

Units 1 & 2 Health and Human Development

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Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development in individual, national and global contexts.

Unit 1 Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with various perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of interpretations, with different meanings for different people. We will identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Multiple dimensions of health and wellbeing and the indicators used to measure and evaluate health status are explored. With a focus on youth, this unit considers health of both individuals and as a cohort. We will build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. We will look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. The Australian healthcare system is explored and ways to access and analyse health information is addressed. We will investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.



In order to pass Health and Human Development (Unit 1), you must demonstrate the three outcomes:

Outcome 1 - Health perspectives and influences

This outcome explores the multiple dimensions of health and wellbeing, indicators used to measure health status and factors that contribute to variations in health status of youth. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Outcome 2 - Health and nutrition

This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

Outcome 3 - Youth health and wellbeing

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

You must show that you have achieved these outcomes by passing the following:

Primary indicators:

- SAC 1 – Outcome 1
- SAC 2 – Outcome 2
- SAC 3 – Outcome 3

Secondary Indicators:

- Classroom participation
- Homework completion
- Maintenance of class notes/handouts
- Attendance

*Failure to attend **any SAC** will result in a 0% being awarded and hence, an N for the Unit. If you are absent, you **MUST** bring a MEDICAL CERTIFICATE to sit the SAC on an alternative date.

Resources

Textbook: Jacaranda, Key Concepts in Health and Human Development, 5th Edition.

General Tips

- Start out organised and stay organised – have a folder/dividers/paper/plastic pockets for each unit.
- Complete separate revision notes for each SAC.
- Constantly compare your notes with the **Key Knowledge and Key Skills Checklist** to make sure you have covered every dot point – they are all examinable.
- Keep up to date with your work.
- Separate and thorough Exam preparation is essential. Start this process early.



Key Knowledge and Key Skills Checklist - Unit 1
Unit 1 Outcome 1 – SAC 1

<i>KEY KNOWLEDGE</i>	✓	<i>KEY SKILLS</i>	✓
<ul style="list-style-type: none"> • various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions 		<ul style="list-style-type: none"> • analyse various meanings of health and wellbeing • describe different dimensions of health and wellbeing 	
<ul style="list-style-type: none"> • youth perspectives on the meaning and importance of health and wellbeing 		<ul style="list-style-type: none"> • collect and analyse data relating to variations in youth attitudes and priorities regarding health and wellbeing 	
<ul style="list-style-type: none"> • variations in perspectives of and priorities relating to health and wellbeing, according to age, culture, religion, gender and socioeconomic status 			
<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander perspectives on health and wellbeing 		<ul style="list-style-type: none"> • describe a range of influences on the perspectives and priorities of health and wellbeing 	
<ul style="list-style-type: none"> • indicators used to measure the health status of Australians, including incidence and prevalence of health conditions, morbidity, rates of hospitalisation, burden of disease, mortality, life expectancy, core activity limitation, psychological distress and self-assessed health status 		<ul style="list-style-type: none"> • analyse the extent to which health status data reflects concepts of health and wellbeing 	
<ul style="list-style-type: none"> • the health status of Australia’s youth 		<ul style="list-style-type: none"> • draw conclusions from health data about the health status of youth in Australia 	
<ul style="list-style-type: none"> • sociocultural factors that contribute to variations in health behaviours and health status for youth such as peer group, family, housing, education, employment, income, and access to health information and support services (including through digital technologies). 		<ul style="list-style-type: none"> • explain a range of sociocultural factors that contribute to variations in the health status and health behaviours of Australia’s youth. 	

Unit 1 Outcome 2 – SAC 2

KEY KNOWLEDGE	✓	KEY SKILLS	✓
<ul style="list-style-type: none"> the function and food sources of major nutrients important for health and wellbeing 		<ul style="list-style-type: none"> explain the functions of major nutrients for general health and wellbeing 	
<ul style="list-style-type: none"> the use of food selection models and other tools to promote healthy eating among youth, such as the Australian Guide to Healthy Eating, the Healthy Eating Pyramid and the Health Star Rating System 		<ul style="list-style-type: none"> evaluate the effectiveness of food selection models and other tools in the promotion of healthy eating among youth 	
<ul style="list-style-type: none"> the consequences of nutritional imbalance in youths' diet on short- and long-term health and wellbeing 		<ul style="list-style-type: none"> describe the possible consequences of nutritional imbalance in youths' diet on short- and long-term health and wellbeing 	
<ul style="list-style-type: none"> sources of nutrition information and methods to evaluate its validity 		<ul style="list-style-type: none"> evaluate the validity of food and nutrition information from a variety of sources 	
<ul style="list-style-type: none"> tactics used in the marketing of foods and promoting food trends to youth, and the impact on their health behaviours 			
<ul style="list-style-type: none"> social, cultural and political factors that act as enablers or barriers to healthy eating among youth, including nutrition information sourced from social media and/or advertising. 		<ul style="list-style-type: none"> analyse the interaction between a range of factors that act as enablers or barriers to healthy eating among youth. 	

