# PDHPE Stage 4 – healthy, safe, and active lifestyles



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**Last updated**: September 2023

**Anticipated resource review date**: Resources are reviewed every 12 months for currency and relevancy as part of the Career Learning team’s evaluation plan.

**Alignment to School Excellence Framework (SEF):**

* Learning domain: Curriculum, Teaching and Learning Programs.
* Teaching Domain: Effective Classroom Practice, Lesson Planning.

**Alignment to** [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards)**:**

* Standard 2
* 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
* 2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
* Standard 3
* 3.1.2 Set explicit, challenging and achievable learning goals for all students.
* 3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.
* 3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.

**Consultation**

Career Learning in Curriculum (CLiC) documents have been written in consultation with curriculum writers from various key learning areas; Curriculum Secondary Learners and Career and Workplace Learning

## Rationale and background information

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 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/curriculum-support/k-12-career-learning-framework) and the [Australian Blueprint for Career Development](https://content.yourcareer.gov.au/sites/default/files/2023-06/Australian-Blueprint-for-Career-Development.pdf) (ABCD). 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, investigate, and consider opportunities in lifelong learning and work exploration.
* Empower – learning to self-manage, engage in career decision making and developing skills and capabilities to make informed decisions.

### Career competencies

This resource supports students to develop career management skills relating to:

|  |  |
| --- | --- |
| Career management skills | Australian Blueprint for Career Development Career management competencies |
| Theme: Experience  Link learning and motivations to personal career aspirations which give a work - life balance | Learning area C: Career Building  Career Management Competency: 11. Maintain balanced life and work roles  Phase: 11.3 Explore and understand the interrelationships between life and work roles  Performance indicator: Understanding how various life and work roles impact upon our preferred future or lifestyle |
| Theme: Experience  Locate and use career information | Learning area B: Learning and work exploration  Career Management Competency: 7. Understand the relationship between work, society and the economy  Phase: 7.3 Understand how work contributes towards the community.  Performance indicator: Students understand how work contributes to our community and society in general. |
| Theme: Experience  Understand how work contributes to your life and the community | Learning area B: Learning and Work Exploration  Career Management Competency: 7. Understand the relationship between work, society and the economy  Phase: 7.4 Understand how societal needs and economic conditions influence the nature and structure of work  Performance indicator: Students understand how society’s needs and functions effect the supply of goods and services. |

[Australian Blueprint for Career Development](https://www.yourcareer.gov.au/resources/australian-blueprint-for-career-development) © Commonwealth of Australia 2022

### 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 |

[PDHPE Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) (2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Learning experiences

In these lessons, students will identify the wide variety of health care occupations required to support the community throughout the varying stages of an individual’s life.

**Students will**:

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.

**Suggested duration**: 3 x 60 minutes

**Audience**: 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

### Resources required

To complete these activities the teacher will need:

* Access to a digital whiteboard

Students will need:

* Access to computer and internet
* Student workbook

### 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

1. Discuss attitudes and cultural differences that may exist towards caring for the aged.
2. 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 – Step 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.

### Conclusion

The teacher reviews the lesson’s concepts to ensure student’s understanding through questioning, discussion or exit slips.

### Differentiation

Teachers need to consider [inclusion and differentiation](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12) and [curriculum planning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12) when using the Career Learning in Curriculum resources in the classroom. Differentiated learning should be enabled through both planned and contingent adjustments to the teaching approach for content, process, product, and learning environment.

The resource requires students to work in pairs (Lesson 1), with the potential for small group work (Lesson 2) and whole class activities (Lesson 3). The resource provides Extension activities/ideas. For support with differentiation of this lesson, visit [Career Learning and Vocational Education](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/school-to-work/rural-and-remote-k-12-career-education-initiative)

### Extension ideas/activities

Students research a variety of occupations discussed in previous lessons.

* In depth research related to further education and training requirements eg University entrance requirements and higher education course breakdown.
* Research labour market trends and workforce demands.

## Evidence base

Evidence-based refers to researching practices to apply proof, reliability, and ethical standards to ensure quality. Evidence-based provides credible knowledge that has been created and tested through rigorous methods.

In addition to being designed in response to the outcomes and achievement standards of the NSW syllabus, a wide range of literature and resources highlighting the importance of career learning from an early age were considered from both a local and international sources. These include research papers from the OECD (Career Ready, Mann et. al), UK (What Works, Hughes et. al) and Career Education: every teacher has a role (myfuture, Education Services Australia).

For the complete list of academic research that informed the development of Career Learning in Curriculum resources, visit the [K-12 Career Learning Framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework) website.

## Feedback

To provide feedback or for further information, access the feedback form via [CLiC Feedback](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kdR9XgNzBt1AheGePVM3QdNUNzE1OEYwRzhEOVZJNkNHTFVTWDdGMVhQNyQlQCN0PWcu) or with the following QR code.

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