

# **Health Issues in the Community**

## **And the**

# **Curriculum for Excellence**

## **SUMMARY**

Health Issues in the Community (HIIC) is a training course that emphasises the social model of health, tackling inequalities, power and participation and community development approaches to health. The course enables people to make connections between their health, their health and other people within their community and issues such as how housing, employment, income, food and other social and political factors influence their health. The HIIC learning pack equips young people for the real challenges that they face in developing community responses to health issues and becoming active citizens.

The pack consists of 16 units split in two parts; Part 1 Health and Society and Part 2 Ideas in to Action. The units covers 4 key themes which are also available as short courses; The Social Model of Health, Inequality/Equity and Social Justice, Power, Participation and Democracy, Community Development and Collective Action. The course can be accredited at 5 point SCQF level 6 for part 1 and 10 points at level 7 for part 2.

The learning pack has been adapted for use in a school setting; a lesson plan has been developed to break the programme up into 50 minute chunks to enable delivery within the school timetable. Delivery of a full course takes approximately 70 periods, but the flexibility of the course allows it t be delivered in a variety of ways. HIIC can play an important role in contributing to delivery of the experiences and outcomes and development of the four capacities of curriculum for excellence; successful learners, confident individuals, effective contributors and responsible citizens. It provides an opportunity for a range of personal achievement and development with a emphasis on health and well being, social studies and literacy. It also enables the development of a wide range of skills for life and work. The learning pack can contribute toward the Social and Vocational Standard Grade, or be offered as part of the PSE or Citizenship Programme. In the Senior Phase it can be offered as an additional module which can contribute to their portfolio of qualifications.

The rest of this paper provides detail on the contents and learning outcomes of the HIIC course and clearly identifies how the course relates to the specific requirements of the Curriculum for Excellence.

## **BACKGROUND**

Health Issues in the Community (HIIC) is a training course that emphasises the social model of health, tackling inequalities, power and participation and community development approaches to health. The course enables people to make connections between their health, their health and other people within their community and issues such as how housing, employment, income, food and other social and political factors influence their health. The HIIC learning pack equips young people for the real challenges that they face in developing community responses to health issues and becoming active citizens.

The Health Issues in the Community Learning Pack was first produced in 1997 as part of the Lothian Training Initiative – a partnership project involving Lothian Health, the Health Education Board for Scotland (HEBS) and Moray House Institute and funded by HEBS. Following an extensive evaluation of the Initiative in 2000 HEBS (now NHS Health Scotland) funded the establishment of a Training post at the Community Health Exchange (CHEX) whose primary responsibility was the on-going development of the Health Issues in the Community training initiative. This was followed by a full review and re-design of the Learning Pack in 2001 and an extensive development programme across Scotland which is still continuing. In 2008 guidelines were written to support the use of Health Issues in the Community Learning pack with young people. The initiative has been the subject of further review during 2009 which has led to the creation of a 3<sup>rd</sup> edition of the Health Issues in the Community Learning Pack, this has then been followed by the development of a Health Issues in the Community Learning Pack for Young People. This learning pack can be used in schools or a community setting.

**Note:** The HIIC Course can only be delivered by Tutors who have gone through Tutor Training and accredited courses can only be delivered by Tutors who themselves are accredited and registered with CHEX

## **THE LEARNING PACK**

The pack consists of 16 units split in two parts; Part 1 Health and Society and Part 2 Ideas in to Action (see appendix 1 for breakdown of units). The units covers 4 key themes which are also available as short courses (see appendix two for details of short course);

- The Social Model of Health
- Inequality/Equity and Social Justice
- Power, Participation and Democracy
- Community Development and Collective

## **AIMS OF THE COURSE**

To enable participants to develop their understanding of the range of factors that affect their health and the health of their communities and to explore how these factors can be addressed using community development approaches.

## **LEARNING OBJECTIVES**

The objectives of the learning programme are for participants to:

- Gain a broad understanding of the key topic areas – a social model of health, health inequalities, power & participation, and community development approaches in health
- Develop their knowledge, skills and confidence to apply this learning in their own individual lives and their communities

(see appendix three for a full breakdown of the learning objectives and assessment criteria)

## **IDEAS AND GUIDING PRINCIPLES**

The core underpinning theme of Health Issues in the Community is community development. Although this term can be used to describe many different types of activity the particular perspective that is taken here places value on supporting individuals to work collectively; on extending participatory democracy; and on social justice and equity.

The course:

- Draws on a social model of health which views health and illness as having as much to do with economic and social factors as with individual behaviour.
- Seeks to promote the value of equity in terms of equal access to health, and to counter discrimination on the grounds of age, race, gender, sexuality or physical ability.
- Supports the right of people to participate in decision-making processes and to take a more active role in the planning and delivery of services.

