TOPIC 10
Seeking help

10.1 Overview

10.1.1 Introduction

Everyone can make positive, responsible choices about their health. This includes knowing where to find health information and how to judge if it is reliable. In making healthy choices you need to learn how to find health professionals and what questions to ask. Not everyone has the same access to health services; where you live, education and culture all affect the health services you use. You can play a role in supporting others who need help, starting with good listening and communication skills.

ESSENTIAL QUESTION

What types of health information and support networks are available to me?

SYLLABUS OUTCOMES

A student:

- examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others (PD4-2)
- recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity (PD4-6)
- investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities. (PD4-7)
10.2 Empowering people to get healthy

Creating circumstances that empower young people and communities to make positive health decisions is crucial to improving health. In this subtopic you will discover that a shared approach — through both individual and community action — is needed to improve young people’s health and address inequities in health.

10.2.1 A shared approach
Do you know where to find information and services to help improve your health? There are almost certainly some products and services you do not yet know about. This is why it is important that individuals and communities work together to promote the resources that will help young people develop healthy lifestyles. Although there are many things you can do yourself, you will be more successful in your efforts when you are supported by your family, friends and community.

10.2.2 Individual action
For health promotion to be effective, people need to be empowered. Individual empowerment is the first step towards bringing about a change in people’s health.

To take action to create a healthier lifestyle, young people must firstly be provided with reliable information about all aspects of their health. But people need more than information to make positive health decisions; their attitudes, values and beliefs will influence how they use their knowledge to make good decisions. Young people also need certain skills to make positive health decisions, such as:

• planning and problem solving
• communication
• assertiveness
• decision making
• time management.

These skills are best taught through learning opportunities at school, work and within the community.

Young people can make better decisions about their health when they are:

• provided with accurate information — for example, information about types of contraception
• involved in decisions about their personal health and the health issues that affect the community
• encouraged to make healthy choices
• supported by family and friends
• provided with youth-friendly services and medical support.
10.2.3 Community action

Along with your family and friends, the community as a whole has a responsibility to support you in your efforts to adopt a healthy lifestyle — but what exactly is a community? It can be defined in terms of geographical area or in terms of identified groups, such as the Indigenous community or the LGBTQI community. Communities are made up of a number of sectors that can influence health, including:

- *education* — schools, universities and other tertiary institutions
- *medical services* — doctors, hospitals and other healthcare centres
- *businesses* — clubs, legal services and food outlets
- *local government* — responsible for infrastructure such as safe roads, enforcement of local regulations such as those for sanitation and sewage, upkeep of parks and providing community recreation centres
- *health services and community centres* — women’s health centres, youth health services and migrant community centres
- *sport and recreation* — sporting competitions, and outdoor and indoor recreational activities.

Different sectors of the community will employ strategies to promote health in different ways depending on local needs and the way the entire community recognises health problems and safety issues. For these reasons, community empowerment is very important in supporting people’s health. There are many initiatives that target health issues within different communities, such as:

- local councils building bike and walking paths to encourage physical activity
- schools using the Mind Matters program to target mental health promotion
- media advertising campaigns targeting safer road use, binge drinking and healthy eating
- the Asthma Friendly Schools project.

MindMatters is a mental health initiative for secondary schools.

MindMatters is a mental health initiative for secondary schools.

This effective Road Traffic Authority speeding campaign targeted young males.

10.2.4 Advocating for positive health

Individuals have the power to influence the health choices of others positively through advocacy. Students can advocate for issues within their school, such as healthier food in the school canteen or safer playgrounds and recreational areas. Can you think of others?

You can advocate for a cause by:

- writing to your local newspaper about a public health concern
- holding or attending a public forum or local community meeting
- creating a Facebook page or website to support your cause
- formulating a petition and asking people to support your cause by signing it, then sending it to your local Member of Parliament
- participating in protest walks to support community issues
• forming a leadership group (for example, a student representative council) within your school to represent the views of students
• meeting with your principal to state your concerns and suggest reasonable solutions
• speaking at your school’s parents and citizens meetings to advocate support for a school health issue, such as more outdoor shade areas.

DID YOU KNOW?
The Ottawa Charter for Health Promotion was developed in 1986 as an action plan to promote access to health opportunities for all members of the community. It is still used by health promotion advocates today. The following were identified as fundamental conditions and resources for health:

- peace
- shelter
- education
- food
- income
- a stable eco-system
- sustainable resources
- social justice and equity.

10.2 Activities

Individual action
1. Identify some aspects of your health you can improve. Consider mental health, physical health, sexual health and social health.
2. Identify the skills and information you need to make better decisions about these aspects of your health.
3. (a) Make a list of sources available to you in your local area regarding young people’s health. You might include, for example, your doctor or school counsellor.
   (b) Which sources would be useful for you to obtain information about the aspects of your health you identified in question 1?
4. (a) Identify any barriers that you may encounter when trying to improve your health; for example, you may not know where to ask for help, or you may feel embarrassed or uncomfortable asking for help.
   (b) List some strategies you could use to overcome these barriers. These strategies should promote healthy and safe behaviour.
5. Identify several ways in which you could support the health of your friends if they had similar concerns to you.

Advocating at school
6. (a) In groups of four, think of an issue affecting young people that has been addressed at your school. Examples may include speakers at the school assembly or programs that run at your school such as the Salvation Army’s Red Shield Appeal or Movember and their efforts to address male mental health. Make a list and as a class discuss the positive effects each has for the school or community. Decide on one that your class is going to concentrate on.
   (b) Create two mind maps. The first one should explore the issue you have chosen in part (a); include your thoughts about how it became an issue and who it affects. The second mind map should show all the strategies you can think of that have been used to resolve the issue, plus additional ones you think may be helpful in the future.
   (c) Choose three of the strategies on your second mind map and develop realistic plans of action. If your plans include strategies such as forming a leadership group and suitable ways to draw attention to the issue clearly explain how these strategies would help address the health issue. Present your plan to the class, using drawings, role-playing or other means to supplement your written material.
Health promotion campaign

7. Mission Australia’s Youth 2017 survey identified the top concerns for young people aged between 15 and 19 years. In order of concern, these are:
   1. coping with stress
   2. school study problems
   3. body image
   4. depression
   5. family conflict
   6. bullying/emotional abuse
   7. personal safety
   8. suicide
   9. discrimination
   10. drugs
   11. alcohol
   12. gambling.

(a) In groups of four identify the health issues that are of major concern to your age group. You could use an online survey tool to create a class survey ranking health concerns and distribute for completion.

(b) Are the class results similar to or different from those of the Mission Australia survey rankings?

