

**SUGGESTED LEARNING ACTIVITIES:
FITZROY STARS – TEACHER'S NOTES**

UNIT 2	Individual human development and health issues
AREA OF STUDY 3	Adult health and individual development: Outcome 3
KEY KNOWLEDGE	<ul style="list-style-type: none"> • Characteristics of physical development during adulthood, including the physiological changes associated with ageing. • The social, emotional and intellectual development associated with the stages of adulthood and ageing. • The health status of Australia's adults, including the similarities and differences between adult males and females. • Determinants of health and individual human development of Australia's adults, including at least one from each of the following: <ul style="list-style-type: none"> - biological, such as genetics, body weight, blood pressure and blood cholesterol. - behavioural, such as sun protection, smoking, physical activity, food intake, alcohol and drug use and sexual practices. - physical environment, such as housing, workplace safety, neighbourhood safety and access to healthcare. - social, such as media, level of education, employment status and income, the workplace, community belonging, that is, voluntary work and social connections, living arrangements, social support, family and work-life balance. • Determinants that act as risk and/or protective factors in relation to one health issue such as cardiovascular disease, cancer, type 2 diabetes, obesity or mental illness. • Government, community and personal strategies and programs designed to promote health and individual human development of adults.
KEY SKILLS	<ul style="list-style-type: none"> • Describe the characteristics of development during adulthood. • Interpret data on the health status of Australia's adults. • Explain the determinants of health and individual human development and their impact on adults using relevant examples. • Describe a specific health issue facing Australia's adults and draw informed conclusions about personal, community and government strategies and programs to optimise adult health and development.
LEARNING AIM	<p>Understand the changes occurring in Indigenous health status as a result of participating in a community program.</p> <p>Identify determinants of health that impact on Indigenous health status.</p>
LEARNING PROCESS	<p>Teachers may choose to split up various topics covered so students can report back to the class on a different aspect/impact of the program.</p> <p>Also, understand that not all Indigenous people live in rural and remote locations.</p>

<p>RESOURCES</p>	<ul style="list-style-type: none"> • The Fitzroy Stars – Aussie Rules Football: http://www.youtube.com/watch?v=rUwBEf36Pfo • Fitzroy Stars – History (25 mins): http://youtu.be/4m7u4Xpsv0k (Suggested homework viewing) • Fitzroy Stars help to Close the Gap: http://www.youtube.com/watch?v=PBNMEeZaqM
<p>LEARNING ACTIVITIES</p> <p><i>These are available as Student Worksheets.</i></p>	<p>ACTIVITY 1: FROM STRUGGLES TO SHINING STARS</p> <p>Read the Fitzroy Stars Research Paper Summary, and watch the following videos.</p> <ul style="list-style-type: none"> • Fitzroy Stars help to Close the Gap: http://youtu.be/PBNMEeZaqM • The Fitzroy Stars – Aussie Rules Football: https://www.youtube.com/watch?v=rUwBEf36Pfo <p>Outline some of the difficulties faced by the Fitzroy Stars Football faced in creating a football team that was accepted and supported. Do you have any suggestions of ways they could overcome these challenges?</p> <p>ACTIVITY 2: MIND MAP</p> <p>Create a mind map of the impact on health (P, M, S) that this would have had on members of the club.</p> <p>The mind map could use the chart in the worksheet be hand-drawn, or created online using Inspiration: www.inspiration.com/Inspiration or bubbl.us: http://bubbl.us</p> <p>ACTIVITY 3: SUMMARISING THE STARS</p> <p>Read the Fitzroy Stars Research Summary and create a short report or brochure about the Fitzroy Stars. In the report, students should answer the following questions:</p> <ul style="list-style-type: none"> • Who is involved in the initiative? • Who is the target group? • How does the program run / how is it implemented? • What is the aim of the program? • Why is this initiative important? • When was this created? When was it supported and funded by Oxfam and VicHealth? • Describe the potential health outcomes for participants in the program. • Suggest some reasons as to why you believe the Fitzroy Stars has expanded to include female netball as a club sport. • Participants/players must abide by rules such as; not being involved with drugs; seeking training and/ or employment; attending training consistently. Discuss why these rules may be implemented at the club and the potential impact on members. • Indigenous health outcomes are a focus of the support offered by Oxfam Australia. Health professionals have been able to meet with players at training in a non-formal environment to discuss health and wellbeing. This has been far more successful than getting members to formal appointments or meetings. Why do you think this has been more successful with Indigenous players? <p>Extension question:</p> <p>Discuss the issues raised on community connection, cultural values and identity and health. Identify both positive and risk factors still present in the Indigenous community.</p>

LEARNING ACTIVITIES

*These are available as
Student Worksheets.*

ACTIVITY 4: FITZROY STARS WRITTEN REPORT

Students are to watch the Fitzroy Stars YouTube videos:

- Fitzroy Stars help to Close the Gap: <http://youtu.be/PBNMEEeZaqM>
- The Fitzroy Stars – Aussie Rules Football:
<https://www.youtube.com/watch?v=rUwBEf36Pfo>

Then respond to the following questions.

Question 1

- a) Identify the biological determinants that act as risk factors for members of the Fitzroy Stars.
- b) Explain how the examples of determinants listed above may impact on the health of members of the Fitzroy Stars.

Question 2

- a) Discuss how the Fitzroy Stars supports Indigenous members of the community to promote:
 - Health
 - Individual human development

Question 3

- a) List the dimensions of health referred to by the Fitzroy Stars members and the examples they use to highlights these dimensions.
- b) Outline the interrelationships between the dimensions of health as discussed by members of the Fitzroy Stars.
- c) How has the Fitzroy Stars been a protective factor for the health conditions you listed?