

Stage 5 – Personal Development, Health and Physical Education

Strong and Deadly

Intellectual Quality

This unit requires sustained focus on key concepts and ideas related to promoting the health of young people. The use of the *Strong and Deadly* DVD resource throughout the unit builds deep knowledge. Sufficient time is allocated to each activity so that students can actively engage with the knowledge and demonstrate their understanding. Regular assessment of understanding, using a variety of activities, is incorporated into unit planning. Students explore the assumptions that underpin their opinions and views. The teacher poses questions that can have many answers or possibilities and asks students to justify their responses. Small group discussion and cooperative learning activities allow students to share substantive ideas about the lesson topic.

Quality Learning Environment

The criteria for judging success in the assessment activities are clearly described. Students are provided with a set of guiding questions when exploring a concept or completing an activity. Class discussion activities are accompanied by questions which progress to higher order thinking. The variety of activities provides substantial opportunity for high levels of student engagement. All students participate in challenging work throughout the lessons. Learning is given significance and meaning through connections to the local Aboriginal community. Students have the opportunity to exercise control over aspects of the lessons through the provision of student-centred group work.

Significance

Students use background knowledge to deepen their understanding of key concepts in the unit. Cultural knowledge is promoted and developed through the recognition and valuing of Aboriginal traditions and practices. Opportunities are provided for students to look beyond stereotypes used to describe different social groups. A substantial part of this unit requires students to recognise and explore connections between classroom knowledge and situations beyond the classroom. The assessment activity relies on the application of school knowledge in real-life contexts and problems.

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Unit phase	Elements of the Quality Teaching Framework		
	Intellectual quality	Quality learning environment	Significance
<p>Phase 1: Influences on health status Students examine the factors that influence the health status of Indigenous young people. They compare these influences to those of non-Indigenous young people.</p>	<p>Deep knowledge Deep understanding Problematic knowledge</p>	<p>Engagement</p>	<p>Cultural knowledge Inclusivity</p>
<p>Phase 2: Challenges and opportunities Students explore the social and cultural influences on the way people think about life challenges. They propose strategies aimed at engaging students in school life.</p>	<p>Deep knowledge Deep understanding Problematic knowledge Higher-order thinking Substantive communication</p>	<p>Explicit quality criteria Engagement High expectations Social support Student direction</p>	<p>Cultural knowledge Inclusivity Connectedness</p>
<p>Phase 3: Initiatives to improve health Students examine the three case studies from the DVD <i>Strong and Deadly</i>, using a retrieval chart to summarise the main issues. They clarify their own values and attitudes relating to diversity within Australia and recognise that health decisions and risk behaviours are shaped by a range of influences. Students develop and present a variety of health-promoting strategies that target young people.</p>	<p>Deep knowledge Deep understanding Problematic knowledge Substantive communication</p>	<p>Engagement High expectations Social support Self-regulation Student direction</p>	<p>Background knowledge Knowledge integration Connectedness</p>

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Unit title: Strong and Deadly	Year: 10 Unit length: 5–6 lessons	Strand/s: Self and Relationships, Individual and Community Health Skills: Decision-making, Problem-solving
Outcomes A student: 5.2 evaluates their capacity to reflect on and respond positively to challenges 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships 5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours 5.8 critically analyses health information, products and services to promote health 5.12 adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts 5.16 predicts potential problems and develops, justifies and evaluates solutions.		
Evidence of learning Throughout the unit a student will show that they can: <ul style="list-style-type: none">• identify the influences on health decision-making and risk behaviours• recognise the social and cultural influences on the way people think about life challenges• propose and evaluate strategies that support young people to behave in healthy and safe ways• clarify personal values and challenge negative community values and images relating to diversity• develop and analyse health-promoting strategies aimed at young people.	Assessment activities <ul style="list-style-type: none">• Song lyrics – individual activity• Dialogue for radio station – small group activity• Support-seeking – small group activity.	
Unit description Through an examination of three case studies of Indigenous community-based initiatives, students will analyse the significant factors that impact on the health and wellbeing of young people, particularly Indigenous young people. Students will explain the significance of a strong cultural identity for Indigenous young people. They will examine the connections between positive educational experiences and improved health outcomes and evaluate community-based strategies that can improve the knowledge and skills of young people.	Aboriginal perspectives The main stimulus material in this unit is the DVD <i>Strong and Deadly</i> . It is used to explore the issues of cultural identity and protective factors that influence positive health and wellbeing. The DVD presents three case studies which showcase community-based initiatives that draw on culture to provide programs that significantly influence the health and wellbeing of Indigenous young people.	

