

CHALLENGES & CHOICES

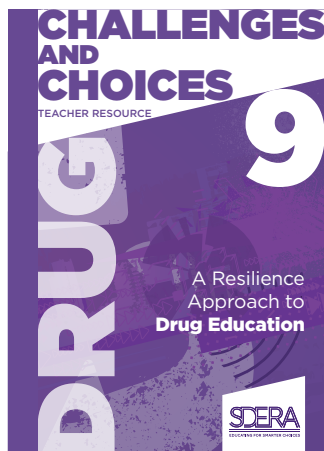
YEAR 9 DRUG

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



**LEARN
AT HOME**








Challenges and Choices | Year 9




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/2611/year-9-module-1-resilience-education.pdf>



TOPIC 1	PERSONAL STRENGTHS pages 15-19 in resource
Activity 1	Strength to strength pages 15-16 in resource
<div data-bbox="103 395 174 469"></div> Learn at home	<div data-bbox="647 411 766 448">i Note</div> <p>If students are unable to access the student workbook <i>Be Ready</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> <p>24 Strengths</p> <ul style="list-style-type: none"> • Ask students to choose two strengths from the lists on pages 1-2 of the <i>Be Ready student workbook</i> that pose a challenge for them and get them to brainstorm and write down reasons why to share with their teacher, school team or family members. • Rather than completing the worksheet on page 4 of the <i>Be Ready student workbook</i>, get students to indicate verbally or on Microsoft Office 365 tools like the whiteboard action what strengths they have. • If you are able, group students into pairs to complete the 'identify three strengths of your partner' activity. If unable to work with a partner, have students think of a friend, teacher or family member and think of three strengths they possess then ask and answer the questions on page 15 (column 2). Answers can be written or recorded verbally. <div data-bbox="647 1015 766 1051">i Note</div> <p>Provide questions to students as required.</p> <ul style="list-style-type: none"> • If students cannot access the <i>Be Ready student workbook</i> pages 2-3, choose one story from the selection and read it out to your school team or individual students and ask for verbal or dot point feedback. As an alternative, record and upload to Connect the recording as a podcast. • Ask students to explore the concept of strengths further by providing them with an activity from page 15 or choosing an activity as suggested below. <ul style="list-style-type: none"> • Research books, movies, artworks, quotes about personal strengths. • Research and develop a profile of a person that has influenced their life and shown strength similar to the ones on pages 2-3 of the <i>Be Ready student workbook</i>.




	<ul style="list-style-type: none"> • Develop an artwork or word spill of their strengths. • Make a family information sheet to share with their family and friends about the importance of recognising and building strengths.
 Engaging parents	<ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 9 DRUG Focus Area 1: Topic 1 – Personal strengths Family Information Sheet – <i>Strengths – it's not about being strong</i> (page 16) https://www.sdera.wa.edu.au/parents/secondary-years/
 Find out more	<ul style="list-style-type: none"> • Authentic Happiness http://www.authentichappiness.sas.upenn.edu • Values Education https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/values • Building on Strengths https://www.education.wa.edu.au/dl/oelpev
 Extension ideas	<ul style="list-style-type: none"> • Make an achievements and strengths chart, collage or photo book to display their strengths using items they have at home. • Write post-it notes of their strengths and achievements or someone else's and stick them around their bedroom, on their computer or fridge. • Write cover letters and update their resume with their strengths and achievements for multiple job types eg retail, hospitality etc.
Activity 2	Valuing others' strengths and achievements
	page 17 in resource
 Learn at home	<div>  Note If students are unable to access the student workbook <i>Be Ready</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. </div> <p>Accepting strengths</p> <ul style="list-style-type: none"> • As an alternative to brainstorming, have students develop a mind map, explosion chart or word spill of what 'tall poppy syndrome' means.




	<ul style="list-style-type: none"> Ask students to complete the activity on page 5 of the <i>Be Ready student workbook</i> verbally rather than in written form. Use the questions on page 17 of the resource as prompts for discussion with your school team. As an option students could use these questions to have a discussion with family members. Students unable to participate in discussion groups could develop a poster, postcard, or fridge magnet displaying the answers to the questions.
Activity 3	Using your strengths to manage situations pages 18-19 in resource
 Learn at home	<div>  Note If students are unable to access the student workbook <i>Be Ready</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. </div> <p>Using strengths</p> <ul style="list-style-type: none"> If group work is not possible, choose one scenario for all students to comment on to promote discussion either in written or verbal form. Use two or three of the scenarios in a whole group setting. Ask the questions on page 18 to prompt discussion. Instead of a roleplay ask students to develop a script for a play/role-play using the characters in the scenarios, looking at positive and negative influences as well as risk and maintaining friendship factors.
 Extension ideas	<ul style="list-style-type: none"> Practise and/or roleplay, their responses to different scenarios with family members at home or via electronic media. Develop a PowerPoint, Keynote or MS Sway presentation instructing others how they can use positive self-talk to help in difficult situations.





