Teacher Advice

This task has been developed within the scope of the Study Design.

The relevant dot points from the Study Design for this task are:

**Key knowledge**

This knowledge includes

- key features of one health and wellbeing focus relating to Australia’s youth including:
  - 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.

**Key skills**

These skills include the ability to

- 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.

**Student preparation**

Students should be adequately prepared with regards to all relevant key knowledge and key skills dot points before completing the task.

**Time**

Students should be allocated some class time to complete this task. The amount of class time provided is at the discretion of the teacher.

**Materials**

- IT device (lap top, desktop computer, iPad etc)
- Internet connection

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HEALTH AND HUMAN DEVELOPMENT - 2019
Unit 1 Outcome 3, Task 3c – Written Report

Name___________________________________________

Instructions

Your task is to produce a report (written or multimedia) on one health and wellbeing focus relating to youth.

Suggested topics include:

- mental health
- weight issues (including obesity),
- injury (including injury and death from drowning)
- tobacco smoking
- alcohol use
- illicit substance use
- STI prevention

Your report should contain the following sections. It can be useful to use these points as sub-headings to ensure that all aspects are addressed (see student template).

1. **Introduction.** Make sure you include:

   A description of what the health and wellbeing focus actually is. In this section, you are required to discuss what your selected focus actually refers to. For example, if you choose ‘Injuries’ you will need to include a discussion of what this term actually refers to.

2. **The significance and impact of the health and wellbeing focus.** For this section you will need to include:

   2.1 Evidence about the significance of the health and wellbeing focus (include data in this section). Search the internet to find any data or discussion relating to the incidence, prevalence and changes over time (trends) of the selected focus. Discuss any trends evident in the data. The Australian Institute of Health and Welfare website (https://www.aihw.gov.au/reports-statistics/population-groups/children-youth/overview) and Australian Bureau of Statistics (http://www.abs.gov.au/) provide good places to start.

   2.2 How this focus may impact on all dimensions of health and wellbeing. You are required to predict possible impacts on all five dimensions of health and wellbeing as a result of the selected focus. You will have to hypothesise in this section as it is not expected that impacts will be the same for each individual affected.
2.3 Direct, indirect and intangible costs to individuals and communities associated with the selected focus. Some data may exist in relation to the direct and indirect costs. Case studies can be a valuable resource to illustrate the intangible costs.

3. The factors that increase or decrease the risk of the selected focus. In this section, you will:

Discuss a range of examples that act as risk and / or protective factors. You should address a range of factors in this section and discuss any links that exist between the factor and the selected focus.

4. Promoting youth health and wellbeing in relation to the selected focus. This includes completing the following:

4.1. Present a summary of health care services and support available to youth that may assist youth in addressing the selected focus. This includes Medicare and other mainstream services that act to prevent and / or treat the selected focus. To research the health care services available, use websites such as: http://www.health.vic.gov.au/ https://www.healthdirect.gov.au/teenagers-health

4.2. Present and explain a range of government, community and personal strategies or programs designed to address the selected focus. An internet search will provide a range of resources. Ensure you use Australian sites.

4.3. Discuss the community values and expectations that exist in relation to programs designed and / or implemented to address the focus. Scan newspaper databases and use the internet to find a range of values and expectations that exist in relation to youth programs and initiatives. Note that these expectations and values can relate to youth programs in general, and then you can make links to your selected focus.

4.4. Discuss opportunities for youth advocacy and action to improve outcomes in relation to health and equity in relation to the selected focus. Opportunities for youth advocacy and action can be general in nature and then linked to the specific focus selected.

5. Bibliography. Make sure you:

- Include any references, books and websites that you use (try to use only Australian statistics).
- Use a range of resources when completing your research.
- A range of online guides exist that will assist in writing your bibliography.
NAME________________________________

Health and wellbeing focus selected:

1. Introduction (2 marks)

A description of what the health and wellbeing focus actually is. In this section, you are required to discuss what your selected focus actually refers to. For example, if you choose ‘Injuries’ you will need to include a discussion of what this term actually refers to.
2. The significance and impact of the health and wellbeing focus
(11 marks)

2.1 Evidence about the significance of the health and wellbeing focus (include data in this section). Search the internet to find any data or discussion relating to the incidence, prevalence and changes over time (trends) of the selected focus. Discuss any trends evident in the data. The Australian Institute of Health and Welfare website (https://www.aihw.gov.au/reports-statistics/population-groups/children-youth/overview) and Australian Bureau of Statistics (http://www.abs.gov.au/) provide good places to start. (3 marks)
2.2 How this focus may impact on all dimensions of health and wellbeing. You are required to predict possible impacts on all five dimensions of health and wellbeing as a result of the selected focus. You will have to hypothesise in this section as it is not expected that impacts will be the same for each individual affected. (5 marks)
2.3 Direct, indirect and intangible costs to individuals and communities associated with the selected focus. Some data may exist in relation to the direct and indirect costs. Case studies can be a valuable resource to illustrate the intangible costs.  (3 marks)
3. The factors that increase or decrease the risk of the selected focus (4 marks)

Discuss a range of examples that act as risk and / or protective factors. You should address a range of factors in this section and discuss any links that exist between the factor and the selected focus.
4. Promoting youth health and wellbeing in relation to the selected focus (11 marks)

4.1. Present a summary of health care services and support available to youth that may assist youth in addressing the selected focus. This includes Medicare and other mainstream services that act to prevent and/or treat the selected focus. To research the health care services available, use websites such as:


(3 marks)
4.2. Present and explain a range of government, community and personal strategies or programs designed to address the selected focus. An internet search will provide a range of resources. Ensure you use Australian sites. (3 marks)
4.3. Discuss the community values and expectations that exist in relation to programs designed and/or implemented to address the focus. Scan newspaper databases and use the internet to find a range of values and expectations that exist in relation to youth programs and initiatives. Note that these expectations and values can relate to youth programs in general, and then you make links to your selected focus.

