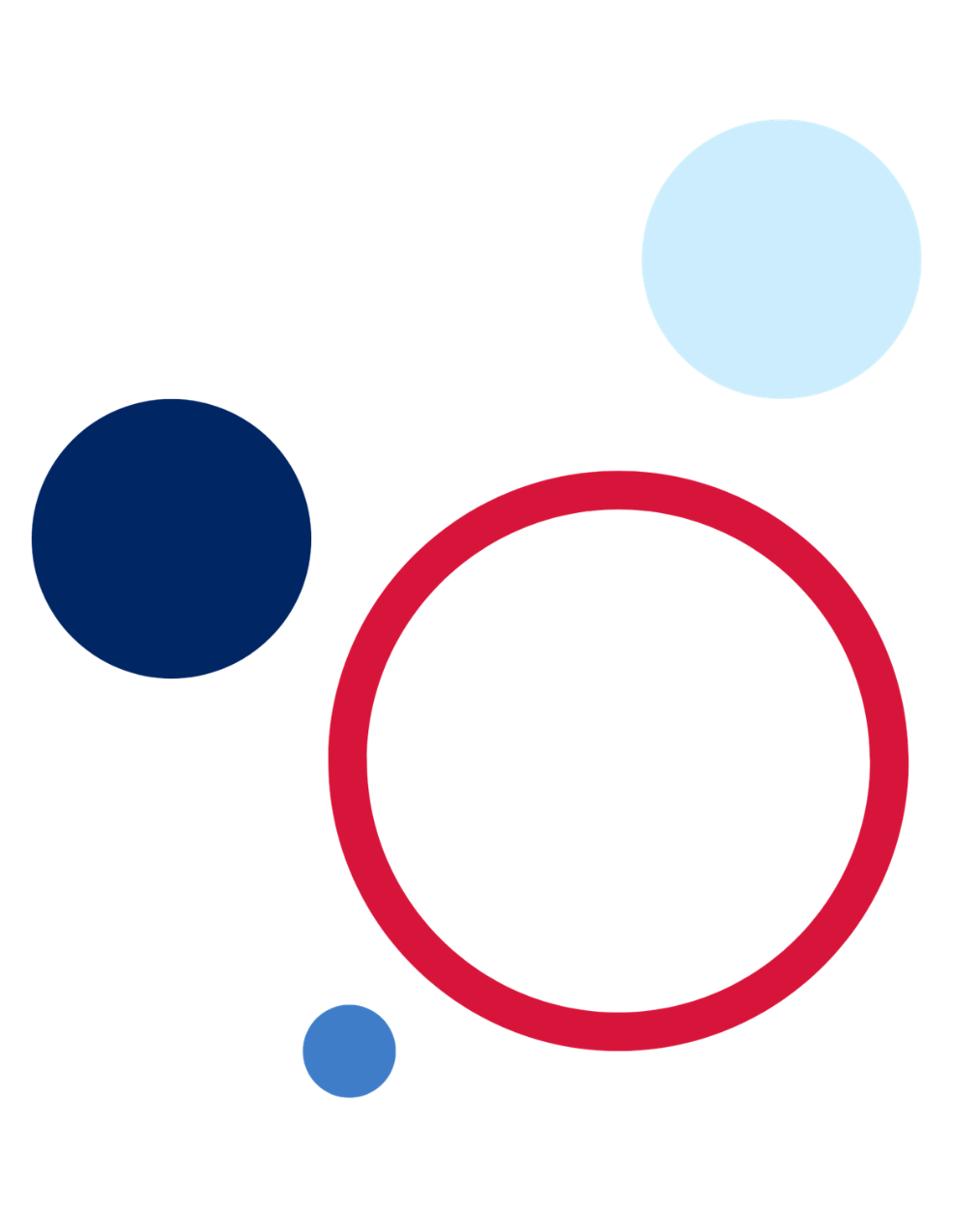
# Health and movement science Stage 6 (Year 11) – what are young people’s meanings of health? – sample program of learning



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This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

## Overview

This learning program is intended to be completed in Year 11 as part of Core 1 – Health for individuals and communities.

Five hours have been allocated to this learning program.

### Purpose

This learning program provides students with opportunities to further develop their knowledge and understanding of young people and their meanings of health.

## Syllabus

The following syllabus outcomes and content is addressed if all the teaching activities are completed. Teachers are to use their professional judgement to ensure that the suggested syllabus content is addressed.

