

Health Management and Social Care – Teachers’ Guide

Booklet 3 - Physical Well-being – Healthy Body					
Key Questions	Learning Targets (Students are able to...)	Teaching Points	Curriculum and Assessment Guide / Supplementary Notes	Examples of L&T Activities and Resources	Examples of Assessment Items
<ul style="list-style-type: none"> How can an individual’s physical health be measured? 	<ul style="list-style-type: none"> Use health indicators to keep track of general health conditions 	<p>3.1 Indicators of Physical health</p> <ul style="list-style-type: none"> Indicators at different life stages: <ul style="list-style-type: none"> Infancy to childhood: growth chart Childhood to adolescence: BMI/ Fitness test/ fat ratio Adulthood to elderly: blood pressure / fat ratio Importance of the indicators: early detection to identify abnormal development and health risks (secondary prevention) / monitor the care for chronic illness (tertiary prevention) Limitations / factors affecting the measurement Extended Study – use of the measurement tool in field learning tasks 	<p>3A1 1. Health and well-being : Indicators for measuring physical health and their implications / Indicators for measuring different aspects of well-being</p> <p>4A5 - Importance of self awareness and regular health check</p>	<p>Health Record Handbook (Maternal & Child Health Services)</p> <p>Cooperate with PE lesson for physical measurement</p>	<p>State TWO limitations in using the Body Mass Index (BMI) to assess degree of fatness. Explain why a diagnosis of high blood pressure should not be made by a single measurement of blood pressure.</p>
<ul style="list-style-type: none"> How can we maintain a healthy body? 	<ul style="list-style-type: none"> Identify the protective factors and risk factors to physical health 	<p>3.2 Maintaining Physical Health and Well-being at Different Levels</p> <ul style="list-style-type: none"> Individual level <ul style="list-style-type: none"> Rest and exercises Diet – concepts of nutrition / body image Energy balance Social level <ul style="list-style-type: none"> Healthy choice, easy choice – social support network / peer influence / income and economic status / culture and social value (examples given) 	<p>3A2 Health maintenance and ill-health prevention: Personal Role - Protective factors / Risk factors</p> <p>4C2 Diet and nutrition - Nutrition concepts</p>	<p>Case / News Sharing: Anorexia Nervosa (Isabelle Caro)</p> <p>Film: Super-size Me</p>	<p>Give ONE example for nutritional factor and psychological factor respectively and explain how each example affects the physical health of an individual.</p>

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<ul style="list-style-type: none"> What does a healthy body mean? 	<ul style="list-style-type: none"> Identify the basic functioning of body systems as well as the relevant illnesses and the ways to protect the systems 	3.3 Understanding Different Body Systems <ul style="list-style-type: none"> Basic functioning of body systems (covered in the Integrated Science of junior secondary) Examples of disorders in each system Protection <ul style="list-style-type: none"> Risk and protective factors Health risks in each system 	2C1 - Communicable and non-communicable diseases 4A 1 - Primary, secondary and tertiary prevention		List TWO illnesses that may be caused by high blood pressure.