



Health Studies

TEACHING & LEARNING SUPPLEMENT

Teaching and Learning Supplement

Health Studies (HLT315118)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

The Health group of courses contain some content which have the capacity to trigger responses or interest requiring follow-up and teacher direction or guidance. In many cases topics within these courses are intended to provoke, challenge, and encourage self-reflection. In some circumstances this may generate a passionate or unexpected response and it is important as a teacher that there is a heightened awareness of this and some prior planning and preparation in order to positively manage a wide range of potential classroom scenarios and individual learner responses.

In addition teachers should consider and be familiar with:

- Sensitivity, Values laden discussions, wide range of backgrounds & personal experiences within the room, and the potential volatility or discomfort that may exist for some learners around some content
- Professional responsibilities around disclosure and referral processes
- Learner protection strategies (e.g. a share your examples in the 3rd person rule – “I had a friend who did....”)
- and their right to feel safe in the classroom
- Ethics and their impact on:
 - Individual rights,
 - privacy,
 - expected and acceptable behaviours
 - roles and typical standards for teachers, students, and health professionals

Teachers should ensure they are familiar with the different roles, pathways and purposes of all courses across the HPE Suite and particularly the connections aligned to those within the Health Group.

HEALTH AND PHYSICAL EDUCATION SUITE				
Level	Sport Group	Recreation Group	Health Group	Outdoor Group
3	Sport Science 15		Health Studies 15	Outdoor Leadership 15
2	Sport Science-Foundation 15 Athlete Development 15 Community Sport and Recreation 15		Personal Health and Wellbeing 15	Outdoor Education 15
1	Fitness Experiences 5 Sport and Recreation Experiences 10		Personal Care 10	Outdoor Experiences 5
Pre	Sport and Recreation for Life 10			

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for Health Studies (HLT315118) must be read in conjunction with the *Health Studies* (HLT315118) course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

Health is a dynamic and multidimensional state encompassing physical, social, mental, emotional and spiritual dimensions and environmental determinants. These elements interact to impact on health at a personal, local, national and global level.

The interrelationship of these elements are reflected in a social view of health where principles of equity, diversity, social justice and supportive environments are fundamental to health. The way many people live in the twenty-first century is influenced by continuous and rapid change. This is characterised by ever expanding technologies, social networking, shifting community values, emerging environmental and sustainability issues and the distribution of wealth across developed and developing countries.

Through undertaking *Health Studies*, learners will investigate health in the context of Personal Health, Australian Health and Global Health. This approach using layered perspectives provides a continuum of learning where learners will develop the knowledge, skills and understanding to enable a global perspective of health.

Health Studies aims to develop awareness and skills in relation to:

- health influences in varying contexts along a continuum from personal to global perspectives
- recognising critical health factors and their impact on the health status of individuals, the collective health of communities, Australian and Global Population Health
- examining the dynamic nature of health, including the complex interrelationships and multidimensional elements that determine health status at individual, community and global levels
- considering trends and management responses to issues arising from technological advances, 21st century lifestyles, shifts in community values, priorities, and life stages
- examining health within developed and developing countries including sustainability, economic, and environmental factors and reflecting on global perspectives, trends and strategies.

This course provides a strong basis for learners going on to further vocational and/or tertiary study including areas such as: Human Movement; Exercise Science; Health Science; Nursing; Health Administration and Management; Physiotherapy; Pathology; Pharmacy; Podiatry; Social work; Psychology; Dentistry; Dietetics; Optometry; Radiography; Massage Therapy; Physical Therapy; Speech Therapy; and a wide range of Health & Allied Health Careers.

SEQUENCE OF CONTENT

Health Studies (HLT315118) is divided into 4 compulsory units of study

- Unit 1 Introduction: Foundations of Health (suggested 15 hours)
- Unit 2 Personal Health (suggested 45 hours)
- Unit 3 Australian Health (suggested 45 hours)
- Unit 4 Global Health (suggested 45 hours)

Course Delivery

- Unit 1 must be delivered at the commencement of this course.
- Units 2-4 may be delivered in any order, however providers are strongly encouraged to follow the design sequence within each of the Units in their planning and delivery.

