

Strategies

Teaching and learning strategies

Overview of teaching and learning strategies

The strategies described in this resource represent well-recognised and effective teaching practices for middle childhood education. They promote critical and reflective thinking, research, evaluation and collaborative learning and focus on literacy. 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 organised under the headings of Classroom, Real-world and Simulated.

CLASSROOM STRATEGIES

The classroom strategies have been further 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:

➤ Tuning in

The strategies 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

The strategies encourage investigation and independent learning about key health and safety concepts.

➤ Sorting out

The strategies encourage the analysis, organisation, review and reflection of information.

➤ Developing values

The strategies allow students to identify, discuss and develop positive attitudes towards safer and healthier lifestyles.

➤ Making decisions

The strategies provide opportunities for students to develop decision-making skills to enable them to make safer and healthier choices.

➤ Speaking out

The strategies provide opportunities for students to develop the communication and negotiation skills required for safer healthier lifestyles.

➤ Reflecting

The strategies allow students to identify, discuss and consider the changes in their understandings, attitudes and values.

REAL-WORLD STRATEGIES

Skills related to health and physical education are best developed through practice in real-life situations. Students can begin to develop related skills by observing, discussing and practising healthy, safer behaviours with the supervision of adults in a real-world setting.

The strategies in this section will provide opportunities for students to observe safer and healthier skills, plan how they can become safer and healthier, and form positive and healthy attitudes.

SIMULATED STRATEGIES

The simulated learning strategies will support students to experience a range of situations; develop interpersonal skills (communication and negotiation); self-management skills (decision-making and planning); observe key health and physical education concepts and develop positive health and safety attitudes.

Teaching and learning strategies

SELECTING TEACHING AND LEARNING STRATEGIES

- **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.
- **Teachers should also consider the appropriateness of the strategies for students** after reading the NT Curriculum Framework.

EFFECTIVE HEALTH AND PHYSICAL EDUCATION PROGRAMS

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

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

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 and experiences 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. Approaches to teaching and learning such as open-ended, student focused learning, Gardner's Multiple Intelligence Theory and the revised Bloom's Taxonomy need to be considered in the selection or design of learning strategies and experiences for a health education program.

The strategies and experiences in the resource have been designed with an emphasis on different learning styles, intelligences and levels of student thinking.

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 to and interaction with the environment. Individualised educational programs may be needed in order for these students to demonstrate particular outcomes.

HANDLING SENSITIVE ISSUES

It is important for teachers to recognise that there may be students within any group who have been directly or indirectly involved in traffic-related trauma and its consequences. Talking about crashes can raise a range of issues, concerns and/or emotions. Students may disclose information about:

- personal problems or experiences with road trauma
- the need for trauma counselling and support services
- dangerous or harmful situations in which they have been exposed to or involved.

When dealing with sensitive issues, teachers need to be proactive and know their students' backgrounds and experiences and also reactive by protectively interrupting students who are about to disclose this information and diverting attention from the student by using redirecting statements. If issues arise that are beyond the teacher's knowledge or level of expertise, they should refer students to appropriate professionals.

TUNING IN

The strategies included in this section are:

- Before and after
- Card clusters
- Graffiti
- KWL
- Pow wow
- Question partners
- Quiz
- Shared reading

What are 'tuning in' strategies?

'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 a questionnaire that will identify students' understanding, beliefs and attitudes towards health issues. 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 and after one or several learning experiences.
- 3 In pairs or small groups, ask students to reflect on any changes in their understanding or thinking.

Before	Statements	After
	Helmets will reduce injuries in a crash.	
	Drivers always stop at crossings.	
	Pedestrians are responsible for their and other road users' safety.	
	A child under twelve should never ride on the road.	

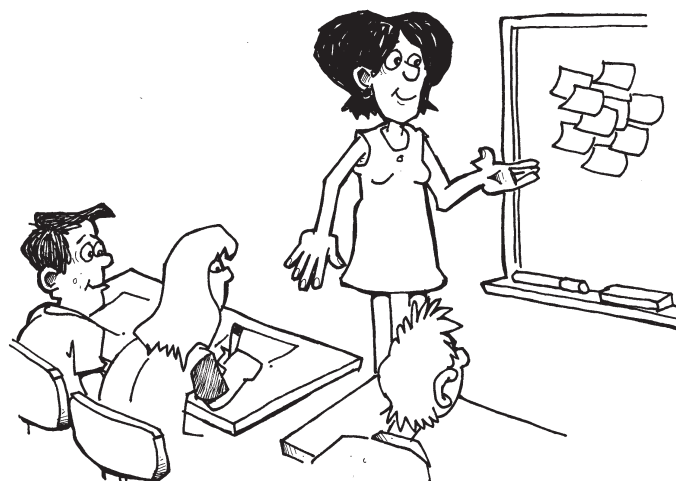
CARD CLUSTERS

➤ 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 small groups and provide each student with two or three slips of paper.
2. Pose a problem or question related to a health issue. For example: *What rules do families have to keep them safe? Who in the community helps to keep us safer?*



- Students individually write only one idea on each slip of paper.
- Students place their slips in the middle of the group then, through discussion, sort them into similar piles. A heading or title may be given to each pile of slips.
- All groups come together to share their ideas. These may be represented graphically such as a mind map, bar graph or in written form by using each idea as a new sentence.

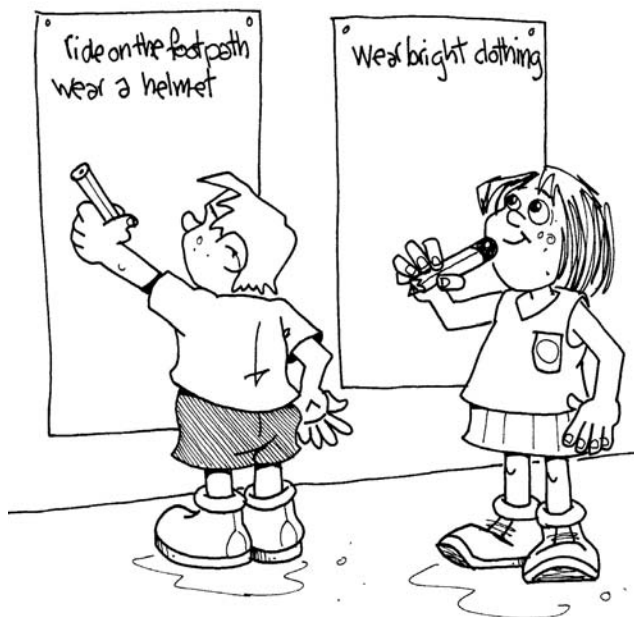
GRAFFITI

► 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?

- Divide the class into small groups. 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).
- Provide each group with a different question, issue or statement, which can be written on the paper.
- 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.



- The graffiti sheets are then passed to another group. Instruct students to avoid repetition of ideas by ticking the comments they agree with, writing comments next to ideas and writing their own new ideas.
- The process is repeated until the group's original sheet is returned.
- 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. Use the responses to identify further learning required by the students.

Variation

• Graffiti Walk

A variation of the graffiti strategy is a Graffiti Walk. The graffiti sheets can be displayed around the room or, after Step 4, groups leave their graffiti sheet behind and walk around the room adding their comments to other graffiti sheets. Remind groups that they cannot return to their original sheet unless consideration has been given to all other sheets.

After a given time, students return to their original graffiti sheet. Groups read, discuss, summarise and present their graffiti sheets to the class (as per step 6 above).

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?

- Explain to students that this strategy will help them to record what they already know, identify issues they would like to learn more about and plan the direction of their program.
- Pose a question, statement or issue for the students to consider.
- Brainstorm with the class what they know about the question, statement or issue and fill in the 'What I know' column to show students the wide range of knowledge already shared as a group.
- Let students think about what they want to know. This can be done individually, with a partner or in a small group.
- 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.

- Keep the KWL table then, at the conclusion of one or several learning experiences, complete the last column to identify what students have learnt, if there have been any changes in attitudes, and determine if further planning of learning experiences may be 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 join with another person, pair or small group to compare notes and circle similar ideas.

POW WOW

► This strategy will help students to:

- recall prior knowledge and share previous experiences
- consider others attitudes and values and be more prepared to self-disclose
- become better connected with peers
- reflect on changes in their understanding, skills and attitudes.

► How is it implemented?

- Ask students to sit in a circle on the floor or in the chairs so they can see all other students in the class or group.
- Introduce students to the discussion by posing a question, reading an appropriate book or statement related to the unit or focus area.
- Invite students to share their ideas, thoughts and opinions. It may help to have a 'talking prompt', such as a soft ball, for students to hold when talking to indicate to others when they are required to listen.

QUESTION PARTNERS

► This strategy will help students to:

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

► How is it implemented?

- Devise a set of question cards and answer cards related to the unit or focus area.



- Alternatively students can research information and write their own question and answer cards for other students to use.
- Explain to students that each question card has a matching answer card.
- Students move around the room to find the person with the matching card.
- In pairs, students discuss the question and answer.
- Collect the cards and repeat the activity to let students find out more about the issue.
- Determine the questions that students would like to further investigate and select learning experiences from the focus area.



QUIZ

► This strategy will help students to:

- recall prior knowledge and identify future learning needs.

► How is it implemented?

- 1 The students or the teacher devise a quiz with questions related to the focus area or unit.
- 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.

Variation

Values quiz

Ask questions or pose statements that require students to consider their personal attitude. Students respond using 'yes', 'no' or 'maybe' cards. For example: *A passenger should always wear a restraint.*

SHARED READING

► This strategy will help students to:

- tune in to and critically analyse a health or safety topic or issue.

► How is it implemented?

- 1 Use a picture book, newspaper article or simple novel as a starting point or to reinforce key messages.
- 2 Provide students with a short period of time to preview the text silently either individually or as a group.
- 3 Ask students to share their predictions of the main ideas with a partner or the class. Use the following prompts.
What do you think the story will be about?
How do you know?
- 4 After the reading use these prompts to help students think critically about the text.
How did the illustrations make you feel?
What is the message of this story?
What would the character/s have felt like? Have you ever felt like that?
What feelings did the other characters in the story show? Why?

Before and after

Statement	Before		After	
	Agree	Disagree	Agree	Disagree
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Finding out

Finding out

FINDING OUT

The strategies included in this section are:

- Brainstorm
- Circle talk
- Eight squares
- Guest speakers
- Head talk
- Jigsaw
- Maths investigations
- Placemat
- Research corner
- Streamline
- Surveys
- Viewing

What are 'finding out' strategies?

'Finding out' strategies provide the opportunity for students to develop and demonstrate the *Health and Physical Education 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 for the brainstorm and write it on the board.
- 2 Students consider the topic and respond. Ideas can be written randomly on a board or you may choose to write the responses on post-it notes so that students can later cluster the responses.
- 3 The rules for brainstorms are:
 - share whatever comes to mind
 - the more ideas the better
 - every idea counts – no put downs or criticisms
 - build on others' ideas
 - write ideas as said – no paraphrasing.
- 4 Reflect and discuss the ideas, clarifying responses where necessary.
- 5 Determine how the information can be further used.

Variation

Guided brainstorming

Include headings to assist students in generating ideas (an example has been provided).

If a friend wasn't wearing a seat belt...

I wouldn't ...

I would...

•
•

•
•

CIRCLE TALK

➤ This strategy will help students to:

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

➤ How is it implemented?

- 1 Using groups of six or more, place students in two concentric circles (one circle within the other). This structure facilitates dialogue between students.
- 2 Sit students facing each other (knees to knees) to encourage active listening between partners.
- 3 Pose a scenario, question or issue to the groups.

- 4 Allow thinking time of approximately 15 to 30 seconds.
- 5 Now say *“Person on the inside, tell the person on the outside your thoughts. When you are finished sharing, say ‘pass’ and then the outside person will share their thoughts with the person on the inside.”*
- 6 The student sharing their ideas can hold a small beanbag to indicate that it is their turn to speak. The beanbag is then passed to their partner who shares their ideas.
- 7 When finished, ask the outside people to rotate one or two places to the left or right. The discussion process is then repeated.
- 8 To debrief, discuss the ideas produced during the circle talk and list questions that were identified in order to generate further learning.

Variations

If you have more than one group, vary the strategy by swapping the outside circles from each group.

To avoid pairing students who will not talk or will argue, change the ‘move on’ instruction so that these students do not face each other. This intervention will not single the students out.

If you have an uneven number of students, place two students together in an outside circle to act as one person. This works well if you have a student with special needs.



EIGHT SQUARES

► This strategy will help students to:

- gather a range of information and be exposed to different attitudes relating to a topic or issue.

► How is it implemented?

- 1 Each student folds a large sheet of paper into 8 squares and circulates the room to find 8 people who can give them information or opinions relating to a topic or issue. For example: *Why should passengers wear a restraint? What places can pedestrians use to cross the road safely?*
- 2 Each person who adds information or an opinion to a square signs their name against their contribution.
- 3 To debrief, common findings could be collated on the blackboard or shared with another group.

GUEST SPEAKERS

► This strategy will help students to:

- develop awareness and stimulate interest in health issues
- listen to different perspectives on health issues
- develop written, oral and active listening skills.

► How is it implemented?

For teachers

- 1 Identify the purpose and benefits for the guest speaker presentation using the *Resource Sheet 1: Guidelines for engaging a guest speaker*.
- 2 Determine how the guest speaker will ensure that the content is relevant and aimed at the student level.
- 3 Seek clarification of the guest speaker's expertise and ask if they have presented at other classes/schools.
- 4 Invite the guest speaker to acknowledge their expertise and how they will complement the class program.
- 5 Plan activities or information for students prior to the guest speaker's visit and consolidation activities for students to complete after the presentation. 'One off' presentations that are not part of a comprehensive school or class education program are not recommended.

Finding out

For further guidelines on the use of guest speakers in schools refer to the NT Department of Education guidelines www.det.nt.gov.au or your school handbook.

For students

- 1 Invite a guest speaker, either through a written invitation, email or phone call, to present information to the class.
- 2 Identify information required from the guest speaker and devise questions.
- 3 Rehearse the interview process in a role-play situation prior to the presentation.
- 4 Record information gained during the interview by taping, video recording or taking notes.

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 and give each member a different number.
- 2 If the groups are uneven in number, one of the group members may have more than one number.
- 3 Pose a question that encourages students' involvement. For example: *Think of different ways you could stay safer as a passenger.*
- 4 Students discuss the question.
- 5 Let students know when the discussion time is nearly finished by ringing a bell or clapping your hands.
- 6 Groups check that all group members know the decided response.
- 7 Call out a number and the student from each group with that number provides their group's response.
- 8 If more information needs to be given, invite students from the group to elaborate.

Variation

A spinner or die may be used to select the number.

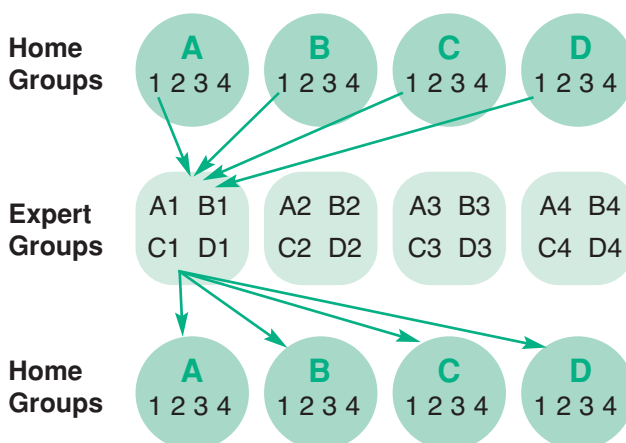
JIGSAW

► 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 Students move into 'home groups' (four to six per group).
- 2 Giving each student a coloured dot, badge or sash can 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 below shows student movement.
- 6 Experts then report on their aspect of the topic.
- 7 Allow time to discuss findings as a whole class.



MATHS INVESTIGATIONS

► This strategy will help students to:

- develop understandings of health concepts by quantifying certain aspects through measurement and calculations.

► How is it implemented?

A maths investigation may be defined as a situation originating in mathematics or the real world that lends itself to inquiry. Investigations require students to use

mathematical processes such as following and extending patterns, data collection, estimating, predicting, classifying and communicating to understand a problem.

