Health Promotion

In this unit you will …

▶ identify traditional and alternative health services
▶ analyse access to Australian health services
▶ identify protective factors and risk factors for youth health
▶ explore youth health issues
▶ develop health literacy skills
▶ design health promotion materials.
What are you curious to learn about in this unit?

Links

Attributions
Writer: Elizabeth Kerr
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123RF: pixelrobot (stethoscope in a heart shape).
Alamy Stock Photo: david hancock (Australian indigenous girl).
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# Unit glossary

Read the definition then write each word in a sentence to show its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>advocacy</td>
<td>the act of urging or supporting something</td>
</tr>
<tr>
<td>alternative health services</td>
<td>health services that typically stem from Eastern medicine and rely on natural healing remedies and herbal treatments</td>
</tr>
<tr>
<td>communicable disease</td>
<td>an infectious disease transmitted by direct or indirect contact</td>
</tr>
<tr>
<td>consumerism</td>
<td>the practice of accumulating large quantities of consumer goods</td>
</tr>
<tr>
<td>health equality</td>
<td>the aim to create the same health access and opportunities for all citizens</td>
</tr>
<tr>
<td>health literacy</td>
<td>the ability to obtain and understand health information, products and services</td>
</tr>
<tr>
<td>health promotion</td>
<td>the aim to enable people to take control of their health and ultimately improve their overall health and wellbeing</td>
</tr>
<tr>
<td>lifestyle disease</td>
<td>a preventable illness developed through the way a person chooses to live</td>
</tr>
<tr>
<td>medical condition</td>
<td>an illness, injury or disease</td>
</tr>
<tr>
<td>mortality</td>
<td>death rate</td>
</tr>
<tr>
<td>obesity</td>
<td>a medical condition in which excess fat negatively affects the health of the individual, often resulting in disease</td>
</tr>
<tr>
<td>traditional health services</td>
<td>Western medicine often relying on pharmaceuticals studied at University</td>
</tr>
</tbody>
</table>
WHAT IS HEALTH PROMOTION?

Health promotion aims to enable people to take control of their health and ultimately improve their overall health and wellbeing. Health promotion includes:

- policy changes
- environment improvements
- workplace health and safety
- minimising risk behaviours
- improving protective behaviours
- creating supportive environments
- creating access to health products and services.

There are three key aspects to health promotion.

1. Governments that advocate for health
2. People with good health literacy
3. Healthy suburbs and towns.

Health promotion acts to implement social and environmental interventions to address health concerns and prevent ill health.

Health promotion works to modify risk factors that lead to chronic illness. It uses research to find out what are the biggest issues for people in society and actively seeks to implement change by:

- encouraging lifestyle change
- developing safe and supportive community environments
- campaigning for attitude change.

Give examples of types of health promotion you have noticed in your local community.

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CASE STUDY

With a group talk through the following case studies. Choose one of the case studies and answer the questions.

Jim is unemployed. He had to move into temporary accommodation and doesn’t socialise with his friends anymore as he can’t afford to go out as often. He is highly anxious about the next lot of bills that are coming in and is showing signs of depression. He has started smoking again.

Aqila was born in Iraq, although she has spent most of her life in Australia. She has recently changed jobs and is getting harassed for her Muslim beliefs. Her workplace will not provide a place for her to pray, and she is becoming increasingly uncomfortable at work.

Jessica has just had a baby. She feels isolated at home because the parks near her house are overgrown, and she feels very unsafe walking around the streets as the pavement is uneven, making it difficult to push a pram.

Twelve-year-old Azriel sees his older brother drinking and smoking all the time. He recently decided to steal a few cigarettes and a long neck of his brother’s to try for himself. He thinks it will be fine. He can just have a few and it won’t harm him in any way.

1. What are the risk factors presented in the case study?

2. Describe the effect of this situation on the person’s health and wellbeing.

3. What health promotion implementations could help to change the health outcomes for the individual involved?
Health advocacy

Many programs and initiatives are created to advocate for health. Some examples are written below.

**Federal government**
- Headspace: youth mental health services

**State government**
- Racism. No way: school-based education programs
- Crunch & Sip: program to implement time for fruit, vegetable and water snack in NSW primary schools

**Registered charities, foundations and organisations**
- Canteen: young people living with cancer
- The Gender Centre: services for the transgender and gender diverse community.