(c) Select one health issue that is particularly relevant and that you feel could be promoted in your school. Undertake a campaign to promote this issue and identify a strategy that you will use. This health campaign could take many forms including a website, a game, a 45-second advertisement, training others in skills that promote positive health, creating a magazine article, a week-long health promotion campaign, or simply a three-minute presentation to the school.

(d) Outline why your selected strategy will work for the target audience.

How happy are you?

8. Use the Bite Back weblink in the Resources tab to take the Gratitude Quiz. Compare your results over a period of time and note any changes.

10.2 Check and challenge

Explain

1. How can individuals improve their ability to make smart decisions about their health?
2. How can communities support people’s health?
3. (a) Explain what the term ‘charter’ means, by reference to the Ottawa Charter.
   (b) Provide another example of a charter.

Elaborate

4. Research the Ottawa Charter and identify its five action strategies for health promotion.
5. (a) What is advocacy?
   (b) Provide an example of advocacy that supports positive health.
6. Why is it important to advocate for health issues?

Evaluate

7. How does your school community support you in making positive health decisions? List five examples.
10.3 How to assess health information, products and services

Once you have researched health information, products and services, you should analyse and evaluate what you have found. Can you tell whether using the product or service is in your best interests? Many products may be beneficial for some people but not for others. In this subtopic you will develop the skills needed to evaluate information about the health products and services you may be interested in using.

10.3.1 Evaluating and analysing information

To evaluate information effectively, we need to develop certain skills so that the decisions we make are good ones. Asking ourselves the following questions before we purchase health products will help us be more discerning consumers.

- Do I need it?
- Are its promised health benefits reasonable or realistic?
- Can I find information from other sources, for example, family or your general practitioner (GP), to support or contradict its claim?
- Are there any health risks of which I need to be aware?
- Are there similar products that are possibly cheaper, more effective or that have fewer health risks?
- Is there something I can do if I am not satisfied with the product or service? For example, is there a warranty or guarantee of some kind?
- Is there ongoing support provided while I am using the product?

We can assume that information originating from government organisations like New South Wales Health or well-known organisations like the Heart Foundation is generally accurate and in our best interests. However, we should be cautious of health information that originates from many other widely-used sources, including:

- radio and television
- the internet
- print media (books, magazines and newspapers).

10.3.2 Establishing the reliability and accuracy of health information and products

As health consumers, we need to investigate a product fully before purchasing or using it. Our first stop in the search for accurate information could be the Australian Consumers’ Association, which compares many items’ suitability and effectiveness, and reports its findings to the public through its magazine Choice.

Use the Choice weblink in the Resources tab to visit the Australian Consumers’ Association’s Choice website. Can you find a review for a product you use regularly?
Evaluating health information online

The internet is often a preferred source of information because it is convenient, efficient and, through it, relatively easy to identify a wide range of products and services. There are also many social media ‘influencers’ or celebrities who promote ‘healthy’ products. But how do we know whether the site we are accessing is genuine and that the information, product or service is reliable? To assist us, we need to ask the following questions.

- **Who runs the site?** Look for something like a logo to indicate the credibility of the site; for example, is it run by the government or a reputable organisation?
- **What is the purpose of the site?** Is it just providing information, or is it selling a product or trying to sign you up for something? Be sure not to sign up for or purchase anything until you have made a full investigation.
- **Is there evidence to support claims made?** Most reputable sites will support claims/information with evidence that you will be able to research independently.
- **Is the information current?** Check that the site is regularly updated and the information it contains continues to be valid.
- **Does the site collect information about you?** There is always a risk involved in giving out your personal information online. Be sure you fully understand the implications before subscribing or providing your information, and always check to see that the site has a privacy policy.
- **Does the site use fake medical language or make claims that are impossible to measure or prove?** Claims about products that will ‘detoxify’, ‘instantly’ repair damage or change you ‘overnight’ are unlikely to be true and should be disregarded.
- **Does the site appeal to your emotions and use persuasive language to convince you that you need its product?** For example, it may ask whether you are feeling tired, run-down or lacking in energy and then promote vitamins or supplements as a medical solution. In most cases, people who get enough sleep and eat a well-balanced diet do not need supplements.
- **Does the person promoting the product have qualifications?** Check to see if the individual promoting the product or providing information has appropriate qualifications relevant to the product they are endorsing. If not, chances are they are simply promoting the product for monetary gain; its benefits may be overstated in order to drive sales.

Complete the **Health on the net** worksheet to learn about evaluating health information online.

**on Resources**

**Weblink:** Choice

**Digital doc:** Worksheet 10.1 Health on the net (doc-29190)
Evaluating printed health information

Many newspapers and magazines regularly feature health segments, particularly in relation to diet, body image, sexuality and adolescent interests. When evaluating this type of information, you should consider the following questions.

- Has the column or article been written by a qualified health professional?
- Is the solution offered in the article specific to the problem or a general remedy?
- Does the column use bogus medical jargon? Do you understand the language it uses?
- Is the article objective or is it trying to convince people to purchase a product?
- Can you be sure the article has provided accurate information? Has it quoted reputable sources or studies?
- Does the magazine depict a certain stereotype of a particular gender to sell their product?
- Have you ever heard of the contents or the ingredients in the product being sold?
- Is it a quick fix or a lifestyle change?
- Is it from a credible source? For example, not a Facebook ad or celebrity endorsement?

Complete the Becoming a critical health consumer worksheet to learn about evaluating printed health information.

10.3.3 Evaluating products and their health claims

Food labels can be very confusing and hard to understand. Usually we don’t have time to spend trying to figure out what they mean and how to use them.

On average there are 40,000 products on the shelves of most Australian supermarkets. You can understand why people are often confused about which products are a healthier choice because they don’t understand the information on packaging; that, and there are so many products to choose from. If you visit your local supermarket, you will notice that there is a huge variety of, for example, cereal products; even in the health-food section it can be confusing to know which healthfood and which health claim is actually right for you.

Food labels include not only what ingredients are in the product, but must also include information for people with food allergies, what food additives have been included and how to store the product to ensure it stays fresh.
Food labels can carry many different types of information but the main thing to focus on when choosing healthy food is the Nutrition Information Panel. This shows the different nutrients in food such as saturated/unsaturated fat, salt (sodium), sugar, fibre and kilojoules. With the large amount of information available, which can be hard to decipher, it is important that you are able to make an informed choice. The Nutrition Information Panel also shows the ingredient list. When looking at the ingredient list, note that the foods listed first are the main ingredients in that product.

