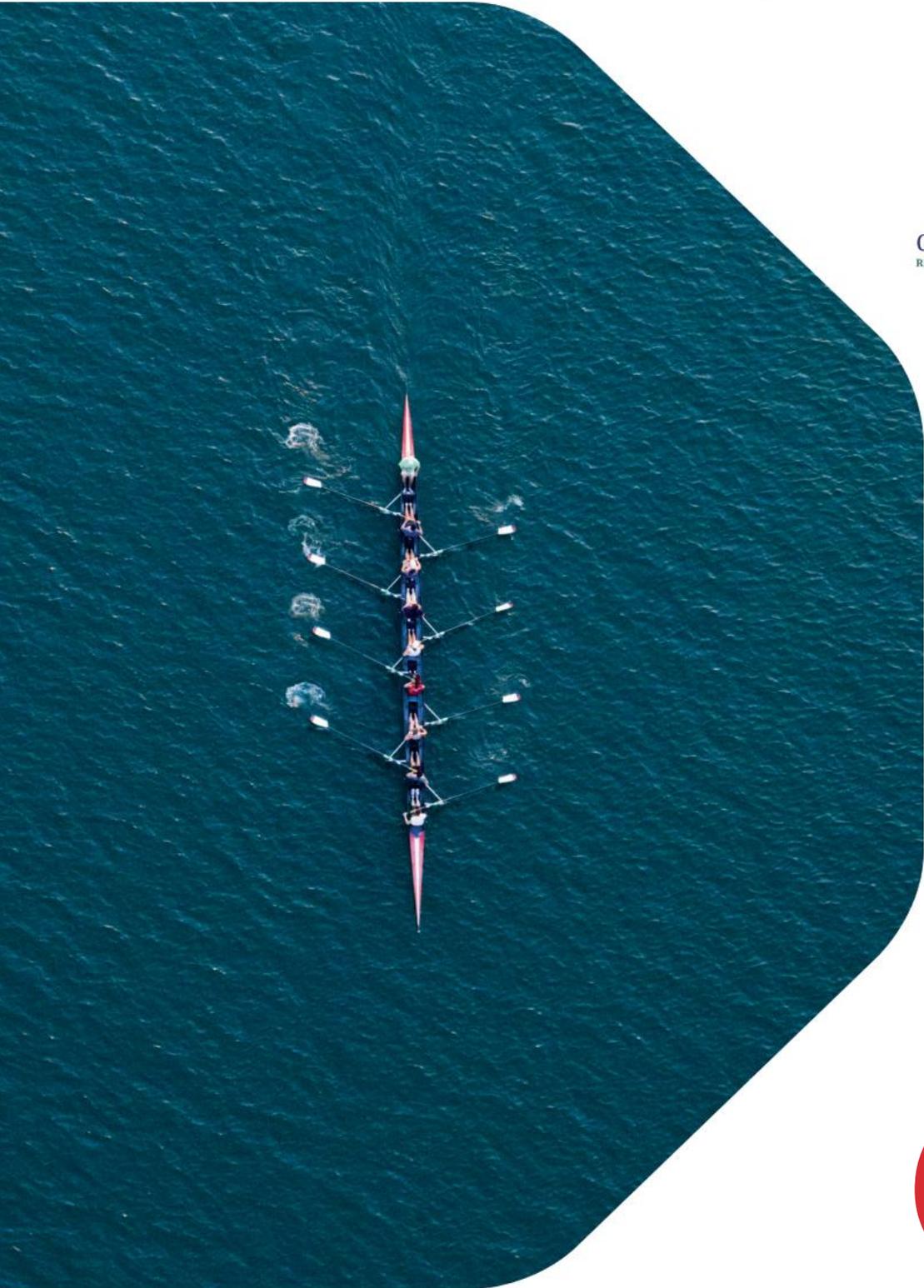


CRAIGIEBURN SECONDARY COLLEGE

NAME

CLASS



Craigieburn Secondary College
RESPECT, RESPONSIBILITY, ACHIEVEMENT and COMMUNITY

8

HEALTH AND PE

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Cyber sense

Cyberbullying

- Signs of cyberbullying
- Tips to avoid cyberbullying
- What to do if you are being bullied
- Seeking help

Your digital reputation

- 'Written in ink'
- Tips to maintain a good digital reputation

Online security

- eSecurity

Assessment task: Beating the bully

Cyberbullying

Cyberbullying is a deliberate, intentionally malicious, and repeated use of digital technology such as the internet and mobile phones to harass, abuse, defame or intentionally mislead others.

Certain aspects of digital technologies can make it easier for bullies to target others, presenting opportunities to:

- remain anonymous and detached
- impersonate someone else
- target someone in an unsupervised area
- communicate with large numbers of people almost instantly
- access personal information that people post about themselves, including photos, videos, email addresses and phone numbers.



ACTIVITY *Recognising risks*

- 1 Cyberbullying takes many different electronic forms. In the following table, mark yes or no next to the electronic media that you think could be used for cyberbullying.

	Yes	No
Email		
Social media (Facebook, Twitter, Instagram, YouTube, TikTok, etc.)		
Snapchat and instant messaging (WhatsApp, Skype, Messenger)		
Text messages (SMS)		
Forums		
Chat rooms		
Blogs		
Online gaming		

ACTIVITY *Exploring scenarios*

Read each passage and decide whether it could be considered cyberbullying.

- 1 Rebecca and Georgina have a fight at school. The fight continues on Skype when they get home, with serious insults being hurled back and forth. Georgina realises that things have gotten out of hand so she stops messaging. When Georgina goes online the next day, she finds that Rebecca has sent her five emails full of nasty insults and has posted untrue gossip about Georgina on Facebook.

Is this cyberbullying? Why or why not?

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- 2 John emails Antonio pretending to be a girl who is interested in him. They exchange emails for two months, Antonio believing the whole time that he has an online girlfriend. John shares Antonio's personal emails with his friends, all of whom find the emails hilarious. John decides to 'break up' with Antonio and sends him a string of very hurtful emails. Antonio is devastated.

Is this cyberbullying? Why or why not?

- 3 Maryam and Kyle sit next to each other in class and have become quite friendly. Maryam is upset because Kyle does not accept her friend request on Facebook.

Is this cyberbullying? Why or why not?

- 4 Dave gets Emily's mobile number from her Facebook page and, for a laugh, starts texting her anonymously. Emily has no idea who is sending her so many weird messages and it is starting to freak her out.

Is this cyberbullying? Why or why not?

- 5 For a joke, Tien accesses Dylan's Twitter account and composes a tweet announcing that Dylan is 'gay'. Tien then has all of his friends retweet it.

