

Stage 4: Health Promotion

Unit title: Health Promotion

Stage: 4

Teacher responsible:

Duration:

Start:

Finish:

Essential questions/Key ideas

- What personal actions result in positive health outcomes?
- How do protective factors contribute to good health?
- In what ways can I advocate good health for myself and others?

Unit overview

Students examine the aspects of health and practices of health promotion. They will identify the protective factors and risk factors of various types of health promotion. Students learn about and practise being a health advocate for their own health and their peers. They examine the factors that influences a person's health habits and lifestyle choices that affect their health. Students reflect on common health issues that affect youth in Australia today and explore how these issues and the effects associated with them for the individual, can be minimised or prevented through health promotion.

Outcomes

A student:

- recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity **PD4-6**
- investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities **PD4-7**
- demonstrates self-management skills to effectively manage complex situations **PD4-9**

PDHPE skills

The following PDHPE skills are focused on during the unit:

Self-management skills – **S**

- Self-awareness
 - developing greater control and responsibility for our actions, feelings and behaviours
 - awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses
 - reflective practice
- Decision-making and problem-solving

Interpersonal skills – **I**

- Communication
 - verbal and nonverbal communication
 - listening, e.g. active
 - expressing feelings
 - giving and receiving feedback
- Empathy building
 - understanding others' views
 - understanding of others' needs and circumstances

Movement skills – **M**

- N/A

Stage 4: Health Promotion

<ul style="list-style-type: none"> - information-gathering - finding solutions to problems - analysis <ul style="list-style-type: none"> • Help-seeking <ul style="list-style-type: none"> - recognising when help is needed - accessing support and support networks 	<ul style="list-style-type: none"> • Leadership and advocacy <ul style="list-style-type: none"> - influencing and persuading • Social awareness <ul style="list-style-type: none"> - respecting difference and diversity - perspective forming - perspective taking 		
<p>Learning goals</p> <ul style="list-style-type: none"> • identify traditional and alternative health services • analyse access to Australian health services • identify protective factors and risk factors for youth health • explore youth health issues • develop health literacy skills • design health promotion materials 	<p>Evidence of learning</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • explains the value of different forms of health services to different individuals • provides evidence of how access to health services affects an individual's health • identifies barriers to accessing health care • identifies health myths and facts • demonstrates the ability to source reliable health information online • demonstrates the ability to source safe and appropriate health care in person • identifies protective factors and risk factors of common youth health concerns • explains the influence of different types of advertising on a person's consumption of health-related products and services • identifies consumer rights and responsibilities • maps health services in their local area. 		
<p>Differentiation</p> <p>All students will demonstrate by the end of the unit that they are able to identify different aspects of health promotion.</p> <p>Most students will be able to demonstrate by the end of the unit how access to health services affects an individual's overall health.</p> <p>Some students could demonstrate by the end of the unit the ability to accurately assess health information and services for credibility and accordance with consumer rights laws.</p>			
<p>Assessment overview</p> <p><i>Assessment opportunities could include:</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Informal summative assessment:</p> <ul style="list-style-type: none"> • student records, summaries and reflections in individual workbook • teacher observations and questioning when debriefing during lessons </td> <td style="width: 50%; vertical-align: top;"> <p>Formal formative assessment:</p> <p>Research Health Promotion</p> <p>* See end of program for task description</p> </td> </tr> </table>		<p>Informal summative assessment:</p> <ul style="list-style-type: none"> • student records, summaries and reflections in individual workbook • teacher observations and questioning when debriefing during lessons 	<p>Formal formative assessment:</p> <p>Research Health Promotion</p> <p>* See end of program for task description</p>
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Stage 4: Health Promotion

- participation in activities, role plays and debates
- cause-and-effect reasoning and persuasive writing
- student self-assessment of learning using a teacher-provided evaluation sheet
- ability of each student to reflect on their own learning.