More often than not you will see labels that have nutrition content claims like ‘low fat’, ‘reduced salt’ or ‘high fibre’. These claims can only be used if the food meets certain criteria. For example, with a ‘good source of calcium’ claim, the food must contain more than a set amount of calcium. For example, adolescents aged 12 to 18 years should include 1300 mg of calcium in their diet every day. Table 10.1 identifies foods that are high in calcium.

<table>
<thead>
<tr>
<th>TABLE 10.1 The calcium content of selected foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calcium/serve (mg)</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Milk, reduced fat calcium fortified</td>
</tr>
<tr>
<td>Skim milk</td>
</tr>
<tr>
<td>Reduced fat milk</td>
</tr>
<tr>
<td>Regular milk</td>
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<tr>
<td>Reduced fat evaporated milk</td>
</tr>
<tr>
<td>Regular soy milk</td>
</tr>
<tr>
<td>Reduced fat soy milk</td>
</tr>
<tr>
<td>Low fat soy milk</td>
</tr>
<tr>
<td>Tofu firm</td>
</tr>
<tr>
<td>Regular natural yogurt</td>
</tr>
<tr>
<td>Low fat natural yogurt</td>
</tr>
<tr>
<td>Cheddar cheese</td>
</tr>
<tr>
<td>Reduced fat Cheddar cheese (15%)</td>
</tr>
<tr>
<td>Shaved parmesan</td>
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<tr>
<td>Edam cheese</td>
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<tr>
<td>Pecorino</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td>Reduced fat mozzarella</td>
</tr>
<tr>
<td>Camembert</td>
</tr>
<tr>
<td>Sardines, canned in water, no added salt</td>
</tr>
<tr>
<td>Sardines, canned in oil, drained</td>
</tr>
<tr>
<td>Pink salmon, canned in water, no added salt</td>
</tr>
<tr>
<td>Pink salmon, canned in brine</td>
</tr>
<tr>
<td>Red salmon, canned in water, no added salt</td>
</tr>
<tr>
<td>Red salmon, canned in brine</td>
</tr>
<tr>
<td>Mussels, steamed or boiled</td>
</tr>
<tr>
<td>Snapper, grilled, with olive oil</td>
</tr>
<tr>
<td>Oysters, raw</td>
</tr>
<tr>
<td>Tahini</td>
</tr>
<tr>
<td>Almonds, with skin</td>
</tr>
<tr>
<td>Dried figs</td>
</tr>
<tr>
<td>Dried apricots</td>
</tr>
<tr>
<td>Brazil nuts</td>
</tr>
<tr>
<td>Curley parsley, chopped</td>
</tr>
<tr>
<td>Mustard cabbage, raw</td>
</tr>
<tr>
<td>Bok choy, raw</td>
</tr>
<tr>
<td>Watercress, raw</td>
</tr>
<tr>
<td>Silverbeet, boiled</td>
</tr>
<tr>
<td>Lebanese cucumber, raw</td>
</tr>
<tr>
<td>Celery, raw</td>
</tr>
<tr>
<td>Broccoli, raw</td>
</tr>
<tr>
<td>Baked beans in tomato sauce</td>
</tr>
<tr>
<td>Chickpeas, canned</td>
</tr>
<tr>
<td>Soy beans, canned</td>
</tr>
<tr>
<td>Boiled egg</td>
</tr>
<tr>
<td>Carob bar</td>
</tr>
<tr>
<td>Licorice</td>
</tr>
<tr>
<td>Vanilla ice cream, reduced fat</td>
</tr>
<tr>
<td>Vanilla custard, reduced fat</td>
</tr>
<tr>
<td>Cheesecake</td>
</tr>
</tbody>
</table>
It is important to always check the Nutrition Information Panel on a product to help you decide whether a claim is valid and reliable. For example, products that claim to be ‘low fat’ may actually not be as low in kilojoules as a product without this claim.

There are also many products with claims that consuming it will improve your health. It might be a general claim and link a nutrient to its health function such as calcium and its importance for healthy bones and teeth. On the other hand, some products might be showcasing a higher level claim such as ‘diets high in calcium may reduce the risk of osteoporosis in people 65 years and older.’

When looking at a new product ask yourself:

• *Is the brand well known?* It is important to know your brands, whether it is Australian or imported, so you know where the product is from and the safety of the product.

• *Could the claim be valid?* Could eating the food actually produce the claimed result or is the claim just something used to make your buy the product?

• *What nutrients does the product contain that will benefit me?* Knowing your nutrients and what each nutrient does for your body will help you decipher the benefits of new products.

• *What percentage of the claimed nutrient does the product include?* Is it high on the ingredient list or one of the last ones? The higher on the ingredient list, the more prominent it is in the product.

There are many claims on various food packaging aimed to help individuals lose weight or lead a healthier lifestyle. Such claims might include ‘90% less fat’ but then when you read the label, there may be a high percentage of sugar, which has been used to enhance the flavour when the fat is gone.

Fat is actually good for us, as long as we consume the right types. Sugar is also okay provided it is in moderation. It is important to understand food labels so we can make the right choice for our bodies.

10.3.4 Evaluating media messages

The media plays a significant role in creating social norms, as the media — print, television, film and online — is present almost everywhere in contemporary culture. As an example, gender roles exist because society accepts them, but also because they have been and continue to be spread by the media. It is important that you are aware of what messages the media is presenting to make your own judgements.

Gender stereotypes are often portrayed through books, film and television series. According to a study by the Center for the Study of Women in Television and Film at San Diego State University, just 29 per cent of the leads in the top 100 grossing films of 2016 were women. This is up 7 per cent from 2015, an improvement but still a long way to go. Recent years have seen an increase in strong female leads, demonstrating that women are just as capable as men and display strength and resilience.

Television is one of the primary avenues for individuals to receive media messages. In Australia, gambling has been a major issue and its advertisement is now restricted; however, it is always promoted during sport games. There are also many ads for fastfood chains, frequently appearing on television and billboards, which may encourage people to eat these types of food thus affecting their health and their body image.
Another major contributor to how people perceive themselves is social media. On social networking sites such as Facebook and Instagram you see not only see posts from your friends but also advertisements and many posts from celebrities that can be either a positive or negative influence on individuals, particularly adolescents who can be more impressionable. For example, you might see posts from a body-positive celebrity like Jessica Sepel, who advocates a positive body image, eating a range of foods and not cutting anything out while also having a healthy relationship with exercise, to promote the idea that nourishment and exercise should be a positive experience you enjoy not something viewed to punish your body.

10.3 Activities

**Doctor Know-It**

1. Divide the class into two groups and allocate one of the two letters below to each group, then complete the following tasks.
   (a) In your group, read and evaluate the letter you have been allocated, read Doctor Know-It’s response and then write your own reply.
   (b) In your group, discuss whether you think reading articles like this broadens your health knowledge or simply confuses the issue.
   (c) Report back to the whole class and discuss each letter and reply.

