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| YEAR: 12 | Health Education | UNIT TITLE: | Preventative Health | LENGTH: | 6 Lessons |
| Gold Book service manual supplement to 9.1 HSC Core 1 | | Health Priorities in Australia | | 6 hours out of 36 hour total for module 9.1 | |

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

| HSC Course Objectives | HSC Course Outcomes |
|--|--|
| A student develops: <ul style="list-style-type: none"> values and attitudes that promote healthy active lifestyles and communities. | A student demonstrates <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 |
| A student develops: <ul style="list-style-type: none"> knowledge and understanding of the factors that affect health | A student: <ul style="list-style-type: none"> describes the nature and justifies the choice of Australia's health priorities (H1) analyses and explains the health status of Australians in terms of current trends and groups most at risk (H2) analyses the determinants of health and health inequities (H3) |
| A student develops: <ul style="list-style-type: none"> a capacity to exercise influence over personal and community health outcomes | A student: <ul style="list-style-type: none"> argues the case for health promotion based on the Ottawa Charter (H4) explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities (H5) |
| A student develops: <ul style="list-style-type: none"> an ability to apply the skills of critical thinking, research and analysis | A student: <ul style="list-style-type: none"> argues the benefits of health-promoting actions and choices that promote social justice (H14) critically analyses key issues affecting the health of Australians and proposes ways of working towards better health and physical activity concepts (H15) devises methods of gathering, interpreting and communicating information about health and physical activity concepts (H16) |

9.1 HSC Core 1: Health Priorities in Australia - Module Description:

This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving a better health for all Australians.

In this module, students investigate the following critical questions:

How are priority issues for Australia's health identified?

What are the priority issues for improving Australia's health?

What role do health care facilities and service play in achieving better health for all Australians?

What actions are needed to address Australia's health priorities?

In this module, students learn how health can be promoted by personal and community action and by policies at all levels of responsibility.

| Outcome | Students learn about: | Students learn to: | Teaching and learning activities | Resources |
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| | <p>Measuring health status</p> <ul style="list-style-type: none"> - role of epidemiology - measures of epidemiology (mortality, infant mortality, morbidity, life expectancy) <p>Identify priority health issues</p> <ul style="list-style-type: none"> - social justice principles - priority population groups - prevalence of condition - potential for prevention and early intervention - costs to the individual and community | <p>Critique the use of epidemiology to describe health status by considering questions such as:</p> <ul style="list-style-type: none"> - What can epidemiology tell us? - Who uses these measures? - Do they measure everything about health status? <p>Use tables and graphs from health reports to analyse current trends in life expectancy and major causes of morbidity and mortality for the general population and comparing males and females</p> | <p><u>Lesson One Epidemiology</u></p> <p><i>Task 1</i> – Have the class define epidemiology (literally means study (<i>logos</i>) upon (<i>epi</i>) the people (<i>demos</i>), and mainly refers today to the study of chronic disease. However, an important part of epidemiology is the application of the subject to the control of health problems). (Allow 10 minutes)</p> <p><i>Task 2</i> – Ask three students (one at a time) to read out aloud the first three paragraphs on page 23 entitled ‘Disease Prevention’ from the Gold Book. Discuss the implications of those numbers (23,000, 11,000 & 7,000) as they are currently the most likely reasons for the long term demise of the class. (Allow 15 minutes)</p> <p><i>Task 3</i> - 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. (Allow 15 minutes)</p> <p><i>Task 4</i> – If there are computers available that access the internet, Visit http://www.aihw.gov.au/mortality/data/current_data.cfm.</p> <p>(i) From this table, ask students to construct a histogram bar graph of the top 10 causes of death currently in Australia. (ii) Discuss what they can do in their own group to prevent any of their members becoming a statistic on this mortality data. (iii) Ask students if these mortality figures are the sole measure of health status? If not, what are the other measures? (Allow 15 minutes)</p> <p><i>Summary</i> – Given <i>Tasks 2 & 3</i>, challenge the students to consider continuing with lifelong regular service manual checks to prevent the early onset of disease, focussing on Gold Book Preface contents and proverb.</p> <p><i>Homework</i> –(i) Read Section One of Gold Book (ii) Read Minister of Health’s introduction in ‘Taking Preventive Action – A Response to Australia: The Healthiest country by 2020’ (long internet address found on page 183 Gold Book).</p> | <p>Gold Book service manual for each student.</p> <p>Set of weighing scales.</p> <p>Height measuring tape.</p> <p>Class computers with web access</p> |