Is this cyberbullying? Why or why not?

- 6 Beth fails her maths test, and, upset, shows Karina the mark. Karina laughs at her for getting the simple questions wrong, and sends a Snapchat of the test out to all her friends with the words 'Beth's maths FAIL' across it.

Is this cyber bullying? Why or why not?

Signs of cyberbullying

Cyberbullying is characterised by personal attacks, an invasion of privacy, the disclosure of personal or confidential details, and the spreading of malicious gossip.



You know that you have been the target of a cyberbully when you:

- receive repeated and harassing, threatening or insulting emails, instant messages and/or text messages
- read any obscene, insulting or slanderous message about yourself that has been posted to an online chat room, social networking site (Facebook, Instagram, Snapchat, Tumblr, Twitter, etc.), blog and/or website
- read any disrespectful content about yourself that was created or distributed (online or in a text message) containing information that:
 - threatens you
 - damages your reputation by saying things that are unkind or untrue
 - was sent by someone pretending to be you
 - reveals sensitive, confidential or personal information about you or embarrassing images of you taken with or without your knowledge.

ACTIVITY *Reflecting on issues*

1 Have you been cyberbullied? How do you know?

2 What is the difference between cyberbullying and other bullying behaviours?

3 What do you think are some emotional effects of cyberbullying?

4 What are some of the reasons that cyberbullying is so common?

5 Imagine that you discovered a friend had begun bullying someone online. How would you respond to your friend?



6 As a member of the internet community, what responsibilities do you have?

ACTIVITY *Researching in groups*

In 2019, the headspace National Youth Mental Health Foundation reported 53 per cent of Australia's young people have experienced cyberbullying. Previous research by the Office of the Australian eSafety Commissioner revealed that in the 12 months leading up to June 2017, 1 in 5 young Australians admitted to behaving in a negative manner towards a peer online.



- 1 Visit mea.digital/FB_CYS5 and then, in small groups, discuss the facts. Do they fit with your personal experience? Why do you think that girls are bullied online more than boys? What do you think explains the behaviour of people who are both bullies and victims?
- 2 Report on your findings in the space provided.

Tips to avoid cyberbullying

- 1 Use the anti-bullying tools and resources on Facebook, Instagram and Twitter. The tools to deal with any inappropriate or unwanted content are outlined here: <mea.digital/FB_CYS6>, <mea.digital/FB_CYS7>, <mea.digital/FB_CYS8>.
- 2 Do not respond to harassing or threatening emails or text messages and make sure that you show them to a trusted adult (even if it may seem embarrassing).
- 3 Have a communal family email that you give to people—bullies do not tend to act out if they think they will get caught.
- 4 Examine your relationships. Have you been communicating and interacting well with others lately? You may be unaware that you have been communicating in ways that others find hurtful or irritating. Someone may be retaliating against you for something that you did to them.
- 5 Never open an email from anyone you do not know and never accept a friend request from someone you do not know.
- 6 Block, unfriend or unfollow people who engage in cyberbullying.
- 7 Set up your email account to divert emails from the addresses of known cyberbullies straight to 'Trash'.
- 8 Avoid websites or chat rooms where people can communicate with you anonymously.
- 9 If you find that your current group of friends is treating you disrespectfully and you are the subject of cyberbullying, move on. Find a new group of friends who will treat you with the respect that you deserve.
- 10 Talk to your parents or other trusted adults about cyberbullying. Let them know that it is happening. Help them find out more about it so they can keep you safe.

What to do if you are being bullied

- 1 **Stay calm.** If it happens to you, the best way to deal with it is to stay in control of yourself. Cyberbullies are watching and waiting for a reaction and if you get upset or respond with any lack of control, it gives the cyberbully power. The best thing to do is to ignore the cyberbully. If you choose to respond, make sure that your response is appropriately assertive and not aggressive. Say things like 'Stop sending me messages' or 'Remove this posting immediately' to be clear, assertive and non-inflammatory. Get feedback on your response before you send it to make sure it is appropriate and non-retaliatory.
- 2 **Save the evidence.** Save or print any instances of cyberbullying. Each message is evidence. Even though bullies feel anonymous and think that they will not get caught, cyberbullying is traceable.
- 3 **Remember that you are in control.** Despite how you are feeling about the situation, you have the advantage because unless you react, the cyberbully will never know how you are feeling. Remember, any reaction from you feeds the power trip!
- 4 **Stay positive.** Try not take the bully's comments personally. Remember that the comments are intended to be hurtful and do not reflect an accurate portrait of you, or the way that others think of you.
- 5 **GET SUPPORT.** Tell your parents, family, teachers or someone you can trust. If you know who the cyberbully is, remove him/her from your friends/buddies list.
- 6 **Report it.** If the bully continues to be a problem, lodge a complaint with the Office of the eSafety Commissioner <mea.digital/FB_CYS9>. Their team can work with social media platforms to get serious cyberbullying material removed, and work with the police, the school and parents to help put a stop to the bullying.

ACTIVITY Learning online

- 1 Watch the video about bullying at <mea.digital/FB_CYS10>. Do these stories surprise you? Why or why not?



- 2 In groups of four, create a role-play on one of the issues raised in the video. You should also generate solutions to the problem that you highlight in your role-play.

Seeking help

Seeking help, either for yourself or another student, means talking to a parent, teacher or school counsellor about what is going on. If you want to talk privately you can also call Kids Helpline and talk through the situation. This can often provide some clear thinking about what to do next.

Kids Helpline is Australia's only free (even from a mobile), confidential 24/7 online and phone counselling service for young people aged 5 to 25. Qualified counsellors at Kids Helpline are available via WebChat, phone or email anytime and for any reason. To contact by phone, call 1800 55 1800.

Your digital reputation

Everyone has a reputation. Your reputation can not only be determined by what you say and do in real life, but by your online behaviour as well. With electronic social interaction becoming as common as, if not more so, face-to-face communication, it is more important than ever to be careful about what you say and do in cyberspace. Your online behaviour and the content that you post can shape the way that you are perceived by others, both online and offline.

'Written in ink'

Everything that you do online is permanent and traceable. If someone were to look hard enough, they could find anything that you have posted online, even if you have deleted it. The things that you post online can change the way that people perceive and treat you in real life. When in doubt, it is best not to post. Take a deep breath and think about whether you would be comfortable with anyone you know and everyone you meet in the future associating the post with you.

ACTIVITY *Film analysis*

Watch a clip from the 2010 film *The Social Network* <mea.digital/FB_CYS12> and then answer the following questions.

- 1 Why do you think that Erica refused to speak with Mark alone?