**STRESSED TO THE MAX!**

Why do I feel so unhappy? I am completely depressed about my life — my family, my schoolwork and my job all seem too much. And I can’t talk to anyone about it. I don’t think anyone understands how much I hate living like this. Why is it so hard to be happy?

*Unhappy, Dubbo*

**DOCTOR KNOW-IT**

Being able to state how you’re feeling is a great first step towards getting your wish to be happy. Depression is a common illness; you may or may not be suffering from it. Sometimes, life can cause incredibly high stress without you actually having depression. But you should ask a doctor to check it out for you. Depression is feeling down and unmotivated and that life isn’t worth living. It can also interrupt your sleep, change your appetite and produce other physical symptoms like lethargy or constipation. Perhaps start by talking to an adult who you trust, maybe a teacher or the school counsellor. Your doctor could assess your symptoms and perhaps offer treatment. Or you could look in the White Pages for young people’s service telephone help lines and youth health centres.

**SCARED OF AIDS**

I just started seeing a girl whose father has AIDS. We’re both 17 and thinking about sleeping together, but I’m worried that I could get AIDS from her. Is that possible?

*Scared, Parramatta*

**DOCTOR KNOW-IT**

AIDS is caused by a virus called HIV. You can only catch HIV from someone who is infected with it. Your girlfriend may not have AIDS just because her dad has it. You should discuss this with her openly and ask whether she has been tested for HIV. To catch the virus from an infected person, you would have to engage in behaviours that put you at risk, such as having sex without a condom, sharing needles or exchanging blood or bodily fluid.

Regardless of whether your girlfriend has HIV or not, you should always use condoms for protection during sex or you could risk catching many other infections, such as Chlamydia, warts or herpes.

**What the health?!**

2. Research three health products or sources of health information. Identify whether they are reliable sources of information or simply trying to sell a product that provides few health benefits. Explain the reasons for your view about each product.
Food Labels
3. Use the Understanding food labels weblink to answer the following questions.
   (a) What determines the order of the ingredient list on the food label?
   (b) What is considered a ‘good’ range for the amount of sodium included in a product?
   (c) Is sugar bad for you? When should you be aware of the amount of sugar and how will you know if it has been added to a product?
   (d) Which column in the Nutrition Information Panel do you use to compare nutrients?
   (e) How many grams per 100 g should you consider to be ‘good’ when looking at the amount of fat in a product?
4. Find two different food labels for the same product type that make different claims to analyse which is better for you. For example, two different brands of flavoured milk or two different types of yoghurt.
   (a) Are there any food claims for the specific product?
   (b) List the fat, sugar and salt content for each product including per serve and per 100 g.
   (c) Which one would you consider to be the ‘better’ product? Why?
   (d) Present your findings to the class.

Evaluating Influencers
5. Use the Celebrity endorsement weblink to read about how Kim Kardashian promoted appetite suppressing lollipops on her Instagram and answer the following questions.
   (a) What audience do you think this is targeting?
   (b) Do you think it is safe?
   (c) How reliable do you think something that an ‘influencer’ like Kim Kardashian is endorsing would be?
   (d) What are the negative effects of this kind of celebrity posting?

on Resources
- Digital doc: Worksheet 10.3 Being a smart consumer (doc-29192)
- Digital doc: Worksheet 10.4 Locating accurate, reliable information on the internet (doc-29193)
- Weblink: Understanding food labels
- Weblink: Celebrity endorsement

10.3 Check and challenge
Explain
1. List three questions you should ask when assessing health information.

Elaborate
2. Why is it important to assess or evaluate our health information, products and services?
3. If you are lacking in energy, does this mean you should take health products that promise to improve your energy levels? Why or why not?

Evaluate
4. Why is a website that is trying to sell a product less reliable than one that is simply offering information?
5. How can you check whether the information provided in a magazine article is correct?
6. Why is the internet a valuable resource for finding health information, products and services?
10.4 Factors influencing young people’s access to health

In this subtopic, you will learn about some of the factors that affect the degree to which we are able to access health information. These factors include education, income and employment, culture, religion, isolation, age and disability.

10.4.1 Unequal access to health

Despite the array of health information, products and services that are generally available, accessing them can sometimes be a challenging task for young people. A number of factors sometimes block or hamper young people from accessing and using the full range of services and products that exist.

Some groups of people are more prone to health problems because of a lack of access to health services. These groups include:

- people who live in poverty
- people who are less educated
- Aboriginal and Torres Strait Islander peoples
- people who live in isolated rural and remote communities
- people with cultural differences who experience language difficulties
- elderly people
- people with mental or physical disabilities.

Can you explain why such people may have difficulty accessing health services?
10.4.2 How do these factors influence people’s access to health?

**Education**
When we possess fundamental skills such as reading, writing and the ability to analyse information, it makes it easier to access and understand health information. In addition, in Australian schools, health and physical education is part of the prescribed curriculum, so most students are educated about topics such as nutrition, the importance of physical activity, and the stages of human development. Because of this, they have a higher level of health literacy and are more likely to be able to make informed decisions about their own health.

**Employment and income**
Being employed provides people with money to purchase health-related products such as sunscreen, to pay for water and electricity, to access information services such as the internet and to purchase medicines. People on low incomes or who are unemployed may sometimes struggle to pay for necessities such as healthy food, warm clothing and shelter and may not be able to afford things such as internet access or private health insurance, thus potentially limiting their access to information and services and making it harder for them to make good health choices.

**Cultural and religious beliefs**
Culture and religion influence an individual’s attitudes and beliefs and therefore play a role in the selection of health products and services. Some cultures promote traditional remedies, such as acupuncture or herbal medicines, over pharmaceutical drugs. Certain religious or cultural beliefs and practices prevent the use of particular products or services; for example, devout members of the Jehovah’s Witness faith may refuse blood transfusions or blood products, even in the face of severe illness. It is important that you discuss your religious or cultural beliefs with your health practitioner to enable them to understand and be sensitive to your needs. For some people, language difficulties may limit their understanding of what is available, as well as their ability to choose from these services and products.

**HEALTH FACT**
In the Buddhist religious tradition, the art of meditation is used to promote mental health, and to reduce stress and lower blood pressure.