### Outcomes

A student:

interprets meanings, measures and patterns of health experienced by Australians **HM-11-01**

Research: analyses a range of sources to make conclusions about health and movement concepts **HM-11-10**

## Learning sequence 1 – what are young people’s meanings of health?

Before undertaking this learning sequence, students should have demonstrated sound understanding of:

* the meanings of health, using various sources, including the World Health Organisation’s (WHO) definition
* why people give different meanings to health
* the dynamic nature of health and how an individual’s circumstances affect their health
* the range of determinants that influence the health and wellbeing of Australians.

Opportunities for reflection and adjustments can be made depending on student interest.

### Syllabus content

What are young people’s meanings of health?

Explore across generations aspects of young people’s lives that make them similar and different to the young people of previous generations

Examples include:

developmental stages

influence of family, peer culture, technology and global events.

### Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Through these activities, students will:

reflect on their own experience as a young person and compare it to that of a person from a previous generation

revisit their understanding of the different aspects that influence young people’s lives and how this helps shape their meaning of health

use a case study to focus on the impact of the determinants of health and specifically the impact of technology on a young person’s health and meanings of health

formulate some potential areas of interest for a collaborative investigation.

### A young person’s experience of the world today

Share the following information with students.

Young people are a diverse group of people between the ages of 12–24 years of age. It is often assumed that young people are a very like-minded group who all have similar interests and face similar challenges. The progression through adolescence sees individuals make the transition from child to adult, and experience a rapid physical, emotional, intellectual and social maturation. However, development and progression through adolescence can vary significantly between individuals, depending on several internal and external factors. In recent years, the transition to adulthood has been made more complex by the social, economic, environmental and rapid technological changes in society.

A range of determinants impact on a young person’s health outcomes, health behaviours and their meanings and perceptions of health. These determinants include a range of health behaviours, personal biomedical factors, environmental factors, broad features of society and socioeconomic factors. These factors, as identified by the Australian Institute of Health and Welfare, determine the health status of individuals and populations.

Students reflect on their own experience as a young person today using the questions below as a guide.

The questions are designed to allow students to consider how the determinants of health impact on a young person's meaning of health and to analyse the different ways young people define what is important to their own health.

Students can add, change or remove questions to suit their needs.

Describe what it is like growing up as a young person.

What motivates you as a young person?

When did you start going through puberty?

What were some of the physical and emotional changes you noticed?

What have been the challenges faced while growing up and experiencing change?

Has money or culture influenced your experiences as an adolescent?

What risky decisions have you made?

How do you spend your leisure time?

How much time do you spend with your family and friends and how has this changed?

How do you communicate with friends and family?

How involved are you in family decisions?

What do you do as a family? What are your mealtimes like? Do you go on holidays? If so, where?

Describe your physical activity habits, attitudes and skill level.

Would you consider yourself a member of a particular group? Describe that group.

Who has the most influence over your choices, family or friends? Why?

What do you do for entertainment?

What main forms of technology do you use and how do you use them?

How do you think these forms of technology change or impact your development, for example, shape the way you receive news?

What are or were some big events that impacted the world? Do you feel this event impacted you or your health? In what way?

What do you feel has influenced your values, attitudes, beliefs and behaviours to date?

Thinking about your responses, do you think these experiences have shaped your meanings of health? How?

Are you able to identify what has the greatest influence on your meanings of health? Explain your answer.

Students interview a person from another generation about their experiences growing up using similar questions.

After conducting the interview, students create a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) with a circle to represent themselves and a circle for the person interviewed. They use the Venn diagram to visually record and highlight the similarities and differences between the 2 generations.

Students discuss the following questions with a partner:

How did the determinants of health impact on the interviewee’s meanings of health?

What had the greatest influence on their interviewee’s meanings of health?

In pairs, students compare their interviewee's responses on their greatest influences with their own response and provide reasons which explain the differing answers.

Next, students categorise these reasons into groups containing similar aspects. Explain to students that there are several aspects of young people’s lives that make them similar or different to previous generations. These include:

developmental stages

influence of family

peers

culture

technology

global events.

**The following activity will build a foundational understanding of the influences on young people across generations. Examples have been provided below.**

Students complete a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555) on the aspects of young people’s lives.

Divide the class into small groups and provide each group with a different aspect to be recorded on a piece of butcher’s paper. The aspects are:

* developmental stages
* influence of family
* peers
* culture
* technology
* global events.

