

Teacher Resource Pack

YOUTH CHOICES FILM COMPETITION

YOUTH
CHOICES
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Teacher Information and In-Class Activity Pack

Introduction and Rationale

Online and screen addiction is an increasingly challenging issue facing young people, children and families in today's rapidly evolving online world. The age of the internet offers us many positive and progressive features, such as the ability to connect with communities both local and international, instantaneous access to news, information, entertainment, recreational and cultural activities, as well as the ability to work, study and produce from multiple locations. However, at the same time, unlimited access to screen time and the online world can lead to compulsive over use and abuse of online activities which can have many detrimental impacts on people's relationships, their work, studies as well as their mental and physical health¹.

This addiction to and obsession with online activities can manifest in a variety of ways and can include anything from engaging compulsively with social media, gaming, online gambling, shopping, video streaming and pornography. And nonstop screen and online time can contribute to increased risks of cyberbullying, trolling, scams, cyber fraud, misinformation, fake news, echo chambers as well as workaholism.

The consequences and effects of these sorts of compulsive online behaviours and activities can be drastic and can lead to a range of physical health issues, such as lack of sleep, lack of exercise, over-eating or under-eating, malnourishment or obesity, eyesight and vision problems, headaches, back aches, issues with posture, RSI (Repetitive Strain Injuries), Carpal Tunnel Syndrome, reduced physical energy, to name a few. Such extreme reliance on online activities can also lead to social and personal issues, including family and relationship breakdowns, social isolation and withdrawal, financial strain and debt, mental health issues such as anxiety and depression, inability to cope without access to the internet, and increasing apprehension around dealing with the real world, neglect of real-life obligations, interactions and relationships².

Particularly over the last couple of years, since the onset of the COVID 19 pandemic, our reliance on the internet has increased dramatically in almost every aspect of life, from work to study, from shopping to socialising and

¹ <https://www.addictioncenter.com/drugs/internet-addiction/>

² <https://www.therecoveryvillage.com/process-addiction/internet-addiction/>

entertainment. Especially now, for many young people, the issue of 'how much is too much' online time is a challenging question. During this period of compulsory social distancing and the need to stay physically isolated in order to stay safe, we have all been required to spend more and more time online, in front of screens to continue to productively work, study and stay connected. This increased necessity for continual online access also lays the ground for over use, abuse and obsessive online behavior and activities. Consequently, understanding how to maintain balance and moderation of our internet use, allowing ourselves healthy breaks away from screens for our mental and physical health, is of paramount importance now more than ever.

The theme of this year's **Youth Choices Film Competition** will see teenagers addressing this complicated issue – exploring what an unhealthy reliance and obsessive overuse of online and screen activities can look like, and what these sorts of addictions can lead to.

As digital natives, young people today have grown up with immediate internet access as an indisputable part of contemporary life – learning how to swipe before learning how to turn the pages of a book. Hence, the ability to develop a healthy relationship with digital media and the online world and understanding how to moderate one's screen time is an essential life skill for this generation.

This year's **Youth Choices Film Competition** inspires young people to creatively campaign for healthier, sensible screen time usage and online interactions through the development of a film project addressing any one of the myriad of interconnected issues that relate to this theme. It encourages them to gain the knowledge and skills on how to develop and maintain healthy habits with their digital online media usage. It also empowers them to understand how to identify the signs of unhealthy and unsafe online screen activities, and how to support each other if they find their peers demonstrating obsessive or addictive behaviours towards digital media.

This creative program empowers young people to collaborate and problem solve towards solutions, encouraging discussion around the multitude of ways that they engage with the online world in their lives, and sees them develop stronger awareness and decision-making skills in a range of challenging contexts. It gives students opportunities to express, reflect and discuss issues that impact their lives, developing team-work, negotiation, problem-solving, time management, leadership and advocacy skills.

Equipping young people with the life skills and resilience necessary to handle the issues that face them today can benefit them greatly in the future, allowing them to contribute to their communities as responsible and resourceful citizens.

Youth Choices Film Comp

Young people from across WA are invited to create a short film addressing online and screen addictions. The film can explore the myriad of issues and factors that can contribute to this issue for young people.

In creative teams of up to three, young people will research and create a short film (no more than 3 minutes), to explore this issue and its impacts on young people. The top films will share a prize pool of vouchers and prizes.