- 2 How has Mark's online behaviour affected his reputation with Erica and her friends? What do they think of him?

- 3 Do you think that Mark realised that what he had written was permanent? How might Mark have prevented this situation?

ACTIVITY Google it

Imagine that you are applying for your first job. You are asked to attend an interview and it goes well. However, what if your potential employer Googles you? What might they find and could it cost you the job?

- 1 Google yourself. When you find a search result that is actually about you, click on it. How much of your personal information is available to the public?

- 2 How might potential employers react if they Googled you?

- 3 Suggest some ways that you may be able to protect your digital reputation.

Tips to maintain a good digital reputation

- 1 Be careful about what you post online. Would you be happy with that post being associated with you five years from now?
- 2 Do not post or send emails or instant messages in an emotional state. You will not be thinking rationally and may regret it later.
- 3 Do not upload photos that could be considered degrading, embarrassing or incriminating. Untag yourself from others' photos and ask them to take down any images that may damage your reputation. Do not make it a habit to tag others on your photos.
- 4 Do not feel the need to overshare. If you would not reveal that information face-to-face, do not post it on the internet.
- 5 Keep all of your social networking profiles set to private. Only change your privacy settings to reveal your information to those you trust.



istockphoto.com/MichaelJay



ACTIVITY *Applying learning*

Before you send any electronic messages, put them to the test!

	Yes	No
Are you posting or writing something out of anger or frustration?		
Is what you are writing going to damage your reputation or someone else's in any way?		
Could what you are posting or writing be perceived by anyone as unkind?		
Is what you are saying untrue?		
Would you be comfortable with your parents or an employer finding this?		
Are you saying anything racially or sexually offensive or illegal?		

If you answered yes to any of these questions, STOP! Do not post or write anything that may damage anyone's reputation or hurt anyone's feelings.

Online security

We keep a lot of personal information online. We use the internet to communicate with friends, family and co-workers, to apply for jobs and to shop and manage money. It is important to keep your accounts and information protected. If your accounts are hacked, it could have disastrous consequences.

eSecurity

There are several ways that you can protect yourself against identity theft, scams and viruses.

Identity theft

There are people on the internet who wish to use your personal information to access your bank accounts. This is called identity theft and could damage your reputation and result in you having your money stolen. If an identity thief obtains enough information about you, they could open bank accounts, apply for loans and credit cards and even conduct illegal activity under your name.

Scams

There are many different types of internet scams that can trick you into giving away personal information. These include:

- **Lottery:** A lottery scam will state that you have won something by pop-up or email and ask for personal information to claim your prize.
- **Phishing:** Phishing is when you are contacted by someone masquerading as a trustworthy source like a bank, social network or telecommunications company, and the contact directs you to a website that looks legitimate but asks for personal information like a PIN or bank account number.
- **Mule:** In a mule scam, you might be sent or see job advertisements online that claim high pay for minimal work. The job involves you moving money between accounts, and helping a cybercriminal steal funds without realising it. In a mule scam, you could be tricked into breaking the law on someone else's behalf. Remember, if an offer sounds too good to be true, it usually is.
- **Advance fee:** These scams will ask you to pay a fee or provide financial details to transfer millions of dollars out of a foreign country. Often you will be promised some of the money if you help.

Remember, once a scammer or fraudulent site has your personal information, you cannot take it back. You will have to change email addresses and cancel accounts and cards.

Malware

Malware is malicious software that is designed to damage your computer or networks. It can be downloaded and installed without your knowledge from unsecure web pages or downloads posing as something else. Once malware has been installed, your activity and information can be monitored by cyber criminals, or your computer could start sending spam and malware to others, infecting whole networks.

Types of malware include:

- **Virus:** A computer program or application that can copy itself and harm the way that a computer operates.
- **Worm:** A worm is similar to a virus, but can copy and send itself to other computers and infect whole networks.
- **Spyware:** Spyware collects information about a user without their knowledge. Spyware is not always part of spam or scams. Some spyware is used by websites to collect information about the visiting habits of a particular user.
- **Trojan horse:** A destructive type of malware that pretends to be an application. Once installed, it can appear to work properly but can damage your computer and steal your information without your knowledge.

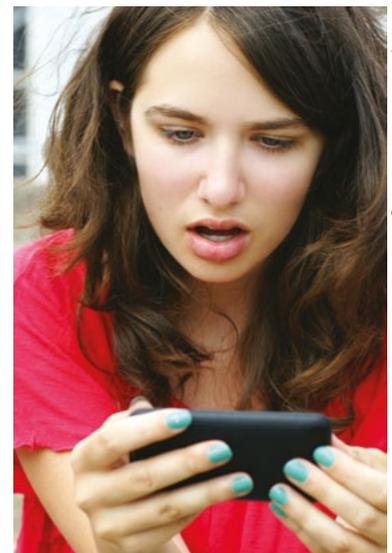
Protecting yourself

Password tips

- Use a different and unique password for all of your accounts.
- Keep your passwords private, even from trusted friends.
- Use a long password with a mixture of mixed-case letters, numbers and symbols.
- Make sure that your password recovery options and security questions are secure.
- Consider using two-step verification where possible (this means registering another email address or mobile number to trusted sites and can be particularly useful for online banking).

Securing your activity

- Always use the latest version of your software or operating system.
- Install anti-virus software on your computer and make sure that it is up-to-date.
- Run a virus check at least once a week.
- Be wary of emails, tweets, posts or websites that do not look legitimate.
- Set up a separate email account for subscriptions and registrations.
- Keep an eye on your accounts. If content is being posted by someone other than yourself, shut down your account or change your password.
- Never provide personal information, including photos. Remember that you are in complete control of what you share about yourself.
- Set your security settings on sites like Facebook to suit the access that you wish to allow.



Useful websites

The following websites provided useful information for this unit. You might like to use them for further reading.

