PRE-DRIVER EDUCATION

Keys for Life

SDERA

EDUCATING FOR SMARTER CHOICES

Teaching and learning strategies

INTRODUCTION

The teaching and learning strategies referred to in **coloured bold text** throughout the 10 lessons, are described on pages 159 to 165. They can be used to deliver specific pre-driver education content and are designed:

- to promote critical and reflective thinking, research, collaborative learning and literacy
- to promote students' learning and help teachers to deliver essential content
- to accommodate differences in learning styles
- as a suggestion, not as a complete list of strategies.

Teachers should become familiar with the strategies, embed them in their learning and teaching practices, understand how they can be adapted, and recognise the type of learning they facilitate. Teachers are advised to use their professional judgement to review the strategies and adapt and select according to their students' knowledge, learning styles, needs and interests. Selection should also be based on helping students maximise their achievement of an identified outcome, and to make progress in their level of understanding. It is important to model and teach a strategy and explain its purpose before students can understand when and how to apply it.

The strategies selected for this program represent well recognised and effective teaching practices for early adolescence. They are derived from learning theories such as Gardner's Multiple Intelligences and the revised Bloom's Taxonomy and are reflective of the General Capabilities and WA Curriculum Health and Physical Education Year 10 Syllabus.

Activity 5.1 Driving risks
What you will need

- Activity sheets *Newspaper article* (A and B)
- Family information sheet *Safety tips for avoiding crashes* – photocopy one per student

Procedure

1. Read out one of the newspaper articles (A or B) as a stimulus for this activity or show a road safety advertisement from www.sdera.wa.edu.au

2. Draw the 'driving triangle' on the board and label as shown.

3. Explain that road crashes are the result of the interaction of the driver, the vehicle and environment (both inside and outside the vehicle) and that the driver's characteristics and actions contribute to over 90% of crashes. Very few crashes are the result of the vehicle's condition or environment.

4. Write 'driver', 'vehicle' and 'environment' on the board and conduct a **brainstorm** (refer page 159), or use three sheets of paper around the room to conduct a **grafitti walk** (refer page 160). Use either strategy to collect a list of factors and behaviours that relate to each heading. Examples are provided below.

Driver	Vehicle	Environment
inexperienced	foggy windscreen	wet weather
overconfident	faulty brakes	road works
risk taker	V8 engine	night time
angry	headlights not working	peak hour traffic
drunk	no seat belts	aggressive passenger
tired	small car	faulty traffic signals
not wearing a seat belt	4WD	corrugated road
using mobile	motorbike	wildlife on road
drinking hot coffee	no rear or side mirrors	unsealed road
changing a CD		sunset

5. Share and discuss responses, characteristics and... characteristics or b... decisions that wo... situation. For exa...
   - a tired driver – ... get behind the...
   - a driver who ha... member or frie...

6. Conclude with the... by further discussi... activity.
   - Which vehicle facto...
   - What decisions can d...
   - Knowing that the driver... occurring, how will this in... in the future?
   - What could a new driver do to... (Restrict number of passengers,... drive, plan ahead and reduce distra... Participate in as many hours of superv... practice in a range of conditions prior to o... 120 hours can reduce the crash risk for P plate...

7. Give each student a copy of the Family information sheet *Safety tips for avoiding crashes* to take home and discuss with their family.

Adaptation

Conduct a modified version of this activity by explaining the words: crash, risk and danger. Select one or two driving risks typically seen by students and discuss ways to reduce these risks (refer to points 5 and 6 above).

For students and parents at home

- Advertise the *Keys for Life* Parent-Student Workshop in the school newsletter.
- Instruct students to complete Task 5 in their *Behind the wheel* journal with a parent or adult.

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.

Strategies

BRAINSTORM

This strategy will help students to recall and communicate existing knowledge and organise ideas; consider others' views and ideas; and develop creative thinking processes and problem solving skills.

1. Select a topic or pose a question for the brainstorm and write it on the board.

2. Students consider the topic or question and respond. Ideas can be written on the board or on post-it notes so that students can later cluster the responses after the brainstorm.