Allow time for groups to use the answers to the reflection questions and interviews from another generation to ‘graffiti’ their paper with thoughts, phrases or pictures which relate to the aspects of young people’s lives.

Groups then rotate to the next aspect until all aspects are completed. Students may also wish to record differences between current generations and past generations.

As a class, discuss and share responses. There are some suggested answers for the discussion listed below.

#### Developmental stages

The developmental stages may occur at different times.

Emotional maturity may not match physical maturity.

Socioeconomic background can affect opportunities for young people.

Past generations were often motivated by security and more likely to stay in jobs for longer.

The current generation values education, accepting of other cultures and money.

The current generation are more likely to change jobs multiple times with more pressure to be more relevant and on top.

#### Influence of family

In the past, families were larger, and society had a strong focus on the family unit.

Families have been heavily influenced throughout time by the role of women in the workplace, education, birth control, government policy, religious beliefs, culture and financial stability.

In the past, children were seen and not heard. Nowadays young people may be involved in family decision making which is more democratic and collaborative.

A strong and stable family and community contribute greatly to a young person’s life chances.

Young people have a greater say over their health at a younger age than in the past.

The degree of family influence changes during adolescence.

Growing influence of the peer group is happening earlier which can be a source of conflict with parents and carers.

The definition of a family has changed to a place of unconditional love as opposed to the traditional nuclear family style (see video of [How the Nuclear Family Broke Down (5:15)](https://www.youtube.com/watch?v=sd9d5z7idyQ)).

#### Influence of peers

Turning to peers for advice and validation occurs much earlier and in different ways than in the past.

Peers may have a positive and/or negative influence depending on the social unit.

In the past it was the peers around you that had influence. Now social media exposes young people to youth cultures from around the world which can be seen and adopted.

Music festivals are a source of social connection. Young people try and find meaning in themselves, build a sense of belonging and connection through music. For example, Woodstock, Big Day Out, Splendour in the Grass, Field Day, Stereosonic.

Moving away from family and community as the prevailing influence and more to social media and influencers for validation which is often not reality.

#### Influence of culture

Sociocultural background (customs, beliefs and traditions) influence lifestyle and identity.

Work culture and how a young person sees their future is different to young people of the past. For example, past generations were solely motivated by security and more likely to stay in jobs for a long time, perhaps their whole life.

Multicultural influence and perceptions of cultures has increased with time and increased immigration and global exposure through media and social media.

#### Influence of technology

Technology impacts relationships, connections and communication.

Using entertainment technologies every day can have a negative impact on the social wellbeing of young people.

Technology changes across different generations, for example, the impact of television compared to social media of today.

Information is more accessible, but also less reliable and credible.

Increase of augmented reality and artificial intelligence.

Increased entertainment technology for example, YouTube and gaming, and its impact on physical health, social health and mental health.

Technology influences how we are physically active and how often we are physically active. This can have positive and negative influences.

Emergence of online shopping, food delivery, streaming services for entertainment all transform how restaurants, entertainment and retail operate and market themselves.

In the past, television brought the world into the living room and changed the way a person viewed the world. For example, the effects of seeing the Vietnam war televised changed the way people viewed the war leading to widespread protests and the withdrawal of troops.

Through ‘likes’, social media reinforces reward and can trigger the release of the hormone dopamine which is addictive. This has led to more young people engaging with social media, creating content and seeking affirmation from followers – conforming to the social media norm, or living to create content and entertain their followers.

Issues such as cyberbullying, sextortion and online grooming have raised safety concerns for young people.

Data and privacy breaches opening people’s eyes to online security and how we share our information.

Young people getting a phone from a young age which allows access to information, social media or peer influence is greater. Young people are exposed to social relationships all the time.

Many technology developers and high-profile people don’t allow their children to access social media or use certain forms of technology.

#### Influence of global events and trends

Wars, famines, financial crisis, Olympics, other international sporting competitions, terrorism and COVID, are all global events that have influenced a young person’s development.

Focus on sustainability and environment has changed how we shop, travel and the type of fuel and cars we can purchase.

The rise of influencers and advocates through social media bringing attention to social issues on a global scale, for example, Greta Thunberg (climate activist), Chanel Contos (consent advocate) or Andrew Tate (social influencer on masculinity).

World sporting events such as the Olympics, Paralympics, sporting world cups and championships inspire people to participate in sport. They encourage people to be active and emulate their heroes and encourage physical activity, social cohesion and positivity for young people.

The global financial crisis, rising costs of living and increasing interest rates affects all dimensions of people’s health.