**Campaigns**
- Don't turn a night out into a nightmare: national binge drinking campaign
- Make Healthy Normal: free health programs to tackle obesity
- iCanQuit: information, advice and support to quit smoking.

Health literacy

Health literacy is the ability to obtain and understand basic health information, products and services, and to use each of these in a way that enhances your health.

People who are health literate use creative, critical thinking and analytical and evaluation skills to assist them in making decisions. These skills enable individuals to apply accurate information to a variety of circumstances, which helps them to handle tough situations with confidence.

**APPLY Reflection**

Complete the questions to reflect on how health literate you are.

1. What products and services do you use to benefit your health?

2. What is your understanding of the differences between a traditional health service and an alternative health service?

3. In what ways do you access health services?
Traditional health services

Traditional health services are those that Western society believes to be proven effective. They rely heavily on medications and can be studied as a degree at University.

**APPLY Research**

Complete the following table of traditional health services by filling in the gaps. The first one has been completed as an example for you.

<table>
<thead>
<tr>
<th>Service provider</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiologist</td>
<td>a person who takes X-rays</td>
<td>He had to have an X-ray when he broke his arm.</td>
</tr>
<tr>
<td>N_ _ _ _ _ _ gist</td>
<td>someone who studies the brain and spinal cord</td>
<td></td>
</tr>
<tr>
<td>Pathologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S_ _ _ _ _ _ geon</td>
<td>a person who conducts operations</td>
<td></td>
</tr>
<tr>
<td>Optometrist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiotherapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D_ _ _ _ _ _ t</td>
<td>a person who specialises in oral health care</td>
<td></td>
</tr>
<tr>
<td>Podiatrist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Pages

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Name of School, Stage 4 7
## Alternative health services

Alternative health offers a range of services supporting a holistic health approach. Typically stemming from Eastern medicine, alternative health therapies rely on natural healing remedies and herbal treatments.

With the person next to you, brainstorm a list of alternative health services and put your ideas in the thought bubble below.

Choose two of the examples you have brainstormed and complete the table. You may need to research some information if you are unsure. An example has been provided for you.

<table>
<thead>
<tr>
<th>Alternative health service</th>
<th>Brief description</th>
<th>How it might help</th>
<th>What a consultation would include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflexologist foot therapy</td>
<td>decreases stress</td>
<td>improves nerve function</td>
<td>a deep tissue foot massage</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
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</tbody>
</table>
ACCESS TO HEALTH SERVICES

The ability to access health services is one factor that can greatly impact a person’s health. Unfortunately, not everyone has the same access to health services in Australia.

The five main factors that affect a person’s access to health services are:

• individual health beliefs
• sociocultural influences
• political environment
• economic factors
• environmental factors.

LANGUAGE TIP

Sociocultural influences include family, peers, cultural beliefs, religious beliefs and the media.

APPLY

Brainstorm

Use the graphic organiser below to brainstorm possible barriers to a person accessing health services.
Urban access to health services

If you live in the city you are more likely to have choices in relation to the health services you can access. You are probably more likely to see a health professional sooner to deal with minor health concerns and get more regular check-ups.

**ANALYSE**

Visual presentation

In the space below, draw (or paste) a map of your street and the surrounding streets of your suburb. Research health professionals and other health services that you have access to. Mark them on the map. As a class, analyse how your access to health services contributes to your overall health.
Rural access to health services

If you live in a rural area, you are less likely to have a wide variety of health services to access. You may have to travel long distances, and you are probably less likely to engage in regular check-ups.

As a class, discuss the following and write your findings in the space below.

1. What are the barriers to accessing health services in rural areas?

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2. How might these barriers affect your overall health and wellbeing?

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The following are health services available to people living in rural Australia. Find out how these services work to improve the health and wellbeing of those living in hard to access areas. Identify one barrier each service may face in providing health services in a rural area.

**Telehealth services**

**Isolated Patients Travel and Accommodation Assistance Scheme**

**Royal Flying Doctor Service**
Aboriginal child from Brewarrina NSW visiting South Narrabeen Surf Club, 2007

The health of Australia’s Aboriginal and Torres Strait Islander Peoples is significantly poorer than the health of the non-Indigenous population. Australia’s peak Indigenous and non-Indigenous health bodies, NGOs and human rights organisations have worked together to create the Close the Gap Campaign.

