**Health and Wellbeing Expo**



**Task:**

Identify and organise a presence at an expo for an appropriate support agency. This could be school based or community based, i.e. sporting club, library or community centre. It could be in the form of a display of information gathered from the support agencies, guest speakers, activities, or a combination of all options**.** Each group could choose a different issue, so it compliments other exhibits. Alternatively, they could all choose the same topic, ie RUOK, Idahobit day, Biggest Morning Tea…..There is flexibility for organisation based, theme based, or a wider variety of options.

Students work in small groups to select a contemporary health issue that affects the health and wellbeing of their target audience. The group will aim to make a positive change to attitudes, behaviours and understanding of support agencies.

Students gather relevant information from a variety of sources – this includes surveys, feedback sheets and secondary sources of print or electronic mediums. Relevant support agencies and/or health professionals can also provide reliable sources of information and may be able to help on the day.

As a group, create a **survey** for the specific audiencethat will gather relevant information and help groups to create **3 x health outcomes** to target for improvement.

As a group, create an **electronic** **feedback survey** to give to the audience at the conclusion of your presentationto assess your performance and prove whether you achieved your health outcomes.

**Submission:**

**1000-word** report is to be written separately by each member of the group. Students are to individually reflect on the content, group findings, their contribution to the group task, and discussion around 3x health outcomes. All evidence will be submitted under the report.

**2min clip** promoting health outcomes and capturing the energy of the day. This will be the same for each group member.

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| **TASK TITLE – Specific Features** |
| **Critical Thinking**  The specific features are as follows:  CT1 Understanding and analysis of health and wellbeing trends and issues.  CT2 Develop and empathetic and ethical understanding of health and wellbeing issues.  CT3 Analysis of health and wellbeing concepts to make recommendations or solve problems. |
| **Application**  The specific features are as follows:  AP1 Application of health and wellbeing concepts to contemporary issues.  AP2 Plan, create and implement action to improve health and wellbeing outcomes, individually or collaboratively. |
| **Reflective Practice**  The specific features are as follows:  RP1 Personal reflection on health and wellbeing trends and issues in individual, local or global contexts.  RP2 Evaluation of personal and/or social action through reflective practice. |