Health Resource P3

Name: Advisory: Due Date: Thursday week 11 (final day of term)

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| **Health and Physical Education** |
| LEARNING INTENTIONS |
| Students propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.  Students learn to critically analyse and apply health and physical activity information to devise and implement plans for maintaining healthy and active habits. |
| CONTENT DESCRIPTORS |
| Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)  Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095) |
| ACHIEVEMENT STANDARDS |
| Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. |
| **Science** |
| ACHIEVEMENT STANDARDS |
| Students evaluate methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.  Students analyse how biological systems function. |

Time to make a difference!

Now that you have a better understanding of the concept of Health, you are going to help improve it. Your task is to:

* Identify a target demographic for improved health (eg local dads, the elderly, working mums).
* Develop a resource that will help improve the health of the person/people/community in question.

+ access health information (research from credible sources) to help you in your task.

* Write a justification of the effectiveness of your resource – include support from credible health sources (referencing) and analyse how your resource impacts on the body systems.

**Achievement Standards Rubric**

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|  | A | B | C | D | E |
| Resource | Students propose effective responses to health situations. A guide assists the resource if necessary. | Students propose appropriate responses to health situations. A guide assists the resource if necessary. | Students propose responses to health situations. A guide may be present. | Students attempt to propose responses to health situations. | No resource |
| Justification | Students justify their resource effectively.  Students effectively evaluate methods and explanations from a scientific perspective | Students justify their resource appropriately.  Students appropriately evaluate methods and explanations from a scientific perspective | Students justify their resource.  Students evaluate methods and explanations from a scientific perspective | Students attempt to justify their resource.  Students evaluate methods and explanations from a scientific perspective | No justification |
| References | Students access, synthesise and apply health information from credible sources effectively. | Students access, synthesise and apply health information from credible sources appropriately. | Students access, synthesise and apply health information from credible sources. | Students attempt to access, synthesise and apply health information from credible sources. | No references |
| Language and presentation | Use effective language and representations when communicating their findings and ideas to specific audiences. | Students use highly appropriate language and representations when communicating their findings and ideas to specific audiences. | Students use appropriate language and representations when communicating their findings and ideas to specific audiences. | Students attempt to use appropriate language and representations when communicating their findings and ideas to specific audiences. | No appropriate language |