

Hours/W eeks	Unit Objectives	Subject Matter	Learning Experiences [reflecting DQ 3, 4, 5 and 6]	Possible Resources
Stage 1				
10 hours	1	<ul style="list-style-type: none"> recognise and describe personal health status recognise and describe how health status is evaluated and measured by self and others, including the AIHW and Mission Australia recognise and describe the significance of mental health and wellbeing for young people's health status 	<p>Table group activity: What does health mean to me? In table groups, students:</p> <ul style="list-style-type: none"> write 'health' in the central circle of Figure 2 (Bubble map graphic organiser) write six words that describe health in the outer circles of Figure 2 (one word in each circle) write each of the six words on a separate sticky note place the sticky notes on a whiteboard, pin board or wall collaborate with other groups to move same/similar words together expand individual bubble maps to reflect discussion between groups. <p>Table group activity: How do we measure health? In table groups, students:</p> <ul style="list-style-type: none"> brainstorm the different methods used to measure health and report back to the class read <i>Australia's Health 2016 — in Brief</i> and 'Annual youth survey' and complete a plus–minus–interesting (PMI) chart with five statistics for each category. <p>Audiovisual activity: What is the significance of mental health and wellbeing for young people? Students:</p> <ul style="list-style-type: none"> view the following videos <i>Module 1.3a What is Mental Health?</i> <i>Module 1.3b What is Mental Health?</i> 	<p>Appendix 1: Figures 2–11 Figure 2: Bubble map graphic organiser</p> <ul style="list-style-type: none"> <i>Global Education</i>, 'Templates' (PMI chart), www.globaleducation.edu.au/3011.html <i>Mission Australia</i>, 'Annual youth survey', www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey Australian Institute of Health and Welfare (AIHW) 2016, <i>Australia's Health 2016 — in Brief</i>, AIHW, Canberra, www.aihw.gov.au/publication-detail/?id=60129555545 <i>Module 1.3a What is Mental Health?</i>, www.youtube.com/watch?v=ArOTqcMH2G0&t=5s <i>Module 1.3b What is Mental Health?</i>, www.youtube.com/watch?v=POp
	2	<ul style="list-style-type: none"> recognise and describe how the definitions, philosophies and representations of health have changed over the past century and inform the study of health <ul style="list-style-type: none"> pathogenic and salutogenic perspectives Dimensions of health static and dynamic health cultural perspectives Health inquiry model 	<p>Solo thinking activity: How does the 'river of life' represent health? Individually, students:</p> <ul style="list-style-type: none"> recognise and describe salutogenic and pathogenic approaches and the dis-ease and ease poles of health by completing the following statements I am healthy and enjoy life when ... I am resilient when ... recognise and describe why dis-ease and ease are represented on a continuum recognise and describe health resources and how they can move individuals along the dis-ease–ease continuum comprehend and use Antonovsky's 'river of life' analogy as a metaphor for understanding the salutogenic and pathogenic approaches to health 	<p>Figure 1: Unit 1 Health inquiry model</p> <ul style="list-style-type: none"> Appendix 1: Figures 2–11 Figure 3: River of life graphic organiser — partially populated <i>Pdhpe.net</i>, 'Definitions of health', www.pdhpe.net/better-health-for-individuals/what-does-health-mean-to-individuals/meanings-of-health/definitions-of-health <i>Dr Louise McCuaig, Teaching & Learning from a Strengths Based Perspective</i>, www.youtube.com/watch?v=gg-v3TP9pQA Lindström, B & Eriksson, M 2005, 'Salutogenesis', <i>Journal of Epidemiology</i>

		<ul style="list-style-type: none"> • considering Figure 3 (River of life graphic organiser — partially populated), comprehend and use personal, social and community resources that influence resilience. <p>Partner activity: How is the salutogenic approach represented in the Health inquiry model?</p> <p>In pairs, students:</p> <ul style="list-style-type: none"> • consider Figure 1 (Unit 1 Health inquiry model) and Figure 3 • recognise and describe the salutogenic approach as an overarching approach • recognise and describe the river, dis-ease–ease continuum, and resources (personal, community and social) that are shown at the bottom of the Health inquiry model. 	<p>& <i>Community Health</i>, vol. 59, no. 6, pp. 440–442</p> <ul style="list-style-type: none"> • Lindström, B & Eriksson, M 2010, <i>The Hitchhiker's Guide to Salutogenesis: Salutogenic pathways to health promotion</i>, Folkhälsan Research Centre, Helsinki • Lindström, B, <i>Salutogenesis — an introduction</i>, www.ndphs.org//documents/2502/SALUTOGEN%20ESIS%20and%20NCDs.pdf
