As discussed above, this session is to be used either for continuing the work on the group project or for presentations and closure. The format for the session is fairly open although some suggestions are offered below. Some form of review and closure should occur whether that is in this session or as part of an alternative presentation session depending on the structure chosen.

GROUP PRESENTATIONS

The method of presentation will depend on the final product chosen (ie. poster, written submission, web page, map, building model, architectural plans) and the forum chosen for the presentation.

**Formal presentations** could be to the class, the whole Year 9 cohort, administration, parents, and/or whole school. Moving the presentations outside the classroom would increase the sense of value of the project for students.

**Displays** of final products could also be arranged for the library or school hall and to coincide with school expo or open day, or as a display in the local shopping centre or other community venue. This would be a wonderful celebration of the students’ effort and creativity.

**Gallery walks** are another method of presentation particularly in the classroom situation. This is best done in a room with no furniture so that each group can set 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 fosters a sense of team cohesion as each group displays the product of their collaborative efforts. The variety of end products highlights the value of critical, creative thinking.

**Feedback** – presentations could include question and answer time and discussion with other students. Where feedback is offered, it may be useful to set up some rules of feedback. For example, all feedback must be constructive, and should include a positive comment. A useful format is to ensure feedback follows a 3-step principle – 1) start with a positive comment, 2) offer your constructive feedback, and 3) follow up with another positive comment.
SUMMARY of Year 9 program

1. Play the video – Clip 10.

2. Discuss with students their thoughts on the program, their likes and dislikes, their beliefs about the worth or value of the program.

3. Ask students to complete the program review sheet – these will be provided separately by the beyondblue team.

Note: If time is short, the video is an efficient means of providing a summary of all of the topics covered in the program. Alternatively, teachers may like to use the review sheets from each of the sessions to revise the topics covered. Teachers might like to provide their own thoughts and opinions on the program: how they found teaching it, any of their own learnings, and whether they have used any of the concepts themselves.

CLOSURE ACTIVITY

Conduct any closure activity that you think is appropriate for your class and the time available.

Celebrate!!!
“It’s all over now - Why b-blue”

Well, good friends, we’ve made it to the end of our beyondblue travels for this year. I’ve had fun - I hope you have. I hope you’ve learned some stuff too. About yourself and about others. Let’s think back on some of the stuff we looked at. Remember we looked at why we’re doing the beyondblue program? We talked about how you had lots of stuff going on: some exciting, some a bit scary. We talked about relationships and you saw how important they are, and that we need some pretty sharp skills to manage relationships properly.

Remember you made a map of people you interact with – probably people you didn’t even realise you had a relationship with.

**Bus driver. Video shop clerk. Hairdresser. Doctor**

And you talked about all the things you decided you need to be a good friend.


Now that was fun, exploring how we also communicate without words. We saw how important it is to be a good listener, and how we need a stack of skills involving eye contact, body movement and responding appropriately.

I like the bit about recognising people’s emotions, because you had to pay attention to what they said and how they behaved. The critical thing is what the person is saying in their own head: Some things - ‘I’ve made a fool of myself’, ‘How dare they?’; ‘That’s so unfair!’ - can make a person feel pretty angry. What was really important about that was learning that it isn’t things that happen to us that make us feel different ways, but the way we think about and interpret those events that make us feel certain emotions.
“It’s all over now - why b-blue”

Remember problems? Problems can be no sweat, or they can be a ginormous hassle. We got a lot out of learning those five steps for solving problems - remember? Identify the problem, work out all the possible solutions, think about the consequences, make a decision, then do and review.

And we found out that you need to be thinking right to solve problems, and saying negative things to yourself doesn't help and can actually stop you getting through things. And some things can't be solved, and the answer is just to find a way to get through a problem time that’s just too big for you. That means that you may have to talk to someone or get some help.

And there are LOTS of people you can talk to... some you might think of straight away, and others that I hope we've planted in your brain in case you ever need them. There's lots of whatever support you need out there.

Friends, Family, Teachers, Counsellors, Nurses, Spiritual leaders, Help line Psychologists, Youth health services.

Remember you even had a go at designing your own centre for young people? That was a good way to start thinking about what's important when people like you do need help.

Well dudes, that's pretty much it. I hope this has been cool for you, and you doing it has been a big help for beyondblue - 'cause there's more good stuff in the pipeline for next year. And remember, there's always someone out there to help you if you need it.

But until next time... enjoy life!