

GISP Community Services

Year 8 Session outline

Overarching GISP session descriptor

Experiential Learning. Exposure to meaningful experiences to 'learn and do' and allow young people a real-life view of working with, and in, the community.

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 in an empathetic way.
2. Students think critically about inclusion strategies for people with disability and/or mobility issues

1. Students actively engage in the activities
2. Students demonstrate an understanding of the principles of inclusion and apply critical thinking about inclusion to their own communities and society

Relationship to ACARA National Curriculum

HASS (Civics and citizenship)

HPE (Personal, social and community health)

- Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) & (ACHCS070)
- Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057) & (ACHCS071)
- Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) & (ACHCS073)

- Practise and apply strategies to seek help for themselves or others (ACPPS072)
- Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)
- Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)
- Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)
- 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_8_-_Learning_area_content_descriptions.pdf

Year 8 Session Outline

Activity Duration	Cumulative session time	Activity Description	Resources required	Additional information for teachers
-	-	<p><u>Pre-session preparation:</u></p> <ul style="list-style-type: none"> Load video clip Essential Skills Training and Recruitment (2018) “Working in Community Services” (duration 4:23) https://www.youtube.com/watch?v=fW3VKSbLT6w Write the following brainstorm questions on a digital / interactive screen or whiteboard (leave space after each question to record responses). <ol style="list-style-type: none"> What does a Community Services worker do? What needs / issues might a worker help with? What personal qualities could help you to be a good worker in this field? How might it feel to help someone through a hard time in their life? Prepare a large electronic countdown timer such as at https://www.online-stopwatch.com/countdown/ 		Note this session relies on keeping strictly to the time schedule, or you will run out of time. Where you can reasonably get ahead of schedule,
3 mins	3 mins	Welcome, settle into classroom, mark roll	Class roll	
1 min	4 mins	<u>Introduce:</u> Explain that as a part of this session, we will be watching a video about what it is like to be a community worker and then responding as a group to the brainstorm questions (make questions visible to students).	Internet connection	Sample Responses: 1. To be inferred from the video - a community services worker provides welfare and wellbeing services for people who need support or help.
5 mins	9 mins	<u>Watch</u> the video (link above). <i>Note: the purpose of the video is to give a broad understanding, not to provide exact answers to the brainstorm questions. There is no need to</i>	Shared screen or data projector and whiteboard	Note, clinical health services such as hospitals, GPs and allied health professionals are generally not considered as community services but are

10 mins	19 mins	<p><i>pause and rewind the video to allow time for students to copy the comments.</i></p> <p>Brainstorm – Teacher facilitated, with responses on a whiteboard or digital/ shared platform and students directly inputting contributions where available.</p> <p>2 Minute Brainstorm:</p> <ul style="list-style-type: none"> • Set 2 minutes on countdown timer to add a sense of urgency and excitement • Identify individual question being responded to • Start countdown timer • If using a shared screen, allow students to enter their thoughts directly. If using a whiteboard, scribe suggestions or allow students to write their own up, being mindful of WHS considerations and the 2-minute timeframe. • At the end of 2 minutes, reset the timer and progress straight to the next question without discussion. • After Q4, time is allocated for discussing any key points that emerge • See suggested / model responses for each question in the right column • While the questions below are related to the content of the video, <ul style="list-style-type: none"> ○ they are not exactly the same as the video headings; and ○ the intention is not to replicate the suggestions in the video, but to use these as a springboard for students’ own ideas. <p>Questions:</p> <ol style="list-style-type: none"> 1. What does a community services worker do? 	Electronic countdown timer	<p>closely aligned. A commonly used phrase is “community services and health”.</p> <p>Additional video comments include that a community worker helps works with some of the most vulnerable people in society, helps them through a hard time in their life, links them into services and gets them the support they need</p> <p>Someone to believe in them, guide, bolster them.</p> <ol style="list-style-type: none"> 2. There is no definitive list so responses should meet the criteria of welfare provision – helping people to fare (cope) well with life. The video clip presented the following suggestions: <ul style="list-style-type: none"> • Disabilities • Mental Health • Children and young people • Families • Out of home care • Social Housing • Health system • Volunteers <p>Other examples might include</p> <ul style="list-style-type: none"> • Alcohol and drug use • Aged care • School wellbeing supports (chaplain, youth worker, positive behaviour support, etc.) • Bullied • Homelessness • Refugee support • Poverty / financial assistance • Unemployment
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4 mins	23 mins	<p>2. What needs / issues might a community worker help with?</p> <p>3. What personal qualities could help you to be a good community worker?</p> <p>4. How might it feel to help someone through a hard time in their life?</p> <p>Post-Brainstorm Review overall responses, respond to any genuine questions / comments.</p> <p>Summarise that Community Services is a rewarding career choice that can make a real difference in people’s lives, especially for those who are vulnerable and disadvantaged.</p>		<ul style="list-style-type: none"> • Relationship issues • Violent and/or abusive relationships • Trauma counselling (e.g. assault, critical incidents) • Culturally appropriate support • Translator services • Isolation / loneliness • Self-harm / suicidality • Gambling and other addictions • Legal problems (fines, court, jail) <p>3. The video suggested the following</p> <ul style="list-style-type: none"> • Empathy • Understanding • Qualifications • Kindness • Sense of humour • Good communicator • Problem solving skills • Resilience • Healthy perspective of whether we are OK <p>Other ideas in the same vein are encouraged</p> <p>4. Adjectives might include rewarding, satisfying and similar. Descriptors such as scary (due to the sense of responsibility) may also be suggested – this is valid but reassure students that, like any job, community workers act within their skills and abilities and are well supported by their workplace.</p> <p>The person in the video said it was “a buzz to help someone, you could be the person that</p>
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				helps them turn their life around” and also valued meeting like-minded people.
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Activity Duration	Cumulative session time	Activity Description	Resources required	Additional information for teachers
7 mins	30 mins	<p>Distribute the accompanying activity sheet to students and familiarise them with the background information and task. While this may generate interesting conversation and questions, these may need to be referred back to students as home research due to time constraints.</p> <p>Put students into pairs quickly. Smaller groups will usually be more time-efficient so ideally a group of 3 will only exist if it is needed due to uneven class numbers.</p> <p>Set countdown timer to 30 minutes</p>	<p>Activity task sheets – one per student, double sided. The image used reproduces well in greyscale.</p> <p>Electronic countdown timer</p>	
30 mins*	60 mins	<p><i>*Reduce duration if needed to allow 5-10 mins for closure.</i></p> <p>Start countdown timer.</p> <p>Commence Activity: “Mars Mission!”</p> <p>Teacher to circulate and view work as it is happening. Visit each team to motivate, enthuse, guide, and validate any good conversations and ideas you observe.</p>	“Mars Mission!”	<p>Use countdown timer to keep students on track.</p> <p>Students do not systematically present their work to the rest of the class at the end of this activity, but there is a brief opportunity for them to share their best ideas if they wish.</p>
3 mins	63 mins	<p>Reflective discussion (10 mins): Encourage students to share any ideas /innovations they are especially proud of.</p>		<p>Engage as many people as you can. Suggestions:</p> <ul style="list-style-type: none"> • Community education • Change in community attitudes • House design initiatives • Greater employment opportunities • More disability-friendly transport options • Disability-friendly public spaces (parks, bushwalks, beach access, etc) • More sports could have disability friendly rules or modifications (acknowledging that some do, such as blind cricket and wheelchair basketball)
5 mins	68 mins	<p>Generate whiteboard or shared platform suggestions: What could realistically happen in our own communities to increase a sense of belonging, inclusion and accessibility for people with disability?</p>		
2 mins	70 mins	<p>Revisit that Community Services is a rewarding career choice that can make a real difference in people’s lives, especially for those who are vulnerable and disadvantaged.</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

