

YEAR: 11 Health Education UNIT TITLE: Preventative Health LENGTH: 6 Lessons
Gold Book service manual supplement to 8.1 Preliminary Core 1 - Better Health for Individuals 6 hours out of 36 hour total for module 8.1

AIM:

“To develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.”

Page 9, NSW Board of Studies PDHPE Stage 6 Syllabus Aim

RATIONALE:

PDHPE “involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status ... The Ottawa Charter for Health Promotion is introduced as an important concept for exploring health issues ... The health promotion model is applied to specific study of national health priority areas and issues related to equity and health. It also enables students to investigate areas of great relevance, including the health of young people and the analysis of personal health.”

Page 6, NSW Board of Studies PDHPE Stage 6 Syllabus Rationale

OBJECTIVES:

Through the study of PDHPE, students will develop:

- Values and attitudes that promote healthy and active lifestyles and communities
- Knowledge and understanding of the factors that affect health
- A capacity to exercise influence over personal and community health outcomes
- An ability to apply the skills of critical thinking, research and analysis

Page 9, NSW Board of Studies PDHPE Stage 6 Syllabus Objectives

PREVENTATIVE HEALTH 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 that they can elect to use as a system for their lifelong preventative health requirements.

COURSE METHODOLOGY:

“Critical Inquiry - Understanding about health and movement is dynamic ... Students ‘will learn to’ by exploring the issue ..., planning for action... and reflecting on the issue...

Practical Application – Learning becomes meaningful when students have the opportunity to apply their understanding to contexts that are personally relevant ... Within each module a range of practical applications are provided in the “Students learn to” section, including ... maintaining personal journals or diaries in order to monitor progress towards goals or to reflect on health issues.”

Page 12, NSW Board of Studies PDHPE Stage 6 Syllabus Course Methodology

Preliminary Course Objectives	Preliminary Course Outcomes
<p>A student develops:</p> <ul style="list-style-type: none"> values and attitudes that promote healthy active lifestyles and communities. 	<p>A student demonstrates</p> <ul style="list-style-type: none"> a commitment to social justice through valuing diversity, equity and supportive environments shows responsibility and a willingness to act for personal and community health shows a willingness to question issues that impact on health and performance values the technical and aesthetic qualities of and participation in physical activity
<p>A student develops:</p> <ul style="list-style-type: none"> knowledge and understanding of the factors that affect health 	<p>A student:</p> <ul style="list-style-type: none"> identifies and examines why individuals give different meanings to health (P1) explains how a range of health behaviours affect an individual's health (P2) describes how an individual's health is determined by a range of factors (P3)
<p>A student develops:</p> <ul style="list-style-type: none"> a capacity to exercise influence over personal and community health outcomes 	<p>A student:</p> <ul style="list-style-type: none"> evaluates aspects of health over which individuals can exert some control (P4) describes factors that contribute to effective health promotion (P5) proposes actions that can improve and maintain an individual's health (P6)
<p>A student develops:</p> <ul style="list-style-type: none"> an ability to apply the skills of critical thinking, research and analysis 	<p>A student:</p> <ul style="list-style-type: none"> forms opinions about health-promoting actions based on a critical examination of relevant information (P15) uses a range of sources to draw conclusions about health and physical activity concepts (P16)

8.1 Preliminary Core 1: Better Health for Individuals - Module Description:

This compulsory module examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health.

In this module, students investigate the following critical questions:

- What does health mean to individuals
- What influences the health of individuals
- What strategies help promote the health of individuals

After studying this module, students will understand and value a how wide range of factors interact to support an individual to achieve better health.

