

The background is a vibrant orange with a complex, layered design. It features large, semi-transparent geometric shapes like triangles and polygons. Overlaid on these are various patterns, including a grid of small squares, a series of nested triangles, and a wavy line pattern. The overall effect is a dynamic and modern abstract 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.



...with their family and friends and the harm that may affect whether the user can work or travel overseas (livelihood harms), and the legal system (legal harms).

Using a **circle talk strategy** (refer to page 89) give each student a card from the activity sheet *Cannabis consequences*. Explain that students need to consider the situation described on their card and then tell their partner the answer to the following questions. (Write the questions on the board). Encourage students to use *Cannabis messes with your body and your mind* page in their workbook as a reference and to consider the physical, mental health consequences, and the social, livelihood and legal consequences of cannabis use for their situation.

**What skills or requirements are needed to perform the activity on your card?** (eg if the card was riding a bike or skateboard, you would need coordination, balance, good reaction times, ability to obey road rules etc).

**What might happen and what harms may result if someone was under the influence of cannabis while performing this activity?** (eg while riding a bike or skateboard, the person might: hit something or someone because of loss of coordination and balance, cause an accident because of slower reaction times, get caught by police, do something risky and hurt themselves or others because of loss of inhibitions, upset family or friends because of the trouble they cause).

Process the circle talk using the following questions.

**Ask**

- What possible harms for the cannabis user were the same in each situation?
- Which situation posed more harms for the cannabis user?
- Was death a possible consequence in any of the situations discussed?
- Did any situations pose possible harms for people other than the cannabis user?
- Has discussing how others can also be affected changed your opinion about cannabis use? Why?
- What messages do you think health campaigns about cannabis use should include? Why?

5. Have students write a letter to a friend explaining what they have learnt about cannabis, the effects of cannabis on the user and other people, and reasons why they would choose not to use cannabis.

**Activity 2 Consequences of cannabis use**

**Learning intention**

- Students identify short and long term effects of cannabis on the body, and other consequences of cannabis use
- Students share their opinions about cannabis use and appreciate that others' opinions may differ

**Equipment**

*Be Ready* student workbook – *Cannabis messes with your body and your mind* – page 20

Activity sheet – *Cannabis consequences* – photocopy one card per student

Coloured marker pens or highlighters – one set per group

Fact sheet *Cannabis – what's the fuss?* – download one copy per student from [www.somazone.com.au](http://www.somazone.com.au)

**Teaching tips**

Show Cannabis and paranoia flow chart video on the DrugAware website [www.drugaware.com.au](http://www.drugaware.com.au) under the cannabis link (or on YouTube) to highlight the mental health harms of cannabis use.

**Activities**

1. Explain to students that when a person smokes cannabis, THC which is the chemical in cannabis that causes a 'stoned' or 'high' feeling, is quickly absorbed into the bloodstream through the walls of the lungs and a high is felt when the THC in the blood reaches the brain. This can happen in a few minutes and may last up to five hours. Explain that when cannabis is eaten it usually takes one to three hours for the THC to reach the brain. Have groups read *Cannabis messes with your body and your mind* then:
  - Use a green highlighter to identify the possible immediate or short-term effects of cannabis.
  - Use a pink highlighter to identify the possible long-term effects of cannabis.
  - Use a yellow highlighter to identify effects that would mostly just harm the user (eg red eyes, increased appetite, coughing).
  - Use a blue highlighter to identify effects that would mostly harm or have consequences for others (eg passengers in cars, family and friends, pedestrians, owners of property).
  - Use an orange highlighter to identify effects that you think would most likely cause young people not to use cannabis or to quit or cut down their cannabis use.

Conduct a **head talk** (refer to page 93) to hear responses from each group. Correct any misinformation by referring to the fact sheet, *Cannabis-what's the fuss?*

2. Have students complete the questions on page 20 of *Be Ready* then share their answers. Use the following questions to process this activity.

**Ask**

- Do you think a person's cannabis use only harms or has consequences for the user, or do these harms and consequences affect other people too? (Explain that while we know from the Australian School Students Alcohol and Drug survey that most students their age do not use cannabis, often by friends and family).
- Does cannabis affect students of the drug?
- What effects do you use cannabis? Why?
- What effects do you to experiment with?
- What other ways can feeling relaxed – list with friends, walk alone.

4. Point out that the harms of *Cannabis messes with your body and your mind* page 19 do not just health harms but also to have relationship with their family, harms that may affect whether or work or travel overseas (livelihood harms) and the legal system (legal harms).

Using a **circle talk strategy** (refer to page 89) give each student a card from the activity sheet *Cannabis consequences*. Explain that students need to consider the situation described on their card and then tell their partner the answer to the following questions. (Write the questions on the board). Encourage students to use the *Cannabis messes with your body and your mind* page in their workbook as a reference and to consider the physical and mental health consequences, and the social, livelihood and legal consequences of cannabis use for their situation.

**What skills or requirements are needed to perform the activity on your card?** (eg if the card was riding a bike or skateboard, you would need coordination, balance, good reaction times, ability to obey road rules etc).

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Process the circle talk using the following questions.

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5. Have students write a letter to a friend explaining what they have learnt about cannabis, the effects of cannabis on the user and other people, and reasons why they would choose not to use cannabis.

## 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.

### DECISION-MAKING MODEL

1. This strategy will help students to consider their own beliefs about their ability to view situations and events and solve problems, explore a series of steps in making decisions in relation to positive healthy behaviours, and share reasons for making a decision with others.
2. Prior to using a decision-making model students will need to understand the idea of 'problem', 'choices' and 'decisions'. Younger students may find it difficult to identify the problem in a decision-making scenario so give this step time and discussion.
3. Explain students make decisions everyday by looking at the choices they have available, for example:
  - Which pair of shoes to wear?
  - What snack to have for play lunch?
  - Which fruit to eat at fruit time?
  - Where to sit at lunchtime/mat time?
  - Who to play with at lunch time?
  - What to play at recess/outdoor play time?
4. Decision-making models will allow students to consider and explore a range of alternatives before making a decision. The models provided on pages 100-101 show the decision-making process. The **Strategy sheets** *Think about your choices* and *Choose the one you like best* (refer to pages 98-99) may be a useful way to introduce decision-making or for those students requiring literacy support. Students should think about the choices available in a given scenario and then choose the best option and use statements to support their decision.

5. Provide your students with a model to use in the decision-making process. Ask students to identify the problem and write this in the model. Ask students to identify and manage their feelings about the problem. Students then gather information to identify the range of possible options. Remind students that going to others for information can assist their decision-making, especially when a difficult decision is to be made (however they need to balance their own views with the views of others).
6. Students write the options they have identified on the model.
7. Students consider the consequences (both positive and negative) to evaluate each option. When considering the consequences ensure students look at the different types (physical, social, emotional, financial and legislative). The impact of the consequences on self, family, friends and the community in the short-term and long-term, also need to be examined.
8. Students discuss the feelings associated with these consequences and then justify their choice.

### Role of the facilitator

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

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

### 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.

## KWL

1. Draw the KWL structure on the board or on a large sheet of paper if working with a small group or the class. Alternatively photocopy **Strategy sheet KWL** (refer to page 102). Explain this strategy will help students to record what they already know, identify questions they would like to learn more about and what they have learnt.
2. Pose a topic (question, statement or issue) for students to consider. Students brainstorm what they currently know about the topic (question, statement or issue) and write this in the 'I know' column. This will show students the wide range of knowledge already shared as a group.
3. Ask students to decide what else they want to know about the topic and write these questions in the 'I want to know' column. It may help to model making a contribution to this column of the KWL table.
4. Keep the KWL sheets and at the conclusion of several learning activities, students can complete the last column to reflect on what has been learnt and if there have been any changes in their attitudes.

I Know	I Want to know	I have Learnt
<i>Students recall what they know or understand</i>	<i>Students identify what they want to learn about</i>	<i>Students reflect on what they have learnt</i>

## Variation

- The first two columns of the KWL can be completed either individually, with a partner or in a small group. Students can then join with another person, pair or small group to compare notes and circle similar ideas before completing the 'I want to know' column.

## 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?*

## PNI

1. Pose a question, statement or scenario for students to consider. For example, *All alcohol advertising should be banned in the same way that tobacco advertising is banned in Australia.*
2. Students brainstorm the positive, negative and interesting implications and record these using a table as shown or the **Strategy sheet PNI** (refer to page 103).

Positive	Negative	Interesting

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



## QUESTION PARTNERS

1. Devise a set of question and answer cards related to a topic or issue. Distribute the cards to the group.
2. Explain students are to move around the room to find the person who has the matching card to their question or answer and discuss the information provided on the cards.
3. Collect the cards and repeat the activity to let students find out more about the issue or topic.
4. Determine questions that students would like to further investigate and use this to plan lessons.

### Variation

- Students can research information and write their own question and answer cards for other students to use.

## 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 signs** (refer page 107) 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.

- 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** (refer to page 104). 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 smoke a joint?" he said "No, I'm feeling sick tonight". 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.

## 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 health and safety related situations.
- Seat a student 'volunteer' in the 'snap decision seat'. Pose a health and safety dilemma to the student who must try to put themselves in the shoes of the character described.

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

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.

- After listening to the arguments have the student in the snap decision seat make a decision and share this with the class. Invite the class to vote if they agree or disagree with the decision and explain the reason behind their vote.

## STREAMLINE

- 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.
- Students form pairs and discuss their lists then negotiate to merge their lists so they still only have a list of five between them.
- 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.
- 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.

## THUMBS UP, THUMBS DOWN

Students may use a 'thumbs up' gesture to suggest 'agree'; a 'thumbs down' gesture to suggest 'disagree' and a 'flat palm' gesture to suggest 'unsure' (or similar opposing responses).

## TOSS A DIE

1. Prepare a set of six questions and print a copy for each student (or write the questions on the board). The questions should require students to give a personal view or preference or recall a personal experience related to the topic. Give students a the questions prior to conducting the 'toss a die' activity. This will allow students to discuss the questions with family or friends and think about their responses.
2. Sit students in groups of four with their question sheet or within sight of the questions written on the board, and a die.
3. 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.
4. 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 already been shared.
5. The die is then passed onto the person sitting to the right of the die roller. The process is repeated until all members of the group have the opportunity to respond to at least two questions.

### Variations

- If students roll a number for a question that has already been answered by another member of the group they can choose to roll again or answer the same question.
- Consider using two dice and twelve questions.
- Write a set of six questions. Number each question by a playing card such as an Ace, King, Queen, Jack, ten and a nine. Give each group a set of these playing cards instead of a die. The cards should be shuffled and placed in a pile. Group members take turns selecting the top card then respond to the question that matches.

## VALUES CONTINUUM

1. Prepare a set of signs with opposing responses (eg safe/unsafe; useful/not useful; agree/disagree). Place signs at opposite ends of the room. It may help to draw a chalk line or stick a piece of masking tape on the floor between the two signs to indicate the continuum.
2. Explain there are many places along the continuum that may represent each student's opinion about an issue or statement. Model this by giving a statement such as '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?*

### Feelings or face continuum

Photocopy enough of the **Strategy sheet** *Feelings continuum* (refer to page 108) and give one strip to each student. Explain to students the smiley face represents 'agree', the sad face represents 'disagree' and the face in the middle represents 'unsure'. (Alternatively the faces could represent yes, maybe and no). Students use a clothing peg or paper clip and slide it along the card to indicate their answer.

### Name tag

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

### Sign your name

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

### Ruler continuum

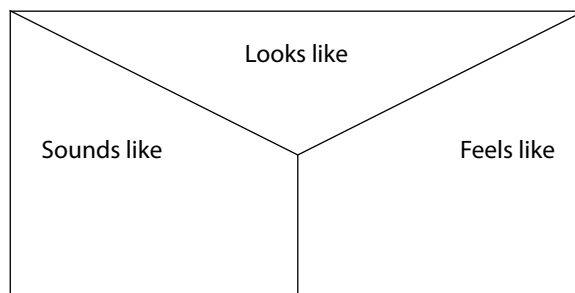
Students attach a smiley face to one end of their ruler and a frowning face to the other end of their ruler. Presuming the smiley face suggests 'agree' and the frowning face suggests 'disagree', students respond to the statements the same way they would in the values continuum outlined above.