The guiding principles which have informed the approach include the following:

- That the life experience and knowledge of course members are recognised as the starting point for analysis and discussion.
- That one of the basic processes in learning is the opportunity to reflect on our ideas with other people.
- That it is important for people to develop the skills of critical reflection on the determinants of health and ill-health, and about themselves in relation to society.
- That people should be enabled to participate in the political process as active citizens, and helped to acquire the knowledge or confidence needed for this.
- Learning can be a creative, fulfilling and enjoyable activity

### **Learning Methods;**

- Participative exercises,
- tutor input,
- individual and pairs work,
- Small and large group discussion,
- Group tasks,
- Group Project
- Practical scenarios,
- Case study analysis,
- Community Research

Using HIIC with young people attempts to begin the educational journey from where young people are. The journey is created through a range of participative experiences and activities

which act as a vehicle for engaging young people's interest, which are good fun, but which also offer group and individual development and learning.

There are many reasons why using HIC with young people is valuable. These include

- It facilitates the personal development of young people so that they develop confidence, new interests and skills to take on new responsibilities.
- Develops personal, social and political education so that young people can acquire skills in community development processes, debate, communication, negotiation, group decision making and political processes.
- Encourages participation in wider society. If young people have experience of HIC within safe environments they will be more able to participate in decision making process in wider society.
- If young people are not given opportunities to play their full part as citizen this is a loss not only to them as individuals but to communities as a whole.
- There is a need to improve representation of young people's views. They often do not have a voice on decision making bodies.
- Young people are given few opportunities to make positive contribution.
- If young people have a opportunities to participate, then decisions are more likely to be the right ones and to result in initiatives and services which are responsive to needs.
- Giving young people power and responsibilities increases their confidence and skills. It can improve their image with other age groups and help prepare them for their future roles as adults.
- Young people can help and support each other and share their concerns and experiences.
- Young people bring a willingness to question assumptions and defend what they value.
- Helps young people to clarify and understand their own wants and needs and be able to communicate them to people who make decisions which affect young people.
- Can help facilitate the participation of marginalised young people who are rarely involved in decision making.
- Enables young people to be creators rather than passive consumers of services.

### **Potential Outcomes**

- Creative, inclusive consultations
- Pupil councils/forums
- Pupils setting the agenda
- Community projects
- School websites and newsletters
- Peer support and education
- Asking pupils what support they need
- Mediation and conflict resolution
- Local, national and international citizenship programmes
- Involving pupils in school working groups/committees
- New ways to communicate

## **Accreditation**

Accreditation is provided through CHEX. Part 1: SCQF 5 Points at level 6: Part 2 10 Points at level 7.

	PART 1	Part 2
Number of units	8 Units	8 units
Assessment Criteria	Learning Logs Group Project Part1 Assignment	Final Essay Attend at least 11 Units Participation in group project/community research Completion of mid-point or Part 1 assignment
Level	Level 6 within the SCQF	Scottish Higher Education Level 1 (notionally equivalent to Level 7 in the SCQF)
Award	5 points	10 points
Cost	£30	£30

### **Note:**

The credit awards for HIIC are not full qualifications – the level only indicates the standard of learning being undertaken. Therefore Part 1 is not equivalent to a full Higher but the level of learning is equivalent to that required for Higher study. Similarly, the Full Course is not equivalent to a full HNC or Certificate in HE, but the level of learning is equivalent. Learners can use their points towards other learning programmes but this would need to be negotiated with the appropriate learning provider.

## **Use in Schools**

The learning pack has been adapted for use in a school setting; a lesson plan has been developed to break the programme up into 50 minute chunks to enable delivery within the school timetable. Delivery of a full course takes approximately 70 periods, but the flexibility of the course allows it to be delivered in a variety of ways. As stated in Curriculum for Excellence guidance; "Partnership working is an important element in curriculum planning". HIIC can play an important role in contributing to delivery of the experiences and outcomes and development of the four capacities of curriculum for excellence; successful learners, confident individuals, effective contributors and responsible citizens. It provides an opportunity for a range of personal achievement and development with a emphasis on health and well being, social studies and literacy. It also enables the development of a wide range of skills for life and work. Used in a

school setting the learning pack will allow for shifting the focus from a view of the curriculum content as either academic or vocational, towards a curriculum encompassing the whole range of knowledge, skills and attributes that contribute to the four capacities of curriculum for excellence.

As well as development of knowledge around the key subject areas, it also provides literacy experiences for learners. It provides learners with opportunities to;

### **Listen and Talking for learning**

- Engage with others in group and class discussions
- Learn collaboratively
- Explain their thinking to others

### **Reading for Learning**

- Find, select, sort, summarise and link information
- Consider the purpose and main concerns in texts, and understand the differences between fact and opinion.

### **Writing for Learning**

- Make notes, and develop ideas
- Develop and use effective vocabulary
- Develop presentations, which allow learners to persuade/argue/explore ideas

Using HIC with young people in schools can increase their confidence, raise aspirations, improve their motivation and keep them engaged in education/learning. It also provides opportunities to reflect on their learning and development. It develops skills in working with others and includes opportunities to plan and carry out projects in small groups, sharing tasks and responsibilities. This enables learners to recognise when they work best with other, have courage in their convictions, knowing when and how to assert their own views, agree and take responsibility for their contribution in group tasks, seeking and providing information and evaluate the effectiveness of their contribution.