TOPIC 2	EMOTIONS AND RESPONSES
	pages 20-24 in resource
Activity 1	Identifying and responding to emotions pages 20-21 in resource
 Learn at home	<div data-bbox="613 395 2136 564"> <p>Note</p> <p>If students are unable to access the student workbook <i>Be Ready</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>Understanding emotions</p> <ul style="list-style-type: none"> • Rather than in groups get students to individually complete an 'ABC graffiti' outlined on page 107 in the Teaching and Learning Strategies or assign 3-4 letters per student. Share responses via a group chat if available. • Prompt discussion using the questions on page 21 of the resource. Students can share answers verbally or provide written responses. • If students are unable to access the <i>Be Ready student workbook</i> pages 7-8, ask the students to come up with some situations in their lives and what they did to overcome the situation. Alternatively, you can provide a situation or choose a situation from the ones on page 7-8 of the <i>Be Ready student workbook</i> for students to complete in their school team, with family members or individually. Students report back. Process the activity using feedback as suggested on page 21 of the resource.
 Extension ideas	<ul style="list-style-type: none"> • Make a collage of emotions using magazines and newspaper clippings or on electronic media drawing apps if available. • Make a list of positive self-talk phrases or slogans to use. Place these somewhere visual so that they can be referred to regularly. • Research and/or make a booklet of positive affirmations.

Activity 2	Recognising others' emotional states, needs and perspectives
	pages 22-24 in resource
 Learn at home	<div data-bbox="613 264 2141 432"> <p>Note</p> <p>If students are unable to access the student workbook <i>Be Ready</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>Emotions & empathy</p> <ul style="list-style-type: none"> • Rather than asking students to complete the answers to the statements on page 9 of the <i>Be Ready student workbook</i>, ask students to provide verbal responses or just to write answers on a sheet of paper. • Pose the question 'Empathy is the same as sympathy' on the white board in MS teams or by other Microsoft 365 Office tools for students to respond to. If unable to use electronic media, pose the question verbally and ask for responses either verbally or by written means. • Using scenarios on page 10 of the <i>Be Ready student workbook</i>, prompt discussion using the questions on page 22 of the resource. If students are working individually provide students with 1 or 2 scenarios verbally or through Microsoft Office 365, WebEx or Connect tools. • If students are unable to complete the activity on page 9 of the student workbook, an alternative is to pose the question listed verbally or via email, or via Microsoft Office 365, WebEx or Connect tools and ask students to respond with an answer. • Instead of roleplay, provide students with a scenario from the activity sheet on pages 23-24. Ask students to respond (related to their scenario) verbally or through electronic communication. Prompt students using questions/statements on page 22 of the resource.
 Extension ideas	<ul style="list-style-type: none"> • Practise using empathy strategies with family and friends through video chats. • Research empathy strategies and skills. • Practise positive self-talk and how you can convert negative talk into positive talk.

TOPIC 3	MANAGING SITUATIONS pages 25-30 in resource
Activity 1	Assertive responses and actions page 25 in resource
 Learn at home	<div data-bbox="611 395 2136 563"> <p>Note</p> <p>If students are unable to access the student workbook <i>Be Ready</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"> • An alternative to using the <i>Be Ready student workbook</i> page 11, if not available, is to ask students to research and discuss the differences between assertive, submissive and aggressive actions. You can use the statements noted under Point 1 on page 25 of the resource to explain and clarify the differences between these actions for students. Students could make their own poster highlighting non-assertive and assertive actions similar to the table outlined on page 11 of the <i>Be Ready student workbook</i>. • Point 2 on page 25 can be completed verbally or by written means. • For Point 3, if students cannot access the <i>Be Ready student workbook</i> (page 12), an alternative is to explain the '5 steps of acting assertively' or take a photo of the page with a smart device and send/share to them via device, email or upload to Connect. Provide the scenario on page 25 of the resource and ask for students to provide a written or verbal response. • Complete the brainstorming activity with students as suggested on page 25 of the resource. If group discussion or access to the <i>Be Ready student workbook</i> (page 12) is not possible, provide a scenario for students to work on as a group or individually from the examples on page 12 of the student workbook or get students to come up with their own scenarios and solutions to share. • Rather than a completing a roleplay, assign each student a character and ask them to come up with ways that they would deal with the scenario listed on page 25 of the resource and then share as a group. An alternative if students are by themselves is to ask students to create a script for a situation/scenario using the characters outlined on page 25. Highlight that students should include assertive responses where they can.
 Extension ideas	<ul style="list-style-type: none"> • Practise and/or roleplay assertive responses to different scenarios with family members at home or via electronic media.

