

The Edrolo team and Edrolo presenters have worked together to extrapolate the individual concepts from the study design that a student learns during this course. Each concept has been assigned a difficulty rating (see key to the right). The higher the difficulty rating, the more time is spent on its explanation within our Edrolo videos. This is to ensure we cover the full breadth of the study design at an appropriate depth, and that you and your students can be aware at each point of the complexity of the concept being studied.






Key:

- = Low difficulty level
- = Medium difficulty level
- = High difficulty level














Unit 3 AOS 1: Understanding health and wellbeing

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia’s health is not isolated from the rest of the world. Students inquire into the WHO’s prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

Class no.	Lesson type	Edrolo video lesson	Key knowledge	Concept	Concept reference	Conceptual level	Additional resources
1	Theory lesson 1	Concepts of health and wellbeing and illness	Concepts of health and wellbeing (including physical, social, emotional, mental and spiritual dimensions) and illness, and the dynamic and subjective nature of these concepts	<ul style="list-style-type: none"> Overview of health and wellbeing and illness Physical health and wellbeing Social health and wellbeing Emotional health and wellbeing Mental health and wellbeing Spiritual health and wellbeing The dynamic and subjective nature of health concepts and interrelationships 	<ul style="list-style-type: none"> 3.1.1.1 3.1.1.2 3.1.1.3 3.1.1.4 3.1.1.5 3.1.1.6 3.1.1.7 	<ul style="list-style-type: none"> 	








2	Theory lesson 2	Benefits of optimal health and wellbeing	Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally.	<ul style="list-style-type: none"> Individual benefits and importance of optimal health and wellbeing National benefits and importance of optimal health and wellbeing Global benefits and importance of optimal health and wellbeing 	<ul style="list-style-type: none"> 3.1.2.1 3.1.2.2 3.1.2.3 	
3	Unit 3 AOS 1: Progress check 1 (covering theory lessons 1-2)					
4	Theory lesson 3	Prerequisites for health as determined by the WHO (Part 1)	Prerequisites for health as determined by the WHO including peace, shelter, education, food, income, a stable ecosystem, sustainable resources, social justice and equity	<ul style="list-style-type: none"> Pre-requisites for health – Income Pre-requisites for health – Food and shelter Pre-requisites for health – Education 	<ul style="list-style-type: none"> 3.1.3.1 3.1.3.2 3.1.3.3 	
5	Theory lesson 4	Prerequisites for health as determined by the WHO (Part 2)	Prerequisites for health as determined by the WHO including peace, shelter, education, food, income, a stable ecosystem, sustainable resources, social justice and equity	<ul style="list-style-type: none"> Pre-requisites for health – Peace Pre-requisites for health – Social justice and equity Pre-requisites for health – Sustainable resources 	<ul style="list-style-type: none"> 3.1.3.4 3.1.3.5 3.1.3.6 	
6	Theory lesson 5	Mortality and Morbidity	Indicators used to measure and understand health status: incidence, prevalence, morbidity, burden of disease, disability-adjusted life year (DALY), life expectancy, health-adjusted life expectancy (HALE), and self-assessed health status	<ul style="list-style-type: none"> Mortality Morbidity Incidence Prevalence 	<ul style="list-style-type: none"> 3.1.4.1 3.1.4.2 3.1.4.3 3.1.4.4 	
7	Theory lesson 6	Life expectancy	Indicators used to measure and understand health status: incidence, prevalence, morbidity, burden of disease, disability-adjusted life year (DALY), life expectancy, health-adjusted life expectancy (HALE), and self-assessed health status	<ul style="list-style-type: none"> Life expectancy Healthy adjusted life expectancy (HALE) Burden of disease Self-assessed health status 	<ul style="list-style-type: none"> 3.1.4.5 3.1.4.6 3.1.4.7 3.1.4.8 	
8	Unit 3 AOS 1: Progress check 2 (covering theory lessons 3-6)					