The Health Issues in the community learning pack also gives learners the opportunity to develop their thinking skills, a key aspect of Curriculum for Excellence. These skills are developed across a wide range of contexts including through practical or applied learning opportunities;

**Understanding:** involving activities such as describing, explaining and summarising

**Applying** requires learners to use or apply their knowledge and understanding in different contexts

**Analysing** requires learners to break down information into component parts and search for relationships

**Evaluating** involves making an informed judgement about something

**Creating** happens when learners are required to generate new ideas and products through activities such as creative writing, planning, producing and designing.

The learning pack can contribute toward the Social and Vocational Standard Grade, or be offered as part of the PSE or Citizenship Programme. In the Senior Phase it can be offered as an additional module which can contribute to their portfolio of qualifications. (See Appendix four for a full breakdown of potential links to curriculum for excellence experiences and outcomes.)

## **Appendix One: Course Contents/Breakdown**

### **Part 1 – Health and Society**

#### **Unit 1 – What Health Means to Me (3 hours 20 minutes)**

Introduces the Course and enables participants to gain a clear idea of the demands and opportunities provided by the course. It also introduces the concept of a social model of health and the distinction between medical and social perspectives on health.

- Welcome, introductions and ice-breaker – 15 mins
- What the course is about – 30 mins
- Hopes and concerns – 20 mins
- Introduction to Groups – 30 mins
- What affects our health? – 60 mins
- Medical and social explanations – 30 mins
- Recap and summary – 15 mins

#### **Unit 2 – Different Ways of Thinking about Health (3 hours 30 minutes)**

Introduces historical and cultural ideas about health and considers the importance of 'lay' beliefs about health.

- Recap from Unit 1 and Introduction to Unit 2 – 15 mins
- Causes and treatments of illness and 'old wives tales' – 45 mins
- Historical and cultural ideas about health – 45 mins
- Different views – 30 mins
- Preparation for Group Project – 60 mins
- Recap and Summary – 15 mins

#### **Unit 3 – Poverty, Inequality and Health (3 hours 45 minutes)**

Introduces key aspects of the determinants of health – poverty, inequality and social class. It also enables participants to use different media to research information pertaining to the topic.

- Recap from Unit 2 and Introduction to Unit 3 – 15 mins
- Barriers and choices – 30 mins
- Facts, figures and peoples stories – 60 mins
- Defining poverty – 45 mins
- Inequalities in health – 30 mins
- Preparation for Group Project – 30 mins
- Recap and Summary – 15 mins

#### **Unit 4 – Different Experiences, Common Problems (4 hours)**

Broadens understanding of different groups' experience of inequality and discrimination, and introduces participants to the concepts of equity and social justice.

- Recap from Unit 3 and Introduction to Unit 4 – 15 mins
- Living with racism – 30 mins
- Different experiences, common problems – 75 mins
- The meaning of equity in health – 30 mins
- From social exclusion to social justice – 30 mins

- Preparation for Group Project – 45 mins
- Recap and summary – 15 mins

### **Unit 5 – Participation and Power (4 hours 30 minutes)**

Explores different aspects of power and barriers to participation as well as strategies for increasing levels of participation in decision-making about key health determinants.

- Recap from Unit 4 and Introduction to Unit 5 – 15 mins
- The power chair game – 30 mins
- Feeling powerless – 45 mins
- Dimensions of power – 30 mins
- Participation – 60 mins
- Preparation for Group Project – 75 mins
- Recap and Summary – 15 mins

### **Unit 6 – Community Development and Health (4 hours 30 minutes)**

Explores community development approaches to health, the key elements of a community development approach, and the health benefits of adopting a community development approach.

Exercises include:

- Recap from Unit 5 and Introduction to Unit 6 – 15 mins
- The historical perspective – 30 mins
- Dimensions of community development – 60 mins
- A community development approach – 60 mins
- Looking upstream – 15 mins
- Preparation for Group Project – 75 mins
- Recap and Summary – 15 mins

### **Unit 7 – The Group Project – delivery (3 hours)**

Involves all participants in planning, preparing and delivering a presentation to an invited audience. The presentation should reflect the learning areas covered throughout Units 1-6. Planning and preparation for the Group Project will have been undertaken from Unit 2 onwards (either as part of each session and/or as separate preparation activity)

### **Unit 8 – Reflection and review of learning ( 2 hours)**

Involves all participants in reflecting on their learning and evaluating the course.