**Location**
For economic reasons, major hospitals and some health services tend to be located in cities and large country towns. People who are relatively isolated, living in remote rural communities or on properties, may have some difficulty accessing healthcare and information when they need it. Furthermore, for some people in rural and remote locations, the closest grocery store may be well over an hour away and it may receive less frequent fresh produce deliveries, which can affect people’s access to healthy fresh foods and influence their food choices.
Age and disability
As people get older, they tend to become more dependent on health services to maintain quality of life. Increasing age, however, is also often associated with lack of mobility, meaning older people become dependent on others to help them access health services. Some older people might also be less comfortable using technology such as the internet to access health information because it is less familiar to them or something they use only occasionally.

10.4.3 Knowing your rights to healthcare
If young people are concerned about confidentiality, payment or being judged, misunderstood or ignored, this can affect their willingness to access health information, products and services. But if you know what to expect and what you are entitled to, you will find it easier to seek support and talk openly about the issues that concern you.

Confidentiality
Knowing that your health professional will provide you with confidentiality by respecting your privacy and understanding and listening to your needs is an important part of establishing a good relationship with them. This knowledge will enable you to speak openly about your personal problems and concerns. Health professionals, such as GPs and counsellors, are required by law to keep most issues that you discuss with them confidential. They must, however, pass on information they have been told when they believe your safety or the safety of others is at serious risk. A health professional will usually tell you about any limitations to confidentiality at the beginning of your appointment; however, if you are concerned that something you say may have to be reported, ask them about the types of situation that must be reported and to whom.

10.4 Activities
Location, location
As a class, use a map of your state to choose an area that is socioeconomically different from your own. For example, if you live in Sydney, look for a small township or rural area. If you live in a remote area, choose an urban area where there will be some cultural diversity.

1. Use the internet, street directories, the library and the Where you live and your health weblinks in the Resources tab to research your chosen area. You may like to split into small groups to find information on:
   (a) the health services to which the community has access, such as pharmacies, hospitals, fitness centres, dentists, health clinics, lifesaving clubs or Meals on Wheels
   (b) the health services to which the community has limited or no access
   (c) the extent to which the community, or groups within the community, are disadvantaged and how this affects their access to health services; for example, whether many charities for the homeless operate in this area
   (d) the strategies that could be utilised to improve access to health information, products and services.
2. As a class, examine strategies that could be developed to help those with limited access to health services.
10.4 Check and challenge

Explain
1. How does employment and income influence our access to health?
2. How does confidentiality help us establish a good relationship with a healthcare professional?
3. Why might language difficulties limit some people’s access to health?

Evaluate
4. How does location influence your personal access to health?

Elaborate
5. What might be some examples of information that a healthcare professional would be required to pass on to other people? Who might these other people be?

10.5 What health choices do I need to make?

Considering the many health products, services and personnel available to you, it is important to think critically about the choices you make about your health. In this subtopic you will learn about some of the types of medication you can buy, the services that could provide you with appropriate care, and the types of health professionals you may like to talk to.

10.5.1 Products, services and health personnel

Most health choices that people need to make are in relation to:
- the products available
- the services needed
- the people to contact.

If you are unwell or have suffered an injury, what decisions do you and/or your parents need to make?

10.5.2 Health products

The most important health products we need to be aware of fall into two categories:
1. prescription medication
2. over-the-counter medication and products.
Prescription drugs
To be allowed to purchase certain types of medication, you need to be given a prescription by a qualified medical practitioner, such as a GP. Pharmaceutical companies conduct a great deal of research to ensure the prescription medications they produce and sell are safe and effective, and these products are also regulated and monitored by the Australian government’s Therapeutic Goods Administration. Most prescription drugs cost much more than the amount we actually pay for them at the chemist. The difference between their actual cost and what the user pays is paid by the government under the Pharmaceutical Benefits Scheme (PBS), which helps to make these drugs more affordable.

With prescription drugs — particularly antibiotics — you will usually need to take the full course (i.e., finish all the tablets in the packet, as prescribed) for them to be effective. If you experience side effects your doctor did not warn you about, you should contact your doctor as soon as possible. Leftover prescription drugs should not be kept after the illness has passed as they can become ineffective and even harmful as they deteriorate over time. Also, it is not advisable and can be very harmful to take someone else’s prescription medication, even if your illness may appear to be similar.

DID YOU KNOW?
You should never share prescription medications; these are specially formulated, and doctors prescribe doses that vary depending on the age and body weight of the individual. A dose that is suitable for an adult male, for example, could seriously harm a younger person.

HEALTH FACT
The PBS subsidises the cost of over 80 per cent of all drugs. In 2017, this meant that people did not pay any more than $38.80 for most medications covered by the scheme; the government contributed $7 billion to cover the cost of medications. The amount the government contributes increases every year.

Over-the-counter drugs and products
People buy over-the-counter (OTC) medication and products usually to treat minor problems they sometimes may have diagnosed themselves, and so the range of OTC drugs and products is much larger than prescription drugs. Examples of OTC drugs and products include cold and flu tablets, analgesics (pain relievers), vitamins, sunburn lotions, some contraceptive products such as condoms, sleeping aids and sports injury prevention devices such as ankle braces. Generally, OTC products are not harmful if used according to the directions on the label; however, if the symptoms do not go away, you should consult your doctor. It is important to remember that all drugs can be harmful, as every individual reacts differently to them. We must always follow the dosage
advice provided on the label of all health products, as overdoses are harmful and can even be fatal. Over-the-counter drugs should only be used for minor problems and for short periods of time, as they may disguise other more serious conditions.

DID YOU KNOW?
Over-the-counter medicines are generally safe when taken as directed; however, they can cause serious and potentially fatal side effects, such as liver and kidney damage, if misused.

10.5.3 Health services

Hospitals
The most significant health service in Australia is our hospital system. There are two types of hospitals: public and private. Public hospitals are funded by the government and if you are admitted to a public hospital you will be put in a ward under the care of a doctor (you will not be given a choice of doctors). The accommodation and service is free of charge. Private hospitals are owned by private groups such as doctors, community groups or corporations, but must comply with government health regulations. If you are admitted to a private hospital, you will need to pay for the services that the doctor/specialist provides but you will be able to choose your doctor. Most people who choose a private hospital have private health insurance, which covers a considerable portion of the cost.

Medicare and health insurance
The treatment and services for serious medical problems can be very expensive and so the Australian government funds Medicare, a national health insurance scheme that all taxpayers contribute towards by paying a levy of 2 per cent of their taxable income. All Australian citizens who are legal, permanent residents can enrol in Medicare and receive a Medicare card. You need to have this card with you for all hospital, specialist, general practitioner and paramedical services, as well as when you buy prescription drugs at the chemist. You are probably listed on your parents’ Medicare card.
Some people choose to ‘top up’ their Medicare benefits by making extra payments to a private health insurance scheme. The advantages of private health insurance are:

- You do not have to wait for most types of surgery.
- You get the doctor of your choice.
- Your private funds contribute to hospital cover and can provide additional benefits such as dentistry or physiotherapy.
- Use of private hospital services relieves the strain on the public hospital system.

