Challenges and Choices


OVERVIEW

Age From:
3

Age To:
5

Delivered To:
- Children/Students

Components:
- Component 2: Social and emotional learning for students
- Component 3: Working with parents and carers

Issues:
- Social and emotional skills

Overview:

Target group:

Challenges and Choices Foundation is designed for students in Kindergarten and Pre-Primary

Delivery By:
- Early childhood educators and staff

Aims:

Ongoing drug and alcohol, and road safety education programs throughout a child’s schooling can build students’ resilience and increase their competency in skills needed to be able to make responsible decisions in traffic and alcohol and drug-related situations.

The Challenges and Choices suite of resources for Foundation to Year 10 provide learning activities that can help teachers deliver contemporary and age-appropriate resilience and wellbeing, alcohol and other drugs, and road safety education programs.

Challenges and Choices focuses on the protective personal skills and environmental strengths that
help children overcome risk. Rather than just describing ‘what’ these protective factors are, Challenges and Choices provides explicit and intentional learning activities that show teachers ‘how’ to develop the resilience skills and beliefs that enable children to cope more effectively. Practical examples of how teachers and families can promote the learning of these personal coping skills (such as helpful and positive thinking and attitudes; emotional intelligence; social skills; help seeking; and self-knowledge and personal competence) in children are also provided.

State/s Available:
- National

Details:
Challenges and Choices focuses on the protective personal skills and environmental strengths that help children overcome risk. Rather than just describing ‘what’ these protective factors are, Challenges and Choices provides explicit and intentional learning activities that show teachers ‘how’ to develop the resilience skills and beliefs that enable children to cope more effectively. Practical examples of how teachers and families can promote the learning of these personal coping skills (such as helpful and positive thinking and attitudes; emotional intelligence; social skills; help seeking; and self-knowledge and personal competence) in children are also provided.

Learning experiences in the Teacher Resource are grouped into five focus areas:
Focus Area 1: Resilience and wellbeing
Focus Area 2: Drug education
Focus Area 3: Passenger safety
Focus Area 4: Pedestrian safety
Focus Area 5: Safety on wheels
A range of effective teaching and learning strategies are used to engage students in the content of each focus area.
Learning activities are mapped to the General Capabilities and in particular the Personal and Social Capability where resilience skills are a focus.

Program Structure / Methods of Delivery:

Program Structure
- A series of large group, small group and individual activities are provided for each unit. Facilitators can choose the activity that best suits the needs of the group.
- Parents are provided with information sheets and suggested activities for each unit to complement the information their child has received at the early childhood service.

Methods of Delivery
- Facilitator manual with instructions and resources.
- Role play, picture talks, home corner, circle talk, story maps.
- Materials including storybooks, a music/story CD, activity and strategy sheets.
Challenges and Choices

Cost:
Challenges and Choices Foundation is freely available online at:

Program Specific Audience:
KMEC

Professional Learning:
- Professional Learning Available

Professional Learning Compulsory:
No

Formal Parent/Carer Component Provided:
Yes

Other Elements:

Professional Learning:
SDERA provides free professional learning that complements the use of the Challenges and Choices resources and can be accessed by all schools in Western Australia. This helps school staff fulfil the professional learning requirements described in the Teacher Registration Act 2012. Contact SDERA on (08) 9402 6415 for more details or email SDERA at sdera.co@education.wa.edu.au

EVIDENCE OF EFFECTIVENESS

Evidence of Effectiveness Rating:
1

Evidence of Effectiveness Description:
The School Drug Education and Road Aware Evaluation (Edith Cowan University, 2011) found that children who received drug education reported better coping skills and resiliency, a better understanding of the impact of drugs on the body and a lower risk taking score than those who received no drug education. The aim of this evaluation was to investigate the dissemination of the components of SDERA, as well as its impact on Western Australian students. It measures process, impact and outcome indicators and builds on the work completed in 2005 and 2006 by the Child Health Research Unit at Edith Cowan University.

The evaluation was able to show that Western Australian and South Australian students who participated in the evaluation held positive attitudes and knowledge towards drug and road safety issues and amongst the younger cohort experience with drugs and the road environment may decrease their risk aversion. The results also suggest continuing trends of trialling of alcohol and illicit drugs between Year 8 and Year 10 students, with alcohol binge drinking increasing several-fold within three years

Identified Theoretical Framework:
Yes
Identified Theoretical Framework Description:

Challenges and Choices underpins other national frameworks, such as the Revised National Safe Schools Framework; the Melbourne Declaration on Educational Goals for Young Australians; the National Framework in Values Education; the Early Years Learning Framework for Australia; the National Family-School Partnerships; and the Healthy Schools model adopted by Mindmatters and Kidsmatter. These links assist schools to plan and review whole-school initiatives in these areas.


The resilience aspect of the resources was based on the three key protective factors that contribute to resilience in young people (Howard & Johnson, 2000) that include: a sense of belonging, meaningful participation and contribution and high but achievable expectations. The drug education aspect of the resources was based on the health promoting schools framework (WHO, 1986), Zinberg's interaction model (1984), the model of risk and protective factors for substance use (Dept. Health and Ageing, 2004) and the principles of best practice in school drug education (DEST, 2004). The road safety section of the resources was based on the health promoting schools framework (WHO, 1986), real world/simulated and classroom theory of road safety (Elkington, 2003) and effective health education pedagogy.

Survey/Audit Tools Available:
No
Contact Information:
School Drug Education & Road Aware
Statewide Services Centre
33 Giles Avenue
PADBURY WA 6025
Phone: (08) 9402 6415
Email: sdera.co@education.wa.edu.au
Website: http://www.sdera.wa.edu.au
Website: www.sdera.wa.edu.au