Unit 1AHEA: Introduction to health

The focus for Health Studies Course Unit 1AHEA is an **introduction to health.**

The unit introduces students to the basic concepts, models and frameworks used in describing the definitions and dimensions of health, characteristics necessary for good health, and explaining the relationships between beliefs, attitudes, values and health behaviour. Opportunities to identify the individual's responsibility for their own health and actions necessary for better health are provided.

Opportunities are provided to develop and practise the self-management skills needed to positively influence their own health, taking into account personal beliefs, attitudes and values. Communication skills and strategies for effective relationships are explored. Basic inquiry skills are developed and used to investigate and report on health issues.

This alcohol and other drug support material must be read in conjunction with the Health Studies Course documentation (www.curriculumcouncil.wa.gov.au)

The information and activities have been designed to be used within the Health Studies Unit 1AHEA. They are intended to be used in conjunction with other learning activities and contexts and as such, do not cover all content areas outlined for Unit 1AHEA.

HEALTH STUDIES COURSE

Stage P		Stage 1				Stage 2		Stage 3	
Unit PAHEA	Unit PBHEA	Unit 1AHEA	Unit 1BHEA	Unit 1CHEA	Unit 1DHEA	Unit 2AHEA	Unit 2BHEA	Unit 3AHEA	Unit 3BHEA

CURRICULUM FRAMEWORK - OVERARCHING LEARNING OUTCOMES

COURSE OUTCOMES

Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:
Knowledge and understandings	Beliefs, attitudes and values	Self-management and interpersonal skills	Health inquiry

CONTENT AREAS

Health concepts	Attitudinal and environmental influences over health	Health skills and processes
• An holistic/social view of health • Health principles, frameworks, models and theories • Actions and strategies for health • Healthcare systems	• Personal beliefs, attitudes and values influence health behaviour • Social and cultural norms and expectations influence health behaviour	• Self-management skills • Interpersonal skills • Health inquiry skills and processes

Health Studies Course: Scope and sequence

Context: Drug education

Stage 1 Units

Content organiser	1AHEA Introduction to health	1BHEA Personal health	1CHEA Personal, peer and family health	1DHEA The health of groups and communities
Health concepts				
An holistic/ social view of health	• definitions of health and wellness • dimensions of health (physical/biological, social, mental, emotional and spiritual) that promote an understanding of a holistic concept of health • characteristics necessary for good health (for each dimension)	• measurement of personal health status for each dimension of health • personal health influences • personal factors that enable and reinforce behaviours that determine health i.e. predisposing, enabling and reinforcing factors	• determinants of health i.e. social, environmental and biological • the influence of health determinants that support or detract from personal, peer and family health status	• relationships between social, environmental and biological determinants of health
Health principles, frameworks, models and theories	• health and wellness continuums/dynamic nature of health	• introduction to health promotion • individual approaches to improving health i.e. health education • social responsibility of individuals for their own health • models that enhance and promote personal health i.e. Stages of Change Model.	• models that enhance and promote health i.e. Health Promoting Schools Model	• public health with emphasis on prevention and health promotion • characteristics of communities and groups e.g. common features, diversity • health promotion in your community: agents and agencies and their role in promoting health e.g. local drug action groups, non-government organisations (NGOs), community action groups for special events - Leavers • use of models to inform practical programs to promote health of groups and communities i.e. promoting health at school using Health Promoting Schools (HPS)
Actions and strategies for health	• individual responsibility for health • role of lifestyle factors • actions to reduce the risk of lifestyle factors	• personal health risk assessment i.e. recognising constructive and destructive risks to health: calculating risks to health • readiness for change • strategies for building motivation to change behaviour • personal action plans to protect and promote and optimise personal health i.e. aims/goals, developing strategies, SMART goal setting; identifying and overcoming barriers	• preventive actions to cope with influences on personal health behaviour and enhance health i.e. resilience, social competence, assertiveness	• assessment of the health and wellbeing of young Australians • measures of health status in Australia i.e. life expectancy, morbidity and mortality, incidence and prevalence of disease • current Australian health priorities • strategies for improving life expectancy with focus on prevention, importance of intervention, healthy environments • group techniques for health promotion e.g. developing personal skills, workshops, seminars, self-help groups

Content areas covered in the *Choices* support materials are in **bold** and **pink.**

Health Studies Course: Scope and sequence

Context: Drug education

Stage 1 Units

Content organiser		1AHEA Introduction to health	1BHEA Personal health	1CHEA Personal, peer and family health	1DHEA The health of groups and communities
Health concepts	Healthcare systems	• range and types of health facilities and services • selection of health products and services that meet personal needs and priorities • criteria for selecting personal health products and services	• structure of current healthcare system i.e. two tiered system of state/federal private health insurance and how it fits into the system • rights and responsibilities as a healthcare consumer • criteria for choosing a healthcare professional	• importance of health care as prevention versus health care as treatment • range and types of preventative health care • options and access to alternative health care	• local, state and federal government responsibilities for health • issues around responsibilities for health care in Australia e.g. workforce shortages, waiting lists, funding for health
Attitudinal and environmental influences over health	Personal beliefs, attitudes and values influence health behaviour	• **defining personal beliefs, attitudes and values and their relationship to health behaviour** • **differences in personal values and attitudes** • **formation of personal beliefs, attitudes and values about health** • **relationship between knowledge, beliefs, attitudes and health behaviour**	• influence of personality, individual and situational factors on the formation of personal beliefs, attitudes and values • influence of physical and structural factors on personal beliefs, attitudes and values towards health behaviour • impact of personal beliefs about health on health behaviour	• peer and family influence on the formation of personal beliefs, attitudes and values towards health behaviour • differences between adolescents' perceptions of physical and structural factors influencing behaviour and motivation of self and others • relationship between beliefs, attitudes, values and health behaviour • cognitive conflict/dissonance	• influence of groups and community upon personal beliefs and attitudes and ability to pursue values • impact of multiple beliefs and attitudes of self and others on health behaviour
	Social and cultural norms & expectations influence on health behaviours	• definitions of social and cultural norms and expectations • formation of social and cultural norms • **influence of general social and cultural norms on personal behaviour**	• influence of peer-group and cultural norms and expectations on personal health behaviours	• influence of peer group, personal, cultural, school, parental and religious norms and expectations on health behaviour of self and others	• role of wider community in construction, transmission and promotion of beliefs, attitudes and values
Health skills and processes	Self-management skills	• self-assessment of strengths and challenges in health • **styles of decision-making in determining personal health priorities and goals e.g. impulsive, intuitive, rational** • **factors affecting choice of decision-making style** • **decision-making models**	• skills for building self-confidence and personal motivation i.e. goal setting for short and longer term, resilience and coping with change • impact of decisions and behaviours of the peer group on personal decision-making • impact of values and cultural awareness on personal decision making.	• skills for seeking social support among peers and family for behaviour change i.e. self-confidence • skills for monitoring and modifying health behaviour i.e. time management, decision-making, planning	• solution-focused approaches to decision-making • prediction of barriers and enablers to healthy decision-making • practical decision-making tools and strategies i.e. PMI, cost-benefit analysis, Six Thinking Hats