The Line

<[mea.digital/FB_CYS13](#)>

Office of the eSafety Commissioner

<[mea.digital/FB_CYS14](#)>

Office of the eSafety Commissioner—Cyberbullying

<[mea.digital/FB_CYS5](#)>

Google Safety Centre

<[mea.digital/FB_CYS15](#)>

ThinkUKnow Australia

<[mea.digital/FB_CYS16](#)>



Assessment task: Beating the bully

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Film analysis

View the short film *Tagged* at <mea.digital/FB_CYS17> then answer the following questions:

1 What was the first instance of invasion of privacy?

2 What was the rumour from this instance?

3 From the list below, tick the types of cyber bullying that occur in the film.

- | | |
|---|--|
| <input type="checkbox"/> Nasty forms of teasing | <input type="checkbox"/> Being deliberately ignored |
| <input type="checkbox"/> Circulating notes about a person | <input type="checkbox"/> Deliberately trying to break up friendships |
| <input type="checkbox"/> Telling lies about a person | <input type="checkbox"/> Threatening that someone will not be liked unless they conform |
| <input type="checkbox"/> Ganging up against a person | <input type="checkbox"/> Threatening in any way |
| <input type="checkbox"/> Being made fearful of getting hurt | <input type="checkbox"/> Defamation of any form |
| <input type="checkbox"/> Spreading rumours | <input type="checkbox"/> Sending threatening emails |
| <input type="checkbox"/> Sharing secrets with others | <input type="checkbox"/> Using someone else's online name or password |
| <input type="checkbox"/> Circulating nasty messages on the internet | <input type="checkbox"/> Posting private information, emails or pictures on the internet |
| <input type="checkbox"/> Being ignored on the internet | <input type="checkbox"/> Sending private emails, text messages or pictures to others via mobile phones |
| <input type="checkbox"/> Receiving nasty text messages | |
| <input type="checkbox"/> Receiving nasty prank calls | |

4 Why did Kate begin this bullying?

5 Why do you think filming the fight and posting it on the internet is considered cyber bullying?

6 Is the fight itself a form of bullying?



7 Rosie suggests an apology to Chloe, Ben and Jack, but then gets bullied by Kate. In what way does this occur?

8 What was Jack's response to the information Rosie gave him?

9 Jack is in serious trouble for two circumstances. What two charges could he be facing?

10 List the consequences of this case.

11 How could some of these consequences have been different if Rosie told adults straightaway instead of talking to Jack first?

Bullying—how common is it?

The following data is from the results of the Australian Covert Bullying Prevalence Study released in June 2009.

Being bullied	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Australia
Boys	23%	32.4%	24.3%	29.4%	36.2%	20.9%	27.2%
Girls	31.4%	32%	24.9%	20.6%	25%	25.2%	26.2%
Total	27.4%	32.5%	24.6%	23.5%	29.1%	23.6%	26.7%
Bullying others							
Boys	3.3%	17.2%	8.5%	13.8%	10.7%	18.3%	10.9%
Girls	2.5%	5.1%	7.1%	6.7%	10.8%	9%	7.2%
Total	2.9%	11.1%	7.9%	9.1%	10.8%	11%	8.8%

Table 1: Prevalence rates—all forms of bullying.

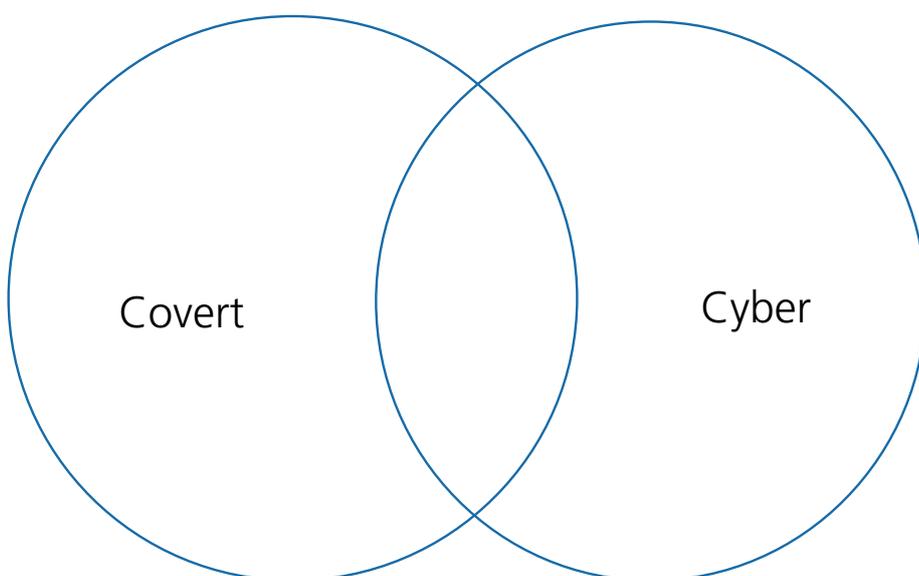
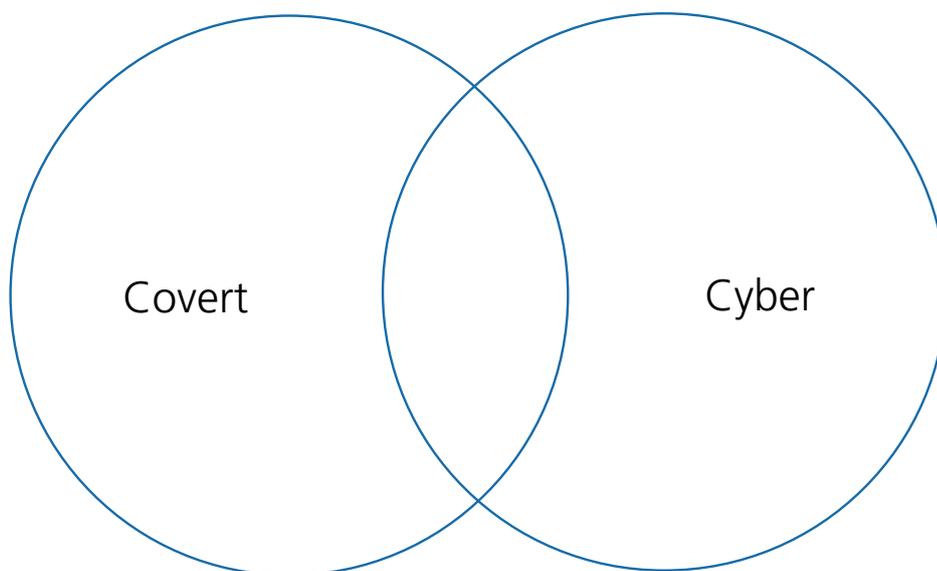


Boys being bullied			Girls being bullied		
All	Covert	Cyber	All	Covert	Cyber
27.2%	14.7%	5.2%	26.2%	17.7%	7.7%

Table 2: Prevalence of bullying experienced across Australia.

Reproduced with permission from Edith Cowan University

- 1 Determine the percentage of boys and girls who have experienced both covert bullying and cyber bullying by completing the Venn diagram for each. Use the information from Table 2 to fill in your answers.
- 2 Compare the two diagrams and discuss the differences of bullying between girls and boys.





How does your school compare?