Key Dates

Registrations close: 17 JULY 2022

Competition entries due: 10 OCTOBER 2022

Curriculum Links

English

Years 7 & 8:

- Use interaction skills when discussing and presenting ideas (ACELY1804) & (ACELY1808)
- Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content (ACELY1720) & (ACELY1731)

Years 9 & 10:

- Create informative and persuasive texts using informative and persuasive texts, digital or media content to present a point of view that reflects upon challenging and complex issues (ACELY1746) & (ACELY1756)
- Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)
- Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
- Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)
- Use skills to present and discuss an idea and to influence and engage an audience (ACELY1811) & (ACELY1813)

Health and Physical Education

Years 7 & 8:

- Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
- Skills on strategies to seek help for themselves or others (ACPPS072)
- Understanding the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)
- Able to analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)
- Evaluate health information and communicate their own and others' health concerns (ACPPS076)

Media Arts

Years 7 & 8:

- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)

- Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices. (ACPPS092)
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)

Years 8 & 9:

- Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075)
- Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076)
- Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)

Critical and Creative

Level 6:

- Pose questions to critically analyse complex issues and abstract ideas.
- Create and connect complex ideas using imagery, analogies and symbolism.
- Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action.

Personal and Social Capabilities

Level 6:

- Assess their strengths and challenges and devise personally appropriate strategies to achieve future success.
- Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations.
- Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.
- Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts.
- Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making.
- Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks

Ethical Understanding

Level 6:

- Distinguish between the ethical and non-ethical dimensions of complex issues.
- Evaluate diverse perceptions and ethical bases of action in complex contexts.

ICT

Level 6:

- Use a range of strategies for securing and protecting information, assess the risks associated with online environments.
- Apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT.
- Assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use.
- Select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation.
- Select and use ICT to articulate ideas and concepts, and plan the development of complex solutions.
- Design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes.
- Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge.
- Understand that computer mediated communications have advantages and disadvantages in supporting active participation in a community of practice.

01

Research the Issue

Before embarking on making the film it is recommended that the young people spend some time thoroughly researching and discussing the idea of online and screen addictions to gain a stronger understanding of the many different themes and scenarios they could explore and depict through the film medium. Some of the **Key Concepts** that could be explored include:

Social Media Addictions

Being obsessed with how many likes/reactions on social media posts, leading to unhealthy comparisons with others; the development of fake profiles, fake experiences; only posting about the good bits, photoshopped experiences/images; leading to feelings of inadequacy, low self-esteem, depression, anxiety.

<https://www.addictioncenter.com/drugs/social-media-addiction/>

Gaming Addictions

Spending all hours of the day/night playing computer games to the detriment of all other aspects of life; the potential risks of gaming chat rooms; not knowing who you are really playing with/chatting to; aggressive/bullying gaming behaviour by other players. [Find out more here](#)

Online Gambling Addictions

Unrestricted, 24/7 access to gambling sites and apps enables users to develop stronger and more disruptive gambling addictions, potentially losing more money, experiencing more financial/personal stress; introducing gambling behaviours to younger people with many computer game apps copying gambling apps.

<https://www.addictioncenter.com/drugs/internet-addiction/>

<https://www.betterhealth.vic.gov.au/health/healthyliving/internet-addiction>

<https://www.esafety.gov.au/key-issues/how-to/balancing-time-online>

Viewing Addictions

From ceaselessly following YouTube videos to binge watching series/ movies/ content on streaming networks to the detriment of all other aspects of life/ work/ study/ relationships/ exercise; can be a way of procrastinating/ avoiding other commitments.

<https://www.theguardian.com/us-news/2019/may/03/youtube-addiction-mental-health>

Online Shopping Addictions

Constantly browsing and purchasing from online shopping sites; online stores never close; targeted online ads in social media feeds and on other websites to arouse a sense of need for a product; can lead to pathological buying habits, leading to financial and relationship stress.

<https://www.psychologytoday.com/au/blog/urban-survival/201511/10-signs-you-re-addicted-online-shopping>

Pornography Addictions

Can be the first source of sex education for young people, leading to unrealistic/unhealthy expectations for sexual experiences for both young women and young men; can include depictions of violence against women which can reinforce sexist, misogynistic attitudes. <https://itstimewetalked.com/about-us/reality-risk/>

Echo Chambers

Only seeking out and encountering information and opinions that reflect and reinforce one's own; beliefs become amplified and reinforced by communication and repetition within an exclusive group and insulated from disproof; enables participants to seek out information that reinforces their existing views without encountering opposing views, potentially resulting in confirmation bias; increasing social and political polarization and extremism; limiting exposure to diverse perspectives whilst reinforcing accepted narratives and ideas.

