

The background is a deep purple with various abstract elements. There are lighter purple geometric shapes, including a large triangle on the left and a circle in the lower center. A series of small, light purple triangles form a path leading towards the center. A dark purple, textured band runs diagonally across the lower half. The overall effect is a complex, layered composition.

# **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 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.

...to debate a smoking...  
 ...students write a persuasive text...

### Activity 2 E-cigarettes

**Learning intention**

- Students explore the similarities and differences between conventional cigarettes and e-cigarettes and the safety of each
- Students debate a smoking-related topic
- Students write a persuasive text

**Equipment**

Strategy sheet – *Agree/disagree* – photocopy one set of signs – page 117


Internet access

Blank A4 paper – one sheet per group

**Activities**

- Explain that e-cigarettes have recently become fashionable and are considered by some people to be a safer way to use nicotine and THC as there is believed to be no ingestion of smoke or tar. Ask students to **brainstorm** (refer to page 107) things they have heard about e-cigarettes and write these on the board.
- Explain to students that it is important to know the similarities and differences between smoking tobacco and e-cigarettes. Have each group draw a **venn diagram** (refer to page 113) and record information about the harms and laws associated with smoking tobacco and e-cigarettes. The following websites will provide some useful information:
  - Australian Drug Foundation <http://www.druginfo.adf.org.au>
  - WA Health Department [http://www2.health.wa.gov.au/Articles/A\\_F/Electronic-cigarettes-in-Western-Australia](http://www2.health.wa.gov.au/Articles/A_F/Electronic-cigarettes-in-Western-Australia)
  - Smarter than Smoking <http://www.smarterthansmoking.org.au/>
  - Cancer Council WA <https://www.cancercouncil.wa.asn.au/prevention/tobacco/>

Explain to students that they will write the things that are common to both in the overlap area of the diagram. Tell students that the other areas of each circle are for facts about tobacco and e-cigarettes that are not common with the other.


- Using the information recorded in their venn diagram, have groups answer 'true' or 'false' to the following questions. The answers are provided.
  - E-cigarettes are battery operated devices that look like a cigarette. (True. Electronic cigarettes are battery-powered devices which heat a cartridge containing nicotine, flavouring and other chemicals into a mist which is inhaled through a mouthpiece, and then exhaled by the user as a visible vapour).
  - It is legal to sell e-cigarettes. (False. The retailer has person who has a licence to sell them).
  - It is legal to use e-cigarettes in public places however they must implement a policy that prohibits the use of e-cigarettes in the prohibited areas.
  - Smoking tobacco and e-cigarettes are both considered to cause harm. They are associated with similar health risks.
  - Nicotine is a stimulant that travels through the bloodstream to the brain.
  - Some of the effects from smoking tobacco include dizziness, headaches, fast heart rate, and nausea.
  - It is illegal to sell, use or possess e-cigarettes that contain nicotine. (True. Regardless of whether they contain nicotine or not, e-cigarettes cannot be sold in WA and it is an offence under the *Tobacco Products Control Act 2006* to sell these products. E-cigarettes may only be sold by a retailer with a licence, and may only be purchased by persons with a valid permit).
  - It is illegal to sell a product that resembles a tobacco product in Western Australia. (True. In accordance with the *Tobacco Products Control Act 2006*, a person must not sell any food, toy or other product that is not a tobacco product but is designed to resemble a tobacco product or package).
  - The liquid form of nicotine used in e-cigarettes is classified as a Schedule 7 poison under the *Poisons Act 1964*. (True. Schedule 7 poisons must meet labelling and packaging standards. They may only be sold by a retailer with a licence, and may only be purchased by persons with a valid permit).
- After the quiz, set up a **values continuum** (refer to page 113) labelled 'agree' and 'disagree'. Ask students to consider the following statement: *It would be safer for a 15 year old to smoke e-cigarettes* and stand on a point along the continuum to indicate their opinion. Invite students at various positions along the continuum to explain their decision to stand where they did. After listening to the opinions of other students, ask the class if anyone wants to change their position on the continuum and if so to explain why. Ensure that tobacco prevention education messages are included in the discussion such as smoking is anti-social. Also remind students that most young people do not smoke.

Use the following questions to process the activity and further the discussion.

## Equipment

Strategy sheet – *Agree/disagree* – photocopy one set of signs – page 117

Internet access

Blank A4 paper – one sheet per group

## Activities

- Explain that e-cigarettes have recently become fashionable and are considered by some people to be a safer way to use nicotine and THC as there is believed to be no ingestion of smoke or tar. Ask students to **brainstorm** (refer to page 107) things they have heard about e-cigarettes and write these on the board.
- Explain to students that it is important to know the similarities and differences between smoking tobacco and e-cigarettes. Have each group draw a **venn diagram** (refer to page 113) and record information about the harms and laws associated with smoking tobacco and e-cigarettes. The following websites will provide some useful information:



## 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.

#### Teaching and learning strategies

ABC graffiti	107
Brainstorm	107
Circle talk	108
Dot voting	108
Fist of five	108
Head talk	108
Hypothetical	109
Jigsaw	109
90 degree thinking	109
One minute challenge	110
Risk continuum	110
Role-play	110
Send a problem	111
Snap decisions	112
Streamline	112
Think-pair-share	112
3-2-1 reflect	112
Values continuum	113
Venn diagram	113
Y chart	114

#### Strategy sheets

ABC graffiti	115
Risk cards	116
Agree, disagree	117

## Strategies

### ABC GRAFFITI

1. Distribute a copy of **Strategy sheet** ABC graffiti (refer to page 115) to each student and pose a topic for the graffiti.
2. Sit students in groups to share their knowledge or opinions about the topic (eg caffeine and energy drinks) and write or draw one idea or word for each letter of the alphabet (eg A-awake, B-bad for you, C-chocolate has caffeine in it, D-does keep you awake).
3. After a nominated time, have students sit in a circle as a whole-group. Take one idea for each letter from each group. If the shared idea is already written on their ABC sheet, groups should circle or tick this to avoid duplication.
4. Groups then circle five key words or phrases on their sheet and use these to write a definition about the topic. Listen to each group's definition and clarify any misinformation.
5. Keep the ABC sheets and return these to groups at the completion of the focus area. At this time groups can add further ideas in a different colour which will show any change in their knowledge and understandings, and attitudes.

#### Variation

- Use an A3 sheet of paper for the ABC. Show students how to set up the page so each letter of the alphabet is written in order.
- Place students with a partner or small group to complete the ABC.

### 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.

## 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.

## DOT VOTING

Identify a question or statement for students to consider then select three or four responses. Write each response on a sheet of paper. Give students two sticky dots each to place on the response or responses that resound more strongly with their attitudes and values. As a class discuss the voting responses.

## FIST OF FIVE

1. This strategy allows students to consider their feelings or opinion about a health related issue. Pose a statement for the students to consider. Ask students to indicate their feeling or opinion by showing a fist (for strongly disagree) through to five fingers (for strongly agree).
2. Invite students to share, with a partner or the class, the reason behind their vote.

## 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 from drug misuse". 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.

## HYPOTHETICAL

1. This strategy will help students to:
  - explore a health-related situation in a non threatening way
  - trial options and examine consequences and outcomes
  - develop empathy for another person's attitude towards a health issue.

### How is it implemented?

1. A hypothetical situation is developed either by the teacher or the students for 'expert' panel members to debate and 'community members' (rest of class) to make a decision upon. Devise the hypothetical situation well before the debate and ensure that the situation is broad enough to warrant a wide range of panel members (e.g. P & C President, student representative, police officer, parent, doctor, tobacco or alcohol company executive, local business person, environmental scientist, sports coach).
2. Give expert panel members their role cards. Both panel and community members then research the topic.
3. On the day of the hypothetical, allow panellists time to practise their introductions and responses to the situation and give the rest of the class time to prepare possible questions that may challenge the panellist's opinions.
4. Labels describing each expert should be placed on the panel desk.
5. The teacher or a student facilitator poses the hypothetical situation, introduces the members of the panel and prompts the audience for questions.
6. Once the debate is finished facilitate the final voting process with the audience.
7. It is important to process the hypothetical by asking the audience to identify which pieces of information presented by the panel members helped them to make a decision.