9	Theory lesson 7	Biological factors contributing to variations in health status	<p>Health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups including:</p> <ul style="list-style-type: none"> • Males and females • Indigenous and non-Indigenous • High and low socioeconomic status • Those living within and outside of Australia’s major cities 	<ul style="list-style-type: none"> • Biological factors 	<ul style="list-style-type: none"> • 3.1.5.1 	
10	Theory lesson 8	Sociocultural factors contributing to variations in health status	<p>Health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups including:</p> <ul style="list-style-type: none"> • Males and females • Indigenous and non-Indigenous • High and low socioeconomic status <p>Those living within and outside of Australia’s major cities</p>	<ul style="list-style-type: none"> • Sociocultural factors 	<ul style="list-style-type: none"> • 3.1.5.2 	
11	Theory lesson 9	Environmental factors contributing to variations in health status	<p>Health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups including:</p> <ul style="list-style-type: none"> • Males and females • Indigenous and non-Indigenous • High and low socioeconomic status <p>Those living within and outside of Australia’s major cities</p>	<ul style="list-style-type: none"> • Environmental factors 	<ul style="list-style-type: none"> • 3.1.5.3 	
12	Theory lesson 10	Variations in health status of Australians (Part 1)	<p>Health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups including:</p> <ul style="list-style-type: none"> • Males and females • Indigenous and non-Indigenous • High and low socioeconomic status <p>Those living within and outside of Australia’s major cities</p>	<ul style="list-style-type: none"> • Variations between population groups: Males and females • Variations between population groups: High and low socioeconomic groups 	<ul style="list-style-type: none"> • 3.1.5.4 	
					<ul style="list-style-type: none"> • 3.1.5.5 	

13	Theory lesson 11	Variations in health status of Australians (Part 2)	Health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups including: <ul style="list-style-type: none"> • Males and females • Indigenous and non-Indigenous • High and low socioeconomic status Those living within and outside of Australia's major cities	<ul style="list-style-type: none"> • Variations between population groups: Urban and rural • Variations between population groups: Indigenous and non-Indigenous Australians 	<ul style="list-style-type: none"> • 3.1.5.6 • 3.1.5.7 	 
14	Unit 3 AOS 1: Progress check 3 (covering theory lessons 7-11)					
15	Theory lesson 12	Risk factors to Australia's health	The contribution to Australia's health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks (under-consumption of vegetables, fruit and dairy foods; high intake of fat, salt and sugar; low intake of fibre and iron).	<ul style="list-style-type: none"> • Impact of smoking • Impact of excessive alcohol consumption • Impact of high body mass index 	<ul style="list-style-type: none"> • 3.1.6.1 • 3.1.6.2 • 3.1.6.3 	  
16	Theory lesson 13	Dietary risk factors (Part 1)	The contribution to Australia's health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks (under-consumption of vegetables, fruit and dairy foods; high intake of fat, salt and sugar; low intake of fibre and iron).	<ul style="list-style-type: none"> • Dietary diseases associated with the under consumption of vegetables and fruit • Burden of disease associated with under consumption of fruit • Burden of disease associated with under consumption of dairy foods • Burden of disease associated with intake of fibre • Burden of disease associated with low intake of iron 	<ul style="list-style-type: none"> • 3.1.6.4 • 3.1.6.5 • 3.1.6.6 • 3.1.6.7 • 3.1.6.8 	    
17	Theory lesson 14	Dietary risk factors (Part 2)	The contribution to Australia's health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks (under-consumption of vegetables, fruit and dairy foods; high intake of fat, salt and sugar; low intake of fibre and iron).	<ul style="list-style-type: none"> • Burden of disease associated with high intake of fat • Burden of disease associated with high intake of salt • Burden of disease associated with high intake of sugar 	<ul style="list-style-type: none"> • 3.1.6.9 • 3.1.6.10 • 3.1.6.11 	  