- 1 Identify the issue to be investigated.
- 2 Allow students time to read and understand the issue.
- 3 Encourage students to predict or guess the outcome of the investigation.
- 4 Make sure students have access to resources that will assist the investigation such as graph paper, cubes, measuring devices (e.g. trundle wheels, rulers, tape measures and stopwatches).
- 5 Allow time for students to test their predictions a number of times.
- 6 Record findings appropriately (e.g. tables, reports, pictographs and bar graphs).
- 7 Students present their findings and discuss as a class.



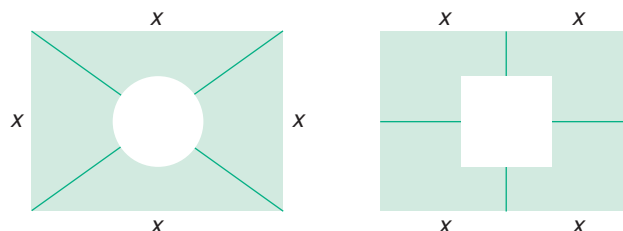
PLACEMAT

► This strategy will help students to:

- brainstorm and generate ideas around an event or issue
- extend and provide depth to a discussion
- structure thinking and prepare for concept attainment
- encourage collaboration and team problem solving
- increase accountability of and involvement in their own learning.

► How is it implemented?

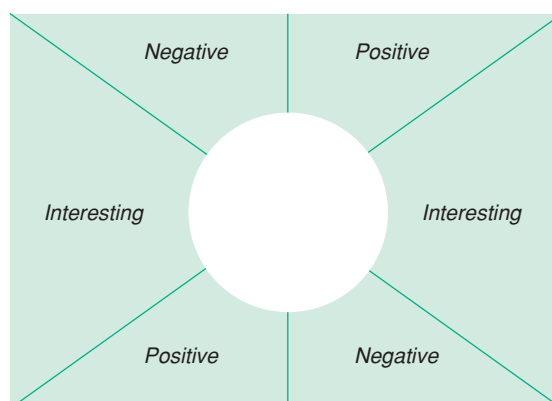
- 1 A large piece of paper is divided into sections based on the number of students in the group (ideally groups of two to four). Include a central square or circle.



- 2 Pose a question, statement or dilemma for the students to consider.
- 3 Each student writes their ideas or decisions about the question, statement or dilemma in the space in front of them. Make sure you give the students time to think and work alone. Ensure students have the skill of respecting the learning time of others.
- 4 Students discuss and clarify ideas they have written. Give students the option to pass, especially if they do not know each other well or it is their first attempt at a placemat.
- 5 The group shares and reviews all ideas from the brainstorm to reach a consensus on one set of key ideas.
- 6 The key ideas are written in the middle section of the placemat.
- 7 Groups then share their key ideas to discuss the issue further.

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 (see **Making Decisions** strategies) with a Placemat (as shown below) or with Think-pair-share (see **Speaking out** strategies).



RESEARCH CORNER

► This strategy will help students to:

- locate current and relevant information on health and safety issues
- present information in a range of formats
- self-direct learning using information from the Internet.



► How is it implemented?

- 1 Select a question that will motivate a response from students, and add relevance to a learning experience or program.
- 2 The question should be one to which the students do not already know the answer i.e. one that requires an honest answer.
- 3 Give students an investigation sheet that explains the investigation (e.g. the question to be answered, the websites to access, and how the information gathered can be presented in either oral, written or drawn form).
- 4 Display the *Resource Sheet 2: Investigations* to prompt students during the research activity.
- 5 A KWL chart (see **Tuning in** strategies) can be used for students during their initial planning.
- 6 Students share and discuss information found throughout the investigation with others.
- 7 Information can be presented in various ways such as a written report, oral presentation, PowerPoint™, role-play, poster or pamphlet, advertisement or cartoon.

Variations

Info search

Display a set of questions related to a focus area. Students work in groups to locate the information. The student who first provides the correct answer wins a point for the group. At the end of the week, or when all questions have been answered, the group that has the most points wins the search.

Research rally

Display a set of questions for the class to research. Students locate and bring along answers and related material on the questions. For example:

- *What are some of the laws relating to restraint use?*
- *What are some laws relating to riding a quad bike?*
- *What are some examples of restraints?*
- *What are some examples of protective clothing?*

Provide a display folder in which printed material can be stored. Remind students to acknowledge the original source of their information. Display the information where other students can read the materials.

T chart

Use a T chart to list, on the left hand side, the information students already think they know about a topic. After researching the topic, students write factual information to support or refute this first list by writing information on the right hand side. Further information about T charts is included in the **Sorting out** section.

STREAMLINE

► This strategy will help students to:

- locate current and relevant information on health and safety issues
- present information in a range of formats
- self-direct learning using information from the Internet.

► How is it implemented?

- 1 Pose a question or statement for students to consider then write a list of five responses (e.g. five foods or drinks with highest amounts of caffeine).
- 2 Students form pairs and negotiate to merge their lists so they still only have five between them.
- 3 Pairs then join other pairs to make a group of four and negotiate to merge their lists so that the group of four still only has a list of five.
- 4 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 focus area 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, survey boxes or survey sheets.
- 4 Students sort and compare the responses then assess the most effective communication style to apply to the situation.
- 5 Students display and share the survey results using a chosen medium such as a graph, a chart, a written or visual summary, a school newsletter article or a letter to their families, all of which should promote safer and healthy activities within the whole school.

Variation

Letterbox survey

- 1 Prepare one letterbox per group of four students and label with a number (one box for each question). A letterbox can be made using a shoebox or tissue box.



- 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 point of view, for example: What do you think the Government could do to discourage young people from hooning in cars?
- 3 Students complete the questions individually in a few words and without discussion and ensure that their answers are numbered.
- 4 Students cut out the question strips and put each one in the matching numbered letterbox.
- 5 Place students in groups of four 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. 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?

Selecting viewing material

- 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 current 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.

Prior to viewing

- 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 DVD 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?*

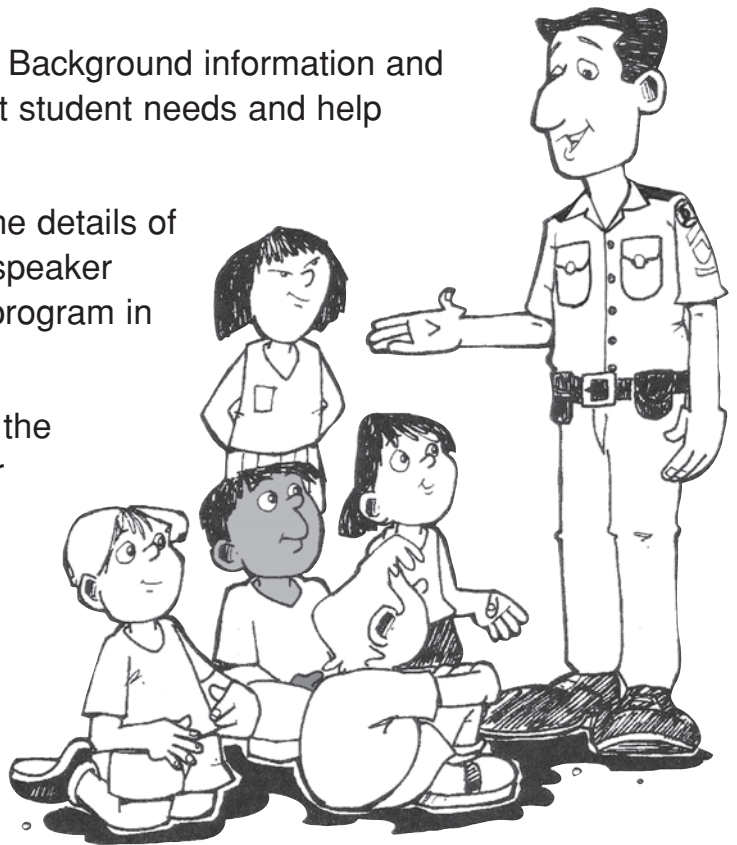
- *Explain the feelings of ...*
 - *Why do you think / believe ...*
- 5 Encourage students to engage in critical and evaluative thinking when viewing.

After viewing

- 6 Engage students in follow-up learning experiences related directly to the viewing material in order to consolidate and share their learning. For example:
- design a postcard and write to one of the characters
 - identify emotions of characters from the DVD, 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.

Guidelines for engaging a guest speaker

- Read relevant system, sector or school guidelines and policies in relation to engaging guest speakers.
- Consider the agencies included in the Background information and decide which presentation/s best meet student needs and help towards achieving the program aim.
- Contact the guest speaker to determine details of their presentation. Ensure the guest speaker will promote the focus of your health program in their presentation.
- Ensure the guest speaker is aware of the health program being implemented for students. Discuss relevant learning experiences that will be implemented before and after the presentation to ensure it complements the health program.
- Suggest to the guest speaker that students will be more likely to be engaged when the presentation if it:
 - is interactive and entertaining
 - includes up-to-date information and uses practical examples
 - is relevant to students' interests
 - covers issues relevant to students' local communities.
- Ask the guest speaker if there will be any associated costs and inform students and parents/carers.
- Ensure the guest speaker receives a copy of the school's health guidelines, if available.
- View the guest speaker's resources and information prior to the presentation to ensure they are relevant and appropriate to the developmental level of all students.
- Inform parents/carers of the presentation and invite them to attend.
- Focus students prior to the presentation by involving them in relevant learning experiences and discussions.
- Conduct follow-up learning experiences to reinforce the health messages provided during the presentation.



Investigations

Planning investigations



- What do I know?
- What do I want to know?
- How am I going to find out?
- What do I think the answer might be?

Conducting investigations



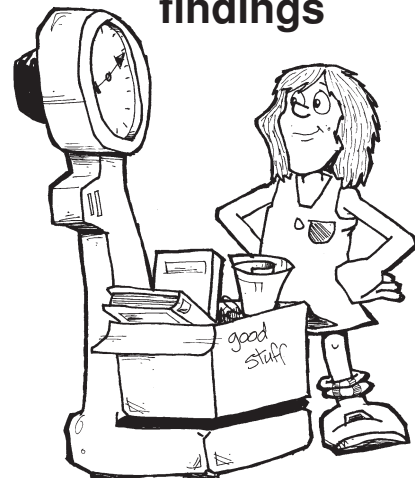
- What information do I need?
- Where will I collect and record the information?
- How will I collect the information?

Processing and interpreting information



- How will I sort the information?
- Do I need all the information?
- How will I present the information?

Evaluating and applying findings



- What did I find out?
- What do I think about it?
- What am I going to do now I've found this out?

SORTING OUT

The strategies included in this section are:

- Arts ideas
- Mind maps
- Puzzles and games
- Sequencing information
- T and Y chart
- Venn diagram
- Written responses

What are 'sorting out' strategies?

'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.

ARTS IDEAS

➤ This strategy will help students to:

- identify and visually record current understandings
- share understandings with others through generated art works.

➤ How is it implemented?

- 1 After students have been involved in a learning experience or series of learning experiences, provide an opportunity for students to communicate their understanding of a specific issue or concept in art works.
- 2 Some suggestions include:
 - painting or drawing pictures to form a shared book for younger children
 - cutting and pasting appropriate pictures from magazines, pamphlets and posters to form a collage
 - making postcards and writing or drawing on the flip side
 - a class mural
 - making models using recycled materials (e.g. cardboard boxes, egg cartons, cardboard tubes)
 - making flick books
 - designing a poster using a digital photograph.

- 3 When art works have been completed, encourage students to:

- write accompanying key messages promoting health and safety concepts
- share their work with others
- take photographs to take artworks home to talk over with their family.

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.

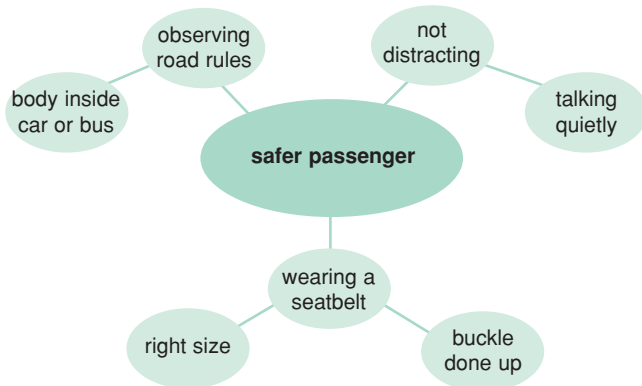
➤ How is it implemented?

- 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 white board.
- 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 only what is important as excess words 'clutter' mind maps and take time to record.

Sorting out

- 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.

Example of a mind map



Some tips for creating effective mind maps

Mind maps can include:

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

This strategy has been adapted from Bennett, B. Rolheiser, C and Stevhan, L. (1991) Cooperative learning: Where Hearts Meets Mind. Educational Connections, Ontario, Canada.

Variation

PowerPoint™ presentation

Students use a mind map to identify the ideas and messages that can be included in a PowerPoint presentation focusing on a health or safety issue. Students take digital photographs to insert in the PowerPoint.

PUZZLES AND GAMES

► This strategy will help students to:

- sort and sequence information
- identify key health and safety issues and categorise information
- clarify their own understanding of a topic or issue
- generate ideas to inform others of health and safety issues.

► How is it implemented?

- 1 After students have been involved in a learning experience or a series of learning experiences, provide opportunity for students to use puzzles or play a game in order to consolidate their learning.
- 2 Some suggestions include:
 - writing descriptions of objects for others to solve
 - creating word sleuths, crossword puzzles or riddles
 - writing questions for a Quiz Day (run on similar lines to a Quiz Night)
 - making jigsaw puzzles from student-generated pictures or posters that illustrate a health or safety message.

Variation

Design a game

- 1 Use games with which students are familiar (e.g. *Snakes and Ladders*, *Monopoly*, *Trivial Pursuit*) or card games (e.g. *Snap*, *Concentration* or *Fish*) to discuss the aim, rules, layout and equipment.
- 2 Ensure that students have researched games and been given accurate and relevant information that will assist them to make a game about a health issue or topic.
- 3 Provide students with a set of criteria for the game. For example: 'This game will help others learn about...' or 'This game will help others decide ways to deal with...'
- 4 Provide time for students to test the game to make sure that the rules and instructions are clear and give feedback to the 'designers'.

SEQUENCING INFORMATION

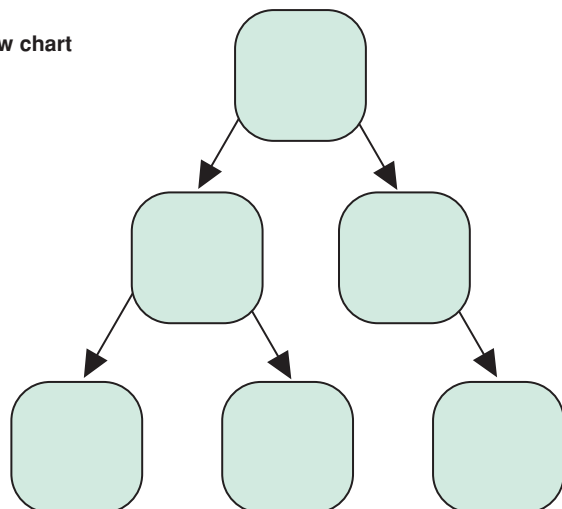
► This strategy will help students to:

- sort and sequence information.
- clarify their own understanding of a topic or issue.

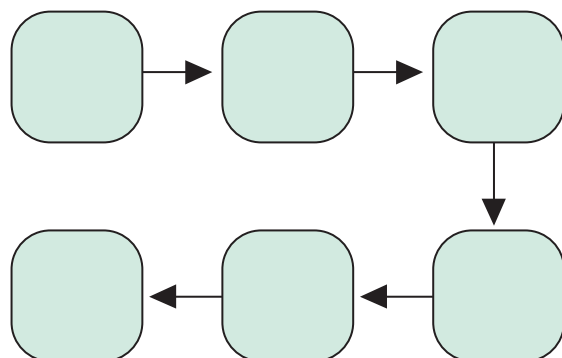
► How is it implemented?

