

GISP Community Services

Year 7 Session outline

Overarching GISP session descriptor

Discovery. Boosting awareness of young people, their families and school professionals through access to current information and professional development on the community services sector.

Goals of session

Success indicators

1. Introduce students to the community services sector in a way that encourages them to think about the issues affecting people with health and wellbeing needs.
2. Students consider the impacts of their own and other peoples' actions on the health and wellbeing of others from a citizenship, diversity and inclusion perspective.

1. Students are able to identify a diverse range of social factors affecting health, wellbeing and inclusion.
2. Students are aware of the impact their own actions have in contributing to other people's health, wellbeing and inclusion, especially those with identified challenges
3. Students are aware of the role the community services sector plays in supporting people with health and wellbeing needs.

Relationship to ACARA National Curriculum

HASS (Civics and citizenship)



- How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)
- Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057) & (ACHCS071)
- Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) & (ACHCS073)

HPE (Personal, social and community health)

- Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

Curriculum link: https://docs.acara.edu.au/resources/Content_for_Year_7_-_Learning_area_content_descriptions.pdf

Year 7 Session Outline

Activity Duration	Cumulative session time	Activity Description	Resources required	Additional information for teachers
3 mins	3 mins	Welcome, settle into classroom, mark roll	class roll	Refer to Qld Government guidelines for portrayal of people with disability at "A way with words" (2012) Terminology is "disability", not "disabled" Disability Disabled   e.g. Person with disability (or differently abled person), disability parking, disability toilet
12 mins	15 mins	Quick Quiz – check prior knowledge 1. What is wellbeing? (Multiple choice – include happy and healthy) 2. What things commonly stop people from being content with their life? 3. Do you know of any job roles that provide help for people facing difficult situations? 4. (10 pictures provided) Draw a square around the people with a disability, a circle around those without, and a triangle around the ones where you cannot tell.	Quick Quiz handout	
15 mins	30 mins	Discussion of key points from self-check quiz: 1. Hear ideas from students, draw out theme of wellbeing being related to people being happy healthy and feeling in control of their lives 2. Barriers to life enjoyment – acknowledge all reasonable suggestions but focus on responses that indicate a welfare need – unhappy relationships, poverty, homelessness, health issues. 3. Make a list on the whiteboard or shared platform. Acknowledge medical roles (doctor, nurse, specialist titles, etc). but focus on the non-medical community service roles (counsellor, psychologist, support worker, mental health worker etc) 4. How many squares did people have? Circles? Triangles? Discuss that disability is not always physical, so there is no way of telling for some people. Therefore, there are no circles.	Shared digital platform OR Whiteboard, pens	Q2 - Set a rule that students are not able to talk about themselves or "a friend". Be prepared to cut these off before a public self-disclosure happens. Q4: Common types of disability include <ul style="list-style-type: none"> • physical • sight / hearing/ speech related • intellectual / developmental • psychiatric or psychological (mental or behavioural disorder) Not everyone with a disability needs support ABS disability statistics here

15 mins	45 mins	<p>Present five scenarios (written or, preferably, short video clips by actors). Break into threes or pairs at teacher discretion <i>(There may be two or more groups with the same scenario)</i></p> <p>Give a scenario to each group</p> <p>Consider the following questions in relation to the scenario. Students may use devices for research if readily available or discuss in pairs.</p> <ol style="list-style-type: none"> 1. What is the key issue here? (Choose from disability, aged care, bullying, homelessness, refugee) 2. Name two areas of help the person in your scenario might need to improve their quality of life 3. Where could that person get the help they need? (Be specific) 4. Suggest three qualities that might describe the sort of person they would want help from (e.g. caring) 	3+ copies of each Scenario 1-5	<p>There may be two or more groups with the same scenario</p> <p>Areas outside the direct experience of students may be best addressed with a small amount of research, particularly in regard to services available. – e.g. frail aged, refugees, homelessness. Give these to the more capable and/or autonomous students.</p> <p>Emotional safety consideration: These scenarios are adapted from true stories and are deliberately low on detail. However, it is likely that some of these issues will be experienced by one or more students. When distributing scenarios to groups, discreetly avoid matching a student to a scenario that is uncomfortably close to any known, unresolved personal experience.</p>
15 mins	60 mins	<p>Feedback on above activity: Shared platform or Whiteboard responses, aim to hear something from each group. Allow students to write their own responses where appropriate. See sample responses for a guide.</p>	Suggested / Sample responses as a guide	
10 mins	70 mins	<p>Summarise:</p> <ul style="list-style-type: none"> • People sometimes need help with their life situation • There are people and services available to help in <u>any</u> area that is needed in our lives • It is OK, and <u>important</u> to ask for help if you need it • Most people have the key qualities of a good helper • It is useful to develop these qualities as a good friend, and you can even use them to get a paid job! 		<p>Check confidentially for students who seem adversely affected by the class, make priority support arrangements.</p>
<p>After the session: The developers would appreciate your feedback in order to ensure this session is the best it can be. Regardless whether you would change lots of things or nothing at all, we would love to hear of your experiences with this session by completing our 5-minute survey at www.insertlinkhere.com.au</p>				

Quick Quiz

Your name: _____

1. What is wellbeing? (circle all the words that relate to wellbeing, or shade them green for yes, red for no)

Happy	Unsafe	Living in poverty	Respected
Often frightened	Worried about where life is heading		Cared for
Not included	Life is under control		Healthy

2. What things might stop people from being content with their life?

3. Name as many job roles as you can, that provide help for people facing difficult situations.

4. In the following picture, draw a square around the faces of people with a disability, a circle around those without, and a triangle around the ones where you cannot tell.



Image source: <https://www.clipart.email/download/5793229.html>

Worksheet Scenario 1

Names of group members:

Scenario:

Kaylah (11) hit her head while playing, which caused a stroke and she became paralysed down one side of her body. After 3 months in hospital Kaylah had to relearn how to walk, talk, eat and drink and missed a year of school. As well as struggling with her learning, she is not in the same classes as her friends and feels lonely and isolated.

1. Circle the main issue in this scenario:

Refugee Homelessness Bullying
aged care Disability

2. Name two areas of help the main person in your scenario might need to improve their quality of life

3. Where could that person get the help they need? (be as specific as you can)

4. Suggest three qualities that might describe the sort of person they would want help from (e.g. caring)

Quality 1:

Quality 2:

Quality 3:

Worksheet Scenario 2

Names of group members:

Scenario:

Tom is 90 and lives alone in a small unit. Despite once being a great athlete, Tom now finds it hard to walk, so he has trouble going shopping and keeping his unit clean. He really wants to keep living in his own home and says he just needs a bit of help once or twice a week.

1. Circle the main issue in this scenario:

Refugee

Homelessness

Bullying

aged care

Disability

5. Name two areas of help the main person in your scenario might need to improve their quality of life

2. Where could that person get the help they need? (be as specific as you can)

3. Suggest three qualities that might describe the sort of person they would want help from (e.g. caring)

Quality 1:

Quality 2:

Quality 3:

Worksheet Scenario 3

Names of group members:

Scenario:

Emily is a quiet girl in year 9 with pale skin and uncontrollable hair. Other girls her age laugh at her, calling her ugly and weird. Emily believes what the others say about her and has grown to dislike herself and school. She sometimes cries herself to sleep and gets anxious about coming to school. She does not have anyone to talk to about it.

1. Circle the main issue in this scenario:

Refugee *Homelessness* *Bullying*
aged care *Disability*

6. Name two areas of help the main person in your scenario might need to improve their quality of life

2. Where could that person get the help they need? (be as specific as you can)

3. Suggest three qualities that might describe the sort of person they would want help from (e.g. caring)

Quality 1:

Quality 2:

Quality 3:

Worksheet Scenario 4

Names of group members:

Scenario:

Billie's dad lost his job and could no longer afford to pay the rent. The family were evicted and now sleep in their car. They eat breakfast in a local park before going to school. Billie is not coping at school because he is not sleeping well and is stressed about his situation, meaning he cannot concentrate. Although normally a calm and easy-going person, Billie notices he is starting to snap at his friends for little things. He wants help with his problems from someone at school.