Content areas covered in the *Choices* support materials are in **bold** and **pink.**

Health Studies Course: Scope and sequence

Context: Drug education

Content organiser	1AHEA Introduction to health	Stage 1 Units			
		1BHEA Personal health	1CHEA Personal, peer and family health	1DHEA The health of groups and communities
Interpersonal skills	• **importance of effective communication for better health and wellbeing** • **non-verbal and verbal communication skills and strategies for effective relationships i.e. speaking, listening**	• assertive, passive and aggressive communication • use of 'you' and 'I' statements • skills for working in pairs and groups i.e. cooperation, negotiation	• communication skills that build cooperation and collaboration in achieving group goals i.e. active listening, empathy, respect for others and compromise, managing conflict • barriers to effective communication • effective use of communication channels e.g. mobile phones, email, internet	• skills for effective communication in groups i.e. mediation, negotiation, supporting others, managing group dynamics • codes of behaviour in groups
Health inquiry skills and processes	• **basic health terms/language** • **identification of reliable sources of health information** • **basic gathering and searching techniques i.e. defining and using keywords and effective use of internet search engines** • **summarising information** • **presentation of health information in simple report formats**	• common health terminology • identification of health issues and concerns • criteria for choosing reliable sources of health information • effective data collection techniques i.e. keywords and phrases that define the issue • combination and summary of information • techniques for drawing of general conclusions • reporting of findings to others in simple ways	• identification of health concerns and issues • effective searching techniques using a variety of reliable and accurate sources and perspectives • combination of information and connecting similar ideas/information • drawing of conclusions • communication of findings in differing styles e.g. poster presentation, oral, PowerPoint	• development of health focus questions • inquiry plans i.e. type of information to be collected, timeline and audience for inquiry • tools for organising information e.g. mind and concept maps, grouping like information • techniques for referencing • combination, summary and analysis of information including identification of trends and patterns • techniques for developing substantiated conclusions • communication of findings using common health discourse and styles to suit different audiences

Health skills and processes — Stage 1 Units

Content areas covered in the *Choices* support materials are in **bold** and **pink.**

Unit overview

The following table shows the links of the specific content areas to the content organisers, the suggested activities and strategies, and the assessment tasks covered in this unit.

	Content area	Suggested activities	Resources	Page
Attitudinal and environmental influences over health	**Personal beliefs, attitudes and values influence health behaviour** • defining personal beliefs, attitudes and values and their relationship to health behaviour • differences in personal values and attitudes • formation of personal beliefs, attitudes and values about health • relationship between knowledge, beliefs, attitudes and health behaviour **Social and cultural norms and expectations influence on health behaviours** • influence of general, social and cultural norms on personal behaviour	**Activity: What are they really saying?** Focuses on alcohol and other drugs issues as presented in music and the media.	• Teacher notes: *Beliefs, attitudes and values* • Activity sheet: *What are they really saying?* • Lyrics to songs about alcohol and other drugs • Selection of current, popular songs, music video clips • Internet access • CD players	99 100
		Activity: What do I think? Identifies and clarifies students' attitudes, values, thoughts and feelings about alcohol and other drug issues using the four corners strategy.	• Activity sheet: *What do I think?* • Number signs 1-4	102
		Activity: My attitude, my actions Identifies influences that affect behaviour in a range of situations involving the use of alcohol and other drugs.	• Activity sheet: *My attitude, my actions* • Resource sheet: *My attitude, my actions* • Resource sheet: *Factors influencing behaviour*	104 105 106
		Activity: Who influences me? Identifies factors that influence attitudes and behaviours towards alcohol and other drugs using a card cluster strategy.	• Activity sheet: *Who influences me?* • Post-it notes	113
Health skills and processes	**Self-management skills** • styles of decision-making in determining personal health priorities and goals e.g. impulsive, intuitive, rational • factors affecting choices of decision-making style • decision-making models	**Activity: What's my choice?** Explores steps in making decisions in alcohol and other drug use situations and the related consequences of these decisions using decision-making models.	• Teacher notes: *Decision-making* • Activity sheet: *What's my choice?* • Resource sheet: *Decision-making process* • Resource sheet: *Decision-making model* • Resource sheet: *Decision-making scenarios*	114 115 117 118 121
	Interpersonal skills • importance of effective communication for better health and wellbeing • nonverbal and verbal communication skills and strategies for effective relationships i.e. speaking, listening	**Activity: Are you listening to me?** Focuses on verbal and non verbal behaviours that are barriers to effective communication.	• Teacher notes: *Effective communication* • Activity sheet: *Are you listening to me?* • Resource sheet: *Talking and listening*	107 108 109
		Activity: Which one is it? Identifies characteristics of communication styles.	• Activity sheet: *Which one is it?* • Resource sheet: *Styles of communication*	111 112

	Content area	Suggested activities	Resources	Page
Health skills and processes	**Health inquiry, skills and processes** · basic health terms/language · identification of reliable sources of health information · basic gathering and searching techniques i.e. defining and using key words and effective use of internet search engines · summarising information · presentation of health information in simple report formats	**Activity: What are the facts?** Identifies reliable and credible alcohol and other drug information websites.	· Teacher notes: *Alcohol and other drugs inquiry* · Activity sheet: *What are the facts?* · Resource sheet: *Questions and reliable sources of information* · Resource sheet: *Criteria for evaluating information* · Internet access · Credible information websites	122 124 125 126
		Activity: Binge drinking- what's the problem? Investigates the issue of binge drinking by young people.	· Activity sheet: *Binge drinking – what's the problem?* · Resource sheet: *Health inquiry plan* · Internet access	127 129

	Assessment: Inquiry (40 marks)
	
	Task 1: Binge drinking by young people
	
	    Part A: Group planning template
	
	    Part B: Interpersonal skills checklist
	
	    Part C: Inquiry presentation: pamphlet or fact sheet
			· Assessment task: *Inquiry*
			· Resource sheet: *Group planning template*
			· Part A Marking key: *Group planning template*
			· Part B Marking key: *Interpersonal skills checklist*
			· Part C Marking key: *Power Point presentation or letter*
				130
				132
				
				133
				
				134
				
				135

Teacher notes: Beliefs, attitudes and values

The information and activities are designed to cover the following content from Unit 1AHEA:

Personal beliefs, attitudes and values influence health behaviour

· defining personal beliefs, attitudes and values and their relationship to health behaviour

· differences in personal values and attitudes

· formation of personal beliefs, attitudes and values about health

· relationship between health knowledge, beliefs, attitudes and behaviour.

Social and cultural norms and expectations influence on health and behaviours

· influence of general, social and cultural norms on personal behaviour.

What is values education?

Values education provides a process whereby students can begin to understand what they value and why. Exploring attitudes and values enables students to gain insight into those beliefs that influence their own and other's decisions and behaviour.