3. The rules for brainstorms are:
   - share whatever comes to mind - the more ideas the better - build on others' ideas.
   - all responses are recorded - every idea counts – no put downs or criticisms
   - write ideas as said – no paraphrasing

4. Students reflect and discuss the ideas, clarifying responses where necessary.

5. Determine how the information can be further used.

CIRCLE TALK

This strategy will help students to share ideas and opinions and develop respect for others' opinions.

1. Place students in two concentric circles (one circle within the other). This structure facilitates dialogue between students.

2. Have students sit or stand facing each other to encourage active listening between partners.

3. Pose a scenario, question or issue for students to consider and discuss with their partner.

4. Allow thinking time of approximately 15 to 30 seconds.

5. Nominate the inside circle to start. Students in that circle share their response with their partner who listens and ask questions. Allow 30 seconds to 1 minute for sharing time.

6. When students in the inside circle have finished sharing, the outside circle shares their thoughts with their partner.

7. Have the outside circle rotate one or two places to the left or right. The discussion process is then repeated using either the same or new question.

8. To debrief, discuss the ideas produced during the circle talk. List any questions that students identified to generate further learning.

9. *Variations*: If the class is large in number run two circle talks. The outside circles can also be swapped to increase variation. To avoid pairing students who will not talk or may argue, deliberately move the circles so that these students do not face each other and are not singled out. If there are uneven numbers of students in the group, place two students together in the outside circle to act as one person. This variation also works well with special needs students as they can be paired with a more capable or supportive student.

DECISION-MAKING MODEL

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.

1. As a facilitator in decision-making explain to students that:
   - 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
   - there is the potential for a decision to have positive and negative outcomes and that predicting outcomes can be difficult
   - they are responsible for their actions before a choice is made
   - learning how to make more accurate predictions only comes with practice
   - there may be a need to re-evaluate the decision they make and adapt this to new situations.

2. Prior to using a decision-making model, students will need to understand the terms of 'problem', 'choices' and 'decisions'. Students who have had no previous involvement in making decisions may find it difficult to identify the problem in a scenario

3. Provide students with Strategy Sheet 5 *Decision making model* (refer page 168) to use in the decision-making process. Ask students to identify the problem and write this in the model, and to identify and discuss their feelings about the problem.

4. 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.

5. Students write the options they have identified on the model.

6. Students consider the consequences (both positive and negative) to evaluate each option. Ensure students look at the different types of consequences (ie physical, social, emotional, financial and legal), as well as the impact of the consequences on self, family, friends and the community in the short-term and long-term.

7. Students discuss the feelings associated with these consequences, make a choice and justify it.

GRAFFITI WALK

This strategy will help students to generate ideas and cover several issues or aspects efficiently; and work collaboratively to learn from and share with others.

1. Display the graffiti sheets around the room.

2. After Step 4 of the graffiti strategy previously described, groups leave their graffiti sheet behind and walk to the next sheet to add and comment on previous students' responses.

3. Groups then complete the activity by reading, discussing and summarising the ideas generated from the graffiti walk.

4. Remind groups they cannot return to their original graffiti sheet until consideration has been given to all other sheets.

HEAD TALK

This strategy will help students to develop cooperation through problem-solving a shared task; and accept responsibility for own learning.

1. Place students in groups of six and give each member a number from 1 to 6.

2. Pose a question that encourages students' involvement. For example: What would you do if a friend was encouraging you to drive unsafely?

3. Explain that at the end of the discussion one student from each group will be required to provide a summary of the discussion or an answer to a question.

4. Students put their heads together and talk about the question.

5. Give a signal such as ringing a bell to let students know the discussion time is nearly finished.

6. Groups should check that all members know the decided response.

7. Roll a die to determine the students who will provide the response. For example, if the die rolls to number five, all students with that number have to respond on behalf of their group.

8. Other students can give more information once the nominated students have presented their responses.

HIDDEN THOUGHTS ROLE-PLAY

This strategy will help students to examine factors and influences affecting behaviour and share and compare experiences; develop interpersonal skills including assertive communication, problem solving and decision making with a range of context; and plan effective strategies for managing 'real life' situations.

