**2025 → 2026 Transition Booklet**

**Units 3&4 VCE Health and Human Development**

***What will I study in this subject?***

Unit 3: Australia’s health in a globalised world

This unit delves into health and wellbeing, disease and illness and the benefits of optimal health and wellbeing as a resource. Students will explore a range of health status indicators, such as life expectancy, as well as factors that contribute to Australia's health status, including variations in health status between population groups. Students will also examine the progression of public health in Australia since 1900, exploring influences such as the Ottawa Charter for Health Promotion. Students will evaluate initiatives used to promote healthy eating in Australia and investigate the Australian health system and its role in promoting health and wellbeing.

Unit 4: Health and human development in a global context

This unit explores health and human development in a global context. Students examine the health status and human development of different countries, exploring factors that contribute to health inequalities between and within countries, such as access to safe water and poverty. Students investigate worldwide trends that influence health and wellbeing and human development including climate change, conflict and digital technologies. Students also explore global action to improve health and human development, including the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). Students also spend time evaluating the effectiveness of aid programs and how individuals can take action to promote health and human development.

***How will I be assessed?***

|  |  |  |
| --- | --- | --- |
| **Unit 3 SACs** | **Marks allocated** | **Percent contribution to study score** |
| **Outcome 1** | 50 (may be split into 2 x 25-mark SACs) | 12.5% |
| **Outcome 2** | 50 (may be split into 2 x 25-mark SACs) | 12.5% |

|  |  |  |
| --- | --- | --- |
| **Unit 4 SACs** | **Marks allocated** | **Percent contribution to study score** |
| **Outcome 1** | 50 (may be split into 2 x 25-mark SACs) | 12.5% |
| **Outcome 2** | 50 (may be split into 2 x 25-mark SACs) | 12.5% |

|  |  |  |
| --- | --- | --- |
| **End of year exam** | **Marks allocated** | **Percent contribution to study score** |
| **All Units 3&4 content** | Yet to be determined - most likely 90 marks | 50% |

***How do I ensure I achieve an 'S' for this subject?***

You must achieve an 'S' in each of the outcomes to pass this subject and obtain your study score. In order to do this, you need to ensure the following:

- You complete all SACs.

- You maintain high levels of class attendance.

- You complete set coursework such as assigned textbook questions and homework.

***What is our holiday homework?***

Over the holidays you must complete the following:

- All sections of this booklet.

- The assigned textbook questions.

- Notes on the first two key knowledge points - 3.1.1 and 3.1.2.

*Unit 3 AoS 1 Key Knowledge and Key Skills Checklist*

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Knowledge** | ***🗸*** | **Key Skills** | ***🗸*** |
| * 3.1.1:   Concepts of health and wellbeing (physical, social, emotional, mental and spiritual dimensions), illness, and the dynamic and subjective nature of these concepts |  | * Explain the dynamic and subjective nature of the concepts of health and wellbeing and illness * Describe the relationship between dimensions of health and wellbeing |  |
| * 3.1.2:   Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally |  | * Explain the individual, national and global importance of health and wellbeing as a resource |  |
| * 3.1.3:   Indicators used to measure and understand health status:   * incidence * prevalence * morbidity * burden of disease * disability-adjusted life year (DALY) * years of life lost (YLL) * years lived with disability (YLD) * life expectancy * health-adjusted life expectancy (HALE) * mortality (maternal, infant and under five) * self-assessed health status |  | * Interpret and apply indicators used to measure health status * Use data to evaluate the health status of Australians |  |
| * 3.1.4:   Biological, sociocultural and environmental factors that contribute to variations in health status between population groups |  | * Describe how examples of biological, sociocultural and environmental factors can influence health outcomes * Analyse health information to explain how factors can contribute to variations in health status between population groups |  |
| * 3.1.5:   The contribution to Australia’s health status of:   * smoking and vaping * alcohol * overweight and obesity * nutritional imbalance (under-consumption of fruit and vegetables, and dairy foods; high intake of fat, salt and sugar; low intake of fibre) |  | *The key skill that relates to this key knowledge dot point also relates to the previous one:*   * Analyse health information to explain how factors can contribute to variations in health status between population groups |  |

|  |
| --- |
| **Key knowledge point - 3.1.1:**   * Concepts of health and wellbeing (physical, social, emotional, mental and spiritual dimensions), illness, and the dynamic and subjective nature of these concepts |

**The information to complete the gaps in the following section are found in the corresponding PowerPoint slides.**

**What is health and wellbeing?**

Description: Health and wellbeing relates to a person’s physical, social, emotional, mental and spiritual existence, and is characterised by an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in which the individual feels happy, healthy, capable and engaged.

