

<b>YEAR: 12</b>	<b>Health Education</b>	<b>UNIT TITLE:</b>	<b>Preventative Health</b>	<b>LENGTH:</b>	<b>2 Lessons</b>
<b>Gold Book service manual supplement to 9.3 HSC Option 1</b>		<b>The Health of Young People</b>		<b>2 hours out of 24 hour total for module 9.3</b>	

**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"> <li>values and attitudes that promote healthy active lifestyles and communities.</li> </ul>	A student demonstrates <ul style="list-style-type: none"> <li>a commitment to social justice through valuing diversity, equity and supportive environments</li> <li>shows responsibility and a willingness to act for personal and community health</li> <li>shows a willingness to question issues that impact on health and performance</li> <li>values the technical and aesthetic qualities of and participation in physical activity</li> </ul>
A student develops: <ul style="list-style-type: none"> <li>knowledge and understanding of the factors that affect health</li> </ul>	A student: <ul style="list-style-type: none"> <li>analyses and explains the health status of Australians in terms of current trends and groups most at risk (H2)</li> </ul>
A student develops: <ul style="list-style-type: none"> <li>a capacity to exercise influence over personal and community health outcomes</li> </ul>	A student: <ul style="list-style-type: none"> <li>explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities (H5)</li> <li>demonstrates a range of personal health skills that enables them to promote and maintain health (H6)</li> </ul>
A student develops: <ul style="list-style-type: none"> <li>an ability to apply the skills of critical thinking, research and analysis</li> </ul>	A student: <ul style="list-style-type: none"> <li>argues the benefits of health-promoting actions and choices that promote social justice (H14)</li> <li>critically analyses key issues affecting the health of Australians and proposes ways of working towards better health and physical activity concepts (H15)</li> <li>devises methods of gathering, interpreting and communicating information about health and physical activity concepts (H16)</li> </ul>

**9.3 HSC Option 1: The Health of Young People - Module Description:**

This module is concerned with the health needs of young people. In this module, students examine the nature of young people's lives and the developmental factors that significantly influence their health. They consider the health status of young people and examine a number of related health issues. Students discover that there is much that can be done to support the health of young people and they critically analyse the level of support currently available. Students are encouraged to develop a positive view of the future and a preparedness to contribute towards that future.

In this module, students investigate the following critical questions:

What is good health for young people?

To what extent do Australia's young people enjoy good health?

What skills and actions enable young people to attain better health?

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>The nature of young people's lives</p> <ul style="list-style-type: none"> <li>- how the developmental stage can vary in motivations, values, sociocultural background</li> <li>- the influence of family/peers</li> <li>- the influence of prevailing youth cultures</li> <li>- the influence of global events and trends</li> <li>- the influence of technology</li> </ul> <p>Epidemiology of the health of young people</p> <ul style="list-style-type: none"> <li>- patterns of morbidity and mortality</li> <li>- comparisons of health status with that of other age groups</li> </ul>	<p>Distinguish those aspects of young people's lives that make them similar and different to the young people of previous generations</p> <p>Analyse health data for young people and compare with that of other age groups in order to identify the generally positive picture of the health of young people</p> <p>Identify current areas of ill health that are of greatest prevalence among young people</p>	<p><u>Lesson One What is good health for young people?</u></p> <p><i>Task 1</i> – Using the Age 16 age page, list on a white board the diseases/injuries that the Gold Book service manuals are trying to prevent occurring. (Allow 10 minutes)</p> <p><i>Task 2</i> - Access the GRIM data online in class (<a href="http://www.aihw.gov.au/mortality/data/external_06.xls">www.aihw.gov.au/mortality/data/external_06.xls</a>). Find out:</p> <ul style="list-style-type: none"> <li>(i) What are the diseases / injuries that have caused the death of children aged 10 – 14 and teenagers aged 15 – 19?</li> <li>(ii) Find the figures for this last decade, and compare both age groups, looking for any patterns. Discuss the possible reasons for the changes.</li> <li>(iii) Compare the last decade to the WWI &amp; WWII periods, again asking the students to comment on the changes.</li> <li>(iv) Work out what preventative health strategies they would institute if they were the Government, to try and get all of these numbers as close to zero as possible.</li> <li>(v) Discuss what they can do in their own group to prevent any of their members becoming a statistic on the GRIM tables. (Allow 45 minutes)</li> </ul> <p><i>Homework</i> – Ask students to write a letter to the Minister of Health, Private Bag, Canberra, with their own recommendations as to how to improve the health of young people, basing it on the information they have gleaned from both the Gold Book service manual and the GRIM tables.</p> <p><i>Summary</i> – Given the GRIM data, challenge the students to consider continuing with lifelong regular service manual checks to prevent the early onset of disease or injury, focussing on Gold Book Preface contents and proverb.</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>Skills in attaining better health</p> <ul style="list-style-type: none"> <li>- Building self concept</li> <li>- Developing connectedness and support networks</li> <li>- Developing resilience and coping skills</li> <li>- Developing health literacy skills</li> <li>- Developing communication skills</li> <li>- Accessing health services</li> <li>- Becoming involved in community service</li> <li>- Creating a sense of future</li> </ul>	<p>Analyse through meaningful and realistic situations how the skills can assist young people to enjoy good health</p> <p>Critically reflect on their own personal health and health behaviours including both positive and negative influences and indicate future courses of action for better health</p>	<p><u>Lesson Two</u> What skills/actions enable better health for youth?</p> <p><i>Task 1</i> – Discuss and cement gains made with Lesson One. Collect letters to Minister of Health and post the good ones (The Minister will never read them, but someone might reply). (Allow 5 minutes)</p> <p><i>Task 2</i> – Ask students to, if not already performed, complete their Age 16 age page. If appropriate, ask students to swap their completed Age 16 age pages with a friend or colleague, and then list the positive and negative influences that might be acting on their colleague’s health results. (Allow 15 minutes)</p> <p><i>Task 3</i> – In the same student pair, discuss ways of improving the health status of each other with reference to accessing health services or becoming involved in a community service. As pairs to come up with practical ways of ongoing health status improvements (e.g. tying in annual service manual health personal health check with their birthdays). (Allow 15 minutes)</p> <p><i>Task 4</i> – Given the Australian obesity epidemic, work again as a pair to construct an appropriate weight strategy, given the need to balance energy input with energy output. Ask the pairs to critically reflect on their own personal health status and list practical energy input options for themselves, now and in the years ahead, countering with another list of practical energy output options for themselves, again now and in the coming years. Encourage students to hand list in at end of lesson. (Allow 20 minutes)</p> <p><i>Summary</i> – Remind students of the benefits of the service manual approach, and encourage them to consider using this skill/action over a lifetime to enhance their health.</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.