**Sample Course Outline**

Health Studies

General Year 11

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Sample course outline

Health Studies – General Year 11

Unit 1 and Unit 2

| **Week** | **Content** | **Assessment** |
| --- | --- | --- |
| 1–2 | **Holistic health*** definitions of health and wellbeing
* physical, social, mental, emotional and spiritual dimensions of health
* measurement of personal health status for each dimension of health
 |  |
| 3–4 | **Beliefs, attitudes and values** * definitions of beliefs, attitudes and values
* influence of family, friends and the media on the formation of beliefs, attitudes and values
* impact of beliefs, attitudes and values on health behaviour

**Social and cultural norms** * definitions of social and cultural norms
* influence of social and cultural norms on health behaviour
 | **Task 1: Topic test –** holistic health;beliefs, attitudes and values(10%) |
| 5–6 | **Consumer health*** range and types of health facilities and services
* criteria for choosing a healthcare professional
* role and features of Medicare and private health insurance
* rights and responsibilities as a healthcare consumer
 | **Task 2: Research local health facilities and services –** consumer health(25%) |
| 7–8 | **Self-management skills*** definition and identification of self-management skills that promote health and wellbeing
* steps in the decision-making process
* defining the situation
* generating and weighing up alternatives
* choosing, acting and reflecting

**Interpersonal skills*** definition of interpersonal skills
* importance of effective communication for better health and wellbeing
* assertive, passive and aggressive communication
 |  |
| 9 | **Principles, frameworks, models and theories*** definition and examples of health promotion in the community
 | **Task 3: Health promotion review –** principles, frameworks, models and theories(10%) |
| 11–12 | **Actions and strategies** * importance of personal responsibility for health
* lifestyle factors affecting health
* exposure to tobacco smoke
* alcohol use
* diet and nutrition
* physical activity
* sun exposure
* personal health risk assessment
* action plans to personal health
* setting SMART goals (specific, measurable, achievable, realistic, time-specific)
* developing strategies
* identifying and overcoming barriers
 |  |
| 13–15 | **Health inquiry** * planning a health inquiry
* identification and description of a health issue
* development of focus questions to research a health issue
* use of a range of information to explore a health issue
* identification and use of reliable information sources
* identification and application of criteria for selecting information sources
* interpretation of information
* summary of information
* development of general conclusions
* presentation of findings in appropriate format to suit audience
 | **Task 4: Risk factor investigation** – health inquiry(10%) |
| 16–17 | **Holistic health*** introduction to determinants of health
* social
* stress
* early life
* food
* transport
* social exclusion
* environmental
* features of the natural and built environment
* socioeconomic
* education
* employment
* income
* access to services
* the influence of health determinants on health status
 | **Task 5: Media review** – holistic health(10%) |
| 18–19 | **Beliefs, attitudes and values** * the influence of cognitive dissonance on beliefs, actions and behaviour

**Social and cultural norms** * the role of communities in the construction and promotion of social and cultural norms
 |  |
| 20–21 | **Consumer health*** the importance of health care as prevention versus health care as treatment
* complementary and orthodox health care options
 | **Task 6: Health care research –** consumer health (25%) |
| 22 | **Interpersonal skills*** skills and techniques for building cooperation
* active listening
* shared decision-making
* empathy and respect for others
* challenges to effective communication
 |  |
| 23–24 | **Actions and strategies** * preventive actions and skills to cope with influences on health behaviour and enhance health
* [resilience](http://cms.curriculum.edu.au/mindmatters/resources/mmbook.htm)
* social competence
* assertiveness
* strategies to promote the health of communities
 |  |
| 25–26 | **Principles, frameworks, models and theories*** features and components of the [Health Promoting School Model](http://www.ahpsa.org.au/)
* use of the Health Promoting School Model to promote the health of individuals, groups and communities
 |  |
| 27 | **Self-management skills*** factors influencing decision-making
* peers and family
* emotions
* media
* prior knowledge and experience
 |  |
| 28–30 | **Health inquiry** * planning a health inquiry
* identification and description of a health issue
* development of focus questions to research a health issue
* use of a range of information to explore a health issue
* identification and use of reliable information sources
* identification and application of criteria for selecting information sources
* interpretation of information
* summary of information
* development of general conclusions
* presentation of findings in appropriate format to suit audience
 | **Task 7: Investigation into the use of the Health Promoting School Model –** principles, frameworks, models and theories(10%) |