### Variation

- To give an overview of students' opinions, stop the panellists at various points during the debate and ask the community members to vote on the hypothetical by a show of hands.

Adapted from REDI for Parents: Strengthening family-school partnerships, 2006, Commonwealth of Australia

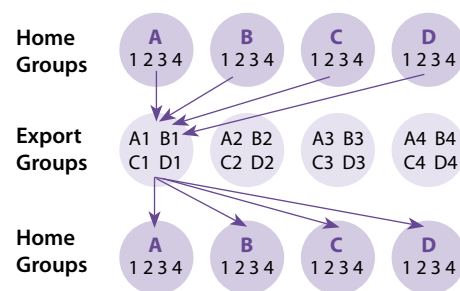
## JIGSAW

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.



## 90 DEGREE THINKING

1. This strategy will help students to:
  - graphically organise and record ideas and information that may be seemingly unrelated
  - apply these ideas and information to their own lives.

### How is it implemented?

1. Ask students to divide page with a diagonal line from top left to bottom right as shown.
2. In the top right hand triangle students record ideas or information from fact sheets, websites or group discussions about a given topic.
3. At the conclusion of the information collection, students reflect on each fact or idea.
4. Students then write in the left hand triangle what the implication of these fact or ideas may have on their own lives. For example: Fact: More than 65% of Australians have never used cannabis. So what? It doesn't make sense to try cannabis because I think 'everyone else is using it. It's OK for me to be in the majority of people who don't use cannabis.'



## 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 116) 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.

### 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

1. 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
  - plan effective strategies for managing 'real life' situations.

### How is it implemented?

1. Place students in small groups.
2. 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.
3. 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.
4. 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.
5. Repeat this process until groups have completed several problems.
6. 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.



## SNAP DECISIONS

This strategy will help students to:

- understand how difficult it is to make positive quick decisions
- understand the variety of thoughts common to young people in health and safety related situations.

### How is it implemented?

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

## STREAMLINE

1. Pose a question or statement for students to consider such as: What five foods or drinks have the highest amount of caffeine? Each student writes their list of five things.
2. Students form pairs and discuss their lists then negotiate to merge their lists so they still only have a list of five between them.
3. Pairs join another pair to make a group of four and negotiate to merge their lists so the group of four still only has a list of five things between them.
4. Groups write their final five on the board for the class to compare and discuss.

## 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 'Teenagers shouldn't drink alcohol' 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.

## VENN DIAGRAM

1. This strategy will help students to:
  - represent information and thinking in a graphic organiser
  - determine similarities and differences between concepts or ideas.

### How is it implemented?

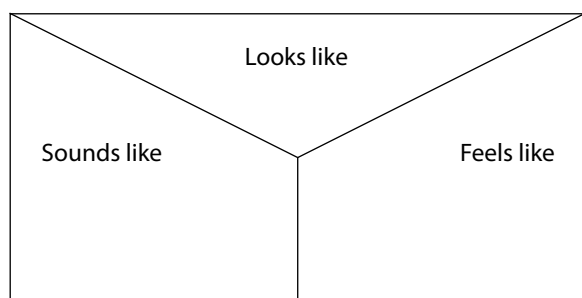
1. A venn diagram is a graphic organiser that can be used to group and separate concepts and ideas.
2. After receiving or collecting information about objects or ideas, ask students how things are the same and how are they different.
3. Students list the similarities in the overlapping parts of the circles and the differences in the areas that do not overlap. An example is provided.
4. This information can then be used by students to help make generalisations about an object or decision about an idea.

### Cannabis and Tobacco

depressant		stimulant
illegal	comes from plant	legal to purchase over 18
linked to mental illness		
Cannabis		Tobacco

## 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?*





# ABC graffiti

<b>A</b>	<b>B</b>	<b>C</b>
<b>D</b>	<b>E</b>	<b>F</b>
<b>G</b>	<b>H</b>	<b>I</b>
<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>
<b>P</b>	<b>Q</b>	<b>R</b>
<b>S</b>	<b>T</b>	<b>U</b>
<b>V</b>	<b>W</b>	<b>X</b>
<b>Y</b>	<b>Z</b>	



## Risk cards

**Higher  
risk**

**Lower  
risk**





## Agree, disagree

**Agree**

**Disagree**