- Reviewing the Course – 60 mins
- The assignment – 60 mins

**Total Course Delivery time – 28 hours (approx)**

**Student completion of Learning Logs (6 x 1 hour) – 6 hours**

**Student completion of Course Assignment – 10 hours**

**Additional Group Project preparation/independent research – 6 hours**

**Total Learning time Part 1 – 50 hours**

## **Part 2 – Ideas into Action**

### **Unit 9 – Global Contexts and Local Realities 3 hours 45 mins**

Explores the connection between global, national and local policies and the impact they have on real experiences of health. Also continues the exploration of different perspectives on health.

Exercises include:

1. Reflection on Part 1 and Introduction to Part 2 of the Course (1 hour)
2. Global Health Policies (1 hour)
3. Exploring national and local policies (1 hour)
4. Social Justice (15 mins)
5. Recap and Summary (15 mins)

### **Unit 10 – Community Research (6 hour 15 mins)**

This unit introduces participants to community-led research. It deals with identifying communities, research planning, and working through a range of community research methods/techniques.

Exercises include:

1. Recap from Unit 9 and Introduction to Unit 10 (30 mins)
2. Reviewing the Group Project (30 mins)
3. Definitions of community (30 mins)
4. Planning your research (30 mins)
5. Research methods (1 hour)
6. Developing the research question and research plan (2 hours)
7. Recap and Summary (15 mins)

### **Unit 11 – Private Troubles and Public Issues (3 hrs 15 mins)**

In the context of community food issues this unit explores different explanations (individual and structural) for health problems and how they can be addressed using community development approaches.

1. Recap from Unit 10 and Introduction to Unit 11 (15 mins)
2. Looking Upstream (45 mins)
3. Taking Action - A Case Study (1 hr 30 mins)
4. Community research projects update (30 mins)
5. Recap and summary (15 mins)

### **Unit 12 – Making Democracy Work (4hours 15 mins)**

Explores ideas about participation and citizenship as well as enabling participants to develop a better understanding of democratic processes and how to influence them.

Exercises include:

1. Recap from Unit 11 and Introduction to Unit 12 (15 mins)
2. Consumers and Citizens (45 mins)
3. Democracy and Decision Making (45 mins)
4. Case Study (30 mins)
5. Face to Face (1 hour 30 mins)
6. Community Research Update (15 mins)
7. Recap and Summary (15 mins)

### **Unit 13 – Getting Below the Surface (3 hr 30 mins)**

This unit enables participants to explore and develop greater understanding of methods for investigating what underpins the 'surface' health issues. It also explores the basic principles in popular education and works through some methods.

Exercises include:

1. Recap from Unit 12 and Introduction to Unit 13 (15 mins)
2. Getting Below the Surface (30 mins)
3. Private Troubles and Public Issues (30 mins)
4. 'Subjects and Objects' (45 mins)
5. Having a Go (45 mins)
6. Community Research Update (30 mins)
7. Recap and Summary (15 mins)

### **Unit 14 – Working with Groups (4 hours)**

Explores ideas about task and process in groups as well as developing understanding around reviewing/evaluating the effectiveness of group activity.

Exercises include:

1. Recap from Unit 13 and Introduction to Unit 14 (15 mins)
2. Task and Process (45 mins)
3. Role Play Exercise – Task and Process (1 hour 15 mins)
4. Assessing Community Group Strengths (1 hour)
5. Community Research Project – update (30 mins)
6. Recap and Summary (15 mins)

### **Unit 15 – Research Presentations**

This unit provides an opportunity for participants to feedback and reflect on the community research projects.

Exercises include:

1. Recap from Unit 14 and Introduction to Unit 15
2. Research Presentations (10 - 20 mins per presentation)
3. Reflection, Recap and Summary (1 hour)

### **Unit 16 – Review and Evaluation (3 hrs 15 mins)**

Involves all participants in reflecting on their learning and evaluating the course.

Exercises include:

1. Recap from Unit 15 and Introduction to Unit 16 (15 mins)
2. Assignment Support Session (30 mins)
3. Review and Evaluation (2 hours)

## Appendix Two: Short Courses

### THEME 1 – THE SOCIAL MODEL OF HEALTH

**This is one of the main themes of Health Issues in the Community. It starts to build on the experience and knowledge of participants and helps them to 'know what they know'. It also encourages people to explore different perspectives on health and to look at the area of responsibility for health.**

Suggested Format: 2 sessions (each lasting about 2½ hours)

### THEME 2 – INEQUALITY, EQUITY and SOCIAL JUSTICE

**These key elements of the pack underpin the use of community development approaches in health. They explore the whole area of poverty and inequality and then begin to challenge attitudes and preconceptions in relation to equity and social justice.**

Suggested Format: 3 sessions (each lasting between 2- 2½ hours)

### THEME 3 – POWER, PARTICIPATION & DEMOCRACY

**This theme explores issues about power, what makes us feel powerless, and what is meant by participation in public life. It also links ideas of democracy and citizenship with how to influence structures and decision-making.**

Suggested Format: 2 sessions (each lasting between 2- 2½ hours)

### THEME 4 –COMMUNITY DEVELOPMENT AND COLLECTIVE WORKING

**This theme looks at the key elements of working with groups and the principles of collective working. Community Development principles and methods are also introduced and related to practical examples.**