1, 2	<ul style="list-style-type: none"> • recognise and describe how health determinants influence behaviour using the AIHW conceptual framework for determinants of health • physical determinants include genetic factors, biological factors and biomedical factors • psycho-sociocultural determinants include cognitive function, stress, health behaviours, culture, media, education, employment, income, family, neighbourhood, peers, social inclusion, self-esteem, social cohesion, government policies and resources • economic/environmental determinants include resources, health systems, wealth, landscape, climate, chemical factors and human-made factors 	<p>Table group activity: What factors influence health?</p> <p>In table groups, students:</p> <ul style="list-style-type: none"> • collaborate using Figure 4 (AIHW conceptual framework for the determinants of health) and Figure 5 (Tree map graphic organiser) to recognise which category (physical, psycho-sociocultural or economic/environmental) health determinants belong in. <p>Partner activity: How is the AIHW conceptual framework for the determinants of health represented in the Health inquiry model?</p> <p>In pairs, students:</p> <ul style="list-style-type: none"> • recognise and describe appropriate elements of the Health inquiry model • using Figure 5, label the appropriate elements and provide descriptions in call-out boxes. 	<p>Figure 1: Unit 1 Health inquiry model</p> <ul style="list-style-type: none"> • Appendix 1: Figures 2–11 <p>Figure 4: AIHW conceptual framework for the determinants of health</p> <p>Figure 5: Tree map graphic organiser</p> <ul style="list-style-type: none"> • Individual determinants cards, or slides made using slide show software, e.g. PowerPoint (one determinant per card/slide) • <i>Australian Institute of Health and Welfare</i>, 'Reports & statistics', www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=6442453067
1, 3, 4, 5	<ul style="list-style-type: none"> • define and describe stressors, stimuli, locus of control, hardiness and resilience • recognise and describe the physiological responses to stressful stimuli and positive stimuli such as <ul style="list-style-type: none"> - production of adrenaline, cortisol and noradrenalin, including the fight–flight reaction to stress - actions of dopamine, oxytocin, endorphins and serotonin as positive brain neurotransmitters - negative emotions - positive emotions - neuroplasticity — how the brain is adaptable and dynamic 	<p>Audiovisual activity: How does the body respond physiologically to stimuli?</p> <p>Students:</p> <ul style="list-style-type: none"> • view <i>How the Body Responds to Stress</i> • draw a graphic representation of the body's stress response • view <i>How to Make Stress Your Friend</i> Kelly McGonigal • draw a graphic representation of the body's physiological response to positive stimuli • view <i>Neuroplasticity</i> • <i>Mindfulness, Neuroplasticity</i> • discuss the differences between positive and negative stress and the role of neuroplasticity in enhancing wellbeing. 	<p>Appendix 1: Figures 2–11</p> <p>Figure 6: Resilience Y chart</p> <ul style="list-style-type: none"> • Syllabus glossary • <i>How the Body Responds to Stress</i>, www.youtube.com/watch?v=sQj6GMrt8EE • <i>How to Make Stress Your Friend</i> Kelly McGonigal, www.youtube.com/watch?v=RcGyVTaoXEU • <i>Neuroplasticity</i>, www.youtube.com/watch?v=ELpfYCZa87g

		<ul style="list-style-type: none"> define and describe resilience and critique its significance as a general resistance resource for health status by considering the objective elements of wellbeing, including optimism, physical activity, nutrition and sleep apply research skills and processes to critique how resilience is influenced by intrinsically related physical, mental, emotional, social and spiritual dimensions of health symbolise the determinants of health that relate to mental wellbeing, and the role of resilience as a general resistance resource to enhance understanding of critical and non-critical elements 	<p>Audiovisual activity: What is the significance of resilience for young people? Students:</p> <ul style="list-style-type: none"> view <i>Building Resilience in Young People</i> categorise the characteristics of resilience by completing Figure 6 (Resilience Y chart) <p>define resilience at the top under the relevant symbols, describe what resilience looks like, sounds like and feels like summarise how resilience is a general resistance resource.</p> <p>Table group activity: How is resilience influenced by the dimensions of health? In table groups, students:</p> <ul style="list-style-type: none"> discuss how resilience is influenced by the dimensions of health. 	<ul style="list-style-type: none"> <i>Mindfulness, Neuroplasticity</i>, www.youtube.com/watch?v=7TN23YiGkAQ <i>Building Resilience in Young People</i>, www.youtube.com/