Developing positive attitudes and behaviours

The following activities are designed to develop attitudes and values consistent with a safe and healthy lifestyle within an alcohol and other drug context. Students are provided with opportunities to develop an understanding of the benefits of taking a harm reduction approach (page 277) to the use of alcohol and other drugs, and having a positive attitude towards responsible decisions and behaviours.

Processing

Sessions must conclude with some processing (debriefing) or summary. This allows students to share feelings, summarise the important points learnt and personalise the issues/dilemmas to real-life situations.

Processing is essential and it is better to stop an activity in order to have a debriefing than to have students leave the session without discussing issues that arose.

Note: Further information on values education is provided on page 273.

Activity: What are the really saying?

This activity will help students to:

- consider how alcohol and other drug issues are presented in popular music and the media

- differentiate between real-life and how media presents reality.

Resources

- CD player – one per group

- Selection of current, popular songs, music video clips about alcohol and other drugs

- Handout of song lyrics about alcohol and other drugs e.g. *Stupid Girl* (Pink), *Cheap Wine* (Jimmy Barnes), *Angel* (Sarah McLachlan) – one per student

- Internet access to www.songfacts.com
  http://www.songfacts.com/category:songs_about_drugs.php
  http://www.songfacts.com/category:songs_that_contain_drug_references.php
  http://www.songfacts.com/category:songs_about_dependency_or_addiction.php
  http://www.songfacts.com/category:songs_about_alcohol.php
  http://www.songfacts.com/category:songs_about_choices.php

How is it implemented?

This activity requires preparation by finding recordings of appropriate songs and videoclips and photocopying lyrics. It is important for each student to have a copy of the lyrics.

If students are asked to choose their own music, it is essential that teachers set rules about the appropriateness of the music and language.

Teachers may choose to use appropriate music in any of the ways suggested below.

Icebreaker

1. Students bring a personally relevant (and appropriate) song and play to the group.

2. Students then share their understandings and reactions to the song they selected.

Separate ways

1. Place students in groups of two or three. Give each group a different song on the theme of alcohol or other drug use and a CD player.

2. Students listen to the song and discuss its impact and content.

3. Each group shares their findings with the class. Discuss common themes, similarities and differences in portrayal of these alcohol and other drug issues.

Activity: What are the really saying?

Music critic

1. Play a song several times for students to consider the themes and alcohol or other drug information.

2. Students individually write a short reflection or review commenting on the content and impact of the song.

3. In small groups or as a whole class, read out the reviews and discuss.

Search

1. In small groups, students search for songs illustrating different aspects of a theme (e.g. alcohol and other drugs; depression; mental health; domestic violence; sexual assault; resilience; relationships; risk taking).

2. Groups present their findings to the class in an innovative manner (e.g. song, rap, poem or news report).

Video clips

1. Using music video clips from sources such as *Rage* or *Video Hits*, discuss the impact of the clip using the following questions.

   - What health issues are addressed in the song?

   - What message/s do you get from the song?

   - Does the clip enhance or detract from the song/message?

   Rage song lists can be found at www.abc.net.au/rage/playlist/default.htm

Lyrics

1. Use lyrics from songs that focus on alcohol and other drug use issues to discuss the messages delivered to the listener using the questions from the previous activity.

   Lyrics can be accessed from album covers, artists' websites or lyrics sites such as www.leoslyrics.com and www.lyrics.com

Processing questions

- *How much do these songs reflect real life? Why?*

- *What do you think of the claim that many of the images portrayed and the content covered in some popular songs can be damaging to young people?*

Activity: What do I think?

This activity will help students to:

- **identify and clarify attitudes, values, thoughts and feelings about alcohol and other drug issues**
- **feel comfortable and confident in sharing their own values**
- **consider information and others' ideas and views**
- **share reasons for making a decision with others.**

Resources

- Prepare signs numbered 1, 2, 3 and 4 – one set only

How is it implemented?

1. Place a numbered sign in each corner of the room.

2. Explain to the students that there are no right or wrong answers. Everyone is entitled to their own opinions and thoughts.

3. Select a sentence stem from the examples provided.

4. Read the sentence stem and four choices to the group.

5. Ask students to move to the number that best represents their opinion. In this strategy there is no 'unsure' or standing in the middle if unable to make a decision. Participants must make a choice.

6. Students need to share the reason behind their choice with others in the same corner.

7. Ask for volunteers from each corner to share their thoughts with the class.

8. As a class, discuss why there are variations in students' opinions.

9. Repeat the activity using the other sentence stems.

10. It is not necessary to ask for whole class discussion on every example. Give a variety of opportunities for students to talk to one other person, a small group and the whole group.

11. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Why have you made that choice?*

- *Was it easy to make that choice? Why?*

- *How does it feel to share your opinions with others?*

- *Has listening to others' opinions and thoughts influenced how you think about some of these issues? How? Why?*

- *Has this activity given you more ideas about possible choices in different situations? How? Why?*

- *Who do you think is responsible for your health and safety in situations like these? Why?*

Activity: What do I think?

Sentence stem	Choices
The best way for me to chill out is to...	1. hang out with friends 2. listen to music 3. watch television 4. go for a run or walk.
To get home from a party safely, I would...	1. call my parents to pick me up 2. call a taxi 3. drive 4. catch a bus or train with a group of friends.
Next time I have a (minor) ache or pain, I will...	1. think about the reason for the pain and address the reason 2. rest or try to sleep it off 3. apply a heat pack/ice pack 4. drink a glass of water.
If my friend told me they were assaulted, I would ...	1. encourage them to report it to the police 2. advise them to tell their parents 3. go with them to the nearest hospital emergency department 4. ring a helpline.

Variation

Teachers may choose to write topics that are specifically relevant to their students. Once students are familiar with the process of this activity they can write their own sentence stems and choices, either individually or in small groups.

Activity: My attitude, my actions

This activity will help students to:

- **understand the factors that influence attitudes towards alcohol and other drugs**
- **identify influences that affect behaviour in alcohol and other drugs use situations.**

Resources

- Resource sheet: *My attitude, my actions* – one per student
- Resource sheet: *Factors influencing behaviour* – one card per student

How is it implemented?

Despite the attitudes and intentions of young people, the way they choose to behave in the real-world can be influenced by the situation with which they are faced. The model on Resource sheet: *My attitude, my actions* can be used to explore the consequences and potential risks in a range of scenarios.

1. Discuss who and what may influence thoughts and opinions, and who and what may influence behaviour.

2. Explain that the model shown on the resource sheet highlights how attitudes and intentions to behave in a certain way may change due to a particular situation.

3. Give each student a card from the Resource sheet: *Factors influencing behaviour*. Students consider the situation on the card and record their attitudes and intention to behave on Resource sheet: *My attitudes, my actions*.

4. Students are placed in groups with others who have been given the same card to discuss their responses to the issue.

5. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Does your behaviour always match your intentions? Why or why not?*

- *Who or what may influence your choices about behaving in a responsible manner?*

- *Would knowing who and how your intentions can be influenced by others make a difference to your behaviour? Why or why not?*

My attitude, my actions

Your attitudes and behaviour can be influenced by a range of factors such as peers, skills, mood, laws, time, environment, convenience, family, society, culture and media .

Use this model to help identify what may influence your attitude and intention to behave when faced with a particular alcohol or other drug situation.

(Attitudes) ➤ (Intention to behave) ➤ (Behaviour in this situation)

What I think and feel about this issue is ...	My intention to behave in a situation that involves this issue would be...	If I was in the situation described, I would most likely...
My thoughts and emotions about this issue may by influenced by ...		

Factors influencing behaviour

You are studying for an exam with your friend and having trouble staying awake. Your friend tells you to take some caffeine tablets (e.g. No-Doz) so that you can study all night.

You are at a party and have just had a fight with your best friend. You're feeling really upset. Someone offers you an ecstasy tablet so you can have a good time.

Your 16 year old brother asks you to buy some alcohol for him to take to the beach. You are 19 years old.

The coach of your sporting team holds an end of season barbeque. Alcohol is supplied for all of the players. You and four others are not yet 18 years old.

You are going to the school ball. The dress you've bought is too tight and you can't afford to buy another one. You've heard that amphetamines give you energy and reduce your appetite.

You're in the car with friends heading off on a weekend down south. The designated P-plate driver stops to pick up a carton of beer. Someone opens the carton and offers everyone, including the driver, a can.

You have told your parents that you are staying at a friend's house with a few other people. Your friends have been smoking dope and they want to go to a party. You haven't told your parents about the party. The person who is going to drive looks stoned.

You have been drinking alcohol with your partner at a party. They ask you to go into the bedroom.

Teacher notes: Effective communication

The information and activities are designed to cover the following content from Unit 1AHEA:

Interpersonal Skills

· importance of effective communication for better health and wellbeing

· non-verbal and verbal communication skills and strategies for effective relationships i.e. speaking and listening.

Communication

Communication is the process of sending and receiving messages, either verbally or non-verbally, between people. As this is a dynamic process, it will affect the relationships that exist between people communicating with each other. Developing effective communication skills cannot be left to chance. It requires structured learning experiences that provide opportunities to observe and practise these skills, as well as provide and receive constructive feedback from others.

Effective communication:

· enhances personal relationships and self esteem

· is necessary to discuss in an open, honest and non-threatening way

· enhances a supportive and accepting learning environment

· enables students to become aware of a wider range of ideas and values relating to issues and assists them to make informed decisions

· is two way and involves both speaking and listening skills

· recognises the importance of body language in conveying a message

· 7% of our message is communicated through words

· 38% of our message comes from vocal intonation

· 55% of our message comes from our body language

· is being 100% when communicating i.e. saying, sounding and looking the message

· utilises a variety of styles including assertive, passive and aggressive

· is a skill that can be taught and learnt.

The role of the facilitator is to:

· model effective communication

· provide activities that allow practice in active and reflective listening

· highlight the importance and use of non-verbal communication

· identify possible barriers to communication.

Active listening

People spend at least 50% of their communication time as a listener. However most only remember 50% of what they hear and only 50% of this (25% of the whole communication) eight hours later.

Active listening involves the listener providing the speaker with feedback to check on the accuracy of what has been heard i.e. attending, following and reflecting.

Activity: Are you listening to me?

This activity will help students to:

- **identify verbal and non-verbal behaviours that are barriers to effective communication**

- **explore feelings and situations that inhibit effective communication.**

Resources

- Resource sheet: *Talking and listening* (back to back) – one task card per student
- Whistle or bell

How is it implemented?

1. Discuss with students verbal and non-verbal barriers to effective communication. These can include:
   - jumping to conclusions
   - interrupting, finishing sentences for the speaker
   - ignoring or negating speaker's feelings
   - providing answers to problems
   - using stereotypes or generalisations
   - negative body language
   - shouting, accusing and blaming.

2. Place students in pairs. Nominate who will be Partner A and Partner B in each pair.

3. Give students the relevant task card from Resource sheet: *Talking and listening*. Outline to students that one person in each pair will be the talker and the other will be the listener, and that they will have only 45 seconds to do the activity.

4. Students read Task 1 on their card without disclosing the information to their partner.

5. At the end of 45 seconds sound a bell to indicate the activity must stop.

6. As a group, discuss the following processing questions.

Processing questions

- *How did the listener behave?*
- *How did you feel as the speaker? Why?*
- *How did you feel as the listener? Why?*

6. Explain to students that they are now to turn over their card and complete Task 2 with their partner. Remind students of the 45 seconds time allocation.

Processing questions

- *How did you feel as the listener? Why?*
- *How did you feel as the speaker? Why?*
- *What do you need to do to ensure that you communicate effectively?*
- *When listening to family and friends, what might you do differently as a result of this activity?*

Talking and listening

Partner A: Task 1

Tell Partner B about your favourite places to go and what you like to do.

Partner B: Task 1

You are listening to Partner A.

At first you are interested in what they are saying.

After a short time lose interest and start looking around the room or at the floor.

You can even start doing something else like checking your nails or looking at your watch.

Talking and listening

Partner A: task 2

This time you are listening to Partner B.

Try listening intently to what they are saying.

Ask questions and have eye contact.

Partner B: task 2

Tell Partner A what you do to deal with stress and why it is a helpful or healthy idea.

Activity: Which one is it?

This activity will help students to:

- **identify characteristics of different communication styles.**

Resources

- Resource sheet: *Styles of communication* – one per student

How is it implemented?

1. Place students in groups of three or four.

2. Allocate a communication style (i.e. assertive, aggressive or passive) to each group.

3. Ask students to discuss what this style of communication may look, sound and feel like, and for what purpose it may be used.

4. Groups share their responses.

5. Give each student a copy of Resource sheet: *Styles of communication* to confirm their response or add others.

6. Identify the benefits of assertive communication. Discuss in what circumstances it is best to use assertive communication and why.

7. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Do people always use the same communication style in every situation?*

- *What factors do you think may influence people's choices of communication style?*

- *What are some possible benefits of using an assertive communication style?*

- *What are some ways that someone might express him/herself without being directly aggressive or assertive? (Possible answers include, but are not limited to: talking sarcastically under one's breath; using body language that communicates one's disgust and frustration; telling people nearby about how one feels and loudly enough that the people who made one angry can overhear. Behaviours like these are called passive-aggressive behaviours. This means showing an aggressive response but in a way that lowers the immediate risk of conflict. A passive-aggressive response is not in a person's best interest as it will fail to achieve what is wanted. It can heighten resentment and may cause conflict or retaliation when others hear the speaker's comments or hear about their comments.)*

- *Can you think of circumstances where passive communication may be in your best interest or the best interest of a friend, even though your needs may not be met?*

- *Have you behaved aggressively in some situation? How did it work out? How would things have been different if you had chosen an assertive response?*

- *Have you behaved assertively in a situation? How did it work out? How would a passive response have worked out? An aggressive response?*

- *How have you felt when you stood up for yourself or a friend? How have you felt when you failed to stand up for yourself or a friend?*

- *If you were to face a situation that required you to communicate assertively, something that you have not previously done, what would you do?*

Styles of communication

Communication is the process of sending and receiving messages either verbally or non-verbally. Verbal communication can be categorised into three types - aggressive, passive and assertive.

> **Remember communication is made up of:**
>
> **7% words   38% tone   55% body language.**

> **It matters not so much what you say as it does how you say it.**
>
> **So make sure you are always 100% there.**

AGGRESSIVE	PASSIVE	ASSERTIVE
What you might hear		
'I don't know why you can't see that this is the right way to do it.' *'It's going to be my way or not at all.'* *'You're just stupid if you think that will work.'* *'That kind of logic will sink the company.'* *'Who cares what you feel. We're talking about making things work here.'*	*'I just don't know.'* *'Alright, whatever you think.'* *'You have more experience than I do. You decide.'* *'I'll go along with whatever the group decides.'* *'I don't care. It doesn't matter to me.'* *'My opinion won't make a difference.'*	*'So what you're saying is...'* *'I can see that this is important to you and it is also important to me. Perhaps we can talk more respectfully and try to solve the problem.'* *'I think... I feel... I believe that...'* *'I would appreciate it if you...'* *'We would both feel better about this if …'*
People may use this style of communication to:		
• *dominate or humiliate* • *avoid being dominated or humiliated by others* • *express feelings of anger or superiority* • *achieve what they want although it may be followed by feelings of guilt and embarrassment.*	• *avoid upsetting or hurting others* • *avoid expressing their opinion* • *please others and keep them on side* • *avoid an unpleasant situation or decision.*	• *express their view in a considerate, thoughtful, direct and appropriate way* • *reflect the rights, feelings and needs of others* • *be confident and feel good about themselves* • *lead to getting what they want while others get what they want* • *be respected and appreciated by others* • *develop strong and respectful relationships*
Win-lose situation	**Lose-win situation**	**Win-win situation**

> **Assertive communication and being 100% – questions to ask yourself.**

When I am communicating in a situation do I…

- look confident?
- use a firm and clear voice?
- keep eye contact?
- use assertive body language?

- express a message that is what I really mean?
- respond convincingly?
- look and feel calm and relaxed?

Activity: Who influences me?

This activity will help students to:

- understand the factors that influence attitudes and behaviours towards alcohol and other drugs

- identify influences that affect behaviour in a range of situations involving the use of alcohol and other drugs.

Resources

- Post-it notes – three per student

How is it implemented?

1. Give each student three Post-it notes.

2. On each of the Post-it notes, students are to write the name of one person (e.g. coach, friend, etc) who influences their attitudes and values about their health choices and behaviours. Remind students that they are to write only one name per post-it note.

3. As a whole group, conduct a card cluster strategy by grouping similar responses together (e.g. mum, teacher, brother, friend, TV star, etc).

4. Discuss the range of people in their lives who have an influence on them and how and why these people have an influence on their choices and behaviours.

5. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Why do some people influence you more than others?*

- *How do you feel about people who can influence your decisions? Why?*

- *How do you feel if your friends or family are disappointed in your choices?*

- *What does it say about your relationships with them?*

Teacher notes: Decision-making

The information and activities are designed to cover the following content from Unit 1AHEA:

Self-management skills

- styles of decision-making in determining personal health priorities and goals
  i.e. impulsive, intuitive, rational
- factors affecting choice of decision-making style
- decision-making models.

What is decision-making?

Being able to make informed decisions by considering the positive and negative consequences of actions and selecting the most appropriate option is an important skill for maintaining personal health and safety. Decision-making learning experiences provide the opportunity for students to examine alternatives, record and analyse information, use different decision-making models, select a course of action and reflect on the consequences of their actions.

Young people will need to make many decisions about their own and others' safety. In social situations, these decisions will often be made more complex because of the impact of influences such as peers and the use of alcohol and other drugs. Equipped with relevant facts and positive attitudes, young people are more likely to make informed and safer decisions about their behaviour.

In order to make informed decisions, young people need to know how a decision is made and be provided with opportunities to practise the decision-making process. The process involves stating the problem or issue, gathering the necessary information, examining the options, considering the consequences of each option and finally deciding and evaluating the decision.

Self-efficacy will impact the decisions young people make, their ability to communicate assertively and their beliefs and attitudes. A young person with a strong sense of self-worth and self-efficacy is more likely to value safety and make decisions that will promote safety for themselves and others. They are also more likely to be able to communicate their decision or opinion assertively when negotiating with family and peers.

The decision-making process

- **Define the problem** – identify the decision to be made in the particular situation.
- **Gather the necessary information** – identify who and what are contributing to potential risk and the effects of risk taking on individuals.
- **Examine all possible options** – identify a range of alternative actions in a situation.
- **Consider the consequences, risks and benefits of each option** – evaluate options according to the outcome sought. This involves predicting and reflecting on the impact of decisions on oneself, others and wider community, and identifying 'safety nets' and harm reduction strategies.
- **Decide and communicate the decision** – identify strategies for communicating the decision and dealing with negative peer (or other) influence (e.g. humour, assertiveness or redirection).
- **Evaluate the outcome of the decision upon self and others** – evaluate the decision.

Facilitating decision-making

As a facilitator, explain to students that:

- they need to collect accurate information from many sources to inform their decision
- they need to identify their feelings and values as these can influence options and choices
- there is the potential for a decision to have positive and negative outcomes and that predicting outcomes is not always easy
- they are responsible for their actions.

Activity: What's my choice?

This activity will help students to:

- explore a series of decision-making steps in relation to alcohol and other drug use situations and behaviour

- use different decision-making models to select a course of action and reflect on the consequences of these actions.

Resources

- Resource sheet: *Decision-making model* – one per student
- Resource sheet: *Decision-making process* – one per student
- Resource sheet: *Decision-making scenarios*

How is it implemented?

Discuss the students' prior knowledge and understandings of decision-making. The following points need to be covered in the discussion.

- The need to collect accurate information from many sources to inform decisions.

- The need to identify feelings and values as these can influence options and choices before accurate assessment of a situation can be made.

- There is the potential for a decision to have positive and negative outcomes and that predicting outcomes can be difficult.

- Everyone is responsible for their actions before a choice is made.

- Learning how to make more accurate predictions only comes with practise.

Explain to students that everyone makes decisions differently (e.g. off the top of their head, tossing a coin, finding out more information, by talking to others or another way of looking at it might be spontaneously, impulsively, rationally, intuitively). Many real-life situations require quick decisions especially when students may find themselves in a situation involving alcohol or other drugs. When a snap decision is made, the best option may be overlooked due to the person not giving their decision enough time.

It is essential for students to be given opportunities to practise working through the decision-making process and making snap decisions.