Unit 1 Outcome 3 – SAC 3

<i>KEY KNOWLEDGE</i>	✓	<i>KEY SKILLS</i>	✓
<ul style="list-style-type: none"> • aspects of youth health and wellbeing requiring health action, as indicated by health data on burden of disease and health inequalities, and research on the concerns of young people 		<ul style="list-style-type: none"> • use research and data to identify social inequality and priority areas for action and improvement in youth health and wellbeing • describe and analyse factors that contribute to inequalities in the health status of Australia’s youth 	
<ul style="list-style-type: none"> • government and non-government programs relating to youth health and wellbeing 			
<ul style="list-style-type: none"> • community values and expectations that influence the development and implementation of programs for youth 		<ul style="list-style-type: none"> • analyse the role and influence of community values and expectations in the development and implementation of health and wellbeing programs for youth 	
<ul style="list-style-type: none"> • key features of one health and wellbeing focus relating to Australia’s youth including: <ul style="list-style-type: none"> – impact on different dimensions of health and wellbeing – data on incidence, prevalence and trends – risk and protective factors – community values and expectations – healthcare services and support – government and community programs and personal strategies to reduce negative impact – direct, indirect and intangible costs to individuals and/or communities – opportunities for youth advocacy and action to improve outcomes in terms of health and equity. 		<ul style="list-style-type: none"> • research and collect data on one particular health and wellbeing focus relating to youth, with critical • analysis of its impact, management and costs • plan advocacy and/or action based on identification and evaluation of opportunities for promoting youth health and wellbeing. 	

Health and Wellbeing

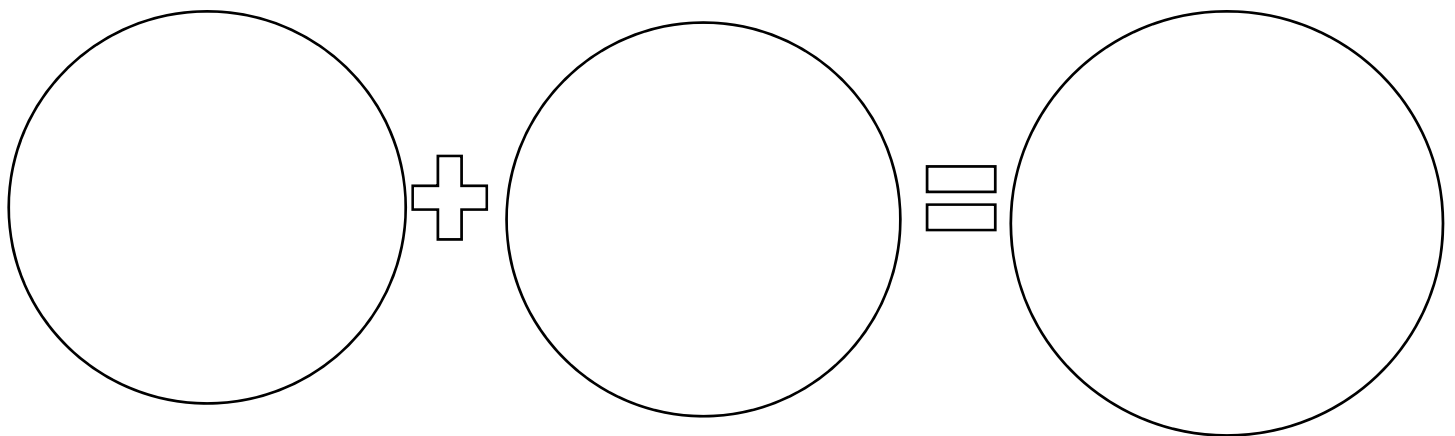
(Pages 4 to 6)



1. a) What is the WHO definition of health?

b) Outline the limitations of this definition.

2. Complete the following diagram on health and wellbeing (refer to figure 1.4, page 6):



3. Think of a person whom you believe has good health and wellbeing. Justify why you choose this person in light of your understanding of health and wellbeing.

The dimensions of health and wellbeing

1. Read through pages 7 – 15 and complete the following table:

Dimension of health and wellbeing	Definition	Characteristics/aspects of this dimension

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Devise a silly sentence of acronym to help you remember the five dimensions of health and wellbeing!!!



2. Using examples, explain the difference between emotional and mental health and wellbeing.

3. Complete the following table:

Example	Dimension of health and wellbeing				
	Physical	Social	Emotional	Mental	Spiritual
Having a sense of belonging					
Having good fitness levels					
Adequate express and manage emotions					
Body weight					
Displaying positive thought patterns					
Blood cholesterol					
Acting according to values and beliefs					
Adequately respond to emotions					
Physical fitness					
Blood pressure					
Supportive network of friends					
Functioning of body systems					
Absence of disease or illness					
Energy levels					
Levels of stress and anxiety					
Effective communication with others					
Supportive and well-functioning family					
Experiencing peace and harmony					
Recognise the range of emotions					
Positive thought patterns					
Have a sense of belonging					
Productive relationships with others					
Experience resilience					

4. Read the following case study and answer the questions that follow:

Yianni is 16 years old and is in Year 10 at school. He is part of a small group of friends, who spend a lot of time together on the weekends. He has recently missed a month of school due to illness and he is concerned about how he is going to catch up on the school work he missed. He is also worried about how he is going to fit back in with his friends, as he hasn't seen much of them while he was sick.

Yianni has a close relationship with his older brother and he wants to follow in the footsteps of his brother and study accounting when he finishes school, Yianni is in the process of selecting his subjects to study in Year 11 and he is finding it a little overwhelming.

Due to being sick for over a month, he has been unable to play the sport he loves-soccer. He plays for both the school team and also for a local club. Yianni comes from a Greek Orthodox background and he attends his local Orthodox church regularly. He also has friends from church and occasionally participates in the church's youth group on Sundays. The youth group get together to socialise and interact together. They also work on volunteering projects for the elderly Greek community in retirement villages. These activities include helping with the garden, and visiting the elderly to spend time with them.

a) How would you rate Yianni's health and wellbeing, based on the WHO definition?

b) Identify examples from the case study that represent physical, social, emotional, mental and spiritual health and wellbeing.

c) Suggest two strategies that Yianni could use that would potentially improve his health and wellbeing. Explain how these would benefit him.