Suggested Format: 2 sessions (each lasting between 2 – 2½ hours)

## Appendix Three: Learning Outcomes and Assessment Criteria;

### Health and Society (Health Issues in the Community – Part 1)

#### **Learning Outcome 1**

**Demonstrate a general understanding of a social model of health and other key ideas about health and explain how these models/ideas relate to their own lives and communities**

*Assessment Criteria: The learner will identify some of the key factors that have an impact on health in their community as well describing other historical or cultural ideas about health. This must include reference to a range of social and/or economic factors. It must also describe how the identified factors impact on health. At least one other model of health must be described and illustrated with practical examples.*

#### **Learning Outcome 2**

**Demonstrate a general understanding of the causes of health inequalities and the impact this has for different groups in society.**

*Assessment Criteria: The learner will describe, using statistical and other information, key areas of inequality for their community. The learner will also describe groups that face additional barriers to achieving good health. This must include reference to the size of the gap between healthiest and least healthy and at least some of the key indicators of this. The learner must also include a description of at least one group that faces additional barriers and what those barriers are.*

#### **Learning Outcome 3**

**Demonstrate a general understanding of community development approaches to tackling health inequalities, and how these can be applied.**

*Assessment Criteria: The learner will describe different levels of power and participation as well as the key elements of a community development process, and outline how a local community health issue can be tackled using a community development approach. The learning logs must include reference to different dimensions of power, at least 2 different levels of participation, and the community empowerment dimensions of the ABCD model. The Community Health Action Plan must include a description of the issue, how it affects health and at least 2 initial steps that could be taken to address it.*

#### **Learning Outcome 4**

**Participate effectively in a group process and collect, organise and present information using a variety of methods.**

*Assessment Criteria: The learner must participate in all 3 stages of the group project. The learner must demonstrate understanding of the key knowledge areas (Los 1-3) in their contribution to the group project.*

#### **Learning Outcome 5**

**Reflect on own learning and practice, and analyse strengths and weaknesses.**

*Assessment Criteria: In the Learning Logs the learner will reflect on their contribution to each Unit. The tutor will observe and record the learner's participation in Unit 8.*

## **Ideas into Action (Health Issues in the Community – Part 2)**

**Learning Outcome 1: Demonstrate a broad understanding of a social model of health and the causes of health inequalities.**

*Assessment Criteria:* In the Learning Logs the learner will identify a range of factors (at least 3) that have an impact on health in their community and explain why this is the case.

In the Community Research Project the learner will research a particular issue or issues that have a significant impact on health in their community and present the findings of this research in Unit 15.

In the Final Assignment the learner will describe the issue (or issues) and explain how it connects to key ideas about health and inequality.

**Learning Outcome 2: Develop a broad understanding of a community development approach in health and the key concepts and principles that inform this approach**

*Assessment Criteria:* In the Learning Logs the learner will demonstrate an understanding of the key principles (specifically the community empowerment dimensions in ABCD) that underpin a community development approach in health as well as an understanding of at least 2 practical methods used in working with communities to address health issues. The learner will apply community development methods in undertaking the Community Research Project. There will be particular attention paid to inclusive ways of working, addressing barriers to participation and providing feedback to participants. In the Final Assignment the learner will describe how a community development approach can be used to further develop the work undertaken in the Community Research Project.

**Learning Outcome 3: Demonstrate a broad understanding of community research methods**

*Assessment Criteria:* In the Learning Logs the learner will describe at least 2 different research methods and their application in practice. Through active participation in the Community Research Project the learner will demonstrate a broad understanding of community research methods. In the Final Assignment the learner will reflect on their participation in the Community Research Project and present an analysis of the effectiveness of the research methods chosen

**Learning Outcome 4: Use a range of community research methods in project work and use a wide range of skills in presenting the outcomes of this work to their peers.**

*Assessment Criteria:* The tutor will observe and record the learner's participation in all stages of the Community Research Project with a particular focus on the learner's ability to plan, implement, analyse and present the findings from the chosen piece of community research activity.

**Learning Outcome 5: Work on their own initiative and as part of a team in carrying out project work.**

*Assessment Criteria:* The tutor will observe and record how the learner works on the Community Research Project with particular attention being paid to the overall contribution to both team work and leadership at appropriate times as well as the ability to take the initiative in moving the project forward.

**Learning Outcome 6: Reflect on their own learning and practice throughout the programme**

*Assessment Criteria:* In the Learning Logs the learner will demonstrate a critical analysis of their participation in and contribution to the programme. The learner will be expected to make an active contribution to Unit 16. In the Final Assignment the learner will reflect on their own contribution to the Community Research Project

**APPENDIX FOUR:**  
**POTENTIAL LINKS TO CURRICULUM FOR EXCELLENCE EXPERIENCES AND**  
**OUTCOMES:**

NOTE: OUTCOMES HIGHLIGHTED IN BOLD SHOW PRIMARY OUTCOMES

**Social studies**  
**Experiences and outcomes**

Learning in the Health Issues in the Community Course will enable the following social studies experiences to be met:

- broaden my understanding of the world by learning about human activities and achievements in the past and present
- develop my understanding of my own values, beliefs and cultures and those of others
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- establish firm foundations for lifelong learning and for further specialised study and careers.