TEACHING AND LEARNING

Unit 1	<p>Foundations of Health</p> <p>The purpose of this introductory unit is to provide learners with opportunities to develop an understanding of key health concepts and principles. These concepts and principles are regularly and constantly reinforced and referred to throughout the remainder of the course.</p> <p>Examples of learning activities:</p> <p>Learners:</p> <ul style="list-style-type: none"> • work individually on a 1 minute paper – they are to provide a 60 second written/digital response to the question - How do you define “Health”? This may be an exit for topic 1, later as a revision task or used as basis for revisit and deeper response during a session later in the unit. • work individually, in a small group, or as a whole group at the commencement of Unit 1 Topic 4 to reflect and summarise their prior understanding on the Determinants of Health (teacher may need to scaffold this with a list of significant factors). Summarize current knowledge and thoughts, past experiences, ideas and predictions – what they expect to cover and how they feel about studying it. Useful to return mid/late in unit to reflect on how their views have been reinforced or changed. • work in a small group, (or individually) - to review and critique an assigned text/site on health inequality as part of subtopic 6 Health Issues. The teacher or learners may identify suitable examples to explore (e.g. gender based health concerns https://www.aihw.gov.au/reports/men-women/male-health/contents/who-are.) Learners create a brief report summarizing the key points, validity of the views expressed, their implications for the community, and a personal opinion on the topic. • work individually to produce an oral or written summary for Unit 1 Topic 4. Learners are given 20 minutes to research and 5 min to share – live, online, verbally, or digitally the information they gather on their assigned topic. This approach could also be adapted and used to introduce topic 5. • work as a whole group to brainstorm a list of past, contemporary and emerging health issues (topic 6) . Assign issues to pairs and use a Think-Pair-Share approach to exchange personal views on the health issue then each pair gives a 2 minute summary of their position to the class. Classmates may use a thumbs up/down to demonstrate their agreement with comments made. If time permits teacher could facilitate a discussion around those comments which produce strong agreement or mixed responses.
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Unit 2	<p>Personal Health</p> <p>The study of personal health is framed in the context of youth health, and relates particularly to risk-taking behaviours both positive and negative, and their impact on personal health and wellbeing. The guiding questions in the Content section of the Course document should be used to frame planning and delivery of this unit of work.</p> <p>Examples of learning activities:</p> <p>Learners:</p> <ul style="list-style-type: none"> • brainstorm as a whole class or in small groups to summarize and discuss the positive and negative impacts of individual risk taking on family, community and government. As part of topic 1 share and unpack as a whole group to consider the positions for stakeholders and the complexity of addressing risk taking behaviours. • work in small groups to brainstorm and prioritise a list predicting major health issues for young people – groups walk around to view other groups issues and rankings and then question, discuss and explain their thinking. Spend 15-20 minutes researching the accuracy of the predictions and discuss the possible reasons for alignment/inaccuracy in group/class predictions. This activity is a lead in to topic 2. • use a Post It Parade as a whole group to record and group their personal views on 4 leading risk taking behaviours for young people (topic 2). Teacher or learners may wish to follow up by finding and sharing current data. • interview and collect video testimonials from a range of at least 3 people (different ages, gender, backgrounds) collating their opinions regarding the current drinking age (or a similar issue relating to topic 2). Create a short video presentation highlighting the different views and facts. • as part of topic 3 research and create a short written report on an example of 1 strategy used recently with the aim of reducing risk taking in young people. • view and record personal reactions to road safety advertisements similar to these used in Northern Ireland. Discuss and debrief as a whole group afterwards regarding emotional vs logical focus – feelings, key messages, intent, effectiveness, appropriateness, viewing hours, desensitisation, personal experiences, etc. As part of subtopic 3.2 follow up this activity with some small group research and data to support views for a discussion or debate on the value of shock or fear based campaigns. • engage in a problem solving task using a suitable Case study involving local or state government health responsibility. Analyse The Tasmanian Commissioner for Children and Young People report that highlights some concerning issues teenage health in Tasmania. <ul style="list-style-type: none"> ▪ Consider the issues identified from the perspective of particular people/organisations and situations. ▪ Summarize your/ your groups analysis and present <ul style="list-style-type: none"> - some recommendations for stakeholders, - proposed solutions and/or - design of a plan for action, interventions and support ▪ This activity has significant potential and flexibility to be adapted to the needs and time constraints of the group and teachers preferred approach. It could be extended for several sessions or be more restrained and used as a lead in to cover topic 4 (Advocacy) and also to help prepare learners for topic 5 (Health Investigation)
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Unit 3

