Support services map of our area

Purpose

Having knowledge of health and wellbeing support services is a well-established aspect of learning in health education related to the Healthy communities and environment strand in the curriculum. This activity requires students to identify and map out the different types of support provided by named people or organisations in their area (noting that online support means that services may not be limited to their geographic region).

Learning intention

Students will identify a range of health and wellbeing support services in their area. (5D2)

Key competencies

Participating and contributing.

Resources

Access to information about a wide range of health and wellbeing support services in your area – phone book, internet, pamphlets, resource people who have knowledge of services (e.g. counsellor) etc.

(Optional) Students working as a whole class will require a map of their local area. The scale of the map will depend on how many students are contributing to one map – the bigger the better.

Time

60 minutes.

Instructions for developing a Support Services Map

1. As a class, brainstorm all of the types of support services that a young person might need to access for health and wellbeing support while they are a teenager.

   - This can be medical (physical or mental health), psychological (e.g. counselling), social, spiritual, traditional, alternative and complementary, etc.

   - Think of specific health and wellbeing needs (e.g. sexual health, alcohol and other drug issues, sports injuries, relationships counselling, support services for diverse identities).

   - Your list can include phone-in helplines and online internet-based services. Group these ideas into main types of support services. You can decide if the groupings follow a theme such as the issue or type of service.

2. Allocate jobs to groups to find out the names of organisations or individual people in their school and wider community who provide health and wellbeing support for an allocated group of health and wellbeing services.

3. Working in pairs (or individually) with an allocated selection of named organisations or support people from your class list above, find out how each service can help support young people's health and wellbeing. The information required is listed in the following template.

4. If you have a LOT of organisations and people you may need to prioritise the ones the class decide are more likely to be used by teenagers.

5. Summarise all information into a summary booklet (printed and/or digital).

6. Provide adequate supervision of students as they work collaboratively to ensure that the services map information is developed in a coherent and consistent way.

7. *Map making [This task is optional]* Decide on a way to mark all of these organisations and people with a physical location onto a local 'Service Support Map'. Depending on location this could be a map of a town or a major city suburb showing main streets, or the school zone and surrounding community where students live with main streets, or for rural communities, a map that includes service town(s) the students have access to and some consideration of streets where services are located. The map can be downloaded and printed, used digitally (it needs to be able to have information added), or hand drawn.

8. Decide how the locations of the services on the map will be linked to the summaries in the booklet – e.g. a number or symbol code, or alphabetical listing. You can redesign the template for this but make sure you keep all of the information.

9. Display the map and the information about the services in an accessible area, and if possible, reproduce the map and information for the school intranet/ digital learning platform so that all students can access it at any time.

Learning journal entry

Students file a link to, or a copy of, their support services map and information in their learning journal for future reference.

Teacher knowledge and pedagogy

Prior to this activity it may be helpful for teachers to make a list of the sorts of services that students can access in the school and local community. In city areas this list may be substantial in which case some additional instructions for students to keep the task manageable might be advisable. In contrast, teachers in schools in rural and provincial areas, where some services may be limited, may need to think about alternatives and find out how students can access the likes of sexual health, mental health and alcohol and other drug support, and other services for young people when these are not in their local area. The school counsellor and/or a local GP may have access to this information.

Teacher's evaluation of the activity

- How broadly were students able to think about the wide range of services that support young people's wellbeing?

- Were their initial responses limited to more traditional health services and familiar support like school counsellors, or could they identify a wide range of services and support for all dimensions of wellbeing?

- What are the implications of this for other units where a range of health and wellbeing services might be needed to cater to a diverse range of issues and a diversity of young people?

Health and social services in our community

Fill in this form with details of health and social service providers in your community. Use the icons in the key below to indicate what services they offer for young people

Name:

Phone:

Email:

Website:

How they help young people:

Name:

Phone:

Email:

Website:

How they help young people:

Name:

Phone:

Email:

Website:

How they help young people:

Name:

Phone:

Email:

Website:

How they help young people:

These services help young people to:

✓ Check that everything is ok or if they should be worried (check up)

↑ Feel better

Learn how to feel more in control

⇄ Learn how to make changes

◎ Get support from people who have been in a similar situation