Content	Register	Teaching, learning and assessment activities	Reflection, evaluation and adjustment
<ul style="list-style-type: none"> • examine factors that influence health and wellbeing <ul style="list-style-type: none"> - describe health and its dynamic nature I • develop health literacy skills and promote health information that is aimed at assisting young people to address health issues <ul style="list-style-type: none"> - identify and promote various health information, products and services designed to address the health needs of young people using ICT tools as appropriate S I 		<p>Lesson/s Outcome: What is health promotion? <i>Students unpack the aspects of health within a health promotion context.</i></p> <ul style="list-style-type: none"> • Case study: Students read the case studies presented. Students choose one case study and look at the risk factors presented. They explain the effects of the case study on the person's health and present ideas for health promotion implementation to improve the situation presented. • APPLY Reflection: Students read about health literacy and health advocacy. Using this new information, students reflect on how health literate they are by answering a series of questions. • APPLY Research: Students research traditional western forms of health services. Students complete the table to name the health service, give a definition of the service and an example of the use of the service. • APPLY Research: Students research alternative health services. With a partner they make a list of all the different types of alternative health services they can find. Then they choose three options to research further and complete the table provided. 	
<ul style="list-style-type: none"> • examine factors that influence health and wellbeing <ul style="list-style-type: none"> - explore the term 'wellbeing' and examine factors that 		<p>Lesson/s Outcome: Accessing health services <i>Students identify the impact that access to health services can have on a person's physical health as well as other aspects of a person's health and wellbeing.</i></p>	

Content	Register	Teaching, learning and assessment activities	Reflection, evaluation and adjustment
<ul style="list-style-type: none"> - contribute to overall wellbeing I - examine how contextual factors influence attitudes and behaviours towards health and wellbeing I • recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations <ul style="list-style-type: none"> - propose strategies individuals and others can use to make safe and informed decisions S I • investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity <ul style="list-style-type: none"> - explore their own and others' values and beliefs towards issues of discrimination, e.g. disability, age, religion, race, sexuality, gender I - investigate the impact of contextual factors on young people, including Aboriginal and/or Torres Strait Islander Peoples S I - research how stereotypes and prejudice are challenged in local, national and global contexts I - describe how pro-social behaviour, respecting diversity 		<ul style="list-style-type: none"> • APPLY Brainstorm: Students use the graphic organiser to identify various barriers to health access for people in Australia. • ANALYSE Visual representation: Students draw a map of their local area and mark health services that are available within their community. They then use this to draw a conclusion about how their access affects their use of health services. • Class Discussion: The teacher leads a discussion to unpack the effects of rural access on health services before students answer a series of questions. • ANALYSE Research: Students research three support services for those living in rural Australia. They find out information about the services to determine how the service may impact the people within the remote community it services. • ANALYSE Research: Students read a short summary about the health of Aboriginal and Torres Strait Islander Peoples. Students research the Close the Gap campaign looking at who the stakeholders are in the campaign, what the targets are and how successfully the targets are being met. • EVALUATE Reflection: Students read about access issues for migrant Australians when seeking health care. Students explore not only how these barriers affect the individual but also Australia as a nation by answering a series of questions. • APPLY Classification: With a partner, students look at health statements and decide if each is a myth or a fact. The teacher talks through the facts around each statement 	

Content	Register	Teaching, learning and assessment activities	Reflection, evaluation and adjustment
<p>and challenging racism and discrimination are inclusive ways of supporting and enhancing individual and community health, safety and wellbeing S</p> <ul style="list-style-type: none"> • develop health literacy skills and promote health information that is aimed at assisting young people to address health issues <ul style="list-style-type: none"> - assess health products, information and advertising to expose myths and fallacies, e.g. understanding food labels, contraceptive products S • examine influences on peoples' behaviours, decisions and actions <ul style="list-style-type: none"> - discuss the influence of contextual factors on individual decisions and actions, e.g. response to emerging world issues, sexual relationships, drug use, preventive sexual health practices I 		<p>and students take notes on true aspects in relation to each statement.</p> <ul style="list-style-type: none"> • EVALUATE Research: Students read through a checklist to use when accessing online information to ensure it is a trustworthy source. Students apply this technique to the NSW Government health website to decide if this is a reputable health information provider. • APPLY Oral presentation: In pairs, students research an online health service and complete the table provided. Students share their findings with the class and take notes on their classmates' research to complete the table. • CREATE Role play: Students read about accessing a professional health service in person. They explore Medicare rights, government recommendations for checkups, how to choose a health care professional and how to assess if a service is acting in accordance with correct protocol. In a small group, students are given a scenario to turn into a role play. Within their play, students should identify what to look for, the feelings that support their scenario and actions to deal with the scenario. 	
<ul style="list-style-type: none"> • plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities <ul style="list-style-type: none"> - propose strategies to address misconceptions and promote positive language and attitudes about mental health S I • plan and use health practices, 		<p>Lesson/s Outcome: Common Health Conditions in Young People <i>Students look at different types of health conditions that affect Australian youth. They explore lifestyle diseases, communicable diseases and medical conditions. They identify protective and risk factors for health conditions and make connections between a person's physical health and infirmity and other aspects of their overall health and wellbeing.</i></p> <ul style="list-style-type: none"> • APPLY Classification: Students look at a list of common 	

