



# TEACHER'S NOTES AND LESSON PLANS

## OUR HEALTH OUR WAY

+ Stage 4 Teacher's Notes

+ Stage 4 Activity Sheets

+ Stage 5 Teacher's Notes

+ Stage 5 Activity Sheets





## Teaching notes for Our Health, Our Way

### Learning outcomes

The key objectives for the project are that young Aboriginal people increase their:

- + awareness of the range of health services
- + knowledge of types of services offered and how to access them
- + confidence to seek appropriate healthcare.

### Syllabus area

- + PDHPE years 7-10 syllabus

This resource assists teachers to meet outcomes in both Stage 4 and 5 for Personal Development, Health and Physical Education with particular focus in Stage 4 of Seeking Help and Accessing Health Services and focus in Stage 5 on Accessing and Assessing Health Services.

The accompanying teacher resource provides activities for Stages 4 and 5, which may be utilised in conjunction with school based units of work or in isolation. Teaching and learning activities have been suggested to support the audio-visual resource for both stages.

### Introduction

The Aboriginal population in NSW is younger than the non-Aboriginal population and a greater percentage of these young people live in regional and remote areas compared with the non-Aboriginal population.

Hospitalisation rates for Aboriginal children and young people are higher compared with non-Aboriginal population and often this hospitalisation could have been prevented if care had been accessed earlier<sup>1</sup>. A preventative approach in working with young people is therefore important to ensure that they become the strong and healthy Aboriginal elders of the future.

Young people often wait until there is a crisis before seeking help. It is important to overcome the barriers between the health system and young people so they are maintaining their health through regular check-ups and seek services and support as early as possible when they have any concerns.

The seven short videos are based on extensive consultation with young people and use their words as the key messages. The seven videos cover:

- + When should I see a doctor?
- + What can I expect when I go to a health service?
- + What is good health?
- + Medicare cards?
- + Bulk billing?
- + What is confidentiality?
- + Having a baby?

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<sup>1</sup> NSW Health (2014) The Health of Children and Young People in NSW, Chief Health Officer's report



The following teaching notes provide an outline for teachers seeking to incorporate the videos into their Personal Development, Health and Physical Education lessons. The resources can be useful for all young people as they address important health related issues like accessing and assessing health services, seeking help and overcoming barriers to support.

They are however particularly designed for use with Aboriginal young people, in recognition of the significant gap experienced between Aboriginal and non Aboriginal young people. This means there is some information that only applies to Aboriginal people, such as -

- + being able to have a free annual check-up (because there is a Medicare item for an Aboriginal health check)
- + being able to access Aboriginal Medical Services

### **Project governance and activities**

NSW Kids and Families established a reference group to guide the Our Health Our Way project. This reference group is made up of Aboriginal representatives from Justice Health, Centre for Aboriginal Health, Sydney Children's Hospitals Network, and representatives from two regional Aboriginal Medical Services.

NSW Kids and Families and the film company 33Creative consulted young Aboriginal people in metropolitan and regional areas of NSW. The discussion took place around barriers to access to health services and what young people need to know to navigate the health system.

### **Acknowledgements for teacher notes**

These teacher notes were prepared for NSW Kids and Families by Justine Thomson, Health and Physical Education Teacher.



## Our Health, Our Way

### Stage 4 Teaching And Learning Program

<p><b>Outcome 4.2 - A student identifies and selects strategies that enhance their ability to cope and feel supported.</b></p> <p><b>Outcome 4.6 A student describes the nature of health and analyses how health issues may impact on young people.</b></p> <p><b>Outcome 4.8 - A student describes how to access and assess health information, products and services.</b></p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• <b>The nature of health</b> <ul style="list-style-type: none"> <li>- the interaction of cognitive, physical, social, emotional and spiritual components</li> <li>- differences in perceptions of health, eg emphasis on the physical aspects</li> </ul> </li> <li>• <b>Factors that affect health</b> <ul style="list-style-type: none"> <li>- the influence of genetics on health</li> <li>- how the environment influences health</li> <li>- lifestyle and lifestyle diseases</li> <li>- communicable diseases</li> <li>- medical conditions</li> </ul> </li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• construct a personal meaning of health by exploring a range of community and accepted definitions</li> <li>• examine the relationship between the cognitive, physical, social, emotional and spiritual components of health</li> <li>• appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence</li> <li>• identify signs, symptoms and risk factors for health conditions common in young people</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Seeking help</b> <ul style="list-style-type: none"> <li>- Supporting others to seek help Benefits of support</li> <li>- Identifying people and services that provide support</li> <li>- Accessing support</li> <li>- Strategies for seeking support</li> <li>- Barriers to accessing support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Enhance their ability to seek help by: <ul style="list-style-type: none"> <li>- Establishing individual support networks of adults and peers</li> <li>- Practicing ways of accessing help, e.g. role-play, use of internet</li> <li>- Identifying barriers to seeking support, eg lack of confidentiality, trust</li> <li>- Proposing strategies to overcome barriers</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Accessing health information, products and services</b> <ul style="list-style-type: none"> <li>- Sources of health information, eg family, peers, school, internet, media, GP</li> <li>- range of products, services and personnel available</li> <li>- factors influencing access, eg culture, location</li> <li>- reasons for preferred services and products</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify health information, products and services designed to address the health needs of young people, eg mental health, youth health services, Aboriginal Medical Services</li> <li>• Examine strategies to improve access to health information, products and services</li> </ul>