Divide the class into four groups, and then design a survey for year 7, 8, 9 and 10 students using free online software such as *SurveyMonkey*. You must include:

- method (digital or print survey)
- target population (which year group you are surveying)
- definitions you feel your participants need to know to complete the survey
- summary of the data you collect
- comparison and discussion of your findings to the data on Table 1
- conclusion of whether your school is typical of the bullying that occurs at a national level
- discussion on the limitations there were in your findings.

The group surveying the year 10 students must compare and discuss their findings to with the group surveying the year 9 students.

The software is found at [mea.digital/FB_CYS18](https://www.measuringimpact.com.au/digital/FB_CYS18)



Victorian Curriculum F–10 Links (Levels 7 and 8)			Working well above Achievement Standard		Working above Achievement Standard		Working at Achievement Standard		Working towards Achievement Standard		Working below Achievement Standard	
Strand and Sub-Strand	Key Elements	Criteria: Ability to ...	A		B		C		D		E	
			Self/Peer	Teacher								
Personal, Social and Community Health Being healthy, safe and active	Factors that impact identity	Identify factors that impact the development of their identity	Displayed thorough knowledge of how bullying impacts adolescents through identification and explanation of the forms of bullying		Shown knowledge of how bullying impacts adolescents through identification and explanation of some forms of bullying		Discussed ways in which adolescents are bullied and how this may impact development		Identified bullying behaviours among adolescents		Identified overt bullying behaviours	
	Incidence of risk taking behaviour	evaluate bullying data	Critically analysed appropriate data to compare the incidence of bullying within various areas of society		Selected appropriate data, including survey results, to identify and compare the incidence of bullying between school life and the community		Used data, including survey results, to identify similarities and differences between school life and the community		Listed similarities and differences between teacher provided resources		With assistance, discussed bullying within the school setting	
Personal, Social and Community Health Communicating and interacting for health and wellbeing	Communicating health information	use software tools and processing skills	Selected appropriate software tools to develop a survey using independent processing, design and layout skills without errors		Selected software tools to develop a survey using independent processing, design and layout skills with few errors		Demonstrated independent processing skills when using software to develop a survey		Used software tools to construct a survey		With assistance, used basic processing skills to write a survey	
	Locating and selecting relevant information for evaluation	identify and synthesise information from a variety of sources to develop ideas and make conclusions	Used various pertinent forms of information, including surveys, to develop questions, inform ideas and make justifications in response to their conclusions		Used various forms of information, including surveys to develop ideas and present conclusions		Used given sources and peer surveys to collect information and develop ideas		With assistance, collected relevant information regarding bullying among adolescents		With assistance, collected information about bullying	



Student's comments:

Teacher's comments:



Body image and self-esteem

What is body image?

- Genetics
- Diet
- Exercise

Self-esteem

Body image and the media

Eating disorders

- Anorexia nervosa
- Bulimia nervosa

Male body image and ideas of masculinity

- Adonis Syndrome

Female body image and ideas of femininity

To finish ...

Assessment task: What is beauty?

What is body image?

Body image is the way that you perceive your physical appearance. Sometimes this perception is accurate, but often it is not. Body image also includes what you feel your body is capable of.

Many people feel that their bodies should be different, that they should be 'better' or more 'perfect'. But who defines this idea of perfection? There are many things that influence our ideas about what the 'perfect' body is, including our family, culture, self-esteem, and the images that we see in movies, advertising and magazines. Unfortunately, these things do not always provide us with a positive and healthy idea of what our bodies should look like.

Every body is unique. The way that our bodies look is determined by our genes, diet and physical activity. If we eat a healthy and balanced diet and get a reasonable amount of exercise, there is no reason why we should feel the need to change our bodies.

Genetics

Everyone is different and it is this diversity that has allowed the human race to thrive for thousands of years. Our genes are the traits passed on from our parents that determine our physical characteristics, like height, hair colour, complexion, shape and size.

We cannot change our genes. They will stay the same for our whole lifetime. This means that physical characteristics that are genetically determined, like having long legs or wide hips, are ours for life whether we like it or not.

This is not to say that we have no control at all over our body shape. We can control important environmental factors that affect our bodies, the two most important being our diet and physical activity.

ACTIVITY *Celebrate our differences*

- 1 Look through magazines to find examples of people who have similar genetic traits as you. For example, people with your hair colour, complexion, height etc.



- 2 Think about the various sports we enjoy in Australia. Are there any genetic traits more evident in certain sports? Use the space provided to record your response.

- 3 Think about the genetic traits that you possess and write a list of the sports that you may be suited to.

Diet

In today's society, there are many different types of foods available. The food that we eat is initially determined by our families, and our families often have a significant impact on the values that we hold about food. For example, if the people in your family eat a lot of snacks and junk food, it is likely that you will do the same. However, our families are just the beginning. Many other factors influence the food that we eat. These include religion, the cost of food, the culture in which we live, the availability of food, nutritional information, lifestyle choices and advertising.

There are a lot of different ideas about the 'right' way to eat, and many of them focus on minimising calorie and fat intake. In general terms, a healthy diet is one where food intake is balanced. Most eating models generally agree that we should eat a lot of fruit and vegetables, a lesser amount of grains and lean meats, and a small amount of fatty and sugary foods. There are no foods that are utterly 'bad', there are just foods that should not be eaten all the time.



istockphoto.com/Brosas

ACTIVITY *International food choices*

Do some research and answer the questions on fats and sugars in other countries. The following websites are a good place to start: <mea.digital/FB_BISE1>, <mea.digital/FB_BISE2> and <mea.digital/FB_BISE3>.

- 1 List two world regions that consume the most carbohydrates. Why do you think this consumption is so high?

- 2 Which continents consume the most fats? Why do you think this is so?

- 3 Why do you think the United States has such a high level of calorie intake?

Exercise

Everybody needs to exercise; it keeps us fit and healthy. With today's focus on technology, many people spend more time looking at a screen of some sort than they do exercising. The idea of exercise can seem boring, daunting or expensive to a lot of people, but it does not have to be. It can be simple and fun.

There are a lot of different opinions about how much exercise people need to do, but general guidelines recommend that people should exercise for at least thirty minutes per day. This can be as simple as taking your dog for a walk or participating in a school sport team.

It is important to remember that everyone is different. What works for you might not necessarily work for someone else. People also exercise for different reasons.

Some people just want to do enough exercise to keep themselves healthy. In contrast, professional athletes would need to do a completely different amount and type of exercise.

It is also important to keep in mind that you do not necessarily have to set special time aside as 'exercise time' (although many people enjoy doing this). It is quite possible to get plenty of exercise as a part of your daily life if you just make a conscious decision to—this is called incidental exercise. Climb the stairs instead of taking the lift. Walk to the train station or school or work instead of being driven. Simple things like these can have a significant cumulative effect on your general fitness.