Australian Health

In this unit of work learners will learn about the determinants impacting on the health and wellbeing of all Australians. The guiding questions in the Content section of the Course document should also be used to frame planning and delivery of this unit of work.

Examples of learning activities:

Learners:

- summarize content covered in topic 1. (Factors Influencing Australia's Health) and topic 2 (Community resources and services) by working wither individually or in a small group to produce an info graphic depicting the factors (by category and listing examples), resources, and services available. They may wish to provide supporting documentation. This activity could be used as a trigger or lead into fa more detailed presentation or discussion around access and social justice principles.
- work in a small group to prepare and deliver a small group presentation to class on specific teacher allocated National Health Priority area(s) set by the Australian Institute of Health and Welfare (<http://www.aihw.gov.au/national-health-priority-areas/>) Follow up with a discussion on how this experience helps to prepare for Health Investigation #2
- Create a short digital presentation summarising 1 of the 4 subtopics within topic 4 – Australia's Health Care System. This work could either be shared on a digital platform for full class viewing, or presented in the class setting and a suitable online forum or tool used for peer assessment and feedback
- Unpack and summarize their allocated section from selected text/articles on a particular group experiencing inequality of health status (eg indigenous health, rural health, etc.) provided by the teacher using the [Group Text Reading](#) approach. This activity may be used a stand alone lead in or a scaffold to further learning during study of topic 5.
- Work as a whole group or within smaller groups on problem solving. – *What strategies exist to reduce the inequalities in health experienced by groups in the community who have a reduced health status compared with the rest of Australia?* The learners, teacher, or in combination can generate a list to identify and profile specific community groups. The aim should be towards developing an agreed Class/work group strategy or approach that leads to a solution. This exercise might be adapted to hone in and address a more specific or limited scenario/situation/issue. Conversations should explore options, possible approaches, generate a summary of likely issues and consequences, look at short, long term, and layers of impact across the community. Learners may be asked or given the option to use multiple options or modes (verbal/visual/electronic/a combination to share their work and explain their ideas.
- are allocated/choose their side to investigate, prepare and undertake a class [Debate](#) evaluating trends, suitability and effectiveness of current approaches to dealing with inequalities in Men's and Women's health. This activity may be used at any stage during study of topic 5.7 and may be repeated as part of the process in examining and comparing 2 different community groups where health inequality exists

	<ul style="list-style-type: none"> · take part in an interactive teacher facilitated class discussion on topic 5: <ul style="list-style-type: none"> ▪ Public health promotion in Australia. <ul style="list-style-type: none"> - As a nation, what does Australia do to promote health for all Australians? - What are some examples of health promotion in Australia? · reflect on their own learning as part of a post task review (e.g. following the class debate mentioned above, at the conclusion of topic 6, or at other times deemed appropriate by the teacher). Learners are asked to use the DIEP model to write a reflection about their experience of completing the task or participating in the activity. Ask students to use the reflective writing process to assist them to replicate approaches that worked well for them, and/or to avoid approaches that did not help them to learn and perform well.
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Unit 4

Global Health

In this unit learners will explore the opportunities, freedoms, limitations and barriers which enable people to live full, productive and creative lives within communities around the globe. The guiding questions in the Content section of the Course document should also be used to frame planning and delivery of this unit of work.