Unit 3 AOS 2: Promoting health and wellbeing




This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

Class no.	Lesson type	Edrolo video lesson	Key knowledge	Concept	Concept reference	Conceptual level	Additional resources
1	Theory lesson 1	Improvements in Australia's health status since 1900	Improvements in Australia's health status since 1900 and reasons for these improvements, focusing on policy and practice relating to: <ul style="list-style-type: none"> • 'old' public health • the biomedical approach to health and improvements in medical technology • development of 'new' public health including the social model of health and Ottawa Charter for Health • Promotion • the relationship between biomedical and social models of health 	<ul style="list-style-type: none"> • Improvements in Australia's health status since 1900 • Australia's 'old' public health system • Life expectancy • Patterns in mortality over time 	<ul style="list-style-type: none"> • 3.2.1.1 • 3.2.1.2 • 3.2.1.3 • 3.1.2.4 	   	
2	Theory lesson 2	Biomedical approach to health	Improvements in Australia's health status since 1900 and reasons for these improvements, focusing on policy and practice relating to: <ul style="list-style-type: none"> • 'old' public health • the biomedical approach to health and improvements in medical technology • development of 'new' public health including the social model of health and Ottawa Charter for Health • Promotion the relationship between biomedical and social models of health	<ul style="list-style-type: none"> • Biomedical approach to health • Improvements in medical technology 	<ul style="list-style-type: none"> • 3.2.1.5 • 3.2.1.6 	  	

3	Theory lesson 3	New public health	<p>Improvements in Australia’s health status since 1900 and reasons for these improvements, focusing on policy and practice relating to:</p> <ul style="list-style-type: none"> • ‘old’ public health • the biomedical approach to health and improvements in medical technology • development of ‘new’ public health including the social model of health and Ottawa Charter for Health • Promotion <p>the relationship between biomedical and social models of health</p>	<ul style="list-style-type: none"> • Key characteristics of new public health • The role of health promotion in improving health status • Social model of health • Ottawa Charter for Health promotion 	<ul style="list-style-type: none"> • 3.1.2.7 • 3.1.2.8 • 3.1.2.9 • 3.1.2.10 	
4	Theory lesson 4	Comparing biomedical and social models of health	<p>Improvements in Australia’s health status since 1900 and reasons for these improvements, focusing on policy and practice relating to:</p> <ul style="list-style-type: none"> • ‘old’ public health • the biomedical approach to health and improvements in medical technology • development of ‘new’ public health including the social model of health and Ottawa Charter for Health • Promotion <p>the relationship between biomedical and social models of health</p>	<ul style="list-style-type: none"> • Relationship between biomedical and social models of health 	<ul style="list-style-type: none"> • 3.1.2.11 	
5 Unit 3 AOS 2: Progress check 1 (covering theory lessons 1-5)						
6	Theory lesson 5	The Australian healthcare system	<p>Australia’s health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity</p>	<ul style="list-style-type: none"> • Overview of the Australian healthcare system • How the Australian Health care system is funded 	<ul style="list-style-type: none"> • 3.2.2.1 • 3.2.2.2 	





7	Theory lesson 6	Medicare	Australia’s health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity	<ul style="list-style-type: none"> • Medicare - What is and isn't covered • Components of Medicare • Medicare - Advantages and disadvantages • Sustainability, access and equity in the Medicare 	<ul style="list-style-type: none"> • 3.2.2.3 • 3.2.2.4 • 3.2.2.5 • 3.2.2.6 	       
8	Theory lesson 7	The PBS	Australia’s health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity	<ul style="list-style-type: none"> • The Pharmaceutical Benefits Scheme • Sustainability, access and equity in the PBS 	<ul style="list-style-type: none"> • 3.2.2.7 • 3.2.2.8 	  
9	Theory lesson 8	Private health insurance	Australia’s health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity	<ul style="list-style-type: none"> • Private health insurance • Private health insurance incentive schemes • Sustainability, access and equity in the Private health insurance 	<ul style="list-style-type: none"> • 3.2.2.9 • 3.2.2.10 • 3.2.2.11 	       
10	Theory lesson 9	The NDIS	Australia’s health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity	<ul style="list-style-type: none"> • The National Disability Insurance Scheme • Sustainability, access and equity in the NDIS 	<ul style="list-style-type: none"> • 3.2.2.12 • 3.2.2.13 	    
11	Unit 3 AOS 2: Progress check 2 (covering theory lessons 6-9)					