Incidental exercise can be particularly beneficial for people who do not feel that they are able to do more strenuous kinds of activities. Take, for example, someone who would like to improve their fitness by jogging, but finds jogging difficult because they are carrying too much weight. If this person undertook incidental exercise as much as they could every day, they would soon see (if their perceptions were accurate) that they were losing weight, gaining strength and would consequently feel more able to go jogging.



istockphoto.com/Gizmo

ACTIVITY *Reflecting on exercise*

- 1 List the types of exercise that you generally do in a week.

- 2 Calculate the average amount of time you exercise for each day.

- 3 Identify some things that you could do to increase the amount of incidental exercise that you do every day.



Self-esteem

Your self-esteem is essentially the way that you feel about yourself, the image that you hold of yourself as a whole person. If you are generally happy with yourself and the way that you interact with the world, you are likely to have high self-esteem. If you are unhappy with yourself as a person and think that you should be different to how you are, you are likely to have low self-esteem.

Who influences your self-esteem?

The people around you, and particularly the people who are close to you like your family and friends, can have a big impact on your self-esteem. If you have family and friends who respect you, value your individuality, encourage and support you, you are likely to feel good about yourself and have high self-esteem. However, people who are not close to you can also affect your self-esteem. If, for example, you walk past a group of people at lunchtime and one of them makes a negative comment about you and they all laugh, your self-esteem is likely to be lowered. In contrast, if someone tells you that you are attractive or bright or talented or brave, this is likely to raise your self-esteem.

The media can also have a significant impact on your self-esteem and unfortunately, this is often a negative impact. In our Western world where 'appearance is all', body image and self-esteem are very closely linked. The images of ideal bodies that are presented to us in the media can cause people to have a negative body image, which will lead to low self-esteem.

You are responsible for your own self-esteem. If you set realistic goals for yourself, strive to achieve those goals and enjoy your achievements, your self-esteem will be boosted. It is important to have high self-esteem because it will allow you to achieve your goals, be healthier, be more confident in life, mix socially with more confidence, make better decisions and lower the risk of being pressured into destructive risk-taking behaviours. In short, having high self-esteem will help you to be a happier person.

Improving your self-esteem

Some people do not value themselves as much as they should; however, each person is capable of changing the way they see themselves, and of building self-esteem. Some ways to actively improve your self-esteem are:

- Know yourself. Learn to recognise your own positive features and abilities, and concentrate on these rather than on your failings.
- Develop a positive approach to things that go wrong in your life. If possible, plan for improvement next time.
- Work to change negative beliefs that you hold about yourself into more positive, constructive beliefs.
- Set yourself realistic goals and be proud of your achievements.
- Give everything your best effort so that you are more likely to achieve your goals.
- Use your talents to the full.
- Build a lifestyle that helps to boost your body image.
- Associate with people who care about you and make you feel good. Stay away from people who put you down or make you feel bad.
- Use other people's feedback to improve yourself.



Body image and the media

Every day we are exposed to things like advertising, television, magazines and films, all full of beautiful, 'ideal' people. Unfortunately, the body image shown in the media is becoming more and more unrealistic and unattainable. When a photograph is taken for an advertisement or a magazine cover, there is a huge amount of work that goes into making the model look the way that they do. Make-up, hairdressing, styling and lighting can take hours before the photograph is taken, and then the image will be photoshopped or airbrushed to remove any 'flaws', which sometimes means altering the original photo in extreme ways. Even people who are employed specifically for their good looks are not considered 'perfect' enough!

Next time you are online, view the great video that shows this process on YouTube at mea.digital/FB_BISE4.



Shutterstock.com/Galina Barskaya

Advertising in particular uses images of perfection to manipulate the way that we see ourselves so that we think we need to buy the product that the advertiser is selling to make us look more like the 'ideal'. When we think about it logically and rationally, this is clearly ridiculous; however, we see so many advertisements every day that we often subconsciously accept the messages that they send.

This can lead to distortions of body image. These distortions can vary from mild to severe. While we might know logically and rationally that as long as we eat well and exercise enough our bodies will be healthy, most people will be unhappy with their body at some point in their lives. Almost everyone will experience a form of this distortion of body image.

ACTIVITY *Critiquing the media*

- 1 Collect three magazine or newspaper advertisements that have people in them. What do you think about these people's bodies? Do you think they represent a body shape that is normal and healthy?

- 2 Look at some examples of 'before and after photoshop' images on the internet (enter 'before and after photoshop' into Google to see a selection). Do you think that it is right for images to be changed in this way?

ACTIVITY *Class debate*

'No magazines or printed media should use photoshopped images.'

- 1 Form two groups and debate the opinion above on photo editing for media purposes.



Eating disorders

Eating disorders are usually linked to an extreme distortion of body image. An eating disorder is a compulsion relating to eating that negatively affects the sufferer's physical and mental health. Two of the most common eating disorders are anorexia nervosa and bulimia nervosa.

ACTIVITY *Reflecting on eating disorders*

- 1 Before you read this section, jot down what you know or think about anorexia nervosa and bulimia nervosa.

Anorexia nervosa

Bulimia nervosa

Anorexia nervosa

People suffering from anorexia nervosa have severely distorted body image and believe that they are overweight and consistently want to lose weight even though they are often already dangerously underweight. While sufferers might use other methods to control their weight (such as excessive exercise and laxatives), the most common method is voluntary starvation. They might go long periods of time without eating, and are often very secretive about it.

There is no single cause—genetic, social and psychological factors can all play a part in a person developing the disease.



iStockphoto.com/sdominick

Anorexia affects sufferers in physical, psychological, emotional and social ways. Some of the physical effects can be extreme weight loss, stunted growth, anaemia, low blood pressure, thinning hair, brittle nails, tooth decay, constipation, headaches and bruising.

Psychological effects include refusing to see that they are dangerously underweight; defining themselves mainly or exclusively in terms of their weight; obsessing about food and weight; and believing that being in control of food intake/body size is the same as being in control of life.

Due to the physical changes in their bodies and their distorted mental state, people suffering from anorexia can experience many emotional effects like low self-esteem, mood swings, depression and thoughts of suicide. This has an effect on their social life, and often they withdraw from family and friends as the control of weight becomes an absolute obsession.

There has been a lot of criticism of the extreme thinness of many people in the media and the pressure that images of extreme thinness creates. Many people argue that the media is one of the main contributing factors for people developing the disease. In professions where there is more than average social pressure to be thin (such as in modelling or dancing), the occurrence of anorexia is much higher than in the general population.

