SESSION 9

How we'd like it

BACKGROUND

In this session students are given the opportunity to implement the knowledge and skills gained throughout the program and apply them to a life-like situation. Students have been introduced to the group project in Session 2 and the home activity in Session 8 provides a link to the group project.

The group project is designed to allow students to use skills developed through the program within the context of designing services that are relevant to young people. The focus of the program is on relationships and the skills needed to maintain them, therefore group work provides an ideal format in which to apply relationship skills. Communication skills identified throughout the program such as active listening, sharing ideas, taking others' perspectives, problem solving, decision making and conflict resolution are vital in making groups work effectively. Another focus of the program is seeking help for self and others, and group work also provides opportunities for students to seek and provide help to each other and to work collaboratively towards a shared goal. Working successfully in groups provides an experience of a positive relationship, increases a sense of belonging and increases tolerance of individual differences. Overall, the group project gives students the opportunity to put into practice not just the knowledge they have gained, but the skills of communication, problem solving, negotiation, perspective taking and help-seeking.

Due to time constraints, only one full session has been set aside for the group project, with the final session being used for students to present their work. However, the group task is both informative and engaging; where possible, it is strongly recommended that students be given Sessions 9 and 10 to work on the project and then present their work at another time, perhaps even in another forum such as at assembly, during a parent night or as a display in the library. The project provides an excellent opportunity for students to participate in their school community and to have a voice about how school services could be enhanced.

It would be ideal if schools could allocate even more time to the project as it could easily become a rich, cross-curricular task.

LEARNING OUTCOMES

Through working in their teams on the group project, students will demonstrate the skills and knowledge indicated by the following program outcomes:

- Demonstrate communication skills, problem solving and conflict resolution to manage relationships effectively.
- Develop the capacity to take the perspective of other people.
- Explore the dynamics of relationships and how these impact on well-being.
- Describe what is meant by mental health and explore its contribution to well-being.
- Develop options for seeking support and for meeting mental health needs.

SESSION OUTLINE

- Review of Session 8
- Activity 1 – Group project – How we'd like it

SESSION PLAN – Group project - How we'd like it

3 - 5 mins

REVIEW PREVIOUS SESSION

Using the Session 8 in review sheet (Resource 9.1 and page 71 student book) and the Home activity, introduce this session and use as the basis for undertaking the group project.

PREPARATION

Collection of resources to support the project - see List of Resources (Resource 9.2)

Whole lesson

Project groups

ACTIVITY 1 – Group project

1. Ask students to move into their project groups and refer them to the Group Project outline on page 72 of their books.

2. Explain to students that they will design a "get away from it all"; "stress busters"; "help-seeking" space for students where they can go for privacy or quiet, or to obtain information on mental health and emotional well-being issues, and where they can access or be referred to people who can provide support.

3. Advise students of what the final product will be. This may depend on the time you have available. The design can be presented in a variety of ways and you may suggest only one of the following options or leave it open for groups to choose. Some suggestions are:

- as a poster or series of posters

- as a 3-D model

- as an architectural plan

- as a webpage

- as a pamphlet

- as a proposal to the school administration

- as a computer presentation, eg. PowerPoint

- as a collage

- as a report

Students may want to review the form of their presentation after they have gathered some information and have a better idea of what they can accomplish in the time available.

4. Remind students of what they are expected to do, what resources are available (see project outline below) and what help they can ask for. Discuss with them the time they will have to complete the project and how the presentation will take place (see session background).

