



COURSE OUTLINE

COURSE HEALTH STUDIES – GENERAL YEAR 11: 2022

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 (week 6) 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 	Task 2: Project (Week 9) Social & cultural norms, Beliefs, attitudes & values
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	Actions and strategies <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 	Task 3: Response – topic test <i>(week 3)</i> Interpersonal skills & self-management
2	4-7	Health Inquiry <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 presentation of findings in appropriate format to suit audience	Task 4: Inquiry <i>(week 7)</i> Risk factor investigation



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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