Examples of learning activities:

Learners:

- use class or personal time to watch the the [Hans Rosling clip](#) 200 Countries, 200 years, 4 minutes, They then reflect and post on the class online forum using the 3-2-1 model (3 things I learned..., 2 insights/interesting things, 1 question /thing I want to find out more about). This can then be revisited and discussed as the starter activity for Unit 4 topic 1 (State of Global Health) during the following lesson or revisited in subtopic 1.4.
- work in a small group collaboration to conduct a 2 hour class investigation centered around Unit 4 topic 3 – (Morbidity and Mortality focus). As a guide learners have 30 min to research/investigate, 30 min to create a summary report, 30 minute to collate their findings, 30 minutes to share review, discuss, celebrate. General guidelines for any investigation should be highlighted before learners get underway:, effective searching and filtering of information, statistics and referencing data sources, for currency, quality, relevance and presentation of findings. This activity and the one that follows may be helpful to highlight with learners in terms of scaffolding in preparation for the topic 7 Global Health Investigation
- work in small groups to interact via a [jigsaw model](#) of collaboration to compile data profiles for Topic 2 - Health Indicators of Least Developed Countries and More Developed Countries. Follow-up with some review and discussion of common trends and observation of key similarities and differences.
- undertake some reading, assessment and reflection following review of a provided anonymous work sample (perhaps chosen from a mid or end of year exam). Learners consider the work against set criteria (rubric, standard elements, or both) – and must explain what they gave the work, why they were rated at that level, strengths and ideas you can take from this persons approach, key implications for own work – and a summary of how they might adjust or refine their own approaches

- **Global Health Indicators Activity – Topic 2**
 - Write the name of your chosen LDC in the space
 - Include the rate of measurement

INDICATORS	AUSTRALIA	LDC -
Life expectancy		
Infant Mortality Rate		
Under 5 Mortality Rate		
Maternal Mortality Ratio		
Adult Literacy Rate		
% urbanised population		
% rural population		
% population access improved water		
% population access improved sanitation		
Human Development Index Rank		
Total Fertility Rate		

- create an oral or written summary of topic 5 subtopic 1 (the eight components of primary health care) – 20 minutes to research and 5 min to share – live, online, verbally, or digitally. Follow-up this session with discussion of Topic 5 subtopics 2 and 3.
- work as a large group to undertake a [Quescussion](#) to unpack the Sustainable Development Goals (SDG) specifically focussing on Goals 1-6. This activity could be central to generating discussion questions or triggers for research around topic 4
- produce a 1 minute paper – they have 60 seconds to create a written/digital response to the question *How does foreign aid impact the health of populations?* (topic 6) Replies are submitted and responded to next session.
- take part in a [Fishbowl](#) - to discuss views on the responsibility and actions of Australia and other MDCs towards support for LDCs as a windup to study of topic 6. Learners then reflect and review on the conversation they have observed. Allow sufficient time to debrief via a short whole class discussion on the activity and its content.

WORK REQUIREMENTS

The work requirements outlined in the course document should form the minimum assessment tasks for each of the units. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program. The learning activities, described in the preceding section, may support, facilitate and enrich learners' understandings in preparation for completion of the following work requirements.

Summary of Minimum Work Requirements			
Unit	Task	Criteria	Elements
1	Dimensions and Determinants - Case Study (2 part/1000 words)	C1 C6 C7	C1 EI-3 C6 EI-7 C7 EI-7
1	Health Promotion - Report (500 words)	C1 C2 C7 C8	C1 EI-3 C2 EI-2 C7 EI-7 C8 EI-5
2	Managing Risk Taking Behaviour (multi model product e.g. 1000 word report, 20 slides, 5 min video/presentation)	C1 C2 C4 C5 C6 C7 C8	C1 EI-3 C2 EI-4 C4 EI-4 C5 EI-6 C6 EI-7 C7 EI-7 C8 EI-5
2	Student Investigation # 1 (1500-2000 words – see Health Investigations: General Guidelines)	C1 C2 C4 C5 C6 C7 C8	C1 EI-6 C2 EI-4 C4 EI-4 C5 EI-6 C6 EI-7 C7 EI-7 C8 EI-5
3	Exploring a Health Issue: Inequalities in Health Status - Report (1000 words)	C1 C2 C4 C5 C6 C7 C8	C1 EI-6 C2 EI-4 C4 EI-4 C5 EI-6 C6 EI-7 C7 EI-7 C8 EI-5
3	Negotiated Health Investigation #2 National Health Priority Areas (1500-2000 words – see <i>Health Investigations: General Guidelines</i>)	C1 C2 C4 C5 C6 C7 C8	C1 EI-6 C2 EI-4 C4 EI-4 C5 EI-6 C6 EI-7 C7 EI-7 C8 EI-5

