

Health Action Project

Year Level(s): 12

Activity Objective:

Students identify a health issue in the community, negotiate a common goal, plan and implement an overall health promotion strategy. Develop, describe and implement a plan of health action to enhance hauora/well-being in a chosen community.

Project 1. Sun Safety at Waimea College – Goal: Physical - To Provide sun protection in the form of sun shades/sails, Mental – to change students' attitudes toward sun safety.

Project 2. Recycling and Litter Goal: To increase recycling and decrease litter at the school.

The Learning Context:

Task 1: Students identify a range of health issues that could be improved to enhance the school or local community's physical and/or emotional environment. Students discuss each issue using health promotion strategies that could bring about a positive health change in relation to this issue. They consider how the planned action could enhance the hauora/wellbeing of the community involved.

Task 2: Students develop a detailed and appropriate action plan. This involves breaking the goal into at least five specific and appropriate steps, identifying a time frame, barriers and enablers for each step e.g. completing a needs assessment such as a survey or questionnaire.

Task 3: Students implement the health action plan, gather data, keep a log/journal of progress and ongoing issues, and present or promote their action e.g. photographs, videos, assembly presentation, copies of sponsorship letters etc.

Task 4: On completion of Tasks 1-3, students evaluate their health action project and provide recommendations for future action.

Curriculum Reference:

Health and Physical Education - Community Resources

Level 7: Evaluate school and community initiatives that promote young peoples well being and develop an action plan to instigate or support these.

Health and Physical Education - Personal Growth and Development

Level 7: Assess their health needs and identify strategies to ensure personal well being across their lifespan.

Key competencies and enterprising attributes:

Competencies	Enterprising Attributes	Indicators
Relating to others Using language symbols and texts Managing self Participating and contributing Thinking	1. Collecting, organizing and analyzing information. 2. Identifying, solving and preventing problems. 3. Working with others. 4. Negotiating and influencing 5. Monitoring and evaluating 6. Communicating and receiving ideas 7. Planning and organizing	1. Using surveys/questionnaires 2. Identifying health issue, select project through critical evaluation, applying strategies to improve health issue 3. Ongoing team/group work and decision making, working with community/business 4. Sponsorship letters, presenting to assembly or BOT, discuss with HOD, local businesses 5. Ongoing project log/diary, written evaluation assessment 6. Presenting to assembly, BOT presentation and researching information 7. Planning health action project, processes/steps organized and time frames met.

Learning Outcomes:

- Problem solving through identifying the focus of the health promotion topic (needs assessment)
- Working with others in a team to complete set tasks/steps in a time frame
- Time management
- Communicating ideas and information through sponsorship letters and assembly presentations
- Conflict resolution
- Analyzing and evaluating information through reflection of the process and report writing.

Resource Requirements:

- Cancer Society - Guest Speakers and resources (posters, videos, DVD, books)
- School Hall
- Computers
- Photocopiers
- Student Representative on BOT
- Principal and Senior Management
- IT leaders
- HOD Health
- Staff distributing surveys in form class
- Local company sponsorship
- Can Plan, Waste Management – guest speakers
- Recycling bins and boxes for plastics and paper
- Roadside litter clean up: rubbish bags, gloves, vehicle to remove rubbish

Teaching and Learning Sequence

1. Students have 15 weeks to work through Tasks 1 - 4 as outlined above. The teaching programme needs to provide opportunity for students to learn about the processes of health promotion, action planning, group management/responsibilities and background support for planning and implementation of the plan. As the students become established in their roles for the health action project, the teacher is able to increasingly step back and become little more than a facilitator as required.
2. Health issues in the community are identified and discussed in relation to an action plan that identifies potential barriers.
3. The health action project for the year is then selected by the student group.
4. Students investigate their related project further by carrying out a health related survey.
5. Students refine their health action plan and implement it – in this project they created and distributed sponsorship letters, presented details of the project at an assembly, and created related lesson plans to be used in the junior health curriculum.
6. To finish the students evaluate their health promotion project and make recommendations for the future.

Reflective Questions:

Done in Task 4 of the project- An evaluation of the processes and recommendations for future action. Questions such as:

- What evidence is there to show action has been taken/that it has made a difference?
- What didn't work/had no effect, and from what we know what might be a better way to approach it next time?
- What actions were successful and unsuccessful?
- Give recommendations for future action.

Possible Assessment Activities:

Formative

Feedback with their action plan.

Summative

Assessment with final written evaluation.

Unit of Work: Health Promotion – Taking Action to Enhance Well Being is an Achievement Standard.

Internal assessment 2.3 worth 5 credits.