1. This strategy is an extension of a role-play (refer to page 308-309).

2. Several students play out a role-play to the whole class or a small group.

3. Assign a student to represent the 'brain' of each character in the role-play. The brain should stand behind their character and when asked by the teacher, reveal the hidden thoughts or feelings that may not be expressed by their character. Questions that will elicit deeper thinking from the brain include:
   - What is this character afraid of?
   - What is this character hoping will happen?
   - What is stopping your character from doing what is right or necessary?
   - What would help your character get on and do this?
   - What would it take for your character to get to stand up to the other person in this scene?

4. At the conclusion, ask the class to offer advice to the characters and consider which advice would be the easiest , most realistic and most effective.

HUMAN GRAPH

This strategy will help students to identify and clarify attitudes using hypothetical issues; consider information and others ideas and views; share reasons for making a decision with others; and make quantitative statements about students' opinions.

1. Prepare four signs, each numbered with a 1, 2, 3 or 4 or use Strategy sheet 2 Choose a corner (refer to page 311).

2. Place the number signs in a line from one to four.

3. Pose the statement and choices then ask students to stand behind the number that best represents their opinion.

4. Students move to the number that best represents their opinion.

5. Students standing together share their reasons for choosing the statement.

6. As students to make quantitative statements to describe the voting. For example: More girls agree that not wearing a seatbelt is a high risk situation for a young driver. Most of the class agreed that seatbelts help to save lives.

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; and accept responsibility for their own learning.

1. Divide the class into equal groups with no more than six students in each. These become 'home groups'.

2. It may help to give each student a coloured dot or card to identify home groups.

3. Every member of the home group has a different aspect of the topic to 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 to report on their aspect of the topic. The diagram provided shows student movement.

6. Allow time to discuss findings as a whole class.
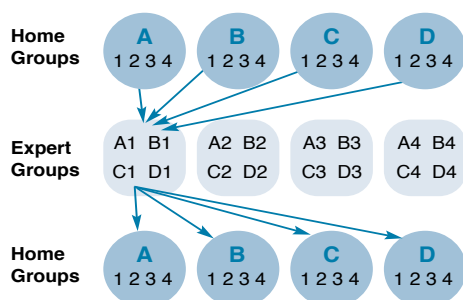
Adapted from Jigsaw Procedure: Johnson, Johnson, & Holubec (1990).

PLACEMAT

This strategy will help students to brainstorm and generate ideas around an issue or event; collaborate and solve problems as a team; and accept responsibility for their own learning.

1. Place students in groups of two, three or four and give each group a large piece of paper. Alternatively use Strategy sheet 1 Placemat (refer page 311).

2. The paper is then divided into sections based on the number of students in the group, with a square or circle drawn in the centre as shown.

3. Pose a question, statement or dilemma for students to consider. For example: What increases the risk for young drivers?

4. Each student writes their ideas or decisions in their section of the placemat. No discussion is to occur in the groups at this stage. Make sure students have enough time to think and work alone.

5. Students share, discuss and clarify ideas that have been written by each member of the group. Remind students that they have the option to pass, especially if they do not know each other well or it is their first attempt at a placemat.

6. The group shares and reviews all ideas to reach a consensus on one set of key ideas.

7. The key ideas are written in the middle section of the placemat.

8. These key ideas are shared with the class and discussed further to enrich the learning.

9. *Variation*: Students cut out their section of the placemat then join with two or three others from another group to continue sharing and discussing.
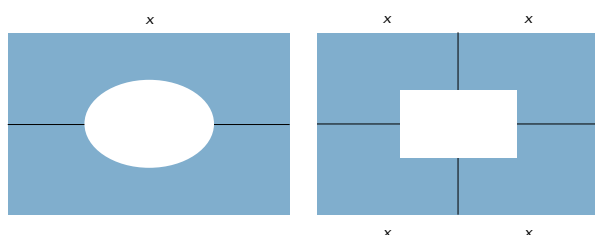
PNI

This strategy will help students to identify and consider positive, negative and interesting aspects of a situation or problem.

1. Explain that considering the positive, negative and interesting aspects of a situation or problem can help students reach a decision.

2. Give groups a copy of Strategy sheet 6 PNI (refer page 314). Pose a question, statement or scenario for students to consider. For example: Car companies should manufacture vehicles that will not start until the driver has completed an alcohol/drug test.

