

# CHALLENGES & CHOICES

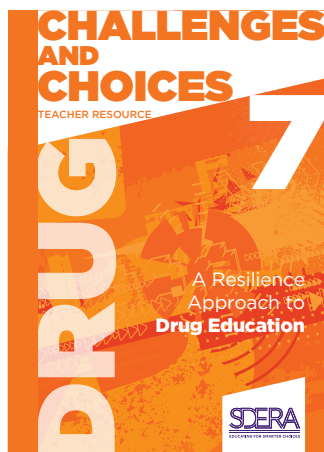
## YEAR 7 DRUG

### 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](http://www.healthywa.wa.gov.au/coronavirus)



**LEARN  
AT HOME**







### Challenges and Choices | Year 7




#### A Resilience Approach to Drug 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/2562/module-1-resilience-education-year-7.pdf>




<b>TOPIC 1</b>	<b>INTRODUCTION TO RESILIENCE AND WELLBEING</b> <b>pages 15-16 in resource</b>
<b>Activity 1</b>	<b>What is resilience?</b> pages 15-16 in resource
 <b>Learn at home</b>	<p><b>Defining resilience</b></p> <p><b>Option 1</b></p> <ul style="list-style-type: none"> <li>• Instead of providing a 'class set of photographs' to students as listed under Point 1 page 15, ask students to create a collage of images that they believe best represents the term 'resilience'. Suggest to students to use resources available at home (eg magazines, photographs, newspaper) and to recycle where possible.</li> <li>• Students are to reflect on their collage and list the similarities between the images collected.</li> <li>• Students to use this reflection to generate their own definition of resilience.</li> </ul> <p><b>Option 2</b></p> <ul style="list-style-type: none"> <li>• Ask students to create a Y chart of resilience (Year 7 Teaching and Learning Strategies, page 97) to identify what resilience looks like, sounds like, and feels like.</li> <li>• Using the responses recorded on the chart, ask students to generate their own definition of resilience.</li> </ul> <div data-bbox="611 855 2136 1023"> <p><b>i Note</b></p> <p>Use the dot points under Point 1 page 15 and the list in <i>Be Ready student workbook</i> page 1 to prompt students where required.</p> </div> <p><b>Identifying resilience skills</b></p> <ul style="list-style-type: none"> <li>• Instead of conducting a 'whole class circle talk' activity as listed under Point 2 page 15, prompt students to individually reflect on whether they have experienced the following situations. They can share their reflections through the classroom chat if available.           <ul style="list-style-type: none"> <li>• Have you ever felt embarrassed by something someone said or did at school?</li> <li>• Have you ever felt disappointed when something you were looking forward to was cancelled?</li> <li>• Have you ever felt hurt when a friend has said something mean to you?</li> <li>• Have you ever felt nervous when you've started something new and not known anyone?</li> <li>• Have you ever felt angry when you've been blamed for something that was not your fault?</li> <li>• Have you ever felt frustrated when you've tried really hard to do something but not been able to do it?</li> <li>• Have you ever felt lonely when everyone seems to have someone else to play with and you have no one?</li> </ul> </li> </ul>