**What are the dimensions of health and wellbeing?**

**Physical MESS** is a useful mnemonic to remember the five dimensions of health and wellbeing.

**What is optimal health and wellbeing?**

Optimal health and wellbeing is not necessarily having high levels of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is much easier to give one example at a time. Therefore, if a question asks about how something might promote optimal health and wellbeing, make sure you link to high levels of a specific \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ using an example. For example, regular exercise might help an individual to promote a well-functioning body and systems, and this would be an example of optimal physical health and wellbeing.

**What is physical health and wellbeing?**

Description: Physical health and wellbeing relates to the functioning of the body and its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and it includes the physical capacity to perform daily activities or tasks.

Physical health and wellbeing is supported by factors such as regular \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, consuming a balanced diet, having appropriate rest/sleep, maintaining an ideal body weight, and the absence of illness, disease or injury.

**What is optimal physical health and wellbeing?**

**What activities can promote physical health and wellbeing?**

Sports team: Participating in sport regularly might help to maintain adequate levels of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for an individual, thus helping to promote optimal physical health and wellbeing.

Eating a healthy diet: Eating a diet that includes adequate food from the five food groups such as fruit and vegetables, will help to promote a well-functioning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (optimal physical health and wellbeing).

**What is social health and wellbeing?**

Description: Social health and wellbeing relates to the ability to form meaningful and satisfying relationships with others and the ability to manage or adapt appropriately to different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Social health and wellbeing also includes the level of support provided by family and within a community to ensure that every person has equal opportunity to function as a contributing member of the \_\_\_\_\_\_\_\_\_\_\_\_.

Social health and wellbeing is supported by strong communication skills, empathy for others and a sense of personal accountability.

**What is optimal social health and wellbeing?**

**What activities can promote social health and wellbeing?**

Attending school: At school a student may learn the skills required to communicate effectively while preparing for an oral presentation, such as clear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Part time job: Whilst working at a part-time job, an individual may make friends with their colleagues, and develop meaningful and satisfying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with these people.

**What is mental health and wellbeing?**

Description: Mental health is the current state of wellbeing relating to the mind or \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and it relates to the ability to think and process information. A mentally healthy brain enables an individual to positively form opinions, make decisions and use \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Mental health is about the wellness of the mind rather than illness. Mental health is associated with low levels of stress and anxiety, positive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as well as a sense of confidence and optimism.

**What is optimal mental health and wellbeing?**

**What activities can promote mental health and wellbeing?**

Attending music lessons: By attending music lessons an individual may learn to play an instrument which could build their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and self-esteem in their musical ability and promote their mental health and wellbeing.

Regularly meditating: By regularly meditating each night this may act as an outlet to relieve the \_\_\_\_\_\_\_\_\_ and anxiety that an individual may have built up during a busy day, thus promoting their mental health and wellbeing.

**What is emotional health and wellbeing?**

Description: Emotional health relates to the ability to express feelings in a positive way. Emotional health is about the positive management and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of emotional actions and reactions, as well as the ability to display resilience.

Emotional health is the degree to which you feel emotionally secure and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in everyday life.

**What is optimal emotional health and wellbeing?**

**What activities can promote emotional health and wellbeing?**

Being in a friendship group: Over time you may encounter personal challenges such as being unsuccessful at a job application, but you may learn to overcome these \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and challenges with the support and advice of your friends. This can help to build your resilience and promote your emotional health and wellbeing.