Mars Mission!

Mars has been colonised! There is a massive biodome being built that can support a large population. You have been given the task of helping design community facilities inside the biodome that work equally well for younger and older people, and for those with and without physical disability.



Image: Haemimont Games (2018), *Surviving Mars*, as published at <https://cdn.mos.cms.futurecdn.net/QYjq2VHFSMpokNrkfLpt3E-480-80.jpg>

Your Mission Commander wants you to provide some suggestions for **inclusion** (see Background Briefing over page) in one of the following areas.

Working in pairs (unless otherwise requested by your teacher), choose **one** of the following activities:

1. Design a space-age transport system for your new colony that caters equally for everyone.
2. Invent a sport or modify the rules of an existing one for your new colony so that people with one of the types of disability listed above can join in the fun.
3. Design one room in the accommodation pod so it is user-friendly and accessible for someone who uses a wheelchair.

Tip: Design ideas are available at Liveable Housing Australia, http://livablehousingaustralia.org.au/library/help/Livable_Housing_Design_Guidelines_Web1.pdf

4. Your team is in charge of the new colony's human rights. Develop a statement of core values that the colony will adopt, in relation to inclusion and belonging for people with disability.

Note:

- You may present your work as a short story, a dot-point list of features, and/or as a high-quality artwork.
- Ensure that the key features catering for people with disability are clearly evident or explained.

Please turn the page over for your Mission

Mission!

Background Briefing



Image: Haemimont Games (2018), *Surviving Mars*, as published at <https://cdn.mos.cms.futurecdn.net/QYjq2VHFSPokNfKfLpt3E-480-80.jpg>

One large area of community services is helping and supporting people with disability. Disabilities are often thought about as physical only, but they can also be intellectual, learning related, psychiatric, vision/hearing/speech related, or caused by a brain injury.

More information on the different types of disability and some examples of each type can be found on the National Disability Services (NDS) website, www.nds.org.au/disability-types-and-descriptions

Major issues for many people with disability are:

1. Feeling that they are viewed as 'different' or 'not normal' and therefore do not belong or fit in to society. When people feel a sense of belonging is called **inclusion**.
 - Many people with disability believe that the way they are viewed and treated by others is more of a problem than their actual medical condition. Just like everybody else, people with disability would prefer that people see their skills and abilities, not their limitations.
2. Facilities are often not well designed to cater for people of varying ability.
 - A little more thought and planning in the design stage of group activities, buildings and our community facilities can make all the difference. For example, in a standard house:
 - Internal doorways and hallways are often not quite wide enough to comfortably fit a wheelchair through
 - Lever door handles are easier to operate than doorknobs
 - slightly stronger walls beside the toilet and shower will allow handrails to be fitted if needed

Your Mission Commander understands that setting up a Mars colony is a great opportunity to start afresh with community attitudes. They have instructed that the housing, recreation options and community facilities need to promote inclusion.

Please turn the page over for your Mars Mission!