	<p><b>i Note</b> Provide the prompts to students.</p> <ul style="list-style-type: none"> <li>Emphasise to students through the classroom chat that knowing when and how to use skills such as optimistic and positive thinking, speaking assertively and solving problems in response to these situations is seen as resilience (being able to bounce back from a difficult situation or experiences).</li> <li>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. Students can share their responses via the classroom chat, written communication or a video/audio file.</li> </ul>
 <b>Engaging parents</b>	<ul style="list-style-type: none"> <li>Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 7 DRUG Focus Area 1: Topic 1 – Introduction to resilience and wellbeing Family Information Sheet – <i>Resilience skills</i> (page 16) <a href="https://www.sdera.wa.edu.au/parents/secondary-years/">https://www.sdera.wa.edu.au/parents/secondary-years/</a></li> </ul>
 <b>Find out more</b>	<ul style="list-style-type: none"> <li>Kids Helpline <a href="http://kidshelpline.com.au">http://kidshelpline.com.au</a></li> <li>Student Wellbeing Hub <a href="https://studentwellbeinghub.edu.au/">https://studentwellbeinghub.edu.au/</a></li> <li>Youth Beyond Blue <a href="https://www.youthbeyondblue.com/">https://www.youthbeyondblue.com/</a></li> <li>Beyond Blue – Building resilience in children aged 0-12 <a href="https://resources.beyondblue.org.au/prism/file?token=BL/1810_A">https://resources.beyondblue.org.au/prism/file?token=BL/1810_A</a></li> </ul>
 <b>Extension ideas</b>	<p><b>Identifying resilience skills</b></p> <ul style="list-style-type: none"> <li>Encourage students to share and read through the family information sheet <i>Resilience Skills</i> (page 16 of the resource) with their family.</li> <li>Ask students to think of a situation when they have had to use the resilience skills identified in the Family Information Sheet (eg humour, recognise own strengths and limitations, use empathy, use leadership skills and set SMART goals) and to share their response with their family.</li> </ul>

TOPIC 2	EMOTION RECOGNITION AND REGULATION
	pages 17-22 in resource
Activity 1	<b>Strategies for coping</b> page 17 in resource
 <b>Learn at home</b>	<b>Identifying stressful and challenging situations</b> <ul style="list-style-type: none"> <li>• Instead of setting a group card cluster activity as listed under Point 1 page 17, ask students to individually brainstorm two experiences (in addition to those listed below) that would be challenging or stressful to someone in Year 7.             <ul style="list-style-type: none"> <li>• Transition from primary school to high school</li> <li>• Changing schools</li> <li>• Having to catch public transport for the first time to get to school</li> <li>• Increase in homework expectations</li> <li>• Change in friendship groups</li> </ul> </li> </ul> <div data-bbox="611 742 2136 871"> <p><b>i Note</b> Provide the above scenarios to students.</p> </div> <ul style="list-style-type: none"> <li>• For each of the experiences, ask students to identify what emotions would be triggered/connected with these experiences.</li> </ul>
 <b>Find out more</b>	<ul style="list-style-type: none"> <li>• Kids Helpline (Coping with emotions)  <a href="https://kidshelpline.com.au/teens/issues/coping-emotions">https://kidshelpline.com.au/teens/issues/coping-emotions</a> </li> </ul>
 <b>Extension ideas</b>	<b>Regulating emotions</b> <ul style="list-style-type: none"> <li>• Ask students to draw a picture (or source a picture from a magazine, photo, newspaper etc) of a person who looks 'relaxed' and another who appears 'stressed'. Ask students to draw arrows onto the pictures, identifying the body cues exhibited by a 'relaxed' or 'stressed' person.</li> <li>• Ask students to brainstorm strategies someone could use to go from a stressed to a relaxed state.</li> </ul>



Activity 2	Thoughts and feelings influence behaviour pages 17-19 in resource
 <b>Learn at home</b>	<p><b>i Note</b> For Points 1 and 2 if students are unable to access the <i>Be Ready student workbook</i> online take a photo of the page with a smart device and send/share to them via device, email or upload to Connect.</p> <ul style="list-style-type: none"> <li>• Ask students to complete the activity on page 3 of the <i>Be Ready student workbook</i> verbally rather than in written form using the classroom chat or with a family member.</li> <li>• As an alternative to brainstorming, have students develop a mind map, explosion chart or word spill.</li> </ul> <p><b>Examples of positive self-talk</b></p> <ul style="list-style-type: none"> <li>• Instead of using 'thumbs up, thumbs down' activity listed under Point 3 page 18, ask students to place the self-talk statements on a T-chart (from Teaching and Learning Strategies Year 6 page 209) under the appropriate headings 'Positive self-talk' and 'Negative self-talk'.</li> <li>• Ask students to re-write the negative self-talk statements into an alternative helpful thought and list it on the T-chart under 'positive self-talk'.</li> </ul>
 <b>Find out more</b>	<ul style="list-style-type: none"> <li>• Headspace (Dealing with difficult thoughts) <a href="https://headspace.org.au/blog/ways-to-deal-with-difficult-thoughts/">https://headspace.org.au/blog/ways-to-deal-with-difficult-thoughts/</a></li> </ul>
 <b>Extension ideas</b>	<p><b>Defining positive and negative self-talk</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

