

<b>YEAR:</b> 12 <b>Health Education</b> <b>Gold Book service manual supplement to 9.7 HSC Option 5</b>	<b>UNIT TITLE:</b> <b>Preventative Health Equity and Health</b>	<b>LENGTH:</b> <b>2 Lessons</b> <b>2 hours out of 24 hour total for module 9.7</b>
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**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>describes the nature and justifies the choice of Australia's health priorities (H1)</li> <li>analyses and explains the health status of Australians in terms of current trends and groups most at risk (H2)</li> <li>analyses the determinants of health and health inequities (H3)</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> </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>

**9.7 HSC Option 5: Equity and Health - Module Description:**

This module is concerned with the achievement of health for all and the actions necessary to realise this goal. In this module, students build on their understanding of equity and social justice which were introduced in the core module Health Priorities in Australia. They examine the populations that experience health inequities and critically analyse social, cultural, economic and political factors that impact on the health status of these populations. Students think carefully in order to discern actions that work towards reducing the gap in health status between populations.

As the major focus of this module, students conduct an examination of two populations experiencing significant health inequities.

In this module, students investigate the following critical questions:

Why do inequities exist in the health of Australians?

What inequities are experienced by population groups in Australia?

How may the gap in health status of populations be bridged?

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>Factors that create health inequities</p> <ul style="list-style-type: none"> <li>- daily living conditions</li> <li>- quality of early years of life</li> <li>- access to services and transport</li> <li>- socioeconomic factors</li> <li>- social attitudes, e.g. social exclusion, discrimination</li> <li>- government policies and priorities, e.g. health, economic, social</li> </ul>	<p>Identify how these factors contribute to the inequities experienced by different population groups in Australia</p> <p>Recognise the potential for populations to be exposed to multiple risk factors contributing to health inequities and the implications for managing the inequities</p>	<p><u>Lesson One Why do inequities exist in the health of Australians?</u></p> <p>Discuss the Baby Boomers’ section in the Gold Book on page 90 – 91, and go around the class getting them to point out significant health service manual differences in the 50’s compared to the teen years. Ask the class to consider the discrepancies in wealth in Australian society. Then divide the class into three groups, allocating one to represent the poor, another the middle class and the final group, the wealthy. Pose the following questions in turn to the groups, giving them a few minutes to discuss prior to responding:-</p> <ul style="list-style-type: none"> <li>(i) On the Age 55 age page, what service manual recommendations are going to be spontaneously performed by their group?</li> <li>(ii) What strategies targeting obesity would they suggest that their group might respond to?</li> <li>(iii) Referring to the bowel cancer screening recommendations on the Age 55 age page, would they do these, and if not, what would it take to convince them?</li> <li>(iv) Would they be prepared to have their BP measured annually?</li> <li>(v) What would entice them to see their GP or GP practice nurse for an annual health check up around the time of their birthday?</li> </ul> <p><i>Summary</i> – Given <i>Tasks 2 &amp; 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> – Read Section One of Gold Book again, but this time considering how this tool might be useful for evening out some of the health inequities in society.</p> <p>Select 6 members of the class to debate (3 affirmative, 3 negative) whether or not the Gold Book service manual health promotion strategy will be successful or not at enhancing the health of our wider communities, given the inherent Australian inequities (see next lesson module ‘learn about’ and ‘learn to’ points to help structure speeches).</p>	<p>Gold Book service manual for each student.</p>

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	<p>Actions that improve health enabling (using knowledge and skills for change)</p> <ul style="list-style-type: none"> <li>- mediating (working for consensus)</li> <li>- advocating (speaking up for specific groups, their needs and concerns)</li> </ul> <p>A social justice framework for addressing health inequities</p> <ul style="list-style-type: none"> <li>- empowering individuals in disadvantaged circumstances</li> <li>- empowering disadvantaged communities</li> <li>- improving access to facilities and services</li> <li>- encouraging economic and cultural change</li> </ul> <p>Characteristics of effective health promotion</p> <ul style="list-style-type: none"> <li>- ensuring cultural relevance and appropriateness</li> <li>- focusing on skills, education and prevention</li> <li>- supporting the whole population while directing extra resources to those in high risk groups</li> </ul>	<p>Explain the nature of enabling, mediating and advocating processes when working for sustainable improvements for disadvantaged groups</p> <p>Apply the social justice framework to the development of a plan to address the causal factors of an inequity</p> <p>Distinguish those characteristics that contribute to the sustainability of health strategies</p> <p>Analyse the characteristics of a specific health promotion strategy in order to predict its potential for success.</p>	<p><u>Lesson Two Bridging the gap in health status of populations</u></p> <p><i>DEBATE</i></p> <p>To help student’s structure speech, use ‘learn about’ and ‘learn to’ points in left hand columns.</p> <p>Debate: Given the inequities in Australia, the Gold Book service manual health promotion strategy will be successful at enhancing the health status of our wider communities.</p> <p>Listen to prepared debate, asking the class to vote on the winning team.</p> <p>After the debate, ask 6 specific students in the class who weren’t debating speakers, to comment on some of the salient points raised by their 6 colleagues (they may want to be fore-warned).</p> <p><i>Summary</i> – Point out to students that the Gold Book service manuals are just one attempt at bridging the gap, by setting an easily found and followed benchmark for all Australians to use. Encourage the students to use a service manual approach for their own long term healthcare.</p>	<p>Class computers with web access</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.