Volunteering: By regularly volunteering, you may encounter a range of challenging scenarios with clients that put your emotional regulation to the test, such as dealing with \_\_\_\_\_\_\_\_\_\_\_\_ and frustration. However, you may have colleagues that role model how to respond appropriately to these challenges by discussing their feelings, helping you to develop and promote your emotional health and wellbeing.

**What is spiritual health and wellbeing?**

Description: Spiritual health is not material in nature, but relates to ideas, beliefs, \_\_\_\_\_\_\_\_\_\_ and ethics that arise in the minds and conscience of human beings. Spiritual health includes the concepts of hope, peace, a guiding sense of meaning or value, and reflection on your place in the world.

Spiritual health can be highly individualised, for example, for some spiritual health may relate to organised religion, a higher power and prayer, whilst for others it can relate to morals, values, a sense of \_\_\_\_\_\_\_\_\_\_ in life, connection and/or belonging.

**What is optimal spiritual health and wellbeing?**

**What activities can promote spiritual health and wellbeing?**

Running a business: Being responsible for running a business may give an individual a sense of meaning and \_\_\_\_\_\_\_\_\_\_\_\_\_ in their life, helping them to stay motivated to embrace each day.

Being involved in an organised religion: By participating in an organised religion, this may help individuals to develop a set of morals and values to help \_\_\_\_\_\_\_\_\_\_ their daily lives, helping to promote their spiritual health and wellbeing.

**Exploring the relationships between the dimensions of health and wellbeing**

**What do the terms dynamic and subjective mean?**

In this course, the term dynamic refers to something that is constantly changing or can change \_\_\_\_\_\_\_\_\_.

The term subjective refers to something that can be \_\_\_\_\_\_\_\_\_\_\_\_\_ differently by different people.

Health and wellbeing and \_\_\_\_\_\_\_\_\_\_\_\_, are both dynamic and subjective.

**Health and wellbeing is dynamic**

The health and wellbeing experienced by an individual is dynamic, meaning that it is constantly changing or can change quickly. When describing this concept, ensure you always show the \_\_\_\_\_\_\_\_\_\_\_\_\_ in health and wellbeing that has occurred. Consider the following two examples related to this concept:

**Health and wellbeing is subjective**

The concept of health and wellbeing can be viewed in many different ways and is therefore said to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. There are a range of different factors that can influence how people may view health and wellbeing, and this includes education level, \_\_\_\_\_\_, culture and life experiences such as having a disability or health condition. Consider the following two examples related to this concept:

**What is illness and what is disease?**

Description: Illness is a subjective concept related to personal \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a disease. e.g. Feeling ill due to having influenza.

Description: Disease is a physical or \_\_\_\_\_\_\_\_\_\_\_\_ disturbance involving symptoms, dysfunction or tissue damage. e.g. Being diagnosed with the disease cancer.

Illness is different to disease, as illness relates to how someone feels about or experiences having a disease.

**Illness is dynamic and subjective**

Just like health and wellbeing, illness is dynamic because it can change quickly and constantly evolves as a person experiences disease. Often the \_\_\_\_\_\_\_\_\_\_\_\_ onset of a disease can cause the most pain and discomfort, but over time with treatment and rest, there is often a change in the experience of a disease, and it may \_\_\_\_\_\_\_\_\_\_\_ or get better with a reduction in pain and discomfort.

Illness is also subjective, as different people will experience disease in different ways. There are a range of factors that can influence this, such as \_\_\_\_\_\_\_\_ experiences with disease, age and access to supports.

For example, two people may have the same disease however one person may have lived with it and managed it for a \_\_\_\_\_\_\_\_ period of time, and therefore not consider themselves to be ill. Another person may have been newly diagnosed with the disease, and not be managing it well, and consider themselves very ill.

