Background

As a way of validating the students’ work on the assessment task, special consideration needs to be given to the time and space provided for the group presentations. One suggestion is that the room be set up for a ‘gallery walk’. This involves the clearing of the room and each group setting up their display at various points around the room. Each group can then take turns at presenting their work, as the class rotates around the room. The gallery walk is an efficient structure and engenders a sense of team cohesion as each group displays the product of their ‘group think’. The variety of the end products emphasises the value of critical/creative thinking.

Where possible, it would be ideal that this session be at least one-hour long, to allow for discussion and feedback about the presentations. Time is also needed for a meaningful review of the program and student feedback. In the situation where extra session times exist, there are flexible ways this last session could be implemented. For example, one entire session could be designated for the group presentations, with a follow-up session being set aside for a review of the program, student feedback, and a closure activity.

Where only one short session is available, it is recommended that time be given to the group presentation with a short closure activity.

Learning outcomes

The presentations of the completed tasks will demonstrate the knowledge and skills that the students have developed as indicated by the program outcomes.

In this session students will also:

- review and reflect upon the program content; and
- provide written and verbal feedback about the program.
session outline

- Activity 1. Preparation for presentations (gallery walk)
- Activity 2. Group presentations
- Activity 3. Rotating review
- Activity 4. Closure

Preparation/resources

- Prepare six pieces of butcher’s paper. At the top of each sheet, write one of each of the following headings:
  - Images of adolescence/stereotypes
  - Self-image and self-esteem
  - Helpful and unhelpful self-talk
  - Emotions — ways to feel good
  - Emotions — ways to cope when you feel bad/stressed
  - Planning for emotional health
Activity 1. Preparation for presentations (gallery walk) [3–7 mins]

Process

1. Allow the students time to set up their presentations at various points around the room, making sure that there is enough room in front of the presentation for the rest of the class to sit.
2. Refer back to the class rules and discuss appropriate and respectful ways of listening throughout the group presentations.

Activity 2. Group presentations [20–30 mins]

Process

1. Have the first group of students present their assessment task.
2. It is important that the group receives feedback from the teacher and, where possible, from the other students as well.
3. Continue in the same manner with each of the other group presentations.
### Activity 3. Rotating review [15 mins]

#### Process

1. At various points around the room, post six pieces of butcher’s paper. At the top of each sheet, write one of each of the following headings:
   - Images of adolescence/stereotypes
   - Self-image and self-esteem
   - Helpful and unhelpful self-talk
   - Emotions – ways to feel good
   - Emotions – ways to cope when you feel bad/stressed
   - Planning for emotional health

2. Tell the students that the purpose of this review is to help them reflect on the program in its entirety. Reflection often helps in the synthesis and transfer of newly acquired knowledge, skills and attitudes.

3. Inform the students that their feedback is very important for both the teachers and the beyondblue research team. Their feedback may lead to changes being made to the Year 8 program and will influence the writing of the Years 9 and 10 programs.

4. Explain the process of the rotating review. Each of the groups stands at one piece of butcher’s paper, and, in two minutes, writes responses to:
   - What did you like about this part of the program?
   - What would you change about this part of the program?
   - Points of interest.

5. Have each group stand at one of the sheets and allow two minutes for their written responses.

6. Have each of the groups rotate around the room until each group has responded on each sheet.

#### Purpose

The purpose of this activity is to have the students reflect upon their experience of the program and the new knowledge, skills and attitudes they may have gained from it.

It is hoped that the feedback will also be useful to the teachers in terms of their practice and how they might implement the program in the following two years.

The student feedback will be also very important to the beyondblue research team. Their feedback may lead to changes being made to the Year 8 program and will influence the writing of the Years 9 and 10 programs.

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### Closure

Depending on school and class circumstances, it may be appropriate to have a small party or some other celebration to mark the end of the program.