

CHALLENGES & CHOICES

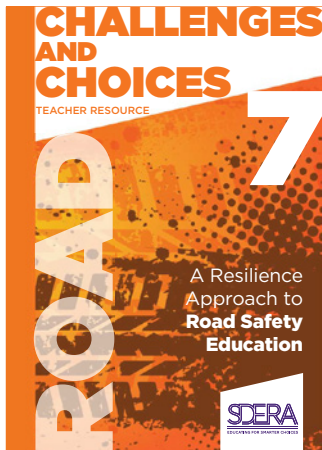
YEAR 7 ROAD



**LEARN
AT HOME**

COVID-19 RECOMMENDATIONS

Educators are urged to take necessary precautions when teaching children and young people during the COVID-19 outbreak. Some activities detailed in teaching and learning resources may need to be adjusted to keep students safe. For up-to-date information about social distancing, hand hygiene and other ways to reduce the risk of transmission, visit www.healthywa.wa.gov.au/coronavirus









Challenges and Choices | Year 7






A Resilience Approach to Road Safety Education | Module 1: Resilience Education






Use this guide to adapt the activities in the resource for students who are learning at home.





Download the resource at <https://www.sdera.wa.edu.au/media/2327/challenges-choices-road-year-7-module-1.pdf>





TOPIC 1	INTRODUCTION TO RESILIENCE AND WELLBEING
Activity 1	<p>pages 15-16 in resource</p> <p>What is resilience?</p> <p>pages 15-16 in resource</p>
 Learn at home	<p>Defining resilience</p> <ul style="list-style-type: none"> • Option 1 – Use the following reading of Dr Seuss' <i>Oh the places you'll go</i> https://www.youtube.com/watch?v=qJKhbm33KjI or source another reading via the Internet to complete the task. • Option 2 – Instead of using the Dr Seuss text <i>Oh the places you'll go</i> as listed under Point 1, page 15, direct students to the Kids Helpline website. Using the information available, students are to list the skills someone could use to build their level of resilience. https://kidshelpline.com.au/teens/issues/building-resilience <p>Identifying resilience skills</p> <ul style="list-style-type: none"> • Instead of conducting a whole class circle talk activity as listed under Point 3 page 15, prompt students to individually reflect on whether they have experienced the following situations. <ul style="list-style-type: none"> • Have you ever felt embarrassed by something someone said or did at school? • Have you ever felt disappointed when something you were looking forward to was cancelled? • Have you ever felt hurt when a friend has said something mean to you? • Have you ever felt nervous when you've started something new and not known anyone? • Have you ever felt angry when you've been blamed for something that was not your fault? • Have you ever felt frustrated when you've tried really hard to do something but not been able to do it? • Have you ever felt lonely when everyone seems to have someone else to play with and you have no one. <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>i Note Provide situations to students.</p> </div> <ul style="list-style-type: none"> • Emphasise that if someone can respond to these situations in a positive and optimistic way (go from unhappy to happy), then that is seen as resilience. They are able to bounce back from a bad situation. • Ask students to identify a skill they could use to be resilient in each of the above situations and how they may have learnt this skill.




 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 7 ROAD Focus Area 1: Topic 1 – Introduction to resilience and wellbeing Family Information Sheet – <i>Resilience education</i> (page 16) https://www.sdera.wa.edu.au/parents/secondary-years/
 Find out more	<ul style="list-style-type: none"> Kids Helpline http://kidshelpline.com.au Student Wellbeing Hub https://studentwellbeinghub.edu.au/ Youth Beyond Blue https://www.youthbeyondblue.com/ Beyond Blue – Building resilience in children aged 0-12 https://resources.beyondblue.org.au/prism/file?token=BL/1810_A
 Extension ideas	<p>Defining resilience</p> <ul style="list-style-type: none"> Using the ABC graffiti strategy sheet (Year 9 Drug Teacher Resource, page 115), ask students to brainstorm (either collectively or individually) a word that relates to resilience for each letter of the alphabet (eg A – attitudes B – bounce back, C – cope). Students to reflect on the identified words and use these to generate a definition for resilience. Alternatively, conduct a “one minute challenge” (Year 7 Road Teacher Resource, page 70) for students to write down all they know about resilience.
TOPIC 2	EMOTIONAL LITERACY
	pages 17-24 in resource
Activity 1	Ditch the bad mood
	page 17 in resource
 Learn at home	<ul style="list-style-type: none"> This activity can be conducted online from the resource with no modification, with the exception of reference to ‘pair/partner’ whereby students can respond to their online school team, family members or individually either in written or verbal form.
 Find out more	<ul style="list-style-type: none"> Kids Helpline (Coping with emotions) https://kidshelpline.com.au/teens/issues/coping-emotions