<https://edu.gcfglobal.org/en/digital-media-literacy/what-is-an-echo-chamber/1/>

Misinformation, Fake News, and Deep Fakes

Self-publishing and social media allows misleading information to be created and shared very rapidly; can appear very convincing and in a multitude of online sites before being questioned/debunked; easier to believe rather than make the effort to fact check. <https://www.esafety.gov.au/young-people/fake-news>

Workaholism

Constant access to the internet also allows for constant access to work notifications, commitments and deadlines, enabling people to continue working way after clock off time; can lead to job burnout; not being able to disconnect from work to the detriment of relationships/ mental and physical health.

<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.620310/full>

Online Bullying, Trolls, Stalkers

Persistent use of and access to online activities increases risks of cyberbullying as well as trolling and stalking; not being able to switch off and tune out the hurtful and malicious behaviour; can include posts, comments, texts, messages, chats, livestreams, memes, images, videos and emails.

<https://www.esafety.gov.au/key-issues/cyberbullying>

Scams, Cyber Fraud, and Online Crime

Continual online engagement exposes people to more risks of internet scams and fraud; which can include attempts to gain personal information, buying or selling scams, dating and romance scams, fake charities seeking donations, fake investment opportunities and 'foolproof betting systems', 'get rich quick' schemes, threats and extortion (including malware or threats of fines, arrest or violence), inheritance and rebate scams, fake winning lottery tickets or giveaways.

<https://www.fairtrading.nsw.gov.au/buying-products-and-services/scams>

ACTIVITY ONE: Focus Questions for Discussions

Learning Outcomes

Students will:

- Engage with and reflect on their own, peer and social understandings of online addictions and healthy screen habits in their contemporary society
- Evaluate factors that can influence young people's use and overuse of online activities
- Explore the prevalence and severity of online addictions in Australia and the impact it can have on their lives
- Develop an understanding of the key elements of healthy online behaviours and begin to raise their awareness of how to set limits around screen usage

Instructions

Working with your class, support them to engage in discussion centred around the questions below. This should be seen as a diagnostic activity, developing a clear understanding of students' current perspectives and assumptions on the topic. The focus questions below can be approached in a variety of ways, catering to the needs and learning styles of the class.

Discussion

Circle Chat

1. Move students to a large free space.
2. Position students in two circles, the inside circle facing out and the outside circle facing in so that everyone has a partner.
3. Teacher reads out the questions, and each pair of students has one minute to discuss their responses.
4. The outside circle moves one space to the left and the next question is read out and answered. Repeat until all the questions are answered.
5. Afterwards have a whole-class discussion and ask: What were the main points that stuck out in your discussions?

Think Pair Share

1. Students are presented with one question at a time.
2. They are given one minute to think individually about the question and make notes.
3. Students pair up and discuss their thoughts, adding to their notes.
4. Pairs are called upon to share their thoughts with the group.

Written / Dot Point Response

1. Students are given the list of questions and asked to create three key dot point ideas in response to each one.

2. A focus on individual work and time for thought should be given to allow students to reflect honestly on their own personal experiences and/or understandings of the issues.
3. Students are asked to share some of their ideas for each question.

Written and Discussion / Expert Groups

1. Students are split into small groups (3 – 5) and the questions are divided up between groups.
2. Groups are then given time to research their questions in detail and prepare specific and factual responses to each question.
3. The groups then share their findings for the whole class, demonstrating for the larger group their new expert knowledge.

Questions

1. How much is too much time online/ in front of screens?
2. What are the benefits of being able to connect online?
3. What are the risks?
4. What are some of the screen/online addictions that can affect young people today?
5. How has the global pandemic impacted young people's use the internet and influenced the development of online addictions?
6. What are some of the potential physical health consequences of online addictions?
7. What are some of the potential mental health consequences of various online addictions?
8. What are some of the potential financial risks of various online addictions?
9. What are some of the potential relationship/family/personal risks of various online addictions?
10. How does someone know if they have an online addiction?
11. How can you tell if someone else has an online addiction?
12. How could someone who has an online addiction find help to overcome it?
13. How could you help someone who has an online addiction?
14. What are some things you can do to set up healthy online/screen habits?

ACTIVITY TWO: In Class Activity and Debate – OK or NOT OK?

Learning Outcomes

Students will:

- Identify what students think about the different ways that young people engage online and what they feel is a reasonable amount of time, resources or energy to invest in online activities
- Consider how people can differ in their interpretations of healthy or unhealthy online behaviours, and investigate what can constitute addictions
- Develop skills and strategies to make positive choices online

Instructions

- Rearrange the classroom so there is space for all students to stand and move to two corners of the classroom.
- Invite students to stand up and explain that you will read a series of statements, each with two options. Students will be asked to move to the OK corner or Not OK corner to demonstrate their choice. Remind students that they must choose a corner and can't 'sit on the fence'.
- Read out the statements and encourage students to move, without following their friends, as each student will interpret the statement differently.
- It's important to review the scenarios before using them in your class, as some might be more appropriate than others for your school community or class group.
- After each statement, ask students to justify why they chose their corner, what influenced their decision, and debate why they think their choice is the 'correct' one.