Content	Register	Teaching, learning and assessment activities	Reflection, evaluation and adjustment
<p>behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities</p> <ul style="list-style-type: none"> - identify and plan preventive health practices and behaviours that assist in protection against disease, e.g. blood-borne viruses, sexually transmissible infections SI - design and implement health promotion activities, using ICT tools as appropriate, targeting preventive health practices relevant to young people SI <ul style="list-style-type: none"> • appreciate and understand the nature of health and wellbeing as defined by their peers and the wider community <ul style="list-style-type: none"> - explore the different perceptions of health and wellbeing and examine the relationship between cognitive, physical, social, emotional and spiritual components of health S • examine influences on peoples' behaviours, decisions and actions <ul style="list-style-type: none"> - discuss the influence of contextual factors on individual decisions and actions, e.g. response to emerging world issues, sexual relationships, drug use, preventive sexual health practices I 		<p>health conditions in young people and decide if they are a lifestyle disease, communicable disease or medical condition. Students then identify the health conditions they are most and least familiar with.</p> <ul style="list-style-type: none"> • ANALYSE Discussion: Students work in a group of three to unpack how labelling and stigma of a person with a health condition may affect other areas of that person's health. • APPLY Research: Students use resources provided to explore the growing health concerns around childhood obesity. Students look at risk factors, long-term effects, effects on other areas of health and government initiative protective factors. • APPLY Debate: Students read about sexually transmitted infections and about the HPV vaccine. Students use the for and against arguments to build an argument for or against the HPV vaccine in schools. • APPLY Podcast: Students are assigned a sexually transmitted infection to study. From their research they record a podcast to share with the class information such as how it is transmitted, treated and prevented. • EVALUATE Image response: Students read information on youth mental health in Australia. As a class, the teacher assists the class to unpack the information presented through a series of structured questions. Students write down their summary of the discussion in the space provided. • EVALUATE Visual representation: Students work in groups to research a medical health condition that affects Australia's youth. From the information gathered, including risk and protective factors, effects and support required, 	

Content	Register	Teaching, learning and assessment activities	Reflection, evaluation and adjustment
		<p>students create an A4 fact sheet to distribute to their peers.</p>	
<ul style="list-style-type: none"> • examine factors that influence health and wellbeing <ul style="list-style-type: none"> - examine how contextual factors influence attitudes and behaviours towards health and wellbeing I • recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations <ul style="list-style-type: none"> - propose strategies individuals and others can use to make safe and informed decisions S I - discuss safe and unsafe use of technology and develop strategies to promote their own and others' health, safety and wellbeing S • develop health literacy skills and promote health information that is aimed at assisting young people to address health issues <ul style="list-style-type: none"> - assess health products, information and advertising to expose myths and fallacies, e.g. understanding food labels, contraceptive products S - evaluate the credibility of media messages conveyed by 		<p>Lesson/s Outcome: Health consumerism</p> <ul style="list-style-type: none"> • APPLY Reflection: Students complete a survey to identify what kind of health consumer they are. • ANALYSE Discussion: Students talk with a partner about different types of advertising strategies that they see in their lives such as product tagging, loop giveaways and tutorials. • ANALYSE Stimulus response: Students unpack ways that media and marketing slogans and hooks send messages about health. • CREATE Problem solving: In small groups, students plan ways to encourage their peers to become positive consumer influences. • CREATE Presentation: Students work in small groups to create a 30 second advertisement to promote a free health product such as water, smiling or mindfulness. Students share their advertisement with the class and analyse one other group's presentation using the criteria provided. • APPLY Reflection: Students read about consumer rights and consumer protection before identifying the areas of their health that they have control over. Students look at the positive choices they can make for themselves in order to improve their health. 	