<b>Activity 3</b>	<b>Using humour in a helpful way</b> page 19 in resource
 <b>Learn at home</b>	<div data-bbox="611 260 2136 427">  <b>Note</b>          For Point 3 page 19, if students are unable to access the <i>Be Ready student workbook</i> online take a photo of the page with a smart device and send/share to them via device, email or upload to Connect.       </div> <p><b>Using laughter as a coping strategy</b></p> <ul style="list-style-type: none"> <li>• Instead of conducting a 'whole class circle talk' activity as listed under Point 2 page 19, ask students to share their responses to the circle talk activity questions with their online school team, family members or brainstorm individually and report back verbally or in written form.</li> </ul>
<b>Activity 4</b>	<b>Recognising and respecting others' feelings</b> pages 20-22 in resource
 <b>Learn at home</b>	<p><b>Showing empathy</b></p> <ul style="list-style-type: none"> <li>• Instead of engaging in a 'roleplay' as listed under Point 4 page 21, provide students with a copy of the <i>Showing empathy</i> activity sheet (page 22) of the resource by taking a photo of the page with a smart device and send/share to them via a device or email.</li> <li>• Provide students with the activity sheet <i>Showing empathy</i> (page 22) via email or Connect.</li> <li>• Ask students to individually select a scenario from the activity sheet and to respond to the reflection questions provided – these can be asked verbally if necessary.</li> <li>• Ask students to create a comic strip/storyboard outlining how the skill of empathy can be used within the selected scenario.</li> </ul>
 <b>Find out more</b>	<ul style="list-style-type: none"> <li>• Kids Helpline (Helping kids identify and express feelings)  <a href="https://kidshelpline.com.au/parents/issues/helping-kids-identify-and-express-feelings">https://kidshelpline.com.au/parents/issues/helping-kids-identify-and-express-feelings</a> </li> </ul>
 <b>Extension ideas</b>	<ul style="list-style-type: none"> <li>• Watch <i>The Breakfast Club</i>, Pitt River Middle School USA  <a href="https://www.youtube.com/watch?v=0Lj5pWWA_MY">https://www.youtube.com/watch?v=0Lj5pWWA_MY</a> </li> </ul>

