Teaching and learning strategies

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Teaching and learning strategies

Overview of teaching and learning strategies

The strategies described in this section of the resource represent well-recognised and effective teaching practices for early adolescence education. They promote critical and reflective thinking, research, evaluation and collaborative learning and also focus on literacy skills. The strategies have been designed to accommodate differences in learning styles and reflect contemporary learning theory including Gardner's Multiple Intelligence Theory and the revised Bloom's Taxonomy.

The strategies have been divided according to the basic elements of an inquiry process. These elements are also fundamental to the decision-making process in the Health and Physical Education Self-management Skills Learning Outcome. The sections and focus of each are as follows:

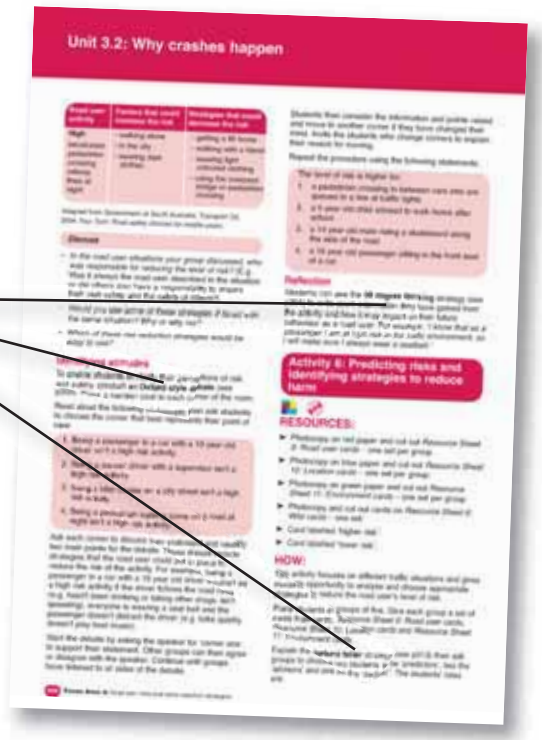
	These strategies …
Tuning in	…can be used to determine students' current knowledge, skills and attitudes prior to planning a program. They will engage and focus students in the learning experiences and content.
Finding out	… encourage investigation and independent learning about key health and safety concepts.
Sorting out	… encourage the analysis, organisation, review and reflection of information.
Developing values	… allow students to identify, discuss and develop positive attitudes towards safer and health lifestyles.
Making decisions	… provide opportunities for students to develop decision-making skills to enable them to make safer and healthier choices.
Speaking out	… provide opportunities for students to develop the communication and negotiation skills required for safer healthier lifestyles.
Reflecting	… allow students to identify, discuss and consider the changes in their understandings, attitudes and values.

Using the teaching and learning strategies

The teaching and learning strategies are used to engage students in the resilience, drug and road safety content of this resource.

The strategies have been **bolded** within the text of a learning experience (see illustration).

Teachers should refer to this section of the resource for an explanation of the purpose and how to implement the strategy with their class.



Selecting teaching and learning strategies

The teaching and learning strategies have been linked to learning experiences described in each unit of this resource. Teachers are encouraged to use their professional judgement to review the suggested strategies and then decide on the most appropriate for meeting the needs of their students and deliver the essential content in either a resilience, drug or road safety context.

Teachers should also consider the appropriateness of the strategies for students after reading the Scope section (pp. 29-30) and the Principles of Learning, Teaching and Assessment (pp. 134-9) of the Curriculum Framework.

Adapting learning strategies

The learning strategies linked to learning experiences are a suggestion only. As teachers know their students learning styles and needs they may need to select alternative teaching and learning strategies or adapt those suggested to deliver the content. For example:

- a **think-pair-share** has been suggested as a speaking out strategy in this resource. It can easily be adapted for students to use when sorting out or reflecting on information gained during a learning experience.
- a **placemat** has been suggested as a Finding out strategy in this resource. It can also be used to tune students into a new concept or to consider information when making decisions.

Addressing students' learning styles and needs

When teachers are asked to cater for individual differences it does not mean that every student must be given an individual work program or that instruction must be on a one-to-one basis. When teaching and learning is individualised it is reflected in classroom organisation, curriculum and instruction. Teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve some degree of success.

After considering students' needs, learning styles and levels of achievement in relation to the learning outcomes, it is important to select strategies:

- focusing on the development of knowledge, skills and attitudes
- that will assist students to engage in the essential content
- that will support and extend learning
- that will enable students to make progress in their achievement and maximise their accomplishment of the learning outcomes.

Being inclusive of all students

All students are able to learn. However, the learning rate for students with disabilities or severe learning difficulties may be influenced by nature, the severity of their disability or their access and interaction with the environment. Individualised educational programs may be needed in order for these students to demonstrate particular outcomes.

Tuning in

Tuning in

The strategies included in this section are:

- Before and after
- Card clusters
- Graffiti
- KWL
- One minute challenge
- Question partners
- Quiz

What is tuning in?

'Tuning in' strategies provide the opportunity for students to explore their current knowledge, attitudes and values about health and safety issues. While working independently or collaboratively, students can use suggested graphic organisers to record and share information.

Teachers will be able to use evidence gathered from students' responses to plan a program to cater for the needs of all students.

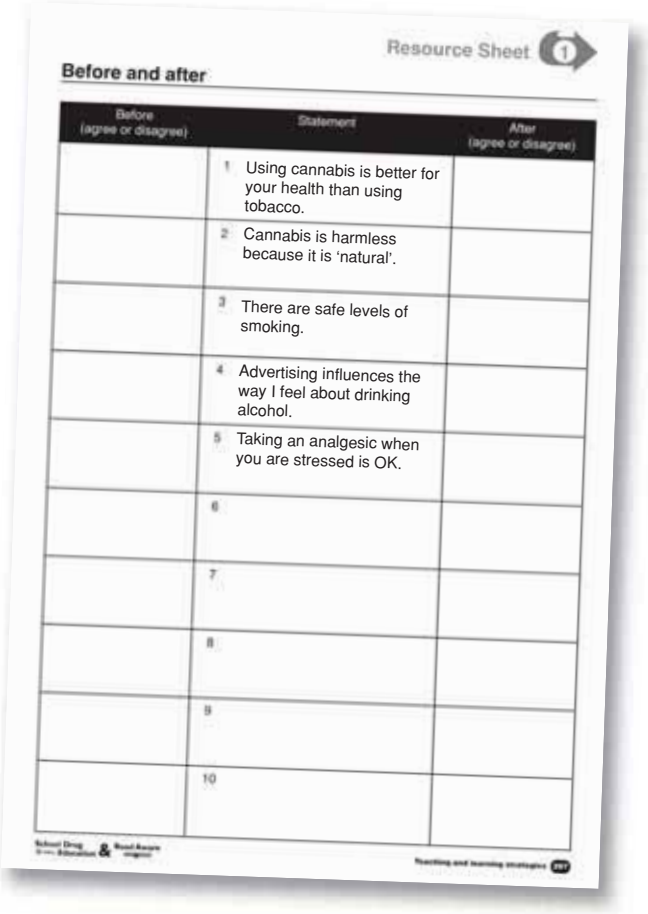
Before and after

This strategy will help students to:

- consider and reflect on their own and others' current knowledge, skills, beliefs and attitudes
- identify changes in their own knowledge, skills, beliefs and attitudes.

How is it implemented?

1. Devise a set of statements or questions that will identify students' understanding, beliefs and attitudes towards health or safety issues and write these on *Resource Sheet 1: Before and after.* The focus may be on one issue (e.g. smoking) or a range of issues (see the example provided below).
2. Ask students to respond to each statement/question before commencing a unit or focus area. Collect the resource sheets.
3. Have students complete the 'after' column when they have participated in one or several of the learning experiences in the unit or focus area.
4. In pairs or small groups, ask students to reflect on any changes in their understanding or attitudes towards the issue.



Resource Sheet 1

Before and after

Before (agree or disagree)	Statement	After (agree or disagree)
	1 Using cannabis is better for your health than using tobacco.	
	2 Cannabis is harmless because it is 'natural'.	
	3 There are safe levels of smoking.	
	4 Advertising influences the way I feel about drinking alcohol.	
	5 Taking an analgesic when you are stressed is OK.	
	6	
	7	
	8	
	9	
	10	

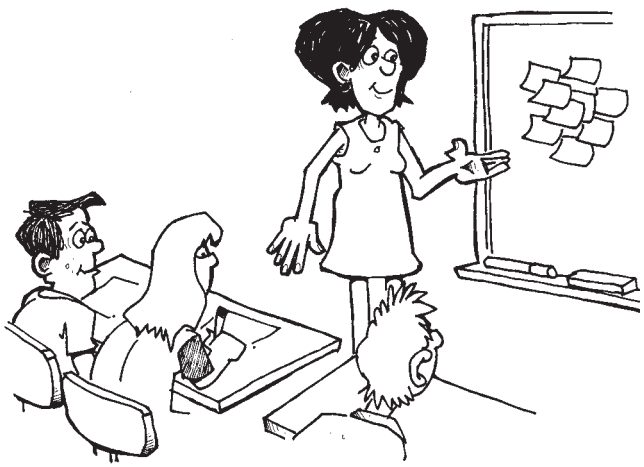
Card clusters

This strategy will help students to:

- reflect individually and share ideas with others
- generate ideas to classify, group, label and generalise upon.

How is it implemented?

1. Place students in groups.
2. Give each student two or three slips of paper.
3. Pose a problem or question related to a health or safety issue. For example: What strategies do you use to help keep yourself safe around alcohol? What strategies does your community use to help keep people safe in and around traffic?
4. Students individually write responses on the slips of paper. Only one idea should be written on each slip of paper.
5. Students place their responses in the middle of the group then through discussion with other group members cluster them by identifying similarities. A heading or title may be given to each pile of slips.
6. All groups come together to share their card clusters. Responses may be represented graphically in a mind map or bar graph, or in written form by using each idea as a new sentence.



Graffiti

This strategy will help students to:

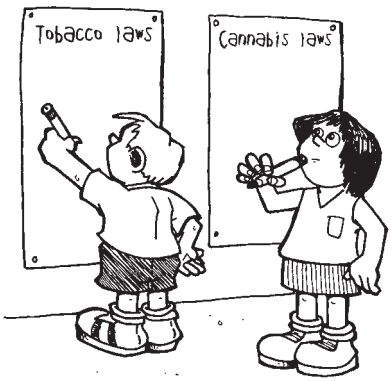
- generate ideas and cover several issues or aspects efficiently
- work collaboratively to learn from and share with others.

How is it implemented?

1. Divide the class into small groups.
2. Give each group a large sheet of paper and different coloured felt pens (a different colour for each group member allows for individual contributions to be tracked).
3. Provide each group with a different question, issue or statement to consider.
4. Within a designated time, groups 'graffiti' their paper with words, phrases or drawings related to their question, issue or statement. Advise students that they 'own' the word/comments/drawings they record. This means that they could be asked to explain or clarify information where necessary.
5. The graffiti sheets are then passed to another group.
6. Instruct students to avoid repetition of ideas by ticking the comments they agree with, writing comments next to ideas and writing their own new responses on the graffiti sheet.
7. The process is repeated until the graffiti sheets are returned to their original owners.
8. Groups read, discuss and summarise the graffiti sheets. Comments may be categorised in order to draw conclusions or present a brief summary presentation to the class.
9. Planning for further learning experiences can be carried out using the students' responses.

Variations

- **Graffiti walk**

  Display the graffiti sheets around the room. After Step 4, groups leave their graffiti sheet behind and walk to the next sheet to add and comment on previous response. Remind groups they cannot return to their original graffiti sheet until consideration has been given to all other sheets. Groups then complete the activity as before by reading, discussing and summarising the ideas generated from the graffiti.

- **ABC graffiti**

  Pose a question or statement related to a health or safety topic. Ask groups to attempt to make an

A-Z of words or phrases linked to the question or statement. For example:

What do you know about ecstasy?

Addictive, **B**ody temperature increase, **C**apsules or tablets…**Z**ombie like hallucinations.