1. Circle the main issue in this scenario:

Refugee

Homelessness

Bullying

aged care

Disability

7. Name two areas of help the main person in your scenario might need to improve their quality of life

2. Where could that person get the help they need? (be as specific as you can)

3. Suggest three qualities that might describe the sort of person they would want help from (e.g. caring)

Quality 1:

Quality 2:

Quality 3:

Worksheet Scenario 5

Names of group members:

Scenario:

Nazifa had an important job in Afghanistan but was forced to flee with her husband and two children because of terrorist attacks against educated women. They have been accepted into Australia as refugees. The family needs to learn to speak English, find jobs and find a school for the children that will understand their background and assist with their English.

1. Circle the main issue in this scenario:

Refugee Homelessness Bullying
aged care Disability

8. Name two areas of help the main person in your scenario might need to improve their quality of life

2. Where could that person get the help they need? (be as specific as you can)

3. Suggest three qualities that might describe the sort of person they would want help from (e.g. caring)

Quality 1:

Quality 2:

Quality 3:

Teacher Supporting Resource

List of Scenarios

- Kaylah (11) hit her head while playing, which caused a stroke and she became paralysed down one side of her body. After 3 months in hospital Kaylah had to relearn how to walk, talk, eat and drink and missed a year of school. As well as struggling with her learning, she is not in the same classes as her friends and feels lonely and isolated.

(Source: adapted from <https://www.ndis.gov.au/stories/5251-13-year-old-kaylah-mend-after-her-stroke>)
- Tom is 90 and lives alone in a small unit. Despite once being a great athlete, Tom now finds it hard to walk, so he has trouble going shopping and keeping his unit clean. He really wants to keep living in his own home and says he just needs a bit of help once or twice a week.

(Source: Scenario constructed from supports available, e.g. <https://www.myagedcare.gov.au/>)
- Emily is a quiet girl in year 9 with pale skin and uncontrollable hair. Other girls her age laugh at her, calling her ugly and weird. Emily believes what the others say about her and has grown to dislike herself and school. She sometimes cries herself to sleep and gets anxious about coming to school. She does not have anyone to talk to about it. (Source: adapted from <https://www.society19.com/bullying-awareness-a-personal-story/>)
- Billie's dad lost his job and could no longer afford to pay the rent. The family were evicted and now sleep in their car. They eat breakfast in a local park before going to school. Billie is not coping at school because he is not sleeping well and is stressed about his situation, meaning he cannot concentrate. Although normally a calm and easy-going person, Billie notices he is starting to snap at his friends for little things. He wants help with his problems from someone at school.

(Source: adapted from <https://www.missionaustralia.com.au/news-blog/news-media/a-dads-story>)
- Nazifa had an important job in Afghanistan but was forced to flee with her husband and two children because of terrorist attacks against educated women. They have been accepted into Australia as refugees. The family needs to learn to speak English, find jobs and find a school for the children that will understand their background and assist with their English.

(Source: adapted from <https://www.refugeecouncil.org.au/nazifa-ali-story/>)

Sample / Model Responses to discussion and research scenarios

Issue name	2 areas where help is needed	Where could they get help?	3 Qualities
Scenario 1: Disability	schoolwork making friends	School chaplain / youth worker Learning support	Similar qualities are likely to be identified by all groups and may include <ul style="list-style-type: none"> • A good listener • Caring • Kind • Understanding • Good at helping • Respectful
Scenario 2: Aged care	Shopping Cleaning / housekeeping	Family / Friends Support worker	
Scenario 3: Bullying	Self-esteem / self-image Stopping the bullying	School chaplain / youth worker Friends Teachers	
Scenario 4: Homelessness	Finding a house School stress	Housing service (or 'the government') School youth worker / chaplain	
Scenario 5: Refugee	Learn English Find a job Find a supportive school	TAFE language classes Job networks The school / Education Department	