12	Theory lesson 10a	Health promotion programs – Smoking preventions	<p>The role of health promotion in improving population health, focusing on one of: smoking, road safety, or skin cancer, including:</p> <ul style="list-style-type: none"> • why it was/is targeted • effectiveness of the health promotion in improving population health • how the health promotion reflects the action areas of the Ottawa Charter for Health Promotion 	<ul style="list-style-type: none"> • Smoking - why it was targeted • Effectiveness of smoking reduction programs in improving health • How anti-smoking promotion programs reflect the action areas of the Ottawa Charter 	<ul style="list-style-type: none"> • 3.2.3.1 • 3.2.3.2 • 3.2.3.3 	  
13	Theory lesson 10b	Health promotion programs – Road safety	<p>The role of health promotion in improving population health, focusing on one of: smoking, road safety, or skin cancer, including:</p> <ul style="list-style-type: none"> • why it was/is targeted • effectiveness of the health promotion in improving population health <p>how the health promotion reflects the action areas of the Ottawa Charter for Health Promotion</p>	<ul style="list-style-type: none"> • Road Safety - why it was targeted? • Effectiveness of road safety programs in improving health • How road safety programs reflect the action areas of the Ottawa Charter for Health Promotion 	<ul style="list-style-type: none"> • 3.2.3.4 • 3.2.3.5 • 3.2.3.6 	  
14	Theory lesson 10c	Health promotion programs – Skin cancer prevention	<p>The role of health promotion in improving population health, focusing on one of: smoking, road safety, or skin cancer, including:</p> <ul style="list-style-type: none"> • why it was/is targeted • effectiveness of the health promotion in improving population health <p>how the health promotion reflects the action areas of the Ottawa Charter for Health Promotion</p>	<ul style="list-style-type: none"> • Skin cancer - why it was targeted • Effectiveness of skin cancer programs in improving health • How skin cancer programs reflect the action areas of the Ottawa Charter for Health Promotion 	<ul style="list-style-type: none"> • 3.2.3.7 • 3.2.3.8 • 3.2.3.9 	  
15	Unit 3 AOS 2: Progress check 3 (covering theory lessons 10a-10c)					
16	Theory lesson 11	Indigenous health and wellbeing initiatives	<p>Initiatives introduced to bring about improvements in Indigenous health and wellbeing in Australia and how they reflect the action areas of the Ottawa Charter for Health Promotion</p>	<ul style="list-style-type: none"> • 'Close the Gap' initiative • Second Indigenous Program – Purple truck • How these programs reflect the action areas of Ottawa Charter for Health Promotion 	<ul style="list-style-type: none"> • 3.2.4.1 • 3.2.4.2 • 3.2.4.3 	  

17	Theory lesson 12	Introducing Australian Dietary Guidelines	Initiatives to promote healthy eating in Australia including Australian Dietary Guidelines and the work of Nutrition Australia, and the challenges in bringing about dietary change	<ul style="list-style-type: none"> • Overview and aims of the Australian Dietary Guidelines • AGD1 • AGD2 • AGD3 • AGD4 • AGD5 • Case study – Kate’s diet 	<ul style="list-style-type: none"> • 3.2.5.1 • 3.2.5.2 • 3.2.5.3 • 3.2.5.4 • 3.2.5.5 • 3.2.5.6 • 3.2.5.7 	
18	Theory lesson 13	Healthy eating Initiatives	Initiatives to promote healthy eating in Australia including Australian Dietary Guidelines and the work of Nutrition Australia, and the challenges in bringing about dietary change	<ul style="list-style-type: none"> • Nutrition Australia and its role in promoting healthy eating • Nutrition Australia - services and programs 	<ul style="list-style-type: none"> • 3.2.5.8 • 3.2.5.9 	
19	Theory lesson 14	Challenges in bringing about dietary change	Initiatives to promote healthy eating in Australia including Australian Dietary Guidelines and the work of Nutrition Australia, and the challenges in bringing about dietary change	<ul style="list-style-type: none"> • Challenges in bringing about dietary change to Australians 	<ul style="list-style-type: none"> • 3.2.5.10 	
20	Unit 3 AOS 2: Progress check 4 (covering theory lessons 12-14)					
21	Unit 3: Topic test					

Unit 4 AOS 1: Health and wellbeing in a global context

This area of study looks at similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

Class no.	Lesson type	Edrolo video lesson	Key knowledge	Concept	Concept reference	Conceptual level	Additional resources
1	Theory lesson 1	Social characteristics of high, middle and low-income countries	Characteristics of high, middle and low-income countries	<ul style="list-style-type: none"> Health systems Education Employment Technology Legal systems Population growth Gender equality Social security systems 	<ul style="list-style-type: none"> 4.1.1.1 4.1.1.2 4.1.1.3 4.1.1.4 4.1.1.5 4.1.1.6 4.1.1.7 4.1.1.8 		
2	Theory lesson 2	Economic characteristics of high, middle and low-income countries	Characteristics of high, middle and low-income countries	<ul style="list-style-type: none"> Income Trade Industry Debt levels 	<ul style="list-style-type: none"> 4.1.1.9 4.1.1.10 4.1.1.11 4.1.1.12 		
4	Theory lesson 3	Environmental characteristics of high, middle and low-income countries	Characteristics of high, middle and low-income countries	<ul style="list-style-type: none"> Housing Food security Water Sanitation Infrastructure 	<ul style="list-style-type: none"> 4.1.1.13 4.1.1.14 4.1.1.15 4.1.1.16 4.1.1.17 		
5	Theory lesson 4	Similarities and differences in health status and burden of disease	Similarities and differences in health status and burden of disease in low-, middle- and high-income countries, including Australia	<ul style="list-style-type: none"> Life expectancy Maternal and infant mortality Top ten causes of death Burden of disease 	<ul style="list-style-type: none"> 4.1.2.1 4.1.2.2 4.1.2.3 4.1.2.4 		
6	Unit 4 AOS 1: Progress check 1 (covering theory lessons 1-4)						









7	Theory lesson 5	Factors that contribute to similarities and differences in health status and burden of disease (Part 1)	Factors that contribute to similarities and differences in health status and burden of disease, including access to safe water; sanitation; poverty; inequality and discrimination (race, religion, sex, sexual orientation and gender identity); and global distribution and marketing of tobacco, alcohol and processed foods	<ul style="list-style-type: none"> • Access to safe water • Sanitation • Poverty • Inequality and discrimination 	<ul style="list-style-type: none"> • 4.1.3.1 • 4.1.3.2 • 4.1.3.3 • 4.1.3.4 	
8	Theory lesson 6	Factors that contribute to similarities and differences in health status and burden of disease (Part 2)	Factors that contribute to similarities and differences in health status and burden of disease, including access to safe water; sanitation; poverty; inequality and discrimination (race, religion, sex, sexual orientation and gender identity); and global distribution and marketing of tobacco, alcohol and processed foods	<ul style="list-style-type: none"> • Global distribution and marketing of tobacco • Global distribution and marketing of alcohol • Global distribution and marketing of processed foods 	<ul style="list-style-type: none"> • 4.1.3.5 • 4.1.3.6 • 4.1.3.7 	
9	Unit 4 AOS 1: Progress check 2 (covering theory lessons 5-6)					
10	Theory lesson 7	Sustainability and the promotion of health and wellbeing	The concept and dimensions of sustainability (environmental, social, economic) and its role in the promotion of health and wellbeing	<ul style="list-style-type: none"> • Introduction to sustainability • Social sustainability and its role in the promotion of health and wellbeing • Environmental sustainability and its role in the promotion of health and wellbeing • Economic sustainability and its role in the promotion of health and wellbeing 	<ul style="list-style-type: none"> • 4.1.4.1 • 4.1.4.2 • 4.1.4.3 • 4.1.4.4 	
11	Theory lesson 8	The concept of human development	The concept of human development, including advantages and limitations of the Human Development Index	<ul style="list-style-type: none"> • The concept of human development • The Human Development Index (HDI) • Advantages of the HDI • Limitations of the HDI 	<ul style="list-style-type: none"> • 4.1.5.1 • 4.1.5.2 • 4.1.5.3 • 4.1.5.4 	
12	Unit 4 AOS 1: Progress check 3 (covering theory lessons 7-8)					





