- 1 Students research, or are provided with, information about an issue or health concept.
- 2 Students analyse the information and present it in a sequence using graphic organisers such as a flow chart or sequence chart. See the examples provided.
- 3 Students should then share sequenced information discussing the reasons for their placements.
- 4 Decide if sequence is accurate.

Flow chart



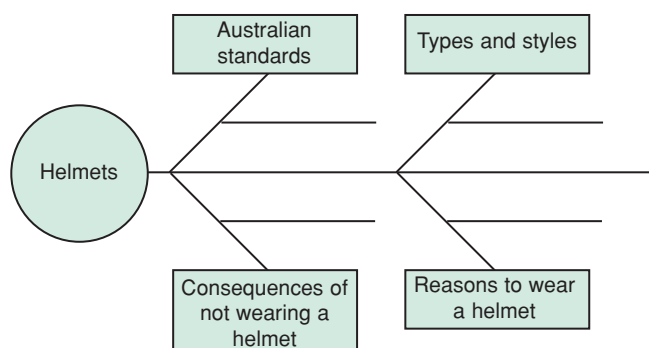
Sequence chart



Variation

Fishbone

A fishbone helps students to organise main and sub ideas. The head (circle) of the bone provides the issue that acts as the focus for the thinking. The squares are used for main ideas (these may be provided by the teacher) and then sub ideas are listed.



T AND Y CHARTS

► This strategy will help students to:

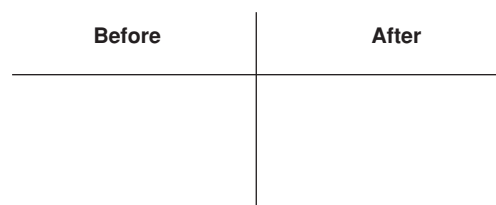
- graphically organise and record ideas, feelings and information
- identify and focus on what they already know, understand, value and are able to do
- compare and contrast ideas, feelings and information.

► 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 given below.
- 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 and responses may be drawn or written.
- 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.

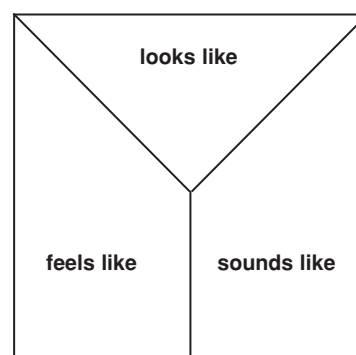
Example of T chart

Students brainstorm what they know about 'dealing with disagreements', before and after a learning experience.



Example of Y chart

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



VENN DIAGRAM

➤ This strategy will help students to:

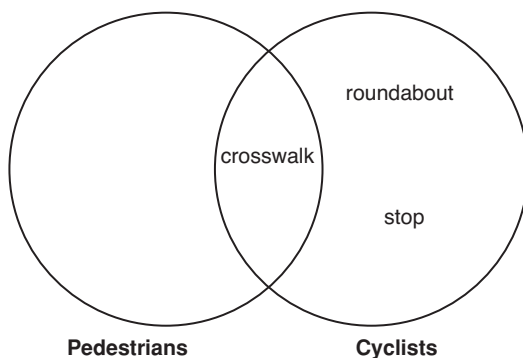
- represent information and thinking in a graphic organiser
- determine similarities and differences between concepts or ideas.

➤ How is it implemented?

A Venn diagram is a graphic organiser that can be used to group and separate concepts and ideas.

- 1 After receiving or collecting information about objects or ideas, ask students how things are the same and how are they different.
- 2 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 below.

Road signs and signals



- 3 This information can then be used to help make generalisations about an object or decisions 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 focus area, students can record and communicate their findings, ideas and opinions through writing and drawing.
- 2 Provide a structure and model genres such as:
 - recounts
 - reports
 - narratives
 - procedures
 - letters and invitations
 - advertisements, brochures and pamphlets.
- 3 Students share their written responses by:
 - compiling a book to read to younger students
 - discussing with their families
 - submitting community newspaper and school newsletter articles
 - creating a PowerPoint presentation
 - designing a poster or banner to display in the school
 - presenting at a school assembly, parents' meeting or information session.



Variation

Comic strips

Ask students to draw a comic strip or cartoon where characters are using assertive communication and brave talk in a health or safety situation. For example:

- the use of 'I' statements
- a positive message is being presented
- characters are explaining their feelings and thoughts
- characters are listening to each other.

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

Digital cartoons

Students use a digital camera to make a cartoon strip using toys for props. Pictures taken frame by frame can be used in a PowerPoint presentation with messages added to the sequence.

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 deduce the meaning and fill in the blanks accordingly.

Newspaper headlines

Students use a health or safety headline taken from a newspaper or magazine to create a story or report that gives factual information about the issue.

30 words 60 seconds

Students think for no more than a minute then write, in 30 words or less, about a given statement or topic communicating their thoughts, ideas and knowledge.

Developing values

Developing values

DEVELOPING VALUES

The strategies included in this section are:

- Around the table
- Choose a corner
- Informal debate
- Values continuum
- Values voting

What are 'developing values strategies?'

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.

RECOGNISING AND DEVELOPING VALUES

An effective health and physical education program will support students to think, feel, decide, act and evaluate their values. This is described in the table below

Think	<ul style="list-style-type: none"> • Be aware that values exist • Clarify the origins of values • Know that an individual's commitment to values may vary • Know that values determine behaviour • Be aware of the consequences of actions
Feel	<ul style="list-style-type: none"> • Express feelings and attitudes towards a range of situations and/or issues • Decide personal degree of commitment to a value • Actively listen to and appreciate the values of others
Decide	<ul style="list-style-type: none"> • Decide what they value and as a consequence make choices and decisions about behaviours they will adopt • Explore and justify reasons underlying their feelings and attitudes • Choose freely from alternatives • Appreciate the value
Act	<ul style="list-style-type: none"> • Act in a way that reflects the value
Evaluate	<ul style="list-style-type: none"> • Review values considering consequences and new information • Justify values • Compromise and/or change values • Repeat the behaviour

Students should be encouraged to explain how they **think** and **feel** about certain issues and also to practise simple **decision making**.

FACILITATING VALUES EDUCATION

Teachers implementing a program should act as the 'facilitators' 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:

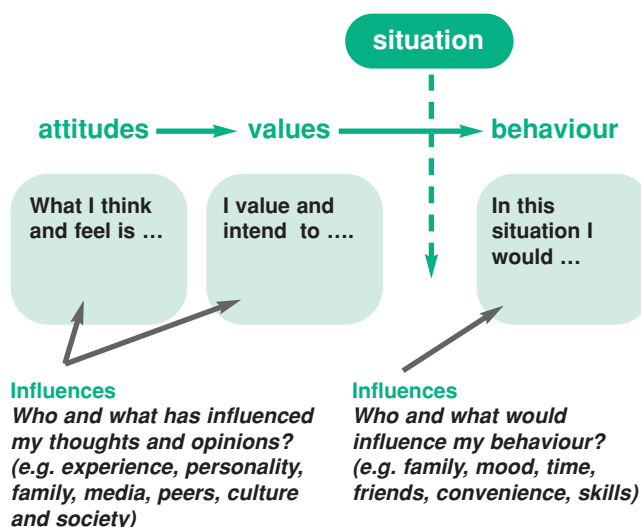
- sometimes people form opinions without being well informed
- personal experiences often contribute to opinions
- there will usually be a cross-section of opinions within any group
- peers, family, society and culture will influence values.

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.



USING SCENARIOS

It is important to provide opportunities for students to consider situations that may arise in real life. In these situations, students' intentions to behave (determined by their attitudes and values) may alter in response to other influences. The model below describes this.



Developing values

AROUND THE TABLE

► This strategy will help students to:

- demonstrate their prior knowledge through oral or written contributions
- review and analyse opinions and information gathered.

► How is it implemented?

- 1 Sit students around a desk with one sheet of paper and a pen.
- 2 Pose an issue for students to consider.
- 3 Each student writes what they know about the issue and then passes the paper and pen to the next student who does the same.
- 4 Monitor the time to ensure that each group has sufficient time to generate answers.
- 5 Repeat steps 1 to 4 asking students to write their attitude about the issue.
- 6 Repeat steps 1 to 4 asking students to write what action they would take in response to the issue.
- 7 Allow time for groups to reflect on the responses.
- 8 Discuss the links between knowledge, values, attitudes and behaviour (actions).

Variation

Students can verbally share their ideas or opinions, taking turns around the table.

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, each one numbered with 1, 2, 3 or 4.
- 2 Place a number sign in each corner of the room.
- 3 To help students understand how to use the signs, start with a topic students would be familiar with such as:

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

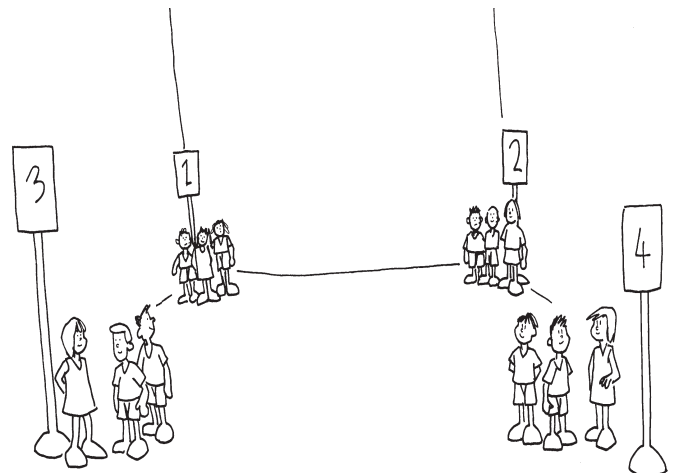
1. watch TV
2. play with my friends
3. play sports
4. read a book.

- 4 Students move to the corner that best describes their opinion and share their reasons for choosing the corner.
- 5 Share opinions between corners and then move onto a topic or issue that students may not have shared their opinions about. For example:

If a friend asked me to play chicken on the road, I could:

1. walk away
2. tell my friend that it was a really stupid thing to do
3. say "I don't want to"
4. play the game with my friend even though I knew it wasn't safe.

- 6 Repeat using different statements.



Variations

Feeling signs

Instead of numbers in each corner, place pictures of faces depicting feelings (e.g. happy, sad, excited and confused). Give the students a scenario and ask them how someone may feel in this scenario. Students move to the corner that would best describe how someone may feel in this instance. Students can suggest both the feelings and the scenarios. Use the feeling signs as described in steps 3 and 4.

Character signs

Download pictures of characters from well-known stories or films (e.g. *Shrek*, *Star Wars* or *Lord of the Rings*) and enlarge to A3 size. Place them in each corner of the room. Explain the characteristics of each character then use the cards as described in steps 3 and 4.

INFORMAL DEBATE

► This strategy will help students to:

- demonstrate their prior knowledge through oral or written contributions
- review and analyse opinions and information gathered
- become familiar with some of the processes involved in constructing, presenting and defending a point of view.



► How is it implemented?

- 1 Organise small groups and assign roles such as Manager, Recorder, Reporter and Encourager.
- 2 Groups discuss a topic or issue. For example: *Wearing a seatbelt can get uncomfortable on long trips.*
- 3 Groups record responses on a sheet of paper labelled either 'yes' or 'no'; 'agree' or 'disagree'. Remind students that not everyone in the group may agree with their opinion and that they should respect others' responses.
- 4 Nominate groups to debate from the positive or negative point of view using the generated responses.
- 5 Encourage the class to offer positive and counter arguments for the ideas they are hearing.

- 6 Record each group's ideas on a master sheet. If a point has previously been mentioned, indicate with a tick.
- 7 Students consider the points raised during the debate then indicate their opinion by using either a Values continuum or 'Thumbs up, Thumbs down'.

VALUES CONTINUUM

► This strategy will help students to:

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

► How is it implemented?

- 1 Prepare signs with opposing responses and place these at opposite ends of the room. Some examples are:

Happy ↔ Unhappy

Safe ↔ Unsafe

Very important ↔ Unimportant

Agree ↔ Disagree

- 2 It may help to place a piece of masking tape on the floor between the two signs.
- 3 Explain to students that there are many places along the continuum that may represent an 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 discuss the reasons for their placement with others and then discuss variations in their opinions as a class. Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.
- 8 Examples of questions to ask students during this strategy are:
 - *Why would someone place themselves in that position on the continuum?*

Developing values

- *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

The following variations are processed with questions in step 8.

Sign your name

If using a piece of masking tape for the values continuum, ask students to sign their name on the spot where they are standing. After the discussion, students return to the values continuum and sign their name again where they are standing. This will prompt discussion on why they have or haven't moved along the continuum.

Ruler continuum

Students attach a smiley face to one end of their ruler and a frowning face to the other end of their ruler. Presuming that the smiley face suggests 'agree' and the frowning face suggests 'disagree', they respond to the statement by placing their finger or a paper clip or peg on this continuum the same way they would in the values continuum outlined above.

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

Identify a question or statement for students to consider then select three or four responses (an example is given below). Write each response on a 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.

If children are to become safer:

- *parents need to be better educated in teaching their children how to cross the road*
- *they need to know what injuries can occur in a bicycle crash*
- *all wheeled recreational device should be banned*
- *they need to know the road rules.*

Fist of five

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



Thumbs up, thumbs down

Students may use a 'thumbs up' gesture to suggest 'agree'; a 'thumbs down' gesture to suggest 'disagree' and a 'flat palm' gesture to suggest 'unsure' (or similar opposing responses).

Making decisions

Making decisions

MAKING DECISIONS

The strategies included in this section are:

- Brave talk
- Decision-making model
- Planning
- PNI
- Problem predicting
- Risk circles
- Role-play

What are 'making decisions' strategies?

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 Outcome. They can examine 'brave 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.

BRAVE TALK

➤ 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?

- 1 Explain to students that 'brave talk' is something that they can say to themselves inside their heads, but not out loud, when they are worried, under stress, feeling frightened or being bullied.
- 2 Explain that what they say to themselves affects how they feel and act in these types of situations. An example of brave talk is given below.

You are being ignored in the playground by classmates.

I might feel...	I could think...	So I could...
lonely or sad.	my friends are being mean or they aren't my friends if they think it's okay to bully me.	go and play with my other friends or talk to my teacher.

- 3 It may take many learning experiences for students to fully understand the concept of brave talk. The following ideas will help students recognise positive and negative self-talk and also practise brave talk with adult assistance.

Shark and dolphin thoughts

Using the following resource sheets, students classify thoughts into **shark** (unhelpful and negative thoughts that will not make you feel better or solve a problem) and **dolphin** (helpful and positive thoughts that will make you feel better and perhaps solve a problem) categories.

Alternatively use headings such as **helpful and positive thinking or unhelpful and negative thinking**.

(Adapted from *The Heart Masters – Middle to Senior Primary*, A. Fuller, B. Bellhouse, G. Johnston, 2001)

I feel, I think, I can

Photocopy enough of the *Resource Sheet 3: I feel, I think, I can* to give one set to each pair of students in the class.

Give students a scenario that may cause distress (e.g. being left out of a game, being asked to break a rule or being shouted at). Model the use of the cards

Making decisions

to illustrate that the most important card is the 'I think' card i.e. positive thinking can result in positive behaviour (or 'I can'...) and negative thinking may result in negative behaviour (or 'I can't'...). Ask students to discuss how they would **feel** and **think** in this situation and what they **can** do.

Photo talk

Give students a scenario that may cause distress and a selection of pictures taken from magazines such as National Geographic or downloaded from current affair sites like BTN www.abc.net.au/news/btn (alternatively use the St Luke's Innovative Resources *Bear Cards*).

Each student chooses a picture that best describes how the person in the scenario would be feeling. In pairs, students explain why they have chosen the picture and then think of two 'brave talk' or 'dolphin' thoughts this person could think to themselves.

Puppet talk

Give students a scenario that may cause distress. Students use puppets to practise brave talk out loud and talk about other brave talk ideas.

Thought bubbles

Give students a scenario that may cause distress. Brainstorm some brave talk ideas that students could say to themselves in situations. Write these on the board, simplifying language if necessary.

Students draw a picture showing a child involved in the scenario then choose a brave talk idea from the board to write in a thought bubble. Explain to students that brave talk would make the child feel better in this situation.



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

What are problems, choices and decisions?