DID YOU KNOW?
If you are aged 15 years or over, you are entitled to apply for your own Medicare card.

HEALTH FACT
In December 2017, only 45.6 per cent of Australians had private health insurance covering hospital treatment. Lifetime Health Cover (LHC) was introduced in July 2000 and involves a penalty for people aged over 30 who do not hold private health insurance hospital cover. For each year over the age of 30 you are, a 2 per cent loading (cumulative) is added to the cost of the private health insurance premium, up to a maximum of 70 per cent. The loading is removed after 10 years of continuous hospital insurance cover. People born before 1 July 1934 are exempt from the penalty.

Health-related organisations
There are a number of health-related organisations, many of which exist within your local community. These organisations might be run by the government (Commonwealth, state or local), receive some government assistance, or be private companies or non-profit charities. These health-related organisations assist your health needs by providing information, running courses, conducting research and offering direct support such as hotlines and internet services. Some health-related organisations you might be familiar with are shown below. Can you think of others?
Health-related organisations

Healthcare centres and clinics
Healthcare centres and clinics provide advice, treatment, counselling, support and preventative information in areas where communities have a special need. For example, there are many specialist rehabilitation centres that treat adolescent concerns, such as drug abuse, addictions and eating disorders. They are often staffed by doctors, specialists and counsellors who are qualified in a particular field. Some examples of specialist clinics include:

- drug rehabilitation centres
- mental health services, such as headspace and beyondblue
- family planning clinics
- sexual health clinics
- rape crisis centres.

10.5.4 Health personnel
Generally, the local doctor (GP) is the first point of call when we are concerned about illness but there are many types of health professionals including nurses and specialists who have the expertise to:

- diagnose problems, for example, asthma
- treat conditions, for example, by prescribing certain drugs
- provide advice about health concerns, for example, contraceptive methods
• prevent illness, for example, by vaccinating against diseases like polio
• suggest remedies for prevention, for example, suggesting exercise programs to help with weight control
• counsel on mental health issues such as depression and anxiety
• provide advice about rehabilitation programs for both physical conditions (e.g. physiotherapy after an accident) and mental health issues (e.g. recovering from an eating disorder).

If a family doctor feels the issue is beyond his or her general treatment skills, a referral is made to a specialist. Some types of specialists include:

• **cardiologists**, who treat diseases of the heart and circulatory system
• **dermatologists**, who treat skin conditions
• **gynaecologists**, who treat disorders of the female reproductive system
• **obstetricians**, who specialise in delivering babies and treating pregnant women
• **orthopaedic surgeons**, who treat fractures and diseases of the bones, joints and muscles
• **pathologists**, who specialise in examining body tissue
• **psychiatrists**, who diagnose and treat disorders of the mind
• **radiologists**, who perform scans and X-rays to diagnose diseases of the bones and internal organs, and locate fractures and other injuries
• **dietitians**, who advise on the correct food and drink for individuals in improving both health and disease.

Nurses provide valuable care and assistance by administering drugs, bandaging wounds and preparing for surgeries. They are also responsible for patient care and comfort following treatment. Use the Healthdirect weblink in the Resources tab to learn more about this free Australian health service that uses the expertise of registered nurses.

**10.5 Activities**

**Over-the-counter drugs and products**

1. In groups of four or five, make a list of OTC drugs and products that can be purchased in supermarkets and pharmacies without a prescription. Use categories such as pain relievers, laxatives (to prevent or relieve constipation), vitamins and cold tablets. Report back to the class and compile a list on the board.

2. Discuss the following questions:
   (a) Why do we allow easy access to some drugs and products?
   (b) What are some problems that easy access can lead to?

**Identifying health services**

3. (a) Search online to identify a health service that is active in one of the following areas:
- mental health
- nutrition
- drug use
- sexual health
- road safety.

   The Health organisations weblinks in the Resources tab may help you find information about your chosen health service.

4. Using the Prezi weblink for guidance, create a ‘prezi’ outlining key information about the service. Be sure to include the following:
   - why the organisation was formed
   - the service it provides
   - the types of problems it seeks to address
   - the extent to which it uses voluntary staff or professional staff
   - whether it relies on donations, has fees or receives assistance from the government.

   Investigate the success of the organisation within the community. Present your findings to the class.
10.5 Check and challenge

Explain
1. What is the difference between prescription and OTC drugs?
2. (a) Who is entitled to Medicare coverage?
   (b) At what age can you apply for your own Medicare card?
3. How do health-related organisations assist your health needs?
4. Describe the role of doctors.

Elaborate
5. How is Medicare different from private health insurance?
6. Choose one type of healthcare centre or clinic and describe the services it provides to the community.

Evaluate
7. What are the advantages of having private health insurance?

10.6 My rights and responsibilities as a health consumer

As a health consumer, you have the right to have your safety and interests protected by those providing you with health information, products and services. However, with these rights come certain responsibilities. It is through this combination of rights and responsibilities that you can reach and maintain your optimal health.

10.6.1 Protecting our interests
Do you know what your rights and responsibilities as a health consumer are? Our main rights concern our safety when choosing health information, products and services. These rights are upheld by organisations that provide product reviews and reliable information to the public. Our responsibilities require us to communicate openly and work in partnership with the healthcare provider so that we receive the best care.

You have the right to choose from a range of health products in the knowledge that they are all safe and of a high standard.

10.6.2 Consumer protection
Australia supports a United Nations agreement that has broad guidelines to ensure that the interests of health consumers are protected. The guidelines are:

- the right to safety — to be protected against products and services that may be hazardous to your health
- the right to be informed — to be given correct information so you can make the best possible choice

Weblink: Health organisations – iwannaknow
Weblink: Health organisations – Dr YES
Weblink: Health organisations – Ride2School
Weblink: Prezi
• the right to choose — to select from a range of products and services with the assurance of the quality of each
• the right to redress — to receive fair settlement of just claims, including compensation for poor quality goods or unsatisfactory services.

A number of agencies provide accurate information about health products and services for young people and ensure their rights as consumers are protected. Some of these agencies are:
• Australian Competition and Consumer Commission — promotes competition and fair trading and provides information on a range of health and other issues
• Australian Consumers’ Association — provides a wide range of reviews and reports on topics such as health, food, lifestyle and your rights
• consumer protection agencies — provide information and education on the rights and responsibilities of businesses and consumers, resolve disputes and ensure compliance with the law. They also provide advice for consumers on buying products and services. The names of these agencies vary from state to state; in New South Wales the agency is called Fair Trading. Use the weblink in the Resources tab to find out more about this consumer protection agency.

