**Continuum activities**

Suggested duration: 10-15 minutes

## Activity purpose

* Establish practice and share key messages on effective practice.
* Challenge assumptions about individuals, groups and learning contexts.
* Model the teaching strategy with instruction on how to deliver the activity effectively and safely.

## PDHPE skills focus

* Interpersonal communication – verbal and non-verbal communication, expressing feelings (thoughts)
* Decision making - analysis

## Teaching notes

Facilitators should watch the following support videos before the workshop.

* [How to create a supportive environment and run positioning activities effectively](https://youtu.be/m9sUsC7MsFY)
* [What to remember when running values-based positioning activities](https://youtu.be/6cEHiTXfTxo)

### Key messages

* Create a safe and supportive environment
* Share thoughts not feelings
* There are no right or wrong answers
* Respect each other’s differences
* Feel free to move or change your mind
* Use appropriate and inclusive language.

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| --- | --- |
| Do | Do not |
| * Set boundaries and expectations * Use inclusive language * Listen to what students are saying * Encourage everyone to share thoughts rather than feelings * Rephrase student thoughts without judgement * Thank students for sharing * Use the ‘teachable moment’ * Invite analysis * Reflect questions back to students * Use other situations to expand values continuum * Invite students to move if they change their minds | * Give research or facts * Judge the student * Show your opinion * Try to change values or beliefs * Give advice * Pressure students to share their thoughts |

## Running the activity

1. Place the position cards; strongly agree, agree, disagree and strongly disagree around the room or on the floor in correct order.
2. Explain the purpose of activity and the importance of expressing thoughts/ feelings for individuals.

* Positioning activities can require students to explore their own position, others require them to explore the position or perceived positions of other groups or the community as a whole.
* These activities allow students to express their thoughts on a range of issues. They need to clarify their position (information gathering and analysis – decision making), consider the position of others (empathy, respecting the opinions of others) and coherently share how they came to that position and the influences on that position (thinking critically and analysis). Expressing thoughts and feelings is an important skill for individuals. It promotes metacognition and offers the opportunity for people to share their values, advocate for themselves or others or clarify aspects of their thought process.

1. Explain to participants that you are going to read out a statement.
2. Inform participants that once they have thought about the statement, they need to move to the position card that best represents their thoughts about the statement i.e. do you strongly agree/agree/disagree/strongly disagree with the statement?

It is important to explain to participants that there is no right or wrong answer in this activity and that they are free to change their mind at any time. After each statement is read out and participants have positioned themselves, invite participants to share their thoughts about the statement. Try to ensure a range of views are discussed.

1. Invite participants to express their throughs:

* What was your thinking when you moved to the position of strongly agree/agree/ disagree/strongly disagree? What influenced your thoughts and decision?
* You may find it appropriate to invite someone from the opposition position as a way of providing feedback and sharing thought processes.
* To avoid having all participants standing at the one position, invite a small number of participants to volunteer to position themselves on the scale from the perspective of:
  + a parent or an adult
  + someone of the opposite sex
  + someone of another age, culture, religion or sexuality.

1. Warm up statement: Parent/carer influence is the most significant factor in young people's health, safety and wellbeing.
   1. Invite people to take a position.
   2. Invite a few people to share their thoughts from different positions.

### Debrief/ feedback

It is important to debrief the activity by asking participants to consider the following questions:

* Do you think everyone should share the same values and attitudes? Why/Why not?
* What factors do you think contribute to your own personal values and attitudes?
* How did other people’s views differ to your own?
* Why do you think people’s values and attitudes differ?
* What factors do you think have the most influence on your values and attitudes?

## Taking up a position cards

Teacher can photocopy, cut out and laminate.

AGREE

DISAGREE

STRONGLY AGREE

STRONGLY DISAGREE

## Taking up a position activity – Teaching considerations

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|  |  |
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| Do | Do not |
| * Set boundaries and expectations * Use inclusive language * Listen to what students are saying * Encourage everyone to share thoughts rather than feelings * Rephrase student thoughts without judgement * Thank students for sharing * Use the ‘teachable moment’ * Invite analysis * Reflect questions back to students * Use other situations to expand values continuum * Invite students to move if they change their minds | * Give research or facts * Judge the student * Show your opinion * Try to change values or beliefs * Give advice * Pressure students to share their thoughts |