

CHALLENGES & CHOICES

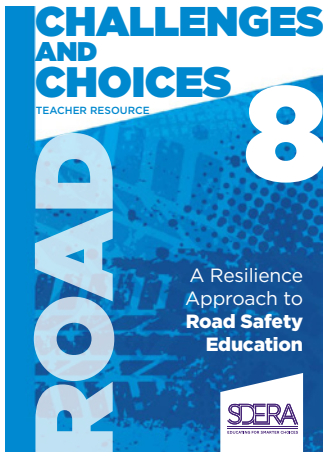
YEAR 8 ROAD



**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 8 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/2343/challenges-choices-year-8-road-module-1.pdf>



TOPIC 1		HELP-SEEKING	
		pages 15-18 in resource	
Activity 1		Knowing when you or others need help	
		pages 15-16 in resource	
 Learn at home	<p>Think and share</p> <ul style="list-style-type: none"> As an alternative to the think-pair-share (Point 2), ask students to create a list of symptomatic signs that may indicate that someone is not coping and share these in a poster, word splash, infographic or diagrammatic list. 		
 Find out more	<ul style="list-style-type: none"> ReachOut https://au.reachout.com/ Beyond Blue https://www.beyondblue.org.au/ Kids Helpline https://kidshelpline.com.au/ Head Space and Yarn Space https://headspace.org.au/yarn-safe/ Black Dog Institute https://www.blackdoginstitute.org.au 		
 Extension ideas	<ul style="list-style-type: none"> Set students the task of researching body language (gestures, eye contact, facial expressions, space etc) and how being aware of body language can assist in understanding how others are feeling. Students can also research the role of empathy in understanding how others feel. ReachOut (Communication) https://au.reachout.com/explore-articles?page=1&tags=Communication%20skills 		
Activity 2		Identifying sources of help	
		page 16 in resource	
 Learn at home	<p>Seeking help</p> <ul style="list-style-type: none"> As an alternative to the 'circle talk' activity provide each students with one scenario (2nd column page 16) and then the four research/thinking questions (first column page 16). 		

	<ul style="list-style-type: none"> Students are to write a script for either a YouTube video or a blog answering the four questions based on their scenario. In the script students should provide practical advice and offer suggestions on where to seek help.
 Find out more	<ul style="list-style-type: none"> ReachOut https://au.reachout.com/ Beyond Blue https://www.beyondblue.org.au/ Kids Helpline https://kidshelpline.com.au/ Head Space and Yarn Space https://headspace.org.au/yarn-safe/ Black Dog Institute https://www.blackdoginstitute.org.au
 Extension ideas	<ul style="list-style-type: none"> Encourage students to write different scenarios that are relevant to what issues young people could be going through and offer these scenarios up for additional options.
Activity 3	Practise asking for help
	pages 17-18 in resource
 Learn at home	<ul style="list-style-type: none"> As an alternative to the roleplay activity, ask students to create an anchor chart highlighting the different ways to ask for help in each of the scenarios on page 2 of the student workbook, <i>In Gear</i>. Students can discuss which agency would be best to use if there wasn't a person that the characters felt comfortable with talking to about their situation. <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p> Note Provide students with a copy of page 2 from the <i>In Gear</i> student workbook via email or upload to Connect.</p> </div>
 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 8 ROAD Focus Area 1: Topic 1 – Help-seeking Family Information Sheet – <i>Helping your teenager ask for help</i> (page 18) https://www.sdera.wa.edu.au/parents/secondary-years/