3. Students then brainstorm the positive, negative and interesting implications and record these on the resource sheet.

4. Students discuss the generated ideas with the class then indicate their opinion.
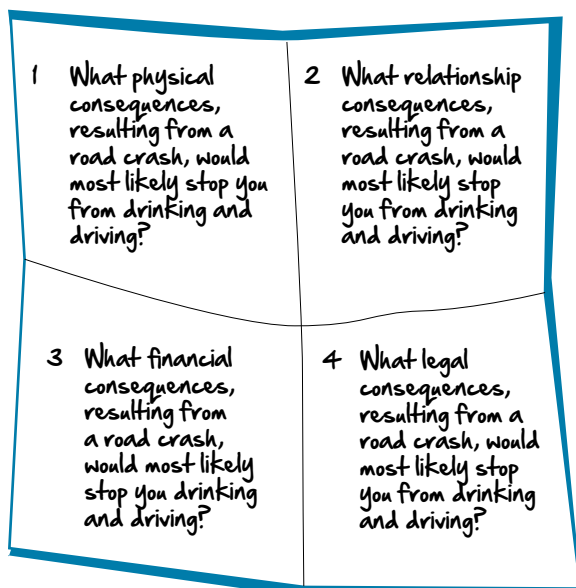
QUESTION PARTNERS

This strategy will help student to recall prior knowledge and increase understanding of a road safety issue or topic; and identify questions and future learning needs.

1. Devise a set of questions and answer cards related to the unit or road safety issue, or students can research information and write their own question and answer cards.

2. Explain that each question card has a matching answer card and each answer card has a matching question card.

3. Hand out a card to each student.

4. Students move around the room to find the person with the matching card.

5. In pairs, students discuss the question and answer.

6. Collect the cards and repeat the activity to let students find out more about the issue.

7. Determine the questions that students would like to further investigate and select appropriate activities.

8. Students find their partner by interacting and discussing their card with other students.

RIP AND REVIEW

This strategy will help students to recall existing knowledge and organise ideas; and consider others' views and ideas.

1. Students sit facing each other (eg knees to knees) in groups of four. This will facilitate dialogue between students.

2. Give each student a piece of A4 paper to fold into quarters and number them 1 to 4 (see example).

3. Write four questions or statements on the board.

4. Explain to students they are to consider the four questions or statements then write their responses on the piece of paper. At this stage students do not discuss the questions or statements.

5. On completion, students 'rip' their response sheet into four squares and place these in piles numbered 1 to 4.

6. Each student takes one pile of responses and summarises the findings for the question.

7. Students then give their summaries to the rest of the group.

8. *Variation:* The summary process can be conducted by a whole group who then reports to the whole class (i.e. a group summarises all of the number 1 responses, another group summarises all of the number 2 responses, etc).

1 What physical consequences, resulting from a road crash, would most likely stop you from drinking and driving?

2 What relationship consequences, resulting from a road crash, would most likely stop you from drinking and driving?

3 What financial consequences, resulting from a road crash, would most likely stop you drinking and driving?

4 What legal consequences, resulting from a road crash, would most likely stop you from drinking and driving?

RISK CONTINUUM

This strategy will help students to identify and clarify attitudes about issues; and consider others' thoughts and attitudes about levels of risk.

1. Prepare a set of risk signs using Strategy sheet 3 Risk signs (refer page 313) and place these at opposite ends of the room.

2. 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.

3. Explain that there are many places along the continuum that may represent each student's opinion about a given statement.

4. Select a statement and read to the group.

5. Ask students to move to the point on the continuum that best represent their opinion.

6. Students then discuss their reasons for placing themselves in that point on the continuum with others standing nearby.

7. As a class, discuss why there are variations in students' opinions.

8. Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.

9. 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?

ROLE-PLAY

This strategy will help students examine factors and influences affecting behaviour; share and compare experiences; develop interpersonal skills including assertive communication, negotiation, prediction, problem-solving and decision-making within a range of contexts; and plan effective strategies for managing 'real life' situations.

Before the role-play

1. Establish a supportive classroom environment by setting role-play rules, eg:

    *   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 have the option to pass.

2. Ensure that students have a clear understanding of the purpose of the role-play (eg to demonstrate assertive communication and to practise negotiating during conflict).