Prior to using a decision-making model students will need to understand the idea of 'problems', 'choices' and 'decisions'. Students who have had no previous involvement in making decisions may find it difficult to identify the problem in a scenario. The *Resource Sheets: Think about your choices* and *Choose the one you like best* may be useful ways in which to introduce decision making. Students **think** about the choices available in a given scenario and then **choose** the best option.

Explain to students that they make decisions every day by looking at the choices they have available, for example:

- Which pair of shoes to wear?
- What snack to have for recess?
- Where to sit at lunchtime?
- Who to play with at lunch time?
- What to play at recess?

Decision-making models

The decision-making models on the *Resource Sheets 6 and 7* will allow students to consider and explore a range of alternatives before making a decision.

- 1 Provide your students with a model to use in the decision-making process.
Ask students to **identify the problem** and write this in the model.
- 2 Ask students to **identify and manage their feelings** about the problem.
- 3 Students then **gather information** to identify the range of possible options.
- 4 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).
- 5 Students write the options they have identified (extending the model above if more than two options are identified).
- 6 Students **consider the consequences** (both positive and negative) to evaluate each option. When considering the consequences, ensure students look at the different types (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.
- 7 Students discuss the **feelings** associated with these consequences and then **justify** their choice.

Variation

Student problems

Place a box with a slot in the top in a prominent place in the classroom. When students are faced with a problem and need advice or guidance, they can write these on a piece of paper and place it in the box. Ask students not to include their name. Work through the problems using the decision-making model either as a class or in small groups.

Making decisions

PLANNING

► This strategy will help students to:

- initiate and undertake decision making to develop a course of action to achieve a goal
- develop strategies to enable change or improvement in current behaviours and practices.

► How is it implemented?

- 1 In all planning, students need to consider the following:
 - *What is the goal to be achieved?*
 - *When do I need to achieve the goal?*
 - *Who can help achieve the goal?*
 - *What steps do I need to take and in what order?*
 - *How will I know if I have been successful?*
- 2 Students can use a planning model that breaks goals into 'before', 'during' and 'after' considerations. They can either draw or write under these headings.
- 3 Encourage students to share their plan with others in the class. This sharing may provide other students with strategies to use in their plans.

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 Pose a question, statement or scenario for students to consider. For example:
The Government has decided to remove all pedestrian phases at traffic signals. Pedestrian injuries would be reduced if tunnels or overpasses were built over/under roads.
- 2 Students brainstorm the positive, negative and interesting implications and record these using a table as shown or *Resource Sheet 8: PNI*.

Positive	Negative	Interesting

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 they may face
- develop strategies to deal with problems before they arise in order to reduce risk.

► How is it implemented?

- 1 Students generate scenarios showing common problems that can occur between friends or classmates and where someone may be influenced to act unsafely or choose an unhealthy option. The scenario should include a character plus supporting information. For example:
Who is influencing the character (older sibling, peer, adult) 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 (at a friend's place, the shops)?
How is the character feeling in this situation?
- 2 Collect scenario cards and ask the class to rank the cards from the scenario that would cause most distress or upset to the one that is the easiest to deal with. Ensure students provide reasons to support the rankings.
- 3 Give each group a scenario card, ensuring they have not received their original scenario.
- 4 Students discuss the scenario and predict what outcomes or problems could occur. For example:
Toby is 10 and has been asked by his older friend Jake to walk home with him after school. When they get to the main road, Jake tells Toby to cross over instead of walking a bit further to the crosswalk. He is feeling worried. Possible outcomes:
 - Toby gets hit by a car crossing the busy road.
 - Toby crosses at the crosswalk and meets Jake on the other side of the road.
 - Toby crosses over and doesn't say anything to Jake because he doesn't want Jake not to be his friend.
 - Toby tells Jake that he doesn't want to cross there.
- 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
 - Act out a scene showing how to deal with the problem

RISK CIRCLES

➤ This strategy will help students to:

- identify potential risks and select strategies to avoid or reduce the risk based on the road safety triangle.

➤ How is it implemented?

- 1 In groups, students cut out the *Resource Sheet 9: Risk circles* then fill in the blank segments with information which, when combined with the other two circles, will provide a road safety triangle scenario. The large circle needs **environment** examples (where, what time, who is supervising?); medium circle needs **individual** examples (what mood, what age, what sex, what size is this person?) and the small circle needs **road safety** examples (how much, how many, over what time?).
- 2 The circles can be attached together by placing the largest circle on the bottom then the middle sized circle and then the smallest circle on top. Push a split pin or wooden skewer through the centre of all three circles.

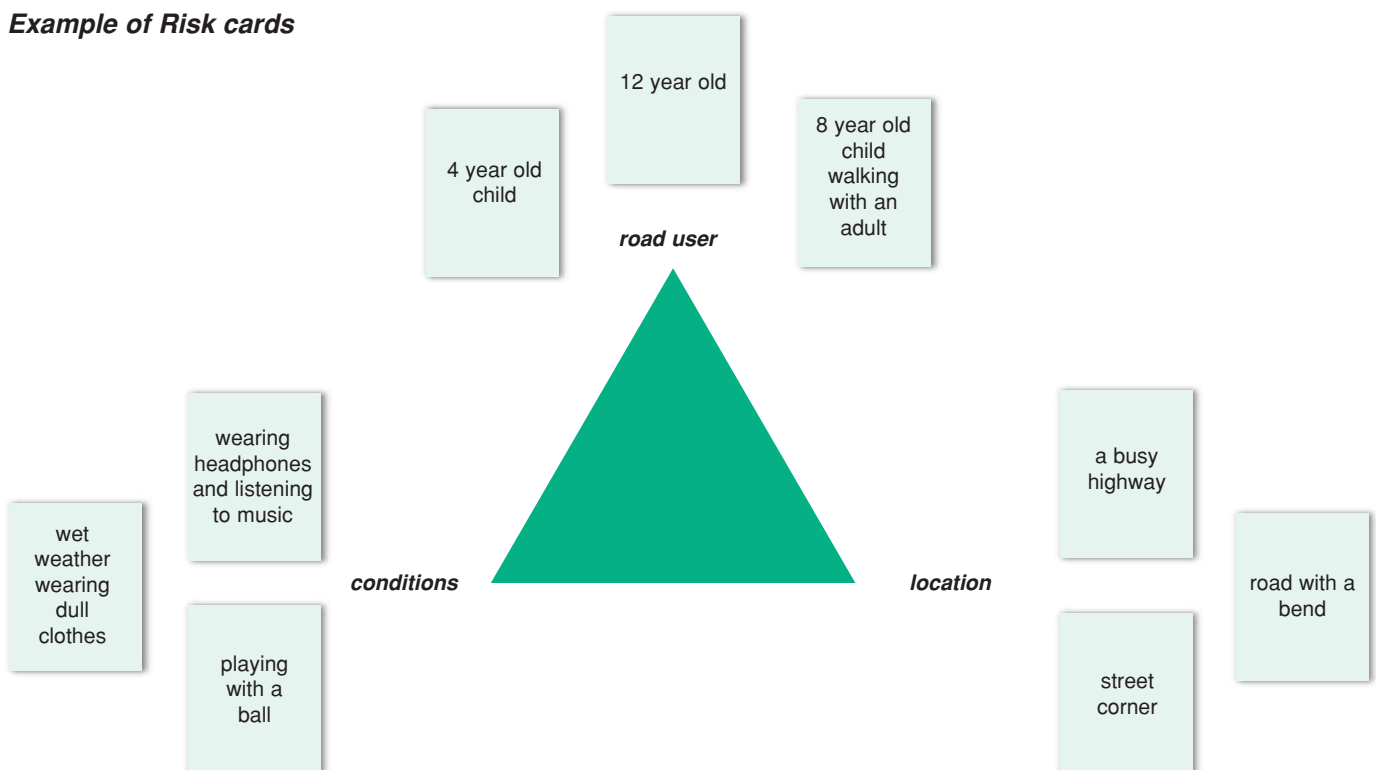
- 3 Students spin the circles and use the 'lined up' segments to create a situation.
- 4 Groups identify the risks then discuss strategies that could avoid or reduce the risk.
- 5 Each group provides feedback to the class on the situations shown on the risk circles then describes the possible risks and strategies identified to avoid or reduce the risk.
- 6 When one situation has been discussed, groups repeat step 4 noting how changing factors may alter the strategies chosen.

Variation

Risk cards

Students can brainstorm responses to create three sets of cards related to the road safety triangle (see below). Each set of cards should be a different colour. Ask students to form groups of three with one set of coloured cards per group. Groups discuss the risks created by the three cards then identify strategies that could be put in place to reduce the risk of harm.

Example of Risk cards



ROLE-PLAY

► This strategy will help students to:

- develop interpersonal skills including assertive communication and negotiation within a range of contexts
- build empathy and experience a variety of perspectives by adopting different roles
- plan effective strategies for managing 'real-life' situations.

► How is it implemented?

Before

- 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 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). Refer to the learning strategies in the **Speaking out** section for more information on assertive communication and negotiation.
- 3 If there is an audience, prepare them for the role-play by giving a specific role to encourage their active involvement. Audience members can also be involved by identifying the feelings of the role-play characters, commenting on the appropriateness of their actions and providing relevant feedback.
- 4 Design the role-play so that it encourages students to model appropriate behaviour. If a character is required to depict a negative behaviour such as acting aggressively, the teacher should take on this role.
- 5 Set the scene by choosing a relevant scenario or have students select their own. Avoid using extreme stereotypes or allowing the issues to become exaggerated. Use character names rather than student names.

During

- 6 Give the students enough time to practise the role-play before they perform in front of others. Performing in front of others is not always necessary as it is the processing rather than the performance that is important.
- 7 Start the role-play by reminding students to keep the action brief (a few minutes is usually

sufficient). If the role-play starts to deteriorate, stop it quickly, discuss what is happening and re-focus the action.

- 8 If students become angry, switch roles so they argue the opposing view. This may help them to develop understanding and empathy for the views of others. Make a point of taking students out of their role (this can be done by removing props or costumes).
- 9 Facilitate the role-play by allowing students to direct the action. Wait until the end of a scenario to make 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.

After

- 10 Use open-ended questions that focus on the feelings of the role-play characters, the 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 debriefing and provide positive feedback for effort and participation.
- 11 Following 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-driving experiences. The role-play can be re-enacted by switching roles to demonstrate other courses of action.

Variations

Puppets

Instead of role-playing a scenario themselves, the students can use puppets (hand made or bought) to act out the scenarios.

Fishbowl

- 1 Make a class set of prompt cards by photocopying *Resource Sheet 10*.
- 2 A small group of students conducts 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:
 - focusing on one role player and their ideas and responses (give them a picture of a question mark to remind them of their task)
 - focusing on one role player and how this person may be feeling (give them a picture of a heart to remind them of their task)

- focusing on alternative outcomes relevant to the role-play (give them a picture of a see saw) e.g. when she said "Do you want to ride in the tray of the Ute" he said "No, I prefer to use a seat belt". But if he'd said "No, my Mum will kill me" she might have called him a wuss and kept putting pressure on him.
- 3 To conclude a fishbowl, observers report on their findings depending on the responsibility assigned to them.

Team role-play

- 1 Distribute a student-generated scenario to each group of about six students.
- 2 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.
- 3 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.
- 4 A student from each team commences the role-play using the ideas that their respective teams identified.
- 5 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 to regroup with their team for further ideas or suggestions, or request that someone else in their team carry on the role-play.
- 6 Process the role-play by using the following questions. These questions allow students to map the situation against their own knowledge of the world and cater for stereotypical depictions of events:

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?

Is this what it would be like in real life?

What else might be going on?

Who else might be involved?

How might this situation have come to be?

Telephone role-play

- 1 Prepare several pairs of telephone role-play cards. One card of each pair is for the caller and the other is for the receiver.
- 2 Caller's cards should specify the audience, purpose and any background information for making the call. For example: You need to call an ambulance because your younger sister has been hit by a car reversing out of a driveway. You are babysitting until your mum gets home.
- 3 Receiver's cards should specify their role such as a police officer, a busy doctor, answering machine or wrong number.
- 4 Introduce this as a whole class activity to alert students to the sorts of decisions they will need to make and the options available to them.
- 5 Place students in groups of three and nominate the caller, receiver and observer. These roles should be swapped during the role-play. The caller and receiver read their cards and do not swap information. Allow one minute of thinking time for each to rehearse what they will say, the language they will use and the tone they will adopt.
- 6 Callers ring their receivers, with each playing out the role specified on the card. As the role-play occurs, the observer makes an assessment of the conversation used.
- 7 The observer provides feedback to the caller and receiver at the end of the role-play.
- 8 Students swap roles and continue the role-play. When all students have had a turn, bring the groups together to discuss what they found, any tips and interesting things they would like to talk about.

Interviews

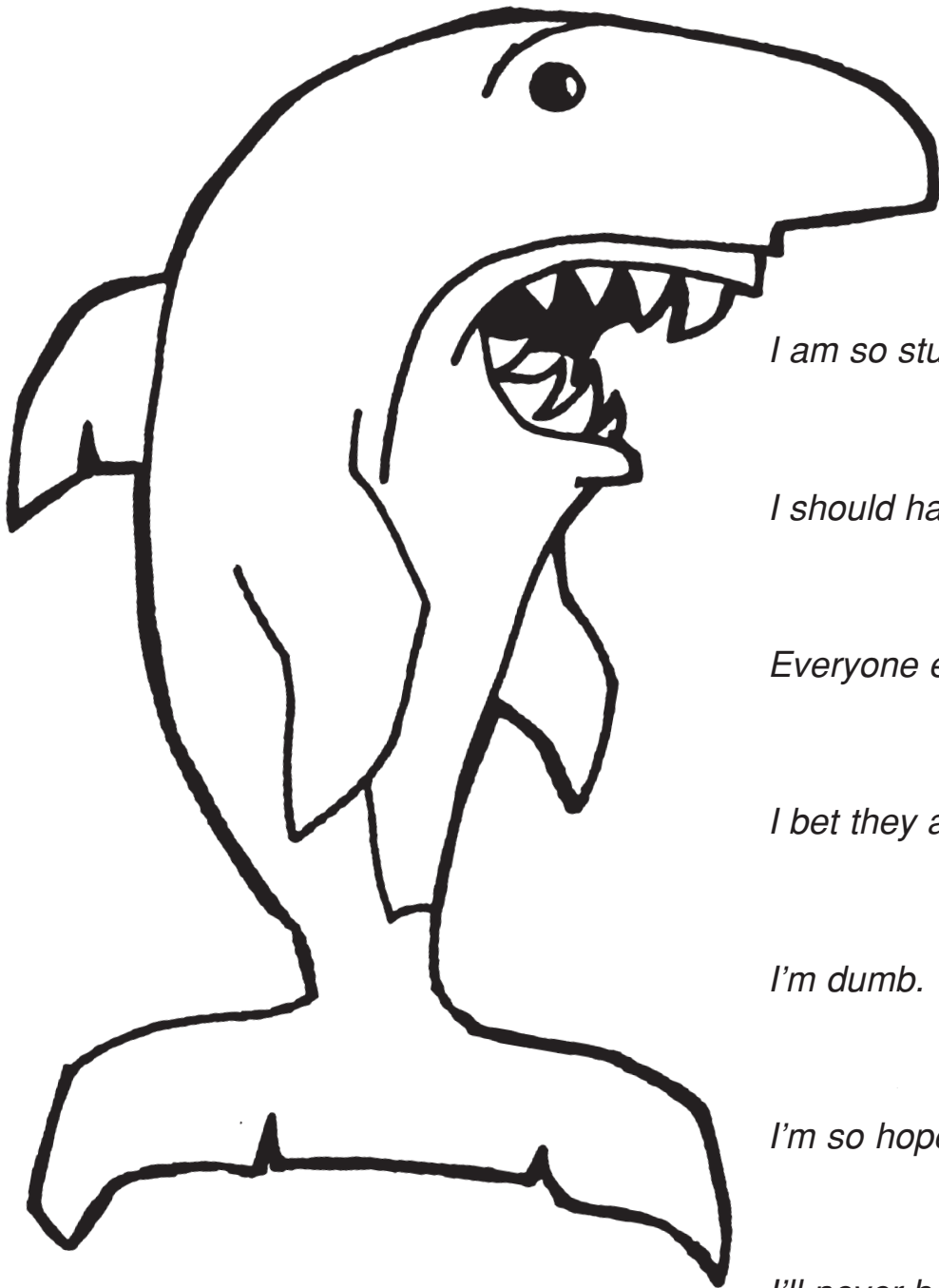
Students interview another student in role as a character experiencing a problem. Questions could be about what it feels like and how the problem could be solved.

