

CHALLENGES & CHOICES

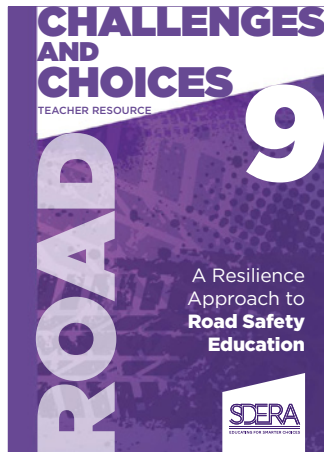
YEAR 9 ROAD



**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 9




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/2351/challenges-choices-year-9-road-module-1.pdf>

TOPIC 1	RESPONDING TO CHALLENGING OR UNSAFE SITUATIONS
Activity 1	<p>Being assertive</p> <p>pages 15-17 in resource</p>
<p> Learn at home</p>	<div data-bbox="611 395 2136 560" style="background-color: #f0f0f0; padding: 10px;"> <p>i Note If students are unable to access the student workbook <i>In Gear</i> online, take a photo of the relevant page(s) with a smart device and send it to them via the device, email or upload to Connect.</p> </div> <p>Assertiveness</p> <ul style="list-style-type: none"> • Modify Point 1 to ask the following question through a classroom chat or similar. <i>What is the difference between aggressive and assertive communication?</i> • Ask students to create a Y Chart (page 97) for assertive communication and a Y chart for aggressive communication – with sections of the Y titled, what it: ‘looks like’, ‘sounds like’, and ‘feels like’. • Instead of role playing scenarios, have students read each scenario and write down assertive statements and actions. Students discuss their scenario and answers with their online school team. The team can brainstorm and generate assertive statements, if they decide that assertive communication was not used effectively. Provide scenarios to students as required. • Have students read page 1 of the <i>In Gear student workbook</i> and then complete page 2 <i>Keep calm and be assertive</i> sharing their answers with their online school team or family members.
Activity 2	<p>Crucial conversations</p> <p>pages 16-17 in resource</p>
<p> Learn at home</p>	<div data-bbox="611 1169 2136 1334" style="background-color: #f0f0f0; padding: 10px;"> <p>i Note If students are unable to access the student workbook <i>In Gear</i> online, take a photo of the relevant page(s) with a smart device and send it to them via the device, email or upload to Connect.</p> </div> <p>Conversations</p> <ul style="list-style-type: none"> • Create and upload a podcast to Connect that explains to students the importance of having crucial conversations. Highlight the importance of regulating emotions and speaking assertively.

	<ul style="list-style-type: none"> • Have students practise creating crucial conversations by reading the scenarios on page 16 and writing statements using the 'ABC' steps: 'A – I feel ...'; 'B – When ...'; 'C – So ...'. Provide scenarios to students. • Instead of a roleplay, ask students to script a crucial conversation based on the 'Sophie' scenario on page 16 of the teacher resource. Have students review their scripts using the 'Ask' prompts on page 16. Provide scenario to students. • Have students read and complete <i>Crucial conversations easy as ABC</i> on page 3 of the <i>In Gear student workbook</i>.
 Engaging parents	<ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 9 ROAD Focus Area 1: Topic 1 – Responding to challenging or unsafe situations Family Information Sheet – <i>Crucial conversations</i> (page 17) https://www.sdera.wa.edu.au/parents/secondary-years/
TOPIC 2	MAKING DECISIONS pages 18-20 in resource
Activity 1	Decision making page 18 in resource
 Learn at home	<div style="background-color: #f0f0f0; padding: 10px; margin-bottom: 10px;"> <p>i Note If students are unable to access the student workbook <i>In Gear</i> online, take a photo of the relevant page(s) with a smart device and send it to them via the device, email or upload to Connect.</p> </div> <p>Decisions to make</p> <ul style="list-style-type: none"> • Replace the paper bag activity with asking students to read the three scenarios on page 5 of the <i>In Gear student workbook</i>, and then: <ul style="list-style-type: none"> • decide what the characters should do, by using the <i>5 Why's technique</i> (on page 5 of the student workbook) and the <i>Three C's of decision making</i> (on page 4 of the student workbook) • discuss with their online school team or parent/carer the three scenarios describing: (a) the problem; (b) the choices available; and (c) the decision that was made and why.

 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 9 ROAD Focus Area 1: Topic 2 – Making decisions Family Information Sheet – <i>Raising good decision makers</i> (page 20) https://www.sdera.wa.edu.au/parents/secondary-years/
TOPIC 3	GOAL SETTING
	pages 21-22 in resource
Activity 1	Personal goal for health and wellbeing
	pages 21-22 in resource
 Learn at home	<div style="background-color: #f0f0f0; padding: 10px; margin-bottom: 10px;"> <p>i Note If students are unable to access the student workbook <i>In Gear</i> online, take a photo of the relevant page(s) with a smart device and send it to them via the device, email or upload to Connect.</p> </div> <p>Setting goals</p> <ul style="list-style-type: none"> Modify this activity by having students reflect on one of the questions from the activity on page 21 eg How do you want your life to be one year from now? Provide questions to students. Students read the information about SMART goals on page 6 of the <i>In Gear student workbook</i>. Provide students with a SMART goal example from page 21 of the teacher resource (eg I love football and want...). Have students chose a goal they want to achieve by the end of Year 12 and ask them to start the goal setting process by completing <i>Kicking goals</i> in the <i>In Gear student workbook</i> (page 7).
 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 9 ROAD Focus Area 1: Topic 3 – Goal setting Family Information Sheet – <i>Goal setting</i> (page 22) https://www.sdera.wa.edu.au/parents/secondary-years/