COVID had an impact on the physical, mental and social health of people across the world. Some effects include people’s ability to connect, cope and self-regulate.

### A case study

Use the following article about Emma Chamberlain to explore the meanings of health and the impacts of the determinants on health.

[Emma Chamberlain Is in an ‘Existential Crisis 24/7.’ Let’s Get Into It – Rolling Stone](https://www.rollingstone.com/culture/culture-features/emma-chamberlain-youtube-podcast-boyfriend-cover-story-interview-1234712398/)

Students read the article and pull apart the information to:

create a profile of Emma Chamberlain’s health

make a judgement on her meanings of health and whether it is representative of their own and their interviewee’s experiences

identify what determines Emma’s meanings of health and what determinants are impacting her health.

Students discuss with a partner whether the profile created is a full picture of Emma’s health. How can we ever get an accurate picture of someone’s health?

With a partner, students use the information they have gathered from the article to discuss what has had the greatest influence on Emma’s meanings of health. Comparing these points to their own and to their interviewee’s greatest influences, students provide reasons for the similarities and differences.

As a class, discuss the positive and negative impact of technology throughout the case study.

Explain to students that these aspects could potentially provide a direction for a Collaborative Investigation, a project which they will conduct as a group.

This syllabus content has been used as an example of a collaborative investigation through the **Teaching a collaborative investigation – Core 1 – Technology and young people learning program**. This learning program will be published on the department’s [PDHPE 11–12 webpages](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12).

The **Teaching a collaborative investigation – Core 1 – Technology and young people learning program** enables students to:

* apply the collaborative investigation process to further develop knowledge and understanding of young people and their meanings of health
* deepen their understanding of syllabus content alongside applying their skills and understanding of the foundations of research and the collaborative investigation process
* prepare for conducting a collaborative investigation later in Year 11.

## Further reading

CESE (Centre for Education Statistics and Evaluation) (2020a) [*What works best: 2020 update*](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update), NSW Department of Education, accessed 24 August 2023.

CESE (Centre for Education Statistics and Evaluation) (2020b) [*What works best in practice*](https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/what-works-best-in-practice), NSW Department of Education, accessed 24 August 2023.

Wiliam D (2013) ‘[Assessment: The bridge between teaching and learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, Voices from the Middle, 21(2):15–20, accessed 24 August 2023.

## Additional information

The information below can be used to support teachers when using this teaching resource for Health and movement science.

### Support and alignment

**Resource evaluation and support:** all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice contact the PDHPE Curriculum team by emailing [PDHPEcurriculum@det.nsw.edu.au](mailto:PDHPEcurriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model.](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework:** this resource supports the [School Excellence Framework](https://education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence#:~:text=SPaRO%20platform.-,School%20Excellence%20Framework,-The%20school%20planning) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards:** this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards) 3.2.2, 3.3.2.

**Consulted with:** Curriculum and Reform and subject matter experts.

**NSW syllabus:** Health and Movement Science 11–12 Syllabus

**Syllabus outcomes:** HM-11-01, HM-11-10.

**Author:** PDHPE Curriculum Team.

**Publisher:** State of NSW, Department of Education.

**Resource:** Learning program.

**Related resources:** further resources to support Stage 6 Health and Movement Science can be found on the [Planning, programming and assessing PDHPE 11-12 curriculum webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) and the [HSC hub](https://hschub.nsw.edu.au/).

**Professional learning:** relevant professional learning is available through the [PDHPE statewide staffroom](https://teams.microsoft.com/l/team/19%3a93bb42a54e4b4779b28ab5b737b9e642%40thread.tacv2/conversations?groupId=d759a943-a680-4d0b-bdfe-88a8998f709e&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991).

**Universal Design for Learning:** [Curriculum planning for every student in every classroom](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

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[Health and Movement Science 11–12 Syllabus](https://curriculum.nsw.edu.au/syllabuses/health-and-movement-science-11-12-2023) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

Morris A (17 April 2023) ‘[Emma Chamberlain is in an ‘Existential Crisis 24/7.’ Let’s Get Into It](https://www.rollingstone.com/culture/culture-features/emma-chamberlain-youtube-podcast-boyfriend-cover-story-interview-1234712398/)’, *Rolling Stone*, accessed 24 August 2023.

State of New South Wales (Department of Education) (n.d.) [*Digital Learning Selector*](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=4cf93), NSW Department of Education website, accessed 24 August 2023.

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