I can evaluate conflicting sources of evidence to sustain a line of argument.

**SOC 4-01a**

**By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it.**

**SOC 4-04a**

I can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since.

**SOC 4-04b**

**I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society.**

**SOC 4-04c**

**I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.**

**SOC 3-05a**

I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned.

**SOC 4-10b**

I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.

**SOC 3-11a**

**I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.**

**SOC 3-15a**

**I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.**

**SOC 3-16a**

I can evaluate conflicting sources of evidence to sustain a line of argument.

**SOC 4-15a**

<p><b>I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual.</b>  <b>SOC 4-16a</b></p>
<p>I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this.  <b>SOC 4-16c</b></p>
<p><b>I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event.</b>  <b>SOC 4-17a</b></p>
<p>I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.  <b>SOC 3-17b</b></p>
<p><b>I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere.</b>  <b>SOC 4-18a</b></p>
<p><b>I can present an informed view on how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved.</b>  <b>SOC 4-19a</b></p>
<p><b>I can critically examine how some economic factors can influence individuals, businesses or communities.</b>  <b>SOC 4-20a</b></p>
<p><b>I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders.</b>  <b>SOC 4-20b</b></p>

## Health and wellbeing

### Experiences and outcomes

<p>I can expect Health Issues in the Community Course to support me to:</p> <ul style="list-style-type: none"> <li>• <i>develop my self-awareness, self-worth and respect for others</i></li> <li>• <i>meet challenges, manage change and build relationships</i></li> <li>• <i>experience personal achievement and build my resilience and confidence</i></li> <li>• <i>understand and develop my physical, mental and spiritual wellbeing and social skills</i></li> <li>• <i>learn about where to find help and resources to inform choices</i></li> <li>• <i>assess and manage risk and understand the impact of risk-taking behaviour</i></li> <li>• <i>reflect on my strengths and skills to help me make informed choices when planning my next steps</i></li> <li>• <i>acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.</i></li> </ul>
<p><i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</i>  <b>HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a</b></p>
<p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i>  <b>HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</b></p>
<p><i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i>  <b>HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a</b></p>

I can:

- observe closely, reflect, describe and analyse key aspects of my own and others' performances
- make informed judgements, specific to an activity
- monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs.

**HWB 4-24a**

I recognise that power can exist within relationships and can be used positively as well as negatively.

**HWB 3-45a / HWB 4-45a**

## **Languages: Literacy Experiences and outcomes**

Health Issues in the Community helps develop and extend my literacy skills by providing opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative
  - extend and enrich my vocabulary through listening, talking, watching and reading.

**When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.**

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

**LIT 4-02a**

**As I listen or watch, I can:**

- **clearly state the purpose and main concerns of a text and make inferences from key statements**
- **compare and contrast different types of text**
- **gather, link and use information from different sources and use this for different purposes.**

**LIT 4-04a**

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.

**LIT 3-06a / LIT 4-06a**

I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.

**LIT 4-07a**

**When listening and talking with others for different purposes, I can:**

- **communicate detailed information, ideas or opinions**
- **explain processes, concepts or ideas with some relevant supporting detail**
- **Sum up ideas, issues, findings or conclusions.**

**LIT 4-09a**

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.

**LIT 4-10a**

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.

**LIT 3-14a / LIT 4-14a**

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

**LIT 3-15a / LIT 4-15a**

**To show my understanding across different areas of learning, I can:**

- **clearly state the purpose, main concerns, concepts or arguments and use supporting detail**
- **make inferences from key statements and state these accurately in my own words**
- **compare and contrast different types of text.**

**LIT 4-16a**

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.

I can make appropriate and responsible use of sources and acknowledge these appropriately.

**LIT 4-25a**

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.

**LIT 3-26a / LIT 4-26a**

APPENDIX FIVE  
**Sample Lesson Plan**

The following lesson plan gives an option for delivering HIIC in a 50 minute period. However, this plan can be adapted to suit the needs of different groups/timetables. More time could be giving for working on group project and completing learning logs.