| Outcome | Students learn about: | Students learn to: | Teaching and learning activities | Resources |
|---------|---|---|--|--|
| | <p>Measuring health status</p> <ul style="list-style-type: none"> - role of epidemiology - measures of epidemiology (mortality, infant mortality, morbidity, life expectancy) <p>Identify priority health issues</p> <ul style="list-style-type: none"> - social justice principles - priority population groups - prevalence of condition - potential for prevention and early intervention - costs to the individual and community | <p>Use tables and graphs from health reports to analyse current trends in life expectancy and major causes of morbidity and mortality for the general population and comparing males and females</p> <p>Argue the case for why decisions are made about health priorities by considering questions such as:</p> <ul style="list-style-type: none"> - How do we identify priority issues for Australia's health? - What role do the principles of social justice play? - Why is it important to prioritise? | <p><u>Lesson Two Australia: The Healthiest Country by 2020</u></p> <p><i>Task 1</i> – Discuss and cement gains made with Lesson One. (Allow 5 minutes)</p> <p><i>Task 2</i> – Review Homework - Minister of Health's comments in 'Taking Preventive Action – A Response to Australia: The Healthiest country by 2020' (long internet address found on page 183 Gold Book).</p> <p>Discuss with students what the three main Australian Government preventative health targets are for 2020 (smoking, alcohol & obesity). Ask students to select one of these three targets as a project. As the main two references, use both the National Preventive Health Taskforce Strategy 'Australia: The Healthiest country by 2020' and the government's response ('Taking Preventive Action ...'). Ask the students to answer the following questions:-</p> <ul style="list-style-type: none"> (i) Analyse current trends in life expectancy (ii) Analyse major causes of morbidity (iii) Analyse major causes of mortality (iv) Compare males and females (v) What measures do the Gold Books use to augment the Taskforce Strategy and government response? (Allow 45 minutes) <p><i>Summary</i> – Point out to students the importance of this assignment. Their life could well depend on it!</p> <p><i>Homework</i> - Encourage students to complete above assignment over next one to two weeks.</p> | <p>Class computers with web access</p> <p>Gold Book service manual for each student.</p> |

| Outcome | Students learn about: | Students learn to: | Teaching and learning activities | Resources |
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| | <p>Groups experiencing health inequities</p> <ul style="list-style-type: none"> - Aboriginal and Torres Strait Islander peoples - Socioeconomically disadvantaged people - People in rural and remote areas - Overseas-born people - The elderly - People with disabilities | <p>Research and analyse Aboriginal and Torres Strait Islander peoples and ONE other group experiencing health inequities by investigating:</p> <ul style="list-style-type: none"> - The nature and extent of the health inequities - The sociocultural, socioeconomic and environmental determinants - The roles of individuals, communities and governments in addressing the health inequities | <p><u>Lesson Three Improving Australia's Health – Priority Issue I</u></p> <p><i>Task 1</i> – Discuss and cement gains made with Lesson One. (Allow 5 minutes)</p> <p><i>Task 2</i> – Use Gold Books to learn about service manual checks for Aboriginal and Torres Strait Islanders (pp 54 – 89). (Allow 15 minutes)</p> <p><i>Task 3</i> – Visit ‘National guide to a preventive assessment in Aboriginal and Torres Strait Islander peoples - Preventive health life cycle summary charts (web address in Gold Book reference section – www.racgp.org.au/guidelines/nationalguide). Analyse life cycle summary charts and identify differences between these and the Gold Book recommendations for preventative health care for other Australians. (Allow 20 minutes)</p> <p><i>Task 4</i> – As a class, discuss what local and national initiatives can be taken to assist with the obvious health discrepancy between Aboriginal and Torres Strait Islander peoples, and other Australians. (Allow 15 minutes)</p> <p><i>Homework</i> – Review other Aboriginal and Torres Strait Islander health issues documented on RACGP website.</p> | <p>Gold Book service manual for each student.</p> <p>Class computers with web access</p> |

