**11 PDHPE**

[](http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi0i8jLhtbLAhWiGqYKHVfkBRIQjRwIBw&url=http%3A%2F%2Fwww.chambers.lib.tx.us%2Fkids%2Fwhatshappening.php&psig=AFQjCNFwIVY6WS3ZEvW-Be6jaJm1YbG72A&ust=1458796496036816)

**Enjoy your long weeked…**



ALL TASKS TO BE COMPLETE BY PERIOD 1

TUESDAY, 29TH MARCH, 2016

Re-answer Quiz Booklet Question on the ‘Meanings of Health’

A copy has been provided.

**Task 1**

Complete your Core 1 Summary. I have included the syllabus points that should be covered.

Do this on separate paper, which can be put into your summary folder. (It will take more than 1 piece of paper)

**Task 2**

Using the A3 paper provided. (yes old school)

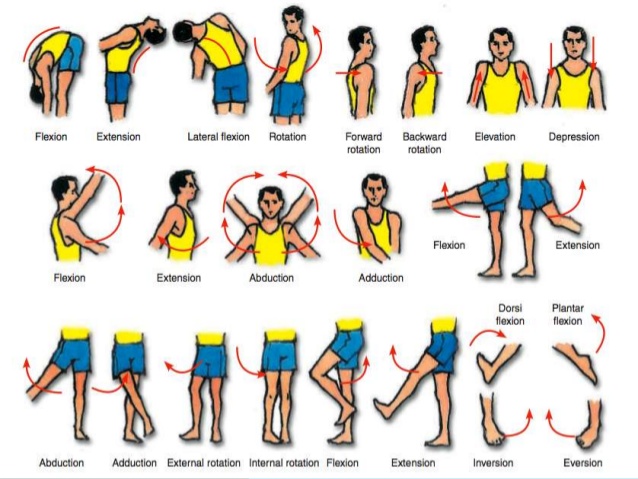
You are to design a poster on the ‘JOINT ACTIONS’

Include a drawn diagram of each action, its description and a sporting example.

Refer to Pg 144-145 of textbook

**Task 3**

**Joint Actions**

[](http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjD0oGjjdbLAhVEKKYKHZKkA64QjRwIBw&url=http%3A%2F%2Fwww.slideshare.net%2Ftrieducation%2Fjoint-actions-and-movement&psig=AFQjCNFMCeq0DpAWxMTiSDoa_5i0FRpWpA&ust=1458798263127031)

**Syllabus points**

|  |  |  |
| --- | --- | --- |
| * the degree of control individuals can exert over their health * modifiable and non-modifiable health determinants * the changing influence of determinants through different life stages | | * assess the degree of control individuals have over their health, by exploring questions such as: * how much control do individuals have over the determinants? * what can individuals do to modify the determinants they have little control over? * how does the level of influence of the determinants change over time? |
| * health as a social construct * recognises the interrelationship of determinants * challenges the notion that health is solely an individual’s responsibility. | | * investigate how the determinants of health explain why some individuals and groups have better or worse health than others. |
| **What strategies help to promote the health of individuals?** | | |
| Students learn about: | Students learn to: | |
| * what is health promotion * responsibility for health promotion * individuals * community groups/schools * non-government organisations * government * international organisations, eg WHO, United Nations | * describe the various health promotion roles and responsibilities adopted by individuals, groups and governments | |

|  |  |
| --- | --- |
| * health promotion approaches and strategies * lifestyle/behavioural approaches, eg quit smoking programs, health education * preventative medical approaches, eg childhood immunisation, cancer screening * public health approaches, eg health-promoting schools and workplaces | * determine the effectiveness of a range of health promotion strategies relevant to young people, eg government interventions relating to alcohol consumption and young drivers * propose other actions that may improve the health of young people |
| * the Ottawa Charter as an effective health promotion framework * developing personal skills * creating supportive environments * strengthening community action * reorienting health services * building healthy public policy | * describe the historical significance of the Ottawa Charter for Health Promotion * explain how health promotion based on the action areas of the Ottawa Charter have contributed to positive health outcomes. For example: * reduction in road injuries * reduction in tobacco use |
| * principles of social justice * equity * diversity * supportive environments. | * identify strategies where the principles of social justice have been applied to promote the health of individuals. |