Describe your dream car.

Automatic, **B**lack paint job, **C**omfortable seats…**Z**ippy

Students review their responses and choose five words or phrases that best reflect the question or statement. These are then written into a sentence or several sentences to summarise what students think would be the most important things for someone their age to know about the topic.

KWL (know, want to know, learnt)

This strategy will help students to:

- recall and record prior knowledge and identify future learning needs
- reflect on changes in their understanding, skills and attitudes.

How is it implemented?

1. Explain to students that this strategy will help record what they already know, identify issues they would like to learn more about and plan the direction of their learning.
2. Show students how to draw up the KWL table (see example provided).
3. Pose a question, statement or issue for students to consider (e.g. What do you already know about road safety issues for young people?) as a group.
4. Students then brainstorm what they know about the question, statement or issue and fill in the 'What I know' column to show the wide range of knowledge already shared as a group.
5. Ask students to think about what they want to know, either individually or as a group then complete the 'What I want to know' column to show the group's areas of interest. It may help to model making a contribution to this column of the KWL table.
6. Have groups share some of the ideas generated in the 'what I want to know' columns. This will identify the range of questions raised by the class and offer some students the opportunity to share their current knowledge about these.
7. Keep the KWL tables, then at the conclusion of one or several learning experiences, ask students to complete the last column 'What I learnt' to identify what students have learnt and if there have been any changes in attitudes.
8. Determine if further planning of learning experiences is required for students to achieve the outcomes.

What I **know**	What I **want** to know	What I **learnt**
Students recall what they know.	*Students determine what they want to know.*	*Students identify what they have learnt.*

Variation

The first two columns of the KWL can be completed either individually, with a partner or in a small group. Students can then join with another person, pair or small group to compare notes and circle similar ideas.

One minute challenge

This strategy will help students to:

- focus on a topic, recall prior knowledge and identify future learning needs.

How is it implemented?

1. Explain to students they will be given exactly 'one minute' to write down all they know or would like to know about a certain health or safety topic.
2. Students share their writing with a partner or group.
3. Use common areas of interest to guide the choice of future learning experiences.

Variation

Have students reflect on their understandings and attitudes after completing the learning experiences from a unit or focus area. For example:

- *What was the most important or useful piece of information you learnt from these activities?*
- *What two questions do you still have?*
- *What would you like to know more about?*

Question partners

This strategy will help students to:

- recall prior knowledge and increase understanding of a health or safety issue or topic
- identify questions and future learning needs.

How is it implemented?

1. Devise a set of question and answer cards related to the unit or focus area. Alternatively students can research information and write their own question and answer cards.
2. Explain to students that each question card has a matching answer card.
3. Hand out cards to students.
4. Students move around the room to find the person with the matching card.
5. In pairs, students discuss the question and answer.
6. Collect the cards and repeat the activity to let students find out more about the issue.
7. Determine the questions that students would like to further investigate and select appropriate learning experiences from the focus areas.

Quiz

This strategy will help students to:

- recall prior knowledge and identify future learning needs.

How is it implemented?

1. Students or the teacher devise a set of quiz questions related to the health or safety topic.
2. Students individually complete the quiz then discuss the questions as a class.
3. Use the questions that students had difficulty answering to guide the selection of further learning experiences.

Variations

- **Quiz dominoes**

  Research a health or safety issue and devise a set of questions and answers. To make domino cards. Write a question and an answer that does not match the question on each card.

  Give each group a set of domino cards to share. Nominate a member of the group to start. This student reads out the question on their card and places it on the table. The student who thinks they have the corresponding answer places it next to the card, as in a game of dominoes. The process is repeated until all questions are completed. Cards should be laid down in a circle formation so that the last question should be answered by the first card placed down.

- **Swap stats**

  Give each student a swap stats card. Explain that the cards give a question and an answer, which is written as a percentage.

  Explain that students are to move around the room until a signal is given to stop (e.g. whistle or music). Students find the nearest person to them and ask their partner to respond to the question card before revealing the answer. Once the correct statistic has been revealed, partners swap cards and get ready to move onto another partner.

  Continue the process until students have been exposed to most of the statistics being shared.

  The strategy can also be conducted in small groups and a whistle or bell is useful to control student movement.

Before and after

Before (agree or disagree)	Statement	After (agree or disagree)
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Finding out

Finding out

The strategies included in this section are:

- Brainstorm
- Circle talk
- Head talk
- Jigsaw
- Placemat
- Rip and review
- Scavenger hunt
- Simulated
- Streamline
- Surveys
- Viewing

What is finding out?

'Finding out' strategies provide the opportunity for students to develop and demonstrate the Health and Physical Education Knowledge and Understandings and Interpersonal Skills Outcomes. They can identify gaps in their existing knowledge and understanding, and work collaboratively to gather information through self-directed investigation.

Students will be able to use the information gathered to generate and communicate ideas and record responses.

Brainstorm

This strategy will help students to:

- recall existing knowledge and organise ideas
- consider others' views and ideas
- develop creative thinking processes and problem solving skills.

How is it implemented?

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

Circle talk

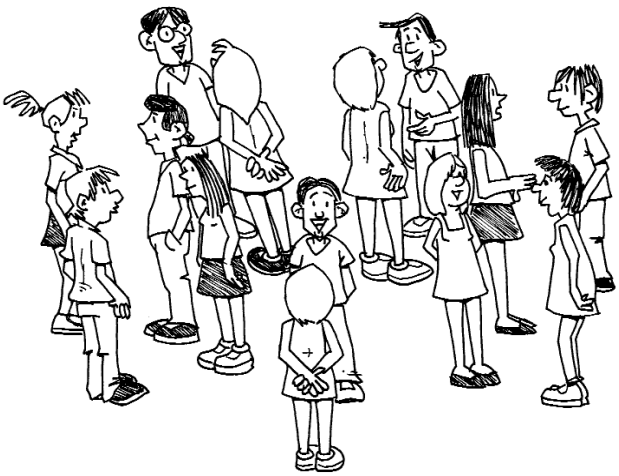
This strategy will help students to:

- share ideas and opinions and develop respect for others' opinions.

How is it implemented?

1. Place students in two concentric circles (one circle within the other). This structure facilitates dialogue between students.
2. Have students sit or stand facing each other to encourage active listening between partners.
3. Pose a scenario, question or issue for students to consider and discuss.
4. Allow thinking time of approximately 15 to 30 seconds.
5. Nominate the inside circle to start. Students in that circle share their response with their partner who listens and ask questions. Allow 30 seconds to 1 minute for sharing time.

6. When students in the inside circle have finished sharing, the outside circle shares their thoughts with their partner.
7. Have the outside circle rotate one or two places to the left or right. The discussion process is then repeated using either the same or new question.
8. To debrief, discuss the ideas produced during the circle talk. List any questions that students identified to generate further learning.



Variations

- If the class is large in number it may help to run two circle talks. This will allow the strategy to be varied by swapping the outside circles from each circle talk.
- To avoid pairing students who will not talk or may argue, manipulate the move on instruction so that these students do not face each other. This intervention will not single the students out.
- If there are uneven numbers of students in the group, place two students together in the outside circle to act as one person. This variation also works well with special needs students as they can be paired with a more capable or supportive student.

Head talk

This strategy will help students to:

- develop cooperation through problem solving a shared task
- accept responsibility for own learning.

How is it implemented?

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 collapsed while you were at a party?*
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 the 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 for their group.
8. Students from the group can give more information if required.

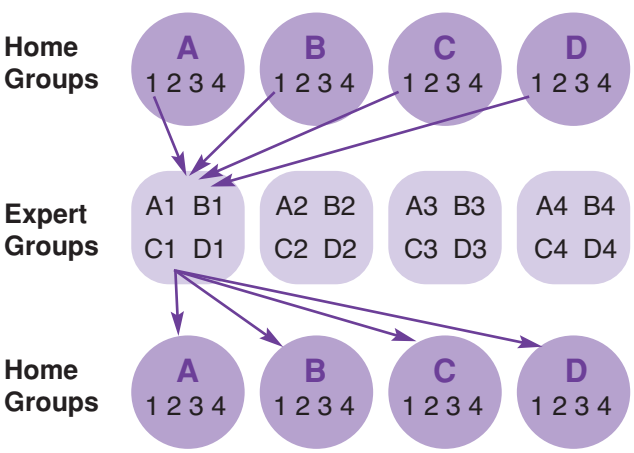
Jigsaw

This strategy will help students to:

- critically analyse, evaluate and apply ideas from a large amount of information
- participate and cooperate in small groups
- accept responsibility for their own learning.

How is it implemented?

1. Divide the class into equal groups with no more than six students in each. These become 'home groups'.
2. It may help to give each student a coloured dot, badge or sash to identify home groups.
3. Every member of the home group has a different aspect of the topic to discuss or research.
4. Students form 'expert' groups, where all members of the group are discussing or researching the same aspect of the topic. Their job is to prepare a report to take back to their home group.



5. Students move back to their original home group. The diagram provided shows student movement.
6. Experts then report on their aspect of the topic.
7. Allow time to discuss findings as whole class.

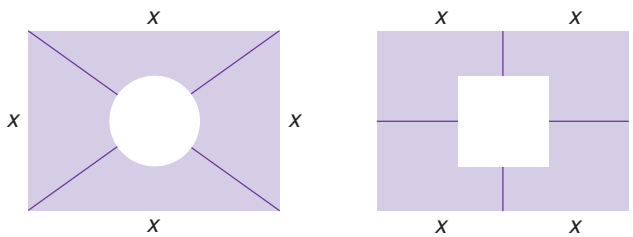
Placemat

This strategy will help students to:

- brainstorm and generate ideas around an event or issue
- encourage collaboration and team problem solving
- increase accountability and involvement in own learning.

How is it implemented?

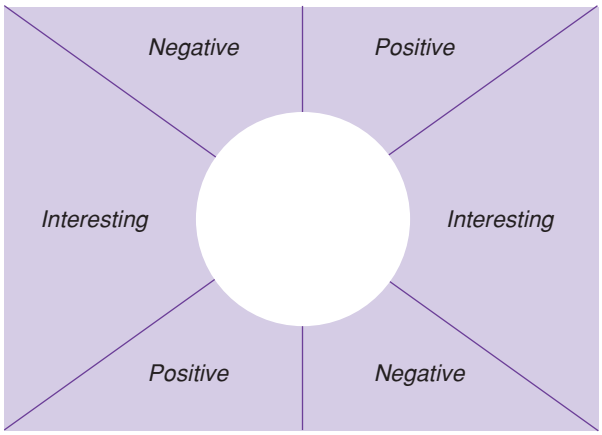
1. Place students in groups of two, three or four and give a large piece of paper.
2. The paper is then divided into sections based on the number of students in the group, with a square or circle drawn in the centre as shown.



3. Pose a question, statement or dilemma for students to consider. For example: *What increases the risk for young drivers?*
4. Each student writes their ideas or decisions in their section of the placemat. No discussion is to occur in the groups at this stage. Make sure students have enough time to think and work alone.
5. Students share, discuss and clarify ideas that have been written by each member of the group. Remind students that they have the option to pass, especially if they do not know each other well or it is their first attempt at a placemat.
6. The group shares and reviews all ideas to reach a consensus on one set of key ideas.
7. The key ideas are written in the middle section of the placemat.
8. These key ideas are shared with the class and discussed further to enrich the learning.

Variation

- Students cut out their section of the placemat then join with two or three others from another group to continue sharing and discussing.
- Consider combining a **PNI** with a placemat (as shown) or with a **think-pair-share** (see p 325).



Adapted from the decision-making model as described by Barrie Bennett and Carol Roheiser.