Teaching and learning Activities	Resources
<p><i>Activity sheet 1: What is health?</i> Ask students to think about the concept of health. Discuss with the class what health means to them and how they define health. Then ask them to complete the worksheet.</p> <ul style="list-style-type: none"> <li>Q: What is health?</li> <li>Q: What does health mean to you?</li> <li>Q: What are the benefits of being healthy?</li> </ul> <p>Discuss personal and shared meanings of health. Ask students how they would define health. Explore the World Health Organisation definition of health and the Better Health Commission definition.</p> <ul style="list-style-type: none"> <li>✓ <i>“Health is a complete state of physical, mental and social well being and not merely the absence of disease or infirmity” WHO 1947</i></li> <li>✓ <i>“Health is the achievement of a dynamic balance between individuals or groups and their environment. To the individual, good health means a better quality of life; less sickness and disability; a happier personal, family and social life and the opportunity to make choices in work and recreation.” Better Health Commission 1986</i></li> </ul> <p>Ask students to write their own definition based on the things that are important to them.</p> <ul style="list-style-type: none"> <li>How does our culture impact on our definition of health?</li> <li>How does our community and family impact on our definition of health?</li> </ul> <p><b>VIDEO 3 – What is good health?</b> Discuss the video –</p> <ul style="list-style-type: none"> <li>Do you agree with the statements? Which ones?</li> <li>What would you put in your list for good health?</li> <li>Did you know that you can get a free check up every year? How is the doctor part of good health?</li> </ul> <p><i>Student activity sheet 2 - Visual representation activity</i> Ask students to draw a picture representing what Aboriginal Health means using the definition provided in the video. <i>“Aboriginal health means looking after your physical, emotional and spiritual wellbeing and that of others”.</i></p> <p>Components of health – discuss the different components of health (cognitive, physical, social, emotional and spiritual) and ask the students to think about what good health looks like in each of these areas.</p> <ul style="list-style-type: none"> <li>Watch the video again, which parts align to which component of health?</li> </ul>	<p><i>Activity sheet 1: What is Health?</i></p> <p><b>Video 3 – What is good health?</b></p> <p><i>Activity sheet 2: Visual Representation Activity Sheet</i></p> <p><b>Video 3 – What is good health?</b></p>



Teaching and learning Activities	Resources
<p><b>Video transcript – for teacher use</b>  <b>Q: What does good health look like?</b>            Who knows?            Not having a mad fatty feed. (Physical)            My dad died of a heart attack when I was 5, that means I gotta take care of myself (physical, emotional)            I suppose not getting on it... (physical, emotional, social)            Eating well, exercising, drinking plenty of water, getting enough sleep (physical, emotional)  <i>GRAPHIC: You can get a free check up every year. Just ask your doctor or Aboriginal Medical Service about it.</i>            Keeping connected to mates and community – not being isolated (social, spiritual)            Not feeling like crap, not stressed, just feeling good (physical, emotional, cognitive, social)  <i>END GRAPHIC: Aboriginal health means looking after your physical, emotional and spiritual wellbeing and that of others.</i></p> <p>Teacher discussion: Health check ups?</p> <ul style="list-style-type: none"> <li>• Ask students how having regular health checks up can help us to stay healthy in all of the different areas - cognitive, physical, social, emotional and spiritual?</li> <li>• How can regular check ups fit in with the Aboriginal view of health?            “Aboriginal health means looking after your physical, emotional and spiritual wellbeing and that of others.”</li> </ul> <p><b>VIDEO 1 – When should I see a doctor?</b>            Discuss the video content:</p> <ul style="list-style-type: none"> <li>• Why are young people often nervous about going to see a doctor?</li> <li>• What are some of the biggest barriers that young people mentioned?               <ul style="list-style-type: none"> <li>○ Couldn't be bothered</li> <li>○ Getting there</li> <li>○ Shame</li> <li>○ Thinking they're not that sick</li> </ul> </li> <li>• How can we overcome these barriers?</li> </ul> <p>The end of the clip says:  <i>“Take responsibility for your health, services are there to help you. Ask somebody you trust to point you in the right direction.”</i></p> <p>What does it mean to take responsibility for your health?            Who could you ask?</p> <p><b>Health as dynamic</b> as a body voting activity: ask students to stand against the back wall, label one side of the room as <i>excellent health</i> and the other side as <i>very poor health</i> then have students vote with their bodies to show how healthy they feel at the moment. Then have students vote for yesterday, last week and predict next week.            Q: What factors can change our health quickly?            Q: What factors can change our health slowly?</p> <p>Teacher discussion:</p> <ul style="list-style-type: none"> <li>• If your health does change (whether quickly or slowly) what can you do about it?</li> <li>• Who would you see?</li> <li>• Why is it important to see a health professional?</li> </ul>	<p><b>Video 1 – When should I see a doctor?</b></p> <p>Labels for the wall: “Excellent Health” and “Poor Health” (examples provided)</p>