### Yes, no, maybe

Photocopy the **Strategy sheet** *Yes, no, maybe* (refer to page 105) and give one set of cards to the each student. Pose a statement and have students indicate their opinion by showing one card to a partner and saying why they chose that card. Alternatively place the cards in a continuum.

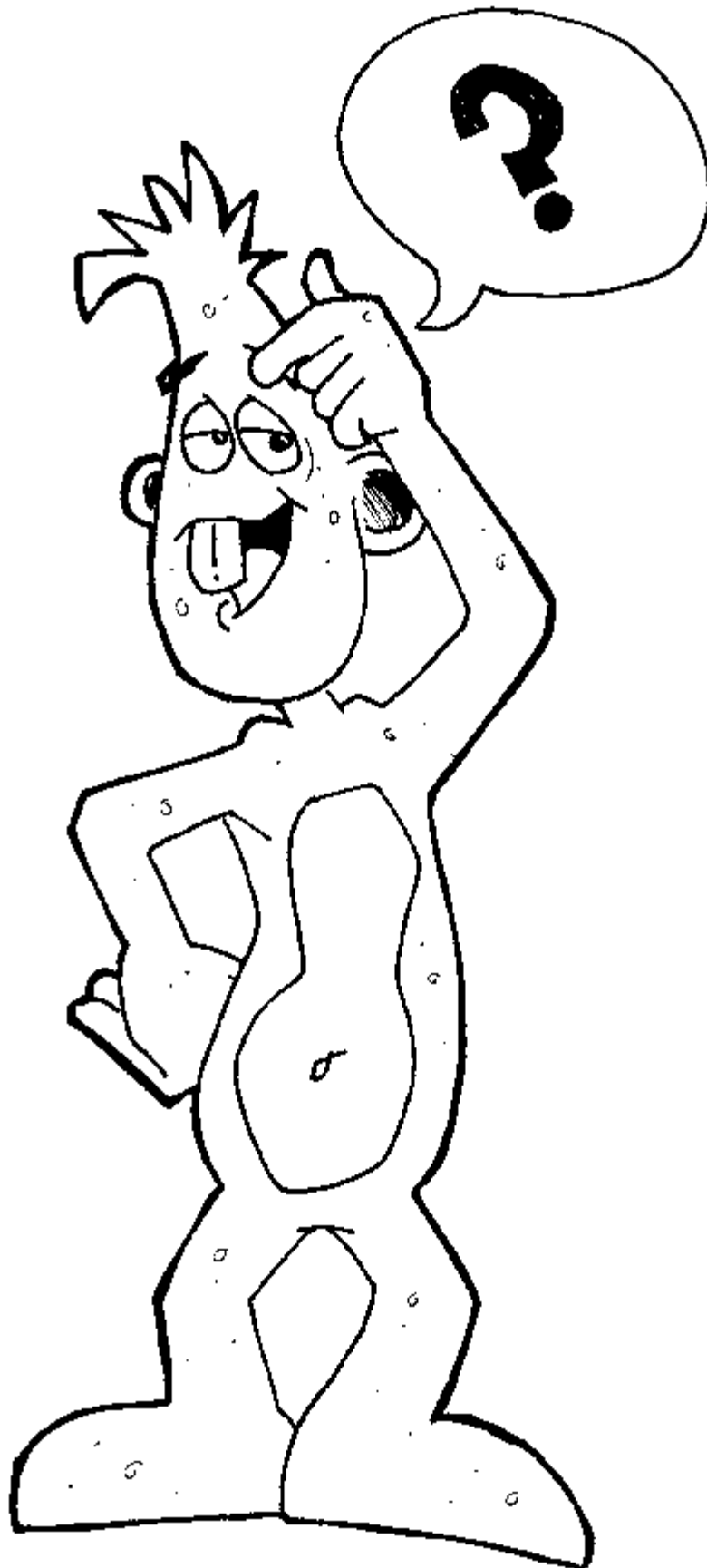