Advice giver

The student who has performed the role-play can be asked to give advice to the character they have played. This strategy provides distancing between the character and the player.

Shark thoughts

...are unhelpful and negative thoughts



I am so stupid.

I should have done much better.

Everyone else is better than me.

I bet they all hate me.

I'm dumb.

I'm so hopeless at this.

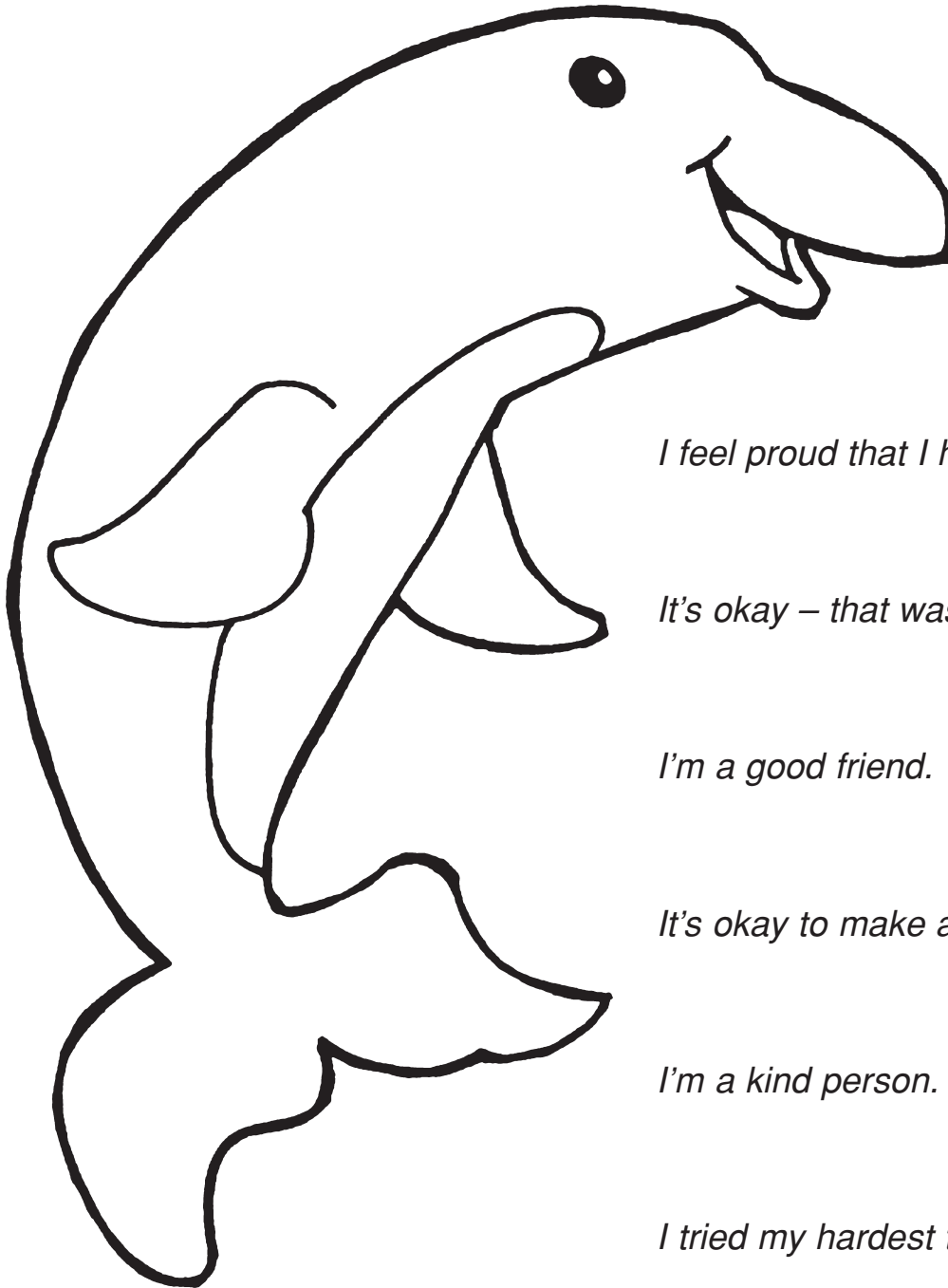
I'll never be able to do this.

It's not worth even trying.

(Adapted from *The Heart Masters* –
Middle to Senior Primary, A. Fuller, B.
Bellhouse, G. Johnston, 2001.)

Dolphin thoughts

... are helpful and positive thoughts



I feel proud that I had a go.

It's okay – that was my first try.

I'm a good friend.

It's okay to make a mistake.

I'm a kind person.

I tried my hardest to do this.

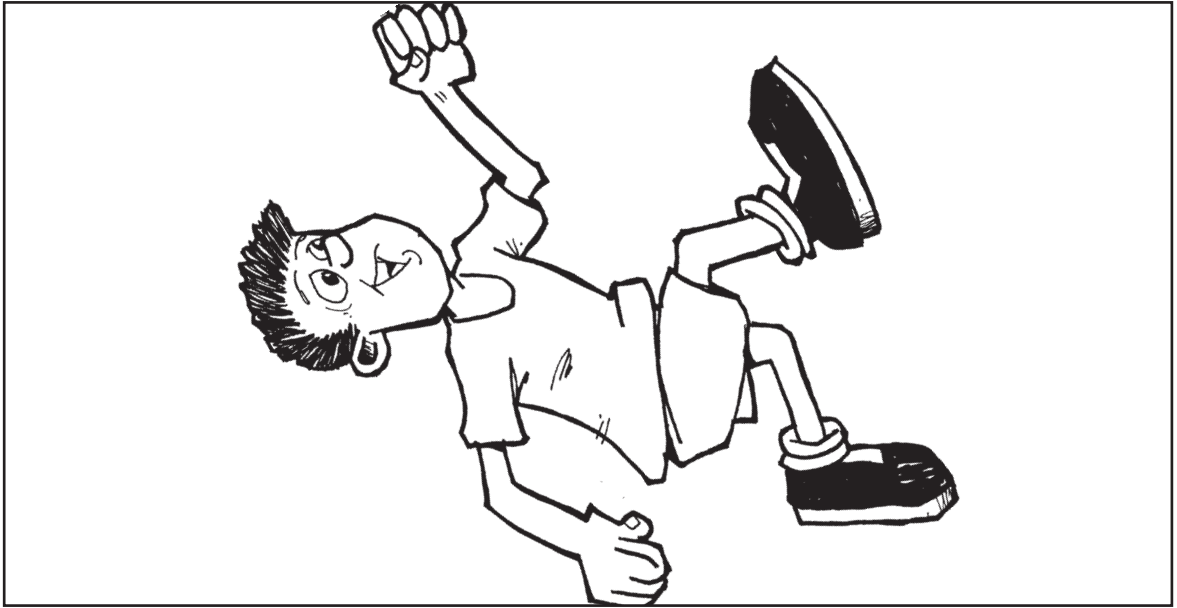
I know I'll be really good next time I try.

I don't care what they think.

(Adapted from *The Heart Masters* – Middle to Senior Primary, A. Fuller, B. Bellhouse, G. Johnston, 2001.)

