

# GISP Community Services

## Year 9 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

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. Allow students the opportunity to explore what it means to be a community services worker through a cooperative learning model.
3. Experience life as a person with a disability to gain insight and empathy in relation to the health and wellbeing of others.

#### Success indicators

1. Students are able to identify a diverse range of social factors affecting health, wellbeing and inclusion.
2. Students are aware of the role the community services sector plays in supporting people with health and wellbeing needs.
3. Students demonstrate insight and empathy into what it might be like to live with a disability.

### Relationship to ACARA National Curriculum

#### HASS (Civics and citizenship)

- Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) & (ACHCS097)
- Account for different interpretations and points of view (ACHCS085) & (ACHCS098)

#### HPE (Personal, social and community health)

- Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)
- Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)

Curriculum link: <https://docs.acara.edu.au/resources/Content for Year 9 - Learning area content descriptions.pdf>

## Year 9 Session Outline

Activity Duration	Cumulative session time	Activity Description	Resources required	Additional information for teachers
-	-	<p><b><u>Pre-session preparation:</u></b></p> <ul style="list-style-type: none"> <li>• Load video clip Essential Skills Training and Recruitment (2018) “Working in Community Services” (duration 4:23) <a href="https://www.youtube.com/watch?v=fW3VKSbLT6w">https://www.youtube.com/watch?v=fW3VKSbLT6w</a></li> <li>• Prepare a large electronic countdown timer such as at <a href="https://www.online-stopwatch.com/countdown/">https://www.online-stopwatch.com/countdown/</a></li> <li>• Prepare 2 pieces of Butcher Paper per team of 3 -4 people, and several colours of marker pen</li> <li>• Room set-up:               <ul style="list-style-type: none"> <li>○ Students will need to record responses on Butchers Paper (two desks may need to be pushed together to give a large enough tabletop space)</li> <li>○ Students will need to be able to move around the room in a circular motion and look at other students’ work</li> </ul> </li> </ul>	<p>Internet connection</p> <p>Youtube video loaded up</p> <p>Electronic countdown timer</p> <p>Approx. 16 sheets of butcher paper</p> <p>Approx. 16 marker pens of diverse colours</p> <p>Each question on top of a separate pieces of butcher paper, <b>or</b> a list of questions for students to copy theirs from</p> <p>Room set up so students can work together in groups of 4 and move around (preferably in a circular motion) to see other groups’ work.</p>	<p>Note: This is the same video as used in the Year 8 (2021) program - a real-life view of working with, and in, the community, and is a useful review. This Year 9 session outline contains more sophisticated critical analysis than was done in Year 8.</p> <p>Students could be considering Community Services as a career and may be considering Community Service qualifications to commence in Year 10 as a part of a potential JET plan, that do not rely on VETIS funding.</p>
3 mins	3 mins	Welcome, settle into classroom, mark roll	Class Roll	
2 mins	5 mins	<b><u>Introduce:</u></b> 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 to questions in small groups.	Video on Youtube	

5 mins	10 mins	<p><b>Watch</b> the video (link above). <i>Note: the purpose of the video is to give a broad understanding, not to provide exact answers to the questions. There is no need to pause and rewind the video to allow time for students to copy the comments.</i></p> <p><b>Group activity: 1:4:PCR</b>  <i>The purpose of this activity is to reflect on a series of topics relating to community work, using a cooperative learning model. Refer to 1:4:PCR process at right</i></p>		<p><b>1:4: PCR process (1:4:Publish:Circle:Review)</b>  This is a cooperative learning model where students consider a question individually, then get into a group of about 4 to share ideas and generate a team response to the question.</p> <p>The response gets ‘published’ on butcher paper and left at that station for others to review. A ‘round robin’ takes place where all teams move clockwise by one station at a time, read and value add that team’s work for a set period (2 mins), then move on at the teacher’s instruction. This occurs until the team is back at their own station, where there will be comments / suggestions to review and either accept or decline.</p> <p><b>Groupings:</b></p>																																																																				
3 mins	13 mins	<p>Allocate students to a group – see <b>Grouping and Setting Up Groups</b> at right.</p> <p>Display the list of questions on a screen for students to copy down, or pre-write them on butcher paper, one per sheet. Group 1 does question 1, and so on.</p> <p>Set up large-screen Countdown Timer.</p>	<p>List of questions <b>or</b> each one written on a separate piece of butcher paper.</p>	<table border="1"> <thead> <tr> <th>Class size</th> <th># Groups of 4</th> <th># Groups of 3</th> <th>Total No. of groups</th> </tr> </thead> <tbody> <tr><td>17</td><td>2</td><td>3</td><td>5</td></tr> <tr><td>18</td><td>3</td><td>2</td><td>5</td></tr> <tr><td>19</td><td>4</td><td>1</td><td>5</td></tr> <tr><td>20</td><td>5</td><td>0</td><td>5</td></tr> <tr><td>21</td><td>3</td><td>3</td><td>6</td></tr> <tr><td>22</td><td>4</td><td>2</td><td>6</td></tr> <tr><td>23</td><td>5</td><td>1</td><td>6</td></tr> <tr><td>24</td><td>6</td><td>0</td><td>6</td></tr> <tr><td>25</td><td>4</td><td>3</td><td>7</td></tr> <tr><td>26</td><td>5</td><td>2</td><td>7</td></tr> <tr><td>27</td><td>6</td><td>1</td><td>7</td></tr> <tr><td>28</td><td>7</td><td>0</td><td>7</td></tr> <tr><td>29</td><td>5</td><td>3</td><td>8</td></tr> <tr><td>30</td><td>6</td><td>2</td><td>8</td></tr> <tr><td>31</td><td>7</td><td>1</td><td>8</td></tr> <tr><td>32</td><td>8</td><td>0</td><td>8</td></tr> </tbody> </table> <p>(See next page for setting up groups)</p>	Class size	# Groups of 4	# Groups of 3	Total No. of groups	17	2	3	5	18	3	2	5	19	4	1	5	20	5	0	5	21	3	3	6	22	4	2	6	23	5	1	6	24	6	0	6	25	4	3	7	26	5	2	7	27	6	1	7	28	7	0	7	29	5	3	8	30	6	2	8	31	7	1	8	32	8	0	8
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2 mins	15 mins	<ul style="list-style-type: none"> <li><b>Commence 1:4:PCR</b>  <b>1:</b> students write down their individual thoughts relating to the question allocated to them, (do not use the butcher paper for this)</li> </ul>	<p>Countdown timer set for 2 minutes</p>																																																																					
3 mins	18 mins	<p><b>4:</b> students get into groups as previously allocated</p>																																																																						
8 mins	26 mins	<p><b>P (Publish):</b> Share individual responses within the small group to formulate a group response on the butcher paper (use a second sheet underneath as a ‘tablecloth’ to prevent damage to laminate tabletops from marker pens soaking through). Display the butcher paper so other teams can review it.</p>	<p>Countdown timer set for 8 minutes</p>																																																																					
15 mins	41 mins	<p><b>C (Circle):</b> Each group moves clockwise at the same time to review the next team’s question and responses. Value-add with their own suggestions that are not already there. Allow 2 minutes per station then, at the countdown timer, teams move to the next station. This</p>	<p>Countdown timer set for 2 minutes (reset for each rotation)</p>																																																																					

5 mins	46 mins	<p>continues until each team has visited every other team's work and arrives back at their own station.</p> <ul style="list-style-type: none"> <li>R (Refine): Teams now have suggestions from every other team. Review the value-added suggestions and accept or discard them by placing a ✓ or X beside each.</li> </ul> <p><b>Questions</b> (NB: CS = Community Services)</p> <ol style="list-style-type: none"> <li>What does a CS worker do?</li> <li>*What needs / issues might a CS worker help with?</li> <li>What qualities could help you to be a good CS worker?</li> <li>How might it feel to help someone through a hard time in their life?</li> <li>*What are the benefits to an individual who receives help when they need it?</li> <li>What are the benefits to family and community if people receive help when they need it?</li> <li>What non-medical organisations or job roles help people through a hard time?</li> </ol> <p>* For more than 7 groups, allocate Q2 and/or Q5 twice</p>	<p>Countdown timer set for 5 minutes</p>	<p><b>Setting up groups</b> Decide the number of groups required, based on the chart above.</p> <p>Allocate a group number to each student, counting sequentially up to the number of groups needed.</p> <p>This will automatically give you the right number of people in each group, even if there are uneven numbers and group sizes.</p> <p>For example, if there are 25 students in the class, the chart above indicates that <b>7 groups</b> are required. Number each student off as 1 through to 7. You will reach 7 three times, and then the last time around you will only reach 4. This will give you four groups with 4 members, and three groups with 3 members.</p> <ul style="list-style-type: none"> <li>Allow or instruct certain students to swap groups if there are likely to be issues with group dynamics.</li> <li>If you prefer students to form groups autonomously, be prepared that this can take longer, and be firm on the numbers required in each group.</li> </ul>
18 mins	64 mins	<p><b>Experiential Activity:</b> Within the existing groups of 3 or 4 students, undertake the following activity to experience life with a disability (in this instance, autism)</p> <p><b>Set countdown timer to 4 minutes per rotation</b></p>	<p>Countdown timer</p> <p>Paragraphs of text about autism - provided</p>	<p>This activity is designed to show how people with autism are bothered by things most people do not notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us do not notice. NB - Not everyone with autism has these problems.</p>

6 mins	70 mins	<p>Student 1 reads a paragraph of text to Student 2, while remaining students in the small group try to distract Student 2 in various ways</p> <ul style="list-style-type: none"> <li>• talking at the same time and volume</li> <li>• gently tapping their head (allow people to opt out of this form of distraction)</li> <li>• visually distracting them with antics.</li> </ul> <p>The student being read to then responds to three questions to see how well they could understand and remember while being distracted.</p> <p>Swap around until each person has had an opportunity to listen to the passage while being distracted.</p> <p><b>Debrief:</b></p> <ul style="list-style-type: none"> <li>• How did it feel to have a disability?</li> <li>• What actions from other people helped?</li> <li>• What was hard?</li> </ul> <p><b>Recap on Summarise</b> 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> <p><b>Reinforce</b> that sometime in the next 12 months students may be choosing qualifications to do during senior school, and that community services may be an option open to them and worthy of consideration.</p>		<p>If the session is running behind time, reduce time allocation per rotation and reduce or eliminate the questions after each paragraph.</p> <p>If any students are uncomfortable participating in this activity, they may observe other groups instead of participating directly.</p>
<p><b>After the session:</b> 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 <a href="http://www.insertlinkhere.com.au">www.insertlinkhere.com.au</a></p>				

## Experiential Activity

- Read the following paragraph out loud to another student while they are being distracted.
- Do not speak louder to compensate for distractions.

### Paragraph 1:

Autism is a developmental disability that usually appears during the first three years of life. The cause is unknown. It affects how a person's brain works, but not all people with autism are affected the same way. When a person has autism, they may have problems:

- letting you know what they want
- thinking
- understanding what other people say or want
- ignoring sounds, lights or people that are moving
- being touched
- understanding social rules
- showing affection
- controlling their feelings
- knowing how to play with other kids
- dealing with changes.

Ask the person you were reading to, the following three questions:

According to the text,

1. What is the cause of autism? (Answer: the cause is unknown)
2. By what age does autism usually appear? (Answer: three years old)
3. Name two things a person with autism may have difficulty doing. (Answer: *Refer to above list*)

Change roles.

### Paragraph 2:

Autism is a "spectrum disorder." That means that not everyone with autism has all the problems. One person may have three of the problems listed while another person has only one. Some people with autism struggle to learn. Other people with autism are very smart and can do complicated math when they are 3 years old. Some people with autism have trouble being touched while others like to hug. Many people with autism like to do things in the same order all the time and have things arranged the same way. This helps them stay calm. Other people with autism have a very hard time ignoring noises, especially if they are upset or in a new situation. They may try to calm themselves by rocking, moaning, talking loudly or even screaming. The moaning, talking or screaming helps them drown out the other noises so they can calm down. They may also try to go under a desk or in a small, dark place where they feel safer.

Ask the person you were reading to, the following three questions:

According to the text,

1. What sort of disorder is autism? (Answer: a spectrum disorder)
2. What reason was given for a person with autism to rock, moan talk loudly or even scream? (Answer: to drown out noises so they can calm down)
3. What might a person with autism do to feel safe? (Answer: go under a desk or in a small, dark place)

Change roles.

### Paragraph 3:

It can often be difficult to know where to start if you suspect a family member may be on the spectrum, however, initially we would suggest the following:

If it is your child you are concerned about, discuss your concerns with their teachers, therapists and other professionals who know them. Discuss your concerns about your child/partner with the family doctor. For a child, they may suggest a referral to a paediatrician or in some cases a child psychiatrist. For adults, this referral may be to a psychiatrist or psychologist.

Ask the person you were reading to, the following three questions:

According to the text,

1. Name two people that a person concerned about their child should discuss their initial concerns with  
(Answer: teachers, therapists, other professionals who know the child, the family doctor)
2. What two specialists might a child be referred to? (Answer: paediatrician, child psychiatrist)
3. What two specialists might an adult be referred to? (Answer: psychiatrist, psychologist)

Change roles.

### Paragraph 4:

Due to the complex nature of the disorder and changes in clinical definitions over time, research findings on the prevalence rate of autism varies considerably. According to the Australian Bureau of Statistics 2012 Survey of Ageing and Carers (SDAC), approximately one Australian in every 100 has a diagnosis of ASD, however, the prevalence rate is much higher in young people aged 5–19 years. Increases in diagnoses may be due to an increase in autism awareness and changes to the diagnostic criteria. A recent nationwide survey in the US found that one in 59 eight-year-old children were diagnosed with ASD.

Ask the person you were reading to, the following three questions:

According to the text,

1. What proportion of Australians have a diagnosis of ASD? (Answer: 1 in every 100 people)
2. The prevalence rate is much higher in what age range? (Answer: young people aged 5–19 years)
3. Increases in diagnoses may be due to what two factors? (Answer: an increase in autism awareness and changes to the diagnostic criteria)

#### Sources:

Paragraphs 1 and 2: Adcock, B. and Remus, M. (2006). *Disability Awareness Activity Packet* [online]. Available at <https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/1318/Disability%20Awareness%20Packet%202.pdf>. Accessed 9 November 2020.

Paragraphs 3 and 4: Autism Queensland (2020). *What is Autism* [online]. Available from <https://autismqld.com.au/page/what-is-autism>. Accessed 13 November 2020.