made
- they are responsible for their actions before a choice is made
- the need to re-evaluate the decisions they make and adapt them to new situations.

### HEAD TALK

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

### Number off

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

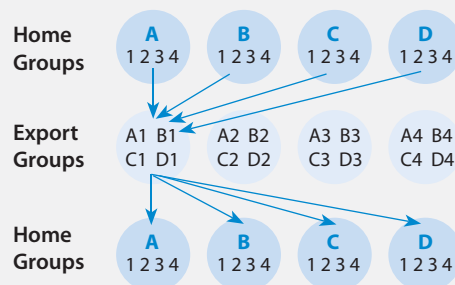
### JIGSAW

This strategy will help students to:

- critically analyse, evaluate and apply ideas from a large amount of information
- participate and cooperate in small groups
- accept responsibility for their own learning.

### How is it implemented?

- 1 Students form into 'home groups' (four to six per group).
- 2 Giving each student a coloured dot, badge or sash can identify home groups.
- 3 Every member of the home group has a different aspect of the topic to discuss or research.
- 4 Students form 'expert' groups, where all members of the group are discussing or researching the same aspect of the topic. Their job is to prepare a report to take back to their home group.
- 5 Students move back to their original home group. The diagram below shows student movement.
- 6 Experts then report on their aspect of the topic.
- 7 Allow time to discuss findings as a whole class.





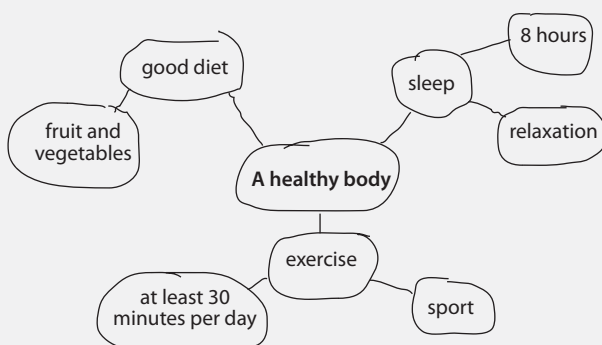
## MIND MAPS

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

Mind maps can be used for:

- brainstorming (individually or in groups)
  - problem-solving
  - planning
  - researching and consolidating information from multiple sources
  - presenting information.
2. Explain a mind map will give students a 'picture' of what they already know. Point out that mind maps are personal representations and as such they are not 'right' or 'wrong'.
  3. Model the process for creating a mind map using a simple topic such as 'a healthy body'. Start in the middle of a blank page or board. Write or draw the key ideas generated by students eg good diet, exercise, sleep. (See the example provided below).
  4. Develop the subtopics by writing the related words around the key ideas connecting each of them to the centre with a line. Use a range of colours, drawings and symbols, being as visual as possible.
  5. Repeat the same process for the subtopics, generating lower-level subtopics. Remind students to write only what is important as excess words can 'clutter' the mind map. Connect links between different or similar ideas by drawing lines. Vary the size of the text, colour and alignment. Vary the thickness and length of lines. Provide as many visual cues as possible to emphasise the important points.

### Mind map example



Adapted from Bennett, B. Rolheiser, C., and Stevhan, L. (1991) *Cooperative learning: Where Hearts Meets Mind. Educational Connections*, Ontario, Canada.

### Variation

Write a topic in a circle in the centre of the page. Branching lines can be drawn off the circle and labelled – when, who, where, what, why and how – to help students get started on their mind map.

## ONE MINUTE CHALLENGE

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

### Variation

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

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

## PNI

1. Pose a question, statement or scenario for students to consider. For example: *Cyclists should not have to wear helmets.*
2. Students brainstorm the positive, negative and interesting implications and record these using a table as shown below or the **Strategy sheet PNI** on page 71.

Positive	Negative	Interesting

3. Discuss the generated ideas with the class and have students write a paragraph summarising their thoughts and indicating their opinion in the negative or affirmative.

