

# TEACHING & LEARNING STRATEGIES

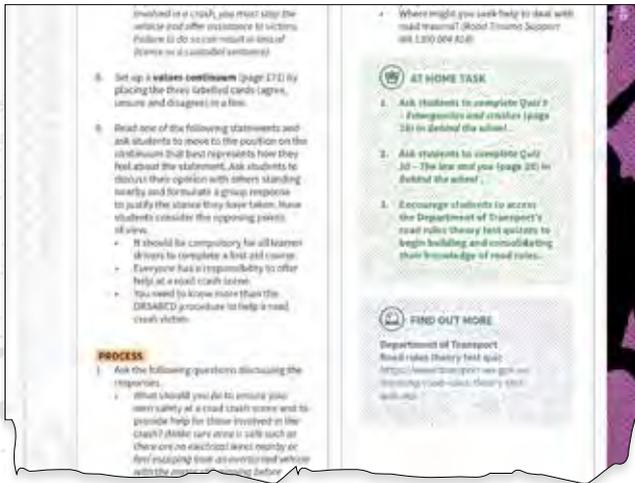
## TEACHING & LEARNING STRATEGIES

This section provides a description of teaching and learning strategies that are referred to throughout this resource and can be used to deliver pre-driver education content.

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# INTRODUCTION

The teaching and learning strategies referred to in coloured bold text throughout the 10 lessons, are described in this section of the resource.



These strategies can be used to deliver specific pre-driver education content and are designed:

- to promote critical and reflective thinking, research, collaborative learning and literacy
- to promote students' learning and help teachers to deliver essential content
- to accommodate differences in learning styles as a suggestion, not as a complete list of strategies.

Teachers are advised to use their professional judgement to review the strategies and adapt and select according to their students' knowledge, learning styles, needs and interests. Selection should also be based on helping students maximise their achievement of an identified outcome, and to make progress in their level of understanding.

## BRAINSTORM

This strategy will help students to recall and communicate existing knowledge and organise ideas; consider others' views and ideas; and develop creative thinking processes and problem-solving skills.

1. Select a topic or pose a question for the brainstorm and write it on the board.
2. Students consider the topic or question and respond. Ideas can be written on the board or on sticky notes so that students can later cluster the responses after the brainstorm.
3. The rules for brainstorms are:
  - share whatever comes to mind – the more ideas the better
  - all responses are recorded – every idea counts – no put downs or criticisms
  - write ideas as said – no paraphrasing.
4. Students reflect and discuss the ideas, clarifying responses where necessary.

## CHOOSE A CORNER

This strategy will help students to identify and clarify attitudes using hypothetical issues, consider information and other's ideas and views and share reasons for making a decision with others.

1. Prepare four signs, each numbered with a 1, 2, 3 or 4.
2. Place a number sign in each corner of the room.
3. Read four statements asking students to choose the one that best represents their opinion.
4. Students move to the corner that best describes their opinion.
5. Students standing together share their reasons for choosing the statement.
6. Invite students to share opinions between corners.

### Variation

7. Give students the opportunity to change their minds moving to a new corner after whole class discussion.
8. Students explain why they have changed position.

## DECISION-MAKING MODEL

This strategy will help students to consider their own beliefs about their ability to view situations and events and solve problems; explore a series of steps in making decisions in relation to positive healthy behaviours; and share reasons for making a decision with others.



Prior to using a decision-making model, students will need to understand the terms of 'problem', 'choices' and 'decisions'. Students who have had no previous involvement in making decisions may find it difficult to identify the problem in a scenario.