Anorexia has historically been seen as something that only affects females. However, as the pressure on males to have an ideal body increases, so has the incidence of males developing the disease.

ACTIVITY *Applying understanding*

- 1 Daniel Johns, the singer from the band Silverchair, has publicly suffered from anorexia. Read the article on his experiences <[mea.digital/FB_BISE7](#)>. In what ways is his experience of anorexia typical? View the interview between Daniel Johns and Andrew Denton from the television show 'Enough Rope' for more information <[mea.digital/FB_BISE8](#)>, <[mea.digital/FB_BISE9](#)>, <[mea.digital/FB_BISE10](#)>.

Bulimia nervosa

Bulimia nervosa is an eating disorder characterised by binge eating (eating a great deal of food in a short time) followed by purging the food that has just been eaten, most commonly by self-induced vomiting. Some people suffering from the disease also use excessive exercise, laxatives and fasting.

It can often be harder to detect bulimia than anorexia because people suffering from bulimia tend to look healthier and their health problems are typically not as obvious. They are often of normal weight and the binge/purge cycle is carried out with great secrecy. Although people suffering from bulimia tend to look healthier, the disease is a serious health risk for sufferers. Some of the physical effects can be decay of tooth enamel due to regular exposure to stomach acids; damage to the mouth and top of the throat due to the insertion of objects or fingers to induce vomiting; bloating; dehydration; fatigue; and irregular heartbeat.

Symptoms of bulimia include grossly distorted body image; hoarding food; eating to the point of pain; going to the bathroom during or after meals; misusing laxatives, enemas and diuretics; exercising excessively; anxiety; and depression.

As with anorexia, there is no single cause of bulimia. Genetic, social and psychological factors can all play a part in a person developing the disease. Also, the incidence of bulimia is much higher in females than in males, but there is increasing recognition that males are affected by the disease.



ACTIVITY *Identifying anatomy*

1 Label the image provided using the following terms.

liver

tongue

gall bladder

spleen

oesophagus

large intestine

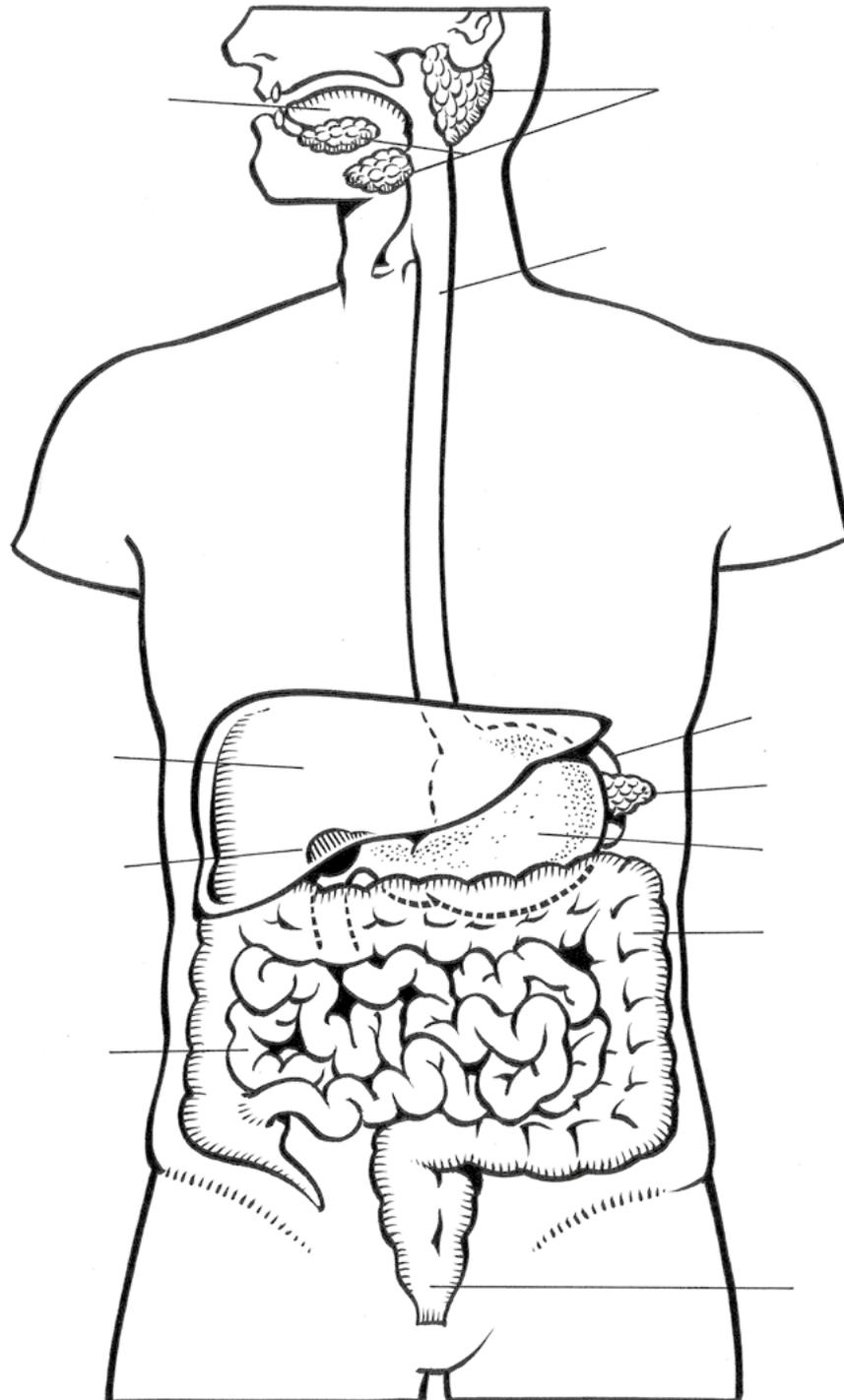
anus

small intestine

stomach

salivary glands

pancreas



ACTIVITY Applying understanding

- 1 Research the process of digestion. Write a short paragraph describing what happens to the food that we eat. Draw the process on the diagram provided.

- 2 How would this process differ in a person suffering from bulimia?

If you think that you or someone you know might be suffering from an eating disorder, there is a lot of support available. The following telephone numbers and websites are just the beginning.

Kids Helpline—1800 55 1800—<mea.digital/FB_BISE12>

The Eating Disorders Helpline—Melbourne metro: (03) 9417 6598—Non-metro: 1300 550 236—<mea.digital/FB_BISE13>

SANE helpline—1800 18 SANE (7263) or online chat—<mea.digital/FB_BISE14>

Headspace National Youth Mental Health Foundation—<mea.digital/FB_BISE15>

ReachOut Australia—<mea.digital/FB_BISE16>

ACTIVITY Categorising behaviours

- 1 Using the website <mea.digital/FB_BISE17>, categorise the following eating disorder warning signs as either behavioural or physical.

