



Getting down to specifics



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- Specific programs – Investigation
- Health related research – Investigation

Suggested activity sequence

Part A: Wellbeing programs and tax

- 1 Brainstorm the relationship between wellbeing programs and tax. Prompts could include:
 - What are some wellbeing programs funded by tax revenue?
 - What would happen to health outcomes if money available to spend on these programs was withdrawn or spent on areas other than health? Use a 'what if', for example, the National Immunisation Program was no longer funded.
 - How do Australians agitate for change to either tax rates or where tax revenue is spent?

This activity could be done in groups and then group findings shared with the class. Use a *visual brainstorming technique* such as an *affinity diagram*.

- 2 Individual students write a quick summary of the relationship between health outcomes and tax spending.

Part B: Specific programs

- 1 Introduce the *Specific programs investigation* and negotiate with students how they will present their work and how you will provide feedback on their learning.
- 2 Students individually complete their investigations.

Part C: Health related research

- 1 Introduce the *Health related research investigation* and work through the questions with the whole class to ensure all students have a clear understanding of:
 - the range of health research being conducted
 - research methods and their advantages, disadvantages and best uses
 - ethics and its role in research.
- 2 Students individually complete their investigations.
- 3 Consider having students present and explain their data diagrams to the class in the context of an *evaluative discussion*.