Teaching and learning Activities	Resources				
<p><i>Teacher talk: There are always times when we need to seek help from others, this is important for all people but even more important for young people as they navigate the challenges of growing up. When you think of people who support you, what kinds of people do you think of?</i></p> <p>How many of us would think of health professionals? How often do you think young people would access a health professional?</p> <p><b>Student activity sheet 3 – What does a health professional do?</b></p> <ul style="list-style-type: none"> <li>• Think, pair, share – Think: ask students to list down five reasons why they may need to seek support from a health professional. Pair: students combine with one another and combine their list to have a total of five occasions they may need to seek support. Share: as a class when would we be most likely to seek support from a health professional?             <ul style="list-style-type: none"> <li>– Where do young people go for their health information?</li> </ul> </li> <li>• What do you think would happen when you visit a doctor?</li> <li>• Ask young people to get into pairs and talk about what could happen when they visit a doctor. Ask one person to play the role of the doctor and one person to be the patient. Write down some of the questions that you could ask the doctor.</li> </ul> <p><b>VIDEO 2 – What can I expect when I go to a health service?</b> Discuss the video:</p> <ul style="list-style-type: none"> <li>• Ask the class to make a list of things that can go RIGHT at the doctor based on those listed in the video and another list of those things that can go WRONG.</li> <li>• The following examples have been provided for teacher discussions.</li> <li>• Encourage students to think about personal examples.</li> </ul> <table border="1" data-bbox="153 1391 1257 1592"> <thead> <tr> <th data-bbox="153 1391 703 1429">WHEN IT GOES RIGHT</th> <th data-bbox="703 1391 1257 1429">WHEN IT GOES WRONG</th> </tr> </thead> <tbody> <tr> <td data-bbox="153 1429 703 1592"> <ul style="list-style-type: none"> <li>• Learn things</li> <li>• Get heaps out of it</li> <li>• Ask questions</li> <li>• Respect</li> </ul> </td> <td data-bbox="703 1429 1257 1592"> <ul style="list-style-type: none"> <li>• Misunderstanding</li> <li>• The stare</li> <li>• They don't believe you</li> <li>• Feel uncomfortable</li> <li>• Ignore you</li> </ul> </td> </tr> </tbody> </table> <p><b>RESPECT:</b> Ask students to explain what it means for respect to go “both ways”.</p> <ul style="list-style-type: none"> <li>• What does it look like when someone respects us?</li> <li>• What about when we respect others?</li> </ul> <p><b>Barriers to Access:</b></p> <p><i>Teacher notes: In discussing barriers with your group or class it is important to acknowledge the local community based issues that may be facing the young people. Allow students the chance to share their own barriers rather than assuming that it is the same for all students in the group or class.</i></p> <p>Ask students to describe some of the barriers or walls that may stop a young person from accessing a GP or other health professional.</p>	WHEN IT GOES RIGHT	WHEN IT GOES WRONG	<ul style="list-style-type: none"> <li>• Learn things</li> <li>• Get heaps out of it</li> <li>• Ask questions</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Misunderstanding</li> <li>• The stare</li> <li>• They don't believe you</li> <li>• Feel uncomfortable</li> <li>• Ignore you</li> </ul>	<p><i>Activity sheet 3: What does a health professional do?</i></p> <p><i>Video 2 – What can I expect when I go to a health service?</i></p>
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Teaching and learning Activities	Resources
<p><a href="#">Student activity sheet 4 – Barriers to Access</a></p> <p>Provide each student with the barriers to access worksheet and ask them to fill in the bricks with a barrier that could build a wall for a young person who wants to access healthcare.</p> <ul style="list-style-type: none"> <li>• Ask students how it feels when we are on the other side of that wall?</li> <li>• Why is it hard to need healthcare but not be able to get it?</li> <li>• Are the reasons the same for everyone?</li> </ul> <p>Discuss issues that may be especially important for Aboriginal young people in remote communities: location, language, family and country.</p> <p>Then ask the students to work with the person next to them to knock down each brick one at a time by providing a suggestion to overcome the barrier.</p> <p><b>Role Playing:</b></p> <ul style="list-style-type: none"> <li>• Ask students to work with their partner to prepare a short role play using one of the barriers they have listed and their suggested method of overcoming it. <ul style="list-style-type: none"> <li>○ Person 1 says – “I couldn’t see a GP because _____ (insert the barrier)”</li> <li>○ Person 2 says – “Well actually did you know _____ (insert the information gathered)”</li> </ul> </li> <li>• In what other ways could we get this information out to young people who face barriers in accessing healthcare.</li> </ul> <p><b>Practising ways of accessing support: Class role play</b></p> <ul style="list-style-type: none"> <li>• For this activity it may be useful to organise the front of the classroom to replicate a doctor’s surgery with a receptionist desk to the side, a place for patients to approach, a waiting room and a separate doctor’s room. Props like a medical coat or doctor’s tools may be useful.</li> <li>• Introduce the doctor’s practice out the front of the room and ask for volunteers to play the role of the receptionist and doctor. Issue 3-4 patient cards to different people in the room which list a concern they are having that they wish to speak to the doctor about.</li> <li>• Invite students to approach the receptionists one at a time and wait to be called into the doctor’s office. After each visit you change the doctor and discuss what we can learn from the way each student approaches the doctor.</li> </ul> <p><a href="#">Student activity sheet 5 – Role Play “Seeing a Doctor”</a></p> <p>Discussion questions:</p> <ol style="list-style-type: none"> <li>1) Are there some things it is easier to discuss with a doctor? What might they include?</li> <li>2) What things are harder to discuss? How can we approach these?</li> <li>3) Why is it important to develop strategies to talk to a doctor about these issues?</li> </ol> <p>Optional video – At this point you may like to show the Youth Friendly General Practice Video, which addresses many of the barriers which may have been discussed. The video has been developed by NSW Health and Families to provide accurate information about accessing a GP, and teachers need to be aware that some issues covered are for students aged 15 years and above.</p>	<p><i>Activity sheet 4: Barriers to Access</i></p> <p><i>Activity sheet 5: Role Play Seeing a Doctor</i></p> <p><b>Youth Friendly General Practice Video</b></p>