Decision-making model

1. Discuss the decision-making using Resource sheet: *Decision-making process* and Resource sheet: *Decision-making model.*

2. Provide students with a decision-making model.

3. Using a scenario from Resource sheet: *Decision-making scenarios* and a decision-making model, students identify the problem and discuss their feelings about the problem.

4. Students then gather information to identify the range of possible options/choices. Remind students that going to others for information can assist their decision-making, especially when a difficult decision is to be made. However, they also need to balance their own views with the views of others.

5. When all possible options have been identified, students consider the consequences (both positive and negative) to evaluate each option. When considering the consequences ensure students look at the different types of consequences (e.g. physical, social, emotional, financial and legal.) The impact of the consequences on self, family, friends and the community in the short and long-term also need to be examined.

6. Students discuss the feelings associated with these consequences, make a decision and justify their choice.

7. Conclude with a range of the suggested processing questions or others that may have arisen in the discussion.

Processing questions

- *Did looking at a wider range of options help you to make your decision?*

- *Were there options that you would not normally have considered?*

- *Were some of the consequences a surprise to you?*

- *Were the consequences an important part of your decision-making?*

- *What made it easy or difficult for you to make your decision?*

- *Did you take into consideration other people's feelings as well as your own?*

- *Do you think you would have acted this way if this were a real-life situation? Why? Why not?*

- *Many people talk about making the 'right' decision. What is your understanding of the 'right' decision? Who is the decision 'right' for? How easy or difficult is it to make the 'right' decision in real-life?*

- *What are some of the factors that may make it difficult for some people to make the 'right' choice based on facts?*

Snap decisions

1. Explain students are going to make 'snap decisions' in an alcohol or other drug situation.

2. Select one student who becomes the character facing the dilemma in one of the scenarios listed on Resource sheet: *Decision-making scenarios.*

3. Select two students to stand either side of the character and provide 'positive' and 'negative' ideas for the character to consider before making a snap decision. The character must not use their own thoughts only those provided as 'for' and 'against' arguments.

4. Conclude with a range of the suggested processing questions.

Processing questions

- *What might influence a person's decision if it is made quickly?*

- *What should a person consider when making a decision?*

- *Knowing that quick decisions sometimes need to be made, how confident are you to make a decision in a situation where there may be associated risks?*

Decision-making process

The following process describes the steps that you need to consider when trying to make a decision in an alcohol or other drug situation.

1 **Define** the problem ▶ *Identify the decision to be made in the particular situation.*

2 **Gather** the necessary information ▶ *Identifying who and what are contributing to potential risk and the effects of risk-taking on individuals.*

3 **Examine** all possible options ▶ *Identifying a range of alternative actions in a situation.*

4 **Consider** the consequences/risks and benefits of each option ▶ *Evaluating options according to the outcome sought. This involves predicting and reflecting on the impact of decisions on oneself, others and wider community.*

Identifying 'safety nets' and harm reduction strategies.

5 **Decide** and communicate the decision ▶ *Identify strategies for communicating the decision and dealing with negative peer (or other) influence (e.g. humour, assertiveness and redirection).*

6 **Evaluate** the outcome of the decision upon self and others ▶ *Evaluate the decision.*

Decision-making model

CHOICES: ALCOHOL AND OTHER DRUGS: UNIT 1AHEA

Negative things that might happen?

Positive things that might happen?

Choices?

Problem?
What is the problem and how do I feel?

I would _____

Decision-making model

If this were the problem...

And I did this

This might happen → I would feel

This might happen → I would feel

I would _____

Decision-making model

THINK

Think WAY TO GO?!
Having thought about the issue from many different directions, what are some ways to implement a chosen idea or course of action?

Think YES?
What are the positive aspects about this idea, regardless of how I might feel about it?

Think NO?
What are the negative aspects of this idea, regardless of how I might feel about it?

Think WHAT ELSE?
What other information might I need to know before judging an idea?

Think WAIT?
What other alternatives and possibilities are there to this situation?

Decision-making scenarios

It's Friday night and you're having a drink with a few friends.

One of them starts sculling a bottle of vodka.

Everyone is encouraging them to drink up.

You're driving your friends back to the mainland after a great weekend at Rottnest on your dad's boat.

Your friends are drinking and telling you to go faster.

Two of your friends start arguing and shoving one another. It's annoying and distracting you.

You are on P-plates and have promised to pick up your 16 year old brother from his footy wind-up before midnight.

At 11.30pm you arrive in your ute.

He is waiting with two of his mates and they are all drunk.

You have found out that your best friend is using cannabis 4 or 5 times a week. He sometimes uses it school.

Your friend was a top student until a few months ago. You know that your friend's parents are really worried about the change in their son.

They've asked you if you can tell them what's going on.

Teacher notes: Alcohol and other drugs inquiry

The information and activities are designed to cover the following content from Unit 1AHEA:

Health inquiry skills and processes

- basic health terms/language
- identification of reliable sources of health information
- basic gathering and searching techniques, i.e. defining and using key words and effective use of internet search engines
- summarising information
- presentation of health information in simple report formats.

What is a health inquiry?

A health inquiry process requires students to draw on their knowledge and understandings of health concepts and inquire into health issues of interest.

The inquiry process provides students with the opportunity to:

- experience and acquire processes through which they can gather and appraise information about health issues
- promote independent learning through self-initiated investigation
- build on prior knowledge and skills
- develop concepts, skills and values through authentic tasks.

The inquiry process is open-ended and content free. It allows students to work at their own level so they can achieve success. An inquiry may be completed in one lesson or occur over several lessons. The teacher acts as facilitator in the inquiry process as students take responsibility for selecting the inquiry topic and directing their own learning.

The inquiry process is effective for students working on their own, in pairs or in groups. Students take on roles during the inquiry to become the 'expert' in their field and share information gathered with their group. It is crucial that students have the skills to effectively search and gather information before undertaking an inquiry.

How is it implemented?

1. Students and the teacher negotiate a task for the inquiry. Ensure that the task is authentic and provides purpose for learning. An authentic task has relevance and practical application to 'real-world' issues, situations or problems. For example, an authentic task may involve students investigating the voluntary code of conduct for alcohol advertising.

2. Provide students with a planning framework to help them undertake the inquiry. Use scaffolding or prompting to facilitate advanced thinking.

3. Ensure that students are aware of the assessment criteria before commencing the process as this may impact on the content and presentation of their inquiry.