3. If there is an audience, encourage their involvement by giving them a role (eg they can identify the characters' feelings, comment on appropriateness of actions and provide feedback).

4. Set the scene by choosing a scenario or have students select their own scenario.

5. Students may become more engaged in the role if given a character name and small prop (eg. bag, hat, mask).

6. Avoid using extreme stereotypes or allowing the issues to become exaggerated.

During the role-play

1. Give students enough time to practise the role-play if it is to be performed to an audience. Performing in front of others is not always necessary. It is the processing rather than the performance that is important.

2. Facilitate the role-play by allowing students to direct the action. Wait until the end before making 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.

3. Start the role-play by reminding students to keep the action brief. A few minutes is usually sufficient. If the role-play deteriorates, stop, discuss what is happening and re-focus.

4. If students become angry, make a point of taking students out of their role (eg by removing props, costumes or character name tags and state that their role has finished), or switch roles so they have to argue the opposing view (which may help students to develop understanding and empathy for the views of others).

After the role-play

1. Use open-ended questions that focus on the feelings of the role-play characters, attitudes expressed, consequences of actions, alternatives to decisions/actions, and what students have learned about the characters portrayed, to debrief the role-play. Remember to include the observers in the debrief time. Allow plenty of time for de-briefing and provide positive feedback for effort and participation.

2. 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.

3. Remember it is not the role-play that is of prime importance but the examination, discussion or reworking of the situation that takes place following the role-play. Its effectiveness rests on the knowledge, skill and sensitivity of the facilitator.

SNAP DECISIONS

This strategy will help students to understand how difficult it is to make quick decisions; and understand the variety of thoughts common to young people in road safety situations.

1. A volunteer is seated in the 'snap decision seat' and presented with a safety dilemma. The student must try to put themselves in the shoes of the character in the dilemma.

2. Two other students stand either side of the seated student. One represents the 'positive' side of the situation and the other represents the 'negative'. (Try to avoid the terms 'good' and 'bad' or 'angel' and 'devil' as this places a value judgement on the volunteer's decision). Their role is to try and convince the student sitting in the snap decision seat to make a decision based on their comments.

3. The student in the snap decision seat is allowed no thoughts of their own and must make a decision based purely on the arguments presented by the two students.

3-2-1 REFLECT

This strategy will help students to internalise and make sense of new information as well as generalise skills and knowledge to other situations or their own lives.

1. After watching a video trigger, viewing a website, reading a Family information sheet or completing a series of classroom activities, students individually, complete the following reflection task:

   • *3 recalls:* Students state three facts they can recall from these sources

   • *2 so-what's:* Students write two things about why the material is relevant (ie how it relates to them, their school, their community)

   • *1 question:* Students write one question eg 'Why is it that…?', In the future, what will…?', How does this affect…?'

2. Students join with a partner and present their 3-2-1 reflection responses. Encourage students to discuss and answer the question posed by their partner.

3. As a class, ask students to share interesting 'recalls', 'so-what's' and 'questions', to determine whether the main concepts have been understood by students.

T CHART

This strategy will help students to graphically organise and record ideas, feelings and information; identify and focus on what they already know, understand, value and are able to do; and compare and contrast ideas, feelings and information.

1. T charts can be used to record and categorise information in many different ways. See some of the examples provided.

2. Pose a question, situation or issue about road safety for students to brainstorm and record their responses on a T chart. Completed as a whole group or in small groups.

3. As with a brainstorm, all responses should be accepted and recorded.

4. If the strategy is used with small groups, encourage students to share their group's findings and compare charts. New ideas can be added after the discussion or activity has been completed.

Example: Students brainstorm what they know about drink driving before and after a learning experience.

Helpful	Unhelpful

Safe	Unsafe

THINK-PAIR-SHARE

This strategy will help students to formulate and share individual ideas through focussed, short-term, purposeful talk with peers; develop the ability to filter information and draw conclusions; and consider other points of view when making decisions.

1. Pose a question, issue or scenario then ask students to think about their response. Students may also write down their responses during this time.

2. After giving sufficient 'thinking time', instruct the students to form pairs then share their ideas. This will allow students to consider others' ideas and perspectives.