13	Theory lesson 9	The implications for health and wellbeing of global trends (Part 1)	Implications for health and wellbeing of global trends including: <ul style="list-style-type: none"> • Climate change (rising sea levels, changing weather patterns and more extreme weather events) • Conflict and mass migration • Increased world trade and tourism • Digital technologies that enable increased knowledge sharing. 	<ul style="list-style-type: none"> • Climate change • Conflict and mass migration 	<ul style="list-style-type: none"> • 4.1.6.1 • 4.1.6.2 	
14	Theory lesson 10	The implications for health and wellbeing of global trends (Part 2)	Implications for health and wellbeing of global trends including: <ul style="list-style-type: none"> • Climate change (rising sea levels, changing weather patterns and more extreme weather events) • Conflict and mass migration • Increased world trade and tourism Digital technologies that enable increased knowledge sharing.	<ul style="list-style-type: none"> • Increased world trade • Tourism • Digital technologies and increased knowledge sharing 	<ul style="list-style-type: none"> • 4.1.6.3 • 4.1.6.4 • 4.1.6.5 	





15 Unit 4 AOS 1: Progress check 4 (covering theory lessons 9-10)

Unit 4 AOS 2: Health and the Sustainable Development Goals

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Class no.	Lesson type	Edrolo video lesson	Key knowledge	Concept	Concept reference	Conceptual level	Additional resources
1	Theory lesson 1	The UN's Sustainable Development Goals (SDGs)	Rationale and objectives of the UN's SDGs	<ul style="list-style-type: none"> The rationale of the UN's Sustainable Development Goals (SDGs) The objectives of the UN's Sustainable Development Goals (SDGs) 	<ul style="list-style-type: none"> 4.2.1.1 4.2.1.2 	 	
2	Theory lesson 2	SDG3 – An overview	Rationale and objectives of the UN's SDGs				
3	Theory lesson 3	SDG3 - Reproductive, Maternal, newborn and child health	Key features of SDG 3 'Ensure healthy lives and promote wellbeing for all at all ages'	<ul style="list-style-type: none"> Reduce the global maternal, newborn and under five mortality Universal access to sexual and reproductive health-care 	<ul style="list-style-type: none"> 4.2.2.1 4.2.2.2 	 	
4	Theory lesson 4	SDG3 - Disease reduction	Key features of SDG 3 'Ensure healthy lives and promote wellbeing for all at all ages'	<ul style="list-style-type: none"> End epidemics of AIDS and tuberculosis End epidemics of malaria and other communicable diseases Reduce mortality from non-communicable diseases 	<ul style="list-style-type: none"> 4.2.2.3 4.2.2.4 4.2.2.5 	  	
5	Theory lesson 5	SDG3 - Health systems and funding	Key features of SDG 3 'Ensure healthy lives and promote wellbeing for all at all ages'	<ul style="list-style-type: none"> Universal health coverage 	<ul style="list-style-type: none"> 4.1.2.6 		