The campaign’s goal is to:

*Close the health and life expectancy gap between Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians within a generation.*

**ANALYSE**

1. Look up the Close the Gap website and list the types of health professionals that are on the steering committee for this campaign.

2. Why is it important to have a variety of health professionals working together to achieve success?
The evidence-based campaign expects to have equal opportunities for long, healthy and happy lives for Aboriginal and Torres Strait Islander children. The following are some of the key targets of the campaign:

- **Halve the gap in mortality rates for Indigenous children under five by 2018**
  - This target is on track.

- **Close the gap in Year 12 attainment by 2020**
  - This target is on track.

- **Have 95 per cent of all Indigenous four-year-old children enrolled in early childhood education by 2025**
  - This target is on track.

- **Close the gap between Indigenous and non-Indigenous school attendance by 2018**
  - This target is not on track.

- **Halve the gap for Indigenous children in reading, writing and numeracy by 2018**
  - This target is not on track.

- **Halve the gap in employment outcomes between Indigenous and non-Indigenous Australians by 2018**
  - This target is not on track.

- **Halve the gap in mortality rates for Indigenous children under five by 2018**
  - This target is on track.
Work in a group of four to five students. Use the Closing the Gap website to research the campaign. You will be given one specific target to evaluate. Complete the following research template with your findings.

**Target:**

**Why is this an important target?**

**What does the data say about this target?**

**What are the protective factors or barriers to this target being on track?**

**Strategies for continuing to improve this target**

**What can I do to support the Close the Gap campaign?**
Access to health services for minorities

Australia prides itself on being a multicultural society, and people from all over the world have integrated into our communities. Health issues touch the core of human experience, and providing adequate health care within a multicultural setting can become a complex matter. Fundamental issues that complicate health care within a multicultural society include:

**Language differences**

Language barriers can provide difficulties for migrants. Feeling that they will be misunderstood or unable to communicate their issues is a common fear. While well-trained medical interpreters are available, often they must be booked in advance and are unavailable in times of an emergency. Not being able to understand what is happening in an urgent situation can lead to an increase in anxiety under already stressful circumstances.

**Varying cultural attitudes to health**

Our perceptions of health and our behaviours when we are sick are strongly influenced by our cultural heritage. A common concern is that a doctor will not recognise a person’s specific cultural needs due to the different approaches to health care around the world.

**Lack of knowledge about available services**

Many migrants have minimal knowledge about the healthcare system in place in Australia. Health services may vary from their culture, making it difficult to know who they need to see and how to get help.
Medical costs

The cost of medical care can be an issue for some migrants. It is often feared that a trip to a doctor will cost a lot of money, which can deter migrants from seeking out professional medical assistance, potentially causing medical conditions to worsen. Thus, the health of the migrant can be further neglected.

Three groups of migrants have access to Medicare and therefore free health care:

1. Permanent residents
2. Those awaiting the processing of their permanent residency claims
3. Citizens of countries with mutual care agreements with Australia. Finland, Great Britain, Holland, Italy, Malta, Ireland and New Zealand have agreements entitling their citizens access to Medicare. Citizens of Italy and Malta have access for a maximum of six months.

Public health waiting lists make receiving health care quite difficult, and there may be months or years to wait for a procedure. For those who can afford to pay the high prices for private health insurance, quality health care is generally available faster.

EVALUATE

Reflection

1. What impact do these barriers have on the health and wellbeing of Australia’s migrants?
2. How do you feel about Australia only giving Medicare access to some migrants?
3. In what ways do the health of Australia’s migrants impact Australia as a country?
4. In your opinion, do you think that there should be both public and private health care systems in Australia? Explain your response.
Accessing accurate health information

Initial knowledge about health and wellbeing is most commonly gained from parents, family and friends. Gradually, new sources of information are introduced through the media, healthcare providers and from our own personal experiences. Inaccurate health information can commonly be passed down to you from someone you trust, so you tend to believe it is true, when it is really a myth.

With a partner discuss the statements below and comment if you believe them to be a myth (M) or a fact (F). Your teacher will go through the statements with you and you can write all of the factual information shared in the right column.