1. Explain that in the decision-making process students need to:
  - collect accurate information from many sources to inform their decisions
  - identify their feelings and values as these can influence options and choices before accurate assessment of a situation can be made
  - recognise that there is the potential for a decision to have positive and negative outcomes and that predicting outcomes can be difficult
  - accept that they are responsible for their actions before a choice is made
  - understand that more accurate predictions comes with practice
  - potentially re-evaluate the decision they make and adapt this to new situations.
2. Provide students with **decision-making model** strategy sheet (page 175) to use in the decision-making process. Ask students to identify the problem and write this in the model and to identify and discuss their feelings about the problem.
3. Students then gather information to identify the range of possible options. Remind students that going to others for information can assist their decision-making especially when a difficult decision is to be made. However, they need to balance their own views with the views of others.
4. Students write the options they have identified on the model.
5. Students consider the consequences (both positive and negative) to evaluate each option. Ensure students look at the different types of consequences (ie physical, social, emotional, financial and legal), as well as the impact of the consequences on self, family, friends and the community in the short-term and long-term.
6. Students discuss the feelings associated with these consequences, make a choice and justify it.

## GRAFFITI WALK

This strategy will help students to generate ideas and cover several issues or aspects efficiently and work collaboratively to learn from and share with others.

1. Display the graffiti sheets around the room.
2. Place students in small groups.
3. Ask each group to move to a graffiti sheet and respond to the question/statement on the graffiti sheet.
4. When asked, groups move to a new graffiti sheet adding their thoughts to the previous groups.
5. Discuss the findings to process the activity.

## HEAD TALK

This strategy will help students to discuss concepts cooperating together to create a collective response.

1. Place students in groups of six and give each member a number from 1 to 6.
2. Pose a question that encourages students' involvement. For example: What would you do if a friend was encouraging you to drive unsafely?
3. Explain that at the end of the discussion one student from each group will be required to provide a summary of the discussion or an answer to a question.
4. Students put their heads together and talk about the question.
5. Give a signal such as ringing a bell to let students know the discussion time is nearly finished.
6. Groups should check that all members know the decided response.
7. Roll a die to determine the students who will provide the response. For example, if the die rolls to number five, all students with that number have to respond on behalf of their group.
8. Other students can give more information once the nominated students have presented their responses.

## HUMAN GRAPH

This strategy will help students to identify and clarify attitudes using hypothetical issues, consider information and others' ideas and views, share reasons for making a decision and make quantitative statements about students' opinions.

1. Use the strategy sheet **choose a corner** (page 173) placing the number signs in a line from one to four.
2. Pose the statement and choices then ask students to stand behind the number that best represents their opinion.
3. Students standing together share their reasons for choosing the statement.
4. Ask students to make quantitative statements to describe the voting. For example, more girls agree that not wearing a seatbelt is a high risk situation for a young driver or most of the class agree that seatbelts help to save lives.

## RIP AND REVIEW

This strategy will help students to recall existing knowledge and organise ideas and consider others' views and ideas.

1. Students sit facing each other (eg knees to knees) in groups of four. This will facilitate dialogue between students.
2. Give each student a piece of A4 paper to fold into quarters and number them 1 to 4 (see example).
3. Write four questions or statements on the board.
4. Explain to students they are to consider the four questions or statements then write their responses on the piece of paper. At this stage students do not discuss the questions or statements.
5. On completion, students 'rip' their response sheet into four squares and place these in piles numbered 1 to 4.
6. Each student takes one pile of responses and summarises the findings for the question.
7. Students then give their summaries to the rest of the group.

## Variation

8. The summary process can be conducted by a whole group who then reports to the whole class (eg a group summarises all of the number 1 responses, another group summarises all of the number 2 responses etc).

## ROLE-PLAY

This strategy will help students to:

- examine factors and influences affecting behaviour
- share and compare experiences
- develop interpersonal skills including assertive communication, negotiation, prediction, problem-solving and decision-making within a range of contexts
- plan effective strategies for managing 'real life' situations.

### Before the role-play

1. Establish a supportive classroom environment by setting role-play rules including:
  - one person speaks at a time
  - everyone's responses and feelings are to be treated with respect
  - everyone is entitled to express their opinion or have the option to pass.
2. Ensure that students have a clear understanding of the purpose of the role-play (eg to demonstrate assertive communication and to practise negotiating during conflict).
3. Set the scene by choosing a scenario or have students choose/write their own scenario.