Teaching and learning Activities	Resources
<p>The Youth Friendly General Practice video can be accessed at:  <a href="http://au.professionals.reachout.com/youth-friendly-general-practice-video">http://au.professionals.reachout.com/youth-friendly-general-practice-video</a>                      or:  <a href="http://www.kidsfamilies.health.nsw.gov.au/publications/youth-friendly-general-practice-video/">http://www.kidsfamilies.health.nsw.gov.au/publications/youth-friendly-general-practice-video/</a></p> <p><b>Your Health, Your Way</b>                      Ask students to write down a list of things that they think would be involved in their health, their way.</p> <p>A list of suggestions from the “<b>Our Health, Our Way</b>” brochure has been included. This brochure could be handed out along with this activity as a reference:</p> <p><i>Doing health Your Way means you can:</i></p> <ul style="list-style-type: none"> <li>• See a doctor or health worker that you trust and who respects your opinion</li> <li>• Ask to see another doctor if you are not happy with what your doctor or healthcare worker says about your health</li> <li>• Ask to have anything you say kept private (except if there are concerns about your or another person’s safety or wellbeing)</li> <li>• Ask any questions you like about any part of your body without being ashamed</li> <li>• Have your doctor or healthcare worker talk to you in words you understand</li> <li>• Ask for an interpreter – someone who speaks your language</li> <li>• Ask for important information to be written down for you to take home</li> <li>• Have a friend or family member come with you when seeing the doctor/health worker</li> <li>• Ask about costs, side effects and different choices for treatment</li> <li>• Change your mind and stop any treatment (unless the treatment is required by law – for example some infectious diseases or mental health conditions)</li> <li>• Make a formal complaint if you don’t like the way you are treated.</li> </ul> <p><b>Young people –Be in the know: the rights of young people in healthcare - video</b></p> <p>As a conclusion to the unit play the video “Be in the know: the rights of young people in healthcare” which explores the things that a group of young people think are important when it comes to their healthcare.</p> <ul style="list-style-type: none"> <li>• How does the video represent the diversity of young people?</li> <li>• What kinds of things mattered to them?</li> <li>• Do these things matter to us as Aboriginal people? What else matters that wasn’t discussed?</li> </ul> <p>The video can be accessed at:  <a href="http://www.kidsfamilies.health.nsw.gov.au/publications/be-in-the-know-the-rights-of-young-people-in-healthcare-video/">http://www.kidsfamilies.health.nsw.gov.au/publications/be-in-the-know-the-rights-of-young-people-in-healthcare-video/</a></p>	<p><i>Our Health, Our Way brochure</i></p> <p><b><i>Be in the know: the rights of young people in healthcare - video</i></b></p>



Teaching and learning Activities	
<p>Graffiti sheets: Divide the class into small groups/partners and give each group/partner a graffiti sheet with one of the words highlighted by the teens on the clip. Ask each group to write down some things that they think each word means in relation to their healthcare. After a few minutes pass the sheets on to the next group and ask them to add to the list.</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Education and play</li> <li>• Family</li> <li>• Coordinated healthcare</li> <li>• Be heard</li> <li>• The best</li> <li>• Safe</li> <li>• Privacy</li> <li>• Informed</li> <li>• Involved</li> </ul>	
<p><b>Stage 4 Teacher Notes:</b> There are 4 additional videos in this series which deal with the following issues:</p> <ul style="list-style-type: none"> <li>- Medicare cards?</li> <li>- Bulk billing?</li> <li>- What is confidentiality?</li> <li>- Having a baby?</li> </ul> <p>Based on your student group you may choose to use these videos with Stage 4 as appropriate. They have been left out of the teaching and learning program as significant portions of the information relate to young people aged 15 years and over.</p>	



## What is health?

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Health means different things to different people. It can be based on our age, our culture, our experiences and our community.

What does health mean to you?

When do you feel most healthy?

When do you feel sick?

How do other people affect your health?



## Aboriginal health – Visual Representation

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# Excellent Health



# Poor Health



## Seeking help – What does a health professional do?

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1. How many health professionals can you list?

2. Describe what a health professional does.

Let's think specifically about **Doctors or General Practitioners (GPs)**

3. What does a GP do?

4. What support can they offer you?

5. How would you access a GP?





## Barriers to Access

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List down the barriers or walls that can stop people accessing healthcare in each of the bricks shown:


Now go back to each of the bricks and suggest a way that this barrier could be knocked down.

**“Respect goes both ways.”**  
**Our health, our way**



## Role play – Seeing the doctor

### Patient role playing cards

<p>You have been feeling very tired and run down lately. No matter how much sleep you get you wake up tired. You don't have the energy for the hobbies you used to enjoy.</p>	<p>You've had a cold for 2 weeks and it isn't getting better.</p>
<p>You have been very irritable and moody. Your parents have been on your case a lot and you are reacting badly. You're not sure why.</p>	<p>You have been down and depressed since your best friend moved away. It was ok at the start but now you're starting to get upset about everything. You're not sure how to handle it.</p>
<p>Your friend has been experimenting with cannabis and you have noticed lots of changes about their behaviour. You are worried about them and would like to know more about the medical effects.</p>	<p>Design your own health concern...</p>

### Receptionist's script:

**Patient approaches the reception desk**

**Receptionist:** Good morning, do you have an appointment?

**Patient:** Yes, my name is \_\_\_\_\_

**Receptionist:** Excellent, there you are there. The doctor will be about 10 minutes. Have you been to this practice before?

**Patient responds.**

**Receptionist:** Great, can you fill in this short form and can I have your Medicare card?

**Students can improvise an ending to this scene.**

### Doctor's script:

**Patient enters doctor's office.**

**Doctor:** Good morning, I'm Dr \_\_\_\_\_ how are you feeling today?

**Patient reads or describes their scenario from the role playing card.**

**Doctor:** Well that doesn't sound good, can you tell me a bit more about....

**Patient improvises, providing more information.**

**Doctor: Improvises health advice or other information....**



## Teaching notes for Our Health, Our Way

### Learning outcomes

The key objectives for the project are that young Aboriginal people increase their–

- + awareness of the range of health services
- + knowledge of types of services offered and how to access them
- + confidence to seek appropriate healthcare.

### Syllabus area

- + PDHPE years 7-10 syllabus

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Hospitalisation rates for Aboriginal children and young people are higher compared with non-Aboriginal population and often this hospitalisation could have been prevented if care had been accessed earlier<sup>1</sup>. A preventative approach in working with young people is therefore important to ensure that they become the strong and healthy Aboriginal elders of the future.

