

Teaching and Learning Strategies

The background is a solid blue color with various abstract geometric patterns. There are large, faint, light-blue shapes that look like stylized letters or symbols. In the lower half, there are several concentric, curved lines and a series of small, dark-blue triangles arranged in a row. The overall design is modern and technical.

INTRODUCTION

The interactive teaching and learning strategies described in this section are used to engage students in the resilience and wellbeing, and drug 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.

If you're looking for an introduction to this video presented by two young people, you the basics <https://ncpic.org.au/cannabis-your-stories-forum/>

Activity 2 Assessing potential consequences from cannabis use

Learning intention

- Students assess cannabis-related situations and identify strategies for reducing associated harms
- Students evaluate their own attitudes about cannabis
- Students appreciate that everyone has a viewpoint and that this may differ from their own

Equipment

Activity sheet – *Cannabis risks* – photocopy one card per student
Strategy sheet – *Most harmful, least harmful* – photocopy one set of signs – page 119

Teaching tip

If you're looking for an introduction about cannabis, this video presented by two young people, will give you the basics <https://ncpic.org.au/cannabis-your-stories-forum/>

1. Review the drug triangle that was introduced in Topic 1 Activity 2 on page 50 to remind students that all drugs have the potential to cause harm but the experience that the person may have can be dependent on more than one factor as shown with the drug triangle (eg the drug, the individual and the environment).

2. Set up a **values continuum** (refer to page 114) by placing the signs 'most harmful' and 'least harmful' at either side of the room. Distribute a *Cannabis risks* card to each student. Explain that students are to consider the possible level of harms for the scenario described on their card and then stand at a point along the continuum. Stress that students need to consider harms not only to the user but also to other people.

Invite several students to read aloud their cannabis scenario and explain why they chose their position on the continuum. Discuss the placement of several scenarios using the following questions.

Ask

- What might happen in this scenario?
- Could this scenario be prevented? How?
- What could be done to reduce the level of harm in this scenario?
- Would changing the place in this scenario change the level of harm? Why?
- Would changing the drug in this scenario change the level of harm? Why?
- If you or one of your friends was in this scenario, what would you do to try and reduce the possible harms?
- Would you need to ask others for help in this scenario? Who would you ask?

If students express a positive attitude towards cannabis use, point out to the class that:

- young people need to make informed decisions about cannabis use

- cannabis is not a 'safe' potential to cause harm
- most young people
- in all states of Australia grow, use, sell or supply

3. Now have the students parents. Ask the class the scenario describe perspective and stance, if some students perceive their potential. Use the activity.

Ask

- Did you change your position? Why?
- Do parents always have a better perspective than their children? Why?
- Do teenagers always have the same perspective? Why? (Risk analysis can differ for a number of reasons, including a person's previous experience, their knowledge about drugs, their peer group or religion).
- Has hearing others' opinions and thoughts about cannabis changed your opinion of cannabis use? Why?
- Where can a person who wants to stop their cannabis use, or a person who knows someone who uses cannabis, get advice and support? (eg friends and family, school counsellor or nurse; Alcohol and Drug Support Line 08 9442 5000 or country callers 1800 198 024; the National Cannabis Information and Helpline 1800 30 40 50).
- 4. Have students complete the following sentences on their own.
 - My current risk of harm from cannabis use 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 from cannabis use are ...
 - If I had a friend whose cannabis use was worrying me I would ...

1. Review the drug triangle that was introduced in Topic 1 Activity 2 on page 48 to remind students that all drugs have the potential to cause harm but the experience that the person may have can be dependent on more than one factor as shown with the drug triangle (eg the drug, the individual and the environment).

2. Set up a **values continuum** (refer to page 112) by placing the signs 'most harmful' and 'least harmful' at either side of the room. Distribute a *Cannabis risks* card to each student. Explain that students are to consider the possible level of harms for the scenario described on their card and then stand at a point along the continuum.

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 drug 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

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.

Drugs can cause harm by...

Drugs and teenagers don't mix because...

Brainstorm questions

Write the following questions on the board. Students brainstorm responses related to the content. An example has been provided for the drug context.

- Who?** Who makes sure drug laws are followed?
How? How are laws about drugs made?
When? When do citizens need to follow the law?
Where? Where can we find out more about the drug laws in WA?
What? What happens when teenagers break drug laws?
Why? Why do we have drug laws?
If? If parents don't follow secondary supply laws what can happen?

Word splash

A 'word splash' is conducted using the same steps as described for the brainstorm strategy.

CARD CLUSTER

1. Place students in small groups and provide each student with two or three cards or post-it notes.
2. Pose a problem or question related to a health issue. For example: What rules do families have to help them stay healthy and safe? Students individually write only one idea on each card.
3. Students place their cards in the middle of the group and then through discussion, sort the card into similar piles. A heading or title may be given to each pile of cards.
4. All groups come together to discuss their ideas.

Variation

- Groups brainstorm ideas and write these on cards. The cards are all displayed on a board and then clustered under headings.

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.

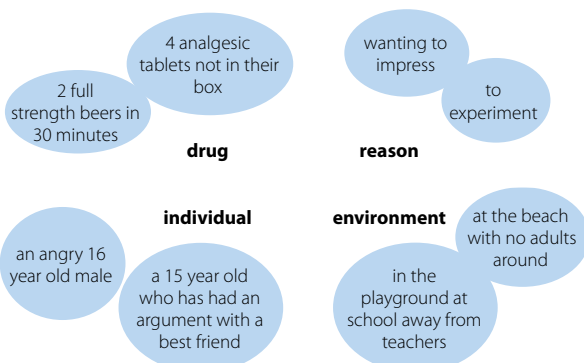
FORTUNE TELLER

This strategy will help students to:

- predict potential problems and risks
- select strategies to avoid or reduce the risk in a health-related situation.

How is it implemented?

1. Place students in groups of five. Allocate two students in the group to have the role of 'predictors', another two the role of 'advisors' and one as 'decider'. The 'predictors' role is to suggest what is likely to happen to the individual in a given situation. The 'advisors' role is to suggest some strategies that may reduce the risk of the situation. The 'evaluator' is to decide on what strategy would be most effective in the situation.
2. Give students the categories - 'drug', 'individual', 'environment' and 'reason'. Have students brainstorm each category and write each idea on a card. For example:
 - **Environment cards:** describe the where, what time and who is supervising or involved.
 - **Individual cards:** describe the person's age, gender, mood, body weight etc.
 - **Drug cards:** describe the type of drug, how much and over what time.
 - **Reason cards:** could include examples such as wanting to impress, to cope, to have fun or to experiment.



3. Groups then use the cards to create scenarios. For example a drug-related scenario could be: a 15 year old who has had an argument with a best friend, is at the beach with no adults around and has had two full strength beers in 30 minutes to impress his/her mates.
4. Each scenario should be discussed to identify the risks and strategies that may alter the outcomes.

GRAFFITI

1. Divide the class into small groups. Give each group a large sheet of paper and different coloured felt pens or pencils. (A different colour for each group member allows for individual contributions to be tracked).
2. Provide each group with a different question, statement or issue related to the topic which can be written on the paper. For example: community rules, school rules, family rules, classroom rules, road rules.
3. Within a designated time, groups 'graffiti' their paper with words, phrases or drawings related to their question, statement or issue. This is a creative way to collect thoughts from all or most of the students in the class. Advise students they 'own' the words/comments/drawings recorded on their sheet and should be ready to explain or clarify information where necessary.
4. The graffiti sheets are then passed to another group. Instruct students to tick or write comments next to the ideas they agree with and add their own new ideas. The process is repeated until each group receives back their original sheet.
5. Groups read, discuss and summarise their graffiti sheet. Comments may be categorised in order to draw conclusions or present a brief summary presentation to the class. Use the responses to identify further learning required by the students.

Graffiti walk

The graffiti sheets can be displayed around the room or, after Step 3, groups leave their graffiti sheet behind and walk around the room adding their comments to other graffiti sheets. Remind groups they cannot return to their original sheet unless responses have been written on all other sheets. Groups read, discuss, summarise and present their graffiti sheets to the class (as per Step 5 above).

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.

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. This strategy is an extension of a role-play (refer to page 112-113).

1. Several students play out a role-play to the whole class or a small group.
2. 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?
3. 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.

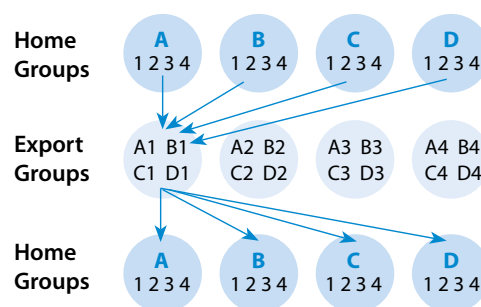
JIGSAW

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.



ONE MINUTE CHALLENGE

1. Students are given exactly one minute to write down all they know or would like to know about a certain health or safety 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, focus area.

Variation

Students reflect on their understandings and attitudes after completing the learning activities from a focus area. 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?

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 Risk cards** (refer page 118) and place these 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 that there are many places along the continuum that may represent each student's opinion about a given statement.
3. Select a statement and read to the group.
4. Ask students to move to the point on the continuum that best represent their opinion.
5. Students then discuss their reasons for placing themselves in that point on the continuum with others standing nearby.
6. As a class, discuss why there are variations in students' opinions.
7. Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.
8. 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

1. 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.
2. 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.

3. 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.
4. 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

5. 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.
6. 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.
7. 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).
8. 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

9. 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.
10. 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 115. 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.

SEND A PROBLEM

This strategy will help students to develop problem-predicting and problem-solving skills; build empathy and experience a variety of perspectives on 'real life' situations; and plan effective strategies for managing 'real life' situations.

1. Place students in small groups. Ask each group to think of a health or safety related situation and write this on a card or piece of paper. The problem is attached to the outside of a folder and swapped with another group.

2. Give groups three to five minutes to consider the problem and brainstorm a range of solutions to the problem. The solutions are listed and enclosed inside the folder.
3. The folder is then passed to the next group and the process repeated. Remind groups not to look in the folders or read the solutions identified by previous groups.
4. Repeat this process until groups have completed several problems.
5. Groups should be given their original problem to review all the suggested ideas and develop a prioritised list of possible solutions. This list is then presented to the class to discuss and decide which solution would be the most effective or one that they would feel confident to use.

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

Drinking alcohol	Not drinking alcohol

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.

3-2-1 REFLECT

1. Give each student a 321 reflect strategy sheet or write the following on the board:
 - 3 things I learnt
 - 2 things I found interesting
 - 1 question I still have.
2. Students individually use the prompts to write or draw their responses.
3. Place students with a partner or small group to share their thoughts.

Variation

- Adapt the strategy to focus on skill development eg 3 things I learnt, 2 skills I practised, 1 thing I still need to learn or practise.

VALUES CONTINUUM

1. Prepare a set of signs with opposing responses (eg 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?

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 116) 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.



Prompt cards

	Ideas and responses	Feelings	Different outcomes
<p>LISTEN TO ONE CHARACTER'S IDEAS AND RESPONSES CAREFULLY.</p>			
<p>THINK ABOUT HOW ONE CHARACTER MIGHT BE FEELING IN THIS SITUATION.</p>			
<p>THINK ABOUT DIFFERENT OUTCOMES THAT MAY HAVE RESULTED IF SOMEONE HAD SAID OR DONE SOMETHING DIFFERENTLY.</p>			



Yes, no, maybe

YES

NO

MAYBE



Agree, disagree



AGREE



DISAGREE



UNSURE





Risk cards



High risk



Low risk





Most harmful, least harmful

**Most
harmful**

**Least
harmful**