Rip and review

This strategy will help students to:

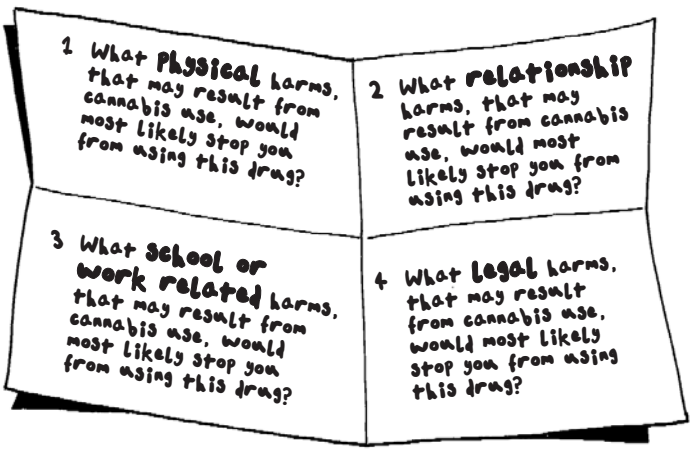
- recall existing knowledge and organise ideas
- consider others' views and ideas.

How is it implemented?

1. Students sit facing each other (e.g. 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. Number each quarter of the page (i.e. 1 to 4).
3. Write four questions or statements on the board (see example provided).
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 members 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

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



Scavenger hunt

This strategy will help students to:

- locate current and relevant information on health and safety issues in a short time frame.

How is it implemented?

1. Give each student a set of questions related to a topic on a 'scavenger sheet'.
2. Provide literature such as fact sheets, books, posters, pamphlets or a list of websites. This will focus students on the task and let them use their time more efficiently.
3. Ensure the questions are open-ended to allow students to elicit a range of responses. For example: How have vehicle designs changed over the last thirty years? Who can advise young people about the effects of drugs?
4. Students can work individually or with a partner to answer the scavenger hunt questions.
5. Responses can be used to engage students in class discussions.

Simulated

This strategy will help students to:

- observe key concepts and practise skills related to being a safer healthy person within controlled, recreated environments.

How is it implemented?

1. When facilitating simulated learning experiences:
   - ensure recreated situations are realistic and relevant to students' interests and needs
   - check that students are provided with opportunities to experience feelings actively and practise skills
   - focus on practising and role modelling safer and healthier skills and behaviours
   - ensure that students reflect on their learning and consider its application to future health and safety experiences
   - allow students time to practise and develop skills.

Examples of simulated experiences

- **Interactive CD ROMs and websites**

  Review a range of websites or CD ROMs that students can use to gain understanding of health and safety issues. Consider the following criteria when selecting a website or CD ROM such as:

  Does it directly help students to achieve the outcomes?

  Is it user-friendly and accessible to all students?

  Is corrective feedback included?

  Does it include consequences for making incorrect skill, knowledge or attitudinal decisions?

  Does it ensure that all students have the opportunity to be actively involved and to observe others?

- **Technology challenges**

  Provide students with a problem to solve. For example: *Develop a range of merchandise to promote an anti-smoking message to young people your age.* Make sure students have access to a range of materials.

Streamline

This strategy will help students to:

- locate current and relevant information on health and safety issues.

How is it implemented?

1. Pose a question or statement for students to consider and write their own list of five responses on a piece of paper. For example: *What are five short term effects of ecstasy use? or What are five things that might influence someone your age when buying a car?*
2. Students form pairs and share the responses on their lists.
3. Each pair considers both lists and streamlines these by choosing five responses to form a new list.

4. Each pair then joins with another pair to make a group of four.
5. The process of sharing and negotiating is repeated. Once again a new list of five responses is formed for the group of four.
6. Groups then write their final five on a board for the class to compare and discuss.

Surveys

This strategy will help students to:

- develop open-ended questions for a specific target group and analyse survey responses
- present information in a range of formats.

How is it implemented?

1. Identify an issue or question related to a topic and devise a set of questions.
2. Identify a group of people to interview (e.g. class members, parents, peers, school or community members).
3. Students conduct the survey through observation, interviews or survey sheets.
4. Students sort and compare the responses then assess the most effective way to communicate the information to others (e.g. graph, chart, written summary, school newsletter article, letter to families, PowerPoint presentation, poster)
5. Students display and share the survey results with other students, families or the community with the aim to promote safer healthy behaviours.

Variation

- **Letterbox survey**

1. Prepare a set of letterboxes and label each with a number. A letterbox can be made using a shoebox, tissue box or ice-cream container.
2. Devise a set of numbered questions (one question for each letterbox) and provide a copy for each student. The questions should require students to respond from a personal view, for example: What do you think the Government could do to discourage young people from starting to smoke?
3. Students complete the questions individually without discussion.
4. Students tear or cut the question strips and place each one in the corresponding letterbox (i.e. question one in letterbox one).

5. Place students in groups and give them a number corresponding to a letterbox.
6. The task for each group is to read and sort the answers into no more than four categories and then report to the class. It may help to allocate roles during this process. For example there should be a time keeper, recorder, reporter and manager. Limit reports to a one minute presentation.

Viewing

This strategy will help students to:

- gather information and obtain different perspectives on an issue by viewing and analysing a range of film, television or print materials.

How is it implemented?

1. When selecting viewing material, have a clear understanding of the learning outcomes to be achieved.
2. Preview the material to ensure it is age appropriate and relevant to health and physical education outcomes.
3. Consider the production date, as students may not respond or relate to material that is clearly 'old-fashioned' or presents statistics and information that is no longer accurate.
4. Prior to students viewing the material, direct them to look for particular aspects, concepts or topics being portrayed by posing one or several questions such as:
    - *In this video you will see… try to think of how you could solve their problem.*

- *What would you do?*
- *Who would you ask for help?*
- *If you met…what questions would you ask them?*
- *Explain the feelings of …*
- *Why do you think / believe …*

5. Encourage students to engage in critical and evaluative thinking when viewing.
6. After viewing, engage students in follow-up learning experiences related directly to the viewing material to consolidate and share their learning. For example:
   - design a postcard and write to one of the characters
   - identify emotions of characters from the video, print advertisement (relate to own possible emotions and feelings)
   - talk about the reasons for …
   - discuss the different, attitudes, behaviours or choices of characters
   - role-play different ways to deal with situations identified in the material.

Sorting out

Sorting out

The strategies included in this section are:

- Mind maps
- 90 degree thinking
- T and Y charts
- Venn diagram
- Written responses

What is sorting out?

'Sorting out' strategies provide the opportunity for students to sort, analyse, prioritise, compare and contrast information to further develop and consolidate their knowledge, skills and attitudes.

Summarising key information and clarifying relationships or associations between information and ideas will assist students to draw conclusions and apply their understanding.

Mind maps

This strategy will help students to:

- identify and visually record current understandings
- summarise key information, clarify relationships or associations between information and ideas and draw conclusions.

How is it implemented?

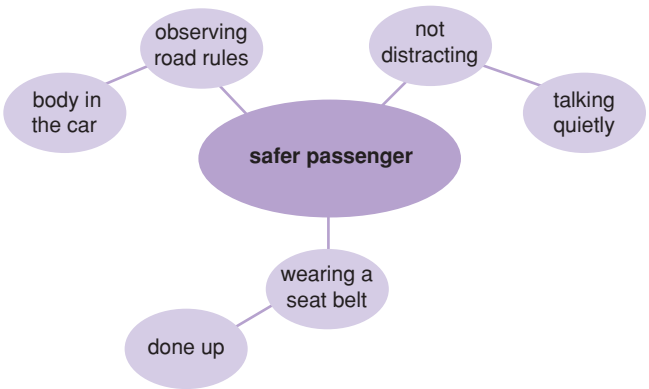
1. Explain the strategy and ensure that students understand that mind maps are personal representations and as such they are not 'right' or 'wrong'.
2. Select a topic and write this in the centre of a page or blackboard.
3. Students then identify connected key words or phrases and write these around the topic, progressively moving to less directly related words. Remind students to write what it is important as excess words 'clutter' mind maps and take time to record.
4. Identify links between different ideas and draw lines to highlight connecting ideas.
5. The structure of each mind map is unique. A completed mind map may have lines radiating in all directions with sub topics and facts branching off the main topic.

Some tips for creating effective mind maps

Mind maps can include:

- drawings, wavy lines, bubbles, arrows and colour to add to the visual appeal

Example of a mind map



- colours to separate and organise ideas for easier recall
- pictures or symbols which help with the recall of information
- bubbles, shapes and circles to group similar information and ideas
- arrows to indicate cause and effect.

Adapted from Bennett, B. Rolheiser, C and Stevhan, L. Educational Connections, Ontario, Canada. 1991. Cooperative learning: Where Hearts Meets Mind.

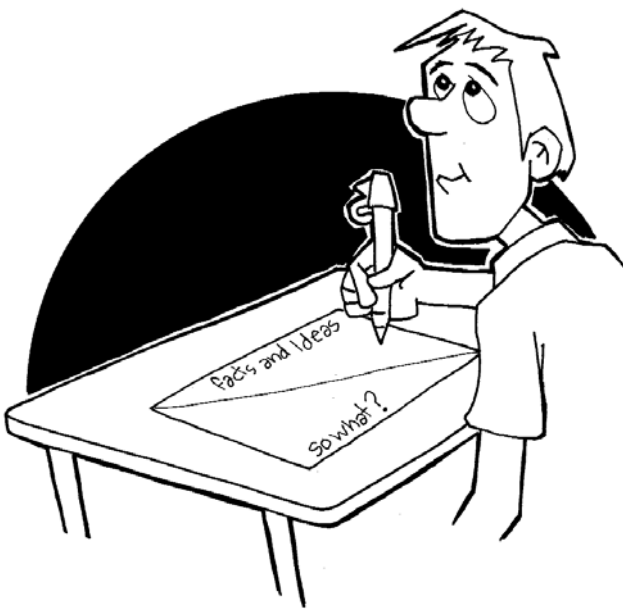
90 degree thinking

This strategy will help students to:

- graphically organise and record ideas and information that may be seemingly unrelated
- apply these ideas and information to their own lives.

How is it implemented?

1. Ask students to divide page with a diagonal line from top left to bottom right as shown.
2. In the top right hand triangle students record ideas or information from fact sheets, websites or group discussions about a given topic.
3. At the conclusion of the information collection, students reflect on each fact or idea.
4. Students then write in the left hand triangle what the implication of these fact or ideas may have on their own lives. For example: Fact: More than 65% of Australians have never used cannabis. So what? It doesn't make sense to try cannabis because I think 'everyone else is using it. It's OK for me to be in the majority of people who don't use cannabis.'



T and Y charts

This strategy will help students to:

- 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.

How is it implemented?

1. T and Y charts can be used to record and categorise information in many different ways. See some of the examples provided.
2. Pose a question, situation or issue for students to brainstorm and record their responses in either a T or Y chart. This can be done as a whole group or in small groups.
3. All responses should be accepted and recorded.
4. If the strategy is used with small groups, encourage students to share their group's findings and compare charts with others.
5. New ideas can be added after the discussion or program has been completed.

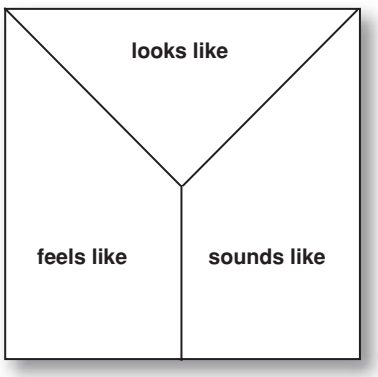
T chart examples

Helpful	Unhelpful

Safe	Unsafe

Y chart example

Students brainstorm how an 'assertive person' would look, feel and sound.



Venn diagram

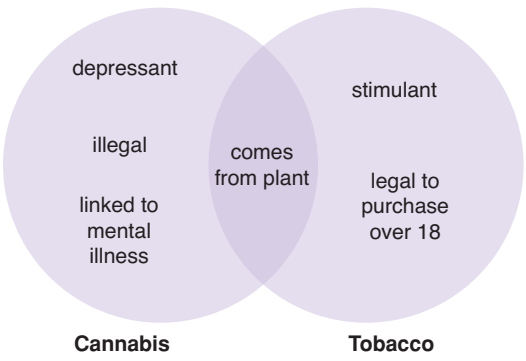
This strategy will help students to:

- represent information and thinking in a graphic organiser
- determine similarities and differences between concepts or ideas.

