

YEAR: 8	Health Education	UNIT TITLE:	<u>Preventative Health</u>	LENGTH:	3 Lessons
<p>AIM: “To develop students’ capacity to enhance personal health and wellbeing ... <i>and advocate lifelong health...</i>”</p> <p style="text-align: right;">Page 11, NSW Board of Studies PDHPE 7-10 Syllabus Aim</p>					
<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> <p style="text-align: right;">Page 8, NSW Board of Studies PDHPE 7-10 Syllabus Rationale</p>					
<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.</p>					
<p>OUTCOMES: Strand 3: Individual and Community Health</p> <p style="text-align: right;">Page 12,26-29 NSW Board of Studies PDHPE 7-10 Syllabus</p>					
<p>Knowledge, Understanding and Skill Objectives:</p> <p>Students will take actions to protect, promote and restore individual and community health.</p> <p>Value and Attitude Objectives:</p> <p>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> <p style="text-align: right;">Page 11,12, NSW Board of Studies PDHPE 7-10 Syllabus</p>			<p>Stage 4 Outcomes:</p> <p>A student:</p> <p>4.6 describes the nature of health and analyse how health issues may impact on young people</p> <p>4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm</p> <p>4.8 describes how to access and assess health information, products and services</p> <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 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 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, 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 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>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>Road safety</p> <ul style="list-style-type: none"> • Defining risk factors and behaviours in a range of road environments and situations <p>Exploring risk</p> <ul style="list-style-type: none"> • Settings or circumstances in which risk taking occurs • Factors influencing risk taking 	<p>Appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence</p> <p>Identify signs, symptoms and risk factors for health conditions in young people</p> <p>Explore road safety statistics to analyse reasons for gender differences in road related injury</p> <p>Devise and demonstrate a plan to assume responsibility for their road safety and that of other road users</p> <p>Examine the relationship between risk factors, environments and laws and rules in determining road-user behaviour</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>Debate the positive and negative outcomes of risk behaviour</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>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> – By means of introduction only, briefly list and discuss the common causes of severe disease and major injury as found in Section A, Age 12 age page, (Gold Book p48). (Allow 5 minutes).</p> <p><i>Task 3</i> – If there are computers available that access the internet, guide the class through an internet search to find out how many children aged 10 – 14 have succumbed to injury and poisoning over the last 10 years, and compare these with age 15 – 19. If there is no computer access, then provide this data in tabular form from the following website (www.aihw.gov.au/mortality/data/external_06.xls). Divide the students into appropriately sized groups to discuss this data and make the following recommendations back to the class, asking them to:-</p> <ol style="list-style-type: none"> (a) Comment on what strategies may have lead to the recorded decline seen in this GRIM (General Record of Incidence of Mortality) data. (b) Discuss why the age 15 – 19 year old data is so much worse than the 10 – 14 year data. (c) 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. (d) Discuss what they can do in their own group to prevent any of their members becoming a statistic on the GRIM tables. (Allow 35 minutes). <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>Lesson Two Evaluation – Discussion of the GRIM data with students, should help teachers assess students’ comprehension of the preventative health aspects of the Age 12 service manual age page.</p>	<p>Gold Book service manual for each student.</p> <p>Car service manuals</p> <p>Class computers with web access OR provision of GRIM tables</p>

Outcome	Students learn about:	Students learn to:	Teaching and learning activities	Resources
	Personal safety <ul style="list-style-type: none"> • Strategies to keep safe • DRABCD and basic first aid assessment • Seeking further assistance 	<ul style="list-style-type: none"> • Demonstrate management of basic first aid 	<p>Lesson Three</p> <p><i>Task 1</i> – Discuss and cement gains made with first lessons. (Allow 5 minutes).</p> <p><i>Task 2</i> – Introduce students to free online first aid and CPR training. Divide the class into two groups. Have both groups visit www.firstaidweb.com, with one group starting the free online CPR module and the other group starting the First Aid training module. (Allow 30 minutes).</p> <p><i>Task 3</i> - After half an hour, select some students from each group to present to the class what they have learned. By the end of this lesson, all students should be able to complete the service manual DRABCD checklist, and understand what each step represents. (Allow 10 minutes).</p> <p><i>Task 4</i> – Ask students to take out Gold Book Service Manuals and check that the Age 12 age page is now completely filled in (healthy eating pyramid, weight chart, DRABCD, with all questions answered). Encourage to students to keep hold of their service manual, as an ongoing tool, but also to remember the essentials that they have now recorded. Ensure all have all sections on Age 12 age page satisfactorily completed. (Allow 10 minutes).</p> <p><i>Homework</i> – Encourage students to visit http://www.firstaidweb.com to complete their own module, and the other module, in their own time.</p> <p>Lesson Three Evaluation – Listening to student presentations on their first 30 minutes of free online first aid training should help teachers assess students’ comprehension of this topic.</p> <p>Completion of this three lesson module should involve checking in some form that all students’ Age 12 age pages have been completed satisfactorily.</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 maintaining *individual responsibility* (Outcome 5.7, p38, PDHPE Years 7-10 Syllabus) 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.
3. Visit <http://www.cancerscreening.gov.au> and refer back to the service manuals. See if the recommendations in the service manuals line up with the government recommendations for cancer screening on this website. If they do not, ask why not. For further information, visit http://www.nhmrc.gov.au/guidelines/health_guidelines.htm which may shed some more light on the three cancer screening program government recommendations (as the NHMRC is a different Australian government department to the Department of Health).