- Avoid using extreme stereotypes or allowing the issues to become exaggerated.
- If there is an audience, encourage their involvement by giving them a role (eg they can identify the characters' feelings, comment on appropriateness of actions and provide feedback).

### During the role-play

1. Give students enough time to practise the role-play if it is to be performed to an audience. Performing in front of others is not always necessary. It is the processing rather than the performance that is important.

2. Start the role-play by reminding students to keep the action brief. A few minutes is usually sufficient. If the role-play deteriorates, stop, discuss what is happening and re-focus.
3. Facilitate the role-play by allowing students to direct the action. Wait until the end before making any comments.
4. Do not judge the actions of a student in any given scenario as right or wrong. Instead focus attention on alternatives and/or consequences of actions.

### After the role-play

1. Use open-ended questions that focus on the feelings of the role-play characters, attitudes expressed, consequences of actions, alternatives to decisions/ actions, and what students have learned about the characters portrayed, to debrief the role-play.
2. Allow plenty of time for de-briefing and provide positive feedback for effort and participation.

## SNAP DECISIONS

This strategy will help students to understand how difficult it is to make quick decisions and demonstrate the variety of thoughts common to young people in road safety situations.

1. A volunteer is seated in the 'snap decision seat' and presented with a safety dilemma. The student must try to put themselves in the shoes of the character in the dilemma.
2. Two other students stand either side of the seated student. One represents the 'positive' side of the situation and the other represents the 'negative'.



Try to avoid the terms 'good' and 'bad' or 'angel' and 'devil' as this places a value judgement on the volunteer's decision. Their role is to try and convince the student sitting in the snap decision seat to make a decision based on their comments.

3. The student in the snap decision seat is allowed no thoughts of their own and must make a decision based purely on the arguments presented by the two students.

## T CHART

This strategy will help students to individually or in a group:

- graphically organise and record ideas, feelings and information
  - identify and focus on what they already know, understand, value and are able to do
  - compare and contrast ideas, feelings and information.
1. Pose a question, situation or issue about road safety for students to brainstorm and record their responses on a T chart.



If working in a group, all responses should be accepted and recorded.

## VALUES CONTINUUM

This strategy will help students to identify and clarify attitudes about issues and consider others' thoughts and attitudes.

1. Prepare a set of signs using Strategy sheet – *Values continuum* (page 176).
2. Place these at opposite ends of the room.



It may help to draw a chalk line or stick a piece of masking tape on the floor between the two signs to indicate the continuum.

3. Explain that there are many places along the continuum that may represent each student's opinion about a given statement.
4. Model this by giving a statement and placing yourself along the continuum. Tell students why you might have placed yourself at that position.
5. Select a statement and read to the group.
6. Ask students to move to the point on the continuum that best represent their opinion.

7. Students then discuss their reasons for placing themselves in that point on the continuum with others standing nearby.
8. As a class, discuss why there are variations in students' opinions.
9. Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.

#### Variation

10. Use the Strategy sheet – *High and low risk* (page 174) for a values-based activity.

### Y CHART

This strategy will help students to individually or in a small group:

- graphically organize and record ideas, feelings and information
  - identify and focus on what they already know, understand, value and are able to do
  - compare and contrast ideas, feelings and information.
1. Have students draw a large Y on a sheet of paper and label each section as instructed.
  2. Pose a question, situation or issue about road safety for students to brainstorm and record their responses in a Y chart.



If working in a group, all responses should be accepted and recorded.



# CHOOSE A CORNER

✂

<h1>1</h1>	<h1>2</h1>
<h1>3</h1>	<h1>4</h1>

The Keys4Life Program is a Road Trauma Trust Account funded project approved by the Minister for Road Safety and supported by the Road Safety Commission.





# HIGH AND LOW RISK



**HIGH  
RISK**

**LOW  
RISK**

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# DECISION-MAKING MODEL

<b>Negative things that might happen?</b>				I would _____ _____ _____
<b>Positive things that might happen?</b>				
<b>Choices</b>				
<b>Problem</b> What is the problem and how do I feel?				

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✂

**Agree**

**Strongly agree**

**Disagree**

**Strongly disagree**

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