Stage 2 Community Studies

Assessment Type 2: Reflection

Student Response

Student 1; Health, Recreation and the Community (20 credits)

Summary

My final product was creating posters to make my community aware of the health issues associated with smoking and depression. I completed this activity by researching these topics on the internet, watching videos and taking notes, completing class activities and discussing the issues face by my community. I also went on field trips to workplaces related to health and social science. On one of these trips I located a community expert. I completed a folio of evidence and this also included reflecting on the information gained and recording my thoughts in a journal. The senior youth officer, Cheryl, became my community contact. She is interested in helping kids have a successful future. She helps kids get the skills they need for their lives including work and looking after their health. I presented my posters to an audience at the Residence in front of my community expert, other youth workers and students. I asked the people attending my presentation to provide me with written feedback. I got good feedback. They said I had lots of facts, scary but appropriate pictures and good information. One person wrote ‘wants me to show my son so he will stop smoking”.

Reflection 2

Reference to in- class learning, excursions and speakers indicate development of Knowledge and Skills. Implied is the usefulness of this learning to the development of the Community Activity as it refers to the information about the needs of the target community. The links between the Health topics learnt in class and value to community are implied.

REFLECTION Health, Recreation and the Community

This year in Health we learnt about different health topics such as, the Digestive System and how it works in the body. We also drew a diagram of the Digestive System to learn and find out what each part does. We also learnt about diet and what are the best nutrients we need to stay healthy. The other topics we learnt about were Cancer, Smoking, Alcohol, Drugs, Mental Illness such as Depression and Suicide. These health conditions are often the result of poor diet, unhealthy lifestyle and low self esteem.

We also went on an excursion to the Hospital . We went up to the Aboriginal Liaison Unit to see where the Aboriginal patients and families go when they need help, and health care and processes, and somewhere to come and spend time in a community setting. They also showed us around the hospital in different areas that people work in. I enjoyed going to the Hospital because in the future, l may want to do nursing and deal with these situations and people, or Aboriginal people, who may need my help.

Reflection 3

A connection is made to the personal value of the information through the reference to future nursing pathways.

During the year we had a visit from an Aboriginal worker, Liz , who came to our school. She talked about different careers and opportunities in Health and how it will help our people in the Communities if more Indigenous students became professional workers in the Health Industry. The jobs she talked about were Aboriginal Health Workers in many areas like Nursing, Dentistry, Physiotherapy, Nutrition, Aged Care Workers and Psychology.

My projects for the Health subject were on Smoking and Depression because Smoking is a major contributor to poor health in Aboriginal Communities, which often leads to Depression and low self-esteem. I did two different posters about these health issues that can be displayed in Community offices for people to read and learn more about their own health and hopefully change some bad habits. I chose to do one of my projects on smoking because most of my friends, cousins and family are smokers. I researched a lot of good information and pictures about smoking on the Internet and in books. This is a really good topic to learn about because it shows and tells us how smoking affects the human body. I am happy that I chose this topic because I learnt a lot about the affects of smoking, and now know what it does to your body. I can also pass this information onto my friends and family, and urge them not to smoke, as problems with health don't always come straight away, but later in life. This research gave me the positive choice of not smoking in the future, because I love sports and want to keep my body healthy and live longer. Most sports people do not smoke because they need to have healthy lungs and lots of energy.

**Reflection 3**

The Community Activity is described, and the potential value to the community is clearly indicated

**Reflection 2**

The acquisition of knowledge is indicated. Application to the poster development is implied.

**Reflection 3**

The value of the information is reflected upon and its usefulness for self, family and friends is indicated

I also chose to learn about Depression so that I know what is, who can get it and how you can get it. This topic was also interesting because I learnt that anyone can get depression, it doesn't mater if you are male or female. Depression often results from other things affecting your life, things that are not turning out well, broken relationships, and feelings of low confidence, loneliness, and having a defeated attitude. It is sad to see that Depression is on the rise in our society, as people struggle with lost jobs, low income and financial problems, or family breakdowns and violence.

Reflection 3

A well developed understanding of the issues is sprinkled throughout this paragraph and in other places. Shows an understanding of the importance of the research findings and the Community Activity, and hence its value to the community. Considered reflection - need for more health workers on the lands, cycle that can continue, burden on families, care and medication reflection.

I asked , who is a senior Health worker in our residence, to give me some feedback on my projects and on my research and information. She has worked for many years with Aboriginal people and students, and knows about conditions and health problems in Aboriginal communities. She was *very* encouraging and complimented me on the points I had emphasized about the need for more health workers on the lands. She also knows of many people who find it hard to giveup smoking once they have been smoking for a long time, and the depression that can follow if a person is not successful at giving up smoking. It's a cycle that can continue, and people need support and understanding to help them through this traumatic time in their life. Sickness that results from smoking can have a huge burden on the families because of the care and medication and appointments that are needed, and this can bring depression to family members as well as the sick person.

I learned a lot from doing this subject - about the health of my body, how to stay well and healthy, and about nutrients which are needed each day. I'm convinced now that smoking is really unnecessary and a cause of many health problems in our society, and that depression is a health issue that should not be ignored. There are people trained to help these complaints and people should not feel embarrassed to seek help from them.

I worked a lot on my communication capability through making posters for different groups of people, writing journals and my reflection, and by having many interactions with people on our excursions. These have made me more interested and given me the confidence that I could quite easily become a health worker too. I want to help others and understand more about the feelings that people have when they are sick and worried.

Reflection 3

Considered reflection on value to self, health of own body, how to stay well and healthy, nutrients

Value to others – considered – Health problems in society, depression, trained people to help with health related issues

Word Count: 907

**Additional comments**

**Reflection 3**

References to Knowledge and Learning can be seen throughout the work. Reflection on the personal value is strongly emphasised, often by making general comment on its impact on people generally. Connections are made to community needs. This is therefore a reflection on value to the community.

Reflection 2

Communication capability is considered .

Recognises the importance of communication in interactions with people and its importance to a pathway in the health industry.

Performance Standards for Stage 2 Community Studies

|  | Planning and Organisation | Communication and Interaction | Fulfilment of Contract of Work | Reflection |
| --- | --- | --- | --- | --- |
| A | Focused planning and exploration, and purposeful development of a contract of work with challenging and achievable individual goals, and clear strategies for completing the contract.  Insightful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.  Thorough exploration of relevant capabilities and clear identification of one or more capabilities for focused development. | Proactive interaction with community contact(s), which includes inviting and responding to feedback to enhance the community activity and achieve goals.  Extensive and clear presentation of a record of evidence, including comprehensive reporting on the progress of the community activity against individual goals, and clear and focused development of one or more relevant capabilities.  Purposeful, insightful, and clear presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills. | **Completion of all work in a contract**  Well-planned, organised, and significant practical action in the local or wider community.  Perceptive selection of a variety of appropriate sources, and application of highly relevant ideas and information to inform the community activity.  Focused and productive development and application of a range of specific knowledge, skills, and capabilities to efficiently and thoughtfully complete work in the contract.  Highly efficient and productive independent work and, where relevant, thoughtful and worthwhile contributions to shared learning situations. | In-depth evaluation and review of ongoing progress of the wider community activity against individual goals, with frequent justification of choices and actions in relation to the goals and purpose of the community activity.  Insightful reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.  Explicit and insightful reflection on the value of the community activity to the student and to others. |
| B | Well-considered planning and exploration, and logical development of a contract of work with challenging and achievable individual goals, and several strategies for completing the contract.  Thoughtful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.  Well-considered exploration of relevant capabilities and identification of one or more capabilities for focused development. | Constructive interaction with community contact(s), which includes inviting and responding to feedback to assist the progress of the community activity.  Thorough presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and clear development of one or more relevant capabilities.  Clear and thorough presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills. | **Completion of all work in a contract**  Well-organised and appropriate practical action in the local or wider community.  Thoughtful selection of different appropriate sources and application of ideas and information relevant to the community activity.  Mostly productive development and use of specific knowledge, skills, and capabilities to thoughtfully complete work in the contract.  Mostly productive independent work and, where relevant, thoughtful contribution to shared learning situations. | Some depth in evaluation and review of ongoing progress of the community activity against individual goals, with justification of choices and actions in relation to the goals and purpose of the community activity.  Well-considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.  Some depth in reflection on the value of the community activity to the student and to others. |
| C | Appropriate planning, exploration, and development of a contract of work, with achievable individual goals, some of which are challenging, and a small number of strategies for completing the contract.  Appropriate identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.  Considered exploration of some aspects of relevant capabilities and identification of one or more capabilities for focused development. | Appropriate interaction with community contact(s), which includes inviting feedback, with responses often at a personal level.  Competent presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and appropriate development of one or more relevant capabilities.  Mostly clear and appropriate presentation of most aspects of the community activity and its outcome to an audience, using relevant knowledge and skills. | **Completion of all work in a contract**  Mostly organised and appropriate practical action in the local or wider community.  Appropriate selection of sources and application of ideas and information relevant to the community activity.  Appropriate development and use of specific knowledge, skills and capabilities to complete work in the contract.  Generally productive independent work and, where relevant, generally productive contribution to shared learning situations. | Competent review, with some evaluation, of ongoing progress of the community activity against individual goals, with some detail in sections.  Considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.  Considered reflection on the value of the community activity to the student and to others. |
| D | With support, the setting of some achievable individual goals and identification of at least one strategy for a contract of work.  With support, identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.  Some identification of aspects of a capability and its relevance to the community activity. | Some interaction with one or more community contacts and some attempts to seek feedback and respond to it.  Presentation of a record of evidence that reports on some aspects of progress in the community activity against individual goals, mainly in narrative, and shows some endeavour to develop one or more relevant capabilities.  Basic presentation of some aspects of the community activity to an audience. | **Completion of some work in a contract**  Some elements of a planned practical action in the local or wider community.  Identification of some sources and use of some basic ideas and information.  Application of a few skills to attempt aspects of work in the contract.  Some engagement in independent work and, where relevant, some participation in shared learning situations. | Some superficial review of aspects of ongoing progress of the community activity.  Some basic consideration of development of knowledge and skills, including the selected capability or capabilities, related to the community activity.  Some basic description of the value of the community activity to the student. |
| E | With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies.  Recognition, with prompting, of existing knowledge or skills, and/or literacy or numeracy skills, and knowledge or skill to be developed.  Emerging awareness of the capabilities and their relevance. | Intermittent interaction with one or more community contacts.  Report on an aspect of progress in the community activity against individual goals, mainly using description of attempted learning, and isolated attempts to develop one or more relevant capabilities.  Description, without presentation, of the community activity to an audience. | **Completion of a limited amount of work in a contract**  Limited elements of a practical action for a local or wider community activity.  Identification of a source and attempt to use information or an idea from that source.  Application of at least one skill to an aspect of work in the contract.  Emerging independent and, where relevant, group learning skills. | Description of one aspect of progress, with limited detail.  With prompting, some limited consideration of the development of a skill (or an aspect of a capability) related to the community activity.  Brief description of the value of the community activity to the student. |