**10.6.3 Your health responsibilities**

Along with your rights as a health consumer, you need to accept some responsibilities to ensure you receive the best service. It is your responsibility to:
• know your medical history and inform your doctor about any health treatments you are using or allergies you have. If you smoke, drink or have recently used illegal drugs, you should let your health practitioner know
• be honest and open in your answers even though you may feel embarrassed or uncomfortable discussing topics like drug use or sexual orientation. Your health professional needs a clear and accurate picture of your health and any behaviour that may affect it
• be actively involved in your healthcare by asking questions. If you are diagnosed with a condition, try to be fully informed about the condition and treatment options. Do your own research by asking the doctor for reading material, using reliable websites or the library
• take medication only according to the instructions provided by your doctor and follow the treatment plan that is developed for you. If this treatment causes you any unpleasant or unexpected side effects make sure that you tell your doctor immediately.
10.6.4 Communicating health concerns

Communicating health concerns can be difficult, but it can make a big difference to how we feel about our 
health and wellbeing. If a health concern presents a challenge you may need to consider talking to other people 
about it. Assertive communication may be necessary to communicate your concern clearly and succinctly.

While your friends are great emotional support and need to know if something is bothering you, 
ultimately your health concern may need to be resolved by specialist health practitioners such as a 
GP, nurse or psychologist.

10.6 Activities

Being a responsible health consumer

1. With a partner, read the scenarios below, then discuss and answer the questions that follow.

Dipesh was feeling unwell, so he went to see his family doctor. His doctor asked him a range of basic 
questions to try to get a picture of his lifestyle, including asking Dipesh whether he uses drugs. Dipesh was 
worried that the doctor would disapprove if he told her that he had used marijuana a few times recently, so he 
told her that he had never used drugs.

Eva had been feeling unhappy and tired almost all the time. After talking to her friend Charlotte, who had 
recently been diagnosed with depression, Eva began to think she might also have depression. Charlotte 
offered Eva some of her anti-depressant medication in the hopes of helping her friend feel better, as they had 
similar symptoms and the medication really helped Charlotte.

Scott had recently been diagnosed with epilepsy. When his doctor was explaining this illness to him, Scott 
became concerned that his friends would treat him differently if he told them he had a disability. So, Scott 
researched the condition with the help of his parents and doctor, and created a fact sheet for his classmates 
about epilepsy.

(a) How could Dipesh’s lie to his family doctor negatively affect his health?
(b) Was sharing anti-depressant medication the responsible thing for Eva and Charlotte to do? 
Explain your answer.
(c) Who else could Eva have talked to about her symptoms?
(d) What kind of questions would you ask your doctor if you had been diagnosed with epilepsy? List 
four examples.
(e) Why is Scott a responsible health consumer?
(f) Use the What is epilepsy? weblink in the Resources tab to create a fact sheet about epilepsy for 
your classmates.

Communicating health concerns

2. In pairs, practise communicating the following health concerns to a fellow classmate who is the ‘listener’.

Select a concern below that you feel comfortable to role-play.

• You are being bullied.
• You feel anxious when faced with large assignment tasks and don’t know where to begin.
• Your boyfriend takes drugs and he just broke up with you because you weren’t prepared to do the 
same.

In communicating your concerns include:

• the nature of your concern
• how this concern has affected your health
• how long it has been happening
• how often this concern affects your health
• what you have already done about this concern.

After you have completed your role play, identify how it felt communicating with people taking on different roles 
and what skills it requires. Swap roles and choose another health issue to communicate.
10.6 Check and challenge

Explain
1. What does it mean to have the right to be informed?
2. What is the role of organisations like the Australian Consumers’ Association and consumer protection agencies?
3. Why is it important to be honest and open with your doctor?

Elaborate
4. Suggest two consequences of not following the treatment plan your doctor has developed for you for a course of antibiotics.

Evaluate
5. List five ways you can be actively involved in your own healthcare.

10.7 Looking after yourself

There is a wealth of health information available from a variety of sources. It is important to understand that looking after yourself entails more than just eating well and exercising. It is important to view health holistically to ensure every aspect of you is well.

The World Health Organization (WHO) defines health as ‘a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity’. The concept of health and wellbeing is covered further in topic 7.

10.7.1 Self care

Self care involves looking after your own physical, psychological, emotional and spiritual wellbeing. It is a personal thing — everyone will have their own approach and there is no ‘one size fits all’ way of doing things. Below are some ideas for how you can care for yourself across the range of wellbeing dimensions.

Physical self care
Physical self care involves undertaking activities to help you stay fit and healthy and give you enough energy to meet your daily requirements. Things you can do for physical self care include:
- having a regular sleep routine
- maintaining a healthy diet
- exercising regularly, even if it is just a walk.

Psychological self care
Psychological self care involves undertaking activities that allow you to feel clear-headed and function at school and/or work. These might include:
- keeping a journal
- turning off your phone at various points in the day (and at night)
- talking to someone, whether it be a friend, someone else you trust or a professional counsellor.
**Emotional self care**

Emotional self care involves allowing yourself to safely experience a range of emotions. Things that will help support emotional self care include:

- developing supportive friendships
- using a gratitude journal, for example, record good things that have happened
- playing sport or participating in physical activity
- doing something fun in a social setting.

**Spiritual self care**

Spiritual self care involves having a sense of perspective about life and may include activities such as:

- meditation
- going on a bush walk or nature walk
- attending church or a religious group if that is of interest to you
- practising mindfulness.

Use the Smiling Mind weblink in the Resources tab to access some mindfulness podcasts.

**10.7.2 Highway to health**

Our overall wellbeing depends upon us adopting a range of strategies to look after both our mental and our physical health. In fact, these two health elements are deeply connected, so adopting healthy physical activity and nutrition habits benefits us in more than just a physical sense. The benefits of incorporating healthy eating and regular physical activity in our lives include:

- social benefits such as having fun with friends
- development of cooperation and teamwork skills
- improved self-esteem and confidence
- stress and anxiety management
- improved concentration
- healthy growth and development, including strong muscles and bones
- improved coordination and muscle strength
- reduced risk of disease and unhealthy weight gain.
Nutrition Australia recommends the following food servings per day for adolescents.

