



Australian
Human Rights
Commission



My Health Record

Stage 5 Lesson Plan





Lesson Overview

In this lesson, students will learn about their rights as young people and how these are identified and protected by the *United Nations Convention on the Rights of the Child (1989)*. During the lesson, students will explore *My Health Record* and how it protects specific rights; such as the right to health (article 24), the right to privacy (article 16), the right to get accurate information (article 13) and the right to participate in decisions that affect them (article 12). *My Health Record* is a secure online summary of an individual's health information. Young people can manage their own *My Health Record* from the age of 14.

Students will be encouraged to access reliable information about *My Health Record*, and will explore ways in which they can discuss *My Health Record* with their parents/carers, medical

professionals and other significant adults in their lives. Students will further investigate important issues associated with *My Health Record* by engaging in a debate to promote thoughtful discussion around technological change and how these changes can promote good health outcomes for all. Students will apply this knowledge in a range of age-appropriate ways; and participate in a summative quiz upon completion of the teaching and learning activities.

Additional resources relating to *My Health Record* and the *United Nations Convention on the Rights of the Child (1989)* can be found on the final page of this lesson plan in the 'Further Reading' section.





Learning Intentions

Students will understand:

- Their rights as children/young people in Australia
- What *My Health Record* is
- That children can manage their own *My Health Record* from age 14
- Important issues to consider prior to using *My Health Record*
- Safe behaviours for accessing and recording personal information on *My Health Record*
- How to start a conversation with parents/carers, medical professionals and other significant adults in their lives in relation to their personal use of *My Health Record*
- Where they can find and locate further relevant information on *My Health Record*

Assessment

There are a range of opportunities for assessment in this lesson, including:

- Student participation in class and group discussions
- KWL Chart to reflect development of student understanding
- Review students' digital campaigns to assess for understanding
- Summative True / False Quiz

Australian Curriculum Links - Stage 3

Health and Physical Education

Personal, social and community health | Communicating and interacting for health and wellbeing

Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

Civics and Citizenship

Civics and citizenship skills | Questioning and research

Identify, gather and sort information and ideas from a range of sources and reference as appropriate (Year 9 - ACHCS083 | Year 10 - ACHCS096)

Civics and citizenship skills | Analysis, synthesis and interpretation

Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (Year 9 - ACHCS084 | Year 10 - ACHCS097)

Civics and citizenship | Problem-solving and decision-making

Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (Year 9 - ACHCS086|Year 10 - ACHCS099)

Digital Technologies

Digital technologies processes and production skills

Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (ACTDIP038)





General Capabilities

- Literacy
- Personal and Social Capability
- Critical and Creative Thinking
- ICT Capability

Resources

- Whiteboard or Flipchart
- Student devices with internet access

Lesson Introduction

10 minutes

1. To begin the lesson and activate prior knowledge, ask students to consider what they already know about children's rights and record any questions they may have. Students will complete the first two columns of a *KWL Chart* (what I already *know*, what I *want* to know, what I have *learned*) to structure their thinking.



2. Upon completion of the first two columns of the KWL Chart, ask students to share some of the ideas they have recorded. Discuss as a class.
3. Introduce students to the *United Nations Convention on the Rights of the Child (1989)*. Discuss key features including some of their rights under the Convention. Share the following information with students to further support understanding. Additional information can be found in the 'Further Reading' section of this lesson plan.

The *United Nations Convention on the Rights of the Child (1989)* was adopted by the United Nations General Assembly on November 20, 1989.

- Australia ratified the Convention on December 17, 1990.
 - The *United Nations Convention on the Rights of the Child (1989)* applies to all children and young people under the age of 18, regardless of their race, religion, abilities, whatever they think or say, or whatever type of family they come from.
 - The Convention explains which rights children have and what governments must do to protect these rights.
4. Watch this video (<https://www.youtube.com/watch?v=caYPHvufYgQ>) as a class to introduce students to the My Health Record system. Discuss how My Health Record protects their rights as children/young people as stated in articles 24, 16, 13 and 12 of the *United Nations Convention on the Rights of the Child (1989)*. Please see the supporting resources in the 'Further Reading' section of this lesson plan for additional information.

Body of Lesson - Activity 1 - Debate

40 minutes

1. Split the class into two groups and explain to students that they will be participating in a debate. The topic students will be exploring in the debate is "Advances in technology support humans to achieve and maintain good health."
2. Assign students to the Affirmative and Negative teams. Allow students time to research the topic and prepare for the debate with their team. Some suggested resources for this research are included in the 'Further Reading' section at the end of this lesson plan. Encourage students to consider the impact of *My Health Record* in supporting humans to achieve and maintain good health.
3. Support each team by providing them with thinking prompts. For example, encourage the Affirmative team to explore technological developments such as *My Health Record*, telemedicine or cancer nanotherapy. Ask the Negative team to consider issues such as cloning, diseases caused by technology (e.g. loss of vision due to over-exposure to screens, video game epilepsy) or extreme forms of cosmetic surgery.
4. Conduct the debate as a class.



Lesson Conclusion

10 minutes

1. Invite students to collaborate on an online document (such as Google Docs) to create a list of *My Health Record* 'Conversation Starters'. Explain to students that they will be able to use these conversation starters to open a discussion about *My Health Record* with their parents/carers, medical professionals or other significant adults should they choose to do so.
2. Revisit the KWL Chart and ask students to complete the final 'what I learned' column. Share and discuss as a class.
3. Explain to students that they will participate in a True/False quiz. Following completion of the quiz discuss each answer as a class. Statements and answers are as follows:

Statement

True/False

My parent/guardian will have access to my *My Health Record* until I turn 18.

FALSE. When you turn 14, you can manage your own record and your parent/guardian will no longer have access to it. If you still want them to have access, you can invite them.

I must sign up to *My Health Record* by law.

FALSE. You can choose to have or cancel a *My Health Record* at any time. If you are under 14, your parent/guardian can cancel your *My Health Record*. From 14, you can cancel your own *My Health Record*.

I can see who has accessed my *My Health Record*.

TRUE. *My Health Record* shows you exactly who has accessed your record.

I can cancel my *My Health Record* at any time if I want to.

TRUE. You can cancel your *My Health Record* at any time. If you are under 14 your parent/guardian can cancel your *My Health Record*. If you cancel your record, all information will be permanently deleted.

I can control the information that appears on *My Health Record*.

TRUE. When you turn 14 you can control your *My Health Record*. If you do not want something to appear on your record, you can ask your doctor not to upload it. You can also remove documents and other information from your record so they are no longer visible.

If you cancel your *My Health Record* you cannot register for it again.

FALSE. You can re-register for a *My Health Record* at any time. If you are under 14 your parent/guardian can re-register for you. If your *My Health Record* was previously cancelled, your new *My Health Record* will not contain any information from your previous record.

If I don't have a *My Health Record*, I can't access Medicare.

FALSE. Your *My Health Record* has no impact on your ability to access Medicare services.





Going Further

To further consolidate and extend student learning about *My Health Record*, the following activities can be completed:

- Ask students to use the research prepared for the debate to create an infographic that shows the impact of advancements in technology on the health sector. Encourage students to include the impact of *My Health Record* in this infographic.
- Using some of the sentence starters recorded in the collaborative document, ask students to create a '5-step guide' to starting a conversation about the *My Health Record* with either a parent/carer, medical professional or other significant adult.

Further Reading

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Information on this topic is available from the Australian Digital Health Agency at www.myhealthrecord.gov.au

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This publication can be found in electronic format at www.humanrights.gov.au/education/teachers.