 Find out more	<ul style="list-style-type: none"> • ReachOut https://au.reachout.com/ • Beyond Blue https://www.beyondblue.org.au/ • Kids Helpline https://kidshelpline.com.au/ • Head Space and Yarn Space https://headspace.org.au/yarn-safe/ • Black Dog Institute https://www.blackdoginstitute.org.au
 Extension ideas	<ul style="list-style-type: none"> • Use the following headings – Feeling, Problem, Help – to write a rap or lyrics that could be recorded to send a message to young people to encourage them to ask for help and/or advice.
TOPIC 2	PERSONAL STRENGTHS AND WELLBEING
	pages 19-23 in resource
Activity 1	Strengths analysis
	pages 19-21 in resource
 Learn at home	<p>Strengths</p> <ul style="list-style-type: none"> • As an alternative to the ‘think-pair-share’ activity ask students to complete a brain dump using the statement, <i>Strength is not always about being strong.</i> • Lead a class discussion on the classroom chat (if available) about this statement using the phrases on page 3 of the student workbook, <i>In Gear</i>, as prompts. • Ask students to conduct a strengths analysis independently and then align it with their strengths diary for the week.
 Engaging parents	<ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheets. Challenges and Choices Year 8 ROAD Focus Area 1: Topic 2 – Personal strengths and wellbeing Family Information Sheets – <i>Strength – it’s not always about being strong</i> (page 20) and <i>Building your teen’s character strengths</i> (page 21) https://www.sdera.wa.edu.au/parents/secondary-years/

 Find out more	<ul style="list-style-type: none"> • ReachOut https://au.reachout.com/ • Beyond Blue https://www.beyondblue.org.au/ • Kids Helpline https://kidshelpline.com.au/ • Head Space and Yarn Space https://headspace.org.au/yarn-safe/ • Black Dog Institute https://www.blackdoginstitute.org.au
 Extension ideas	<ul style="list-style-type: none"> • Choose someone you know well and admire. Create a graffiti wall showing their strengths and qualities.
Activity 2	Leadership strength
	pages 22-23 in resource
 Learn at home	A good leader <ul style="list-style-type: none"> • As an alternative to the brainstorming activity in groups, ask students to create an explosion chart or an anchor chart on the 'traits of a good leader'. They can share via email or upload to Connect.
 Engaging parents	<ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 8 ROAD Focus Area 1: Topic 2 – Personal strengths and wellbeing Family Information Sheet – <i>Raising a leader</i> (page 23) https://www.sdera.wa.edu.au/parents/secondary-years/
 Extension ideas	<ul style="list-style-type: none"> • Watch one of the following Ted Talks on leadership. Why good leaders make you feel safe, Simon Sinek (11.59 mins) https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe?language=en Everyday leadership, Drew Dudley (6.09 mins) https://embed.ted.com/talks/drew_dudley_everyday_leadership How great leaders inspire action, Simon Sinek (17.57) https://embed.ted.com/talks/simon_sinek_how_great_leaders_inspire_action Lead like the great conductors, Itay Talgam (20.44 mins) https://embed.ted.com/talks/itay_talgam_lead_like_the_great_conductors

TOPIC 3		REFUSAL SKILLS AND MANAGING INFLUENCES	
		pages 24-25 in resource	
Activity 1		Pressure tactics	
		page 24 in resource	
 Learn at home	<p>Pressures</p> <ul style="list-style-type: none"> • As an alternative to a group brainstorm, ask students to fold a piece of paper into eight sections and write one scenario per section on how friends put pressure on each other. On the back of the paper, in each section, write a refusal statement that they could use for each scenario. Cut out each square into cards for use in the following task. • As an alternative to a roleplay, ask students to develop a script for a play/roleplay using the characters in the scenarios. Record the play/roleplay on a device (eg phone) and share with the online class, family etc. 		
 Find out more	<ul style="list-style-type: none"> • Kids Helpline https://kidshelpline.com.au/teens/issues/peer-pressure-and-fitting 		
Activity 2		Responding assertively	
		page 25 in resource	
 Learn at home	<p>Assertiveness</p> <ul style="list-style-type: none"> • As an alternative to the roleplay, ask students to explore the options by creating a podcast of their discussion on the 'art of saying no'. Students can use the scenarios in the student workbook, <i>In Gear</i>, on page 7 as prompts. 		
 Extension ideas	<ul style="list-style-type: none"> • Students develop a vox pop interviewing family members on how they say 'no' to peer pressure. 		

TOPIC 4	DECISION MAKING
	page 26 in resource
Activity 1	Options and decisions
	page 26 in resource
 Learn at home	<p>Making the decision</p> <ul style="list-style-type: none"> As an alternative to partner work, use live chat or another alternative. If technology is not available, ask students to complete a T-chart listing how other people can influence decision making in both positive and negative ways.
 Engaging parents	<ul style="list-style-type: none"> Ask students to create a short video (using software such as Powtoon) for young people based on the decision-making steps – Stop, Think, Decide.