<table>
<thead>
<tr>
<th>Adolescents</th>
<th>Vegetables and legumes</th>
<th>Fruit</th>
<th>Grains (cereal)</th>
<th>Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans</th>
<th>Milk, yoghurt, cheese &amp; alternatives</th>
<th>Allowance for additional serves from any food group*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls 12–13 years</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>2.5</td>
<td>3.5</td>
<td>0–2.5</td>
</tr>
<tr>
<td>Girls 14–18 years</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>2.5</td>
<td>3.5</td>
<td>0–2.5</td>
</tr>
<tr>
<td>Boys 12–13 years</td>
<td>5.5</td>
<td>2</td>
<td>6</td>
<td>2.5</td>
<td>3.5</td>
<td>0–3</td>
</tr>
<tr>
<td>Boys 14–18 years</td>
<td>5.5</td>
<td>2</td>
<td>7</td>
<td>2.5</td>
<td>3.5</td>
<td>0–5</td>
</tr>
</tbody>
</table>

Additional serves are allowed for taller or more active people. Nutrition Australia encourages people to choose additional extra serves from the five core food groups, and to limit serves of ‘discretionary foods’ to a maximum of one serve per day (approx. 600kJ).

The guidelines below provide information about recommended food intake, physical activity and sedentary behaviour limits for young people. You can access more information about adopting healthy behaviours by using the Nutrition Australia and Department of Health: Make your move weblinks in the Resources tab.

AUSTRALIA’S PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOUR GUIDELINES FOR YOUNG PEOPLE (13–17 YEARS)

Physical activity
- For health benefits, young people aged 13–17 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day.
- Young people’s physical activity should include a variety of aerobic activities, including some vigorous intensity activity.
- On at least three days per week, young people should engage in activities that strengthen muscle and bone.
- To achieve additional health benefits, young people should engage in more activity — up to several hours per day.

Sedentary behaviour
- To reduce health risks, young people aged 13–17 years should minimise the time they spend being sedentary every day. To achieve this:
  - Limit use of electronic media for entertainment (e.g. television, seated electronic games and computer use) to no more than two hours a day — lower levels are associated with reduced health risks.
  - Break up long periods of sitting as often as possible.
10.7.3 Protect yourself

As you get older it is important you are aware of measures you can put in place to help prevent and/or treat any health issues that you may encounter — from the common cold to diseases such as blood-borne viruses or sexually transmissible diseases.

Being aware of safe health practices is the best way to protect yourself. In addition to the many reputable resources available online, your family doctor is a valuable and reliable resource for your health queries and concerns. You can see your GP and ask whatever questions you may have — remember it is important to be honest so they can give you the information best suited to you. From the time you are 14 you can see your doctor by yourself and consent to most medical treatment if your GP believes you are fit to do so.

Other ways that you can take initiative and actively safeguard your health include:

• being honest with health professionals about your circumstances, for example, any risky health behaviours you may engage in, such as alcohol or drug use, smoking, unsafe sexual practices
• informing your health professional if you stop or change prescribed treatment
• taking an active part in healthcare discussions and decisions and asking questions if you aren’t sure what’s happening to you or if you are unsure about any aspect of what is being recommended for you.

Use the Teenage healthcare weblink in the Resources tab to learn more about your rights and responsibilities in relation to your health.

10.7 Activities

Creating positive mental health
1. (a) As a class, list techniques you know of that help foster positive mental health.
   (b) Split into small groups and choose one of the practices or techniques identified in part (a).
   Research what is involved in this practice. Find information about who conducts this practice, the cost, what is involved and its effectiveness. Choose a representative from your group to present your findings to the class.

Improving nutrition and physical activity
2. Split your class into four groups. Using what you have learned in this topic, together with information you found on the internet via the weblinks, construct a week-long plan for a teenager to improve their nutritional choices and physical activity. Include details of all meals and what activity they should do each day. Ensure it is achievable and something you would do too.

10.7 Check and challenge

Explain
1. What is the WHO’s definition of health?

Elaborate
2. Suggest two ways you can protect yourself against diseases

Evaluate
3. What are the advantages to having a healthy diet and active lifestyle?
10.8 Review

10.8.1 Summary

- Young people can make better decisions about their health when they are provided with accurate information.
- Both individuals and communities need to be empowered for young people to make the best decisions about their health.
- Young people can use advocacy to improve their own health and the health of others.
- Young people can help support their friends in tough times by listening, giving emotional support and helping find professional help.
- To be allowed to purchase certain types of medication, you need to be given a prescription by a qualified medical practitioner, such as a doctor.
- People can buy over-the-counter (OTC) drugs and products to treat a lesser problem that they have diagnosed themselves.
- Education enables us to perform basic skills like reading, writing and analysing information, making it easier for us to access and understand health information.
- You are responsible for being open and honest with your doctor and being actively involved in your healthcare by asking questions.
- Nutrition, physical activity and self care all play a vital role in ensuring each individual, no matter what age, stays healthy.

**ESSENTIAL QUESTION**

What types of health information and support networks are available to me?

Evaluate your initial response to the essential question after having studied this topic.

10.8.2 Key terms

- **advocacy** the act of championing or arguing for a particular issue or cause
- **community empowerment** individuals and organisations working together to address an identified problem
- **confidentiality** a patient’s right to have the information they have given to their health care professional kept private
- **individual empowerment** an individual’s ability to make decisions about, or to have control over, their health and life
- **Medicare** Australia’s national health insurance scheme
- **over-the-counter (OTC) medication** considered low-risk drugs when taken in accordance with their directions and can be purchased at pharmacies and supermarkets without a prescription
- **paramedical services** special health care services that support the medical profession; for example, an optometrist, who treats vision problems
- **prescription** a formal instruction from a doctor to a chemist to provide a drug to a patient
- **private health insurance** insurance that covers all or some of the costs incurred for a medical treatment that are not covered by Medicare
- **specialists** doctors who diagnose and treat medical problems in selected areas; for example, the heart or bones
10.8 Check and challenge
To answer questions online and to receive immediate feedback and sample responses for every question, go to your learnON title at www.jacplus.com.au Note: Question numbers may vary slightly.

Key terms quiz [online]
Multiple choice quiz [online]

Check your understanding
1. What are the two categories for health products?
2. Suggest four conditions that can be treated with over-the-counter drugs.
3. Explain the differences between public and private hospitals.
4. What are the factors that influence our access to health information, products and services?
5. What are four rights of health consumers that ensure our best interests are protected?
6. List two things you are responsible for doing in order to maintain your optimal health.
7. What is the recommended intake of fruit and vegetables for adolescents aged 13–17 years?
8. What are the recommended physical activity guidelines for adolescents aged 13–17 years?

on Resources
- Digital doc: Worksheet 10.8 Key terms quiz (doc-29197)
- Digital doc: Worksheet 10.9 Multiple choice quiz (doc-29198)
- Digital doc: Key terms glossary (doc-29199)