3 Hours	1, 3, 4	<ul style="list-style-type: none"> apply research skills and processes to critique how resilience is influenced by external developmental assets and internal developmental assets (Search Institute 2016) <ul style="list-style-type: none"> external assets related to support, empowerment, boundaries and expectations, and constructive use of time internal assets related to commitment to learning, positive values, social competencies and positive identity 	<p>Solo thinking activity: What external and internal factors influence resilience? Individually, students:</p> <ul style="list-style-type: none"> recognise and describe the '40 developmental assets for adolescents' use the '40 developmental assets for adolescents' to complete a self-assessment complete the resilience survey analyse and interpret the primary data about resilience as a personal health resource critique which primary data collection tool is most useful in determining personal resilience critique resilience information to distinguish the most significant determinants that influence personal health status. 	<p>Search Institute, '40 developmental assets for adolescents', www.search-institute.org/our-research/developmental-assets/developmental-assets-framework</p> <ul style="list-style-type: none"> <i>Resilient Youth Australia</i>, 'Resilience survey', www.resilientyouth.org.au/survey
2 Hours	2	<ul style="list-style-type: none"> recognise and describe the health literacy framework as an overarching resource in the Health inquiry model — functional health literacy, interactive health literacy and critical health literacy recognise and describe the social justice framework as an overarching resource in the Health inquiry model <ul style="list-style-type: none"> three principles — diversity (recognition and tolerance of difference); equity (access to and quality of resources); and supportive environments (environmental factors influencing health improvement) 	<p>Partner activity: How is health literacy a resource for enhancing resilience? In pairs, students:</p> <ul style="list-style-type: none"> recognise and describe health literacy as an overarching resource in the Health inquiry model recognise and describe the characteristics of functional, interactive and critical health literacy comprehend and use the health literacy framework to understand how resilience is influenced by personal health literacy and community health literacy. <p>Partner activity: How is social justice a resource for enhancing resilience? In pairs, students:</p>	<p>Appendix 1: Figures 2–11 Figure 7: Health literacy and social justice graphic organiser</p> <ul style="list-style-type: none"> Nutbeam, D 2006, 'Health literacy as a public goal: A challenge for contemporary health education and communication strategies into the 21st century', <i>Health Promotion International</i>, vol. 15, no. 3, pp. 259–267, Oxford University Press, Oxford Nutbeam, D, Harris, E & Wise, M 2010, <i>Theory in a Nutshell: A practical guide to health promotion theories</i>, 3rd edn, McGraw-Hill, Sydney

		<ul style="list-style-type: none"> - the influence of barriers and enablers on access to personal, community and social resources • define and contrast equity and equality • symbolise the levels of health literacy as they relate to social justice to enhance understanding of critical and non-critical elements • critique the importance of resilience and personal agency as resources across the life course and the influence on <ul style="list-style-type: none"> - education, work, family life and health trajectories - key transitions across the life course - challenges presented by critical moments, life events and turning points • critique the influence of eustress and stress on their own and others' resilience from salutogenically and pathogenically oriented perspectives <ul style="list-style-type: none"> - pathogenically oriented perspective emphasises risk and harm reduction - salutogenically oriented perspective emphasises assets according to positive psychology to build resilience 	<ul style="list-style-type: none"> • recognise and describe social justice as an overarching resource in the Health inquiry model • recognise and describe the three principles of social justice — equity, diversity and supportive environments • comprehend and use the social justice framework to understand how barriers and enablers influence access to personal, community and social resilience resources. <p>Partner activity: How are the health literacy and social justice frameworks interrelated? In pairs, students:</p> <ul style="list-style-type: none"> • symbolise the relationship between health literacy, social justice and resilience using Figure 7 (Health literacy and social justice graphic organiser). 	