(3 marks)
4.4. Discuss opportunities for youth advocacy and action to improve outcomes in relation to health and equity in relation to the selected focus. Opportunities for youth advocacy and action can be general in nature and then linked to the specific focus selected. (2 marks)
5. Bibliography (2 marks)

- Include any references, books and websites that you use (try to use only Australian statistics).
- Use a range of resources when completing your research.
- A range of online guides exist that will assist in writing your bibliography.
<table>
<thead>
<tr>
<th>1. - Description of the focus</th>
<th>5 marks</th>
<th>4 Marks</th>
<th>3 Marks</th>
<th>2 Marks</th>
<th>1 Marks</th>
<th>0 Marks</th>
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| 2.1. – Evidence about the significance of the health and wellbeing focus relating to the incidence, prevalence and trends of the issue |         |         |         |         |         |         |
|                               |         |         |         |         |         |         |

<table>
<thead>
<tr>
<th>2.2. - How the focus may impact on the dimensions of health and wellbeing</th>
<th>Impacts on all five dimensions of health and wellbeing are thoroughly explored.</th>
<th>General statements relating to possible impacts on four or more dimensions of health and wellbeing are discussed.</th>
<th>Some statements relating to possible impacts on three or more dimensions of health and wellbeing are discussed.</th>
<th>Basic statements in relation to how two or more dimensions of health and wellbeing could be impacted in relation to the selected focus are made.</th>
<th>Some links are made between the selected focus and at least one dimension of health and wellbeing are established.</th>
<th>Not Shown</th>
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</table>

| 2.3. Direct, indirect and intangible costs to the individual and community | A range of possible direct, indirect and intangible costs are discussed in relation to both individuals and communities, including the use of data and/or case studies where appropriate. | A range of possible direct, indirect and intangible costs are discussed in relation to both individuals and communities. | At least one possible direct, indirect and intangible cost is discussed in relation to both individuals and communities. | General comments are made about the potential direct, indirect and/or intangible costs in relation to individuals and/or communities. | Not Shown |
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<th>3 – The factors that act as risk and/or protective factors</th>
<th>A range of factors are thoroughly explored in relation to increasing and/or decreasing the risk of the selected focus. Evidence is provided where relevant.</th>
<th>Some factors are explored in relation to increasing and/or decreasing the risk of the selected issue. Some evidence is provided, where relevant, in relation to the links between the factor and the focus.</th>
<th>Some factors are explored in relation to increasing and/or decreasing the risk of the selected focus.</th>
<th>A general discussion about the links between one or more factors and the focus is included.</th>
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<tr>
<th>4.1 – Summary of health care services and support available in relation to the selected health issue</th>
<th>Two or more health services and/or supports are identified and discussed in relation to decreasing the impact of the selected issue. A clear discussion of the links between the service and the selected focus is included.</th>
<th>Two or more health service/s are identified and discussed in relation to decreasing the impact of the selected issue. A discussion of the links between Medicare and the selected health issue is included.</th>
<th>One or more health service/s are identified and discussed in relation to decreasing the impact of the selected issue. A discussion of the links between Medicare and the selected health issue is included.</th>
<th>One or more health service/s are identified and some discussion in relation to decreasing the impact of the selected issue is included.</th>
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<tr>
<th>4.2 – Government, community and personal strategies or programs designed to address the issue.</th>
<th>Three or more government, community and/or personal strategies or programs are thoroughly explained.</th>
<th>Two or more government, community and/or personal strategies or programs are adequately explained.</th>
<th>One or more government, community and/or personal strategies or programs are explained.</th>
<th>One or more government, community and/or personal strategies or programs are explained.</th>
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<tr>
<th>4.3 - The community values and expectations that exist in relation to programs designed and/or implemented to address the focus</th>
<th>Clearly discusses a range of community values and expectations in relation to developing and/or implementing relevant programs.</th>
<th>Discusses two or more community values and/or expectations in relation to developing and/or implementing relevant programs.</th>
<th>Discusses one or more community values and/or expectations in relation to developing and/or implementing relevant programs.</th>
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<tr>
<th>4.4. – Opportunities for advocacy and action in relation to the chosen focus</th>
<th>A range of opportunities for advocacy and action in relation to the focus are thoroughly discussed.</th>
<th>Some opportunities for advocacy and action in relation to the focus are discussed.</th>
<th>Some links are made between the selected focus and at least one dimension of health and wellbeing are established.</th>
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| 5 - Bibliography |         |         |         |         |         |         |
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**HEALTH AND HUMAN DEVELOPMENT**

Unit 1 Outcome 3, SAC 3c – Written Report

**Marking sheet**

Student Name________________________________

<table>
<thead>
<tr>
<th>Section</th>
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<th>Marks awarded</th>
<th>Comments</th>
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Overall comments_______________________________________________________________

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Teacher__________________________________  Date______________________________

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