## RIP AND REVIEW

1. Students sit facing each other (eg knees to knees) in groups of four. This will facilitate dialogue between students.
2. Students each fold a piece of A4 paper into quarters and number these 1 to 4.

- Write four questions or statements on the board (see example provided). Explain students are to consider the four questions or statements and write their responses in the corresponding numbered square on their paper. At this stage students should not discuss the questions or statements.
- Each student rips their response sheet into four squares. Allocate a number (ie 1-4) to each student. Students take the corresponding numbered squares and summarise the responses to present to their group.

### Variation

- The summary process can be conducted by a whole group (ie a group summarises all of the number 1 responses, another group summarises all of the number 2 responses, etc). Groups then present their summaries to the whole class.

<p><b>1</b> What <b>physical</b> harms that may result from cycling without a helmet would stop you from doing this?</p>	<p><b>2</b> What <b>relationship</b> harms that may result from cycling without a helmet would stop you from doing this?</p>
<p><b>3</b> What <b>school or work-related</b> harms that may result from cycling without a helmet would stop you from doing this?</p>	<p><b>4</b> What <b>legal</b> harms that may result from cycling without a helmet would stop you from doing this?</p>

## ROLE-PLAY

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

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

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

- Design the role-play so that it encourages students to model appropriate behaviour. If a character is required to depict a negative behaviour such as acting aggressively, the teacher should take on this role.
- Set the scene by choosing a relevant scenario or have students select their own. Avoid using extreme stereotypes or allowing the issues to become exaggerated.

### During the role-play

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

### After

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

### Fish bowl role-play

Make a class set of prompt cards by photocopying **Strategy sheet Prompt cards** on page 72. A small group of students conducts a role-play on a selected topic at the front or centre of the classroom. Other students sit in front of, or around the small group to observe their discussions and actions. The observers are allocated one of the following responsibilities:

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

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

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

### Telephone role-play

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

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

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

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

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

Students swap roles and continue the role-plays.

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

### Variations

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

## T CHART

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

### T chart

Safe cyclist	Unsafe cyclist

## THINK-PAIR-SHARE

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

### Variations

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

### Think-pair-share-write

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

### Think-ink-pair-share

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

### Music-think-pair-share

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

## VALUES CONTINUUM

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

Examples of questions to ask students during this strategy are:

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

*What experiences would have brought them to that conclusion?*

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

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

### Feelings or face continuum

Photocopy enough of the **Strategy sheet** *Feelings continuum* (refer to page 73) and give one strip to each student. Explain to students the smiley face represents 'agree', the sad face represents 'disagree' and the face in the middle represents 'unsure'. (Alternatively the faces could represent yes, maybe and no). Students use a clothing peg or paper clip and slide it along the card to indicate their answer.

### Name tag

Construct a values continuum by sticking a length of masking tape along the ground. Ask students to write their name on a post-it note or small card. Pose a question or statement for students to consider then place their name on the masking tape continuum that best represents their opinion. Ask students from various parts of the continuum to justify their placement. After the discussion give students the opportunity to reposition their name tags if they have changed their opinion as a result of the discussion.

### Sign your name

If using a piece of masking tape for the values continuum, ask students to sign their name on the spot where they are standing. After the discussion, students return to the values continuum and sign their name again where they are standing. This will prompt discussion on why they have or haven't moved along the continuum.

### Ruler continuum

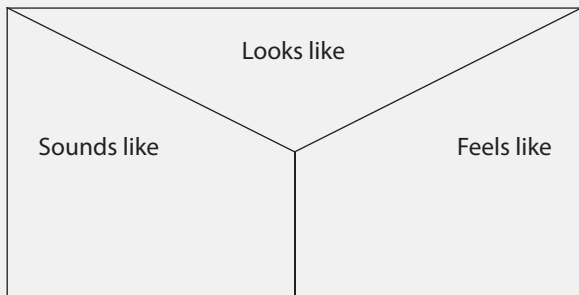
Students attach a smiley face to one end of their ruler and a frowning face to the other end of their ruler. Presuming the smiley face suggests 'agree' and the frowning face suggests 'disagree', students respond to the statements the same way they would in the values continuum outlined above.

### Yes, no, maybe

Photocopy the **Strategy sheet** *Yes, no, maybe* (refer to page 74) and give one set of cards to the each student. Pose a statement and have students indicate their opinion by showing one card to a partner and saying why they chose that card. Alternatively place the cards in a continuum.

## Y CHART

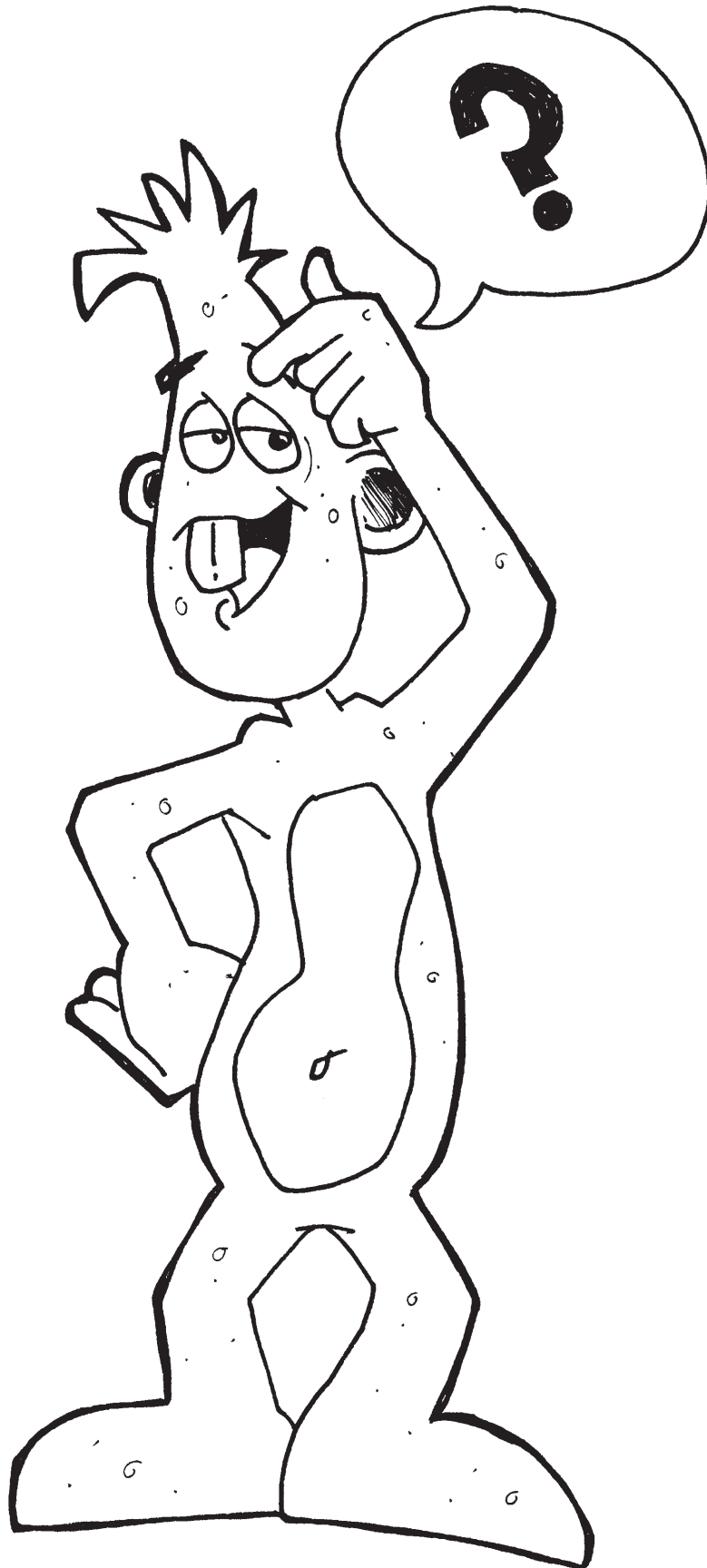
1. A Y chart is a graphic organiser. It is a way of encouraging students to think about what something 'looks like', 'sounds like' and 'feels like'.
2. Show students how to draw a Y chart and label each section. Pose a question for students to brainstorm and record their responses. For example, how a 'safe pedestrian' would look, feel and sound like.
3. Start with the concrete or the obvious and encourage students to look for ideas that are more abstract. Explain that 'sounds like' doesn't refer to just listing actual sounds related to the event. Ask students to predict what might be actually said or what they could imagine people saying. Ask students to imagine what people might say to themselves. Record these using speech marks. When completing the 'feels like' section ask students to be empathetic in more challenging scenarios eg *How would this person be feeling in this situation?*





# Think about your choices

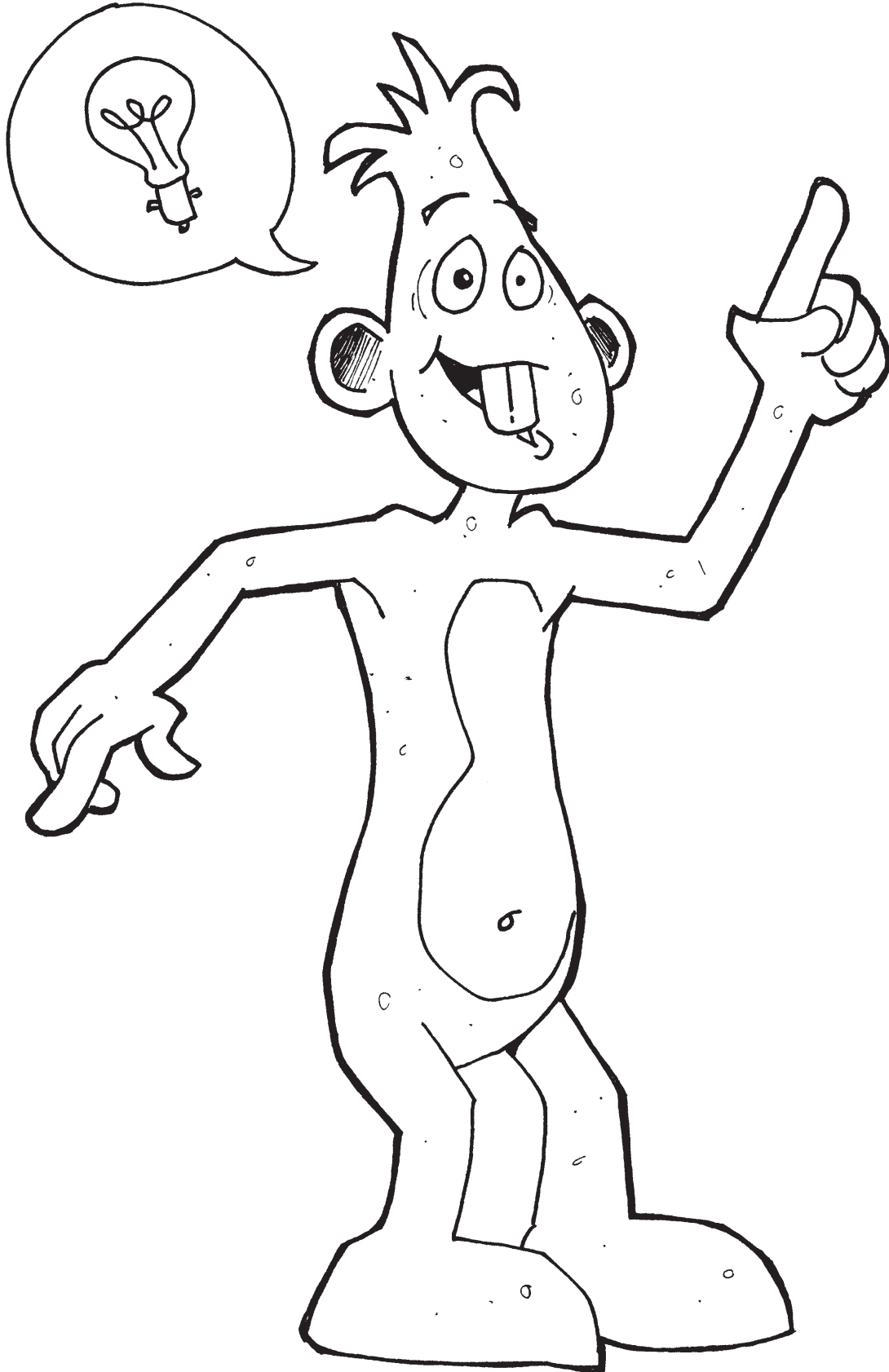
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# Choose the one you like best

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# Decision-making model

<b>Problem</b> What is the problem and how do I feel?				
<b>Choices</b>				
<b>Positive things that might happen?</b>				
<b>Negative things that might happen?</b>				

I would \_\_\_\_\_

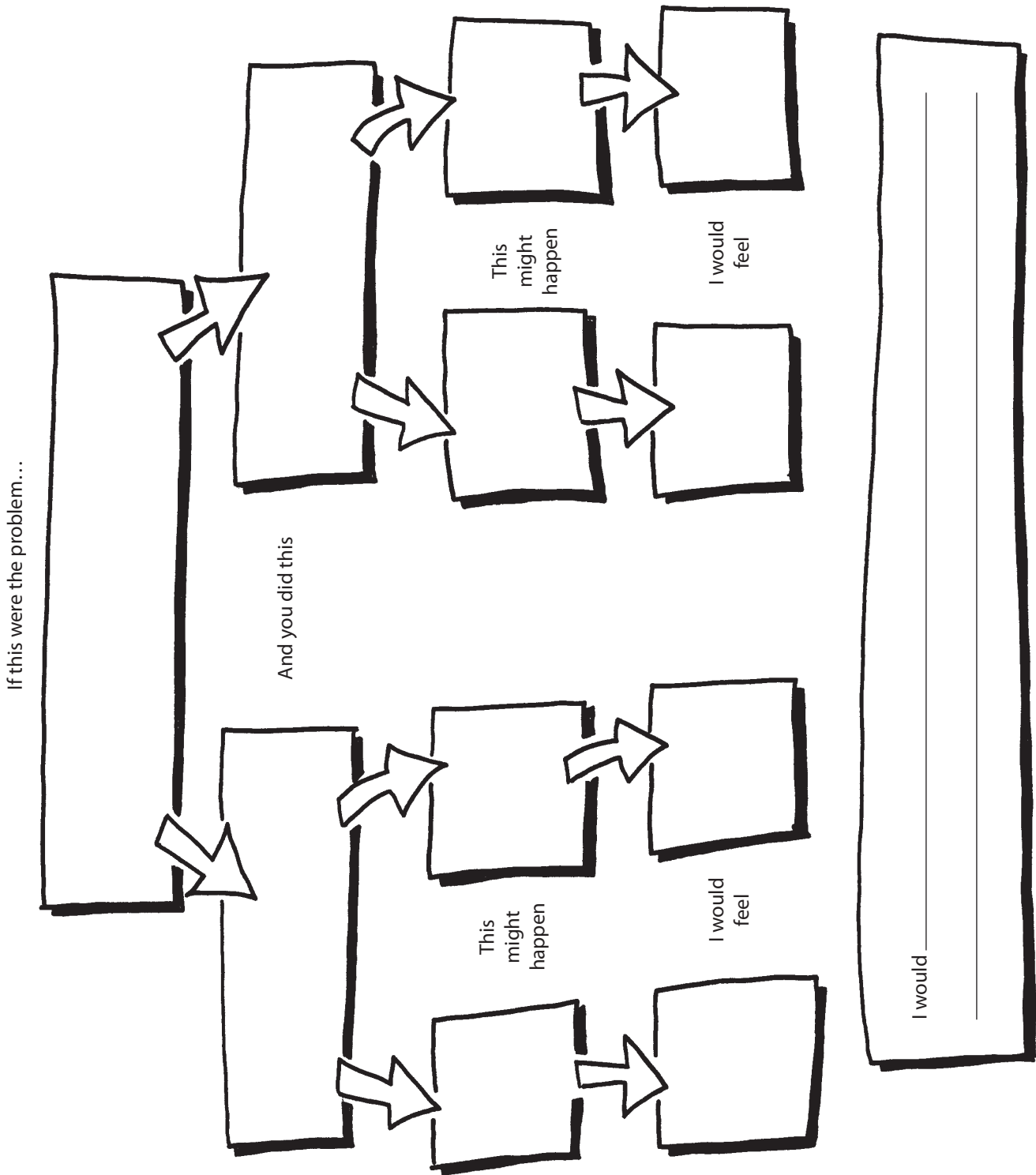
\_\_\_\_\_

\_\_\_\_\_





# Decision-making model





# PNI

<b>I</b> Interesting	
<b>N</b> Negative	
<b>P</b> Positive	



# Prompt cards

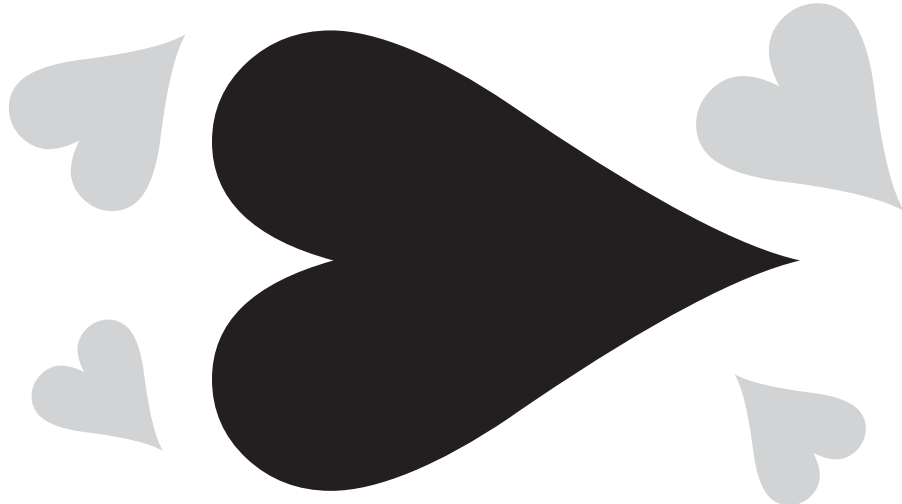
**THINK ABOUT DIFFERENT OUTCOMES THAT MAY HAVE RESULTED IF SOMEONE HAD SAID OR DONE SOMETHING DIFFERENTLY.**

Different outcomes



**THINK ABOUT HOW ONE CHARACTER MIGHT BE FEELING IN THIS SITUATION.**

Feelings















**LISTEN TO ONE CHARACTER'S IDEAS AND RESPONSES CAREFULLY.**

Ideas and responses





# Feelings continuum



## Yes, no, maybe

---

**YES**

**NO**

**MAYBE**





**Strongly agree, strongly disagree**

---

**STRONGLY  
AGREE**

**STRONGLY  
DISAGREE**





## High risk, low risk

**HIGH  
RISK**

**LOW  
RISK**