6	Theory lesson 6	SDG3 - Other health risks	Similarities and differences in health status and burden of disease in low-, middle- and high-income countries, including Australia	<ul style="list-style-type: none"> Reduce deaths by road traffic accidents substance abuse, hazardous chemicals and pollution SDG 3 role in promoting health and wellbeing and human development 	<ul style="list-style-type: none"> 4.1.2.7 4.1.2.8 	 
7	Unit 4 AOS 2: Progress check 1 (covering theory lessons 1-6)					
8	Theory lesson 7	Relationships between SDGs (Part 1)	Relationships between SDG 3 and SDGs 1, 2, 4, 5, 6 and 13 that illustrate collaboration between the health sector and other sectors in working towards health-related goals	<ul style="list-style-type: none"> SDG 3 and SDG 1 SDG 3 and SDG 2 SDG 3 and SDG 4 	<ul style="list-style-type: none"> 4.2.3.1 4.2.3.2 4.3.3.3 	   
9	Theory lesson 8	Relationships between SDGs (Part 2)	Relationships between SDG 3 and SDGs 1, 2, 4, 5, 6 and 13 that illustrate collaboration between the health sector and other sectors in working towards health-related goals	<ul style="list-style-type: none"> SDG 3 and SDG 5 SDG 3 and SDG 6 SDG 3 and SDG 13 	<ul style="list-style-type: none"> 4.2.3.4 4.2.3.5 4.2.3.6 	   
10	Theory lesson 9	Priorities and work of the WHO	Priorities and work of the WHO	<ul style="list-style-type: none"> WHO priorities (Health related SDG's, Universal Health coverage, Non-communicable disease) Type of work the WHO undertakes WHO priorities Case studies (Polio and leadership priorities) 	<ul style="list-style-type: none"> 4.2.4.1 4.2.4.2 4.2.4.3 4.2.4.4 	   
11	Unit 4 AOS 2: Progress check 2 (covering theory lessons 7-9)					
12	Theory lesson 9	Purpose and characteristics of different types of aid	The purpose and characteristics of different types of aid including emergency, bilateral and multilateral	<ul style="list-style-type: none"> Emergency aid Bilateral aid Multilateral aid 	<ul style="list-style-type: none"> 4.2.5.1 4.2.5.2 4.2.5.3 	  
13	Theory lesson 10	Australia's aid program	Features of Australia's aid program including its priority areas and the types of partnerships involved	<ul style="list-style-type: none"> Introduction to Australia's aid program Types of aid and partnerships 	<ul style="list-style-type: none"> 4.2.6.1 4.2.6.2 	  

14	Theory lesson 11	Australia's aid priority areas	Features of Australia's aid program including its priority areas and the types of partnerships involved	<ul style="list-style-type: none"> • Agriculture • Gender equality • Infrastructure • Building resilience • Education and health • Effective governance 	<ul style="list-style-type: none"> • 4.2.6.3 • 4.2.6.4 • 4.2.6.5 • 4.2.6.6 • 4.2.6.7 • 4.2.6.8 	
15	Unit 4 AOS 2: Progress check 3 (covering theory lessons 9-11)					
16	Theory lesson 12	Role of NGO's in promoting health and wellbeing, and human development	Role of non-government organisations in promoting health and wellbeing, and human development	<ul style="list-style-type: none"> • Overview of role of NGOs • NGO case study – World Vision • NGO case study – Red cross • NGO case study – Caritas Australia 	<ul style="list-style-type: none"> • 4.2.7.1 • 4.2.7.2 • 4.2.7.3 • 4.2.7.4 	
17	Theory lesson 13	Aid case study	Features of effective aid programs that address the SDGs, and examples of effective implementation, with details of one such program including: <ul style="list-style-type: none"> • Its purpose and the SDG/s addressed • Details of implementation and the partnerships involved • Contribution to promoting health and wellbeing, and human development 	<ul style="list-style-type: none"> • WFP Schools Meals program • WaterAid Australia 	<ul style="list-style-type: none"> • 4.2.8.1 • 4.2.8.2 	
18	Theory lesson 14	Health-related social action	Ways in which individuals can engage with communities and/or national and international organisations to take social action that promotes health and wellbeing	<ul style="list-style-type: none"> • Introduction to social action • Thank-you water • Toms 	<ul style="list-style-type: none"> • 4.2.9.1 • 4.2.9.2 • 4.2.9.3 	
19	Unit 4 AOS 2: Progress check 4 (covering theory lessons 12-14)					
20	Unit 4: Topic test					
21	Unit 3 & 4: Course test					

The unit outline has been developed by Edrolo presenters and is not approved or endorsed by the VCAA.

The timeline and course materials are suggested as recommendations and are not meant to be prescriptive. We expect teachers will and should personalise the plan to suit their school schedule.

In preparing the unit plan Edrolo have done their best to ensure complete coverage of the VCAA Study Design but we strongly recommend you reference the relevant VCAA Study Design document when considering how you will plan your delivery of the course material.

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