Project Outline

What the groups need to do to complete the task	Resources	Notes
Establish a rationale for creating the space Consider: Why do we need a special space in our school? How will it be helpful for the students?	Hand out resources such as issues relevant to Year 9s (refer to Activity 2 in Session 1 and Activity 1 in Session 8) and refer students to relevant notes in their books	Remember students were asked to work on the rationale as part of their home activity in Session 8. They can pool their individual work to create a group rationale.
Decide who can access the space and when they can access it Consider: Who will be able to use the space? How many students can be in the space at the same time? When will the space be open for use?		Each group may decide on a different mix, eg. only year 9s; years 8, 9 and 10; etc. Students should consider whether it is only students who can use the space and or whether staff or even people external to the school can use the space.
Decide which people and support services should be available in the space Consider: Are there support people already in the school you would like to have in your space? Are there support people in the community you would like to have in your space? Who will manage the space?	Resources that would be useful include: issues relevant for Year 9 students (see above); the support cards (pages 61 – 65 of the student book), student help-seeking data graph (page 68), school directories, local service directories, phone books, magazines, brochures, web pages, information from school staff or other community professionals or organisations. *beyondblue* has developed a CD ROM which includes a vast range of information on help-seeking and support services, and includes pamphlets and other materials (*Pathways Implementation Support Materials* CD ROM). Your Year 9 coordinator or school *beyondblue* Action Team should have a copy available for use.	Groups can use the support cards. They could divide the cards into: • people/services already at the school • community people and services • others (eg. web based resources) Groups may need to consider whether people from the community will attend on a visiting basis or whether they might be located there permanently.
Create a design brief for the space Consider: Where would you like the space to be? What will it look like? How big will it be? Will there be quiet areas? Will there be places where you can talk to people without being overheard? What furniture do you need? Do you need resources like TVs, videos, background music, Internet access? Can students access the space easily without going past the admin area or teachers' staff rooms?	Resources might include a map of the school. Students may choose to redesign a current space or design a completely new space. Alternatively, students can use the basic floor plan shown in Resource 9.3.	This can be a drawing, computer mock up, written description etc. This may be the time to rethink their presentation, or to ask advice from the teacher to make the task achievable.
Produce pamphlets/brochures/guides/posters that explain how to access the space, services provided, confidentiality and other relevant information Consider: How will you tell others about the space? What information will you need to include? How will you describe the services? Who can access the space? Are there any special rules?	Resources outlined above might be useful, particularly including the *beyondblue* Pathways *CD ROM*. Details of confidentiality shown in Resource 8.5 might also be useful here.	Because of the time limits, this could be just a product brief that outlines what information they will need to produce.

General Notes:
- Depending on the chosen final product and style of presentation, teachers will need to consider what other resources to provide to students such as large sheets of paper, cardboard, coloured pens/pencils, magazines, access to computers and drawing programs, etc.
- If time is limited, it is suggested that at least the first 3 tasks above should be completed – ie. rationale, access, and services provided.
- The last two tasks could be made broad and complex, but if time is short, then they could be reduced to a brief summary of what is proposed.
- Schools may choose to expand the project to link with other key learning areas or subjects culminating in a rich, cross curricular task. Some suggestions are:
  > A detailed submission to school leadership or the education department for an appropriate space within the school. This might involve consultation with other students, staff and the school community in the form of a questionnaire or forums, and collation and analysis of the data.
  > An architectural design which takes a more specific built environment focus (remember it is the Australian Year of the Built Environment 2004).
  > A policy and procedure document that specifies the roles and responsibilities of the people and/or organisations who operate within the space.
  > A full marketing plan for the promotion of the space.
  > A student support web page on the school intranet.
  > Presentation of proposal at a community forum.

Session EIGHT in review

support people and organisations

things that impact on well·being

well·being is...?

- happiness
- good health
- contentment
- satisfaction with life
- being positive about life & the future
- feeling OK about most things
- functioning well
- sense of purpose

Things that impact on well·being:

- social/relationship issues
- family issues
- school issues
- emotional/mental health issues
- physical health issues

Support people and organisations:

- psychologist
- psychiatrist
- social/youth worker
- GP
- paediatrician
- school nurse
- counsellor
- school counsellor/guidance officer
- Internet sites
- teacher/year coordinator/pc teacher/home group teacher
- family
- friends
- disability support services
- cultural support services
- CYMHS/CAMHS
- indigenous health and community services

List of resources

Teacher manual

- Issues relevant to Year 9s (refer to Activity 2 in Session 1 and Activity 1 in Session 8)
- Floor plan shown in Resource 9.2
- Information on confidentiality shown in Resource 8.5

Student book

- Student home activity for Session 8 (page 66 to 68)
- Support cards (pages 61 - 65)
- Student help-seeking graph (page 68)

beyondblue resources

- *beyondblue* has developed a CD ROM which includes a vast range of information on help-seeking and support services, and includes pamphlets and other materials (*Pathways Implementation Support Materials* CD ROM). Your Year 9 coordinator or school *beyondblue* Action Team should have a copy available for use

Other possible resources

- School directories
- Local service directories
- Phone books
- Magazines
- Brochures
- Web pages
- Information from school staff or other community professionals or organisations
- Map of the school

Possible presentation materials

- Large sheets of paper
- Cardboard
- Coloured pens/pencils
- Magazines
- Access to computers and drawing programs
- Other materials relevant to the style of presentation chosen

Basic floor plan

window | window

window

desk

desk

lounge suite

coffee table

Fridge

pot plant

bean bag

bean bag

TV

Bookshelf

computers