2 hours	1, 2	<ul style="list-style-type: none"> • investigate the role of positive psychology, the PERMA and PERMA+ frameworks in enhancing wellbeing and resiliency <ul style="list-style-type: none"> - positive psychology is the scientific study of wellbeing and flourishing - PERMA (+) — (P)ositive emotions centre around feeling good; (E)ngagement is being completely absorbed in activities; (R)elationships is about being authentically connected to others; (M)eaning refers to having a purposeful existence; and (A)ccomplishment is based on having a sense of achievement and success; (+) are the objective elements of wellbeing, including optimism, physical activity, nutrition and sleep 	<p>Table group jigsaw activity: How can we understand resilience through positive psychology and PERMA+? In table groups, students:</p> <ul style="list-style-type: none"> • collaborate with others, using Figure 8 (PERMA+ graphic organiser), to investigate each element of PERMA+ and positive psychology <p>What are the significant features? What is the link with resilience? What are some examples in action?</p> <ul style="list-style-type: none"> • synthesise information and report back to the class. 	<p>Appendix 1: Figures 2–11 Figure 8: PERMA+ graphic organiser</p> <ul style="list-style-type: none"> • <i>ReachOut Schools</i>, 'About positive psychology', www.schools.au.reachout.com/articles/about-positive-psychology • <i>Black Dog Institute</i>, 'Positive psychology', www.blackdoginstitute.org.au/docs/default-source/factsheets/positivepsychology • <i>Positive Psychology Institute</i>, 'What is positive psychology', www.positivepsychologyinstitute.com.au/what_is_positive_psychology.html • <i>PERMA</i>, www.youtube.com/watch?v=iK6K_N2qe9Y
5 hours	1, 3, 4, 5	<ul style="list-style-type: none"> • recognise and describe the range of sources for health-related research <ul style="list-style-type: none"> - primary sources include information in its most original and authentic form 	<p>Partner activity: What criteria can we use to judge the quality of sources for health-related research? In pairs, students:</p>	<ul style="list-style-type: none"> • <i>Longitudinal Surveys of Australian Youth</i>, www.lsay.edu.au

		<p>taken from surveys, observations, interviews, questionnaires and experiments</p> <ul style="list-style-type: none"> - secondary sources include published data from books, magazines, newspapers, journals and periodicals; personnel records such as letters or diary entries; electronic data such as documentaries; government records such as surveys, records, census data and other statistical reports; and the internet • identify the features of credible health research — validity, reliability and currency • recognise and describe the role ethics, confidentiality and mandatory reporting play in collecting and producing research • analyse and interpret health research to draw conclusions about statistical trends and findings in relation to resilience and personal stressors for young people undertaking the transition into senior schooling • collaborate with others to classify information about mental wellbeing and the role of resilience as a personal health general resistance resource by sorting essential and non-essential secondary research • match information about mental wellbeing and the role of resilience as a personal health general resistance resource to distinguish essential and non-essential secondary research into appropriate sections for a personal needs assessment • analyse and interpret information to make decisions about the significance of mental wellbeing and the role of resilience as a personal health general resistance resource for young people undertaking the transition into senior schooling in the school context 	<ul style="list-style-type: none"> • define and give examples of validity, reliability and currency • collaborate with other pairs to rank the sources according to validity, reliability and currency. <p>Table group/class activity: What sources are useful for health-related research?</p> <p>In table groups or as a class, students:</p> <ul style="list-style-type: none"> • collaborate to recognise primary and secondary data sources from a supplied range of sources, which is presented either in a slide show presentation using slide show software (e.g. PowerPoint) or on hard copies • describe the features of each source. <p>Table group activity: How do ethics, confidentiality and mandatory reporting affect the collection of health research?