PDHPE Stage 4 - Healthy, safe and active lifestyles

**Suggested duration:** 2 lessons

Learning for life beyond school is supported when subjects are delivered to students in a way that they can understand how the content is relevant to career pathways and work settings. NESA syllabuses identify work and enterprise as important learning across the curriculum content for all students.

# Career learning benefits and career management skills

Career learning resources have been developed to enrich existing teaching and learning programs to facilitate effective career education for students, supporting students to link classroom learning to workplace applications, including developing career management skills. Career learning activities embedded within existing curriculum have been aligned to the themes from the [K-12 Career Learning Framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/career-learning). Activities may relate to one or more of the themes:

* Identity – building and maintaining a positive self-concept, responding to change and developing capabilities
* Experience – discover, explore, investigate and consider opportunities for lifelong learning to support career goals
* Empower – learning to self manage, engage in career decision making and developing skills and capabilities to make informed decisions

|  |  |  |
| --- | --- | --- |
| Theme | Career Management Skills | Australian Blueprint for Career Development competency |
| Experience | Link learning and motivations to personal career aspirations which give a work/life balance | 4.2 Link lifelong learning to personal career aspirations |
| Experience | Locate and use career information | 5.2 Locate and use career information |
| Experience | Understand how work contributes to your life and the community | 6.2 Understand how societal needs and economic conditions influence the nature and structure of work |

## What do we want students to know, understand or be able to do?

Students discuss the people, occupations and industries that support the health and wellbeing of young people. Students analyse why the health sector is one that is experiencing employment growth and how that will influence employment options in the future. Students explore the range of occupations that support the health and wellbeing of individuals throughout the stages of life.

### Syllabus outcomes

* **PD 4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing, and physically active communities
* **PD 4-8** plans for and participates in activities that encourage health and a lifetime of physical activity

|  |  |
| --- | --- |
| Key inquiry questions | Syllabus content |
| What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | Examine factors that influence health and wellbeing   * describe health and its dynamic nature * explore the term ‘wellbeing’ and examine factors that contribute to overall wellbeing * examine how contextual factors influence attitudes and behaviours towards health and wellbeing |
| How can I effectively manage my own and support others’ health, safety, wellbeing and participation in physical activity? | Plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities   * identify and research local resources and environments where individuals and groups can connect as a community through participation in physical and social activities |

### Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a basic understanding of the following Stage 4 PDHPE content:

* Health and its dynamic nature
* Health changes throughout our lifetime
* Health definitions and personal meaning
* Wellbeing, and the factors that contribute to overall wellbeing

### Learning experiences, adaptations, changes or extensions

#### Activity 1 – Who keeps us healthy?

Working in pairs students create a list of all the factors that contribute to keeping us healthy. From the list students create a concept map or affinity diagram of the occupations that relate to one of the contributing factors.

For example, eating a healthy diet could include occupations such as a nutritionist, chef organic farmer, nutrition blogger. Keeping fit could include a gym instructor, exercise physiologist, fitness app designer.

Select one of the [brainstorming](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=ac2f69c0-26f5-4f10-877a-dc3684e72cd0#Remember) activities from the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector/?cache_id=0f431) to record the occupations that students have identified from the health concept. Combine the information from each group and discuss the broad range of occupations that has been compiled.

Discuss and respond to the following questions:

1. Provide an example of an occupation identified by the class that supports the health and wellbeing of;
   * children
   * young people (14-24)
   * an ageing population
2. Discuss attitudes and cultural differences that may exist towards caring for the aged.
3. Explain why supporting an individual’s health is a community responsibility.

**Teacher notes**: Encourage students to think broadly on the occupations that contribute to overall health and wellbeing. Extend the learning and categorise careers that align to the different stages of life, such as an ageing population or young people. Australia has an ageing population. The average life expectancy of Australians is 83 years. There are a range of occupations required to support the health and wellbeing of an ageing population. As a class discuss the role of the activities officer/diversional therapist in supporting the health and wellbeing of those residing in an aged care facility.

#### Activity 2 – Health Sector Growth

Students analyse the growth in the health sector using the information available from the [joboutlook](https://joboutlook.gov.au/industries/industry-profiles?industryCode=Q). Discuss and respond to the following questions:

1. What is Australia’s largest and fastest growing industry?

2. Suggest reasons why this is the fastest growing industry?

3. Give examples of five occupations that are expecting strong future growth within this industry sector.

4. Explain the difference between entry level skill level and very high skill level and give an example of an occupation for each level.

5. Discuss what future jobs might be created to support the health of Australians.

**Teacher notes**: Health care and social assistance is Australia’s largest and fastest growing industry. It employs across a broad range of industries, for example, hospitality, digital technologies, and record management. The future of healthcare is evolving, with advances in digital healthcare technologies creating new roles in the industry. Extend the learning by summarising the information on the future transformation of healthcare in Australia, found in PwC’s Health Matters article: [Balancing technology, culture and supply](https://www.pwc.com.au/health/health-matters/workforce-healthcare.html)

#### Activity 3 - Stepping into health care

Students select an occupation for further exploration from within the Healthcare and Social Assistance sector. Navigate to this career using [joboutlook](https://joboutlook.gov.au/industries/industry-profiles?industryCode=Q) or [myfuture](https://myfuture.edu.au/bullseyes) and provide an overview of this occupation. This could be completed using the [keyword strategy](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=ac2f69c0-26f5-4f10-877a-dc3684e72cd0#Remember) or another resource from the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector/?cache_id=f4eca).

**Teacher notes**: Use the ‘Discover my future’ resource for PDHPE teachers, to build your capacity to navigate the [myfuture](https://myfuture.edu.au/help-and-support/user-guides) website. Students will be able to log into the site using their education user name and password. The ‘Using the Career Bullseye Poster’ resource is available for students to complete as they explore an occupation.