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>Meanings of health:</p> <ul style="list-style-type: none"> - definitions of health - dimensions of health - relative and dynamic nature of health <p>Perceptions of health:</p> <ul style="list-style-type: none"> - perceptions of their health - perceptions of the health of others e.g. parents, the elderly, the homeless - implications of different perceptions of health - Perceptions of health as social constructs - Impact of the media, peers and family 	<p>Examine the dynamic nature of health by exploring:</p> <ul style="list-style-type: none"> - The interactions between the dimensions - The concept of good health - The health continuum - How health changes over time - How an individual's circumstances affect their health <p>Examine perceptions of health by exploring questions such as:</p> <ul style="list-style-type: none"> - how healthy am I? - how healthy do other people think I am? - how healthy do I think other people are? - why would my perceptions of health be similar or different to others? - how might an individual's perception of health affect their behaviour and wellbeing? <p>Determine the degree to which perceptions of health are socially constructed.</p>	<p><u>Lesson One Health Meaning</u></p> <p><i>Task 1</i> – Discuss the definitions of health. Encourage students to then independently complete Age 16 age page (pp 52 & 53), making use of height measuring tape and weighing scales, including calculating their BMI. Ask them to decide whether they are healthy or not. (Allow 15 minutes)</p> <p><i>Task 2</i> – Have several students define on what grounds they consider they are healthy, using their preferred definition of health but linking this to the contents on Age 16 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 unhealthy problems listed in Section A as they are, so that one can then start looking for good health solutions. (Allow 25 minutes)</p> <p><i>Task 3</i> – Broadly review individual concepts associated with Sections B & C on Age 16 age page, as appropriate visiting smoking, 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, rather than spend any significant time discussing any one concept. Student's circumstances may significantly influence their health with respect to any of the above issues. (Allow 10 minutes)</p> <p><i>Summary</i> – Summarise service manual concept in terms of assessing good or bad health. (Allow 5 minutes)</p> <p><i>Homework</i> - Encourage students to view a car's service manual at home for comparison to the Gold Book service manual.</p>	<p>Gold Book service manual for each student.</p> <p>Set of weighing scales.</p> <p>Height measuring tape.</p>

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>The determinants of health</p> <ul style="list-style-type: none"> - individual factors, e.g. knowledge and skills, attitudes, genetics - sociocultural factors, e.g. family, peers, media, religion, culture - socioeconomic factors, e.g. employment, education, income, environmental factors, e.g. geographical location, access to health services and technology <p>The degree of control individuals can exert over their health:</p> <ul style="list-style-type: none"> - modifiable and non-modifiable health determinants - the changing influence of determinants through different life stages 	<p>Analyse how an individual's health can be determined by a range of factors acting in various combinations</p> <p>Assess the degree of control individuals have over their health, by exploring questions such as:</p> <ul style="list-style-type: none"> - how much control do individuals have over the determinants? - What can individuals do to modify the determinants they have little control over? - How does the level of influence of the determinants change over time? <p>Investigate how the determinants of health explain why some individuals and groups have better or worse health than others.</p>	<p><u>Lesson Two Health Influences</u></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 5 minutes)</p> <p><i>Task 2</i> – Ask students to make a table of health factors identified on the Age 16 age page, versus three different populations of teenage youths – their own, Aboriginal and our nearest neighbour Papua New Guinea. Fill out the table briefly detailing each actual or expected factor for each teenage population. (Allow 15 minutes)</p> <p>Ask them to estimate:-</p> <ul style="list-style-type: none"> (i) How much control the three different populations have over the range of factors. (ii) What the different populations of youths can really do to modify these factors. (iii) How these factors are likely to change over time. <p>Ask several students to report back to the class some of the factors they have chosen, what they have estimated and how they are likely to change over time. (Allow 15 minutes)</p> <p><i>Task 3</i> – Using the health factors identified in the Gold Book service manuals, ask students to consider how they can improve each of the three different populations overall health. (Allow 15 minutes)</p> <p><i>Summary</i> - Summarise progress made in lesson with respect to understanding health determinants. (Allow 5 minutes)</p> <p><i>Homework</i> - Encourage students to read the Gold Book Section One chapters to get a handle on the overall service manual preventative health concept, prior to the lesson on Health Promotion.</p>	<p>Gold Book service manual for each student</p> <p>Car service manuals</p> <p>Class computers with web access</p>

