

YEAR: 7	Health Education	UNIT TITLE: <u>Preventative Health</u>	LENGTH: 3 Lessons
AIM: “To develop students’ capacity to enhance personal health and wellbeing ... <i>and advocate lifelong health...</i> ” <p style="text-align: right;">Page 11, NSW Board of Studies PDHPE 7-10 Syllabus Aim</p>			
RATIONALE: “PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now <i>and in the future</i> . The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that <i>have the potential to appear in later life</i> are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students’ lives.” <p style="text-align: right;">Page 8, NSW Board of Studies PDHPE 7-10 Syllabus Rationale</p>			
UNIT DESCRIPTION: Students’ will develop a greater understanding of the need for lifelong preventative health care, through exposure to a service manual approach. Teachers, students and students’ families can now access the Gold Book service manuals as an example of one set of tools they can elect to use as a system for their lifelong preventative health requirements.			
OUTCOMES: Strand 3: Individual and Community Health <p style="text-align: right;">Page 12,26-29 NSW Board of Studies PDHPE 7-10 Syllabus</p>			
Knowledge, Understanding and Skill Objectives: Students will take actions to protect, promote and restore individual and community health. Value and Attitude Objectives: Students will value health-enhancing behaviours that contribute to active, enjoyable and fulfilling lifestyles. Students will develop a willingness to participate in creating and promoting healthy and supportive communities and environments. <p style="text-align: right;">Page 11,12, NSW Board of Studies PDHPE 7-10 Syllabus</p>		Stage 4 Outcomes: A student: 4.6 describes the nature of health and analyse how health issues may impact on young people 4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm 4.8 describes how to access and assess health information, products and services <p style="text-align: right;">Page 12, 26-29 NSW Board of Studies PDHPE 7-10 Syllabus</p>	

CONTENT:**STAGE 4****Strand 3: Individual and Community Health****Students learn about:**

Factors that affect health

- How the environment influences health
- Lifestyle and lifestyle diseases
- Medical conditions

Healthy food habits

- Defining healthy food habits
- Nutritional requirements
- The relationship of food habits to health

Road safety

- Defining risk factors and behaviours in a range of road environments and situations
- Protective behaviour and equipment
- Laws and rules

Exploring risk

- Settings or circumstances in which risk taking occurs
- Factors influencing risk taking
- Outcomes of risk behaviour

Strategies to minimise harm

- Developing personal skills e.g. refusal skills
- Safe and supportive environments
- Recognising, assessing and responding to risk situations

Personal safety

- Strategies to keep safe
- DRABCD and basic first aid assessment
- Seeking further assistance

Students learn to:

- Appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence
- Identify signs, symptoms and risk factors for health conditions in young people
- Review the dietary habits of young people in relation to recommended dietary guidelines
- Explore road safety statistics to analyse reasons for gender differences in road related injury
- Devise and demonstrate a plan to assume responsibility for their road safety and that of other road users
- Examine the relationship between risk factors, environments and laws and rules in determining road-user behaviour
- Explore the concept of risk by investigating the following:-
 - What is a reasonable degree of risk?
 - Why do people take risk?
 - Influence of gender on risk behaviour?
- Debate the positive and negative outcomes of risk behaviour
- Describe strategies to minimise harm in each of the following real life situations when travelling alone at night, at a party, feeling depressed, being offered drugs, in water environments, exposed to the sun, as a pedestrian, passenger and user of wheeled devices
- Explain how potential for harm can be increased as the result of an interaction of factors, e.g. peers, alcohol use and road safety
- Recognise potentially unsafe situations and respond by demonstrating personal skills
- Identify strategies and develop plans to keep themselves safe when going out
- Demonstrate management of basic first aid