I feel, I think, I can

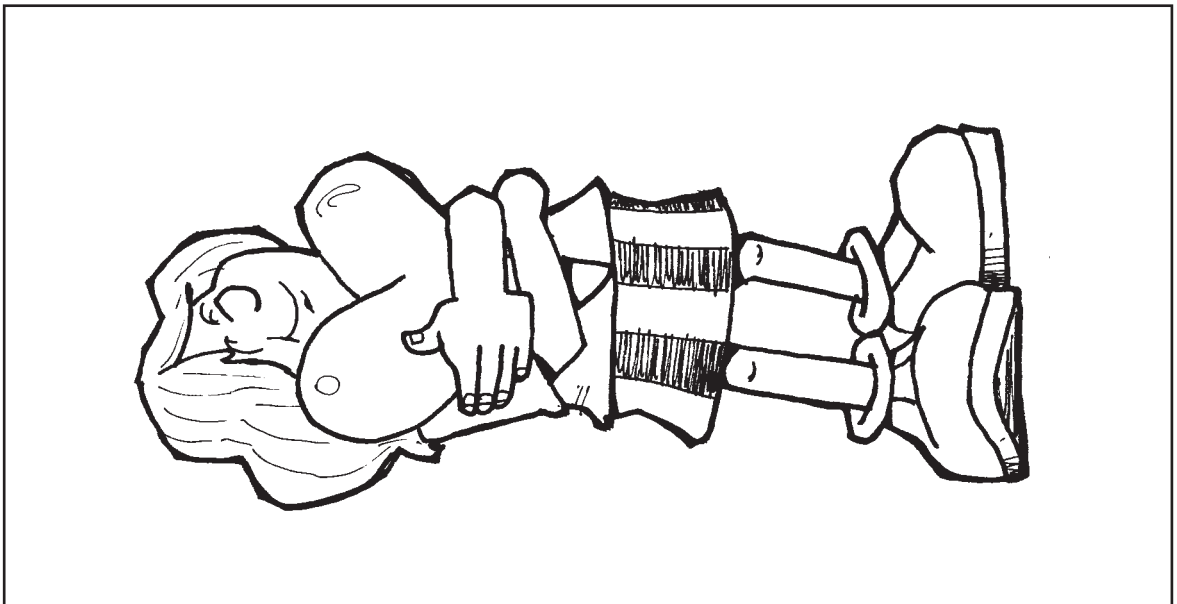
I can



I think



I feel

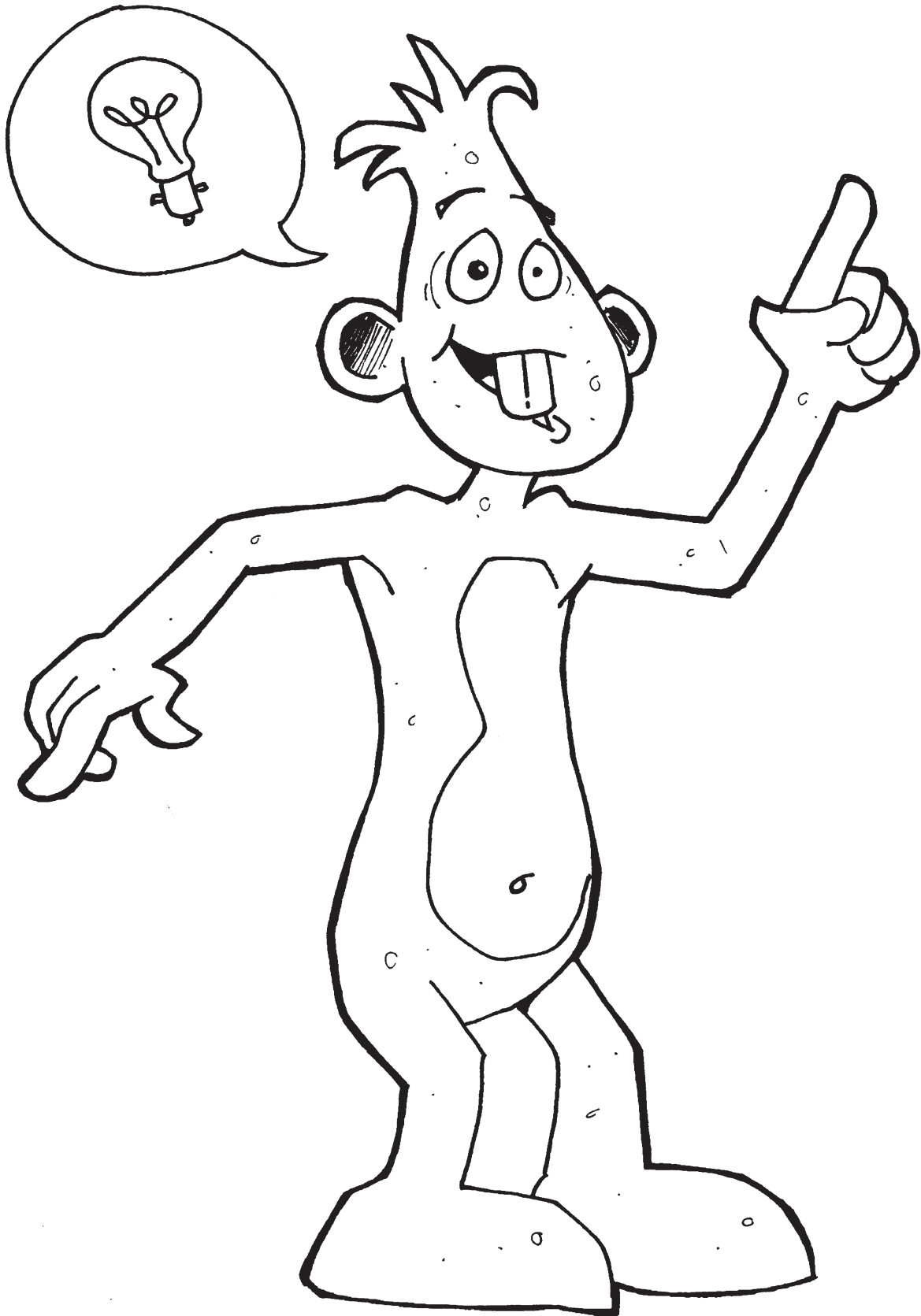


Think about your choices



Think about your choices

Choose the one you like best

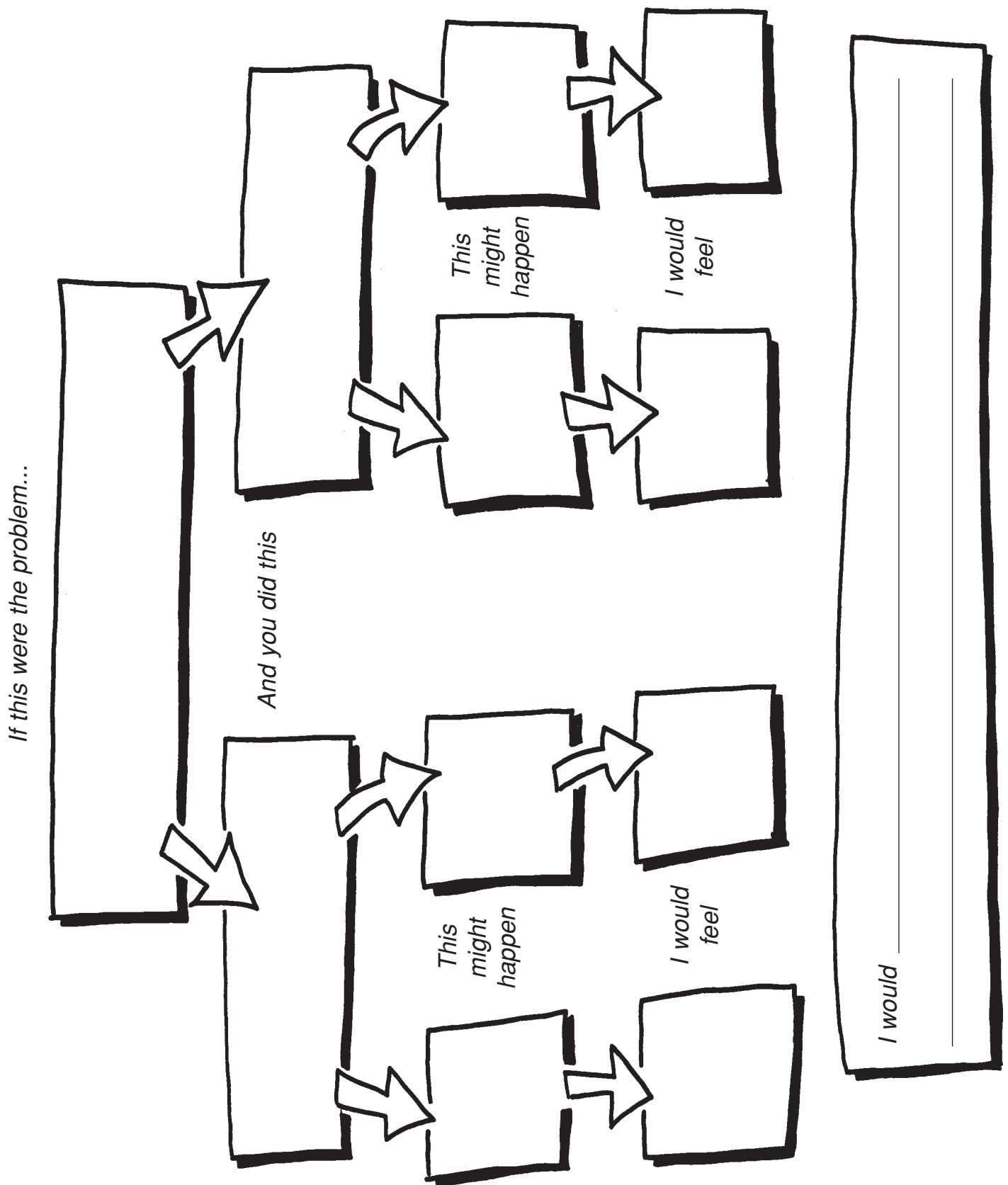


Choose the one you like best

Decision-making model

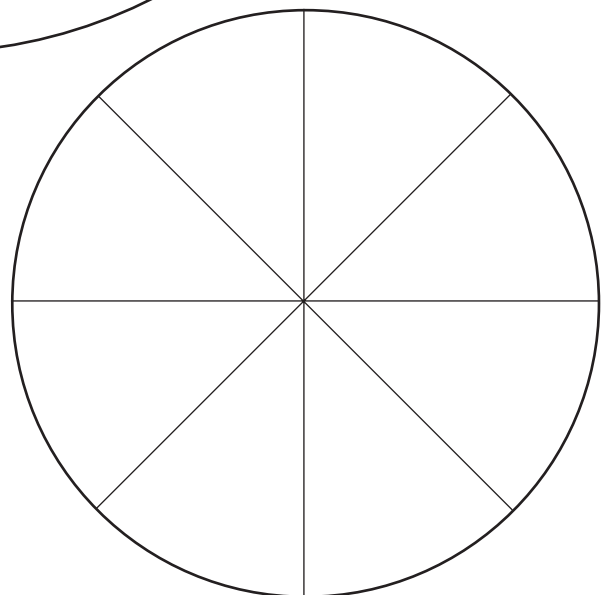
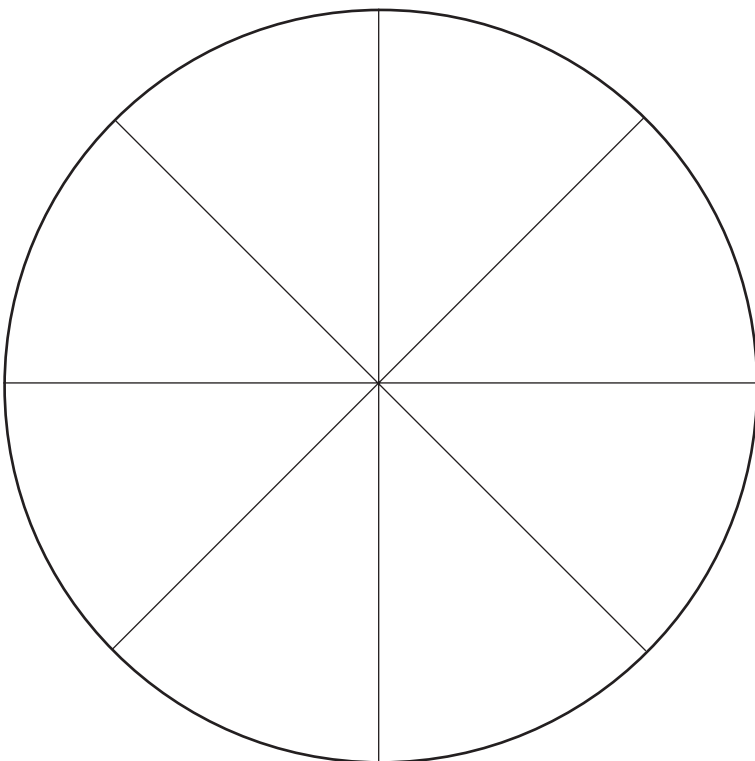
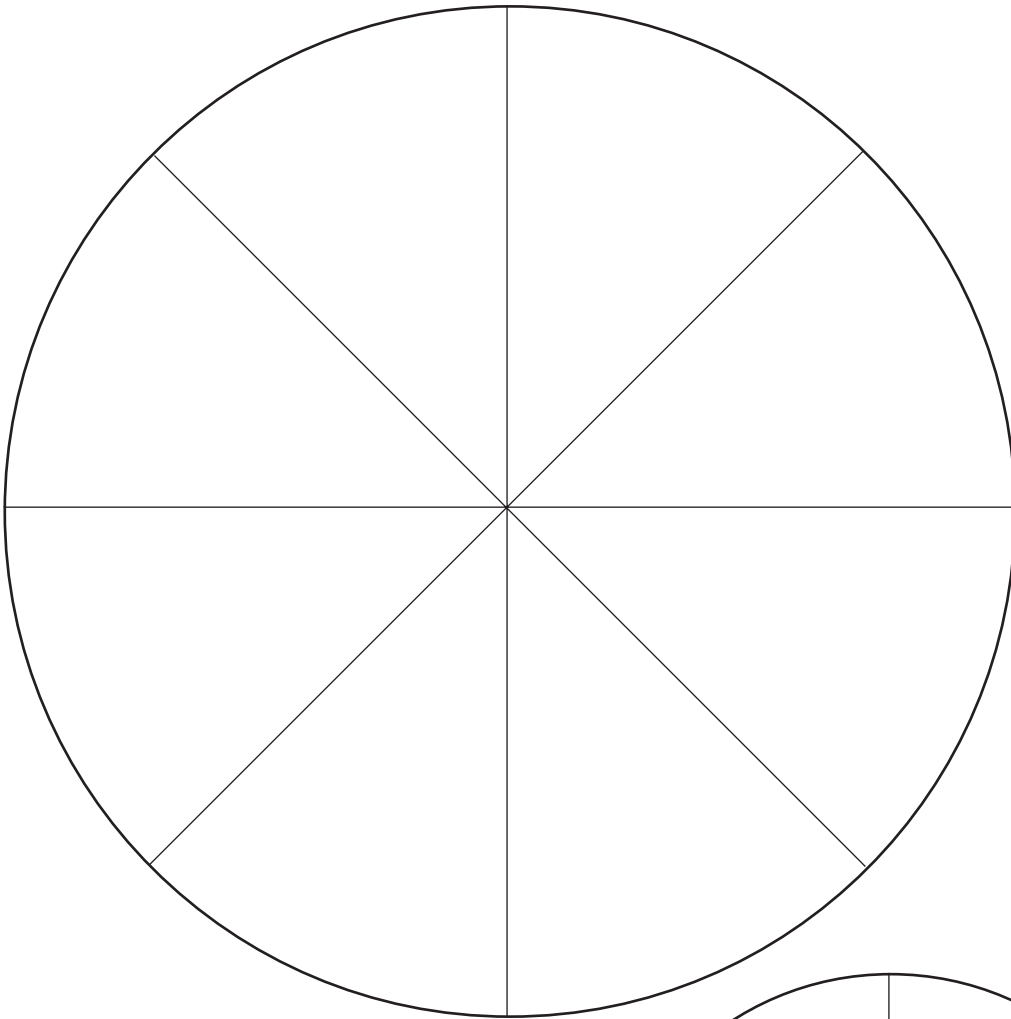
Problem What is the problem and how do I feel	Choices?	Positive things that might happen?	Negative things that might happen?
<div></div>	<div></div>	<div></div>	<div></div>
	<div></div>	<div></div>	<div></div>
	<div></div>	<div></div>	<div></div>
	I would		

Decision-making model






[illegible]

Risk circles



Prompt cards

	Ideas and responses	Feelings	Different outcomes
<p><i>Listen to one character's ideas and responses carefully.</i></p>			

Speaking out

Speaking out

SPEAKING OUT

The strategies included in this section are:

- Assertive communication and negotiation
- Chook house speeches
- Health promotion
- Partner retell
- Think-pair-share
- Toss a die
- Vox pop interviews

What are 'speaking out' strategies?

'Speaking out' strategies provide the opportunity for students to develop, practise and demonstrate the Interpersonal Skills. 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 their individual needs, preferences or beliefs without causing conflict. Understanding basic negotiating skills will contribute to students becoming safer and healthier.

ASSERTIVE COMMUNICATION AND NEGOTIATION

➤ This strategy will help students to:

- recognise effective ways to communicate assertively
- recognise passive and aggressive communication and ways to deal with both forms of communication
- practice assertive communication
- understand the principles of effective negotiation and develop basic negotiating skills.

➤ How is it implemented?

- asking a favour
- refusing to do something
- stating a point of view
- disagreeing with someone in an agreeable way.

- 2 Assertive communication is a difficult concept for children to grasp. It is sometimes easier to explain to them what aggressive versus passive communication looks and sounds like before describing what assertive communication looks and sounds like.
- 3 Have an adult model all three types of communication while students observe. Help students to develop T charts similar to those represented below:

ASSERTIVE COMMUNICATION

- 1 Explain that assertive communication includes a range of behaviours:

PASSIVE COMMUNICATION

See (looks like)

- No contact.
- Looking scared or guilty.
- Only listening to the other person's point of view, so you're not speaking.
- Head down, shoulders hunched.
- Very quiet.

Hear (sounds like)

- *OK let's do what you want, it doesn't really matter what I want to do ...*
- *Don't worry what I think just do it your way...*
- *Sorry, that must have been my fault, I'm stupid (even when it's not)*
- *Whispered voice.*
- *Saying sorry.*

AGGRESSIVE COMMUNICATION

See (looks like)

- Too strong.
- Frightening.
- Like a bully.
- Too close to the other person.

Hear (sounds like)

- *You are stupid for thinking that...*
- *Don't be such a sook, it's not even scary*
- *I don't care what you want to do, I'm...*
- *Very loud.*
- *Angry or loud voice.*
- *You're not listening to the other person.*

ASSERTIVE COMMUNICATION

See (looks like)

- Eye contact.
- Smiling when you talk.
- Listening carefully to one another's ideas before saying anything.
- Standing strong and confident.
- Calm.

Hear (sounds like)

- *I understand what you are saying but I would like to...*
- *We might need to think about this together...*
- *I know you are angry about this but...*
- *I think...*
- *I feel...*
- *Strong, calm voice.*
- *Saying how you feel.*

It is important for young children to understand that assertive communication is something that takes years to master and that an assertive response is not always the safest response (e.g. around an aggressive adult it may be safer to do something passive like walk away).

It will take many learning experiences for students to fully understand the concept of assertive communication. The following ideas will help students recognise assertive communication and also practise this form of communication with adult assistance.

Collage communication

Students cut pictures from magazines that look like 'passive', 'aggressive' and 'assertive' forms of communication and form a group/class collage.

Film analysis

Students watch excerpts of 'Shrek' or a similar animated video and identify characters that look or sound aggressive, passive or assertive.

Story analysis

Teacher reads traditional stories such as 'Cinderella' or 'The BFG' and substitutes obviously aggressive or passive responses in the book with an assertive response. Students can suggest other assertive responses.

Puppets

Teacher models passive, aggressive and assertive communication in response to a student-generated scenario using puppets. Students then take turns to practise an assertive response with the puppet.

Telephone conversations

Students role-play assertive responses to student-generated scenarios using telephones (this allows students to focus on what assertive communication sounds like).

Miming

Students mime assertive responses to student-generated scenarios behind a sheet with a bright light shining on them (this allows students to focus on what assertive communication looks like).

NEGOTIATION

- 1 Explain to students that negotiation involves successfully achieving one's own goals whilst helping others to achieve their goals. Negotiation is a problem-solving process that requires the cooperation of everyone and their willingness to solve a problem through sharing and mutual understanding.

Speaking out

- 2 Discuss situations where people have to help each other complete a task. The table below provides examples.

Situation	Task
At school	<ul style="list-style-type: none"> • Tidying up play equipment. • Sharing art and craft materials. • Using outdoor play or sport equipment.
At home	<ul style="list-style-type: none"> • Doing the dishes. • Looking after a pet. • Packing the car for a holiday.

- 3 Ask students to brainstorm tips for effective negotiation. (Use the table below to fill in the gaps.)

- 4 Use the role-play strategy and scenarios for students to practise negotiating.

- 5 It is also useful for teachers to point out situations where students have used effective negotiation in the classroom. For example:

I noticed Sam and Kylie were talking about the materials they were going to collect for this artwork. How did you work out who would get what? Did you have any problems? How did you sort them out?

Tips for effective negotiation

Do	Don't
<ul style="list-style-type: none"> • Aim for 'win-win' situations. • Decide what you really want. • Think about what the other person might want in return. • Pick a good time to ask. • Make your request, pointing out how the other person will get something they want too. • Use a friendly tone of voice and remain calm. • If you can't work out what the other person wants, ask them directly. • Be ready with information. • Be attentive during negotiations – listen, empathise and observe. • Be firm and polite on what you can or cannot do. • Keep your side of the bargain. 	<ul style="list-style-type: none"> • Ask at an inconvenient time. • Use a grizzly, whingeing or demanding voice. • Threaten, sulk, insult or get angry if you don't get what you want. • Negotiate in a hurry or under pressure. • Enter into negotiation with a negative attitude. • Give up if a first attempt at negotiation is unsuccessful.

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 question, statement or topic for students to consider (e.g. 'Pedestrian crossings waste drivers' time' or 'Wearing a bicycle helmet will never be enforced').

- 2 Give students 5 minutes to write their key notes then go 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 speeches.

- 3 Give students a further 5 minutes to write their final notes.

- 4 Place all students' names in a container. Draw the names of two students to present their 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.

► How is it implemented?

- 1 Students decide on appropriate actions to a health or safety issue. Information gathered during a survey (see **Finding out** strategies), interviews or discussions may be the prompt for this action.
- 2 Ask students to decide:
 - who is the target group?
 - what is the issue?
 - how they are going to inform and involve others
 - what information is to be used in the promotion?
 - when the promotion will take place
 - how will they know if they have been successful?
 - will they need to take any further action?

PARTNER RETELL

► 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.

► How is it implemented?

- 1 Select a question related to a focus area for students to consider.
- 2 Place students in pairs and explain that they will be required to summarise and share their partner's response to the question.
- 3 One person interviews the other for one or two minutes, asking and probing for further information.
- 4 Remind students to have a 'time out' while they are listening to summarise what they have heard so far. Try to encourage listening – no note taking.
- 5 Partners swap roles and the other person becomes the interviewer.

- 6 Students are given a minute to prepare a summary of their partner's responses. Remind students that the summary should be general and not a word-by-word recall.
- 7 Pairs join to form groups of four. Students take turns to summarise their partner's response.

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 that involves making a decision. Ask students to **think** about their response. Students can write down their responses during this time.
- 2 After giving sufficient thinking time, instruct the students to form **pairs** and 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.

Variations

Musical-pair-share

Play a piece of music while students move around the room. When the music stops, students discuss a question with the person nearest to them. The questions can be written on the board, an interactive whiteboard or a question sheet for each student. Repeat the procedure for each question.

Think-pair-share-write

Think-pair-share-write is an extension of steps 1 to 3. Once students have discussed their thoughts with a partner, they then reflect on the discussion and continue their thought process through writing.

Think-ink-pair-share

Ask students to think then 'ink' their own ideas, knowledge or attitudes to a given statement. In 'ink' time students choose to write or draw. Partners then listen and share what they have written or drawn.

Speaking out

As with all the Think-pair-share strategies, students can be given the opportunity to reflect on what they have written, heard and discussed. Ask students to consider what influenced their thinking and/or decision.

These strategies have been adapted from the Think-Pair-Share originally developed by Frank Lyman.