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| | <p>High levels of preventable chronic disease, injury and mental health problems</p> <ul style="list-style-type: none"> - Cardiovascular disease (CVD) - Cancer (skin, breast, lung) - Diabetes - Respiratory disease - Injury - Mental health problems and illnesses | <p>Research and analyse CVD, cancer and ONE other condition listed by investigating:</p> <ul style="list-style-type: none"> - The nature of the problem - Extent of the problem (trends) - Risk factors and protective factors - The sociocultural, socioeconomic and environmental determinants - Groups at risk | <p><u>Lesson Four Improving Australia's Health – Priority Issue II</u></p> <p><i>Task</i> – Commence student project analysing CVD, one common cancer mentioned in Gold Book (bowel, breast, cervix, prostate) and one other disease mentioned in Gold Book. Building on the knowledge gained from Lessons One and Two, complete project on three diseases analysing:</p> <ul style="list-style-type: none"> (i) Nature of the disease (ii) Extent of the disease (iii) Risk factors of the disease (iv) Protective factors for the disease (v) Sociocultural factors (vi) Socioeconomic factors (vii) Environmental determinants (viii) Groups at risk (ix) Use Gold Book to document all the ways each of the three diseases can be prevented, concentrating on method of prevention and relevant ages that prevention should occur. (x) Complete four Gold Book age page assessments to include in this project, to use as examples to embellish above disease pointers. Use either two examples each from either the www.gold-book.net/mums or www.gold-book.net/casebook/dads (or www.gold-book.net/grandmas or www.gold-book.net/grandpas) web pages, OR, by interviewing and completing four age page assessments on the students' parents and grandparents (ensuring confidentiality of these analyses). <p><i>Summary</i> – Point out again to students the importance of this assignment.</p> <p><i>Homework</i> - Encourage students to complete above assignment over next one to two weeks.</p> | <p>Gold Book service manual for each student.</p> <p>Class computers with web access</p> |

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| | <p>A growing and ageing population</p> <ul style="list-style-type: none"> - Healthy ageing - Increased population living with chronic disease and disability - Demand for health services and workforce shortages - Availability of carers and volunteers | <p>Assess the impact of a growing and ageing population on:</p> <ul style="list-style-type: none"> - The health system and services - Health service workforce - Carers of the elderly - Volunteer organisations | <p><u>Lesson Five Improving Australia's Health – Priority Issue III</u></p> <p><i>Task 1</i> – Ask the students to use the Gold Book as a reference to plot an average mortality curve, using age on the x axis, and percentage people still alive on the y axis. Plot both the male line and the female line on the same graph, and use 40 – 90 as the age range. Use this graph to introduce to the class the aging population. (Allow 15 minutes)</p> <p><i>Task 2</i> – Use the Gold Book to analyse the preventative health needs of the elderly.</p> <p>(i) Construct a table of all of the different diseases that are mentioned in the 65 – 90 age group, taking note of the brief discussions on pages 122 – 123 & pages 154 – 155.</p> <p>(ii) List all of the health services that are likely to be involved in both preventing all of these problems, and treating them if and when they develop. (Allow 40 minutes)</p> <p><i>Homework</i> – Based on the large table generated in class, write a 1,000 word essay on the health care issues associated with aging, placing emphasis on the demand for health services and current workforce shortages, and the importance of prevention to lessen as much as possible the burden of geriatric illness in society.</p> | <p>Gold Book service manual for each student.</p> |

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|---------|--|--|---|---|
| | <p>Health promotion based on the five action areas of the Ottawa Charter</p> <ul style="list-style-type: none"> - Levels of responsibility for health promotion - The benefits of partnerships in health promotion, e.g. government sector, non-government agencies and the local community - How health promotion based on the Ottawa Charter promotes social justice - The Ottawa Charter in action <p>The Ottawa Charter:</p> <ul style="list-style-type: none"> - Developing personal skills - Creating supportive environments - Strengthening community action - Reorienting health services - Building public policy | <p>Argue the benefits of health promotion based on:</p> <ul style="list-style-type: none"> - Individuals, communities and governments working in partnership - The five action areas of the Ottawa Charter <p>Investigate the principles of social justice and the responsibilities of individuals, communities and governments under the action areas of the Ottawa Charter</p> <p>Critically analyse the importance of the five action areas of the Ottawa Charter through a study of TWO health promotion initiatives related to Australia's health priorities.</p> | <p><u>Lesson Six – Ottawa Charter</u></p> <p><i>Task 1</i> – Critically analyse the Gold Book service manuals</p> <p>(i) As a health promotion tool. Lead a discussion on the health benefits of the potential health benefits from the community introduction of the Gold Book service manuals. Can the service manual approach realistically be expected to enhance community health (based on encouraging individual responsibility through age applicable education), or is this Gold Book service manual a waste of time? (Allow 25 minutes)</p> <p>(ii) 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 within the Gold Book service manual. (Allow 25 minutes)</p> <p><i>Homework</i> – (a) 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, structuring the design around the five action areas. (b) Choose another health promotion initiative related to Australia's health priorities and analyse what parts of the Ottawa Charter are being emphasised by this initiative.</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!' (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.