</p> <p>In table groups, students:</p> <ul style="list-style-type: none"> • define and give examples of ethics, confidentiality and mandatory reporting • discuss ethics, confidentiality and mandatory reporting in relation to different scenarios • synthesise discussion and report back to the class. 	<ul style="list-style-type: none"> • <i>Mission Australia</i>, 'Annual reports', www.missionaustralia.com.au/publications/annual-reports • <i>Resilient Youth Australia</i>, www.resilientyouth.org.au • <i>Andrew Fuller</i>, 'Resilience: An update', www.andrewfuller.com.au/resilience-an-update
3 hours	1, 3, 5, 6	<ul style="list-style-type: none"> • investigate primary data collection methods to identify and analyse the relationship between resilience and the significance of stressors for young people 	<p>Table group activity: What are the different strategies that can be used for collecting primary data?</p> <p>In table groups, students:</p>	<ul style="list-style-type: none"> • <i>SurveyMonkey</i>, www.surveymonkey.net • <i>Poll Everywhere</i>, www.polleverywhere.com

		<p>undertaking the transition into senior schooling in their school context, such as</p> <ul style="list-style-type: none"> - questioning-based collections such as online self-assessments of character strengths, developmental assets, resilience and stress - observation-based collections such as apps that capture primary data, including optimism, sleep, physical activity, nutrition and mental health 	<ul style="list-style-type: none"> • investigate the types of primary data collections (question-based collections and observation-based collections) and report back to the class <p>What are some sample questions, sample self-assessments and sample apps that can be used? What are the strengths of the strategies? What are the limitations of the strategies?</p> <p>Solo thinking activity: Which primary data collection strategies can be used to assess resilience as a personal health resource? Individually, students:</p> <ul style="list-style-type: none"> • select appropriate primary data collection methods that can be used as a pre-test. <p>Solo thinking activity: What baseline resilience data can be used to inform the development of a personal health action strategy? Individually, students:</p> <ul style="list-style-type: none"> • use the selected collection methods to produce primary data that will be used to inform the development of a personal health action strategy • record the primary data. 	<ul style="list-style-type: none"> • <i>University of Pennsylvania Authentic Happiness</i>, 'Questionnaire center', www.authentichappiness.sas.upenn.edu/testcenter • <i>Resilient Youth Australia</i>, 'Resilience Survey', www.resilientyouth.org.au/survey • <i>iMedicalApps</i>, 'Optimism app can help patient with mood disorders', www.imedicalapps.com/2014/07/optimism-app-patients-mood-disorders • <i>Confident Life</i>, 'The 6 best apps to track your mood', www.confidentlife.com.au/the-6-best-apps-to-track-your-mood • <i>ReachOut</i>, 'Apps and online tools', www.au.professionals.reachout.com/apps-and-online-tools/wellbeing-apps-and-tools • <i>The Guardian</i>, 'If you want a better, happier life, here are 10 apps that could help', www.theguardian.com/lifeandstyle/2014/jun/21/happy-life-best-psychology-apps
Stage 2				
10 hours	5, 6, 8	<ul style="list-style-type: none"> • investigate the PERMA and PERMA+ frameworks for their capacity to develop their own personal skills - (P)ositive emotions — optimism, pleasure, enjoyment, gratitude, hope and humour - (E)ngagement — activities that enable growth and flow in intellectual, skill and emotional capabilities - (R)elationships — building positive relationships - (M)eaning — the need to feel that what we do has value and is worthwhile - (A)ccomplishment — identifying strengths, setting tasks, having goals and savouring achievements - (+) — the objective elements of wellbeing, including: <ul style="list-style-type: none"> ▪ optimism — optimistic people have higher levels of physical and 	<p>Solo thinking activity: Which primary data collection strategies can I use to inform a personal health action strategy using PERMA+? Individually, students:</p> <ul style="list-style-type: none"> • investigate the primary data collection strategies that can be used to inform a personal health action strategy using PERMA+ • list the primary data collection strategies on a brace map graphic organiser (Figure 9: PERMA elements and PERMA+ elements graphic organiser) and use a rating system (e.g. five stars for the highest rating) to select the best strategy. <p>Solo thinking activity: Which two PERMA+ elements would have the greatest capacity to enhance my wellbeing and resilience? Individually, students:</p> <ul style="list-style-type: none"> • investigate the methodology and resources that can be used to develop personal skills in each of the PERMA+ elements 	<p><i>Russell Foster at TEDGlobal 2013: Why Do We Sleep?</i>, www.ted.com/talks/russell_foster_why_do_we_sleep</p> <ul style="list-style-type: none"> • <i>Resilient Youth Australia</i>, 'Pathways to resilience', www.andrewfuller.com.au/wp-content/uploads/2016/02/ResiliencePathways.pdf • <i>How to Rewire Your Brain with Neuroplasticity! (5 Steps to Changing the Way Your Mind Works)</i>, www.youtube.com/watch?v=YhxwmBueo-4 • <i>Warning: Being Positive is Not For the Faint Hearted!</i>, www.youtube.com/watch?v=80U__KwX0iU • <i>Connected Kids — The Potential of Pro-Social Media</i>,

		<p>psychological wellbeing and are more resilient to stressful life events</p> <ul style="list-style-type: none"> ▪ physical activity — regular exercise releases adrenalin and controls cortisol levels, which enhances wellbeing and physical health ▪ nutrition — increased fruit and vegetable consumption is consistently linked with improved mental health and lowered risk of obesity, Type 2 diabetes, heart disease and some cancers ▪ sleep — people with good sleep habits report better quality of life and lower levels of depression, mood swings, loss of concentration and irritability <ul style="list-style-type: none"> • synthesise information to make decisions about the two elements of PERMA+ that have the greatest capacity to enhance wellbeing and resilience through the development of personal skills • justify decisions with primary data and secondary data about the indicators of personal wellbeing and resilience for the two elements of the PERMA+ framework • select one element of the PERMA+ framework to develop a personal health action strategy that develops personal skills through the use of issue statements or questions that include <ul style="list-style-type: none"> - issue statements can include data and/or quotes from secondary sources - issue questions that specify the PERMA+ element, the target group (themselves) and the social justice principle • identify the methodology and resources required to develop a personal health action strategy for one PERMA+ element that addresses needs, barriers and enablers • implement the personal health action strategy for a specified period 	<ul style="list-style-type: none"> • use Figure 9 to synthesise information to identify two PERMA+ elements for a personal health action strategy • identify primary and secondary data that will be used as indicators to justify the selection of the two PERMA+ elements. <p>Solo thinking activity: How can I develop a personal health action strategy to influence my wellbeing and resilience?</p> <p>Individually, students:</p> <ul style="list-style-type: none"> • select one of the two PERMA+ elements identified in the previous activity as targets for a personal health action strategy • construct issue statement/s and issue question/s • identify the methodology, resources and timelines. <p>Solo thinking activity: What can I do to monitor my personal health action strategy?</p> <p>Individually, students:</p> <ul style="list-style-type: none"> • document the implementation phase of their personal health action strategy using quantitative and qualitative data, e.g. app-based data journals/audiovisual evidence. 	<p>www.youtube.com/watch?v=S5tPHZVfQKE</p> <ul style="list-style-type: none"> • Andrew Fuller, 'Free resources', www.andrewfuller.com.au/free-resources
--	--	--	---	---