## Y CHART

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



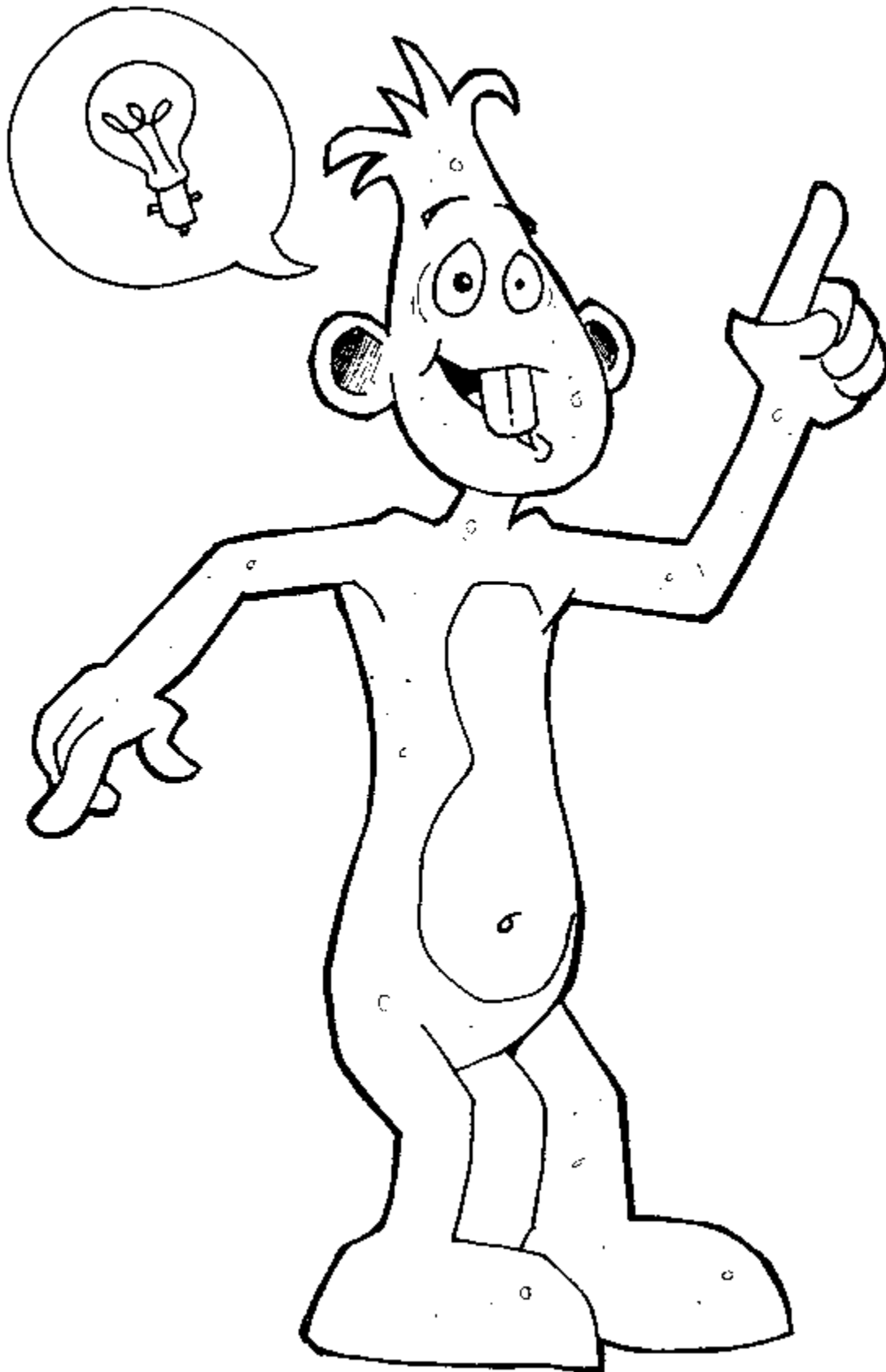


## Think about your choices





## Choose the one you like best





# Decision-making model

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

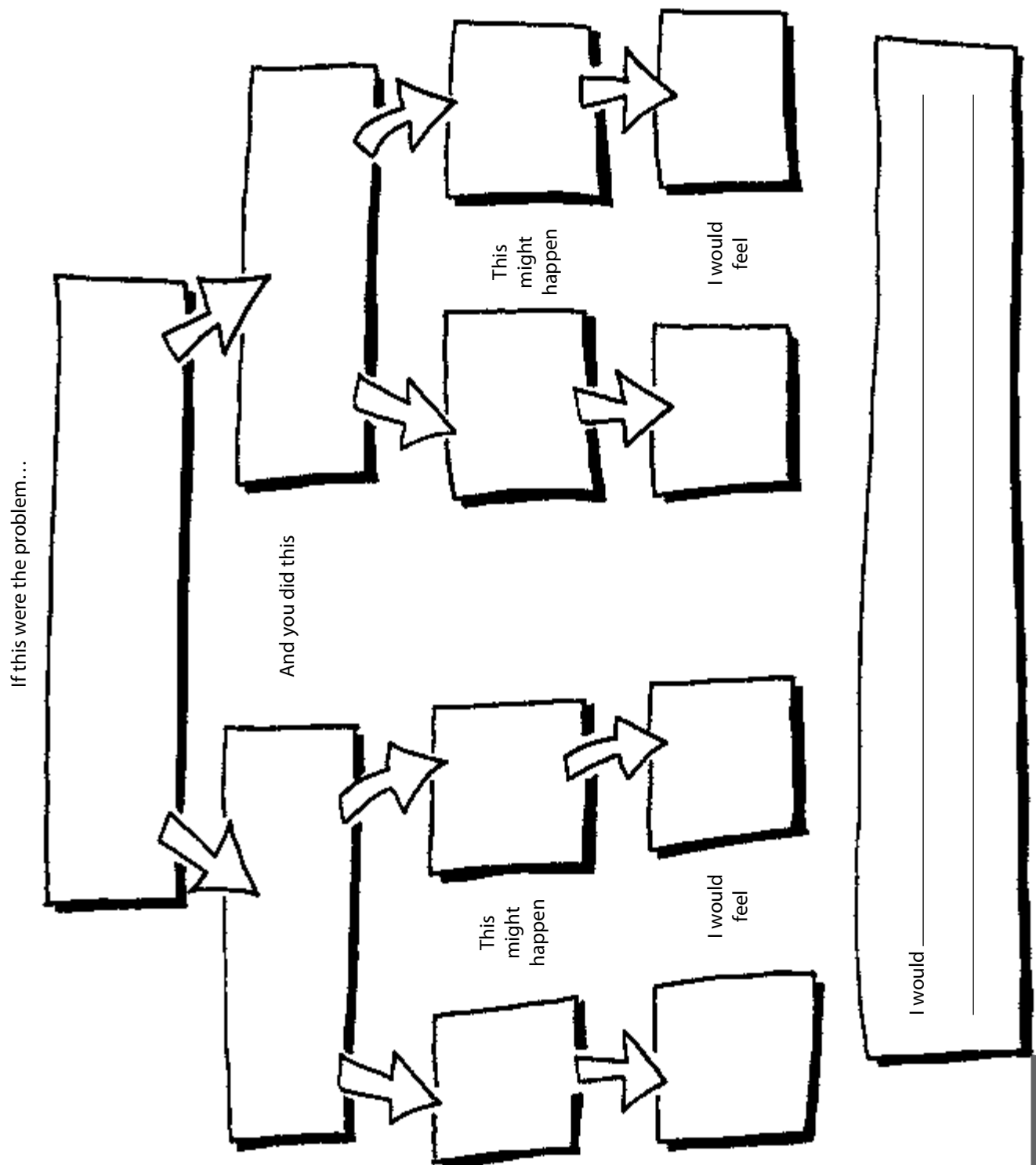
I would \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Decision-making model







# KWL

I have <b>L</b> earnt	
I <b>W</b> ant to know	
I <b>K</b> now	



# PNI

<div><div>P</div><div>N</div><div>I</div></div> <div>Positive</div>	



# 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**





## Risk cards

# High risk

# Low risk







## Harm signs

**Most  
harmful**



**Least  
harmful**





## Feelings continuum