How is it implemented?

1. A Venn diagram is a graphic organiser that can be used to group and separate concepts and ideas.
2. After receiving or collecting information about objects or ideas, ask students how things are the same and how are they different.

3. Students list the similarities in the overlapping parts of the circles and the differences in the areas that do not overlap. An example is provided.



4. This information can then be used by students to help make generalisations about an object or decision about an idea.

Written responses

This strategy will help students to:

- organise and record ideas, feelings and information
- communicate their knowledge and understandings, attitudes and values through a range of genres.

How is it implemented?

1. After locating information related to a topic, students can record and communicate their findings, ideas and opinions in genres such as:
   - recounts
   - reports
   - narratives
   - procedures
   - jingles and raps
   - letters and invitations
   - brochures and pamphlets
   - posters and advertisements.

2. Students can share their written responses by:
   - compiling a book to read to younger students
   - discussing the information with families or peers
   - submitting community newspaper and school newsletter articles
   - creating a PowerPoint presentation
   - displaying the information in communal areas of the school
   - presenting at a school assembly, parents meeting or information session.

Variations

- **Comic strips**

  Have students draw a comic strip or cartoon where characters are:
  - using assertive communication in a health or safety situation
  - presenting positive messages
  - explaining their feelings and thoughts and deciding on an action.

  Use speech bubbles or thought clouds to convey the information and thoughts. Students can share comic strips to discuss and assess the effectiveness of the communication and the health or safety message.

- **Interpreting images**

  Students draw a four frame comic strip depicting a health or safety scenario. The comic strip should include blank speech bubbles and thought clouds. Students swap drawings with a partner who must deduct the meaning and fill in the blanks accordingly.

- **Newspaper headlines**

  Students write their opinion about a health or safety issues described in a newspaper headline. Comments should be supported by factual information.

- **60 seconds 30 words**

  Students think for 60 seconds then write in 30 words or less, about a given statement or topic communicating their thoughts, ideas and knowledge.

Developing values

Developing values

The strategies included in this section are:

- Choose a corner
- My attitude my actions
- Oxford style debate
- Values continuum
- Values voting

What is values education?

The 'developing values' strategies will assist students to develop an awareness of their own attitudes towards particular outcomes and ideals that are associated with a healthy, active lifestyle.

Learning and teaching programs in the Health and Physical Education Learning Area encourage students to develop positive attitudes towards the following values:

- **active healthy lifestyle,** by participating regularly in a variety of movement forms and acknowledging the contribution of the Learning Area to physical, mental, emotional and social health
- **personal responsibility**, by being accountable for health and physical activity
- **social justice**, by being inclusive and respecting the rights of others
- **personal excellence and the achievements of others**, by striving for their personal best and acknowledging the achievement of others
- **collaboration, cooperation and teamwork**, by working cohesively in groups and activities
- **fair play**, by abiding by rules and respecting umpires' decisions
- **prevention and safety**, by exhibiting safe practices and developing safe environments in the classroom, in play, in games and expeditions
- **the environment**, by demonstrating conservation practices and using minimal impact techniques.

Values education

Health and physical education issues require students to consider beliefs, values, attitudes and behaviours. The relationship between these is described below.

Beliefs	…determine values…	…which underlie attitudes…	…and are reflected in behaviours.
Beliefs are an underlying conviction about an issue or concept.	Values are something believed to be worthwhile.	Attitudes are feelings and inclinations towards actions, situations, people or things.	Behaviours are actions that reflect beliefs, values and attitudes.

Facilitating values education

Teachers implementing a program should act as the 'facilitator' in values learning experiences and remain non-judgemental of students who display beliefs that may not agree with their particular stance on an issue.

Teachers should also make students aware that:

- sometimes people form opinions without being well-informed
- personal experiences often contribute to opinions
- there will usually be a cross-section of opinions within any group

- peers, family, society and culture will influence values.

Debrief immediately after a values learning experience to allow students to share feelings generated from the activity, summarise the important points learned, and personalise the issues/dilemmas to real-life situations.

Choose a corner

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 with others.

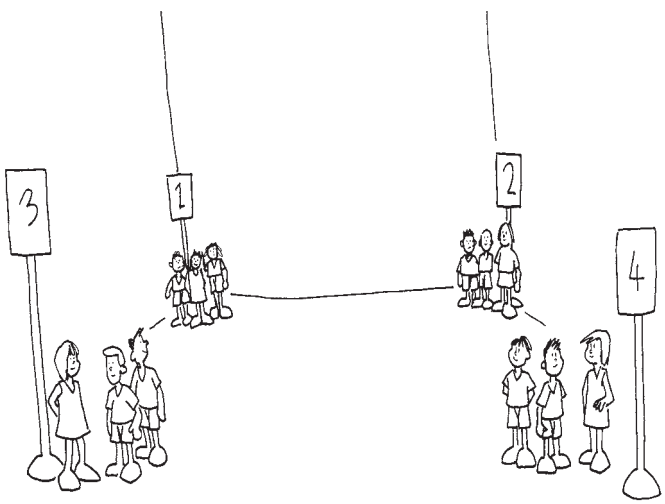
How is it implemented?

1. Prepare four signs, numbered with a 1, 2, 3 or 4.
2. Place a number sign in each corner of the room.
3. Explain to students that they are to listen to four statements and choose the one that best represents their opinion. It may help students to become familiar with this strategy by starting with topics that require very little thought. An example is provided.

On the weekend, the thing I like to do most is:

1. watch TV
2. meet up with my friends
3. listen to music
4. read a book.

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 then move onto a topic or issue that students may not have discussed. Examples are provided.

If I was offered an 'ice' tablet at a party, I might:

1. make an excuse and walk away
2. take it from the person but not swallow it
3. report the situation to an adult at the party
4. think about taking it just this once.

Variation

- **Human graph**

  Instead of having a number sign in each corner of the room, place the signs in a line from one to four. Pose the statement and choices then ask students to stand behind the number that best represents their opinion and share their reasons. The advantage of this variation is that it gives a more visual representation of how the class is voting. Quantitative statements can be made by students to describe the voting. For example: *More girls agree that passive smoking is a high risk situation for a young child. Most of the class disagreed that hotels should have smoking designated areas.*

My attitude my actions

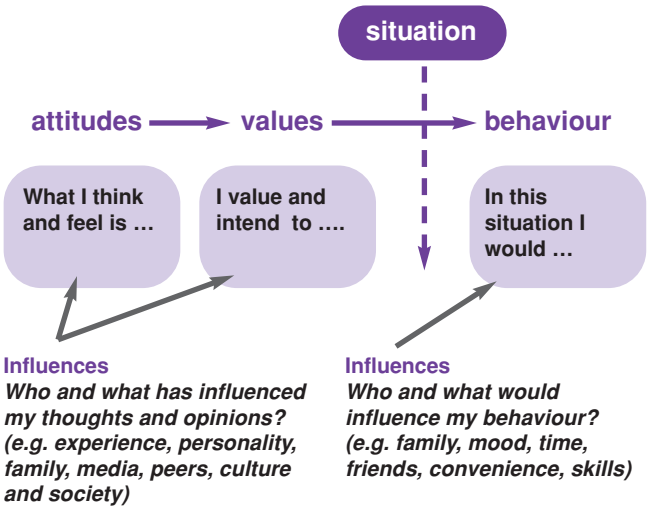
This strategy will help students to:

- understand the factors that influence attitudes
- identify influences that affect health and safety behaviour in a range of situations.

How is it implemented?

The correlation between an individual's attitudes towards health and safety behaviour is not a straightforward one. Although individuals may have a firm belief or attitude towards a particular health and safety issue, their behaviour may not always reflect this as a range of situational influences can affect behaviour.

For example if the **issue** is speeding, the student may possess the **belief** that speeding is dangerous and their **attitude** is that drivers who speed are irresponsible. These may be **influenced** by their family, previous experiences or media reports of road crashes where speed was a factor. However when faced with an emergency **situation** (e.g. a family member being seriously injured) the student's **intention** to not speed, may not be evident in their **behaviour** when driving quickly to the nearest hospital.



The implications for young people is that despite their attitudes and intentions, the way they choose to behave in the real-world can be influenced by the situation with which they are faced. The consequences and potential risks in a range of scenarios can be explored using this model.

1. Explain the model shown on *Resource Sheet 2: My attitude my actions.*
2. Students identify their attitudes and intention to behave in relation to a given health or safety issue (e.g. smoking, drink driving, binge drinking, not wearing a restraint) and record these on *Resource Sheet 2: My attitude my actions.*
3. Pose a scenario that challenges the students' attitudes and intended behaviours to allow them to analyse their actions in relation to the situation.
4. Students reflect on strategies to manage the factors that may influence their behaviour.

Oxford style debate

This strategy will help students to:

- identify and clarify thoughts and feelings about issues
- consider others' thoughts and opinions
- explain the reasons for an opinion.

How is it implemented?

1. Explain that this strategy will require students to reflect on their attitudes.
2. Select three students to act as 'speakers'. The three speakers, who are positioned around the room, each read a different statement related to a health or safety issue. Make sure the statements prompt analytical and evaluative thinking, and that the correct statement is not obvious.

For example:

- Your attitude may determine whether you chose to use or not use drugs.
- Knowing the effects of drugs on your body may determine whether you chose to use or not use drugs.
- The time, place and occasion may determine whether you chose to use or not use drugs.

3. Students decide which statement most accurately reflects their attitude towards the issue and position themselves near the person who read that statement.
4. Students should remain silent until everyone has moved next to a speaker.
5. When students have gathered next to their chosen speaker they must formulate a group view indicating why they agree with the statement. The speaker records the responses.
6. Ask each speaker to state the reason/s why the group agrees with the statement. Other groups at this stage are only to listen.
7. After hearing each group's rationale, students may challenge or ask other groups to clarify their statements.
8. Give students the opportunity to change their minds and move to another group. If this occurs invite students to share reasons behind the change in their opinion.

Values continuum

This strategy will help students to:

- identify and clarify attitudes about issues
- consider others' thoughts and attitude.

How is it implemented?

1. Prepare a set of signs with opposing responses (e.g. safe/unsafe; useful/not useful; agree/disagree) and place these at opposite ends of the room.

2. 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 such as 'Everyone should wear a hat when they go outside' then 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 represents 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.
10. Examples of questions to ask students during this strategy are:
    - *Why would someone place themselves in that position on the continuum?*
    - *What experiences would have brought them to that conclusion?*
    - *Would they feel differently if they had more information about this?*
    - *Was it easy to choose the position on the continuum? Why or why not?*

Variation

- **Name tag**

  Construct a values continuum by sticking a length of masking tape along the ground. Ask students to write their name on a post-it note or small card. Pose a question or statement for students to consider before packing their name on the masking tape continuum where it best represents their opinion. Ask students from various parts of the continuum to justify their placement. After the discussion give students the opportunity to reposition their names if they have changed their opinion as a result of the discussion.

Values voting

This strategy will help students to:

- identify and clarify attitudes about issues
- consider others' thoughts and attitude.

How is it implemented?

1. Select a statement and read to the group.
2. Students indicate their opinion or the opinion of other groups (e.g. friends, family and community members) by casting a 'vote'. This may be done using one of the variations below.
3. Discuss the statement as a class. Provide students with the option to pass or reconsider their vote after the discussion.
4. Examples of questions to ask students during this strategy are:
    - *Why would someone vote in that way?*
    - *What experiences would have brought them to that conclusion?*
    - *Would they feel differently if they had more information about this?*
    - *Was it easy to make a vote? Why or why not?*

Variations

- **Dot voting**

  Devise a health or safety question or statement and a set of responses for students to consider. Write each response on a large sheet of paper. Give students two sticky dots each to place on the response or responses that resound more strongly with their attitudes and values. As a class discuss the voting responses.

  For example:

  The consequence of cannabis use that would most likely stop me from using this drug would be:

  - possibility of mental problems
  - getting into trouble with parents or teachers
  - upsetting friends
  - getting caught by police
  - possibility of addiction
  - possibility of getting respiratory problems
  - possibility of reduced concentration and slower reflexes.

