**11 PDHPE**



**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**



**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
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|  |  |
| --- | --- |
| * 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
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| * 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.
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