Young people often wait until there is a crisis before seeking help. It is important to overcome the barriers between the health system and young people so they are maintaining their health through regular check-ups and seek services and support as early as possible when they have any concerns.

The seven short videos are based on extensive consultation with young people and use their words as the key messages. The seven videos cover:

- + When should I see a doctor?
- + What can I expect when I go to a health service?
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- + being able to have a free annual check up (because there is a Medicare item for an Aboriginal health check)
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These teacher notes were prepared for Npt Kids and Families by JustineThomson, Health and Physical Education Teacher.



## Our Health, Our Way

### Stage 5 Teaching And Learning Program

<p><b>Stage progression: Many of the Our Health, Our Way video resources are most relevant for Stage 5 students who may be over the age of 15 years and able to access a GP independently.</b></p>	
<p><b>Outcome 5.7 A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours.</b></p> <p><b>Outcome 5.6 A student analyses attitudes, behaviours and consequences related to health issues affecting young people.</b></p> <p><b>Outcome 5.8 A student critically analyses health information, products and services to promote health.</b></p>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• Influences on health decision-making and risk behaviours           <ul style="list-style-type: none"> <li>- individual factors, eg values and attitudes</li> <li>- socio cultural factors, eg family, peers, gender, culture</li> <li>- political factors, eg laws and regulations</li> <li>- economic factors, eg personal and community</li> <li>- environmental factors, eg pollution, weather, built environment</li> </ul> </li> <li>• Empowering individuals and communities           <ul style="list-style-type: none"> <li>- individual action</li> <li>- community action</li> <li>- developing personal skills, eg advocacy</li> <li>- developing supportive environments</li> </ul> </li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• Recognise that health decisions and risk behaviours are not simply an individual responsibility but are shaped by a range of influences</li> <li>• Analyse the range of influences that impact on an individual's ability to behave in healthy and safe ways in relation to accessing support services</li> <li>• Propose and evaluate strategies that take into account influences on health decision-making, and support young people to behave in healthy and safe ways</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The nature of health knowledge</b> <ul style="list-style-type: none"> <li>- Changes in health knowledge and keeping current</li> <li>- Dealing with uncertainty</li> <li>- Accessing accurate information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify how and why health knowledge has changed and propose actions that may assist young people to manage the constantly changing nature of health information</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Factors influencing access to health information, products and services by young people</b> <ul style="list-style-type: none"> <li>- Confidentiality</li> <li>- Trust in patient/provider relationship</li> <li>- Embarrassment in disclosing health concerns</li> <li>- Young people's rights to healthcare</li> <li>- Knowledge of services available, what services offer and how they can be accessed</li> <li>- Skills to access health information, products and services</li> <li>- Availability of health information, products and services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Locate health and support services in the local area that promote and maintain the health and wellbeing of young people, e.g. routine healthcare, Aboriginal Medical Services, crisis accommodation, support for pregnant and parenting students, counselling regarding problem gambling</li> <li>• Discuss the reasons why young people do not use health services as much as other groups. Propose strategies to encourage young people to access appropriate health services</li> <li>• Account for how differences in accessing help might be related to age, gender and geographic location</li> </ul>



The following health issues have been selected as a context for this resource. Other health issues from Outcome 4.6 may be used in a similar way.

<ul style="list-style-type: none"> <li>• <b>Mental health</b> <ul style="list-style-type: none"> <li>- Understanding mental health</li> <li>- Help-seeking behaviours</li> <li>- Reaching out: helping yourself and helping others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Challenge negative community perceptions of mental health and identify reasons why these have developed</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Sexual health</b> <ul style="list-style-type: none"> <li>- Sexual choices and their consequences</li> <li>- Planning and managing sexual health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify and evaluate safe sexual health practices, including methods of contraception</li> </ul>

Teaching and learning Activities	Resources
<p>Introduction: This unit of work is about Our Health, Our Way and what that means for Aboriginal young people. Begin by discussing what health means to us.</p> <ul style="list-style-type: none"> <li>• As a revision from Year 7 and Year 8 ask students to write down – What does health mean to me?</li> <li>• Ask students has your definition of health changed over time?</li> <li>• Do you think the definition of health has changed for others in our community? Do we see health the same as people did 20 years ago?</li> </ul> <p><b>Video 3 – What is good health?</b> Discuss the video –</p> <ul style="list-style-type: none"> <li>• Do you agree with the statements? Which ones?</li> <li>• What would you put in your list for good health?</li> <li>• Did you know that you can get a free check up every year? How is the doctor part of good health?</li> </ul> <p>Provide each student with a blank sheet of paper and ask him or her to write a response to the question: What does good health look like?</p> <p>The response should be big enough to read when the student holds up the piece of paper. Ask each student to hold up their definition. Depending on the class group students may like to film their own video about health by having each person in the class walk in front of a “green screen” (or blank wall) and hold up their definition.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• Aboriginal health means looking after your physical, emotional and spiritual wellbeing and that of others.</li> <li>• What does this look like?</li> <li>• How can we find support for our health issues?</li> <li>• Who should we go and see if we are sick?</li> </ul>	<p><b>Video 3 – What is good health?</b></p>