**Knowledge and Skills Building Activity 3.1.1A**

**The Dimensions of Health and Wellbeing**

Fill in the table below demonstrating how each of the dimensions of health and wellbeing can be impacted (positive or negative) in the scenarios provided. A few examples have already been done for you.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scenario | Playing in a sports team | Attending school | Becoming ill with the flu | Participating in a part-time job | Going on a holiday |
| Physical health and wellbeing |  |  |  |  | A holiday may help an individual to relax and catch-up on much needed sleep. This can then help to restore their energy levels. |
| Social health and wellbeing |  |  | When ill with the flu, an individual may not be able to leave their home to participate in their normal social activities. This could lead to a reduction in their ability to maintain effective relationships with others. |  |  |
| Mental health and wellbeing |  | At school, students can participate in PE lessons where they can develop their fine and gross motor skills, allowing them to participate in physical activities successfully, boosting their self-esteem. |  |  |  |
| Emotional health and wellbeing | In a sports team, an individual may face setbacks and challenges, such as not being able to immediately master a skill or losing a game. By learning to bounce back and overcome these challenges, they can develop their resilience. |  |  |  |  |
| Spiritual health and wellbeing |  |  |  | Participating in a part-time job may provide a sense of purpose and meaning for an individual as they are able to accomplish tasks and work towards goals. |  |

**Knowledge and Skills Building Activity 3.1.1B**

**Relationships Scaffolding Table**

Fill in the table below demonstrating relationships between two dimensions of health and wellbeing. The first dimension you choose needs to be linked to the scenario. An example has been done for you.

|  |  |  |  |
| --- | --- | --- | --- |
| Scenario | Link to first dimension from the scenario | Start of second sentence using example of first dimension | Link to second dimension |
| Going to the movies with a friend | Going to the movies with a friend can contribute to developing and maintaining meaningful relationships with friends (social health and wellbeing). | These relationships... | ...can be an outlet for expressing feelings of joy and happiness, or anger and frustration, and feeling like someone else understands how you are feeling (emotional health and wellbeing). |
| Experiencing a migraine |  |  |  |
| Attending school |  |  |  |
| Attending work |  |  |  |
| Playing in a sports team |  |  |  |
| Breaking a leg |  |  |  |

**Knowledge and Skills Building Activity 3.1.1C**

**The Dynamic Nature of Health and Wellbeing - Scaffolding Table**

The dynamic nature of health and wellbeing relates to the idea that an individual’s health and wellbeing can change quickly or is constantly changing.

In the table below, give an example of the dynamic nature of health and wellbeing, using the ‘Before’ and ‘After’ columns, based on the scenario and the dimension of health and wellbeing relevant for that row. The first two rows have been done as examples for you.

|  |  |  |
| --- | --- | --- |
| Scenario and impacted dimension of health and wellbeing | Before | After |
| The exam period at school  Mental health and wellbeing | Prior to the exam period at school, an individual may have low levels of stress and anxiety as they are not worried about their exam performance (promoting mental health and wellbeing). | When the exam period at school commences, they may experience heightened stress and anxiety about not achieving high marks on their exams (lowering mental health and wellbeing). |
| The exam period at school  Physical health and wellbeing | Prior to the exam period at school, an individual may be exercising daily and have high levels of fitness, helping them to maintain a healthy body weight (promoting physical health and wellbeing). | When the exam period at school commences, they may stop exercising daily to study instead, and may also eat more energy dense food while studying, lowering their fitness levels and increasing their body weight to outside the healthy weight range (lowering physical health and wellbeing). |
| Playing in a sports team  Spiritual health and wellbeing |  |  |
| Playing in a sports team  Social health and wellbeing |  |  |
| Working at a part-time job  Mental health and wellbeing |  |  |
| Working at a part-time job  Emotional health and wellbeing |  |  |
| Getting a common condition, such as the flu  Physical health and wellbeing |  |  |
| Getting a common condition, such as the flu  Social health and wellbeing |  |  |

**Knowledge and Skills Building Activity 3.1.1D**

**The Subjective Nature of Health and Wellbeing - Scaffolding Tables**

The subjective nature of health and wellbeing relates to the idea that health and wellbeing means different things to different people.