<b>Part 1</b> <i>Unit 1: What Health Means to Me</i>	
<b>Lesson 1</b> Unit 1: Exercise 1 Unit 1: Exercise 2	<b>15 min.</b> <b>30 min.</b>
<b>Lesson 2</b> Unit 1: Exercise 3 Unit 1: Exercise 4	<b>20 min.</b> <b>30 min.</b>
<b>Lesson 3</b> Unit 1: Exercise 5	<b>50 min.</b>
<b>Lesson 4</b> Unit 1: Exercise 6 Unit 1: Exercise 7 (recap and summary)	<b>30 min.</b> <b>20 min.</b>
<i>Unit 2: Different Ways of Thinking about Health</i>	
<b>Lesson 5:</b> Unit 2: Exercise 1 Unit 2: Exercise 2	<b>10 min.</b> <b>40 min</b>
<b>Lesson 6:</b> Unit 2: Exercise 3	<b>50 min.</b>
<b>Lesson 7:</b> Unit 2: Exercise 4 Unit 2: Exercise 6 (recap and summary)	<b>30 min.</b> <b>20 min</b>
<b>Lesson 8:</b> Unit 2: Exercise 5 intro to group project	<b>50 min.</b>
<i>Unit 3: Poverty, Inequality and Health</i>	
<b>Lesson 9:</b> Unit 3: Exercise 1 Unit 3: Exercise 2	<b>15 min.</b> <b>30 min.</b>
<b>Lesson 10:</b> Unit 3: Exercise 3	<b>50 min.</b>
<b>Lesson 11:</b> Unit 3: Exercise 3 (continued)	<b>50 min.</b>

<b>Lesson 12:</b> Unit 3: Exercise 4	<b>50 min.</b>
<b>Lesson 13:</b> Unit 3: Exercise 5 Unit 3: Exercise 7 (recap and summary)	<b>30 min.</b> <b>20 mins</b>
<b>Lesson 14:</b> Unit 3: Exercise 6 group project	<b>50 min.</b>
<i>Unit 4: Different Experiences, Common Problems</i>	
<b>Lesson 15:</b> Unit 4: Exercise 1 Unit 4: Exercise 2	<b>15 min.</b> <b>30 min.</b>
<b>Lesson 16:</b> Unit 4: Exercise 3	<b>50 min.</b>
<b>Lesson 17:</b> <b>Unit 4: Exercise 3 (continued)</b> <b>Unit 4: Exercise 4</b>	<b>20 min</b> <b>30 min</b>
<b>Lesson 18:</b> Unit 4: Exercise 5 Unit 4: Exercise 6	<b>30 min.</b> <b>20 min</b>
<b>Lesson 19:</b> Unit 4: Exercise 7 review first 4 units	<b>50 min.</b>
<i>Unit 5: Participation and Power</i>	
<b>Lesson 20:</b> Unit 5: Exercise 1 Unit 5: Exercise 2	<b>15 min.</b> <b>30 min.</b>
<b>Lesson 21:</b> Unit 5: Exercise 3	<b>45 min.</b>
<b>Lesson 22:</b> Unit 5: Exercise 4 Unit 5: Exercise 5	<b>30 min.</b> <b>20 min</b>
<b>Lesson 23:</b> Unit 5: Exercise 5 (continued)	<b>50 min.</b>
<b>Lesson 24:</b> Unit 5: Exercise 6 Unit 5: Exercise 7 (recap and summary)	<b>35 min</b> <b>15 min.</b>

*Unit 6: Community Development and Health*

<b>Lesson 25:</b> Unit 6: Exercise 1 Unit 6: Exercise 2	<b>15 min.</b> <b>30 min.</b>
<b>Lesson 26:</b> Unit 6: Exercise 3	<b>50 min.</b>
<b>Lesson 27:</b> Unit 6: Exercise 3 (continued)	<b>50 min.</b>
<b>Lesson 28:</b> Unit 6: Exercise 4	<b>50 min.</b>
<b>Lesson 29:</b> Unit 6: Exercise 5 Unit 6: Exercise 7 (recap and summary)	<b>35 min</b> <b>15 min.</b>
<b>Lesson 30:</b> Unit 6: Exercise 6 (group project work)	<b>50 min.</b>
<i>Unit 7: The Group Project</i>	
<b>Lesson 31:</b> Project Presentations	<b>50 min.</b>
<b>Lesson 32:</b> Project Presentations	<b>50 min.</b>
<b>Lesson 33:</b> Project Presentations	<b>50 min.</b>
<i>Unit 8: Reflection and Review of Learning</i>	
<b>Lesson 34:</b> Unit 8: Exercise 1	<b>50 min.</b>
<b>Lesson 35:</b> Unit 8: Exercise 1 (cont.) Unit 8: Exercise 2	<b>20 min.</b> <b>30 min.</b>
<b>Lesson 36:</b> Unit 8: Exercise 2 (cont.)	<b>50 min.</b>



## **END of PART 1**

**Upon completion of Part 1 of the course, students can gain accreditation for five points at SCQF Level**

To attain accreditation students must submit the following for assessment:

- Completed learning logs
- A student assignment of 750 – 1,000 words
- Tutor report on the group assignment