Teaching and learning Activities	Resources															
<p><b>Video 1 – When should I see a doctor?</b></p> <p>Discuss the video:</p> <ul style="list-style-type: none"> <li>Begin with the statement “Why don’t I go to the doctor?” and ask each person in the class to turn to the person next to them and answer the question.</li> <li>Ask people to report back on some of the responses they heard. Brainstorm the list on the board.</li> <li>Tell the class that by the end of this unit we hope that each person in the class can take responsibility for their health and use services that are there to help them.</li> </ul> <p><a href="#">Activity Sheet 1– Influences on My Health</a></p> <p>Provide each student a worksheet called “Influences on My Health” and ask students to write down all the things that impact on their health and wellbeing.</p> <p>Tell students to imagine that influences are like the weather that moves a ship around the ocean. Sometimes the wind might blow it in the right direction, and at other times it might rain and hail and cause us to go off course.</p> <ul style="list-style-type: none"> <li>After listing the influences ask students to circle those that they would consider mostly good influences.</li> <li>Ask students to write a response to the question – describe how influences can be both good and bad.</li> </ul>	<p><b>Video 1 – When should I see a doctor?</b></p> <p><i>Activity sheet 1: Influences on My Health</i></p>															
<p>Body voting:</p> <p><a href="#">Activity Sheet 2 - Body voting wall signs</a></p> <p>Ask students to stand against the back wall, label one side of the room as <i>excellent health</i> and the other side as very poor health then have students vote with their bodies to show how healthy they feel at the moment. Then have students vote for yesterday, last week and predict next week.</p> <ul style="list-style-type: none"> <li>Recap with students the concept of health as dynamic and ever changing.</li> </ul> <p>While students are still standing ask them to now body vote on how each of the following influences impacts on their health. Re label each side of the continuum as “SIGNIFICANT” and “MINOR”.</p> <p>Ask students to move along the continuum to show how much each influence impacts on them:</p> <table border="1" data-bbox="151 1675 1236 1865"> <tbody> <tr> <td>– My values</td> <td>– Gender</td> <td>– Pollution</td> </tr> <tr> <td>– My attitudes</td> <td>– Relationships</td> <td>– Weather</td> </tr> <tr> <td>– Family</td> <td>– Laws</td> <td>– Conflict</td> </tr> <tr> <td>– Peers</td> <td>– Rules</td> <td>– School</td> </tr> <tr> <td>– Culture</td> <td>– Money</td> <td>– Sexuality</td> </tr> </tbody> </table> <p>Finally ask the young people to move based on the influence of: <b>HEALTHCARE PROFESSIONALS</b></p> <p>Weave: Students can take their seats again. Inform them that in the remainder of the lesson we are going to think more about the ways health services and healthcare professionals can be a GOOD influence on our health.</p>	– My values	– Gender	– Pollution	– My attitudes	– Relationships	– Weather	– Family	– Laws	– Conflict	– Peers	– Rules	– School	– Culture	– Money	– Sexuality	<p><i>Activity Sheet 2 : Body voting wall signs</i></p>
– My values	– Gender	– Pollution														
– My attitudes	– Relationships	– Weather														
– Family	– Laws	– Conflict														
– Peers	– Rules	– School														
– Culture	– Money	– Sexuality														





Teaching and Learning Activities	Resources
<p><b>Going to a doctor?</b></p> <ul style="list-style-type: none"> <li>• Ask students to put their hands up if they have been to see a doctor in the last year.</li> <li>• Ask students to keep their hands up if it was a good experience.</li> <li>• Explain that for many young people the experience of going to the doctor is not a good one.</li> </ul> <p><b>Video 2 – What to expect from a health service?</b></p> <p>Discuss the video:</p> <ul style="list-style-type: none"> <li>• Ask the class to make a list of things that can go RIGHT at the doctor based on those listed in the video and another list of those things that can go WRONG.</li> <li>• Ask students to talk to the person next to them about what a really good doctor would be like. Encourage them to make a list of all of those things.</li> <li>• Next ask each partnership to make a list of what it can be like to visit a doctor that isn't very good with young people.             <ul style="list-style-type: none"> <li>○ Can a doctor be good but not work well with young people? Or Aboriginal people?</li> <li>○ What makes a doctor good at their job?</li> <li>○ What makes them good at working with young Aboriginal people?</li> </ul> </li> <li>• Remind students that if they have a good doctor who doesn't work well with young people, or if they are uncomfortable at the doctor, there are things they can do.</li> <li>• Read out the tag line from the end of the video: <b>Respect goes both ways. If you don't feel comfortable you can have someone with you. Ask Questions!</b></li> <li>• Ask students what this would encourage us to do?</li> </ul> <p><b>Barriers:</b></p> <p>Challenge the class to draw a scale in their books from 1-10. Ask them to imagine that the 10 end of the scale is where they are very comfortable and very knowledgeable about visiting a doctor.</p> <ul style="list-style-type: none"> <li>• Where would you rate yourself for knowledge?</li> <li>• Where would you rate yourself for how comfortable you feel about visiting a doctor?</li> </ul> <p><i>Discuss that for many of us knowledge and how supported we feel can be significant barriers.</i></p> <p>Ask the class to brainstorm some other possible barriers: you may like to ask students to work in groups to come up with their top 5 barriers to young people accessing healthcare.</p> <ul style="list-style-type: none"> <li>• Use wordle to turn this list into a word cloud which represents the barriers facing young people. Discuss which words appear the biggest – meaning they were mentioned most.</li> <li>• Why are these barriers bigger than others?</li> <li>• How can we overcome these barriers?</li> </ul> <p><b>Group work:</b></p> <p>Allocate each group one of the following barriers and ask them to think about the KNOWLEDGE and SKILLS that might help a young person overcome this barrier:</p> <ol style="list-style-type: none"> <li>Confidentiality</li> <li>Lack of support</li> <li>Cost</li> <li>Access to a doctor</li> <li>Trust</li> <li>Embarrassment</li> <li>Not knowing what's available or who to go to</li> </ol>	<p><b>Video 2 – What can I expect when I go to the health service?</b></p> <p><a href="http://www.wordle.com">www.wordle.com</a></p>