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

4. The discussion can then become a whole class activity where all ideas are considered.

5. As with all the think-pair-share strategies, students should be given the opportunity to reflect on what they have written, heard and discussed.

6. Ask students to consider what influenced their thinking and/or decision.

TOSS A DIE

This strategy will help students to formulate and share individual ideas and opinions through focussed, short-term, purposeful talk with peers; develop the ability to filter information and ask questions; and consider other points of view when making decisions.

1. Prepare a set of six questions and print a copy for each student. The questions require students to give a personal view, or recall a personal experience related to the topic.

2. Give students a copy of the questions prior to the 'toss a die' activity. This will allow students to discuss the questions with family or friends and think about their responses.

3. Sit students in groups of four. Give each group a die.

4. Explain that one person in the group is to roll the die and answer the question on the sheet that corresponds with the number thrown. The other group members listen to the student's response.

5. The person to the left of the speaker, after listening carefully, asks the die roller one question about what they have heard. After the question has been answered other students in the group can ask the die roller a question based on what has been said.

6. The die is then passed onto the person sitting to the right of the die roller. The process is then repeated until all members of the group have the opportunity to respond to at least two questions.

7. Variation: If students roll a number that has already been rolled they can choose to roll again or answer the same question. Consider using two dice and twelve questions.

VALUES CONTINUUM

This strategy will help students to identify and clarify attitudes about issues; and consider others' thoughts and attitudes.

1. Prepare a set of signs using Strategy sheet 4 Values continuum (refer page 312).

2. Place these at opposite ends of the room.

3. 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.

4. Explain that there are many places along the continuum that may represent each student's opinion about a given statement.

5. Model this by giving a statement such as 'Everyone should know the rules of AFL.' Place yourself along the continuum. Tell students why you might have placed yourself at that position.

6. Select a statement and read to the group.

7. Ask students to move to the point on the continuum that best represent their opinion.

8. Students then discuss their reasons for placing themselves in that point on the continuum with others standing nearby.

9. As a class, discuss why there are variations in students' opinions.

10. Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.

VALUES VOTING

This strategy will help students to identify and clarify attitudes about issued; and consider others' thoughts and attitude.
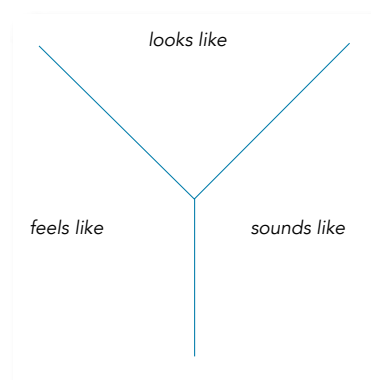
1. Select a statement and read it to the group. Students indicate their opinion or the opinion of other groups (eg friends, family and community members) by casting a 'vote'.

2. Discuss the statement as a class. Provide students with the option to pass or reconsider their vote after the discussion.

3. Examples of questions to ask students during this strategy are:
   - Why would someone vote in that way?
   - What experiences would have brought them to that conclusion?
   - Would they feel differently if they had more information about this?
   - Was it easy to make a vote? Why or why not?

Y CHART

This strategy will help students to graphically organise and record ideas, feelings and information; identify and focus on what they already know, understand, value and are able to do; and compare and contrast ideas, feelings and information.

1. Y charts can be used to record and categorise information in many different ways. See some of the examples provided.

2. Pose a question, situation or issue about road safety for students to brainstorm and record their responses in a Y chart. This can be done as a whole group or in small groups.

3. As with a brainstorm, all responses should be accepted and recorded.

4. If the strategy is used with small groups, encourage students to share their group's findings and compare charts with others.

5. New ideas can be added after the discussion or activity has been completed.

Example: Students brainstorm what a successful supervised driving session would look, feel and sound like.
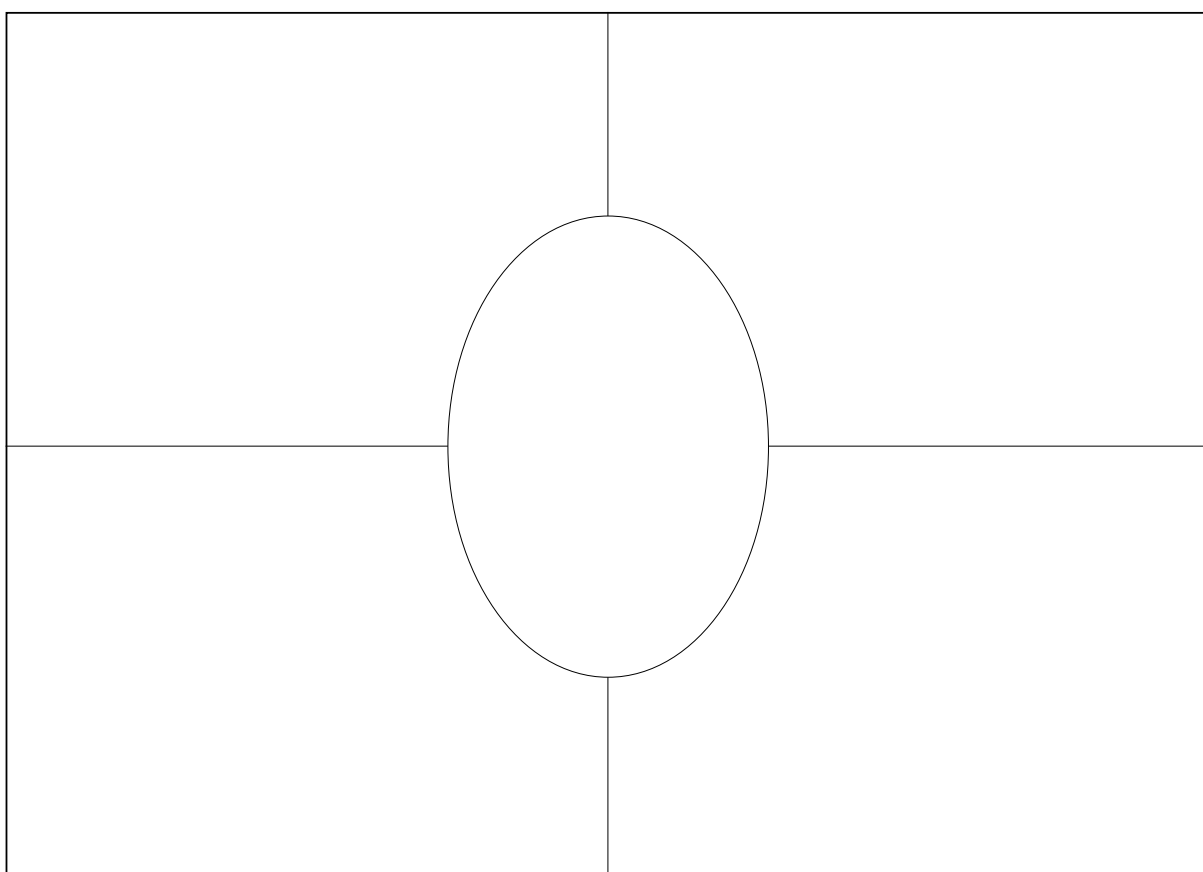

looks like

feels like   sounds like

SDERA
EDUCATING FOR SMARTER CHOICES

Choose a corner

2	4
1	3
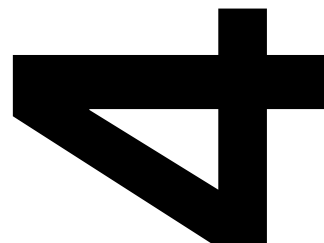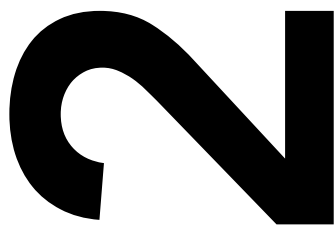
Placemat

Values continuum

agree

strongly agree

disagree

strongly disagree

Risk signs

High risk

Low risk

Decision-making model

Negative things that might happen?

Positive things that might happen?

Choices

Problem
What is the problem and how do I feel?

I would _____

PNI

I Now you've thought about the positives and negatives of this idea, what else do you think?

Interesting

N What might be difficult, wrong, unhealthy or unsafe about this idea?

Negative

P Why might this be a good idea?

Positive

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