**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%) |