Teaching and Learning Activities	Resources
<p>Teachers may choose to use the following activity sheet to help groups discuss their area.</p> <p><b>Activity Sheet 3 – Overcoming Barriers</b></p> <p>After allowing groups time to complete their worksheet ask them to share about their barrier and what information might be needed to overcome the barrier.</p> <ul style="list-style-type: none"> <li>• Are all barriers easy to overcome?</li> <li>• Could more information make a difference to some barriers?</li> </ul> <p><i>Teacher talk: we are now going to explore 3 more videos in the Our Health, Our Way series which address some key facts about accessing healthcare. After each video we will stop and discuss the points raised in it.</i></p> <p><b>Video 4 – Medicare Cards?</b></p> <p>Follow up discussion:</p> <ul style="list-style-type: none"> <li>• Ask how many students in the class have their own Medicare card?</li> <li>• How many are still on their parent’s cards?</li> <li>• How many don’t know?</li> <li>• Why is it important to have a Medicare card?</li> </ul> <p><b>Getting a Medicare card</b></p> <p>Young people can get a Medicare card from the age of 15. The following website <a href="http://www.medicareaustralia.gov.au">www.medicareaustralia.gov.au</a> directs young people to the combined federal government human services address, where there is a youth issues section.</p> <p>Either as a class or on student devices, use this site to find out about local Medicare services in your area. Ask students to find the answers to the following questions:</p> <ol style="list-style-type: none"> <li>1. Where can you go to get a Medicare card in our area?</li> <li>2. Why do you need to get one?</li> <li>3. What does Medicare allow you to do?</li> </ol> <ul style="list-style-type: none"> <li>• For more information on Medicare card and how to get your own Medicare card, check out the youth friendly ‘How to get my own Medicare card’ resources (include a road map and a fact sheet) on the NSW Kids and Families website <a href="http://www.kidsfamilies.health.nsw.gov.au">www.kidsfamilies.health.nsw.gov.au</a> (search for ‘How to get my own Medicare card’).</li> </ul> <p>End by asking students when they think young people should “take care of their own health” as one character suggested.</p> <ul style="list-style-type: none"> <li>• Discuss personal responsibility for our own health.</li> <li>• Ask students to start thinking about what “Our Health, Our Way” might look like to them.</li> </ul> <p>Does anyone know what bulk billing means?</p> <p><b>Video 5 – Bulk Billing?</b></p> <p>Discuss the video tag line:</p> <p>- Bulk billing is when the total cost of seeing the doctor is free. Before you make an appointment with a doctor, ask if they bulk bill. If they don’t, ask them to explain the costs involved and how to get some of your money back from Medicare.</p> <p>Ask students if they know of any doctors in our area that bulk bill?</p> <p>Does anyone know the process for getting money back from Medicare if your doctor doesn’t bulk bill?</p>	<p><i>Activity Sheet 3: Overcoming Barriers</i></p> <p><b>Video 4 – Medicare Cards?</b></p> <p><a href="http://www.medicareaustralia.gov.au">www.medicareaustralia.gov.au</a></p> <p><b>Video 5 – Bulk Billing?</b></p>



Teaching and learning Activities	Resources
<p>The next video is also about the process of visiting a doctor. Ask students if anyone knows how much it costs to see a doctor?</p> <p><i>Teacher talk: If you would like to here a good activity would be to call a local doctors surgery (it would be good to pre arrange this call prior to making it) and ask the medical receptionists to explain how a young person can claim money back for visiting a doctor.</i></p> <ul style="list-style-type: none"> <li>Put the call on loudspeaker and discuss the results with the students after the call.</li> </ul> <p>Highlight:</p> <ul style="list-style-type: none"> <li>Many doctors bulk bill for young people or those with a healthcare card. It is possible to find a doctor like this in most towns but you may have to wait to see one.</li> <li>Some doctors can give you your Medicare refund back on the spot using the HICAPS system in the doctor's office. Other places will process your claim for you and Medicare will send you a cheque in the mail after your visit.</li> <li>Finally some places don't do any of the processing and will charge you the full amount, you then have to take your receipt into a Medicare office for processing.</li> <li>Keep in mind that Aboriginal young people can get a free check up every year. Contact your local Aboriginal Medical Services: See Aboriginal Health and Medical Research Council <a href="http://www.ahmrc.org.au">http://www.ahmrc.org.au</a> (search under Members).</li> </ul> <p>Lead into the next video by discussing that once we know about the practical aspects of seeing a doctor like using our Medicare card and paying for the visit, it's good to think about what will happen when you get there.</p> <ul style="list-style-type: none"> <li>Ask students – what would you tell your doctor?</li> <li>Do you think they would have to tell anyone else?</li> </ul> <p><b>Video 6 – Confidentiality</b> Discuss the video.</p> <ul style="list-style-type: none"> <li>Why is it hard to trust the doctor or other health professionals at times?</li> <li>How could you go about finding a doctor that you can trust?</li> <li>What does confidentiality mean?</li> </ul> <p>Highlight the tag line at the end of the video: <i>Generally what you say in the room, stays in the room. Unless there is concern about the safety, welfare or wellbeing of you or someone else.</i></p> <ul style="list-style-type: none"> <li>What would be some reasons why your visit may not stay private?</li> <li>Can you see a good reason for this?</li> </ul> <p>For more information on Medicare card and how to get your own Medicare card, check out 'Youth Friendly Confidentiality resources' on the NSW Kids and Families website <a href="http://www.kidsfamilies.health.nsw.gov.au/publications/youth-friendly-confidentiality-resources/">http://www.kidsfamilies.health.nsw.gov.au/publications/youth-friendly-confidentiality-resources/</a> (wallet-sized card for students can be ordered in advance)</p>	<p><a href="http://www.healthinfonet.ecu.edu.au">www.healthinfonet.ecu.edu.au</a></p> <p><b>Video 6 – What is Confidentiality?</b></p>



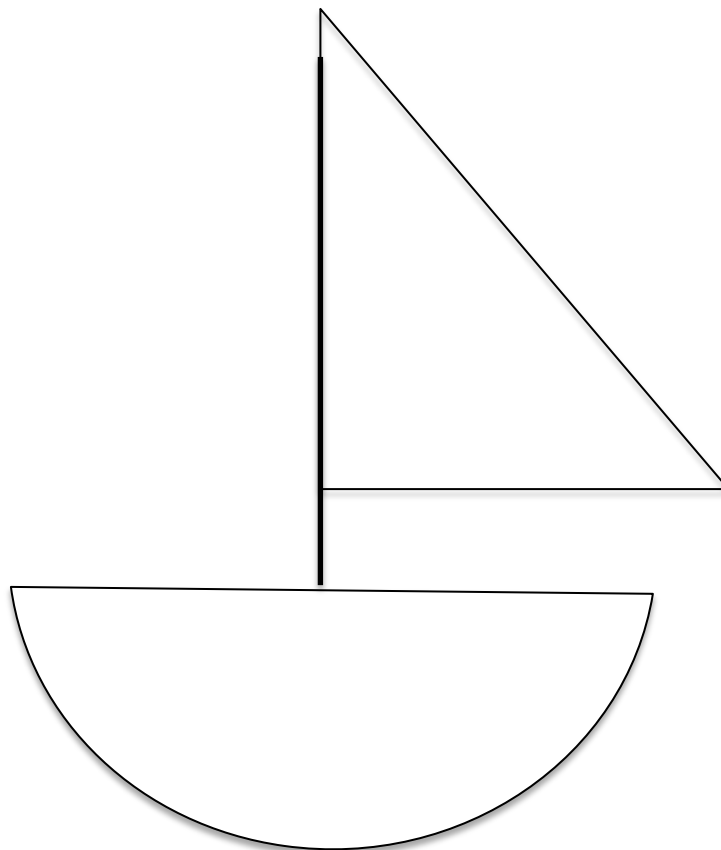
Teaching and Learning Activities	Resources
<p><b>My Health...</b> Ask students to think about specific issues that they may need to see a doctor for.</p> <p><a href="#">Activity Sheet 4 – My Health....</a></p> <p>The worksheet asks students to reflect on their own healthcare issues that may cause them to see a healthcare professional.</p> <ul style="list-style-type: none"> <li>• Discuss the three areas of health – physical, mental and sexual. What other areas do we need to think about?</li> <li>• Discuss how knowledge about the healthcare system can help us all to be more confident about accessing care.</li> <li>• Discuss respect and responsibility in healthcare.</li> </ul> <p>Lead from sexual health into:</p> <p><b>Video 7 – Having a baby?</b> Discuss the video:</p> <ul style="list-style-type: none"> <li>• Who is responsible when someone gets pregnant?</li> <li>• Why is it not just about the woman?</li> <li>• Why is it important to take care of your health at this time?</li> <li>• How can a man or woman support their partner?</li> </ul> <p>Direct students to further support for pregnancy related health:</p> <ul style="list-style-type: none"> <li>• Aboriginal Medical Services - Aboriginal Health and Medical Research Council <a href="http://www.ahmrc.org.au">www.ahmrc.org.au</a> (search under Members)</li> <li>• Parenting- I've been there for young parents: <a href="http://www.ivebeenthere.org.au">www.ivebeenthere.org.au</a></li> <li>• Parenting- Information and counselling service for parents with young children: <a href="http://www.parentline.org.au">www.parentline.org.au</a> 1300 1300 52</li> </ul> <p><b>Our Health, Our Way</b> Discuss with the students that we have now seen 6 mini videos in the Our Health, Our Way series. Hand out the student information brochure to all students.</p> <p>Task: Your task is to take one piece of information from the brochure and the video series and turn it into an eye catching and informative poster either using pen and paper or online using <a href="http://www.glogster.edu.au">www.glogster.edu.au</a></p> <p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>• Prepare an eye catching digital or paper based poster.</li> <li>• Present realistic and accurate health information.</li> <li>• Encourage other young Aboriginal people to access healthcare.</li> <li>• Provide at least ONE locally based health service for Aboriginal people.</li> </ul> <p>Your poster should use the slogan – Our Health, Our Way.</p>	<p><i>Activity Sheet: 4 – My Health....</i></p> <p><i>Video 7 – Having a Baby?</i></p> <p>Our Health, Our Way brochure</p> <p><a href="http://www.glogster.edu.au">www.glogster.edu.au</a></p> <p>Coloured pens Paper</p>



## Influences on My Health

Imagine that influences are like the weather that moves a ship around the ocean. Sometimes the wind might blow it in the right direction, and at other times it might rain and hail and cause us to go off course.

Write the factors that move your health around...



Circle the ones that you would consider to be mostly “good” influences,

Describe how influences can be both good and bad?



# Excellent Health



# Poor Health



# Significant



# Minor





## Overcoming barriers – Helping more young people to see GPs

Our group has been given the barrier:

- + Confidentiality
- + Lack of support
- + Cost
- + Access to a doctor
- + Trust
- + Embarrassment
- + Not knowing what's available or who to go to

**Discuss the following as a group:**

1. How would this barrier prevent a young person from accessing a GP?

2. What information could help more young people to overcome the barrier?

3. In what ways could you present this information to young people?



## My Health...

Use the following worksheet to record your own thoughts about your health. You don't have to share this with anyone else.

My health matters to me because...

I know I need to seek help for my physical health when....

I know I need to seek help for my mental health when...

I know I need to seek help for my sexual health when...



The biggest barrier for me in accessing healthcare is....

I can overcome this barrier by...

The people I most trust to help me with my healthcare are....

One thing I have learnt about healthcare today is...

One thing I would like to learn more about is...