In the tables below, use the examples of different types of people (such as younger and older in the first table) to demonstrate how this may contribute to health and wellbeing dimensions meaning different things to different people. One example in each table has been done for you.

|  |  |  |
| --- | --- | --- |
| **Health and wellbeing dimension viewed differently** | **Younger person** | **Older person** |
| **Physical health and wellbeing** | A younger person might not see a broken leg as reducing their physical health and wellbeing or ability to complete daily tasks, and still get around on their crutches to do things such as run errands. | An older person may see a broken leg as reducing their physical health and wellbeing limiting them, therefore they may remain at home for the duration of their broken leg, reducing their ability to complete daily tasks. |
| **Social health and wellbeing** |  |  |
| **Spiritual health and wellbeing** |  |  |

|  |  |  |
| --- | --- | --- |
| **Health and wellbeing dimension viewed differently** | **Someone who has a chronic health condition** | **Someone who does not have a chronic health condition** |
| **Physical health and wellbeing** |  |  |
| **Emotional health and wellbeing** | Someone who has a chronic illness may view high levels of emotional health and wellbeing as only experiencing limited feelings of frustration and annoyance when they find it difficult to complete a daily task due to their health condition. | Someone who does not have a chronic illness may view high levels of emotional health and wellbeing as facing challenges and setbacks, and not finding this frustrating or upsetting. |
| **Mental health and wellbeing** |  |  |

|  |  |  |
| --- | --- | --- |
| **Health and wellbeing dimension viewed differently** | **Has more resources available (e.g. social support, income)** | **Has less resources available (e.g. social support, income)** |
| **Physical health and wellbeing** |  |  |
| **Mental health and wellbeing** | An individual who finds problem solving challenging may still view themselves as having high levels of mental health and wellbeing, as they may have support from a partner and friends to help them solve problems in their life as they arise. | An individual with less resources available may view having high levels of mental health and wellbeing as the ability to make decisions and problem solve independently without the help of others. |
| **Emotional health and wellbeing** |  |  |

**Knowledge and Skills Building Activity 3.1.1E**

**The Dynamic Nature of Illness - Scaffolding Table**

The dynamic nature of illness relates to the idea that an individual’s experience of a disease can change quickly or is constantly changing.

In the table below, give an example of the dynamic nature of illness, using the ‘During’ and ‘After’ columns, with during being while experiencing the condition and after following a change in the condition. A suggestion has also been provided regarding what you might like to focus on. The first row has been done as an example for you.

|  |  |  |
| --- | --- | --- |
| Condition / Disease | During | After |
| Injury - levels of pain | Just following an injury, the level of pain experienced by an individual may be very high. | After an injury is given time to heal and recover, the level of pain that it is causing is likely to be significantly reduced or even become non-existent. |
| Migraine - ability to think clearly and problem solve |  |  |
| Burns - levels of swelling |  |  |
| Cancer - levels of fatigue |  |  |

**Knowledge and Skills Building Activity 3.1.1F**

**The Subjective Nature of Illness - Scaffolding Activity**

The subjective nature of illness relates to the idea that illness (the experience of disease) means different things to different people.

In the tables below, use the examples of different types of people (such as younger and older in the first table) to demonstrate how this may contribute to illness related to a condition meaning different things to different people. One example in each table has been done for you.

|  |  |  |
| --- | --- | --- |
| **Condition / Disease** | **Younger person** | **Older person** |
| **Has a broken leg** | A younger person may have high levels of pain with a broken leg, however they may think that this will be temporary and not consider themselves to be very ill. | An older person may have high levels of pain with a broken leg and think that this may be an ongoing issue that they are going to have to manage, and therefore consider themselves to be quite ill. |
| **Sick with COVID-19** |  |  |

|  |  |  |
| --- | --- | --- |
| **Scenario** | **Has more resources available (e.g. social support, income)** | **Has less resources available (e.g. social support, income)** |
| **Has diabetes** | An individual may have diabetes but be able to manage their blood sugar levels successfully with the support of people around them to help them use insulin injections, and therefore does not consider themselves to be ill. | An individual may have diabetes but not be able to manage their blood sugar levels successfully and not have anybody to help them, and they therefore experience regular hyperglycaemia and consider themselves to be very ill. |
| **Has a bacterial infection** |  |  |

**Practice SAC and Exam style questions**

|  |  |  |
| --- | --- | --- |
| Whilst they were in Year 12, Charlotte and Sam decided to meet up three times a week to spend time studying for their favourite subject Health and Human Development. Following each study session, they would go for a half-hour run alongside a river that was not far from the suburb in which they live. Sometimes they felt stressed about the schoolwork after studying, however they always found that this had reduced following the time spent running. | | |
| **1.** | Describe the dynamic nature of health and wellbeing and use an example from the scenario to demonstrate this concept. | 3 marks |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **2.** | Describe relationships between two of Charlotte's dimensions of health and wellbeing. | 3 marks |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **3.** | Describe the subjective nature of health and wellbeing and use an example relevant to Charlotte and Sam to demonstrate this concept. | 3 marks |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **4.** | Describe optimal health and wellbeing and outline how an activity that Charlotte is engaging in supports optimal health and wellbeing. | 2 marks |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| **Key knowledge point - 3.1.2:**   * Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally |

**The information to complete the gaps in the following section are found in the corresponding PowerPoint slides.**

**What is a resource and how is optimal health and wellbeing a resource?**

A resource is typically thought of as something that can be \_\_\_\_\_\_\_ upon as required.

We have previously considered that optimal health and wellbeing is when we are experiencing \_\_\_\_\_\_\_\_ levels of one or more of the dimensions of health and wellbeing.

When this occurs, we are able to draw on our health and wellbeing to engage in a variety of activities, many of which benefit us as individuals, in addition to our nation and the world. Thus, \_\_\_\_\_\_\_\_\_\_\_\_ health and wellbeing can be considered as a resource individually, nationally and globally.

**Optimal health and wellbeing as a resource individually**

For individuals, there are many ways that optimal health and wellbeing acts as a resource, that is, things it \_\_\_\_\_\_\_\_\_\_\_ them to do.

Each day, most people either attend some form of formal education or attend work, and this would be \_\_\_\_\_\_\_\_\_\_\_\_\_ to do if they were not experiencing high levels of health and wellbeing. In addition to this, optimal health and wellbeing allows us to partake in sporting and leisure activities and spend time with our friends. There are many different examples that could be given, as indicated in the flow chart below.

If a question asks how optimal health and wellbeing can act as a resource for an individual, it would be a good idea to \_\_\_\_\_\_\_\_\_ this back to a dimension of health and wellbeing. For example, you might state ‘Optimal health and wellbeing means an individual is well enough to participate in a sporting team and maintain a healthy body weight and high levels of fitness’.

**Optimal health and wellbeing as a resource nationally**

There are many benefits to a country or nation as a result of its \_\_\_\_\_\_\_\_\_\_\_\_\_\_ experiencing optimal health and wellbeing.

For example, when people within a country are well, they are less likely to spend time in hospital, freeing up healthcare places and funds can be directed towards other people in the country who are unwell. In addition, when people are well and attending work, the government is able to collect \_\_\_\_\_\_\_\_ revenue that can be directed towards national infrastructure or education programs that can benefit the country.

You should know a number of examples similar to these as well as those in the diagram below.

**Optimal health and wellbeing as a resource globally**

The world or \_\_\_\_\_\_\_\_\_\_\_ benefits when people are experiencing optimal health and wellbeing.

For example, when more people across the world have optimal levels of health and wellbeing, they can attend work which can contribute to increasing levels of global trade and economic development. This means more people are earning an income, which in turn helps to reduce \_\_\_\_\_\_\_\_\_\_\_\_ levels of poverty.

In addition to this, there is a reduced \_\_\_\_\_\_\_\_ of disease transmission across borders and between countries when more people are experiencing high levels of health and wellbeing globally.

You should know a number of examples similar to these as well as those in the diagram below.

**Knowledge and Skills Building Activity 3.1.2A**

**Benefits of optimal health and wellbeing and its importance as a resource for individuals - Scaffolding Table**

Don't forget that optimal health and wellbeing typically means experiencing high levels in one or more dimensions of health and wellbeing.

Fill in the table below making links from optimal health and wellbeing and how it can act as a resource for individuals. The first row of the table has been completed as an example for you - complete the remainder of the table with your own examples.

**Individually**

|  |  |  |
| --- | --- | --- |
|  | Link to an example of a dimension of health and wellbeing to demonstrate optimal health and wellbeing | Link from your example of optimal health and wellbeing to how this acts as a resource for the individual |
| If an individual is experiencing optimal health and wellbeing, they are likely to... | be able to think logically and problem solve. | This means they can maintain employment so they can earn an income to afford everyday resources such as food and shelter. |
| If an individual is experiencing optimal health and wellbeing, they are likely to... |  |  |
| If an individual is experiencing optimal health and wellbeing, they are likely to... |  |  |
| If an individual is experiencing optimal health and wellbeing, they are likely to... |  |  |
| If an individual is experiencing optimal health and wellbeing, they are likely to... |  |  |

**Knowledge and Skills Building Activity 3.1.2B**

**Benefits of optimal health and wellbeing and its importance as a resource for a nation - Scaffolding Table**

Fill in the table below making links from optimal health and wellbeing and how it can act as a resource nationally. The first row of the table has been completed as an example for you - complete the remainder of the table with your own examples.

**Nationally**

|  |  |  |
| --- | --- | --- |
|  | Link to an example of a dimension of health and wellbeing to demonstrate optimal health and wellbeing | Link from your example of optimal health and wellbeing to how this acts as a resource nationally |
| If more people within a country are experiencing optimal health and wellbeing, they are more likely to... | be free from disease and illness. | This means they are less likely to be in hospital, reducing government healthcare costs, which could be redirected to improving national infrastructure. |
| If more people within a country are experiencing optimal health and wellbeing, they are more likely to... |  |  |
| If more people within a country are experiencing optimal health and wellbeing, they are more likely to... |  |  |
| If more people within a country are experiencing optimal health and wellbeing, they are more likely to... |  |  |
| If more people within a country are experiencing optimal health and wellbeing, they are more likely to... |  |  |

**Knowledge and Skills Building Activity 3.1.2C**

**Benefits of optimal health and wellbeing and its importance as a resource for the globe - Scaffolding Table**

Fill in the table below making links from optimal health and wellbeing and how it can act as a resource globally. The first row of the table has been completed as an example for you - complete the remainder of the table with your own examples.

**Globally**

|  |  |  |
| --- | --- | --- |
|  | Link to an example of a dimension of health and wellbeing to demonstrate optimal health and wellbeing | Link from your example of optimal health and wellbeing to how this acts as a resource globally |
| If more people across the world are experiencing optimal health and wellbeing, they are more likely to... | have adequate levels of energy to attend school. | This means they are more likely to attain a job and earn an income, helping to reduce levels of global poverty. |
| If more people across the world are experiencing optimal health and wellbeing, they are more likely to... |  |  |
| If more people across the world are experiencing optimal health and wellbeing, they are more likely to... |  |  |
| If more people across the world are experiencing optimal health and wellbeing, they are more likely to... |  |  |

**Practice SAC and Exam style questions**

|  |  |  |
| --- | --- | --- |
|  | | |
| **1.** | The following information is from Australia's Health 2024 (AIHW): *' There has been a large decrease in the proportion of adults aged 18 and over who did not meet the physical activity guidelines to 46% in 2022, from 65% in 2017–18. This follows from the slight decreasing trend observed since 2007–08.'*  Explain how the information provided could contribute to optimal health and wellbeing, and therefore act as a resource for Australia. | 2 marks |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **2.** | RSPCA Australia states on their website *'There are currently an estimated 28.7 million pets in Australia and we have one of the highest pet ownership rates in the world'.*  Explain how pet ownership may support optimal health and wellbeing, and therefore act as a resource for individuals. | 2 marks |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **3.** | **Annual reported cases of polio that led to paralysis of the infected person, 1980-2023, globally.**  A graph showing a red line  Description automatically generated  Source: https://ourworldindata.org/polio  Polio is an illness caused by an infectious virus that mainly affects nerves in the spinal cord or brain stem.  Outline how the overall change in the number of reported polio cases between 1980 and 2023 could have acted as a resource globally. | 3 marks |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |