**2026 Units 1&2 Health and Human Development**

**- Sample Transition and Term 1 Planner**

**Transition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit, Area of Study and Outcome** | **Week** | **Key knowledge** | **Key Skills** | **Coursework and Assessment tasks** |
| Unit 1 - Understanding health and wellbeingArea of Study 1 - Concepts of healthOutcome 1 | 1 | * Various definitions of health and wellbeing: physical, social, emotional, mental and spiritual dimensions
 | * Describe and analyse various perspectives, definitions and interpretations of health and wellbeing
* Explain different dimensions of health and wellbeing
 | Holiday homework:Complete Transition Booklet and Textbook Chapter Questions |

**Term 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit, Area of Study and Outcome** | **Week** | **Key knowledge** | **Key Skills** | **Coursework and Assessment tasks** |
| Unit 1 - Understanding health and wellbeingArea of Study 1 - Concepts of healthOutcome 1 | 1 | Review:* Various definitions of health and wellbeing: physical, social, emotional, mental and spiritual dimensions
 | * Describe and analyse various perspectives, definitions and interpretations of health and wellbeing
* Explain different dimensions of health and wellbeing
 | Complete Area of Study 1 Booklet activities in section 1.1.1Textbook Chapter Questions |
| 2 | * Prerequisites for health, as determined by the WHO: peace, shelter, education, food, income, social justice, equity, stable ecosystem and sustainable resources
 | * Discuss how access to prerequisites for health can promote positive health outcomes
 | Complete Area of Study 1 Booklet activities in section 1.1.2Textbook Chapter Questions |
| 3 | * Youth and Aboriginal and Torres Strait Islander perspectives on health and wellbeing
 | * Describe the subjective nature of health and wellbeing
* Discuss various perspectives on health and wellbeing, including those of youth and Aboriginal and Torres Strait Islander Peoples
 | Complete Area of Study 1 Booklet activities in section 1.1.3Textbook Chapter Questions |
| 4 | * Indicators used to measure health status, such as incidence and prevalence of health conditions, morbidity, rates of hospitalisation, burden of disease, mortality, life expectancy, core activity limitation, psychological distress and self-assessed health status
 | * Draw conclusions from health data about the health status of youth in Australia
 | Complete Area of Study 1 Booklet activities in section 1.1.4Textbook Chapter Questions |
| 5 | * The health status of Australia’s youth
 | Complete Area of Study 1 Booklet activities in section 1.1.5Textbook Chapter Questions |
| 6 | * Sociocultural factors that contribute to variations in health outcomes for youth, such as peer group, family, education, income and health literacy.
 | * Explain and analyse a range of sociocultural factors that contribute to variations in the health outcomes of Australia’s youth.
 | Complete Area of Study 1 Booklet activities in section 1.1.6Textbook Chapter Questions |
| 7 | **Assessment/SAC Preparation** |  | **Assessment/SAC 1** |
| Unit 1 - Understanding health and wellbeingArea of Study 2 - Youth health and wellbeingOutcome 2 | 8 | * Key areas of youth health requiring health action, as indicated by health data
 | * Identify key areas for action and improvement in youth health and wellbeing using research to interpret data
* Analyse factors that contribute to inequalities in the health status of Australia’s youth
 | Complete Area of Study 2 Booklet activities in section 1.2.1Textbook Chapter Questions |
| 9 | * Government and non-government programs relating to youth health and wellbeing
 | * Analyse factors that influence the creation and implementation of, and access to, programs that target youth health such as equity, social justice, community values and funding
 | Complete Area of Study 2 Booklet activities in section 1.2.2Textbook Chapter Questions |
| 10 | * The following features of one health focus relating to Australia’s youth:
* impact on different dimensions of health and wellbeing
* data such as incidence, prevalence and trends
* risk and protective factors
* healthcare services and support
* government and community programs and personal strategies to reduce negative impact
* direct, indirect and intangible costs to individuals and/or communities
* opportunities for youth advocacy and action on a personal and community level to improve outcomes in terms of health and equity.
 | * Research, collect and analyse data on one health focus relating to youth, examining its impact, management, advocacy and costs.
 | Complete Area of Study 2 Booklet activities in section 1.2.3Textbook Chapter Questions |