- **Fist of five**

  Students consider a statement and then indicate their feeling or opinion by using their hand. A fist indicates 'strongly disagree' and proceeds up to five fingers for 'strongly agree'.

My attitude my actions

Use this sheet to identify what will influence your attitudes and behaviours in a given health and safety situation.

Health and safety issue

Situation

Attitudes → **Intention to behave** → **Behaviour**

What I think and feel	If and when I become involved in this situation I will…	In this situation, I would….
		Situation 1
		Situation 2
		Situation 3

Influences
Who and what has influenced my thoughts and feelings? (experience, personality, family, media)

Influences
Who and what would influence my behaviour? (peers and family, skills, mood, enforcement, time, environment, convenience)

Making decisions

Making decisions

The strategies included in this section are:

- Decision-making model
- Fortune teller
- Helpful and positive thinking
- Hypothetical
- PNI
- Problem predicting
- Role-play
- Send a problem
- Snap decisions

What is making decisions?

Being able to make informed decisions by considering the positive and negative consequences of actions and selecting the most appropriate option, is an important skill for maintaining personal health and safety.

'Making decisions' strategies provide the opportunity for students to develop, practise and demonstrate the Health and Physical Education Interpersonal Skills and Self-management Skills Outcomes. They can examine self talk and how it impacts on decision making; examine alternatives; record and analyse information; use different decision-making models; select a course of action and reflect on the consequences of their actions.

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
- share reasons for making a decision with others.

How is it implemented?

As a facilitator in decision-making explain to students that:

- they need to collect accurate information from many sources to inform their decisions
- they need to identify their feelings and values as these can influence options and choices before accurate assessment of a situation can be made
- there is the potential for a decision to have positive and negative outcomes and that predicting outcomes can be difficult
- they are responsible for their actions before a choice is made
- learning how to make more accurate predictions only comes with practice
- there may be a need to re-evaluate the decision they make and adapt this to new situations.

What is a problem, choice and decision?

Prior to using a decision-making model resource sheets (3,4 or 5), 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. Provide your students with one of the resource sheets (3,4 or 5) to use in the decision-making process.
2. Ask students to **identify the problem** and write this in the model.
3. Ask students to **identify and discuss their feelings** about the problem.
4. Students then **gather information** to identify the range of possible options.
5. 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.
6. Students write the options they have identified on the model.

7. Students consider the consequences (both positive and negative) to evaluate each option. When considering the consequences ensure students look at the different types (i.e. physical, social, emotional, financial and legal). The impact of the consequences on self, family, friends and the community in the short-term and long-term also need to be examined.
8. Students discuss the feelings associated with these consequences and then justify their choice.

Variation

- **Problem box**

  Cut a slot in a small box (e.g. photocopy paper box) and place this in the classroom. When students are faced with a problem and need advice or guidance, they can write the problem on paper and place it in the box. The problems should remain anonymous. Work through the problems using a decision-making model either as a class or in small groups.

Fortune teller

This strategy will help students to:

- predict potential problems and risks
- select strategies to avoid or reduce the risk in a health-related situation.

How is it implemented?

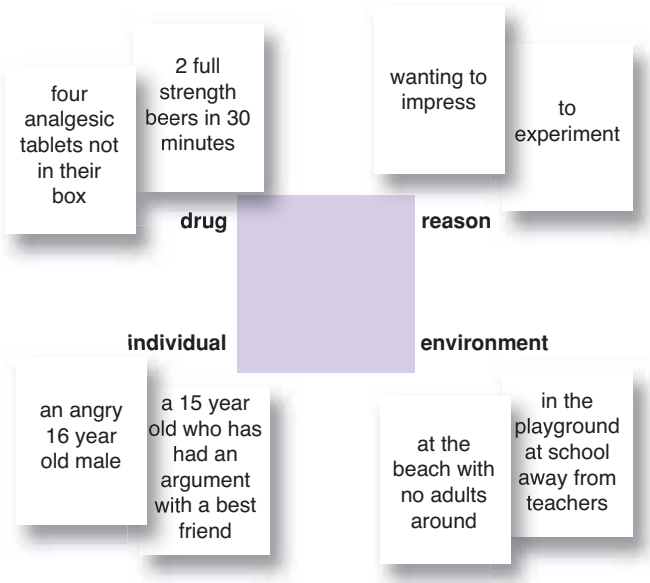
1. Place students in groups of five. Allocate two students in the group to have the role of 'predictors', another two the role of 'advisors' and one as 'decider'. The 'predictors' role is to suggest what is likely to happen to the individual in a given situation. The 'advisors' role is to suggest some strategies that may reduce the risk of the situation. The 'evaluator' is to decide on what strategy would be most effective in the situation.
2. If focusing on **drug-related situations** give students the categories - **'drug', 'individual', 'environment'** and **'reason'**. Have students brainstorm each category and write each idea on a card. For example:

   Environment cards: describe the where, what time and who is supervising or involved.

   Individual cards: describe the person's age, gender, mood, body weight etc.

   Drug cards: describe the type of drug, how much and over what time.

   Reason cards: could include examples such as wanting to impress, to cope, to have fun or to experiment.

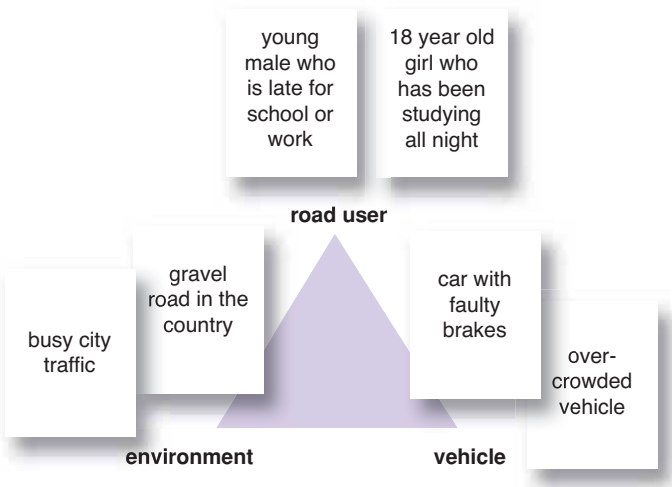


3. If focusing on **traffic-related situations** give students the headings – **'road user', 'environment'** and **'vehicle'** or **'transport mode'**. For example:

   Road user cards: describe the age, gender, mood, feelings and activities.

   Vehicle cards: describe the condition of the vehicle (e.g. foggy windscreen, high-powered, faulty brakes) and other factors (e.g. too many occupants or not enough seatbelts for number of passengers).

   Environment cards: describe inside and outside the vehicle such as the location (e.g. intersection on highway, gravel road) and conditions (e.g. raining heavily, busy traffic, passengers playing loud music).



4. Groups then use the cards to create scenarios. For example a drug-related scenario could be: a 15 year old who has had an argument with a best friend, is at the beach with no adults around and has had two full strength beers in 30 minutes to impress his/her mates.

5. Each scenario should be discussed to identify the risks and strategies that may alter the outcomes.

Helpful and positive thinking

This strategy will help students to:

- understand the link between feelings and behaviour
- practise positive self-talk and identify negative self-talk
- understand the importance of managing their feelings before undertaking any decision-making.

How is it implemented?

Explain that what students think or say to themselves (i.e. self-talk) can affect how they feel and act in situations, and that self-talk can be either helpful and positive or unhelpful and negative.

Give students a range of scenarios to help develop their understanding of helpful and unhelpful thinking, positive and negative self-talk and to provide opportunity for students to practise positive self-talk.

- **I feel, I think, I can**

  Photocopy *Resource Sheet 6: I feel, I think, I can* and give one to each pair of students in the class. Pose a scenario that may cause distress (e.g. not being invited to a party or being asked to ride in a car with a driver who has been drinking). Model the use of the cards to illustrate that the most important card is the 'I think' card as helpful and positive thinking can result in positive behaviour and unhelpful and negative thinking may result in negative behaviour. Ask students to discuss how they would **feel** and **think** in this situation and then decide what they **can** do to have a positive outcome.

- **Thought bubbles**

  Students draw a comic strip scenario of no more than 4 frames outlining a stressful or difficult situation (e.g. student being harassed to share their ADHD medication with others). Students swap their comic strips with a partner. The partner must draw in speech bubbles and write in helpful and positive thinking that could be used to cope with the situation depicted.

Hypothetical

This strategy will help students to:

- explore a health-related situation in a non threatening way
- trial options and examine consequences and outcomes
- develop empathy for another person's attitude towards a health issue.

How is it implemented?

1. A hypothetical situation is developed either by the teacher or the students for 'expert' panel members to debate and 'community members' (rest of class) to make a decision upon. Devise the hypothetical situation well before the debate and ensure that the situation is broad enough to warrant a wide range of panel members (e.g. P & C President, student representative, police officer, parent, doctor, tobacco or alcohol company executive, local business person, environmental scientist, sports coach).
2. Give expert panel members their role cards. Both panel and community members then research the topic.
3. On the day of the hypothetical, allow panellists time to practise their introductions and responses to the situation and give the rest of the class time to prepare possible questions that may challenge the panellist's opinions.
4. Labels describing each expert should be placed on the panel desk.
5. The teacher or a student facilitator poses the hypothetical situation, introduces the members of the panel and prompts the audience for questions.
6. Once the debate is finished facilitate the final voting process with the audience.
7. It is important to process the hypothetical by asking the audience to identify which pieces of information presented by the panel members helped them to make a decision.

Variation

To give an overview of students' opinions, stop the panellists at various points during the debate and ask the community members to vote on the hypothetical by a show of hands.

Adapted from *REDI for Parents: Strengthening family-school partnerships,* 2006, Commonwealth of Australia

PNI

This strategy will help students to:

- identify and consider positive, negative and interesting aspects of a situation or problem.

How is it implemented?

1. Explain that considering the positive, negative and interesting aspects of a situation or problem can help students reach a decision.
2. Give groups a copy of *Resource Sheet 7: PNI.*
3. Pose a question, statement or scenario for students to consider. For example: *All alcohol advertising should be banned in the same way that tobacco advertising is banned in Australia.*
4. Students then brainstorm the positive, negative and interesting implications and record these on the resource sheet.
5. Students discuss the generated ideas with the class then indicate their opinion in the negative or affirmative.

Problem predicting

This strategy will help students to:

- identify and predict problems that may arise from a health or safety situation
- transfer problem-solving and decision-making skills to situations
- develop strategies to deal with problems before they arise and reduce risk.

How is it implemented?

1. Students generate a range of scenarios or problems that can occur between friends or classmates, or where someone may be influenced to choose an unhealthy or unsafe option. The scenario should include a character plus supporting information.
   - ***Who*** *is influencing the character (e.g. older sibling, peers, adult or person of the same age) or is the influence coming from the character's own thoughts?*
   - ***What*** *kinds of things are said, done or thought to influence the character's behaviour?*
   - ***Where*** *is the situation happening (e.g. at a friend's place, the shops, car park)?*
   - ***How*** *is the character feeling in this situation?*

An example is provided.

Toby is 13 and has been invited for dinner at a friend's house and finds that his friend's parents are smoking cannabis at home. He is feeling uncomfortable and has sore eyes from the smoke. Possible outcomes or problems:

- he gets an asthma attack from the cannabis smoke
- says something to his friend's parents and offends them
- eats dinner and doesn't say anything
- tells his parents when he gets home and isn't allowed to visit in the future.

2. Collect scenario cards and ask the class to rank the cards from the scenario that would cause the most distress or upset to the one that is the easiest to deal with. Ensure students provide reasons to support their rankings.
3. Give each group a scenario card, ensuring that it was not a scenario originally created by the group.
4. Students discuss the scenario and predict what outcomes or problems could occur.
5. Share the predictions generated by each group then ask students to decide which option they would choose after considering the positive and negative consequences.
6. Students can write or tell a story in which the problem is brought to a solution or role-play various responses to a problem and see how they might work in 'real life'.

Role-play

This strategy will help students to:

- examine factors and influences affecting behaviour and 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.

How is it implemented?

Before the role-play

1. To ensure effective role-plays, a supportive classroom environment must exist. Establish rules for role-playing 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 (e.g. to demonstrate assertive communication and to practise negotiating when there is conflict).
3. If there is an audience, prepare and encourage their active involvement in the role-play by giving

them a specific role. For example, audience members can identify the feelings of the role-play characters, comment on appropriateness of actions and provide relevant feedback.

4. Set the scene by choosing a scenario relevant to students or alternatively have students select their own.
5. Use character names rather than student names. Some students may become more engaged in the role-play if given a small prop (e.g. bag, hat or mask).
6. Avoid using extreme stereotypes or allowing the issues to become exaggerated.

During the role-play

7. Give students enough time to practise the role-play especially if it is to be performed to an audience. Performing in front of others is not always necessary as it is the processing rather than the performance that is important.
8. Facilitate the role-play by allowing students to direct the action. Wait until the end before making any comments. 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.
9. Start the role-play by reminding students to keep the action brief (i.e. a few minutes are usually sufficient). If the role-play starts to deteriorate, stop it quickly, discuss what is happening and re-focus the action.
10. If students become angry, switch roles so they have to argue the opposing view. This may help students to develop understanding and empathy for the views of others. Make a point of taking students out of their role (i.e. by removing props, costumes or character name tags) or just by stating their role has finished.

After the role-play

11. 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. Remember to include the observers in the debrief time. Allow plenty of time for de-briefing and provide positive feedback for effort and participation.
12. As a result of the role-play, ask students to personalise the content by considering what they would do in a similar real-life situation. Ensure they reflect on their learning and consider its application to future experiences. The role-play can be re-enacted by switching roles to demonstrate other courses of action.
13. Remember it is not the role-play that is of prime importance but the examination, discussion or reworking of the situation that takes place following the role-play. Its effectiveness rests on the knowledge, skill and sensitivity of the facilitator.

Variations

- **Fishbowl**

  Make a class set of prompt cards by photocopying *Resource Sheet 8: Fish bowl prompts.* Have a small group of students perform a role-play on a selected topic at the front or centre of the classroom. Other students sit in front of, or around the small group to observe their discussions and actions. The observers are allocated one of the following responsibilities and given a prompt card to remind them of their task.

  - Focus on one of the characters and give them **advice** at the end of the role-play.
  - Focus on one of the characters and identify how this person may be **feeling**.
  - Focus on **alternative outcomes** relevant to the role-play. For example a student may say - *When she said 'Do you want to try this cigarette?' he said 'No, I get asthma.' But if he'd said 'No, my Mum will kill me' she might have called him a loser and kept putting pressure on him.*

  To conclude the fishbowl, observers report on their findings depending on the assigned task.

- **Team role-play**

  Distribute a student generated scenario to each group of six students. Explain that each group needs to form two teams. One team will represent the person trying to influence someone to act in an unsafe or unhealthy manner. The other team will represent the person being influenced by someone else or by themselves if the influence is internal.

  Each team spends several minutes making up ideas that will help their team to win the argument. If the scenario focuses on an internal influence the two teams may have to represent two sides of a conscience.

  A student from each team commences the role-play using the ideas that their respective teams identified. If either of the students is unsure of how to respond during the role-play, a 'time out' can be called. This time can be used by the students to regroup with their team for further ideas or suggestions, or request that someone else in their team carry on the role-play.

  Process the role-play by using the following questions.

- *How did it feel to be the influencer?*
- *How did it feel to be the person being influenced?*
- *What responses seemed to be the most effective?*
- *Was it useful to have the support of your friends during the role-play?*
- *How could you get support from your friends in a similar real-life situation?*

- **Hidden thoughts role-play**

  Several students play out a role-play to the whole class or a small group. The teacher then assigns a student to represent the 'brain' of each character in the role-play. The 'brain' should stand behind their character and when asked by the teacher, reveal the hidden thoughts or feelings that may not be expressed by their character.

  Questions that will elicit deeper thinking from the 'brain' include:

  - *What is this character afraid of?*
  - *What is this character hoping will happen?*
  - *What is stopping your character from doing what is right or necessary?*
  - *What would help your character get on and do this?*
  - *What would it take for your character to get to stand up to the other person in this scene?*

  At the completion of the hidden thoughts role-play, ask the rest of the class to offer advice to the characters in the scene and have them 'try out' two or three of these pieces of advice. Discuss which would be the easiest, most realistic, most effective etc. The 'brains' could respond with hidden thoughts and fears for each.

  Adapted from *REDI for Parents: Strengthening family-school partnerships,* 2006, Commonwealth of Australia

- **Interview role-play**

  Students interview a role-play character who is experiencing or is affected by a problem. Students ask questions about what it is like to be in this situation and suggest what they think would be helpful for the character to do.

Send a problem

This strategy will help students to:

- develop problem-predicting and problem-solving skills
- build empathy and experience a variety of perspectives on 'real life' situations
- plan effective strategies for managing 'real life' situations.

How is it implemented?

1. Place students in small groups.
2. Ask each group to think of a health or safety related situation and write this on a card or piece of paper. The problem is attached to the outside of a folder and swapped with another group.
3. Give groups three to five minutes to consider the problem and brainstorm a range of solutions to the problem. The solutions are listed and enclosed inside the folder.
4. The folder is then passed to the next group and the process repeated. Remind groups not to look in the folders or read the solutions identified by previous groups.
5. Repeat this process until groups have completed several problems.
6. Groups should be given their original problem to review all the suggested ideas and develop a prioritised list of possible solutions. This list is then presented to the class to discuss and decide which solution would be the most effective or one that they would feel confident to use.

Snap decisions

This strategy will help students to:

- understand how difficult it is to make quick decisions
- understand the variety of thoughts common to young people in health and safety related situations.

How is it implemented?

1. A volunteer is seated in the 'snap decision seat' and presented with a health or safety dilemma. The student must try to put themselves in the shoes of the character described 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.

Decision-making model

Problem
What is the problem and how do I feel

Choices?

Positive things that might happen?

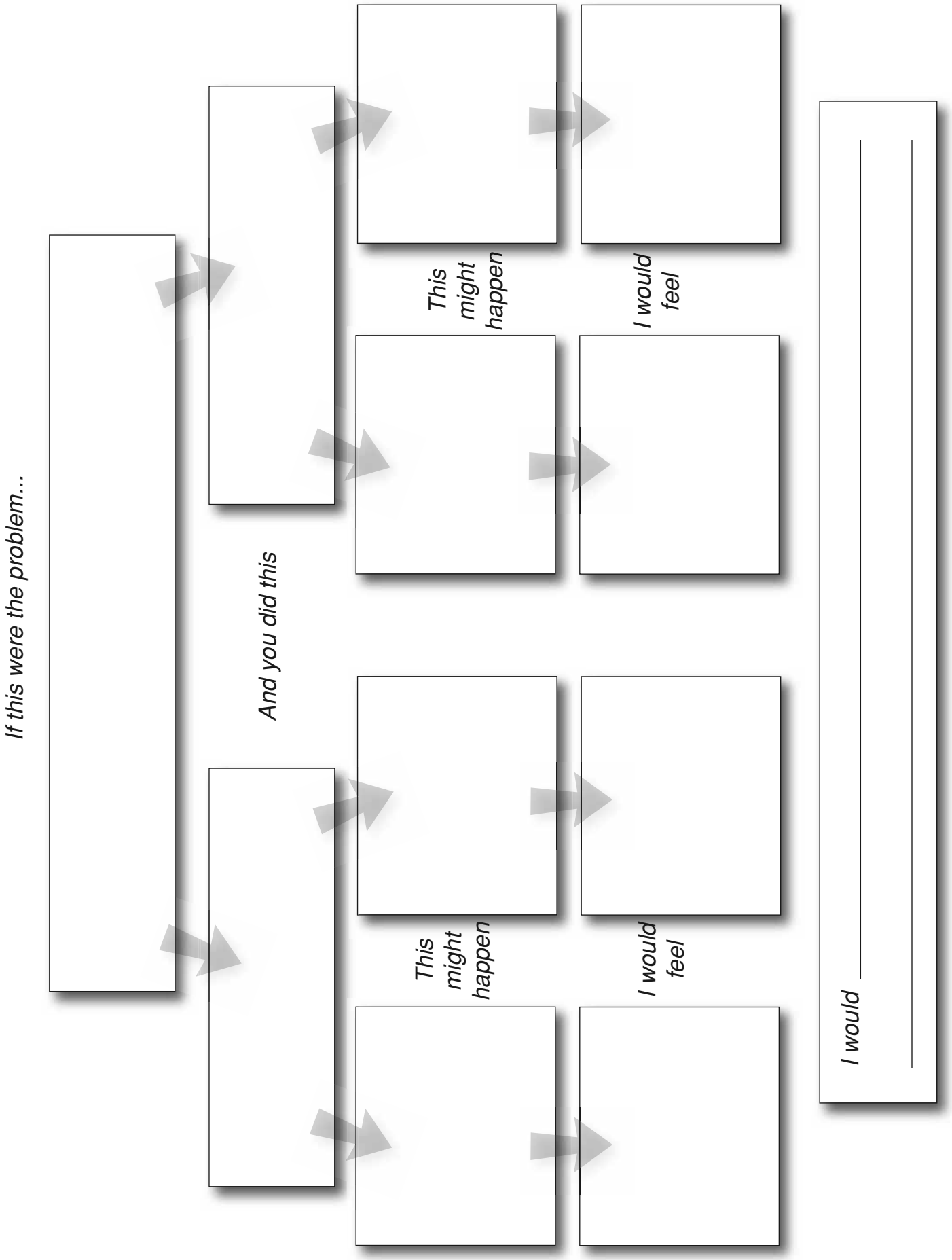
Negative things that might happen?

I would _____

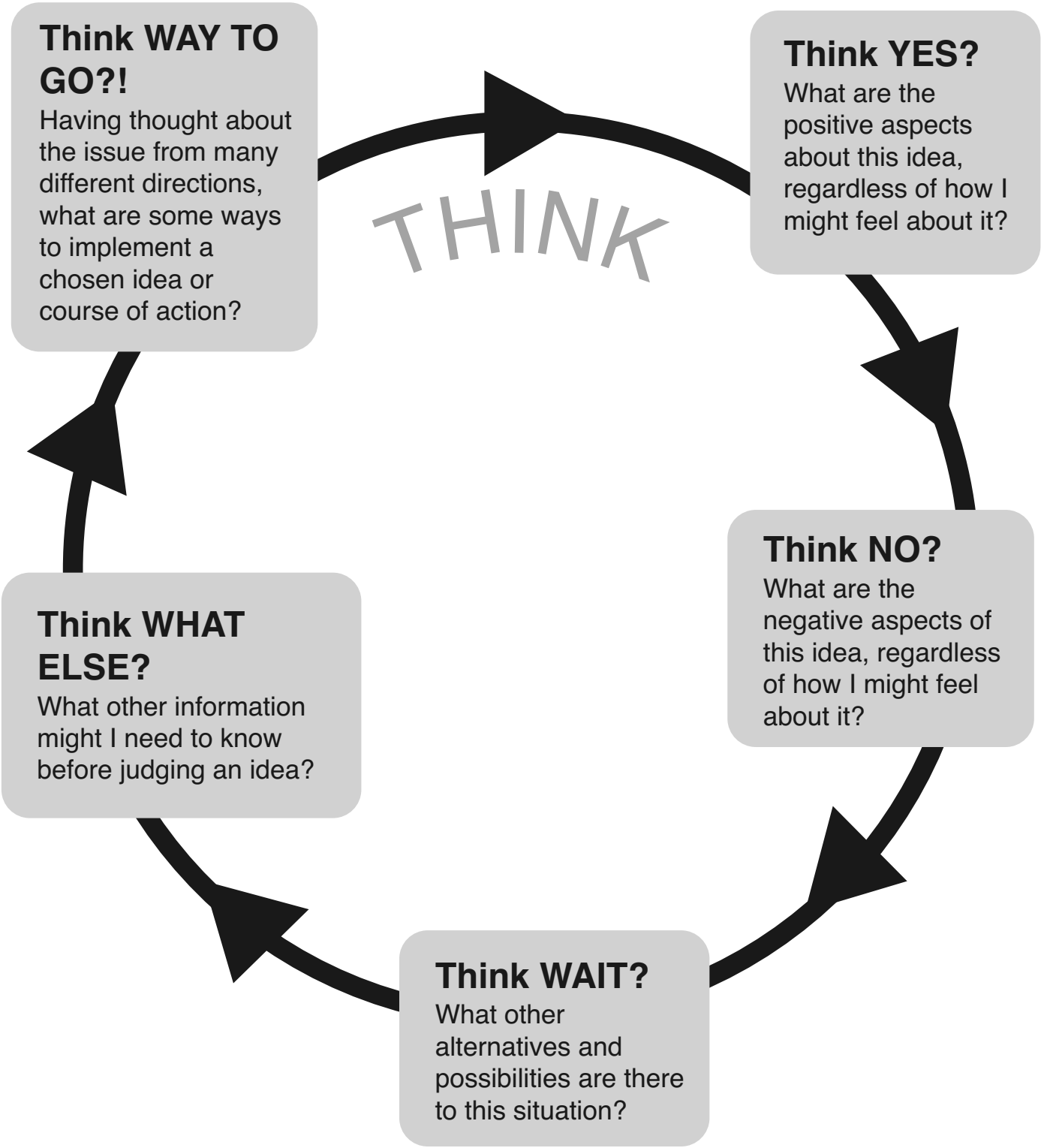
_____

_____

Decision-making model



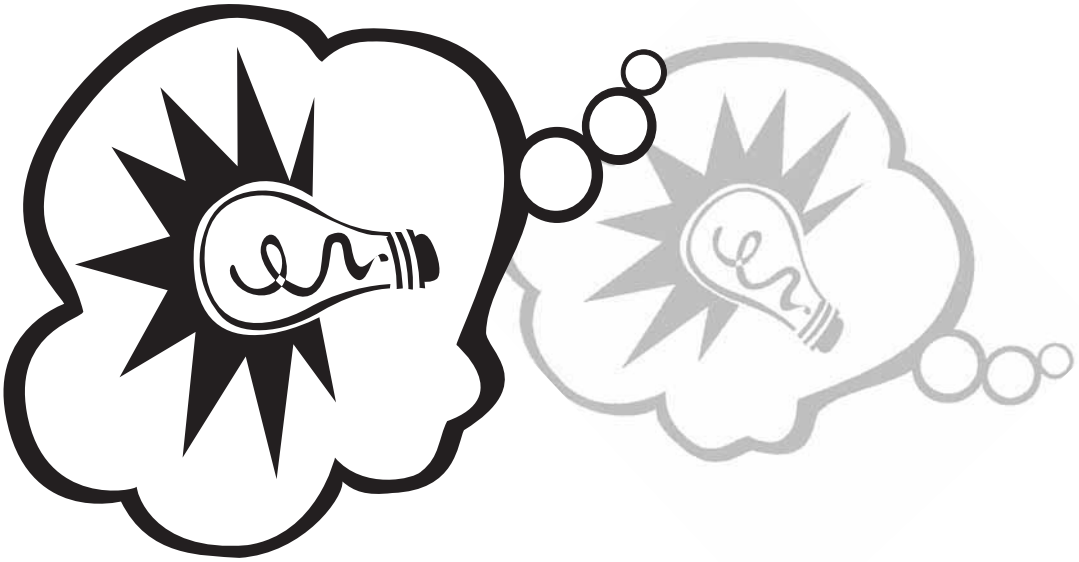
Decision-making model



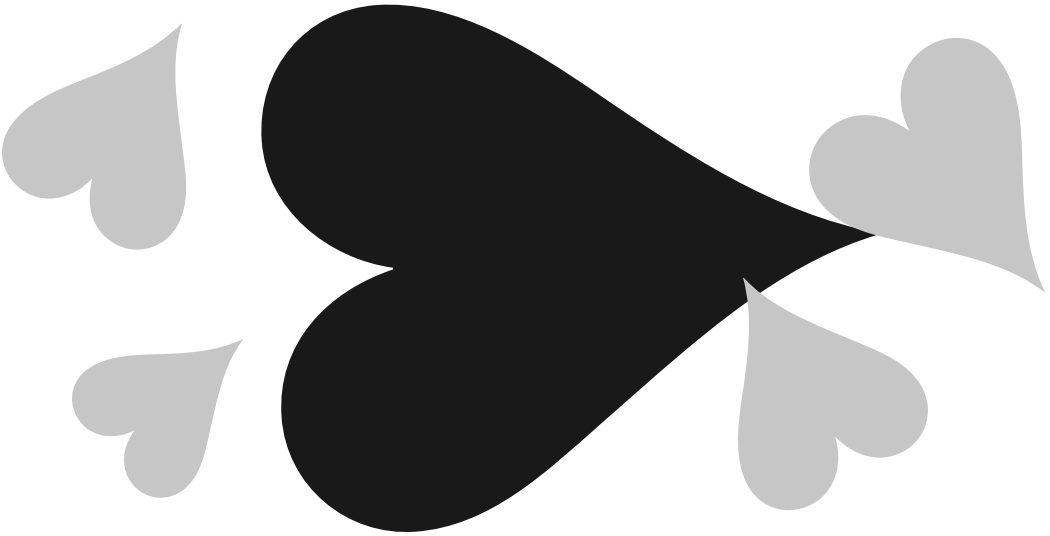
I feel, I think, I can

I can...

I think...



I feel...



PNI

Positive	Negative	Interesting

Fish bowl prompt

Listen to one character's ideas and responses carefully.

Ideas and responses

Think about how one character might be feeling in this situation.

Feelings

Think about different outcomes that may have resulted if someone had said or done something differently.

Different outcomes

Speaking out

Speaking out

The strategies included in this section are:

- Chook house speeches
- Health promotions
- Think-pair-share
- Toss a die
- Vox pop interviews

What is speaking out?

'Speaking out' strategies provide the opportunity for students to develop, practise and demonstrate the Health and Physical Education Interpersonal Skills, Self Management Skills and Knowledge and Understanding Outcomes. They can refine the skills of active listening, assertive communication and negotiation.

By analysing situations where two or more people are communicating, students will be able to determine ways to communicate effectively individual needs, preferences or beliefs without causing conflict. Understanding basic negotiating skills will contribute to students becoming safer and healthier.

Chook house speeches

This strategy will help students to:

- plan a presentation to demonstrate understandings and attitudes to a health or safety issue
- communicate with others through an oral presentation.

How is it implemented?

1. Pose a statement for students to consider (e.g. 'Supervised driving reduces the risk of novice drivers crashing' or 'The Cannabis Cautioning System will reduce cannabis use in our community').
2. Give students five minutes to write their key notes before moving to the 'chook house' (a designated area of the classroom or outside the room as the noise level resembles a chook house) to practise their speech.
3. Give students a further five minutes to write any final notes and points to include in their speech.
4. Place the name of each student in a container.
5. Draw the names of two students who are to present their speech.
6. Invite other students to add further points to those already raised by the two speakers.
7. Ask the group to vote for or against the statement after listening to the points highlighted in the speeches.

Health promotions

This strategy will help students to:

- formulate and share individual ideas through focussed, short-term, purposeful talk with peers
- develop the ability to filter and summarise information
- consider other points of view when making decisions.

Students may undertake health promotion strategies in their school or community as part of an assessment task for a health education unit.

The five key areas of health promotion planning a student needs to consider include:

- **Needs assessment** e.g. describe the target group, explore the health problem, analyse contributing factors (for example, binge drinking may be influenced by cultural factors and availability), assess community resources.
- **Setting goals and objectives** as well as being global statements, goals need to specify **time, person, place and amount.** For example: *By the end of 2007, the number of students who binge drink at our school aged 15 to 17 years will have reduced by 10%.*
- **Selecting program components** e.g. limited reach media: pamphlets, information sheets, newsletters, posters; stickers, caps, bags and other small merchandise, and videos. Students

may also consider conducting smaller group strategies such as peer led discussions, role-plays, songs or video competitions.

- **Implementation** it may be appropriate to brief presenters, book venues, develop a time line.
- **Evaluation** the most realistic type of evaluation for student based health promotion is **process evaluation** which measures the activities of the program, program quality and whom it is reaching. This may be done by keeping records of how many people are involved in the program, conducting surveys and by observation. **Impact evaluation** measures the immediate effects of the program, i.e. does it meet its objectives? This may be done by record keeping, surveys, focus groups, interviews and observations.

The following websites may be useful for students to look at health promotion campaigns conducted in WA:

- www.enoughisenough.com.au
- www.quitwa.com
- www.OxyGen.org.au
- www.officeofroadsafety.wa.gov.au

Think-pair-share

This strategy will help students to:

- formulate and share individual ideas through focussed, short-term, purposeful talk with peers
- develop the ability to filter information and draw conclusions
- consider other points of view when making decisions.

How is it implemented?

1. Pose a question, issue or scenario then ask students to **think** about their response. Students may also write down their responses during this time.
2. After giving sufficient 'thinking time', instruct the students to form **pairs** then **share** their ideas. This will allow students to consider others' ideas and perspectives.
3. If time allows, one pair of students may share ideas with another pair, making groups of four. Sufficient time for discussion should be allowed.
4. The discussion can then become a whole class activity where all ideas are considered.
5. As with all the think-pair-share strategies, students should be given the opportunity to reflect on what they have written, heard and discussed.
6. Ask students to consider what influenced their thinking and/or decision.

Variations

- **Musical-pair-share**

  Explain to students that they are to move around the room until a piece of music stops then find the nearest person and discuss a question posed by the teacher or written on the board. Repeat the procedure for different questions.

- **Think-pair-share-write**

  Conduct the think-pair-share as explained in Steps 1 to 3. Have students reflect on the discussion then write their thoughts on paper.

- **Think-ink-pair-share**

  Ask students to think then 'ink' or write their own ideas, understandings or attitudes to a given statement before sharing these with a partner.

Toss a die

This strategy will help students to:

- formulate and share individual ideas and opinions through focussed, short-term, purposeful talk with peers
- develop the ability to filter information and ask questions
- consider other points of view when making decisions.

How is it implemented?

1. Prepare a set of six questions and print a copy for each student. The questions should require students to give a personal view or preference, or recall a personal experience related to the topic.
2. Give students a copy of the questions prior to the 'toss a die' activity. This will allow students to discuss the questions with family or friends and think about their responses.
3. Sit students in groups of four. Give each group a die.
4. Explain that one person in the group is to roll the die and answer the question on the sheet that corresponds with the number thrown. The other group members listen to the student's response.
5. The person to the left of the speaker, after listening carefully, asks the die roller one question about what they have heard. After the question has been answered other students in the group can ask the die roller a question based on what has been said.

6. The die is then passed onto the person sitting to the right of the die roller. The process is then repeated until all members of the group have the opportunity to respond to at least two questions.

Variations

- If students roll a number that has already been rolled by another member of the group they can choose to roll again or answer the same question.
- Consider using two dice and twelve questions.
- Write a set of six questions. Number each question by a playing card such as an Ace, King, Queen, Jack, ten and a nine. Give each group a set of these playing cards instead of a die. The cards should be shuffled and placed in a pile. Group members take turns selecting the top card then respond to the question that matches.

Vox pop interviews

This strategy will help students to:

- develop open-ended questions for a specific target group and analyse interview responses
- determine the most effective way to communicate effectively in a health or safety situation.

How is it implemented?