<p>Activity 2</p>	<p>Thoughts and feelings influence behaviour</p> <p>pages 18-20 in resource</p>
<p> Learn at home</p>	<p>Challenging negative self-talk</p> <ul style="list-style-type: none"> • Instead of conducting the Challenge Card activity as a group, as listed under Point 3 page 19, ask students to complete this activity individually or with family members.
<p> Find out more</p>	<ul style="list-style-type: none"> • Headspace (Dealing with difficult thoughts) https://headspace.org.au/blog/ways-to-deal-with-difficult-thoughts/
<p> Extension ideas</p>	<p>Defining positive and negative self-talk</p> <ul style="list-style-type: none"> • Ask students to create Y-Charts to identify what positive and negative thinking looks, sounds and feels like (2-3 responses for each section). Students to use responses to produce a definition for both positive thinking and negative thinking.
<p>Activity 3</p>	<p>Conflict resolution strategies</p> <p>pages 21-22 in resource</p>
<p> Learn at home</p>	<p>Strategies for handling disagreements</p> <ul style="list-style-type: none"> • Instead of engaging in a role-play as listed under Point 3 page 21, students are to use the decision-making model strategy sheets (Year 7 Road Teacher Resource, page 68), to reflect on a selected scenario/problem listing: <ul style="list-style-type: none"> • 2-3 disagreement strategies that the young person could apply • the positive and negative outcomes of those strategies. • On completion of the sheet, students are to select the most effective disagreement strategy they would use and provide reasoning behind their decision.
<p> Find out more</p>	<ul style="list-style-type: none"> • Kids Helpline https://kidshelpline.com.au/ • Student Wellbeing Hub https://studentwellbeinghub.edu.au/ • Growing and developing healthy relationships https://gdhr.wa.gov.au/

 Extension ideas	<ul style="list-style-type: none"> • Encourage students to practise discussed conflict resolution strategies at home with their family. • Potential for students to create finger puppets at home to re-enact the effective strategies to use within the disagreement scenarios (page 22) and perform either to their family members or online school team.
Activity 4	Responding to peer influences pages 23-24 in resource
 Learn at home	Handling negative influences <ul style="list-style-type: none"> • Instead of a group role play as listed under Point 4-7 page 23-24, ask students to brainstorm a scenario whereby someone their age may be influenced to do something potentially unsafe in a traffic environment. • Guide students to develop a scenario that includes the information listed under Point 4 on page 23 (i.e. who, what, where, and how). • Students are to use their scenario to create a comic strip/storyboard that demonstrates how their character copes with the situation and the helpful thoughts used.
 Find out more	<ul style="list-style-type: none"> • Kids Helpline https://kidshelpline.com.au/ • Student Wellbeing Hub https://studentwellbeinghub.edu.au/ • Growing and developing healthy relationships https://gdhr.wa.gov.au/
 Extension ideas	<ul style="list-style-type: none"> • Ask students to develop a poster or advertisement to promote to young people effective ways to handle negative peer influences.
TOPIC 3	PROBLEM SOLVING AND MAKING DECISIONS pages 24-26 in resource
Activity 1	Solving problems pages 24-25 in resource
 Learn at home	<ul style="list-style-type: none"> • This activity can be conducted online from the resource with no modification, with the exception of reference to 'pair/partner' whereby students can respond to their online school team, family members or individually either in written or verbal form.