You might want to ask questions such as:

1. Why did you choose this position? Do you think it's the correct answer?
2. What experiences, values, knowledge or attitudes influenced your decision
3. What are some of the differences between the people who chose OK and those who chose Not OK?
4. Would your responses change if one part of the statement was changed?
5. Now that you've heard both sides, have you changed your opinion?

OK or Not OK Statements

1. Checking and scrolling through your phone in bed at night. OK or Not OK?
2. The newest season of your favourite tv series is screening, so you binge watch it in one day and go to sleep at 3AM. OK or Not OK?
3. You enjoy playing online games with a friend, but lately it's all they ever want to do and you never get to spend any time doing other stuff together. OK or Not OK?
4. A friend has started getting more and more obsessed with their social media profile, spending hours every day enhancing and posting images and get really emotionally wound up by how many likes/reactions they get. OK or Not OK?
5. You have discovered a really fun online game where you can win money, but sometimes you lose money too. You are spending more time and money on this game and have asked your friend to lend you money so you can keep playing. OK or Not OK?
6. A close family member loves shopping online and is continually buying things they don't really need, racking up debt on their credit cards. OK or Not OK?

7. Your romantic partner is constantly watching online pornography and you feel like they are not really interested in having a real relationship with you. OK or Not OK?
8. Your cousin has started following an online group with some very extreme ideas. It's all they ever want to talk about, but it's impossible to have a reasonable discussion with them about it. OK or Not OK?
9. You want to stay informed of the world and are constantly getting notifications of news updates on your social media feed that look real, but you never have the time or inclination to fact check them. OK or Not OK?
10. Your parent is very dedicated to their job and passionate about what they do. But since they've been able to start working from home, they just don't know when to clock off, and are working late into the night and missing family dinners and other events to keep working. OK or Not OK?
11. You find that you are always interacting with your friends through a variety of social media apps. But lately a couple of your group has started hassling you in a very targeted, malicious way – and because it's all online, you can't turn it off and you feel like you can't get away from it. OK or Not OK?
12. A friend of yours who spends a lot of time online has recently been persuaded to invest some money into an online investment account that they haven't really researched properly. OK or Not OK?
13. While playing online games you get angry or worked up and throw things like your remote when you lose. OK or Not OK?

Students' answers and responses to these questions can be used as the foundation for ideas to be used in their films, and to help with the activity below.

ACTIVITY THREE: Online Addiction Storyboard

Learning Outcomes

Students will:

- Develop an understanding of what they and their peers understand to be healthy online engagement.
- Begin to generate an understanding of how implicit our use of technology and the internet is in every aspect of our lives, and how that can complicate perceptions of online addictions
- Explore how as young people they can begin the process of defining what healthy or unhealthy use of technology can look like in their lives, and to create boundaries that will support their developing time and resource management skills

Instructions

1. Working in small groups, each group decides on an aspect of the issue of online addiction – using any one or a cluster of the suggested **Key Concepts** or other ideas as starting points for a scenario about online behaviour.

2. Once the group has chosen a scenario, they then construct two different storyboards (a scene by scene breakdown of a short story/short film) of that scenario.
 - o An ideal version of the story with healthy online interactions and a positive outcome
 - o A less than ideal version of the story with unhealthy/ unsafe/ compulsive online behaviours and interactions leading to a negative outcome

Both storyboards should consist of at least eight scenes that could include the following things:

- o Introducing the chosen online behaviour (gaming, social media, online shopping etc).
- o How did the protagonist discover this online activity?
- o What was it like when they first started engaging with this online activity?
- o Was it fun, easy, uncomplicated to engage with initially?
- o When did it start to become a problem and cause conflict with other parts of the protagonist's life?
- o A day when the protagonist feels stressed, overwhelmed, confused.
- o A fight with other family members, friends, colleagues.
- o A moment of seeking advice.
- o A moment alone in private. How does it end?

The storyboards can be created in anyway the group feels most comfortable. It could be drawn, written as scene descriptions, created on the computer, made into a screenplay etc. Groups should present their storyboards to the class and engage in discussion that compare and contrast the stories that represent unhealthy/ unsafe online interactions, and those that represent more ideal online behaviours (use discussion questions below).