5 hours	1, 2	<ul style="list-style-type: none"> recognise and describe the role of schools in enhancing resilience and addressing stressors among young people recognise and describe the influence of partner local and national, government and non-government organisations on schools' roles in enhancing resilience and addressing stressors among young people 	<p>Audiovisual activity: What are some of the positive education initiatives that are being used in Australian schools?</p> <p>Students:</p> <ul style="list-style-type: none"> view <i>Positive Education: Trends, Evidence and Advancement</i> <ul style="list-style-type: none"> recognise the following positive education initiatives Positive Education: 5 domains of positive functioning (DPF) — The DPF-5 at Hamilton College Character strengths through the 5 domains — Alexandra College Character Strengths Framework — St Peter's College Mental Health Week initiatives in partnership with beyondblue describe how the initiatives mentioned in the video enhance wellbeing and resilience. 	<p><i>Positive Education: Trends, Evidence and Advancement</i>, www.youtube.com/watch?v=2UABRP73t7A</p> <ul style="list-style-type: none"> <i>The Positive Times</i>, www.positivetimes.com.au <i>Resilient Youth Australia</i>, 'Case studies', www.resilientyouth.org.au/case-studies
5 Hours	1, 2, 3, 4	<ul style="list-style-type: none"> comprehend and explain the five action areas of the Ottawa Charter — build healthy public policy; create supportive environments for health; strengthen community action for health; develop personal skills; and reorient health services comprehend and explain the three basic strategies of the Ottawa Charter — advocate for health to create the essential conditions for health; enable all people to achieve their full health potential; and mediate between the different interests in society in the pursuit of health analyse, interpret and critique a health promotion case study to identify how the Ottawa Charter strategies and action areas are mobilised 	<p>Table group activity: How is the Ottawa Charter used to inform health promotion?</p> <p>In table groups, students:</p> <ul style="list-style-type: none"> consider <ul style="list-style-type: none"> Figure 1 (Unit 1 Health inquiry model) Figure 10 (Ottawa Charter emblem) explain how the Ottawa Charter is represented in Figure 1 (Unit 1 Health inquiry model) use a concept wheel graphic organiser to synthesise information from case studies showing how the Ottawa Charter is used for health promotion <ul style="list-style-type: none"> write 'Ottawa Charter' in the concept wheel hub to demonstrate understanding, write one action area in each concept wheel spoke, along with examples from the following resources <ul style="list-style-type: none"> <i>Positive Education: Trends, Evidence and Advancement</i> 'Student skills for resilience' report back to the class. 	<p>Figure 1: Unit 1 Health inquiry model</p> <ul style="list-style-type: none"> Appendix 1: Figures 2–11 Figure 10: Ottawa Charter emblem <i>Positive Education: Trends, Evidence and Advancement</i>, www.youtube.com/watch?v=2UABRP73t7A <i>MindMatters</i>, 'Student skills for resilience', www.mindmatters.edu.au/components/component-2 <i>World Health Organization</i>, 'The Ottawa Charter for Health Promotion', www.who.int/healthpromotion/conferences/previous/ottawa/en/index1.html <i>Daily Teaching Tools</i>, 'Free graphic organizers for planning and writing' (concept wheels), www.dailyteachingtools.com/free-graphic-organizers-w.html
5 hours	2, 5, 6	<ul style="list-style-type: none"> comprehend and use the PERMA+ framework and Ottawa Charter to identify approaches that build resilience within their school setting critique school resources and evaluate their relevance for the needs of their cohort drawing on social justice principles, health literacy skills of the target audience, and pre-test primary data and secondary data 	<p>Table group activity: How can PERMA+ and the Ottawa Charter be used in our school setting to enhance resilience?</p> <p>In table groups, students:</p> <ul style="list-style-type: none"> investigate the school resources that exist to enhance resilience as a personal health resource using PERMA+ and the Ottawa Charter critique existing resources using primary and secondary data 	<p><i>The Positive Times</i>, www.positivetimes.com.au</p> <ul style="list-style-type: none"> <i>Resilient Youth Australia</i>, www.resilientyouth.org.au <i>Generation Next</i>, www.generationnext.com.au <i>Andrew Fuller</i>, 'Kickstart your thinking with Andrew Fuller: Resilience, psychology, brains and learning', www.andrewfuller.com.au