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Resources

- 1 Rural Health Education Foundation 2009, [*Strong and Deadly*, DVD, Rural Health Education Foundation, Deakin, ACT](#)
- 2 Fact Cards 1–4 (attached)
- 3 Tiddas 1995, *Sing about Life*, audio CD, Polygram Records
- 4 Gibson, J 2009, 'School takes a giant leap on enrolments', *Sydney Morning Herald*, 3 March
<http://www.smh.com.au/national/school-takes-a-giant-leap-on-enrolments-20090302-8me6.html>

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Students learn about:	Students learn to:	Teaching and learning experiences	Evidence of learning
<ul style="list-style-type: none"> influences on health decision-making and risk behaviours challenges and opportunities 	<ul style="list-style-type: none"> recognise that health decisions and risk behaviours are not simply an individual responsibility but are shaped by a range of factors analyse the range of influences that impact on an individual's ability to behave in healthy and safe ways analyse previous and predict future life challenges and identify opportunities for personal growth explore the social and cultural influences on the way people think about life challenges, including the acceptance of responsibilities 	<p>Fact Finder – small group and class activity</p> <p>In groups of four, students use Fact Cards 1–4 (Resource 2) to gather statistical information regarding the health and wellbeing of Indigenous young people. As a class, students predict the factors that have influenced the health status of Indigenous young people. Students record these factors on flash cards (small sheets of cardboard).</p> <p>Wellbeing Wall – individual and class activity</p> <p>Using large sheets of paper taped to the wall, students design a ‘wellbeing wall’ that describes the factors that influence <i>their</i> health and wellbeing, eg family values, socioeconomic status, gender, culture, peers, policy (laws). Students may use textas, paint and /or coloured markers to design their section of the wall.</p> <p>As a class, students discuss the similarities and differences between the factors that influence the health of Indigenous and non-Indigenous young people.</p> <p>Song Writer – individual activity</p> <p>Using an MP3 player or as a class using a CD player, students listen to the song ‘Sing about Life’, Track 19 on the CD <i>Sing about Life</i>, by Tiddas (Resource 3). They use the tune of the song and rewrite the lyrics to represent the ‘possibilities’ in their life. Each student considers:</p> <ul style="list-style-type: none"> What dreams do you have that you hope to achieve in your life? What responsibilities will you need to take on to achieve these dreams? How might your social situation (age, gender, geographic location, race, culture, indignity) influence what dreams you have? How can a positive sense of self influence your dreams and the achievement of these? 	<p>Contribution to the class understanding of facts on Indigenous health and wellbeing.</p> <p>Identification of the similarities and differences between the factors that influence the health of different groups of young people.</p> <p>Development of song lyrics that demonstrate student understanding of the influence of sense of self and social situation on personal hopes and dreams.</p>

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Students learn about:	Students learn to:	Teaching and learning experiences	Evidence of learning
<ul style="list-style-type: none"> empowering individuals and communities 	<ul style="list-style-type: none"> propose and evaluate strategies that take into account influences on health decision-making, and that support young people to behave in healthy and safe ways 	<p>Media Viewer – individual and class activity</p> <p>Visit http://www.smh.com.au/national/school-takes-a-giant-leap-on-enrolments-20090302-8me6.html – ‘School takes a giant leap on enrolments’. Assume that you are the principal of a school in remote NSW with a significant Aboriginal student population. Prepare for a meeting with the local community that aims to gather their ideas about the proposed changes to the school timetable. Consider the following questions:</p> <ul style="list-style-type: none"> Who would you ensure that you invited? Where would the meeting be held? In what language would the meeting be conducted? Who would facilitate the meeting? What would you hope to achieve? <p>Prepare a mock presentation of the meeting by assigning roles to members of the class, eg community elder, school student, teachers, principal, parents and community members. Debrief from the presentation and review all the issues raised by stakeholders in the discussion.</p> <p>Theatre Thinking and Small Group Expert – small group activity</p> <p>View the three case studies from the <i>Strong and Deadly</i> DVD (Resource 1):</p> <ol style="list-style-type: none"> Clontarf East Kimberley Football Academy, Kununurra District High School Sisters – Young Women’s Group, Danila Dilba Youth Services Tirkandi Inaburra Cultural and Development Centre. <p>Using a retrieval chart, gather information from each of the case studies. Assign a group of students to each case study and nominate a recorder/scribe, summariser and presenter/reporter in each group. Each group prepares a poster that outlines the issues raised in their case study on the DVD.</p>	<p>Contribution to the mock presentation and class debriefing discussion.</p>