Activity 2	Considering consequences and making decisions page 25 in resource
 Learn at home	<ul style="list-style-type: none"> As described in the above activities, alternatives for group roleplay as listed under Point 2 page 25, could include: <ul style="list-style-type: none"> use of the decision-making model strategy sheets (Year 7 Road Teacher Resource, page 68) discuss the consequences/potential outcomes of the scenario with online school team, family members or individually through verbal or written form create a comic/storyboard of the selected scenario highlighting the positive and negative outcomes of a particular choice re-enact the scenario and the arguments 'for' and 'against' through puppetry and perform to online school team and/or family members.
TOPIC 4	GOAL SETTING pages 27-29 in resource
Activity 1	Setting personal goals page 27 in resource
 Learn at home	<ul style="list-style-type: none"> This activity can be conducted online from the resource with no modification, with the exception of reference to 'pair/partner' whereby students can respond to their online school team, family members or individually either in written or verbal form.
 Engaging parents	<ul style="list-style-type: none"> Ask students to brainstorm potential barriers to achieving their SMART goal and to: <ol style="list-style-type: none"> Identify strategies to overcome these barriers. People (eg friends, family, trusted adult etc.) who can support them to work towards their goal. Encourage students to share their SMART goal with their family and to place this SMART goal somewhere visual (eg fridge) to promote ongoing discussion and allow them to check in and track goal progression.
Activity 2	Taking risks for goal achievement pages 27-29 in resource
 Learn at home	<ul style="list-style-type: none"> This activity can be conducted online from the resource with no modification, with the exception of reference to 'values continuum' whereby students can respond to their online school team or family members.

 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 7 ROAD Focus Area 1: Topic 4 – Goal setting Family Information Sheet – <i>Risk-taker's advantage</i> (page 29) https://www.sdera.wa.edu.au/parents/secondary-years/
 Find out more	<ul style="list-style-type: none"> Kids Helpline http://kidshelpline.com.au
 Extension ideas	<ul style="list-style-type: none"> Ask students to create a <u>Y chart</u> (Year 7 Drug Teacher Resource, page 97) to identify what risk taking behaviour <i>looks like, sounds like, and feels like</i>. Ask students to reflect if these signs would be the same for all risk-taking behaviour. Why/why not?
TOPIC 5	COPING AND HELP SEEKING pages 30-34 in resource
	Identifying and practising help seeking strategies pages 30-34 in resource
Activity 1	Identifying and practising help seeking strategies pages 30-34 in resource
 Learn at home	<p>Recognising signs of not coping</p> <ul style="list-style-type: none"> Instead of conducting a brainstorm activity as listed under Point 1 page 30, ask students to create a <u>Y chart</u> (Year 7 Drug Teacher Resource, page 97) to identify the signs of when someone is not coping and what it <i>looks like, sounds like, and feels like</i>. <p>Who to go for help</p> <ul style="list-style-type: none"> Instead of conducting a circle talk activity as listed under Point 4 pages 30-31, ask students to reflect on the scenarios on the activity sheet <i>Who to go to help</i> (page 32) and create a 'mind map' or 'word splash' of help-seeking strategies. Use the statements on page 30-31 of the resource to prompt student discussion in their online school team, family members or individually either in written or verbal form. <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p>i Note Provide activity sheet <i>Who to go to help</i> (page 32) to students via email or Connect as well as the 'Ask' statements to promote discussion or a response.</p> </div>

 <p>Engaging parents</p>	<ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheets. Challenges and Choices Year 7 ROAD Focus Area 1: Topic 5 – Goal setting Family Information Sheet – <i>Helping your teenager ask for help</i> (page 33) and <i>Silence is sometimes the best answer</i> (page 34) https://www.sdera.wa.edu.au/parents/secondary-years/
 <p>Find out more</p>	<ul style="list-style-type: none"> • Reachout http://reachout.com.au • Kids Helpline http://kidshelpline.com.au • Student Wellbeing Hub https://studentwellbeinghub.edu.au/ • Youth Beyond Blue https://www.youthbeyondblue.com/ • Headspace https://headspace.org.au/ • Beyond Blue – Building resilience in children aged 0-12 https://resources.beyondblue.org.au/prism/file?token=BL/1810_A
 <p>Extension ideas</p>	<ul style="list-style-type: none"> • To build on the activity listed under Point 6 (page 31) ask students to research a local community support agency or national helpline that offers support to young people (eg Headspace, Kids helpline) and provide a brief PowerPoint presentation/written report/flyer about the service (eg who they cater for, what support they can offer, how to access their service etc). • Students to draw a picture of a tree with multiple branches. The tree represents the student's support network. On each branch, the student can list/draw/paste a photograph of the individual/s and support agencies in their community they would reach out to if support for themselves or others is required.