		<ul style="list-style-type: none"> • synthesise findings and use the PERMA+ framework and the Ottawa Charter to make decisions about how the broad topic of resilience is reframed as a specific contextualised personal health issue in their school context through the use of issue statements or questions • plan and justify an action strategy based on one of the Ottawa Charter strategies for health promotion • action strategies could include organisation of time, stress management, optimising energy levels, growth mindset, positive psychology, positive education and health literacy 	<ul style="list-style-type: none"> • evaluate the relevance of the resources for the needs of their cohort using primary data collection methods. <p>Partner activity: How can PERMA+ and the Ottawa Charter be used to strengthen and/or maintain school resources? In pairs, students:</p> <ul style="list-style-type: none"> • construct a specific issue statement and question for a personal health issue related to resilience in the school setting • develop an action strategy plan that can be used to advocate for student wellbeing in the school setting • justify recommendations by providing evidence that supports future implementation of the action strategy plan. 	<ul style="list-style-type: none"> • <i>Education Week</i>, ‘Carol Dweck revisits the “growth mindset”’, www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html • <i>U.S. News</i>, ‘Teachers, parents often misuse growth mindset research, Carol Dweck says’, www.usnews.com/news/articles/2015/11/23/teachers-parents-often-misuse-growth-mindset-research-carol-dweck-says • <i>The Glossary of Education Reform</i>, ‘Growth mindset’, www.edglossary.org/growth-mindset
Stage 3				
10 hours	2, 5, 7, 8	<ul style="list-style-type: none"> • investigate the evidence that can be used to judge the impact of action in relation to resilience • recognise and describe RE-AIM as a scientific method of systematically considering the strengths and weaknesses of action through the steps of reach, effectiveness, adoption, implementation and maintenance • reflect on the impact of the chosen action and make decisions to recommend improvements that advocate, mediate and enable further change to enhance resilience as a personal health resource • justify decisions about the effectiveness of the chosen action in strengthening, maintaining or adapting resilience as a personal health resource • make decisions about and use mode-appropriate strategies to communicate with stakeholders by disseminating action, findings and recommendations 	<p>Table group activity: What evidence can be used to judge the impact of action in relation to resilience? In table groups, students:</p> <ul style="list-style-type: none"> • brainstorm the ways impact can be judged, e.g. quantitative and qualitative data • anecdotal evidence • synthesise information and report back to the class. <p>Solo thinking activity: What is RE-AIM, and how can it be used to evaluate health promotion? Individually, students:</p> <ul style="list-style-type: none"> • explain how RE-AIM — (R)each, (E)ffectiveness, (A)dooption, (I)mplementation and (M)aintenance — is represented in Figure 1 (Unit 1 Health inquiry model) • use the Adoption and Maintenance steps of RE-AIM and primary data to measure the impact of their chosen personal health action strategy • explain why the strategy succeeded or, alternatively, why it was not implemented as intended. <p>Solo thinking activity: How can the chosen action be improved? Individually, students:</p> <ul style="list-style-type: none"> • with a graphic organiser (Figure 11: Stage 3 Evaluate and reflect on action — graphic organiser), use primary data to evaluate and reflect on the effectiveness of the chosen personal health action strategy • recommend and justify specific improvements that can be made using primary and secondary data 	<ul style="list-style-type: none"> • Figure 1: Unit 1 Health inquiry model • Appendix 1: Figures 2–11 Figure 11: Stage 3 Evaluate and reflect on action — graphic organiser • Bauman, A & Nutbeam, D 2014, <i>Evaluation in a Nutshell: A practical guide to the evaluation of health promotion programs</i>, 2nd edn, McGraw-Hill, Sydney • RE-AIM, www.re-aim.org • RE-AIM, ‘What is RE-AIM’, www.re-aim.org/about/what-is-re-aim

			<ul style="list-style-type: none">• communicate decisions with appropriate stakeholders.	
--	--	--	--	--