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>Factors that affect health</p> <ul style="list-style-type: none"> • How the environment influences health • Lifestyle and lifestyle diseases <p>Healthy food habits</p> <ul style="list-style-type: none"> • Defining healthy food habits <p>Road safety</p> <ul style="list-style-type: none"> • Protective behaviour and equipment <p>Exploring risk</p> <ul style="list-style-type: none"> • Outcomes of risk behaviour <p>Strategies to minimise harm</p> <ul style="list-style-type: none"> • Developing personal skills e.g. refusal skills • Recognising, assessing and responding to risk situations 	<ul style="list-style-type: none"> • Appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence • Identify signs, symptoms and risk factors for health conditions in young people • Review the dietary habits of young people in relation to recommended dietary guidelines • Explore road safety statistics to analyse reasons for gender differences in road related injury • Explore the concept of risk by investigating the following:- <ul style="list-style-type: none"> - What is a reasonable degree of risk? - Why do people take risk? - Influence of gender on risk behaviour? • Debate the positive and negative outcomes of risk behaviour • Explain how potential for harm can be increased as the result of an interaction of factors, e.g. peers, alcohol use and road safety 	<p>Lesson One</p> <p><i>Task 1</i> – Encourage students to independently complete Age 12 age page (pp 48 & 49), making use of height measuring tape and weighing scales. (Allow 15 minutes)</p> <p><i>Task 2</i> – Have several students to present their thoughts on Age 12 age page Section A. Broadly discuss student’s reactions to the commonest causes of severe illness and disease in their age group, briefly looking at other Age Pages as a comparison. Point out the importance of seeing the problem as it is, so that one can then start looking for solutions. (Allow 25 minutes)</p> <p><i>Task 3</i> – Broadly review individual concepts associated with Age 12 age page, as appropriate visiting nutrition, physical activity, vaccination, drug use, sexual health, personal safety and mental health, more to point out the service manual concept taught in the Gold Books, than spend any significant time discussing any one concept. (Allow 10 minutes)</p> <p><i>Summary</i> – Summarise service manual concept, using the contents of the Gold Book Preface (including the proverb). (Allow 5 minutes)</p> <p><i>Homework</i> - Encourage students to look at a car’s service manual at home and/or ask if they can bring a car service manual to next lesson for comparison to the Gold Book.</p> <p><i>Extension</i> – To gain a wider perspective of the importance of preventative health care, read one or more of the short chapters in Section One of the Gold Book.</p> <p>Lesson One Evaluation – Discussion of the age page completion task presented above with students, along with an informal review of the way they have filled in Age 12 age page, should help teachers assess students’ comprehension of the preventative health aspects on the Age 12 service manual page.</p>	<p>Gold Book service manual for each student.</p> <p>Set of weighing scales.</p> <p>Height measuring tape.</p>

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	<p>Healthy food habits</p> <ul style="list-style-type: none"> • Nutritional requirements • The relationship of food habits to health <p>Road safety</p> <ul style="list-style-type: none"> • Defining risk factors and behaviours in a range of road environments and situations • Protective behaviour and equipment <p>Exploring risk</p> <ul style="list-style-type: none"> • Settings or circumstances in which risk taking occurs • Factors influencing risk taking <p>Strategies to minimise harm</p> <ul style="list-style-type: none"> • Recognising, assessing and responding to risk situations <p>Personal safety</p> <ul style="list-style-type: none"> • Strategies to keep safe • DRABCD and basic first aid assessment 	<p>Appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence</p> <p>Review the dietary habits of young people in relation to recommended dietary guidelines</p> <p>Explore road safety statistics to analyse reasons for gender differences in road related injury</p> <p>Explore the concept of risk by investigating the following:-</p> <p>What is a reasonable degree of risk? Why do people take risk?</p> <p>Describe strategies to minimise harm in each of the following real life situations when travelling alone at night, at a party, feeling depressed, being offered drugs, in water environments, exposed to the sun, as a pedestrian, passenger and user of wheeled devices</p> <p>Explain how potential for harm can be increased as the result of an interaction of factors, e.g. peers, alcohol use and road safety</p> <p>Recognise potentially unsafe situations and respond by demonstrating personal skills</p> <p>Identify strategies and develop plans to keep themselves safe when going out</p> <p>Demonstrate management of basic first aid</p>	<p>Lesson Two</p> <p><i>Task 1</i> – Discuss and cement gains made with Lesson One. Review any car service manuals brought in by the students, looking for similarities between Gold Book and car manual. (Allow 10 minutes).</p> <p><i>Task 2</i> – Go around the class and consecutively ask each student to discuss why each entry occurs in Section B & C Age 12 age page (Gold Book pages 48 & 49) (one student to one entry) i.e. start with smoking, then nutrition, alcohol, physical activity, vaccinations, first aid, weight management, sun protection, household poisons, swimming technique, swimming environments, car travel, bicycling, motorcycling, drugs, parties and depression. Each student should be asked to comment as to:- (i) Why the particular entry is in the service manual. (ii) What each entry is trying to prevent. (iii) How each entry is trying to achieve this. (Allow 35 minutes).</p> <p><i>Summary</i> – Again summarise service manual concept to briefly point out to students the importance of firstly seeing the problem as it is and then secondly addressing ways to prevent these problems. Cement progress to date. (Allow 10 minutes)</p> <p><i>Homework</i> – Encourage students to take Gold Books home to parents or guardians and discuss with them some of the preventative health strategies that they have identified which are applicable to their own age.</p> <p><i>Extension</i> – To gain a wider perspective of the importance of preventative health care, complete reading the chapters in Section One of the Gold Book.</p> <p>Lesson Two Evaluation – Discussion of Sections B & C with students, should help teachers assess students’ comprehension of the preventative health aspects in Sections B & C of the Age 12 service manual age page.</p>	<p>Gold Book service manual for each student.</p> <p>Car service manuals</p>

