



Australian
Human Rights
Commission



My Health Record

Stage 4 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.

Throughout this lesson, students will be encouraged to find and locate relevant information about *My Health Record*, and use this

information to create a children's rights awareness campaign to be displayed in their school using digital technologies as a medium. Students will also 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 apply this knowledge in a range of age-appropriate ways; and participate in a summative quiz upon completion of the teaching and learning activities.

Please note that links to 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*

Australian Curriculum Links - Stage 3

Health and Physical Education

Personal, social and community health | Being healthy, safe and active

Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)

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

Evaluate health information and communicate their own and others' health concerns (ACPPS076)

Civics and Citizenship

Civics and citizenship knowledge and understanding | Citizenship, diversity and identity

How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)

General Capabilities

- Literacy
- Personal and Social Capability
- ICT Capability

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

Civics and citizenship skills | Analysis, synthesis and interpretation
Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (Year 7 - ACHCS056 | Year 8 - ACHCS070)

Civics and citizenship skills | Communication and reflection
Present evidence-based civics and citizenship arguments using subject-specific language (Year 7 - ACHCS059 | Year 8 - ACHCS073)

Digital Technologies

Digital technologies processes and production skills

Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)

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.
4. Watch this video (<https://www.youtube.com/watch?v=caYPHvufYgQ>) as a class to introduce students to *My Health Record*. 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.
5. As a class, discuss the importance of online safety when using *My Health Record*. Encourage students to consider strategies for keeping their online accounts secure, including the use of strong passwords and the potential risks of using public WiFi. Please see the 'Further Reading' section of this lesson plan for additional resources.

Body of Lesson - Activity 1 - Digital Awareness Campaign

40 minutes

1. Explain to students that they will be working in small groups to create a digital awareness campaign about children's rights and *My Health Record*. These awareness campaigns can be designed as a radio or television advertisement, social media marketing campaign or another suitable digital format chosen by students. Students are encouraged to be creative in their choice of media for this task.
2. Encourage students to conduct further research about *My Health Record* to support them in developing an informative and meaningful campaign. Please see the supporting resources in the 'Further Reading' section of this lesson plan to guide students in their research.
3. Ask students to collate their research and create a storyboard for their digital awareness campaign. The storyboard should feature relevant content, as well as a schedule detailing when and how information will be shared.
4. Ask students to share their storyboard with another group and seek constructive peer feedback to further improve their campaign. Update storyboard accordingly.
5. Students will then create their digital awareness campaign following their updated storyboard. Please note that digital and online safety practices should be adhered to, including any school policies that may already be in place, if students choose to use social media platforms for their awareness campaign.
6. Share completed digital awareness campaigns as a class and discuss. It is recommended that these campaigns are reviewed and approved by the teacher prior to their implementation within the wider school community.



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 summative 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:

- Challenge students to use their digital awareness campaign as inspiration for an 'elevator pitch' that lobbies for the inclusion of new practices and processes within the school that better support and uphold children's rights.

This pitch should be no more than 2 minutes in length and presented to an authentic audience such as the school leadership and management teams, or local council representatives.

Further Reading

Australian Digital Health Agency. (2019). *Are You 14 or Over?* You can manage your own health information. Retrieved from <https://www.myhealthrecord.gov.au/for-you-your-family/howtos/manage-your-record-from-age-14>.

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This publication can be found in electronic format on the Australian Human Rights Commission's website at www.humanrights.gov.au/education/teachers.