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>What is Health Promotion?</p> <p>Responsibility for health promotion</p> <ul style="list-style-type: none"> - Individuals - Community groups / schools - Non-government organisations - Australian Government - International organisations, e.g. WHO, UN 	<p>Describe the various health promotion roles and responsibilities adopted by individuals, groups and governments</p> <p>Determine the effectiveness of a range of health promotion strategies relevant to young people, e.g. government interventions relating to alcohol consumption and young drivers</p>	<p><u>Lesson Three Health Promotion (I)</u></p> <p><i>Task 1</i> – Cement the previous two lessons, and discuss any aspects of the Gold Book service manuals that students bring up from these previous two preventative health care tutorials. (Allow 10 minutes)</p> <p><i>Task 2</i> – Provide students with a definition for Health Promotion. (Allow 10 minutes)</p> <p><i>Task 3</i> - Using example of the Gold Book service manuals, and the students new found familiarity with these manuals, ask students to determine who is behind this service manual concept (Dr Hingston, Cancer Council, National Breast Cancer Foundation, HDL Publishing). What might be some of their reasons for presenting this new concept to the community? Why did HDL Publishing donate one pair of Gold Books to every primary and secondary school in Australia? (answers found in Gold Book preface proverb and paragraphs) What form of support should other groups or the government provide to Australians to bolster this form of health promotion, if any? (Allow 10 minutes)</p> <p><i>Task 4</i> – Ask students to design a questionnaire made up of 20 questions, which they can use to test their parents and grandparents, to ascertain how effective the service manual concept is as a health promotion tool in the wider community. (Allow 20 minutes)</p> <p><i>Summary</i> - Summarise progress made in lesson with respect to understanding health promotion in the community using the Gold Book service manuals as an example. (Allow 5 minutes)</p> <p><i>Homework</i> – Complete the questionnaire and test four extended family members. Record the results, and hand these in the following day as a short one page assignment, including any relevant comments from parents or grandparents.</p>	<p>Gold Book service manual for each student.</p>

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>Health promotion approaches and strategies</p> <ul style="list-style-type: none"> - Lifestyle / behavioural approaches, e.g. quit smoking programs, health education - Preventative medical approaches, e.g. childhood immunisation, cancer screening - Public health approaches, e.g. health-promoting schools and workplaces 	<p>Propose other actions that may improve the health of young people</p>	<p><u>Lesson Four Health Promotion (II)</u></p> <p><i>Task 1</i> – Discuss and cement gains made with first three lessons. Briefly review any interesting responses to the student survey performed on older family members with the previous lesson’s homework.</p> <p style="text-align: right;">(Allow 10 minutes)</p> <p><i>Task 2</i> – Ask the students to design freehand a new service manual age page which they consider would be more effective at promoting good health and a preventative health care message. Keep the content and format limited to one page, and ask them to bear in mind the common diseases of youth into adulthood. Ensure they focus on the health promotion aspects of this task (not the colours, formatting, layout, etc.).</p> <p style="text-align: right;">(Allow 30 minutes)</p> <p><i>Task 3</i> – Ask several students to present to the class what and why they have chosen for their own Age 16 age page. Then, ask them to swap their age page with a student colleague, and ask them to fill this out, completing as homework.</p> <p style="text-align: right;">(Allow 20 minutes)</p> <p><i>Summary</i> – Encourage service manual model to students to consider using as they, their friends and wider family age.</p> <p><i>Homework</i> – Complete the student questionnaire constructed in this lesson by their colleague, and hand these in the following day as a short one page assignment. In preparation for the next lesson, read the ‘Disease Screening’ pages (pp 25 – 28) in Section One of the Gold Book service manual, and then briefly review Age Pages 40 – 70 to gain an overview of these, taking note of any recommendations that relate to cancer screening.</p>	<p>Gold Book service manual for each student.</p>