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>Factors that affect health</p> <ul style="list-style-type: none"> • How the environment influences health • Lifestyle and lifestyle diseases • Medical conditions <p>Healthy food habits</p> <ul style="list-style-type: none"> • Defining healthy food habits • Nutritional requirements • The relationship of food habits to health <p>Exploring risk</p> <ul style="list-style-type: none"> • Settings or circumstances in which risk taking occurs • Factors influencing risk taking • Outcomes of risk behaviour <p>Strategies to minimise harm</p> <ul style="list-style-type: none"> • Developing personal skills e.g. refusal skills 	<ul style="list-style-type: none"> • Appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence • Identify signs, symptoms and risk factors for health conditions in young people • Review the dietary habits of young people in relation to recommended dietary guidelines • Explore the concept of risk by investigating the following:- <ul style="list-style-type: none"> - What is a reasonable degree of risk? - Why do people take risk? - Influence of gender on risk behaviour? • Debate the positive and negative outcomes of risk behaviour 	<p>Lesson Three</p> <p><i>Task 1</i> – Discuss and cement gains made with first lessons</p> <p><i>Task 2</i> – Review the Nutrition Australia Healthy Eating Pyramid that students have previously filled in to assess their baseline knowledge about eating habits. From review, work out their knowledge deficiency and address with assistance from www.nutritionaustralia.org, either online or from printouts of the completed Pyramid. (Allow 20 minutes)</p> <p><i>Task 3</i> – Discuss what the lifetime benefits of using the service manual weight charts every 1-2 years around the time of the student’s birthday. What diseases in Australia today would be significantly improved by adequate population weight control, given the obesity epidemic? (Hypertension, Ischaemic Heart Disease, Stroke, Diabetes, etc.) (Allow 10 minutes)</p> <p><i>Task 4</i> - Demonstrate this to students by asking them to blow through their straw into a half filled cup of water. Compare this to the pumping action of the heart. Now ask them to moderately tightly squeeze the straw and try and blow the same amount of air. Compare the increased air pressure and the workload of the cheek and diaphragm muscles, as this is similar to the increased resistance that the heart has to pump against in obesity, leading to a higher pressure (hypertension), and pump failure (heart disease). (Allow 10 minutes).</p> <p><i>Summary</i> – Again summarise service manual concept to briefly point out to students the importance of firstly seeing the obesity problem as it is and then secondly addressing the diet to try and prevent these problems. Cement progress to date. (Allow 10 minutes)</p> <p>Lesson Three Evaluation – Discussion of healthy eating pyramid and diseases associated with obesity should help teachers assess students’ comprehension of the preventative health aspects in Section B of the Age 12 service manual page.</p>	<p>Gold Book service manual for each student.</p> <p>Completed Nutrition Australia Healthy Eating Pyramid</p> <p>Drinking straw</p> <p>Cup of water</p>

NOTE:

The important concept to impart is the need for an annual, lifelong, preventative health check up. The Gold Book Service Manual is simply one tool that students can use to start a regular lifelong check-up process, just like the service manual in a car.

As well as teaching students about the need for an annual preventative health check up, the Service Manual lessons can be used:-

1. At the start of the calendar year, to focus students on some of the topics relevant to their preventative health care, OR,
2. At the end of the calendar year, to cement gains made on all of these areas, OR,
3. At a time during the year when appropriate to review the preventative health subjects contained within, OR,
4. A combination of the above through the student year, regularly referring back to service manuals as preventative health subjects are discussed.

As well as a class learning manual, these can also be used as an assessment tool, or a homework assignment, as preferred by the teacher.

However, given the above options, the KEY recommendation is that these service manuals are used so that the student learns at an early age the importance of an annual preventative health check up:-

“If you give a man a fish, you feed him today.
If you teach a man to fish, you feed him for life”.

In the same way, this method of teaching a service manual approach for health prevention today, should teach students how to use this technique for their preventative health for tomorrow. It is hoped that these service manuals will become a useful tool in the classroom, but also a valuable long term reminder of the need for maintaining *individual responsibility* (Outcome 5.7, p38, PDHPE Years 7-10 Syllabus) to maintain adequate lifelong preventative health.