<table>
<thead>
<tr>
<th>Statement</th>
<th>M/F</th>
<th>The truth about this statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting cold makes you sick.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading in poor light will give you bad eyesight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The flu vaccine cannot cause the flu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee is good for your health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin C tablets prevent and cure colds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High blood sugar levels cause diabetes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As a class, discuss other health myths you have heard.
Accessing health information online

The internet is an extremely popular source of health information. It is convenient because it is private, available 24 hours a day, available on multiple devices and there is a vast array of information to find.

Knowing what health information is accurate is important in ensuring your own health and safety. Here is a checklist of things that will indicate that a website is reputable and useful.

Provider—Look for information about who writes the site to ensure they are a legitimate health organisation.

Purpose—What is the purpose of this website? Is it trying to sell you something? If so, the information may be biased.

Date—Look for when the site was last updated to ensure it is current.

Content—Cross-check that the information is backed up with cited sources.

Domain name—Look for websites that end in .gov.au and .edu.au in Australia.

Grammar—If the site has spelling mistakes or poor grammar it may not be credible.

Accessibility—Is it easy to use? Can you find the information you need? Is it easy to understand?
Evaluating online health information

Go to the NSW Government health website. Use the checklist information to evaluate if this is a credible and useful health website.

- Provider
- Purpose
- Date
- Content
- Domain name
- Grammar
- Accessibility

What are your opinions of this health website?

<table>
<thead>
<tr>
<th>Provider</th>
<th>Date</th>
<th>Grammar</th>
<th>Accessibility</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Domain name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
</table>
In a pair, research one of the online support services as allocated by your teacher. Explore their website, noting in the space provided the support they offer, the topics they provide information on and how to contact them. Present your findings to the class. Use the table to take notes on other class presentations.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>What support do they offer?</th>
<th>What topics do they provide information on?</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach Out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids Helpline</td>
<td></td>
<td></td>
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<tr>
<td>beyondblue</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Lifeline</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SANE Australia</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The Butterfly Foundation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>headspace</td>
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</tbody>
</table>
Accessing a health professional in person

From the age of 15 years, an Australian can have their own Medicare card. This means they can access health services in Australia on their own. It is a good idea to see your GP for a check-up every year in order to keep a record of your ongoing health regardless of injury or illness. Finding health professionals who can give you lifelong care can be helpful for health maintenance.

Listed below are other regular checks that all young people should have to monitor ongoing health.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Frequency and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental examination</td>
<td>Every year to check teeth structure and have teeth cleaned</td>
</tr>
<tr>
<td>Eye test</td>
<td>Every six months if you are experiencing any vision problems</td>
</tr>
<tr>
<td>Hearing test</td>
<td>Only if you suspect a hearing problem</td>
</tr>
<tr>
<td>Skin examination</td>
<td>If there is an unusual change in a mole or spot</td>
</tr>
<tr>
<td></td>
<td>If you have a sore that doesn’t heal</td>
</tr>
<tr>
<td></td>
<td>If you notice a new spot that looks different to your other spots and moles</td>
</tr>
</tbody>
</table>

Adolescents might also require medical assistance when they experience emotional health issues. Some of the following things might indicate that a person needs to talk to their GP:

- Excessive anxiety, worry or stress
- Ongoing loss of concentration
- Irregular sleep patterns
- Inability to find joy in experiences.
Seeing a health professional can be overwhelming, so here are some things that you can expect when you seek emotional health support.

<table>
<thead>
<tr>
<th>The clinic…</th>
<th>You…</th>
<th>The doctor…</th>
</tr>
</thead>
<tbody>
<tr>
<td>should have friendly staff.</td>
<td>should feel safe in the environment.</td>
<td>should ask about your physical health.</td>
</tr>
<tr>
<td>should say they are able to assist with mental health issues.</td>
<td>should feel confident to ask questions and be willing to share and listen.</td>
<td>should ask about your lifestyle.</td>
</tr>
<tr>
<td>should have accessible pamphlets in the waiting area.</td>
<td>should feel that the clinic and its doctors are supportive of you.</td>
<td>should ask about your family history.</td>
</tr>
<tr>
<td>should make a time to see you promptly.</td>
<td>should be able to leave at any time.</td>
<td>should respect your religious and cultural beliefs.</td>
</tr>
<tr>
<td>should make a follow-up appointment.</td>
<td>should know that you can seek a second opinion at any time.</td>
<td>should refer you to another health professional if needed.</td>
</tr>
</tbody>
</table>

**CREATE Role-play**

In a small group, you will be given a positive or negative role-play to create to show a person’s experience visiting a health service. Within your play, show signs that the person should look for, identify their feelings within the situation and provide ways to deal with the situation presented.