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>Health promotion approaches and strategies</p> <ul style="list-style-type: none"> - Lifestyle / behavioural approaches, e.g. quit smoking programs, health education - Preventative medical approaches, e.g. childhood immunisation, cancer screening - Public health approaches, e.g. health-promoting schools and workplaces 	<p>Propose other actions that may improve the health of young people</p>	<p><u>Lesson Five - Health Promotion (III)</u></p> <p><i>Task 1</i> – Discuss and cement gains made with first four lessons. Briefly review any interesting ideas produced by students on their own designed age page. (Allow 5 minutes)</p> <p><i>Task 2</i> – Divide the class into 5 groups, allocating one of the following organs to each group (lung, breast, colon, prostate, cervix). Using the service manuals, ask each group to ascertain what is recommended to prevent the toll that these cancers are currently taking in Australia today. Ask each group to report back to the class in their turn. (Allow 25 minutes)</p> <p><i>Task 3</i> – Visit www.cancerscreening.gov.au to look at what the Australian Government is currently providing in terms of cancer screening. Each group should look at their own topic area and check the service manuals against the government services. (Allow 20 minutes)</p> <p><i>Summary</i> – Encourage service manual model to students to consider using as they, their friends and wider family age. (Allow 5 minutes)</p> <p><i>Homework</i> – Ask students to again visit www.cancerscreening.gov.au, and choose one cancer screening program. Ask them to write one page on the strengths of the program and one page on the weaknesses of the program. Finally, ask students to see if they can find out how many Australian lives are meant to be saved each year by the respective cancer screening program. (approximately 30% of the annual death rate from these diseases i.e. 1,000 lives saved from Breast Cancer, 1,500 from bowel cancer and 70 from cervical cancer).</p>	<p>Gold Book service manual for each student.</p> <p>Class computers with web access</p>

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>The Ottawa Charter as an effective health promotion framework</p> <ul style="list-style-type: none"> - Developing personal skills - Creating supportive environments - Strengthening community action - Reorienting health services - Building public policy 	<p>Explain how health promotion based on the action areas of the Ottawa Charter have contributed to positive health outcomes</p> <p>e.g.</p> <ul style="list-style-type: none"> - reduction in road injuries - reduction in tobacco use 	<p><u>Lesson Six – Ottawa Charter</u></p> <p><i>Task 1</i> – Review the homework and inform the class of the number of Aussie lives that each screening program aims to save each year (approximately 30% of the annual death rate from these diseases i.e.1,000 lives saved from breast cancer, 1,500 from bowel cancer and 70 from cervical cancer). Ask the class to comment on how the Gold Book service manuals are designed to augment the screening program (answer – help with recruitment as currently only 50% of eligible women elect to have breast cancer screening, and only 25% of eligible men & women choose to have bowel cancer screening!)</p> <p style="text-align: right;">(Allow 15 minutes)</p> <p><i>Task 2</i> – Review the Gold Book service manuals in the light of the Ottawa Charter. Divide the class into five groups and allocate to each of them one of the five action areas. Ask them to look for features of each action area that are contained within the Gold Book service manual, and present them back to the class.</p> <p style="text-align: right;">(Allow 15 minutes)</p> <p><i>Task 3</i> – With the aim of developing personal health promotion skills, design an approach to a local community to encourage the dissemination and use of a service manual approach to try and lower the disease burden in that community.</p> <p style="text-align: right;">(Allow 20 minutes)</p> <p><i>Summary</i> – Encourage students to consider a service manual health promotion approach for the rest of their life, either using the Gold Book, or another similar model. ‘Good health is your responsibility – Act now!’</p> <p style="text-align: right;">(Allow 5 minutes)</p>	<p>Gold Book service manual for each student.</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 improving health in young people and to maintain adequate lifelong preventative health.

Extension Training:-

1. Use the service manual to focus in on heart disease and stroke prevention. (i) What lifestyle recommendations are documented to prevent ischaemic heart disease and stroke? (ii) What tests are recommended to be performed at what age to pick up early problems that if left unchecked, might lead to heart disease or stroke? (iii) If all Australians adopted the service manual lifestyle recommendations, estimate how many lives could be saved each year (tricky to estimate, but conservatively around 25% of the current death rate from these two diseases).
2. Visit http://www.aihw.gov.au/mortality/data/current_data.cfm. (i) From this table, ask students to construct a histogram bar graph of the top 10 causes of death currently in Australia. (ii) From this table, ask students to choose 7 diseases (Heart disease, Stroke, Lung cancer, Chronic Airways Disease, Colorectal cancer, Breast cancer, Pneumonia). Use the service manual to work out how each of these diseases should be prevented, by whom and at what age. (iii) Ask students to work out from the service manual what they, their parents and their grandparents should be doing now to prevent these 7 diseases from forming.