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 a personal view, a recall of a personal experience or a personal preference related to the topic.
- 2 Give students the questions prior to the activity so they can think about their responses and discuss with family or friends.
- 3 Students sit in groups of four. One person throws the die and answers the question on the sheet that corresponds to the number thrown. This student responds to the question while other group members listen.
- 4 The person to the left of the speaker, after listening carefully, asks one question about what they have heard. Then any other person in the group can ask the die thrower a question based on what has been said.
- 5 The die is then given to the next person who repeats the steps outlined above. If they throw the same number they should have another throw. If a student throws a number that someone else has already answered, they can still respond.
- 6 Give each student the opportunity to respond to at least two questions.

Variations

- Consider using two dice and twelve questions.
- Use playing cards instead of a die. Each group gets an Ace, King, Queen, Jack, ten and a nine card. The cards are dealt out. The questions should have corresponding card symbols next to them.

VOX POP INTERVIEWS

► This strategy will help students to:

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

► How is it implemented?

- 1 Develop a scenario related to a health or safety issue that requires two-way communication.
- 2 Identify a group of people to interview (e.g. class members, parents, peers or other community members).
- 3 Students explain the health or safety scenario then ask each person how they would communicate effectively in that situation.
- 4 Where possible, students can video or audio-record the responses.
- 5 Students compare and contrast the responses then assess the most effective communication style to apply to the situation.
- 6 Students display the results of their vox pop interviews using a chosen medium (e.g. graph, chart, text summary or visual image.) The display should include general information about respondents and an analysis of the responses.
- 7 Information can then be shared through presentations to others.



REFLECTING

The strategies included in this section are:

- Journals
- Reflective questions
- Sharing circle
- Unfinished sentences
- Thought shapes

What are 'reflective' strategies?

'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 journals, both individual and group; reports; discussions and portfolios.

Strategies included in other sections can also be adapted for students to use when reflecting on their learning. For example; think-pair-share, brainstorm or a KWL.

JOURNALS

➤ This strategy will help students to:

- reflect individually on their learning in relation to understandings, skills, attitudes and values.

➤ How is it implemented?

Reflecting by writing in a personal journal will prompt students to consider and record their skills and attitudes regarding safer and healthier behaviours. A journal also provides opportunity to revisit initial perceptions and chart the progression of attitude development and decision-making skills.

- 1 Explain to students the purpose and benefits of journals such as enhancing observational skills, exploring feelings, assessing progress and enhancing communication skills.
- 2 Talk about what might be recorded in the journal (e.g. thoughts, observations, feelings and questions).
- 3 After a learning experience, model the process of writing in a journal. During the modelling session verbalise your thought processes. The following questions may help students.
What did I learn?
Who can I share this information with?
What might I do differently now that I know this?
What might stop me from doing things differently now?
- 4 Students write or draw in their journal.

- 5 Provide feedback by responding to journals, class discussions of issues or questions raised in journals and plan further learning experiences.

Variations

Team journals

Use a team journal to promote interaction between team members on project-related issues and to introduce students to different perspectives. Students can take turns recording shared and individual experiences, reactions and observations, and responses to each other's entries.

Portfolios

Ask students to select and organise evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include samples of students' involvement in the learning program (e.g. writing samples, drawings, photographs, diagrams and paintings). Discuss with the student (and parent/guardian) their portfolio to recognise achievement, identify needs and plan future learning experiences.

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.

Reflecting

► 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.
- 2 The following questions may be used to guide the reflective process (they are suggestions only).
 - 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/information?*
- 3 The questions may be permanently displayed for regular reference or verbally asked, depending on the age and abilities of the students.
- 4 Students respond to these questions verbally, in written form or with drawings.

Variation

Students use drawings or a written journal to document their responses to these questions and other personal reflections.

SHARING CIRCLE

► This strategy will help students to:

- reflect individually on their learning experiences and how these activities can be applied to their lives
- develop independent oral sharing skills.

► How is it implemented?

- 1 After being involved in a learning experience or series of learning experiences, students form a sharing circle.
- 2 Explain to students the aim of the sharing circle is to talk about what they have learnt, discuss problems that may have arisen and identify further information required by individuals or the group. For example:
In our circle we're going to share ideas about what to do when someone tries to influence you to do something that you don't feel comfortable with. Think about what you are going to say.
- 3 Give students 'thinking' time then ask them to share.
- 4 Support and extend sharing with questions and comments from other 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 complete the following statements either verbally, in written form or with drawings.
 - *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 if they wish.

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
- monitor and evaluate a decision-making process
- understand and manage their emotions.

► How is it implemented?

- 1 Display all *Resource Sheets: Thought shapes* around the room.
- 2 Explain that the shapes will be used to reflect on students' learning when they have completed 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.



What I enjoyed most about this activity/unit.



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



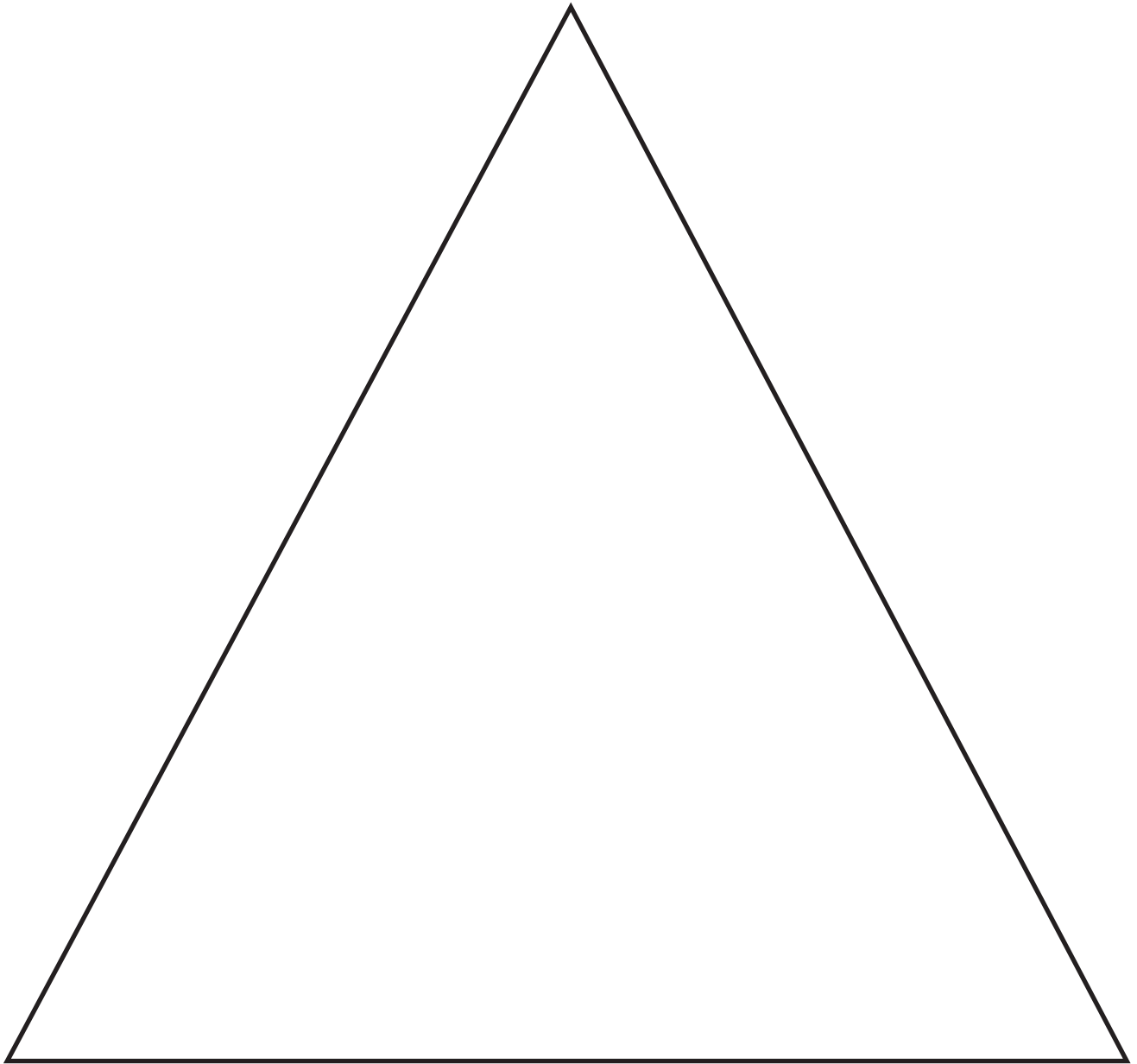
The thoughts still going around in my head after this activity/unit.

- 3 Students may talk or write about their responses to these shapes.

Variation

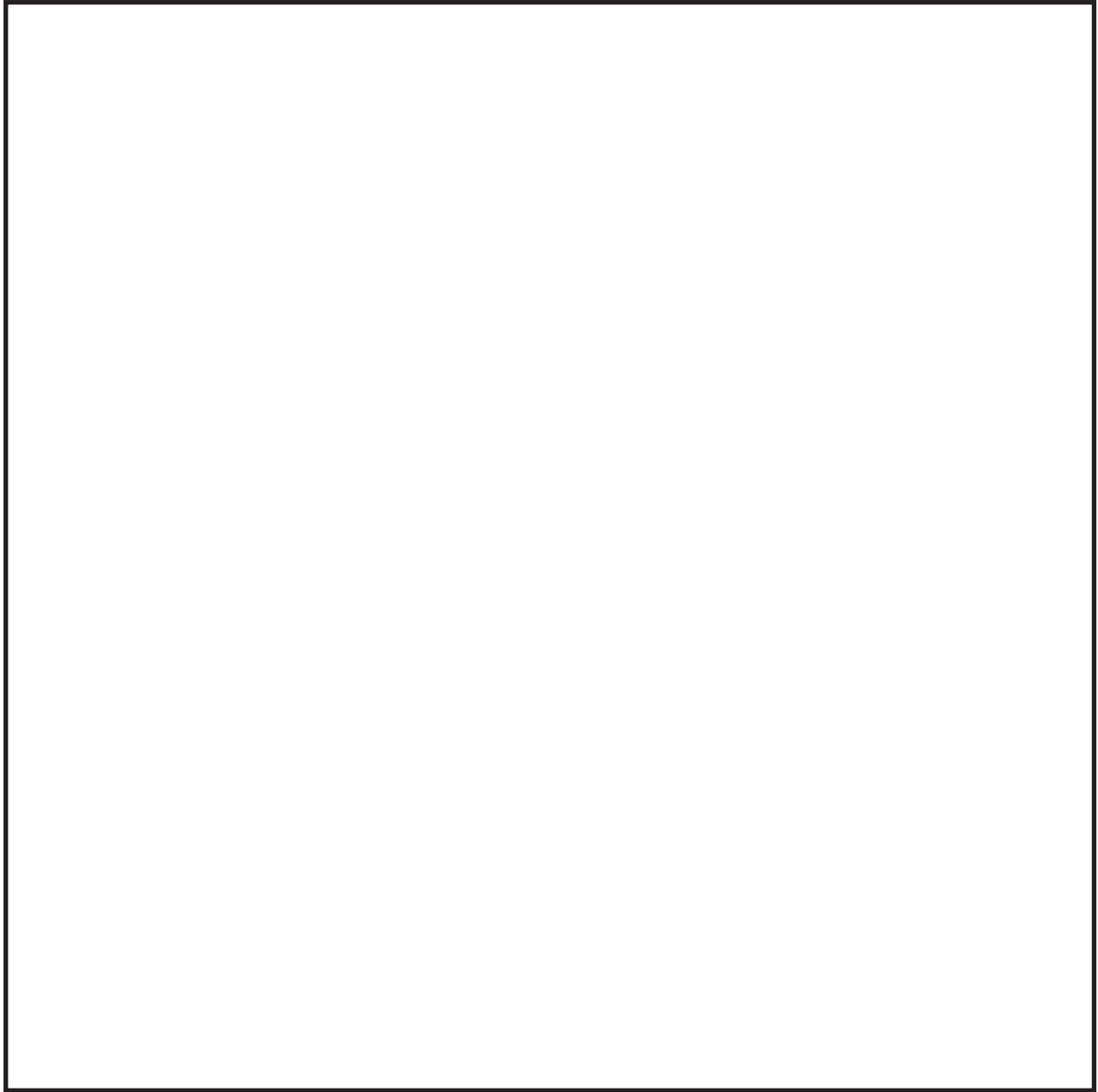
- Make a class set of thought shape cards. Place students in groups of four with one set of thought shape cards between them. Students take turns to select a card and share ideas with the group.
- Use the thoughts generated from the circle shape to plan further learning experiences.

Thought shapes



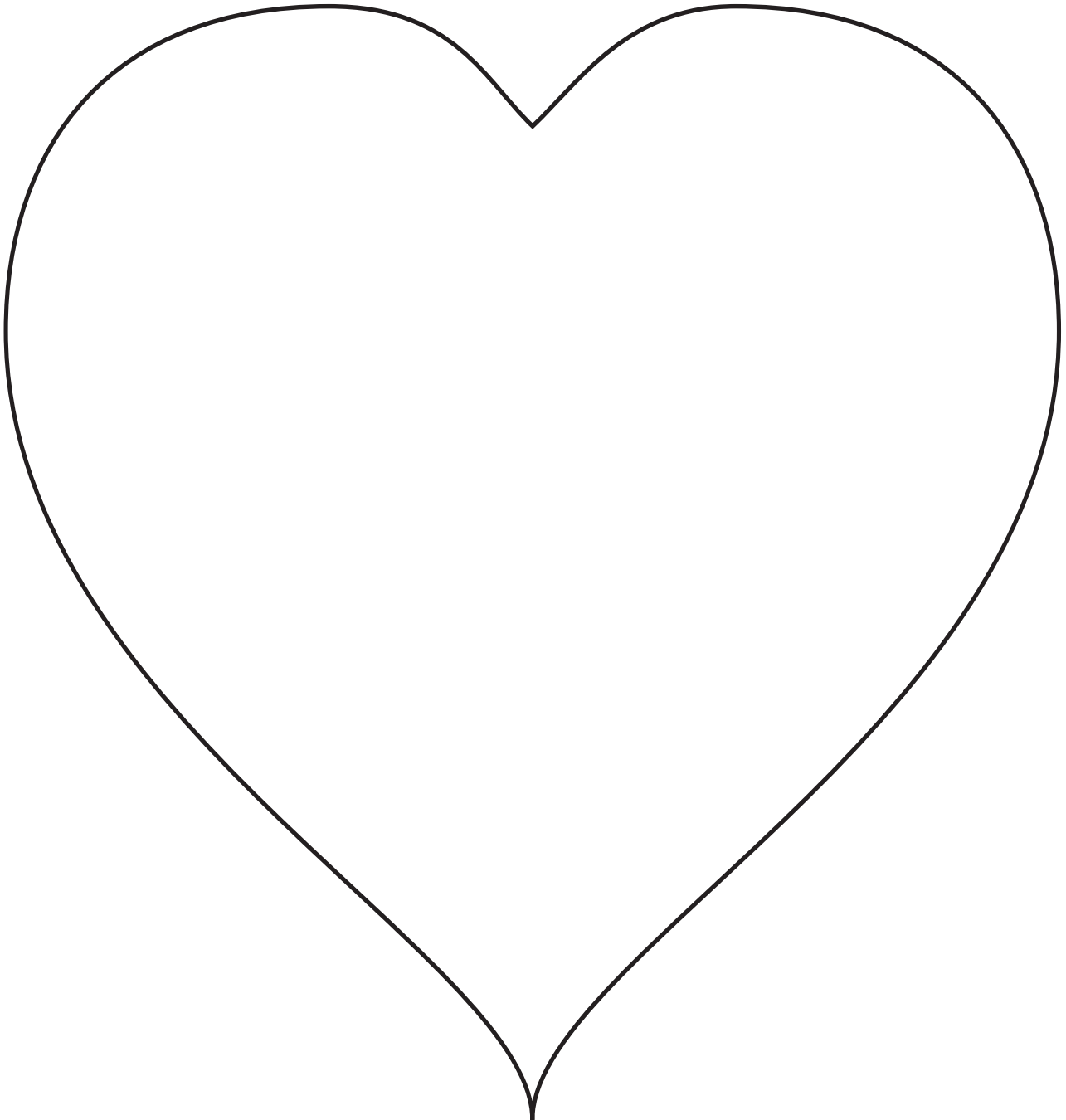
The most important thing I have learnt is ...