**Planning space**
COMMON HEALTH CONDITIONS IN YOUNG PEOPLE

Young people can experience a range of health conditions. Such conditions can be classified as a lifestyle disease, a communicable disease or a medical condition.

APPLY Classification

Place the health conditions into the appropriate category classification then answer the questions below.

- obesity
- Hepatitis A and B
- mental illness
- asthma
- sexually transmitted infections (STIs)
- epilepsy
- skin cancer
- juvenile diabetes
- HIV/AIDS

<table>
<thead>
<tr>
<th>Lifestyle disease</th>
<th>Communicable disease</th>
<th>Medical condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

1. How could you be affected personally by any of the health concerns listed?

2. Which health issues listed above do you understand well?

3. Which health issues are you less familiar with?
Labelling and stigma

Labels are a powerful way of dividing and stereotyping individuals. They can influence how we see others, create fear and cause alienation and despair.

A person is not their health issue. It is important to focus on the human being rather than their health issue. It is as important to protect other people’s health and wellbeing as it is to protect our own.

ANALYSE

Discussion

1 In groups of three, discuss how labelling affects your sense of self and write your ideas in the space below.

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2 With your group, think of ways that you can help people that you see being labelled or stigmatised because of their health condition. Share your ideas with the class.

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Youth lifestyle disease
Childhood obesity

Childhood obesity in Australia is a growing concern.

Use the following resources and others supplied by your teacher to research childhood obesity:

- Better Health Channel
- Health Direct
- NSW Healthy Kids.

Use the template on the following page to record your findings on the following:

- risk factors of childhood obesity
- health factors associated with childhood obesity
- long-term effects of childhood obesity
- effects on other areas of a child’s health and wellbeing
- government programs and initiatives to combat childhood obesity.

**LANGUAGE TIP**

A **protective factor** decreases the risk of injury or disease.

A **risk factor** increases the likelihood of injury or disease.
<table>
<thead>
<tr>
<th>Youth Health: Obesity Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk factors of childhood obesity</td>
</tr>
<tr>
<td>Health factors associated with childhood obesity</td>
</tr>
<tr>
<td>Long-term effects of childhood obesity</td>
</tr>
<tr>
<td>Effects on other areas of a child’s health and wellbeing</td>
</tr>
<tr>
<td>Government programs and initiatives to combat childhood obesity</td>
</tr>
</tbody>
</table>
Youth communicable disease
Sexually transmitted infection

A communicable disease is a disease that can be transmitted from one person to another. One type of communicable disease is a sexually transmitted infection.

Sexually transmitted infections can be transmitted through:

- skin to skin contact
- transmission of bodily fluids.

The Kirby Institute conduct the Annual Surveillance Report in order to compile a comprehensive analysis of STI (sexually transmitted infection) data in Australia. In their 2015 report, gonorrhoea had increased most in commonality, increasing 63 per cent in five years. Syphilis and chlamydia were also increasing in numbers. In their 2017 report, data confirmed a continued rise in gonorrhoea diagnosis, with a 126 per cent increase for females living in an urban setting.

There are a few important things you can do when you are thinking of becoming intimate with someone:

- Know your body—if anything is unusual see a doctor immediately.
- Have regular blood tests—after every sexual partner.
- Talk to your partner about their sexual history and if they have been tested.
- Always practise safe sex.
Human papillomavirus (HPV)

HPV is a very common sexually transmitted infection. It is transferred with skin to skin contact through kissing or touching a person’s genitals. There are often no signs or symptoms for HPV and once it is diagnosed there is no cure, only ongoing medical monitoring to detect if the progress has become cancerous.

There is a HPV vaccine called Gardasil that is available in Australia. The vaccine is given in three doses within a six-month period, and most students in Year 7 will likely be offered this vaccine at school.

Vaccinations are always a topic of great debate with many now-debunked myths putting doubt in people’s mind about the effectiveness and so-called side effects of vaccines. When Gardasil was first introduced there was extensive media coverage and debate about the product.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The vaccine guards against four of the HPV strains, which have been linked to cervical cancer and genital warts.</td>
<td>• The vaccine doesn’t prevent all HPV strains that may cause cervical cancer and genital warts.</td>
</tr>
<tr>
<td>• Condoms are not fully effective in preventing the spread of HPV.</td>
<td>• Little is known about the long-term effects as it’s relatively new.</td>
</tr>
<tr>
<td>• The vaccination has been shown to be safe during large clinical trials.</td>
<td>• There have been some claims of mild short-term side effects such as dizziness and fainting.</td>
</tr>
<tr>
<td>• HPV has no cure, so prevention is important.</td>
<td>• Some people feel that our body already receives enough vaccines.</td>
</tr>
<tr>
<td>• The vaccine is available in schools for free for both boys and girls.</td>
<td>• The cost of the vaccine is around $460 plus a GP visit cost.</td>
</tr>
<tr>
<td>• The vaccine is easily administered and there is unlikely be any need for additional vaccination if the three shots have been had within the six-month window.</td>
<td></td>
</tr>
</tbody>
</table>
With a partner, discuss the pros and cons of the HPV vaccine to build an argument for or against HPV vaccination in schools for teenagers. Present your arguments to the class in the form of a debate.

Planning space
Your teacher will assign you an STI to research. Using your research, record a podcast to share with the class that will:

- alert your peers to this STI
- identify how it is transmitted
- identify how it is treated
- suggest how to prevent it.

Use the following space to write your script and share your ideas with your teacher.
Youth medical conditions

Mental health

Probable serious mental illness (PSMI) has increased among young people over the past 5 years, particularly among females.

% of 15-19 year olds with a PSMI:

- 2012: 23% (Males: 22%, Females: 24%)
- 2013: 24% (Males: 23%, Females: 24%)
- 2014: 26% (Males: 25%, Females: 27%)
- 2015: 27% (Males: 26%, Females: 28%)
- 2016: 29% (Males: 28%, Females: 29%)

3 in 10 Aboriginal and Torres Strait Islander respondents met the criteria for PSMI.

2 in 10 non-Aboriginal and Torres Strait Islander respondents met the criteria for PSMI.

Females are twice as likely as males to meet the criteria for PSMI.

Top concerns:
- Those with a PSMI have been consistently more likely to be ‘extremely’ or ‘very’ concerned about a range of issues, particularly:
  - coping with stress
  - school or study problems
  - depression

Top 3 sources of help:
- For young people WITH a PSMI:
  1. Friends
  2. Parents
  3. The internet
- For young people WITHOUT a PSMI:
  1. Friends
  2. Parents
  3. Relatives/family friends

If you are a young person and need someone to talk with, you can contact
Kids Helpline: 1800 55 1800 (24/7) kidshelpline.com.au
For more information: researchandpolicy@missionaustralia.com.au
To download the report: missionaustralia.com.au

Source: The 5 Year Mental Health Report, Mission Australia, 2017
As a class, unpack the information in the infographic on mental health.

- What does this information mean for the youth of Australia?
- What are some solutions to decreasing the prevalence of this medical condition?
- In what ways can you support yourself or others who are suffering with a mental health condition?
- Formulate a hypothesis of what the statistics might report in another five years if nothing is done about youth mental health in Australia.

Write a summary of your thoughts, feelings and class discussion points in the thought bubble below.
Common youth health conditions

There are a number of medical conditions that can affect the health and wellbeing of young Australians. The following is a list of some common medical conditions:

- asthma
- anaphylaxis
- epilepsy
- juvenile diabetes
- cerebral palsy
- cystic fibrosis.

With a group, research one of the common youth health conditions listed, or another of your choice as approved by your teacher. You are to find out the following:

- the nature of the disease or condition
- the risk factors for this condition
- prevention strategies for this condition
- how it affects the person living with this condition
- your recommendations for an inclusive and supportive environment for people living with this condition.

From the information gathered by your group, create your own A4 single-sided fact sheet poster in the space provided on the next page.

Planning space

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ASSESSMENT FOR LEARNING ACTIVITY

Working in a group of four to five students, you will be allocated one of the following areas of health from the list below:

- nutrition
- mental health
- drug use
- physical activity
- sexual health
- a youth medical condition.

Research health promotion for your topic area. You will need to:

- Identify a range of health products and services that can assist young people in regard to your topic area.
- Locate two websites that promote health in your topic area, and evaluate each website using your skills of evaluating online information.
- Map out health support services in your local area that promote and maintain health and wellbeing for young people in terms of your allocated topic.
- Evaluate the general access and inclusivity of the services available for your allocated topic.
- Propose five strategies to increase awareness of this topic area to your peers and wider community.

You are to develop a creative five-minute presentation to share your findings with the class. The following pages provide a structure for your research findings.

In the space below, plan your assignment. Choose a health issue, document how your group is going to divide the work, use your time well and share information with each other.
Products and services available
Website 1

- Provider
- Purpose
- Date
- Content
- Domain name
- Grammar
- Accessibility
Website 2

- Provider
- Purpose
- Date
- Content
- Domain name
- Grammar
- Accessibility

<table>
<thead>
<tr>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain name</th>
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</thead>
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</table>

<table>
<thead>
<tr>
<th>Content</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Accessibility</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>
Health support services map
Evaluation of access and inclusivity

Strategies for increasing awareness

1

2

3

4

5
<table>
<thead>
<tr>
<th>Marking criteria</th>
<th>The group...</th>
</tr>
</thead>
</table>
| **Advanced**     | • presents an extensive variety of services available to young people and an exceptional evaluation of websites for the allocated topic area  
• created a map of health services showing a thorough presentation of traditional and alternative health service providers  
• demonstrates exceptional knowledge and understanding leading to a detailed proposal of strategies to improve health outcomes for Australia’s youth. |
| **Accomplished** | • presents some variety of services available to young people and strong websites for the allocated topic area  
• created a map of health services showing a good presentation of traditional and alternative health service providers  
• demonstrates strong knowledge and understanding leading to a proposal of strategies to improve health outcomes for Australia’s youth. |
| **Developing**   | • presents some services available to young people and a discussion of websites for the allocated topic area  
• created a map of health services showing a standard presentation of traditional and alternative health service providers  
• demonstrates some knowledge and understanding, however the proposal of strategies lacked an awareness of how to improve health outcomes for Australia’s youth. |
| **Beginning**    | • presents a limited representation of services available to young people and/or limited research of websites for the allocated topic area  
• created a map of health services showing minimal presentation of traditional and alternative health service providers  
• demonstrates poor knowledge and understanding. The strategies for improvement are weak or impractical. |
HEALTH CONSUMERISM

Health information presented to us can serve the purpose of promoting a particular agenda. In such instances, it is often advertisers whose aim is to convince consumers that they need a certain product to stay healthy.

What kind of health consumer are you? Place a tick in the column that applies to you for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a good understanding of health promotion and disease prevention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have tried products because I’ve seen them on social media.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I research health products before purchasing them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage or recommend products based on what the media has told me is a good product.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe that the celebrities who endorse products use them and that’s why they look amazing.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I check all ingredients in the products before I purchase them.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I care about how a product affects my overall health not just one aspect of health.</td>
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<td></td>
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<tr>
<td>I understand the difference between painkillers and anti-inflammatory products and use them appropriately.</td>
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</tbody>
</table>

1. Looking at the information above, write a statement to reflect the type of health consumer you are.

2. What factors influence the type of health consumer you are?
As the number of adolescents accessing the internet, social media and TV for longer periods of time intensifies, there is more opportunity for advertisers to promote products. Creating excitement about a product and connecting its name or logo to a positive image encourages consumers to purchase products.

There are a few advertising techniques you may have noticed that stray from the traditional magazine and television advertising:

• product tagging on Instagram photos
• paid advertisements that present as helpful advice instead of an advertisement
• giveaways, loop giveaways
• tutorials that show how to use products.