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Students learn about:	Students learn to:	Teaching and learning experiences	Evidence of learning										
<ul style="list-style-type: none"> • affirming diversity • influences on health decision-making and risk behaviours 	<ul style="list-style-type: none"> • clarify personal values and challenge negative community values and images relating to diversity • recognise that health decisions and risk behaviours are not simply an individual responsibility but are shaped by a range of influences 	<table border="1" data-bbox="788 316 1697 769"> <tr> <td data-bbox="788 316 1205 432">Case study:</td> <td data-bbox="1211 316 1697 432">eg Clontarf East Kimberley Football Academy, Kununurra District High School</td> </tr> <tr> <td data-bbox="788 437 1205 517">Initial issue/problem:</td> <td data-bbox="1211 437 1697 517">Poor attendance at school</td> </tr> <tr> <td data-bbox="788 521 1205 601">Description of the initiative:</td> <td data-bbox="1211 521 1697 601"></td> </tr> <tr> <td data-bbox="788 606 1205 686">Impact of the initiative:</td> <td data-bbox="1211 606 1697 686"></td> </tr> <tr> <td data-bbox="788 691 1205 769">Links to the health and wellbeing of target group:</td> <td data-bbox="1211 691 1697 769"></td> </tr> </table> <p data-bbox="788 820 1711 916">Display each group’s poster on the class wall. Each group presents their poster to the class and identifies similarities in regard to strategies that promote positive wellbeing among young people.</p> <p data-bbox="788 967 1711 1107">Signpost debate – class activity As a class, students respond to the following statements by indicating whether they strongly agree, agree, are neutral, disagree and/or strongly disagree and providing reasons.</p> <p data-bbox="788 1126 1711 1391">Statements:</p> <ul style="list-style-type: none"> • ‘Australia consists of a diversity of populations.’ • ‘The health status of Australians is diverse.’ • ‘Diversity creates health problems for a nation.’ • ‘Everyone in Australia should receive the same health opportunities and support.’ • ‘Good health is the responsibility of the individual.’ • ‘Governments create health inequities.’ 	Case study:	eg Clontarf East Kimberley Football Academy, Kununurra District High School	Initial issue/problem:	Poor attendance at school	Description of the initiative:		Impact of the initiative:		Links to the health and wellbeing of target group:		<p data-bbox="1758 820 2085 954">Identification of a range of strategies that promote positive wellbeing among young people.</p> <p data-bbox="1758 1005 2085 1139">Students demonstrate understanding through the justification of responses to the statements.</p>
Case study:	eg Clontarf East Kimberley Football Academy, Kununurra District High School												
Initial issue/problem:	Poor attendance at school												
Description of the initiative:													
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Links to the health and wellbeing of target group:													

Resource 2: Strong and Deadly Fact Card 1

Chronic diseases

Chronic diseases, in particular cardiovascular disease, are the biggest single killers of Indigenous people in Australia.

Task

With teacher guidance, students are to search the internet for relevant information about the impact of chronic diseases on Indigenous people, then answer the Inquiry Questions below.

Examples of internet sources:

- The *Australian Indigenous HealthInfoNet* at www.healthinfonet.ecu.edu.au/health-facts/summary
- The *2009 AMA Indigenous Health Report Card* at www.ama.com.au/node/5114

Inquiry questions

- How might these statistics be used by Indigenous community groups to improve the health status of their community?
- How might these statistics be used by government health-funding bodies to improve the health status of Indigenous communities?

Resource 2: Strong and Deadly Fact Card 2

Task

Students are to write briefing notes under headings (a) and (b) below, then answer the Inquiry Questions:

(a) Life expectancy

(b) Low birth weight infants.

With teacher guidance, students are to be encouraged to search the internet for relevant, up-to-date information as a basis for their briefing notes.

Examples of internet sources:

- Australian Human Rights Commission website at www.hreoc.gov.au/Social_Justice/statistics/index.html
- Australian Bureau of Statistics website – statistics pages under ‘Indigenous’ at www.abs.gov.au/ausstats

Inquiry questions

- What implications might these statistics have for the health status of Indigenous young people?
- How might these statistics be used by school educators in a health program designed for both Indigenous and non-Indigenous young people?

Resource 2: Strong and Deadly Fact Card 3

Health risk factors

- obesity
- smoking
- risky/high risk alcohol use
- education level
- employment status
- geographic location
- culture
- socioeconomic status.

Inquiry question

- Describe how each of these health risk factors might impact on the health of Indigenous young people. For example, Indigenous young people living in rural or remote geographic locations may not have access to health services such as mental health clinics.

Resource 2: Strong and Deadly Fact Card 4

Criminal justice system and child protection

With teacher guidance, students are to search the internet for relevant, up-to-date data on these subjects as they relate to Indigenous people, then answer the Inquiry Questions below.

Example of an internet source:

- The Australian Institute of Health and Welfare (AIHW) website at www.aihw.gov.au/phjj/juvenilejustice/aboriginal_and_torres_strait_islander_supervision_rates.cfm

Inquiry questions

- Explain why Indigenous young people may become part of the juvenile justice system?
- What strategies/projects could be employed to assist Indigenous young people not to be involved in crime?
- Why do you think the rates of child protection investigations and substantiations (ie found to be true) are greater in the Indigenous population?