1. Develop a scenario or problem related to a health or safety issue.
2. Ask students to identify a group of people to interview (e.g. class members, parents, peers or other community members).
3. Those interviewed are requested to suggest how they could communicate effectively and decide what actions could be put in place to reduce the risk for those described in the scenario or problem. Where possible, students can video or audio-record the responses.
4. Students compare and contrast the responses then asses the most effective communication and actions to apply to the situation.
5. Students can display the results of their vox pop interviews using a chosen medium such as a graph, chart, text summary or visual image. The display should include general information about respondents and an analysis of the responses.
6. Information can then be shared through presentations to others (e.g. PowerPoint presentation, talking at an assembly or through a school newsletter article).

Reflecting

Reflecting

The strategies included in this section are:

- Reflective questions
- Thought shapes
- 3-2-1 reflect
- Unfinished sentences

What is reflective learning?

'Reflecting' strategies provide the opportunity for students to reflect individually on their learning in relation to understandings, skills, attitudes and values.

A variety of strategies can be used to facilitate students' reflection such as reports, discussions and portfolios.

Some strategies included in other sections of this resource can be adapted and used as a reflection strategy (e.g. think-pair-share-write, before and after, brainstorm or a KWL).

Reflective questions

This strategy will help students to:

- reflect individually on their learning experiences and how these can be applied to their lives
- generalise skills and knowledge to other situations
- monitor and evaluate a decision making process.

How is it implemented?

1. Following a learning experience or at the conclusion of a program, students need to be given the opportunity to reflect on the learning process, their understandings, attitudes and values.
2. The following questions may be used to guide the reflective process and are a suggestion only. Students can respond verbally or in written form.
   - Description: *What did I do?*
   - Objective: *What did I learn?*
   - Feelings: *How did I feel?*
   - Values: *Why did I feel like that?*
   - Application: *How will I use the skill or information?*
3. The questions could be permanently displayed for regular reference.

Variation

- **Journal reflection**

  Have students keep a journal to document their responses to these questions and other personal reflection.

Thought shapes

This strategy will help students to:

- reflect individually on their learning experiences and how these activities can be applied to their lives
- generalise skills and knowledge to other situations
- understand and manage their emotions.

How is it implemented?

1. Display the *Resource Sheets 1-4: Thought shapes* around the room.
2. Explain that the shapes can be used by students to reflect on their learning after completing an activity or a series of activities.
3. Explain what each shape signifies.

   ▲ The most important thing I have learnt from doing this activity/unit.

   ■ How I can apply the knowledge and skills I have learnt outside this classroom

   ♥ How I feel about using the skills and ideas I have learnt.

   ● The thoughts still going around in my head after this activity/unit.
4. Students can talk or write about their responses to these shapes.
5. If using the circle shape, record the questions raised by students and plan further learning experiences using this information.

Variations

- **Individual thoughts**

  Make a class set of thought shape cards and give each student a different shaped card. Students can then respond to the shape either through writing or by talking with another student who has a different shape or with a student who has the same shape.

- **Group thoughts**

  Place students in groups of four with one set of thought shape cards. Students take turns to select a card and share with the group.

3-2-1 reflect

This strategy will help students to:

- internalise and make sense of new information
- generalise skills and knowledge to other situations or their own lives.

How is it implemented?

1. After watching a video trigger, viewing a website, reading a fact sheet or completing a series of classroom activities, students complete the following individually:

   3 recalls: students state three facts they can recall from these sources

   2 so what's: students write two things about why the material is relevant (i.e. how it relates to them/school/community)

   1 question: students write one question. For example: 'Why is it that…?', In the future, what will…?', How does this affect…?'

2. Students join with a partner and present their 3-2-1 reflect responses. Encourage students to discuss and answer the question posed by their partner.

3. Ask for interesting 'recalls', 'so what's' and 'questions' to be shared as a class to ascertain whether main concepts have been understood by students.

Unfinished sentences

This strategy will help students to:

- reflect individually on their learning experiences and how these activities can be applied to their lives
- generalise skills and knowledge to other situations
- monitor and evaluate a decision making process
- understand and manage their emotions.

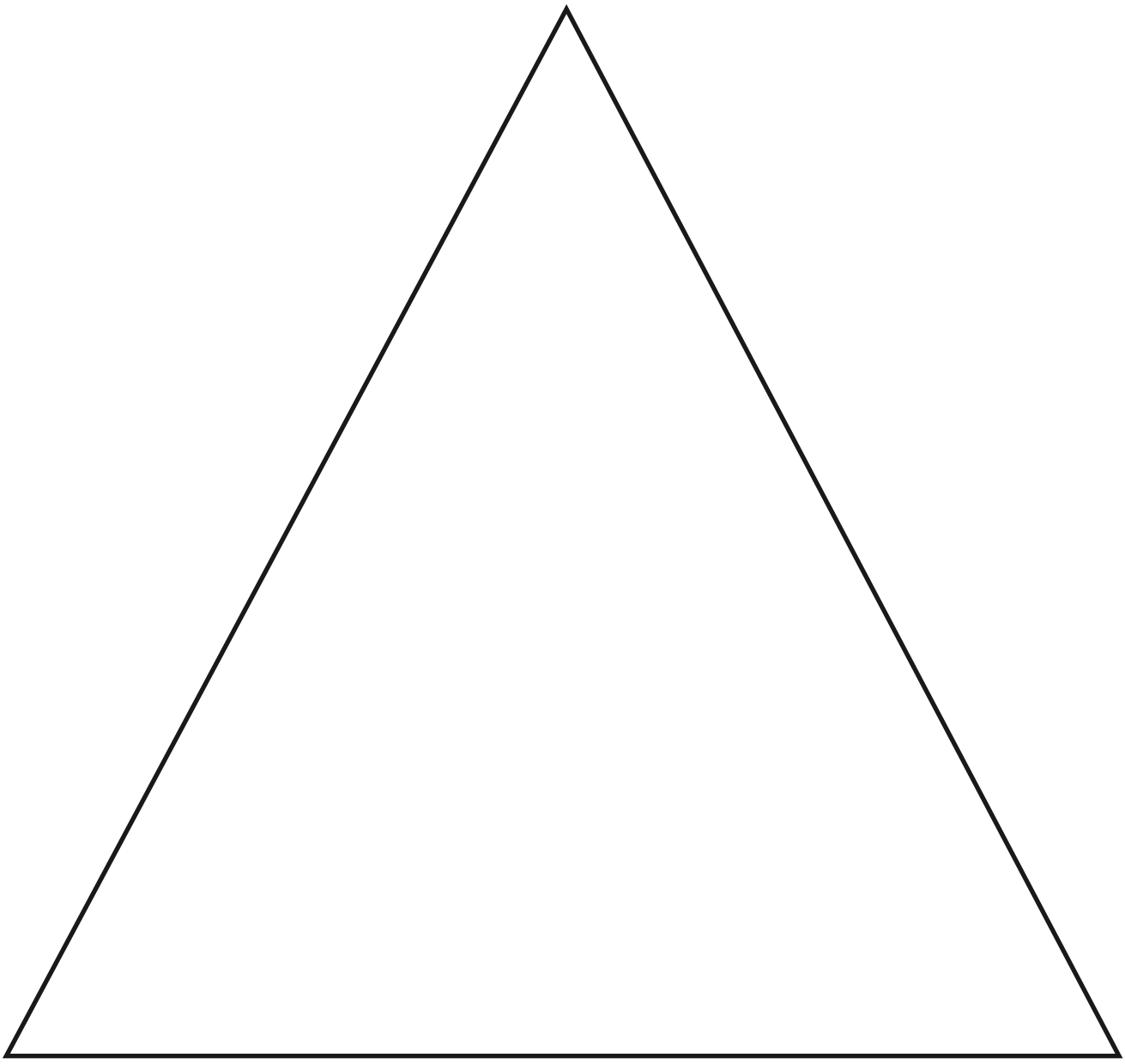
How is it implemented?

1. After being involved in a learning experience or series of learning experiences students consider then answer the following questions either verbally, in written form or with drawings. These *may be recorded in a journal.*

   - *I learnt that …*
   - *I was surprised that …*
   - *I felt today was … because …*
   - *I intend to …*
   - *I think it is important to …*
   - *I still want to know …*

2. Provide opportunities for students to share their thoughts with others. This can be done using strategies such as think-pair-share (see p325) or circle talk (see p298).

Thought shapes

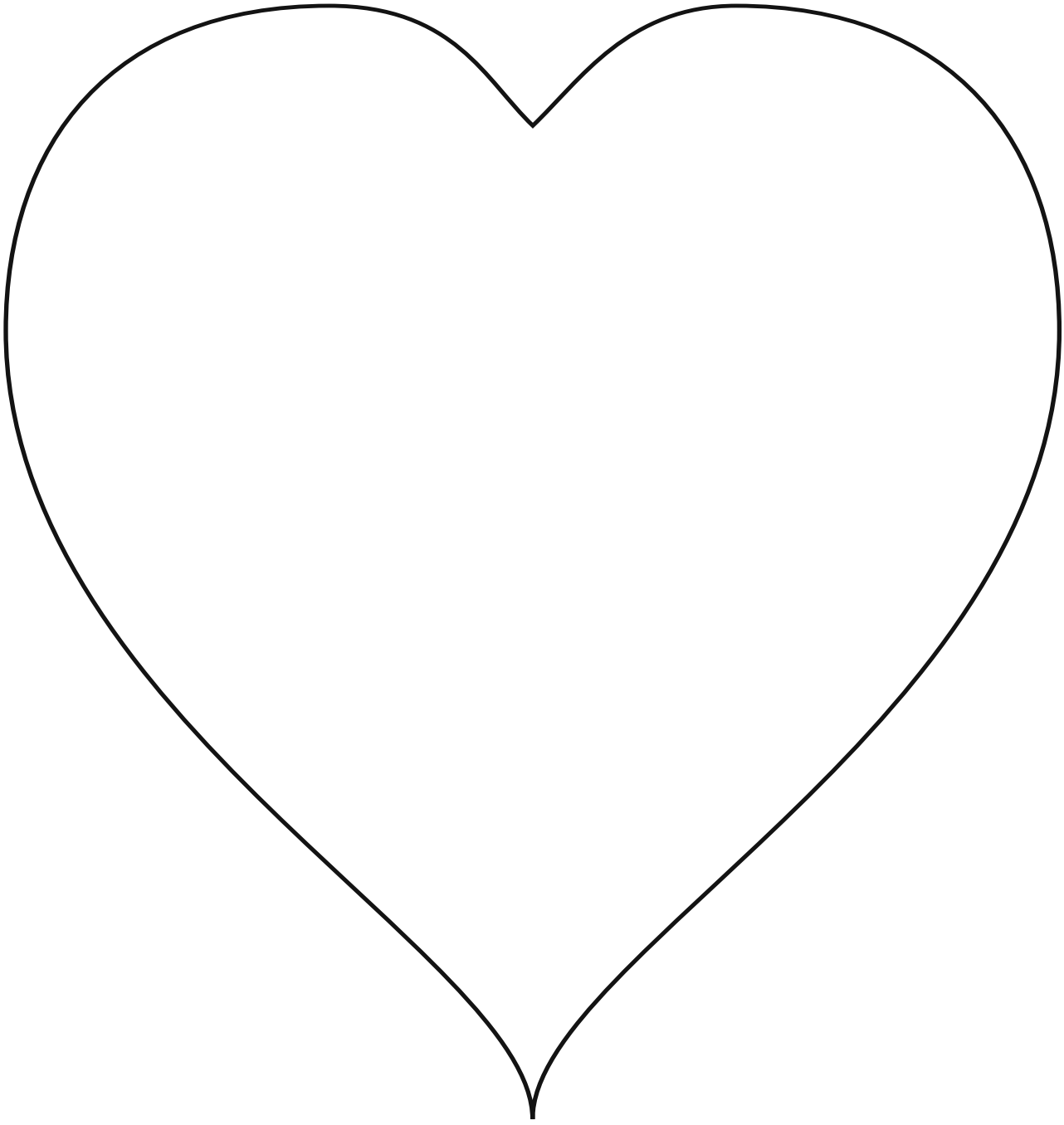


The most important thing I have learnt is …

Thought shapes

What I enjoyed most is….

Thought shapes



How I feel about using the skills and ideas I have learnt is…

Thought shapes

The thoughts still going around
in my head are …