4. Break the task into meaningful chunks and ask students to undertake specific sub-tasks.

Content links to the inquiry process

Inquiry process	1AHEA Content	1BHEA Content	Examples of learning and teaching strategies
Plan an investigation to define and research a health issue	• basic health terms/ language	• common health terminology • identification of health issues and concerns	• **Tuning in** – discussions, videos, guest speakers, excursions, books, internet sites, music, drama, literature, CD-ROMs, interviews, contact with appropriate agencies. • **Deciding directions** – brainstorming, open and closed questions, making lists, suggestions, placemat, mind mapping. • **Organising** – identifying purpose, allocating tasks, designing action plans, collecting resources and information.
Use a range of information to explore a health issue	• identification of reliable sources of health information • basic gathering and searching techniques, i.e. defining and using keywords and effective use of internet search engines	• criteria for choosing reliable sources of health information • effective data collection techniques i.e. keywords and phrases that define the issue	• **Finding out** – reading listening, questioning, interviewing, observing, viewing, talking, searching websites, surveys, writing letters.
Interpret information to develop a response to the health issue	• summarising information	• combination and summary of information • techniques for drawing of general conclusions	• **Sorting out** – classifying, categorising, sorting, charting, graphing, comparing, contrasting. • **Drawing conclusions** – summarising, generalising, relating, identifying trends.
Present findings and link the investigation to the response	• presentation of health information in simple report formats	• reporting of findings to others in simple ways	• **Demonstrating learning** – plays, songs, artwork, wall charts, poetry, writing, graphs, organising presentations, seminars, workshops, PowerPoint. • **Considering social action** – communicating findings, making decisions and/or recommendations, identifying further actions, proposing change, planning for action, lobbying, advocating. • **Reflection and evaluation** – celebrating learning, asking new questions, applying learning to a different context, self reflection, peer reflection, assessment, identifying areas for improvement and/or learning, setting new goals.

Adapted from WA Curriculum Council *HEALTH STUDIES Support information for teachers Stage 1 Health inquiry process 2008.*

Refer to Curriculum Council *HEALTH STUDIES Support information for teachers Stage 1 Health inquiry* processwww.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/Health_Studies

Assessment and other support materials, Health Inquiry Stage 1 for further information on the inquiry approach and assessing on-line health information.

Activity: What are the facts?

This activity will help students to:

- **become familiar with websites and other sources of information for alcohol and other drug matters**

- **investigate alcohol and other drug questions using reliable sources of information**

- **analyse websites and other resources to determine their reliability.**

Resources

- Internet access

- Resource sheet: *Questions and reliable sources of information* – one per student

- Resource sheet: *Criteria for evaluating information* – one per student

- Credible information websites (Appendix page 269) – one copy per student

How is it implemented?

1. Have students develop a list of questions to research about alcohol or other drug issues facing young people and write these on Resource sheet: *Questions and reliable sources of information*. This may be done as a class, in small groups or individually.

2. Discuss sources of drug and alcohol information available to students and methods to determine whether the information is valid and reliable. Use Resource sheet: *Criteria for evaluating information* to provide some guidelines in determining the reliability of the information.

3. Give students a copy of the credible information websites as a starting point to determine which sources of information students can be accessed to answer their questions.

4. Students investigate the alcohol and other drug questions using the internet and other reliable resource material. Remind students to refer to Resource sheet: *Criteria for evaluating information* to determine whether the resource is valid and reliable.

5. Students share answers to research with others in the class.

6. Conclude with the range of processing questions.

Processing questions

- *Why should young people access reliable and current alcohol and other drug information?*

- *Are these sources well known to young people? If not, what strategy could be used to increase their awareness?*

Questions and reliable sources of information

Write a list of alcohol and other drug questions then identify sources that may provide reliable and accurate information.

Questions *I would like to know ....*	Reliable sources of information *I may find this information.....*
... what influence alcohol advertising has on young people?	... on one of the Australian alcohol and other drug websites e.g. www.caan.org.au or by speaking to WA Alcohol Community Network.

Criteria for evaluating information

Rate each of the criteria

1 = Excellent
2 = Very good
3 = Good
4 = Okay
5 = Not suitable

Source of information	Who was the site/ publication created by?	Are the aims of the site/publication clear?	Is the information provided relevant?	Is it clear what sources of information were used to compile the site/ publication e.g. research, opinion?	Is the information current?	Overall rating

www.healthinsite.gov.au can provide more information on accessing health information online

Activity: Binge drinking – what's the problem?

This activity will help students to:

- investigate the issue of binge drinking and young people
- find reliable sources of information
- present findings in a clear and appropriate manner.

Resources

- Internet access
- Resource sheet: *Health inquiry plan* – one per student

How is it implemented?

Plan

1. Students conduct an inquiry on the issue of binge drinking by young people. This may be done in groups or as individuals. Ask students to investigate the following question.

    How can the incidence of drinking alcohol to excess or binge drinking among young people in Australia, be addressed?

2. Using Resource sheet: *Health inquiry plan,* students identify what is already known about the issue and determine what else they need to know by writing a few focus questions. Examples of focus questions could include:

    - How does this issue affect young people (consider physical, social and emotional dimensions of health)?
    - What is the extent of this problem?
    - Where can current statistics for Western Australia be located?
    - What attempts are currently being employed to reduce this problem in Western Australia?
    - What attempts to reduce this problem have been used in other states/countries?
    - What other sources of information (e.g. texts, reference material, internet, newspapers, DVD's, health professionals) will also need to be identified?

Explore

1. Students gather information about the issue from a variety of reliable and credible sources.

Interpret and respond

1. Students interpret the information gathered to determine a possible response to the issue. The following questions can be used to focus the students' responses.

    - What specific actions and strategies are necessary to address the issue?
    - How might these actions and strategies affect individuals, groups and communities?
    - Who should accept control of this responsibility?
    - What is a realistic personal response to this issue?

Present

1. Students choose a method of reporting their findings from the options below.

Letter

Students communicate their response to the issue in the form of a letter to one of the following audiences.

- A Local Drug Action Group (LDAG) describing the action they believe could be taken to reduce the incidence of young people binge drinking in their local community.

- Alcohol manufacturers, WACAN and/or CAAN describing the action they believe could be taken to reduce the impact of alcohol advertising on young people binge drinking.

- Parents of adolescents, outlining strategies for reducing the likelihood of their young person binge drinking and with the emphasis on safer celebrating.

The information included in the letter should be supported by the students' research.

PowerPoint presentation

Use a PowerPoint presentation to present findings to a Local Drug Action Group or a group of parents. A summary of the information gathered and description of actions that may reduce the incidence of, and the harms associated with, drinking alcohol to excess, should be included.

Processing questions

- *What did you learn from this inquiry?*

- *How has your study of this issue affected your beliefs and attitudes towards binge drinking?*

- *Knowing the risks of binge drinking, what advice would you give another young person?*

Health inquiry plan

Name / Group members

1. Explain the health issue.

_____

_____

_____

_____

2. Write at least five (5) things you think you already know about the issue.

_____

_____

_____

3. Write at least five (5) things that you want to know about the issue.

_____

_____

_____

_____

4. Describe the type of information you will collect to investigate the issue.

_____

_____

_____

_____

5. Write three (3) focus questions which will help your research.

_____

_____

_____

_____

6. List at least three sources you will use to collect information and describe why you chose each source. Consider reliability and relevance when selecting these sources.

Sources of information	*Why did you choose this source of information?*
_____	_____
_____	_____
_____	_____

Type of assessment

Inquiry
Students plan, conduct and communicate the findings of a health inquiry.

