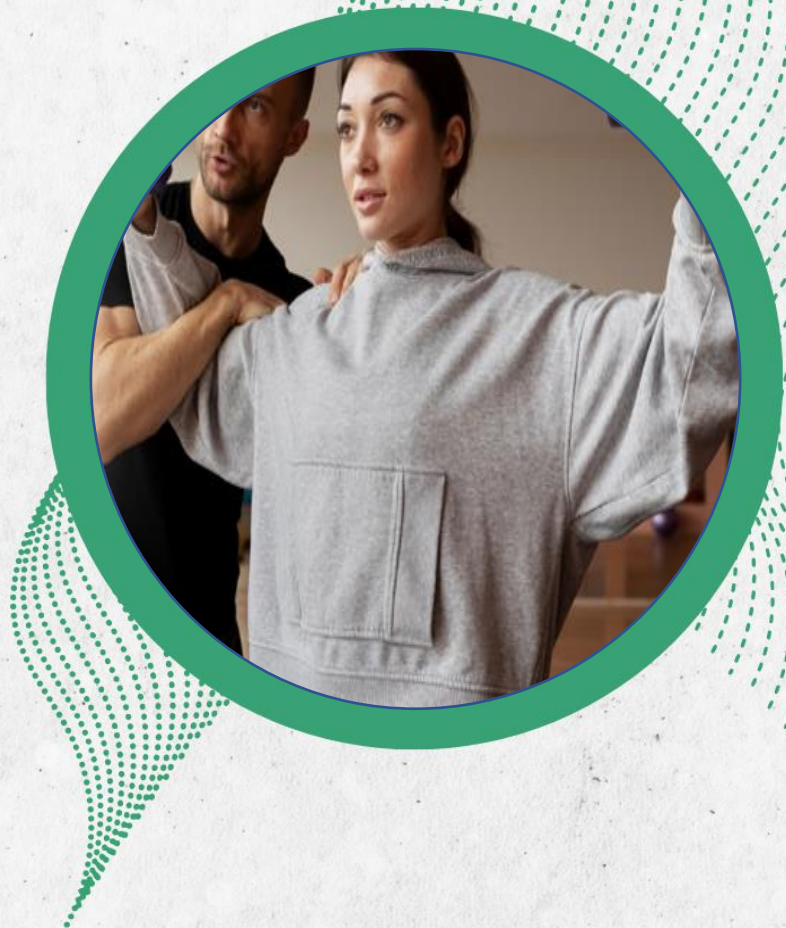


**HLTAAP001**

**Recognise healthy body  
systems**

**LEARNING  
ACTIVITY  
BOOKLET**

**(Trainer Copy)**



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## Version Control & Document History

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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>

# Trainer 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 learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

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

## **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).**

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

# 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.**



# Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

## Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

# 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.

*Mapping: HLTAAP001 PC1.1 (p), KE1.2 (p), KE1.3 (p), KE1.4 (p), KE1.5 (p), KE1.6 (p), KE1.7 (p), KE1.10 (p), KE1.11 (p), KE1.12 (p), KE1.13 (p)*

*Learner guide reference:*

- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2*
- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.3*
- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.4*
- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.5*
- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.6*
- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.7*
- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.10*
- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.11*
- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.12*
- *HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.13*

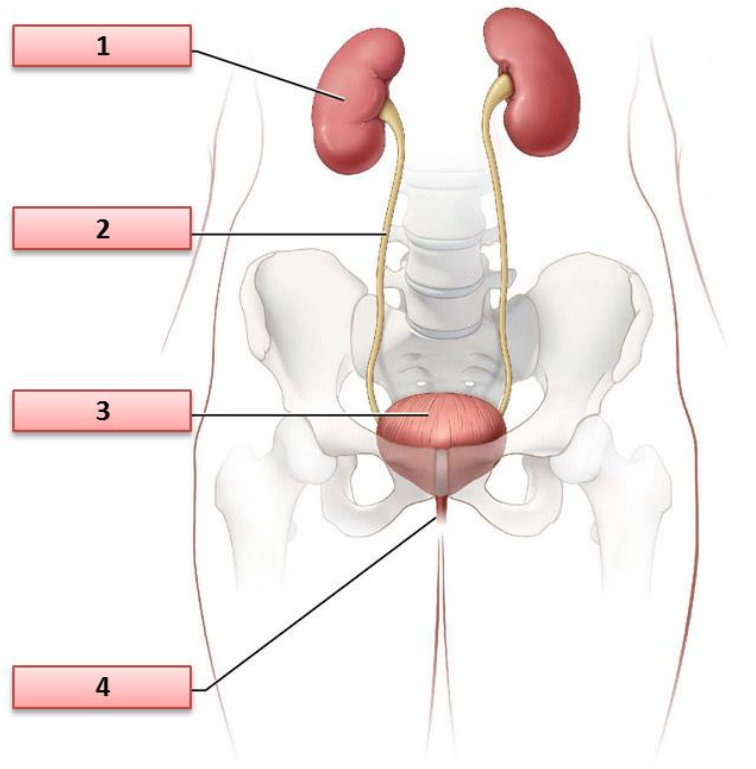
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Cardiovascular system is a network composed of heart and blood vessels.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. The main organ of the respiratory system is the nose.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. The Musculo-skeletal system is in charge of the body's movement and framework.
<input checked="" 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 checked="" type="checkbox"/> FALSE	v. The oesophagus is the first part of the digestive tract.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	vi. Kidneys are the main organs of the urinary system.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	vii. The lymphatic system acts as the sewage system of the body.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	viii. The nervous system is the body's command centre.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ix. The eardrum is the part of the ear responsible for maintaining your balance.
<input checked="" 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.



*Mapping: HLTAAP001 PC1.1 (p), KE1.7 (p)*

*Learner guide reference: HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.7*

<b>1</b>	Choose an item. <b>Kidney</b>	<b>3</b>	Choose an item. <b>Ureter</b>
<b>2</b>	Choose an item. <b>Bladder</b>	<b>4</b>	Choose an item. <b>Urethra</b>

### 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.

*Mapping: HLTAAP001 PC1.1 (p), KE1.2 (p)*

*Learner guide reference: HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1.2*

Description	
<b>b</b>	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.
<b>e</b>	ii. This refers to a condition when the blood flow to the heart is blocked.
<b>d</b>	iii. This refers to a condition where there are irregularities in the heartbeat (i.e. the heartbeat is either too fast or too slow)
<b>a</b>	iv. This refers to an abnormal bulge or dilation in the arterial wall due to the weakening or thinning of the wall
<b>c</b>	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.

*Mapping: HLTAAP001 PC1.1 (p)*

*Learner guide reference: HLTAAP001 Learner Guide, Chapter 1, Subchapter 1.1.14*

### Marking guide

The learner must list three ways on how health-related terminologies and abbreviations relevant to body systems can help them in performing their work role.

For a satisfactory performance, although the wording may slightly vary, their response must:

- Pertain to a work role of a support worker
- Be relevant to tasks needing interpretation of health-related terminologies and abbreviations
- Be relevant to social and health services offered to clients

There are five possible answers based on the discussion in the Learner guide. Model answers are provided below for the assessor's reference.

i.

Interpreting medical advice to the client given by the doctor

ii.

Recognising changes in the physical, psychological and mental condition of the client

iii.

Reporting indicators of body system issues

## 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.

*Mapping: HLTAAP001 PC2.1 (p)*

*Learner guide reference: HLTAAP001 Learner Guide, Chapter 2, Subchapter 2.1*

- |      |  |
|------|--|
| i.   | Proper <b>nutrition</b> and a healthy <b>diet</b> is at the top of the list in maintaining a healthy body.                     |
| ii.  | The World Health Organisation confirms that regular <b>exercise</b> plays a critical role in maintaining a healthy body.       |
| iii. | Exercise makes the lungs work harder to supply the <b>oxygen</b> demand. This results in stronger <b>respiratory muscles</b> . |
| iv.  | A <b>habit</b> 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 <b>health checks</b> 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

*Mapping: HLTAAP001 PC2.2 (p), KE2.1.1 (p), KE2.1.2 (p), KE2.1.3 (p), KE2.1.4 (p)*

*Learner guide reference: HLTAAP001 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*

Description	
Skin	i. This body part eliminates excess toxins and fluid via sweat.
Blood vessels	ii. They have receptors on their wall that detect changes in blood pressure.
Hypothalamus	iii. This is the part of the brain that regulates body temperature.
Kidneys	vi. They are a pair of bean-shaped organs essential for regulating the fluid and electrolyte composition of the body.
Liver	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.

*Mapping: HLTAAP001 PC2.3 (p), PE1.1 (p)*

*Learner guide reference: HLTAAP001 Learner Guide, Chapter 1, Subchapter 2.3, Section 2.3.1*

### Marking guide

The learner must explain how to enhance quality of work activities by using information about healthy functioning of the body

Responses may vary. However, for a satisfactory response, the candidate must demonstrate sufficient knowledge of enhancing quality of work by utilising information about healthy body functioning. Examples of satisfactory responses are included below.

- You can teach your clients how they can take care of their bodies by sharing the factors contributing to maintaining a healthy body. You can assess their need for proper nutrition depending on their current health condition. Determine the appropriate physical activities they need. Help them build new habits and encourage them to monitor their health regularly.
- Having detailed knowledge about the body parts will greatly help you administer medications. You may also be in situations where you must teach your clients how to administer the medicines themselves.
- You can use your knowledge to help the clients understand their condition. It enables the clients to stay calm and not overthink when they know what is happening to them.
- You will be able to assist health care professionals effectively. You can talk to them in the same language because you also have the knowledge of what a healthy body is. You can connect the client to the correct specialist/ professional or facility.

End of Document