	<ul style="list-style-type: none"> Using electronic multimedia that students can access, ask them to create a presentation highlighting assertive communication phrases or statements that they could use in difficult situations.
Activity 2	Coping skills pages 26-28 in resource
 Learn at home	<div>  Note If students are unable to access the student workbook <i>Be Ready</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. </div> <p>Coping</p> <ul style="list-style-type: none"> If group work is not possible, choose one emotion and demonstrate the expectation of the activity using the statements under point 1 on page 26 of the resource. Then allocate another emotion to students to repeat the example you provided. Provide the scenario on page 26 of the resource to students verbally or through other multimedia avenues like Microsoft Office 365, WebEx or Connect. As an alternative to using the worksheet (page 13 of <i>Be Ready</i>) ask students to reflect on the coping strategies they use and then discuss other options using the list on page 13 of the <i>Be Ready student workbook</i> as a reference point for further discussion. Use the questions under point 4 on page 26 of the resource to prompt further discussion. If group work is not possible, allocate a scenario to a student and ask them to complete and then to share their responses either verbally or in written format.
 Extension ideas	<ul style="list-style-type: none"> Make a wallet card, fridge magnet, mobile or collage of coping strategies. Practise using coping strategies. Research how famous or influential people cope in difficult situations. Read books or watch movies that show how people cope with adversity and difficult situations.

Activity 3	Positive approaches for dealing with stress pages 29-30 in resource
 Learn at home	<div data-bbox="613 260 2141 432"> <p>i Note If students are unable to access the student workbook <i>Be Ready</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>Stress</p> <ul style="list-style-type: none"> • If group work or group discussion is not possible, ask students to write down their responses explaining the three signs of a person experiencing stress that are noted in Point 2. Or, choose one sign of stress and demonstrate the expectation of the activity using the examples provided at the top of page 29 of the resource as a prompt. Then allocate another of the signs of stress to students and repeat until all three signs of a person experiencing stress have been covered. • If unable to conduct a brainstorm session (Point 3), ask students to reflect on their own lives and provide examples of ways they have coped in difficult situations. Students can write or verbally record their answers or share ideas on the whiteboard app in MS teams. Use 'Ask' statements on page 29 and 30 to prompt discussion. • For Point 5, if group work or group discussion is not possible, allocate a scenario to each student and ask them to verbally explain or to write down their responses explaining what coping strategies they would use. An alternative is to do one scenario together and demonstrate the expectation of the activity then allocate another scenario to students to repeat the example you provided. • Point 6, Making a stress ball, suggest to students to use items they can find around the home. Highlight the need to use safe, non-toxic materials and resources.
 Find out more	<ul style="list-style-type: none"> • Smiling Mind https://www.smilingmind.com.au/
 Extension ideas	<ul style="list-style-type: none"> • Practise mindfulness at home. Access apps through your devices that may help. • Develop a weekly schedule of mindfulness activities to practise.

TOPIC 4	GOAL SETTING
	pages 31-32 in resource
Activity 1	Personal goals for health and wellbeing pages 31-32 in resource
 Learn at home	<div data-bbox="613 395 2141 564">  Note If students are unable to access the student workbook <i>Be Ready</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. </div> <p>Goal setting</p> <ul style="list-style-type: none"> • Provide students with SMART theory information and process from page 31 of the resource and page 16 of the <i>Be Ready student workbook</i> verbally. Ask students to present their goal document in written form, using PowerPoint, MS Sway, Keynote or Connect tools, rather than using the <i>Be Ready 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 DRUG Focus Area 1: Topic 4 – Goal setting Family Information Sheet – <i>How to set effective goals</i> (page 132) https://www.sdera.wa.edu.au/parents/secondary-years/
 Extension ideas	<ul style="list-style-type: none"> • Set more SMART goals eg sport, academic, friendship/relationship, emotional etc.