Content	Register	Teaching, learning and assessment activities	Reflection, evaluation and adjustment
<p>different sources in terms of bias, reliability and validity, e.g. media messages associated with gambling, gender expectations, fad diets, body image and appearance S</p> <ul style="list-style-type: none"> - promote and apply credible health messages and information to positively influence the decisions of their peers and the wider community SI - identify and promote various health information, products and services designed to address the health needs of young people using ICT tools as appropriate SI - investigate agencies that provide consumer protection regarding health products and services for young people, e.g. NSW Fair Trading, Australian Competition and Consumer Commission S 			
		<p>Lesson Outcome: Revision and Evaluation <i>Students complete revision activities to consolidate unit understanding and identify areas of misunderstanding.</i></p> <ul style="list-style-type: none"> • Unit quiz • Create a Crossword • Personal evaluation 	

Resources

Please see the lists of weblinks provided for each unit in the Personal Development, Health and Physical Education (2018 Syllabus) area at <http://www.pearsonplaces.com.au>.

Assessment for learning activity	
Big Idea or Key Inquiry Question	
<ul style="list-style-type: none"> • What personal actions result in positive health outcomes? • How do protective factors contribute to good health? • In what ways can I advocate good health for myself and others? 	
Outcomes	
<ul style="list-style-type: none"> • recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6 • investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7 	
Description of assessment for learning activity	
Students research health promotion within an area of health allocated to them.	
Criteria for assessing learning	
When completing the task, ensure that you demonstrate a good understanding of both health promotion and the area of health you have been assigned by including:	
<ul style="list-style-type: none"> • a range of health products and services • an evaluation of two health websites related to the area of health • maps of support services in the local area • strategies to increase awareness for this area of health. 	
Assessment of Learning and Skill Feedback	
Advanced	<ul style="list-style-type: none"> • Presents an extensive variety of services available to young people and an exceptional evaluation of websites for the allocated topic area • Has created a map of health services showing a thorough presentation of traditional and alternative health service providers • Has demonstrated exceptional knowledge and understanding leading to a detailed proposal of strategies to improve health outcomes for Australia's youth
Accomplished	<ul style="list-style-type: none"> • Presents some variety of services available to young people and strong websites for the allocated topic area • Has created a map of health services showing a good presentation of traditional and alternative health service providers

Stage 4: Health Promotion

	<ul style="list-style-type: none"> • Has demonstrated strong knowledge and understanding leading to a proposal of strategies to improve health outcomes for Australia's youth
Developing	<ul style="list-style-type: none"> • Presents some services available to young people and a discussion of websites for the allocated topic area • Has created a map of health services showing a standard presentation of traditional and alternative health service providers • Has demonstrated some knowledge and understanding, however the proposal of strategies lacked an awareness of how to improve health outcomes for Australia's youth
Beginning	<ul style="list-style-type: none"> • Presents a limited representation of services available to young people and/or limited research of websites for the allocated topic area • Has created a map of health services showing minimal presentation of traditional and alternative health service providers • Has demonstrated poor knowledge and understanding, and the strategies for improvement are weak or impractical
Feedback	Students will be provided with written feedback from their teacher in accordance with the marking criteria.
Future directions and application of understanding and skill	<ul style="list-style-type: none"> • Students will be challenged to reflect upon their own and others' access to health care in order to improve health standards in all Australians. • To be motivated to develop and practise advocacy for positive health messages on social media, online and in person.

Stage 4: Health Promotion

Teacher's reflection and evaluation <i>After teaching this unit, reflect on the following:</i>	Unsatisfactory	Good	Excellent	Comment
Timing and appropriate sequence of activities				
Student understanding of content and achievement of outcomes				
Depth of coverage				
Opportunities for feedback and student reflection on learning				
Differentiated teaching and learning strategies				
Variety of assessment for/as learning strategies				
Embedded propositions in the learning activities. <ul style="list-style-type: none"> • educative purpose • strength based approach • value movement • health literacy • critical inquiry approach 				
Areas for improvement				
Teacher signature				
Department/Faculty Head signature				

Stage 4: Health Promotion

Attributions

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