Full details are available in the HIIC Pack

<b>Part 2</b> <i>Unit 9: Global Perspectives to local realities</i>	
<b>Lesson 36:</b> Unit 9: Exercise 1	<b>50 min.</b>
<b>Lesson 37:</b> Unit 9: Exercise 2	<b>50 min.</b>
<b>Lesson 38:</b> Unit 9: Exercise 3	<b>50 min.</b>
<b>Lesson 39:</b> Unit 9: Exercise 4 Unit 9: Exercise 5 (recap and summary)	<b>30 min.</b> <b>20 mins</b>
<i>Unit 10: Community Research</i>	
<b>Lesson 40:</b> Unit 10: Exercise 1 Unit 10: Exercise 2	<b>25 min.</b> <b>25 min.</b>
<b>Lesson 41:</b> Unit 10: Exercise 3 Unit 10: Exercise 4	<b>25 min.</b> <b>25 min</b>
<b>Lesson 42:</b> Unit 10: Exercise 5	<b>50 min.</b>
<b>Lesson 43:</b> Unit 10: Exercise 6	<b>50 min.</b>
<b>Lesson 44:</b> Unit 10: Exercise 6 (continue) Unit 10: Exercise 7 recap	<b>40 min.</b> <b>10 min</b>
<i>Unit 11: Private Troubles and Public Issues</i>	
<b>Lesson 45:</b> Unit 11: Exercise 1 Unit 11: Exercise 2	<b>15min.</b> <b>45 min.</b>
<b>Lesson 46:</b> Unit 11: Exercise 3	<b>50 min.</b>
<b>Lesson 47:</b> Unit 11: Exercise 4_ Unit 11: Exercise 5	<b>35 min.</b> <b>15 min</b>
<i>Unit 12: Making Democracy Work</i>	
<b>Lesson 49:</b> Unit 12: Exercise 1 Unit 12: Exercise 2	<b>10 min.</b> <b>40 min.</b>

<b>Lesson 50:</b> Unit 12: Exercise 3	<b>50 min.</b>
<b>Lesson 51:</b> Unit 12: Exercise 4	<b>50 min.</b>
<b>Lesson 52:</b> Unit 12: Exercise 5	<b>50 min.</b>
<b>Lesson 53:</b> Unit 12: Exercise 5 (continued) Unit 12: Exercise 6 Unit 12: Exercise 7 (recap and summary)	<b>20 min</b> <b>15 min.</b> <b>15 min.</b>
<i>Unit 13: Getting below the surface</i>	
<b>Lesson 54:</b> Unit 13: Exercise 1 Unit 13: Exercise 2	<b>10 min.</b> <b>40 min.</b>
<b>Lesson 55:</b> Unit 13: Exercise 3	<b>50 min.</b>
<b>Lesson 56:</b> Unit 13: Exercise 4	<b>50 min.</b>
<b>Lesson 57:</b> Unit 13: Exercise 5	<b>50 min.</b>
<b>Lesson 56:</b> Unit 13: Exercise 6 Unit 13: Exercise 7	<b>30 min.</b> <b>20 min</b>
<i>Unit 14: Working With Groups</i>	
<b>Lesson 58:</b> Unit 14: Exercise 1 Unit 14: Exercise 2	<b>15 min.</b> <b>30 min.</b>
<b>Lesson 59:</b> Unit 14: Exercise 3	<b>50 min.</b>
<b>Lesson 60:</b> Unit 14: Exercise 3 con Unit 14: Exercise 4	<b>20 min.</b> <b>30 min</b>
<b>Lesson 61:</b> Unit 14: Exercise 4 con	<b>50 min</b>

<b>Lesson 62</b> Unit 14: Exercise 5 Unit 14: Exercise 6 (recap and summary)	<b>30 min.</b> <b>15 min.</b>
<i>Unit 15: Course Assignment</i>	
<b>Lesson 63</b> Unit 15: Exercise 1 Unit 15: Exercise 2	<b>15 min.</b> <b>30 min.</b>
<b>Lesson 64</b> Unit 15: Exercise 3	<b>50 min.</b>
<b>Lesson 65</b> Unit 15: Exercise 3 (cont.) Unit 15: Exercise 4	<b>20 min.</b> <b>30 min</b>
<b>Lesson 66</b> Unit 15: Exercise 4 con Unit 15: Exercise 6 (recap and summary)	<b>30 min.</b> <b>20 min</b>
<b>Lesson 67</b> Unit 15: Exercise 5	<b>50 min.</b>
<i>Unit 16: Review and Evaluation</i>	
<b>Lesson 68</b> Unit 16: Exercise 1 Group Projects	<b>50 min</b>
<b>Lesson 69</b> Unit 16: Exercise 1 Group projects	<b>50 min.</b>
<b>Lesson 70</b> Unit 16: Exercise 2	<b>50 min.</b>
<b>Lesson 71</b> Unit 16: Exercise 2(cont.)	<b>50 min.</b>

## **END OF PART 2**

**Upon completion of Part 2 of the course, students can gain accreditation for ten points at SCQF Level 7**

To attain accreditation students must submit the following for assessment:

- Completed learning logs
- A student assignment of 2,000 – 2,500 words
- Tutor report on the group assignment

Full details are available in the HIIC Pack