



COURSE OUTLINE
COURSE HEALTH STUDIES – GENERAL YEAR 11: 2021
UNIT 1 AND UNIT 2



This course will run the two units, 1 and 2, concurrently. The student Semester 1 grade will therefore be an estimate.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1-4	Holistic health	<ul style="list-style-type: none"> • definitions of health and wellbeing • physical, social, mental, emotional and spiritual dimensions of health • measurement of personal health status for each dimension of health • introduction to determinants of health <ul style="list-style-type: none"> • social <ul style="list-style-type: none"> ○ stress ○ early life ○ food ○ transport ○ social exclusion • environmental <ul style="list-style-type: none"> ○ features of the natural and built environment • socioeconomic <ul style="list-style-type: none"> ○ education ○ employment ○ income ○ access to services <p>the influence of health determinants on health status</p>	
1	5-6	Beliefs, attitudes and values	<ul style="list-style-type: none"> • 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 • the influence of cognitive dissonance on beliefs, actions and behaviour • the influence of cognitive dissonance on beliefs, actions and behaviour 	Task 1: Response - Topic test <i>(week 6)</i> holistic health



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1	7	Social and cultural norms	<ul style="list-style-type: none"> • definitions of social and cultural norms • influence of social and cultural norms on health behaviour • the role of communities in the construction and promotion of social and cultural norms • the role of communities in the construction and promotion of social and cultural norms 	
1	8-9	Interpersonal skills	<ul style="list-style-type: none"> • skills and techniques for building cooperation <ul style="list-style-type: none"> • active listening • shared decision making • empathy and respect for others • challenges to effective communication • definition of Interpersonal Skills • importance of effective communication for better health and wellbeing • assertive, passive, and aggressive communication 	<p>Task 2: Project (Week 9) Social & cultural norms, Beliefs, attitudes & values</p>
2	1	Self-management skills	<ul style="list-style-type: none"> • definition and identification of self-management skills that promote health and wellbeing • steps in the decision-making process <ul style="list-style-type: none"> • defining the situation • generating and weighing up alternatives • choosing, acting and reflecting • factors influencing decision making <ul style="list-style-type: none"> • peers and family • emotions • media • prior knowledge and experience 	



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2	2-3	<p>Actions and strategies</p> <ul style="list-style-type: none"> • importance of personal responsibility for health • lifestyle factors affecting health <ul style="list-style-type: none"> • exposure to tobacco smoke • alcohol use • diet and nutrition • physical activity • sun exposure • personal health risk assessment • action plans to personal health <ul style="list-style-type: none"> • setting SMART goals (specific, measurable, achievable, realistic, time-specific) • developing strategies • identifying and overcoming barriers • preventive actions and skills to cope with influences on health behaviour and enhance health <ul style="list-style-type: none"> • resilience • social competence • assertiveness • strategies to promote the health of communities 	<p>Task 3: Response – topic test <i>(week 3)</i> Interpersonal skills & self-management</p>
2	4-7	<p>Health Inquiry</p> <ul style="list-style-type: none"> • planning a health inquiry <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • identification and use of reliable information sources • identification and application of criteria for selecting information sources • interpretation of information <ul style="list-style-type: none"> • summary of information • development of general conclusions <p>presentation of findings in appropriate format to suit audience</p>	<p>Task 4: Inquiry <i>(week 7)</i> Risk factor investigation</p>



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2	8-9	Exam weeks/ Work Experience		
2	10-1	Principles, frameworks, models and theories	<ul style="list-style-type: none"> • definition and examples of health promotion in the community • features and components of the Health Promoting School Model • use of the Health Promoting School Model to promote the health of individuals, groups and communities 	
3	2-5	Consumer health	<ul style="list-style-type: none"> • 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 • the importance of health care as prevention versus health care as treatment • complementary and orthodox health-care options 	Task 5: Project (week 5) Health promotion in the community



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3	6-10	Health inquiry	<ul style="list-style-type: none">• planning a health inquiry• use of a range of information to explore a health issue• interpretation of information• presentation of findings in appropriate format to suit audience	Task 6: Response – Topic test <i>(week 6)</i> Principles frameworks, models & theories
4	1-4	<i>Catch up time if required</i>	Begin preparation for year 12 <ul style="list-style-type: none">• Holistic Health• Determinants of health	Task 7: Inquiry <i>(week 1)</i> Health services & facilities