



HLTAAP001

**Recognise healthy body
systems**

**LEARNING
ACTIVITY
BOOKLET**



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Overview

HLTAAP001 - Recognise healthy body systems (Release 1)

This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body.

This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/HLTAAP001>

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

| | |
|--------------|--|
| Learner name | |
| Phone | |
| Email | |

Trainer Information

| | |
|--------------|--|
| Trainer name | |
| RTO name | |
| RTO phone | |
| RTO email | |

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner’s competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Formative Activities

I. Work With Information About the Human Body

Activity 1.1

True or False

Review the statements below about different body systems. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

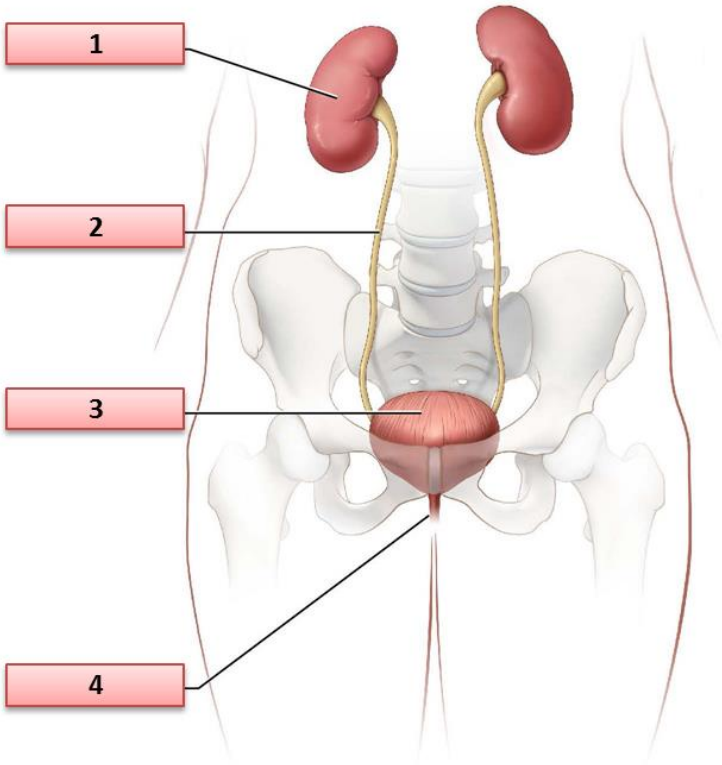
| | |
|--|--|
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | i. Cardiovascular system is a network composed of heart and blood vessels. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | ii. The main organ of the respiratory system is the nose. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | iii. The Musculo-skeletal system is in charge of the body's movement and framework. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | iv. The endocrine system is also called the hormone system because it is composed of ductless glands that produces hormones. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | v. The oesophagus is the first part of the digestive tract. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | vi. Kidneys are the main organs of the urinary system. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | vii. The lymphatic system acts as the sewage system of the body. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | viii. The nervous system is the body's command centre. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | ix. The eardrum is the part of the ear responsible for maintaining your balance. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | x. The white blood cells are immune cells that protect the body from causative agents like bacteria or viruses. |

Activity 1.2

Matching Type

Shown below is the diagram of the parts of the urinary system.

Identify each numbered part by selecting your answer from the drop-down list below.



| | | | |
|---|-----------------|---|-----------------|
| 1 | Choose an item. | 3 | Choose an item. |
| 2 | Choose an item. | 4 | Choose an item. |

Activity 1.3

Matching Type

Listed below are some of the common heart and cardiovascular conditions:

- a. Aneurysm
- b. Coronary Heart Disease (CHD)
- c. Cardiomyopathy
- d. Heart arrhythmia
- e. Heart attack

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

| Description | |
|-------------|---|
| | i. This refers to the most common heart disease where the heart's major blood vessels become narrowed, causing reduced blood supply to the heart. |
| | ii. This refers to a condition when the blood flow to the heart is blocked. |
| | iii. This refers to a condition where there are irregularities in the heartbeat (i.e. the heartbeat is either too fast or too slow) |
| | iv. This refers to an abnormal bulge or dilation in the arterial wall due to the weakening or thinning of the wall |
| | v. This refers to a condition where the heart muscles get damaged, making it difficult for the heart to pump and supply blood to the body |

Activity 1.4

List three ways on how health-related terminologies and abbreviations relevant to body systems can help you in performing your work role.

| |
|------|
| i. |
| ii. |
| iii. |

II. Recognise and Promote Ways to Support Healthy Functioning of the Body

Activity 2.1

Fill in the blanks

The following are statements relating to the factors contributing to a healthy body. Review each and complete the statement by filling in the missing words/phrases.

| | | | |
|------|---|--|---|
| i. | Proper | and a healthy | are at the top of the list in maintaining a healthy body. |
| ii. | The World health organisation confirms that regular | play a critical role in maintaining a healthy body. | |
| iii. | Exercise makes the lungs work harder to supply the | demand. This results in stronger | . |
| iv. | A | is an activity you regularly repeat that becomes part of your lifestyle. | |
| v. | If you are committed to protecting health, you will find it more advantageous to do | regularly. | |

Activity 2.2

Matching Type

Identify the part of the body being described in each statement below.

| Body parts involved in homeostasis |
|------------------------------------|
| Hypothalamus |
| Kidneys |
| Blood vessels |
| Liver |
| Skin |

| Description | |
|-------------|---|
| | i. This body part eliminates excess toxins and fluid via sweat. |
| | ii. They have receptors on their wall that detect changes in blood pressure. |
| | iii. This is the part of the brain that regulates body temperature. |
| | vi. They are a pair of bean-shaped organs essential for regulating the fluid and electrolyte composition of the body. |
| | vii. This body part breaks down excess substances such as amino acids and toxins in the blood. |

Activity 2.3

Explain how you can enhance quality of work activities by using information about healthy functioning of the body.

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