Respectful Relationships: Help-seeking

Level 9-10

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# Topic: Help-seeking

# Level: 9-10

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)

### Achievement standards (extract only)

By the end of Level 10, students… evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.

## Health and Physical Education

### Content descriptions

Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices [(VCHPEP145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP145)

### Achievement standards (extract only)

By the end of Level 10 students … compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing.

# Teaching and learning activities

The Department of Education and Training have developed [*Level 9-10 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=e4137fa2-f7fc-4f67-bdb0-80fb2624c64c) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to help-seeking for the Level 9-10. See pages 52 to 63.

Activity 1: Awareness raising through statistics

Activity 2: When should I ask for help?

Activity 3: Conducting the help-seeking conversation

Activity 4: Research sources of support

# Assessment ideas

## Pre-assessment

### Group brainstorm

In small groups ask students to brainstorm potential sources of support. Ask students to classify these using the headings:

* Home
* Friends
* School
* Community
* Online.

Assess student’s ability to identify a range of sources of support.

Refer to the assessment rubric (see page 5) to identify where students are located on the Victorian Curriculum F-10 continuum.

## Ongoing formative assessment

### Kahoot

Create a [Kahoot!](https://kahoot.com/) (interactive game using a series of multiple choice questions) or similar quiz. Questions should demonstrate students’ understanding of situations that may require help, sources of support in the local community or help-seeking conversations. The following are examples of Kahoot! style questions and suggested answers (in bold). Questions should be adapted to suit your school and/or community context.

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| 1. What was the top issue raised by both young females and males aged 5–25 who called [Kids Helpline](https://kidshelpline.com.au/organisation/wp-content/uploads/sites/8/2017/05/KHL_Insights_Report_2016-web.pdf) in 2016? 2. Depression 3. Anxiety 4. **Mental health concerns** 5. Fallout with friends 6. What are the top three issues of concern for young people identified in the [Mission Australia Youth Survey 2016](https://www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey)? 7. **Coping with stress** 8. **School and study problems** 9. Bullying 10. **Body image** 11. Who is a good person that you could go to if you are in a situation where you feel you need help, support or advice? 12. **Friends** 13. **A teacher you feel comfortable with** 14. **The school welfare officer** 15. Someone you met at a party 16. Who is a good person that you could go to if you are in a situation where you feel you need help, support or advice? 17. **Your parent** 18. Someone you met online 19. **Your brother or sister** 20. **Your doctor or GP**   *Questions 5-7 relate to the following case study.*  *Aldo has started skipping a lot of school. It seems he is feeling pretty down. Sometimes he hangs out with older guys who smoke dope. His parents don’t notice what he does at night because they work night shifts. His friends have said they are worried about him getting involved with this group and about how stoned he is some days.*   1. Is Aldo’s situation serious? 2. No, not really 3. **It could be** 4. **Yes, and it could become worse for Aldo** 5. Should Aldo talk to someone about this problem? 6. No 7. **Yes** 8. **Yes, and Aldo’s friends should encourage him to talk to someone** 9. What might happen if nobody takes action to support Aldo? 10. Aldo might snap out of it and get over it by himself 11. **Aldo could get sick from his drug use** 12. **Aldo could suffer from mental health issues** 13. **Aldo could lose friends and family** 14. What is an example of a service that young people could access for help if they are feeling down? 15. Head help 16. **Headspace** 17. **Youth beyondblue** 18. **ReachOut** 19. **Kids Helpline** 20. Kim is feeling upset and tells you that sometimes she thinks about hurting herself. What should you do? 21. Let Kim sort it out, she’ll be right 22. Not tell anybody, it’s a secret 23. **Tell a trusted adult so they can help** 24. **Encourage Kim to contact a help support service or talk to a trusted adult** 25. Where is the nearest bulk billing service to our school?   *Suggested responses could list close local medical / GP services and resources such as headspace, community health centres, hospitals etc…* |

## Summative assessment

### Online debate and reflection

Present students with the statement ‘*help-seeking requires greater courage than going it alone*’. Ask each student generate three points either in support or in opposition to this statement. Students share their points with the rest of the class using [Padlet](https://padlet.com/). Padlet enables teachers to create a ‘wall’ to display student thoughts, which can be shared online, using a data projector or interactive whiteboard. Teachers will be able to monitor individual student’s contribution to the debate. Ideas can be grouped under common topics or themes. Use this debate to initiate a discussion about barriers to help-seeking and strategies to overcome the identified barriers.

Students are to reflect on the debate and following class discussion by responding to question in their journal. Reflection questions could include:

* What do you think are some of the main barriers to seeking help?
* Why do people have different feelings or attitudes to seeking help?
* Explain what personal characteristics might an individual need to seek help.
* What strategies could individuals, communities and governments implement to enable individuals to access help when it is required? Which strategies would be successful and why?

### Directory of support services

Ask students to create a directory of a range of support services. This should include sources of support that are within the local community as well as online or phone services. The directory should:

* describe the type of support provided
* outline how the support is accessed, including any costs
* critique the accessibility of the support service for young people
* evaluate the usefulness of the support service in improving youth health and wellbeing.

The directory developed could be presented in a range of formats such as a brochure, poster, a website or multimedia presentation.

Refer to the assessment rubric (see page 5) to identify where students are located on the Victorian Curriculum F-10 continuum.

## Resources

Kids Helpline, [Insights Report 2016](https://kidshelpline.com.au/organisation/wp-content/uploads/sites/8/2017/05/KHL_Insights_Report_2016-web.pdf)

Mission Australia, [Annual Youth Survey](https://www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey)

**Help-seeking assessment rubric – Level 9-10**

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| --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | |
|  | **Level 8** |  | **Level 10** |  |
|  | **Personal and Social Capability** | | | |
|  | **By the end of Level 8**, students... reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability. |  | **By the end of Level 10,** students… evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. |  |
|  | **Health and Physical Education** | | | |
|  | **By the end of Level 8,** students ... justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. |  | **By the end of Level 10,** students ...  compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. | .. |

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|  | **Assessment Rubric** | | | |
| **Category** | **At level 8 students can:** | **Progressing towards level 10 students can:** | **At level 10 students can:** | **Beyond level 10 students can:** |
| Reflection on barriers to help-seeking | * identify the barriers to seeking help and suggest some strategies that could be used to overcome these barriers | * identify and group barriers to seeking help and explain strategies to overcome these barriers | * explain barriers to seeking help and evaluate the effectiveness of strategies to overcome these barriers | * explain barriers to seeking help and reflect on strategies that individuals, communities and governments could implement to overcome these barriers |
| Reflection on sources of support | * reflect on different sources of support within the local and online communities, showing an awareness of the factors that influence access to these | * compare different sources of support that can be used to cope with challenging and stressful situations, with some evaluation of factors such as accessibility and cost | * critique the accessibility and usefulness of sources of support that can be used to cope with challenging and stressful situations, and justify how these may improve health and wellbeing | * evaluate the effectiveness and possible outcomes of accessing support services, and how this may influence the health and wellbeing of their communities |