Discussion

- How are the ideal and unsafe behaviours different? Why?
- What caused the conflicts and stress? Do you think these things could actually happen in real life? Why/why not?
- Do all the elements of your ideal story actually constitute a healthy relationship with technology? Are there any in there that might be unhealthy?
- How can you support someone stuck in an unhealthy online addiction move towards developing healthier patterns of behaviour?

02

Make Your Film

Now that students have researched the issues and understand a bit more about internet and screen addictions – how they can develop and what they can lead to – it is time for them to start making their films.

Learning Outcomes

Students will:

- Work collaboratively to fulfil a 'client' (competition) brief.
- Plan and design a media project addressing a particular community issue targeting the youth market (12-18 years).
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style.

Instructions

1. Choose your team

Students decide on their film-making/production team – groups of up to 3 (more young people can be involved in the filming process, but the main creative/production team should be no more than 3).

2. What's your idea?

Based on some of the research outcomes that challenged/concerned/motivated them, students choose an aspect of the issue of internet and screen addiction to explore through a film narrative.

3. Questions to investigate

- What aspect of the issue do you want to explore?
- How do you want to explore it?
- What are the message/s you want your viewers to gain from watching your film?
- How will you explore those message/s?
- What scenario/storyline/images would best depict your message/s?
- Who are the characters involved?
- What are their names? Ages? What are their relationships to each other?
- What happens to them? What is the conflict/crisis? What's the worst thing that could happen to them? How could they avoid that worst thing happening? What could be the best possible outcome for them in this scenario?
- Where do these things happen/where are the locations? (Example: at school, home, in the library etc.)

4. Storyboard it!

Students design/plan a storyboard to outline the images/shots in their film.

5. Technicalities

Students plan the details, including the casting and locations for their film, as well as considering what technical and symbolic elements they can use within their films to evoke and convey different meanings/emotional responses. Incorporating these decisions, students create a production schedule for their film.

Students are to liaise with teachers or supervising adults throughout the development of their project to create rigorous safety plans and protocols ensuring that the locations, scenarios and shooting schedules are all safe and do not put any student at risk of harm in any way.

Students should also bear in mind that the intended audience are other young people and should ensure that the content depicted in their films is appropriate for their age bracket and their peers. Please also make sure students are made aware of the Youth Choices Film [Competition Terms and Conditions](#) and all the films submitted adhere to these guidelines.

6. Shoot it!

Students shoot the film – bearing in mind that the film needs to be no more than 3 minutes long.

7. Edit it!

Students go into post-production, editing, adding sound, effects etc.

03

Debrief and Reflection

Part of the competition application process also involves a written component – students need to be able to reflect on the way they are addressing the issue and explain the message/s they want to convey and why. Students also need to articulate what they have learnt about the issue of internet and screen addictions through the development of their film.

Learning Outcomes

Students will:

- Develop their skills of critical reflection and identify the new information they have gained from creating their film.
- Extend their understanding of internet and screen addictions in a personal and academic context; and
- Gain the knowledge to recognise the prevalence and consequences of cyber addictions in their lives and communities, along with an understanding of how to avoid them.

Instructions

1. Students should be given the list of questions from the “Focus Questions for Discussion” and asked to write dot point answers for each question.
2. Hand out their previous responses to the questions and ask the students to highlight the changes they notice between the two sets of responses.
3. Continue the focus questions with the following questions:
 - Why do you think internet and screen addiction is so prevalent in Australia?
 - Why do some people become addicted to online activities?
 - How can our communities help support young people to develop healthier screen habits and more moderate use of online technologies?
 - How can you support yourself and your friends in developing healthier screen habits and more moderate use of online technologies?
 - How likely is it that internet and screen addictions are going to become even more of a problem in the future?

Discussion

Once students have had time to think about these questions and/or write their responses, they should be used to generate classroom discussion. The focus should be placed on developing preventative support strategies along with coping strategies. The discussion should also help students see that many of their peers may have similar experiences of these issues – they are not alone.

Additional Resources

eSafety Commissioner

www.esafety.gov.au

Headspace

www.headspace.org.au

Kids Help Line

www.kidshelp.com.au

Lifeline

www.lifeline.org.au

Helping Minds

www.helpingminds.org.au

Better Health Channel

www.betterhealth.vic.gov.au

Health Direct

www.healthdirect.gov.au

Mental Health Commission, WA

www.mhc.wa.gov.au

Youth Choices Films

www.constablecare.com.au/progra/secondary/youth-choices-films

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