4	Least Developed Country/More Developed Country comparison (1000 words)	C3 C4 C5 C6 C7 C8	C3 EI-5 C4 EI-4 C5 EI-6 C6 EI-7 C7 EI-7 C8 EI-5
4	Student Investigation # 3 (1500-2000 words – see <i>Health Investigations: General Guidelines</i>)	C1 C3 C4 C5 C6 C7 C8	C1 EI-6 C3 EI-5 C4 EI-4 C5 EI-6 C6 EI-7 C7 EI-7 C8 EI-5

RESOURCES

Recommended books

Beaumont, A., 2018, Jacaranda Key Concepts VCE Health and Human Development, Units 3 and 4, 5th edition, John Wiley & Sons Australia, Limited

Collins, et al, 2017, Cambridge VCE Health and Human Development Units 3 and 4 Pack (Textbook and Interactive Textbook), 3rd edition, Cambridge University Press.

Additional books

Health Studies - Peer Developed Teaching Guide – (under development by Tasmanian Health Studies Teachers)

Films/clips:

Yesterday, 2005, HIV/AIDS in Africa

<https://www.youtube.com/watch?v=hHqMFEcL-pk>

<https://www.youtube.com/watch?v=vW4nZswB1rI>

Gapminder & Hans Rosling - Global Health,

<https://youtu.be/FACK2knC08E>

https://www.youtube.com/watch?v=5jiYcV_mg6A

<https://www.youtube.com/watch?v=jbkSRLYSojo&list=PLMiItmgIbrSLbdStF8POvAyyNnpjFIiLn>

<https://www.gapminder.org/>

Carbon for Water

<https://www.youtube.com/watch?v=Dj2I1ANhHDQ>

Ryan's Well - Global health

<https://www.youtube.com/watch?v=ZXA4I1hWoOw>

<https://www.youtube.com/watch?v=iN05L34Bflc>

Organisations/speakers:

<https://www.dementia.org.au/tas/about-us/contact-us>

<http://afairerworld.org/>

Websites

Tasmanian VLE – The Health Studies Canvas Room

VCE Health and Human Development – Study Design

<http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumDevSD-2018.pdf>

UTas short courses – Wicking Dementia Research and Education Centre <https://mooc.utas.edu.au/courses>

Pedagogy:

<http://www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf>

<http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies/>

<http://www.sciencemag.org/features/2015/09/effective-teaching-be-effective-educator-get-active>

Health Literacy

<https://www.safetyandquality.gov.au/wp-content/uploads/2015/07/Health-Literacy-a-summary-for-consumers.pdf>

<http://www.health.gov.au/internet/publications/publishing.nsf/Content/womens-health-policy-toc~womens-health-policy-key~womens-health-policy-key-literacy>

<https://ama.com.au/position-statement/health-context-education-2014>

<http://www.utas.edu.au/news/2017/11/29/477-teaching-school-kids-to-talk-health/>

WHO:

<http://www.who.int/healthpromotion/conferences/9gchp/health-literacy/en/>

<http://www.who.int/healthpromotion/conferences/9gchp/health-literacy-sdgs/en/>

<http://www.who.int/healthpromotion/conferences/9gchp/health-literacy-moving-forward/en/>

<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

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