Thought shapes



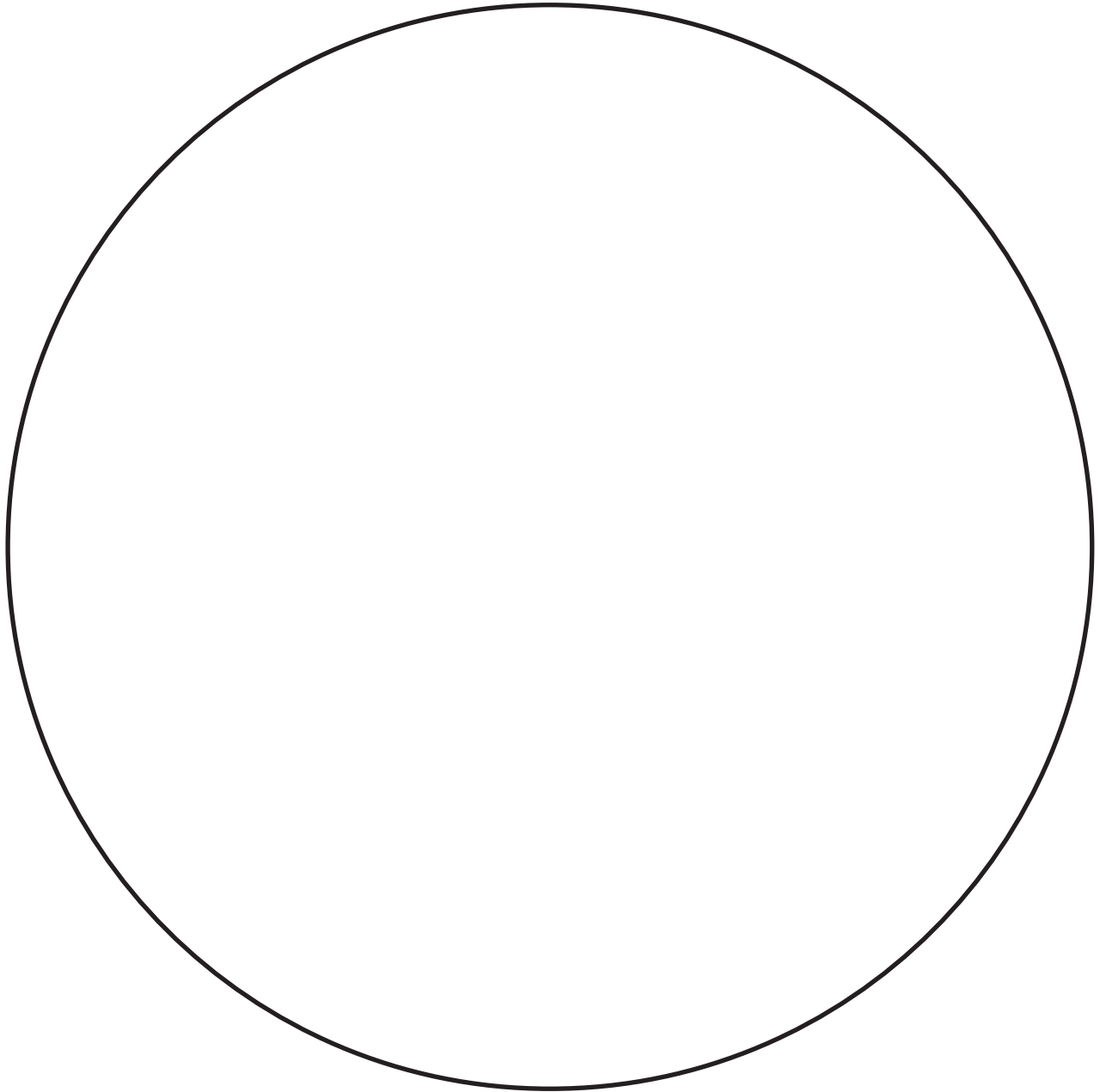
What I enjoyed most is....

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 ...

REAL-WORLD

The strategies included in this section are:

- Excursions
- Parent information and at-home activities

What are 'real-world' strategies?

'Real-world' strategies provide students with the opportunity to develop their knowledge, skills and attitudes towards a safer healthy lifestyle by engaging, observing, discussing and practising behaviours with adults in real-world settings.

EXCURSIONS

➤ This strategy will help students to:

- gain an understanding of how the world functions
- experience and practise health concepts in the real world.

➤ How is it implemented?

A health and physical education program would not be complete or successful without an excursion where students can discover and learn through first hand experience.

A teacher organising an excursion or local area walk must have approval from the principal and parental permission to allow students to leave the school premises. If a student is permitted to leave in these circumstances, the school must be satisfied that no foreseeable harm will come to him or her.

Teachers and their principal must ensure that the relevant school and departmental forms are completed.

When planning an excursion you may consider:

- 1 risks relevant to the
 - environment
 - transport arrangements
 - students' capacity in relation to activities
 - capabilities of the supervisor/supervisory team
 - involvement of external providers
- 2 supervision strategies
- 3 means of identifying excursion participants
- 4 information to be provided to parents/guardians for their consent
- 5 communication strategies

- 6 emergency response planning
- 7 briefing for excursion participants.

Parental permission

Teachers should provide parents and carers with clear and comprehensive details of the excursion and receive a form of permission prior to the student leaving the school premises.

The form should include:

- 1 clearly stated terms upon which parents/carers are giving permission
- 2 the purpose for which the permission is given
- 3 the date and times during which the student will be leaving the school premises
- 4 written acknowledgement that the school cannot be held responsible for any injury that befalls the student or misconduct on the part of the student.

For information about excursions from the Department of Education and Training visit www.det.nt.gov.au/about-us/policies



Planning an excursion

Excursions should contribute to students' understanding and achievement of outcomes. Consider the following questions before embarking on an excursion.

- What would you like the children to experience/learn?
- What would you like them to remember most of all?
- What aspects of health will you be able to teach/reinforce on this excursion?
- What do you need to alert parents to regarding this excursion?
- How will you evaluate the excursion?

During an excursion

- Take photographs or a visual recording of the excursion to use in follow up learning experiences.
- Use language that supports students' understanding of health and safety concepts.

After an excursion

Here are some suggestions for learning experiences that can be implemented after an excursion.

- Use photographs taken on the excursion to illustrate a big book, create a story map or add to the school's website.
- Write a recount to share with others or print in the school newsletter.
- Write a letter of thanks to others involved in the excursion.
- Design a poster including information gained during the excursion.
- Create a role-play to perform at assembly or in front of other classes.

Teachers should also refer to their school excursion policy and guidelines.

PARENT INFORMATION AND AT-HOME ACTIVITIES

► This strategy will help students to:

- experience and practise health and safety concepts in the real world
- discuss and share health and safety knowledge with others.

► How is it implemented?

Parents have a vital role to play in the education of their children. It is important that parents themselves understand the issues relevant to their child so they can:

- ensure their child's health and safety
- develop positive health and safety attitudes, behaviours and knowledge
- extend the teaching from the classroom by reinforcing health and safety behaviours in real-life situations.

The Parent Information and At-Home Activity Sheets will provide parents with information pertaining to health and safety issues. Accompanying at-home activities will encourage parents to support their child's health and safety program and promote the practising of acquired skills in the real world.

- 1 *Select the Parent Information and At-Home Activity Sheet* related to the health or safety issue that students have been involved in at school.
- 2 Encourage students to share the information and complete the at-home activity with their family.
- 3 Discuss students' experiences with the At-Home Activity and continue to provide parents with relevant health and safety information.



The term *parent* is used throughout this resource and refers to parents, carers and significant adults who have responsibility for a child.

SIMULATED

The strategies included in this section are:

- Interactive software and websites
- Replicating the real world
- Technology challenges

What are 'real-world' strategies?

Simulated strategies involve students observing key concepts, experiencing situations and practising skills related to being a safer and healthy person within controlled, recreated environments.

Simulated learning is most effective in achieving behavioural change when delivered as part of a balanced Health and Physical Education program that includes real-world and classroom experiences.

When facilitating simulated learning experiences teachers should:

- ensure that recreated situations are realistic and relevant to students' interests and needs
- check that students are provided with opportunities to experience feelings actively and to 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.

INTERACTIVE SOFTWARE AND WEBSITES

➤ This strategy will help students to:

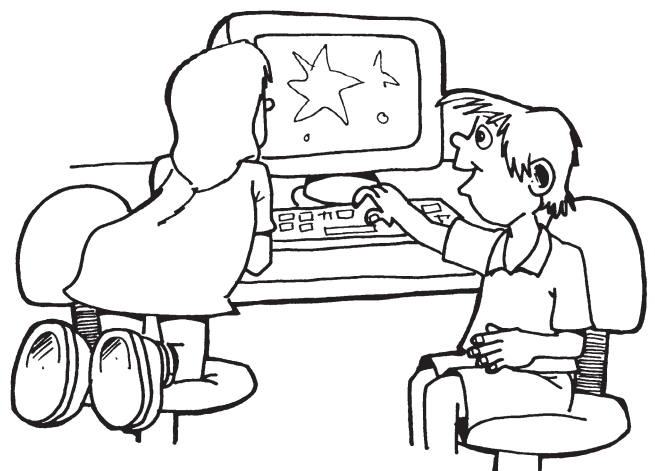
- develop an understanding of and practise skills related to health and safety in a range of simulated situations.

➤ How is it implemented?

- 1 Review a range of websites or software that students can use to gain understanding of health and road safety issues.
- 2 Consider the following criteria when selecting a website or software:
 - *Does it directly help students to achieve the outcomes?*
 - *Is it user-friendly and accessible to all students?*
 - *Is corrective feedback included?*

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

- 3 Students interact with the software or website.
- 4 Students reflect on their learning and consider its application to future health and safety experiences. Using questions or unfinished sentences can prompt reflections. Refer to the *Reflecting* section.



REPLICATING THE REAL WORLD

➤ This strategy will help students to:

- practise health and safety skills and behaviours in a simulated experience.

➤ How is it implemented?

- 1 Select a space suitable for the learning experience. For example, the school oval or a large covered area may be needed if recreating traffic situations, whereas an area in the classroom may be adequate if a group is involved in recreating a bus stop.
- 2 Identify and discuss with students the key issues or behaviours to be observed or practised during the learning experience.

- 3 Conduct the learning experience ensuring that students demonstrate safer or healthier behaviours.
- 4 At the completion, discuss the learning experience and identify how students can apply this knowledge to practice in 'real-world' situations.

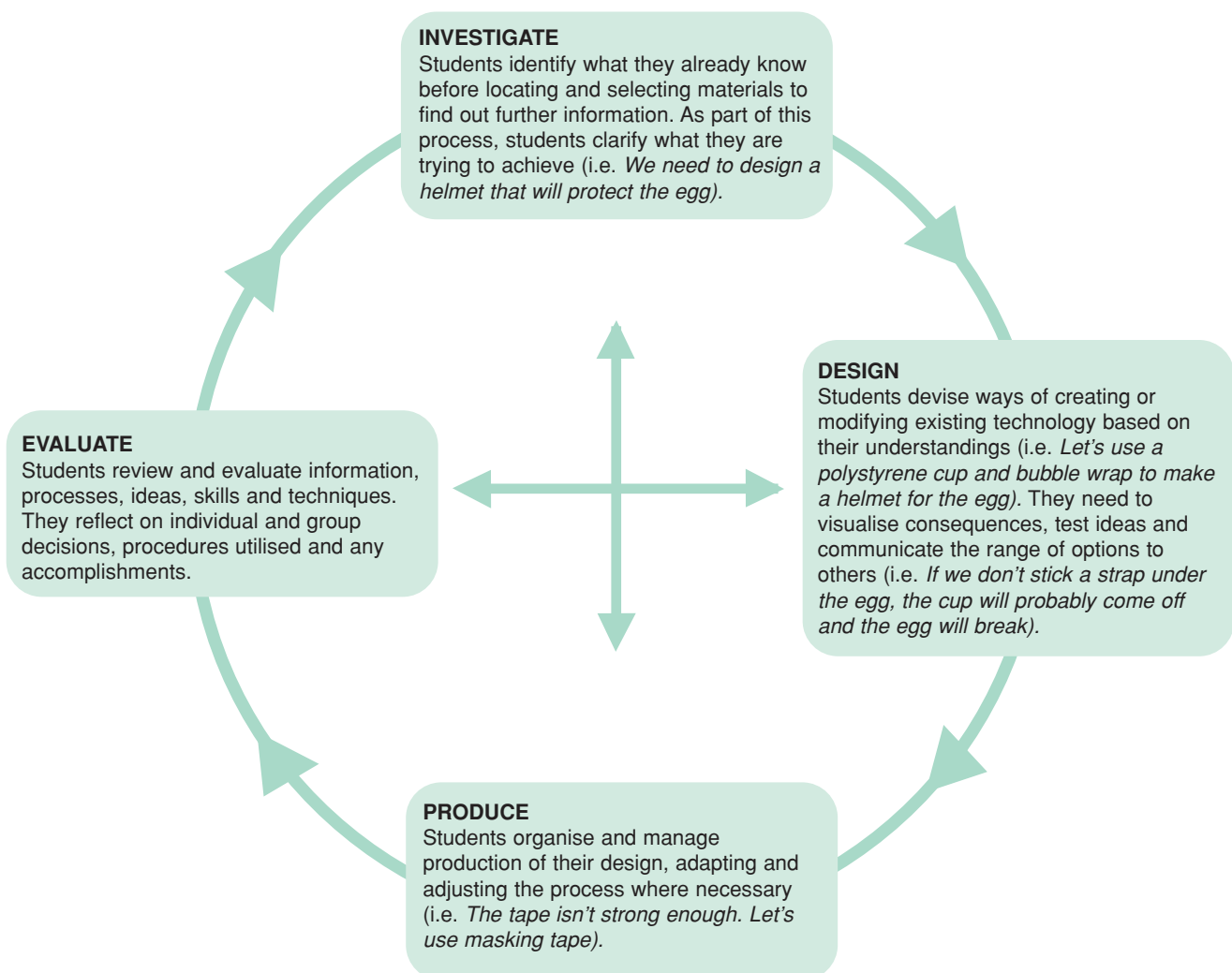
TECHNOLOGY CHALLENGES

➤ This strategy will help students to:

- develop an understanding of health and safety issues through construction, share ideas, solve problems and exchange experiences.

➤ How is it implemented?

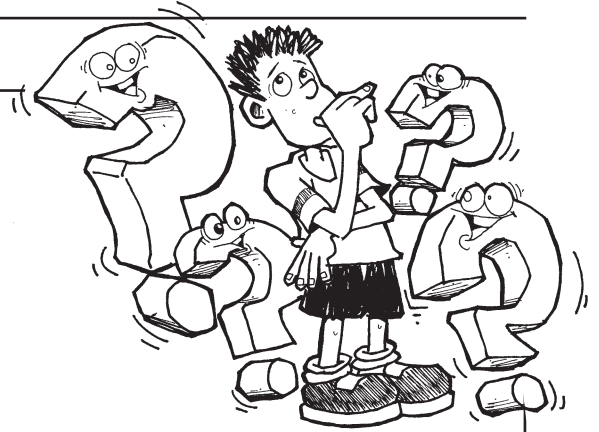
The following flow chart shows the process students can follow for engaging in a technology challenge.



- 1 Provide students with a problem to solve. For example: *Design a helmet that will protect an egg* or *Design a wheeled device that young children can ride safely*.
- 2 Make sure students have access to a range of materials including a computer (internet/software).
- 3 Place students in small groups and allocate roles such as recorder, collector, encourager and manager.
- 4 Interact with students during the 'making' time to gain an understanding of the process they are following and observe the way in which the groups are working.
- 5 Groups share their findings, relate these to real-life situations and discuss how the information may change their behaviours.
- 6 The *Resource Sheet 1: Investigating* can be used during a technology challenge.

Investigating

What we want to find out/design:



What we need:

What we did and why:

What we found out: