

Identifying an issue:

Our group is focusing on the health issue of bullying and peer pressure, as part of the class's overall focus on social well-being in year nine students at our school. Each group is focusing on a different aspect of this issue and our group is presenting a powerpoint at assembly to raise awareness of bullying and peer pressure.

This is an issue for well-being in our school, especially in the year nine group. We know this because we surveyed students at different year levels and this seemed to be more of an issue in year nine. Bullying was not very common, but it was reported in the survey. Some students did not feel safe all the time at school and some were lonely, without good friendships.

Our SMART goal is to enhance social well-being by presenting a powerpoint at a year assembly in week five on the importance of not bullying and pressuring others. We will measure this by giving the students a survey after the presentation to see if it was effective.

By achieving our goal, we can see that social well-being will be enhanced because the year nine students will have more positive relationships with others. Students who feel unsafe now will feel more safe at school (mental and emotional and physical) and the year nines will feel connected as a group (spiritual) [1].

Action plan:

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Ask permission to give our presentation	So we know for sure the presentation will take place on the day we have organised.	Not being given permission to present.	Being given permission to do our presentation.	Week 3
Find important information for our powerpoint	To make sure what we are presenting is interesting and correct.	Not having any information, or information that is not very good.	Having access to the Internet and good information.	Week 3
Plan a, work on, finish the presentation	To make sure the presentation is the best it can be.	People in the group being away or unmotivated.	Having time to get this done, working together well.	Week 4
Present the powerpoint at assembly	To achieve our goal.	Not ready, group members away.	Everything being organized and everyone present.	Week 5
Survey the students two days later	To check whether our goal is achieved.	Not having the survey ready or not having good questions.	Teachers can help us with this.	Week 6

Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
20 April	Today we presented our powerpoint at the assembly. Everyone was there and did their parts. I was in charge of the introduction and the conclusion.	The powerpoint worked well, without any equipment problems. We had practiced so we were confident in what we were saying. Some students seemed interested but some did not.	Everyone being there for the presentation and having no problems with the equipment.	We were anxious about the presentation and this may have impacted on how well we delivered the messages.

Evaluating the outcomes for well-being:

I think that to a certain extent, we met our SMART goal to enhance social well-being by presenting a powerpoint at a year assembly on the importance of not bullying and pressuring others. We did the presentation which I think had really good information and we did the survey afterward and got some good comments that indicated that some students had their well-being enhanced.

What went well was the planning for the presentation. We had **good access to computers and time to research, and we divided up the tasks in our group so we all had different responsibilities [2]**. This worked well, as we were able to use our time effectively and therefore plan a really good presentation for the year nines. Our health teacher gave us feedback that she thought it was a useful presentation that met our aims related to the SMART goal.

What didn't go so well was **getting everyone's full attention on the day, at the assembly [3]**. We noticed that a lot of students didn't seem interested, or were talking during the powerpoint. This was disappointing because it interfered with their ability to learn, and take the issue seriously, and **therefore their well-being may not change in relation to this issue [4]**.

If this was to be done in the future, I would recommend that the presentation would occur in a smaller group situation, such as in form time or in health class. This is because it would allow the opportunity for questions and discussion, which is a better way of learning than just by having a powerpoint presented. This would make the goal more likely to be achieved.