TOPIC 3	SELF-KNOWLEDGE
	pages 23-26 in resource
<b>Activity 1</b>	<b>Recognise personal qualities and strengths</b> pages 23-24 in resource
 <b>Learn at home</b>	<div data-bbox="613 395 2130 560"> <p><b>Note</b> If students are unable to access the <i>Be Ready student workbook</i> online, take a photo of the page with a smart device and send/share to them via device, email or upload to Connect.</p> </div> <ul style="list-style-type: none"> <li>This activity can be conducted from the resource with no modification, with the exception of reference to 'pair' and 'partner' whereby students can respond to their online school team, family members or individually either in written or verbal form.</li> </ul>
 <b>Engaging parents</b>	<ul style="list-style-type: none"> <li>Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 7 DRUG Focus Area 1: Topic 3 – Self-knowledge Family Information Sheet – <i>Building your teen's character strengths</i> (page 24) <a href="https://www.sdera.wa.edu.au/parents/secondary-years/">https://www.sdera.wa.edu.au/parents/secondary-years/</a></li> </ul>
<b>Activity 2</b>	<b>Identifying leadership strengths and qualities</b> page 25 in resource
 <b>Learn at home</b>	<div data-bbox="613 1050 2130 1214"> <p><b>Note</b> If students are unable to access the <i>Be Ready student workbook</i> online, take a photo of the page with a smart device and send/share to them via device, email or upload to Connect.</p> </div> <p><b>Identifying leadership strengths and qualities</b></p> <ul style="list-style-type: none"> <li>Instead of engaging in a 'Who is it' activity as listed under Point 1 page 25, ask students to choose (or you delegate to students) one famous leader from society (either past or present). Students can be prompted with the questions below to aid their reflection on how this famous leader has had an impact on society.             <ul style="list-style-type: none"> <li>Why do you think this famous leader is/was admired by others?</li> <li>What strengths/leadership qualities does/did this leader demonstrate?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Has this leader always had these strengths/leadership qualities? If not, how were these qualities developed?</li> <li>• Has this leader required resilience in their role? Why/Why not?</li> <li>• How would resilience help develop someone's leadership skills?</li> </ul> <p><b>Research a famous leader</b></p> <ul style="list-style-type: none"> <li>• Prompts for questions to form the basis for the research are provide in the resource on page 25 and in the <i>Be Ready student workbook</i> pages 8-9. Provide these questions/prompts to students as required.</li> </ul> <p><b>Graffiti</b></p> <ul style="list-style-type: none"> <li>• Instead of conducting a 'streamline' activity as listed under Point 2 page 25, using the ABC graffiti strategy sheet (from the <i>Year 9 A Resilience Approach to Drug Education</i> resource, page 115) ask students to brainstorm/research (either collectively or individually) a leadership quality for each letter of the alphabet (eg A – authentic B – brave, C – considerate).</li> <li>• Students to reflect on the identified words and use these to generate a definition for leadership. Students could then select 2-3 identified qualities they believe are essential for a leader and provide reasoning for their choice (either verbal or in written form).</li> <li>• The personal reflection questions (as listed under Point 3 page 25) could be linked to this activity (ie which of these leadership qualities and strengths do you currently possess?)</li> <li>• Students could be provided with a 1-minute challenge to list as many qualities/skills (personal, social, emotional) that a leader possess. As suggested above, students can build onto this activity to generate a definition, select their top three qualities and provide reasoning, reflecting on their own capacity to demonstrate leadership.</li> </ul>
 <p><b>Extension ideas</b></p>	<p><b>Reflecting on leadership qualities</b></p> <ul style="list-style-type: none"> <li>• Students could draw a self-portrait (or paste a photograph of themselves onto a piece of paper) and around their picture/photograph:             <ul style="list-style-type: none"> <li>• write key words that relate to their leadership qualities and strengths</li> <li>• list experiences where they have demonstrated leadership qualities and strengths</li> <li>• write a positive statement of what leadership qualities and strengths they would like to build and identify who could help them to improve.</li> </ul> </li> </ul>



Activity 3	Using self-knowledge to set goals
	page 26 in resource
 <b>Learn at home</b>	<div data-bbox="645 272 768 316">  <b>Note</b> </div> <p data-bbox="645 323 2042 395">If students are unable to access the <i>Be Ready student workbook</i> online, take a photo of the page with a smart device and send/share to them via device, email or upload to Connect.</p> <ul data-bbox="611 448 2128 555" style="list-style-type: none"> <li>• For Point 3, instead of students forming groups and selecting a leadership activity from the <i>Be Ready student workbook</i> ask students to reflect on situations where they may have demonstrated leadership strengths and qualities at home.</li> </ul>
	<ul data-bbox="611 584 2128 699" style="list-style-type: none"> <li>• Students can then brainstorm additional home scenarios that could enable them to demonstrate leadership.</li> <li>• Students could select one of their brainstormed scenarios to develop a SMART goal to assist them in developing their leadership strengths/qualities over a 2-3-week period.</li> </ul>