At the end of the unit you will be required to demonstrate how you would apply your knowledge to investigate a health issue related to binge drinking . The activity will provide the opportunity for you to demonstrate your understanding of an inquiry type assessment.

This assessment task is worth 40 marks.

Outcomes: Outcome 1: Knowledge and understandings; Outcome 2: Attitudinal and environmental influences over health; Outcome 3: Self-management and interpersonal skills; Outcome 4: Health inquiry.

Content: Health concepts; Attitudinal and environmental influences over health; Health skills and processes.

Context: Alcohol and other drugs: Excessive alcohol consumption (binge drinking) by young people.

Task 1: Investigate the excessive alcohol consumption (binge drinking) by young people.

What you need to do
Complete Part A, B and C of the assessment task described below.

Part A:	Part B:	Part C:
Group planning template	Interpersonal skills checklist	PowerPoint presentation or letter
		15 marks
15 marks	**10 marks**	

Part A: Group planning template

1. Form pairs or small groups. Complete the Resource sheet: *Group planning template* as you work through the following to investigate excessive consumption of alcohol (binge drinking) by young people and consider the impact of influences such as:
   · media
   · partying
   · social and cultural norms.

2. Think about the type of information you will need to investigate the issue. Use an explosion chart, mind map, structured overview or other tool to organise the information you collect. Attach this to the planning template.

(3 marks)

3. Write three focus questions to investigate the issue. Focus questions must be open questions (i.e. questions that are likely to receive a long answer). Examples of focus questions could include:

   - Who is affected by the health issue?
   - How does the issue affect the health of young people? (Consider physical, social and emotional dimensions of health.)
   - What are the current attitudes of young people with regard to this issue? (e.g. What do young people think about the issue and what is their behaviour with regard to the issue?)
   - What is the influence of others and what social norms and expectations contribute to people's behaviour?
   - What can young people do to promote and protect their health with regard to the issue?

   (6 marks)

4. Identify recent and reliable resources to research the focus questions and note them on the template. Describe how you know these sources are recent, reliable and relevant.

   (6 marks)

Part B: Interpersonal skills checklist

Work with your group to complete the planning template. Your teacher will use a checklist to assess your interpersonal skills in a group situation. The criteria for assessment include:

- use of positive verbal comments
- use of questioning for understanding and/or clarification of points/ideas
- attention focussed on the speaker
- turn taking for speaking
- appropriate use of non-verbal behaviour.

(10 marks)

Part C: PowerPoint presentation or letter

1. Review the feedback provided by your teacher. Incorporate any of the suggestions if necessary.

2. Use the resources you have already identified to gather, record and collate information that will address the focus questions.

3. Present your work demonstrating the following:
   a. an understanding of the health issue. This includes how well you address the focus questions, and discuss key issues and trends relevant to the health issue.

   (6 marks)

   b. suggested actions for young people. This includes actions and strategies you propose for young people to promote and protect their health.

   (6 marks)

   c. effective techniques for presenting your work. Ensure your work is well presented, in a clear, easy to follow format and that appropriate health language is used.

   (3 marks)

Group planning template

(15 marks)

Group members: _____

Health issue: _____

_____

1. Think about the type of information your group will collect. Use an explosion chart, mind map, structured overview or other tool to organise the information you collect. Attach your workings to this template.   **(3 marks)**

2. Write three (3) focus questions to investigate the issue.   **(6 marks)**

    1. _____

    _____

    _____

    _____

    2. _____

    _____

    _____

    _____

    3. _____

    _____

    _____

    _____

    _____

3. List three sources of health information you will use. Describe how you will know these sources are recent and reliable.   **(6 marks)**

Sources of information	*Why did you choose this source of information?*
1. _____	_____
2. _____	_____
3. _____	_____

Part A Marking key: Group planning template

Name:

Criteria		Marks allocated (circle score)		
Type of information to be collected **[3 marks]**	Description of information is: • clear, relevant to the issue; workings are shown on an appropriate and clearly presented organisational tool • mostly clear, relevant to the issue; workings shown on mostly clear and appropriate organisational tool • mostly clear, however not directly relevant to the issue; organisational tool is unclear or irrelevant	3 2 1		
Focus questions **[6 marks]**	Focus questions are: **(two marks per question – Q1, Q2 and Q3)** • clearly written, open-ended, comprehensive and relevant to investigation/health issue • mostly clearly written, open ended and relevant to investigation	**Q1** 2 1	**Q2** 2 1	**Q3** 2 1
Sources of information used **[6 marks]**	Sources of information used are: **(2 marks per source – S1, S2, and S3):** • recent (within five years) and relevant to investigation; highly reliable sources identified and supported by clear and accurate evidence • mostly recent and relevant to the investigation; mostly reliable sources identified and supported by mostly clear and accurate evidence	**S1** 2 1	**S2** 2 1	**S3** 2 1
	Total mark	**/15**		

Teacher feedback:

Part B Marking key: Interpersonal skills checklist

Name: _____

Interpersonal skills	Evidence	Rating			
	Evidence could include observations of the following:	Never (0 marks)	Sometimes (1 mark)	Consistently/ always (2 marks)	Total mark
Non-verbal and verbal communication skills and strategies for effective relationships. Importance of effective communication for better health and wellbeing (10 marks)	responds positively to others' contributions				
	uses questioning to better understand or clarify points/ideas				
	focuses attention on the speaker				
	taking turns for speaking				
	appropriate use of nonverbal behaviour e.g. body language that demonstrates interest and involvement in group discussion				
			Total mark		/10

Teacher feedback:

Part C Marking key: PowerPoint presentation or letter

Name:

Criteria		Marks allocated (circle score)		
Understanding of health issue **(6 marks)**	Understanding of health issue is:			
	• Clear and detailed; focus questions described in detail; key trends and patterns in data are identified and clearly described; valid and clear conclusions are drawn from information presented	6		
	• Clear; focus questions are clearly described; key trends and patterns are identified and described; valid and clear conclusions are drawn	5		
	• Mostly clear; focus questions are described with some clarity; attempts to describe key trends and patterns, mostly valid conclusions drawn	4		
	• Mostly clear; focus questions are described with some clarity; makes general conclusions	3		
	• Basic, limited understanding of health issue and focus questions; unclear or limited conclusions are drawn	2		
	• Unclear or confused response	1		
Suggested actions for young people **(6 marks)**	Suggested actions for young people are **(3 actions, 2 marks each):**	**A1**	**A2**	**A3**
	• Clear, detailed action and relevant to inquiry; focussed on promoting and protecting health of young people	2	2	2
	• Mostly clear and relevant to inquiry and young people	1	1	1
Presentation **(3 marks)**	Presentation is:			
	• Clear; logical and appropriate to audience; appropriate health language is consistently used	3		
	• Mostly clear and logical; mostly appropriate health language is used	2		
	• Unclear and confused; limited health language is used	1		
	Total mark	**/15**		

Teacher feedback:

Part A	Part B	Part C	Total assessment mark
/15	/10	/15	/40

This page has been left blank intentionally