**ANALYSE**

Discussion

With a partner, discuss advertisements you have seen that utilise the following marketing techniques and record your examples below:

• slogans

• giveaways

• promotion by celebrities

• helpful advice
As a class, analyse an advertisement of your teacher’s choice and fill in the table below.

<table>
<thead>
<tr>
<th>Advertisement 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement for...</td>
</tr>
<tr>
<td>Main message...</td>
</tr>
<tr>
<td>Visual image...</td>
</tr>
<tr>
<td>Catchy words...</td>
</tr>
<tr>
<td>Techniques used and why...</td>
</tr>
</tbody>
</table>

Now choose an advertisement of your own to analyse using the table below.

<table>
<thead>
<tr>
<th>Advertisement 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement for...</td>
</tr>
<tr>
<td>Main message...</td>
</tr>
<tr>
<td>Visual image...</td>
</tr>
<tr>
<td>Catchy words...</td>
</tr>
<tr>
<td>Techniques used and why...</td>
</tr>
</tbody>
</table>
Teens and young adults are perceived to be trendsetters, whose preferences are frequently adopted by marketers over other demographic groups. With the increase of social media, there has been the creation of an unfiltered advertising platform that has no regulations or standards to adhere to.

One popular technique in advertising that is being heavily used in social media is the ‘bandwagon’ technique. This is buying or using a product because it’s what everybody is doing. It can also involve doing something that can be ultimately dangerous to your health.

Give examples of ‘bandwagon’ advertising that you have seen or heard about.

---

CREATE

Problem-solving

Peers need to help each other to filter and regulate what is advertised on social media. They need to work together to protect each other’s health and wellbeing. Work with a group to design a plan to encourage your peers to become positive consumer influencers.

An example might be: ‘encourage friends to follow accounts with similar core values’. 

---
In groups, create a 30-second television advertisement for something that will enhance a person’s health, and which does not cost anything.

Examples could include:
- drinking water
- walking
- smiling
- unplugging
- mindfulness
- getting more sleep.

Each presentation will be shown to the class and you will be asked by your teacher to review one another’s presentations using the peer evaluation sheet below.

Peer evaluation sheet

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product selected will enhance the health/safety of young people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisement displayed creativity in both words and visuals.</td>
<td></td>
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<tr>
<td>Techniques selected work effectively in persuading young people to use the product.</td>
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<tr>
<td>Student participated in the group presentation.</td>
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Comments:

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Being a wise health consumer

Being a wise health consumer means that you are able to make informed decision and see beyond the advertising gimmicks. Developing the skills to improve your health literacy is vital to maintaining good health.

The United Nations Assembly adopted eight principles in order to strengthen consumer protection throughout the world. As a class, find and discuss the eight principles and write them down below.

1
2
3
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5
6
7
8
Adolescence is a time when health behaviours are formed. The choices you make now affect your health into adulthood. By focusing on improving your health literacy and making informed health choices, long-lasting health benefits can be achieved.

**APPLY Reflection**

What positive choices can you make about each of the following issues?

- Exercise
- Nutrition
- Mental health
- Social health
- Smoking and alcohol
- Advocating for your own health
- Advocating for others’ health
Answer the following questions in the space provided.

1. What is a communicable disease?

2. Why is mental health an important youth health medical condition?

3. What is the difference between traditional and alternative health services?

4. Explain another medical condition that affects youth health in Australia.

5. What is health promotion?

6. How can someone be a wise health consumer?

7. What is health consumerism?

8. How does a person’s health consumption affect their overall health and wellbeing?
Create a crossword using 10 words of your choice from the unit you have just studied. Write the words in the space provided below. When you have completed your crossword, give it to a partner to attempt.

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
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<tbody>
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</tr>
</tbody>
</table>
Personal evaluation

The most important thing I learnt in this unit was...

The things I liked best in this unit were...

Improvements that I could suggest for this unit include...
# TEACHER FEEDBACK

## Teacher’s comments

### Student strengths

### Improvement areas

### Teacher’s comments

(1 = beginning, 2 = developing, 3 = accomplished, 4 = advanced)

<table>
<thead>
<tr>
<th>Teacher’s comments</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and application in class – contribution of ideas, listening to others, participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of responses in workbook – thoughtful and thorough responses demonstrating understanding</td>
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</tbody>
</table>

## Recommendations

[Sample Pages]