Eating disorder warning sign	Behavioural/physical
Labelling foods as 'good' or 'bad'	
Avoiding spending time with friends	
Feeling tired	
Increased anxiety at meal times	
Sudden weight loss	
Wearing looser clothing	
Preoccupation with food and exercise	
Bad breath	
Always saying they are not hungry	
In females, monthly period stops	
Constantly counting kilojoules or reading food labels	
Intense fear of gaining weight	



- 2 List examples of the psychological and social risk factors associated with developing an eating disorder.

Psychological

- 1 _____
- 2 _____
- 3 _____

Social

- 1 _____
- 2 _____
- 3 _____

- 3 Look back to what you wrote at the beginning of this section. Have any of your ideas about eating disorders changed? Have you learned anything that really surprised you? Have any of your perceptions of eating disorders and the people who suffer from them changed?

Male body image and ideas of masculinity

There have always been ideas about the way men 'should' look. These ideas differ from culture to culture and have changed throughout history. It is possible that there has never been so much pressure on men to conform to an ideal masculine image as there is in today's Western society.



ACTIVITY *Reflecting on gender*

- 1 Describe the 'ideal' male body image, as presented in the media.



2 Do you think that these characteristics are attractive? Why or why not?

Five horizontal blue lines for writing an answer to question 2.

With the additional pressure on men to conform to an ideal masculine image, there has been a rise in the number of men undertaking risky behaviours. These behaviours include dangerous dieting, excessive exercising, taking performance-enhancing drugs and developing eating disorders.

While there is more recognition than ever before of the pressure on men, it can sometimes be hard for men to admit to or speak out about body image issues as this is still seen as a problem that affects women only. Society as a whole needs to recognise and accept that men who suffer from body image-related problems are not 'wimps' or 'sissies'.



ACTIVITY *Evaluating 'masculine'*

1 Look at some pictures of male movie stars from 60 or 70 years ago. How do they compare to the male movie stars of today? What might this indicate about changing ideas of masculinity and the ideal male body?

Three horizontal blue lines for writing an answer to question 1.

2 According to Eating Disorders Victoria, it is difficult to tell how common eating disorders are amongst males. List three reasons why it might be difficult to detect eating disorders amongst men.

Three horizontal blue lines for writing an answer to question 2.

Adonis Syndrome

The Adonis Syndrome is named after the Greek god Adonis, who is a mythical god said to be 'of pure beauty'. You may have heard a sporting hero or actor being referred to as an Adonis, which implies that they are attractive and youthful.

The Adonis Syndrome, or Body Dysmorphic Syndrome, is a clinical disorder that predominantly affects males. The disorder is characterised by an obsession with appearance, especially in regards to body and muscle development. It is unlike anorexia and bulimia in that when a sufferer looks in a mirror, they might see someone who is tiny and weak as opposed to someone who is overweight.

Like anorexia and bulimia, the Adonis Syndrome greatly affects self-esteem. Sufferers often:

- are critical of themselves and their appearance
- are dissatisfied with their appearance
- feel a sense of shame and/or guilt regarding their body
- have such a low opinion of themselves that they believe that others look at them in the same light.

Compulsive exercise is often used in their quest for the perfect body.



Treatment

The Adonis Syndrome can be treated using cognitive behavioural therapy and medication. However, in order to be treated, the sufferer first needs to identify and acknowledge the problem.

ACTIVITY *Applying understanding*

- 1 What characteristics could you look for if you suspected that a friend of yours was suffering from the Adonis Syndrome?

- 2 What support or advice would you offer them?

- 3 Imagine you suspect your friend is suffering from the Adonis Syndrome; however they refuse to get help. At what stage is it okay to tell an adult in order for your friend to get the help and support they need?

- 4 Use a variety of texts, including magazines, newspapers, books, the internet and your own photographs to find an example of someone with an Adonis appearance. Paste your photograph into the space provided and complete the table.

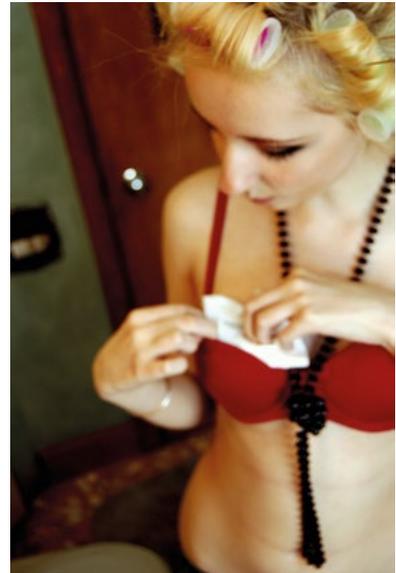
Photograph	What you think when you look at the photograph	What someone suffering from the Adonis Syndrome might think when they look at the photograph

- 5 Discuss your responses as a class.

Female body image and ideas of femininity

Everyone knows that for a long time, there has been pressure on women in Western society to conform to an ideal feminine image. There has been a great volume of literature written about and many movies and documentaries made on the subject. While the ideal has changed somewhat over time, the pressure to have a 'perfect' body (whatever perfect is at any given moment) has remained constant.

It is very interesting that while we, as a culture, know that it is silly to pressure women into trying to obtain a 'perfect' body, it still happens every day. Our awareness of the manipulations of the media exist alongside that very manipulation. For example, a magazine for teenage girls that might have a cover story about anorexia and the dangers of being too thin will still show photos of models who are extremely thin.



Deviant art/Andrea Falvo

Padding a bra is a common way to make breasts appear bigger

ACTIVITY *Evaluating 'feminine'*

- 1 Describe the 'ideal' female body image, as presented in the media.

- 2 Do you think that these characteristics are attractive? Why or why not?

- 3 Everyone in the class should bring in an image of both a man and a woman who they consider to be attractive. Display all of the images together. As a class, discuss what the images have in common, as well as the differences in what people consider to be attractive.

- 4 As a class, discuss where people could access help regarding body image issues and what affects people's choice of where/who to go to for help.

To finish ...

Every body is unique. There is a lot of pressure on both men and women to look a certain way. However, it is so much more important to keep your body healthy than to make it slim or muscular.

If you eat healthily and exercise moderately and consistently, it is almost certain that there is absolutely nothing wrong with your body.

Try to be kind to your body—it is your friend, not your enemy!

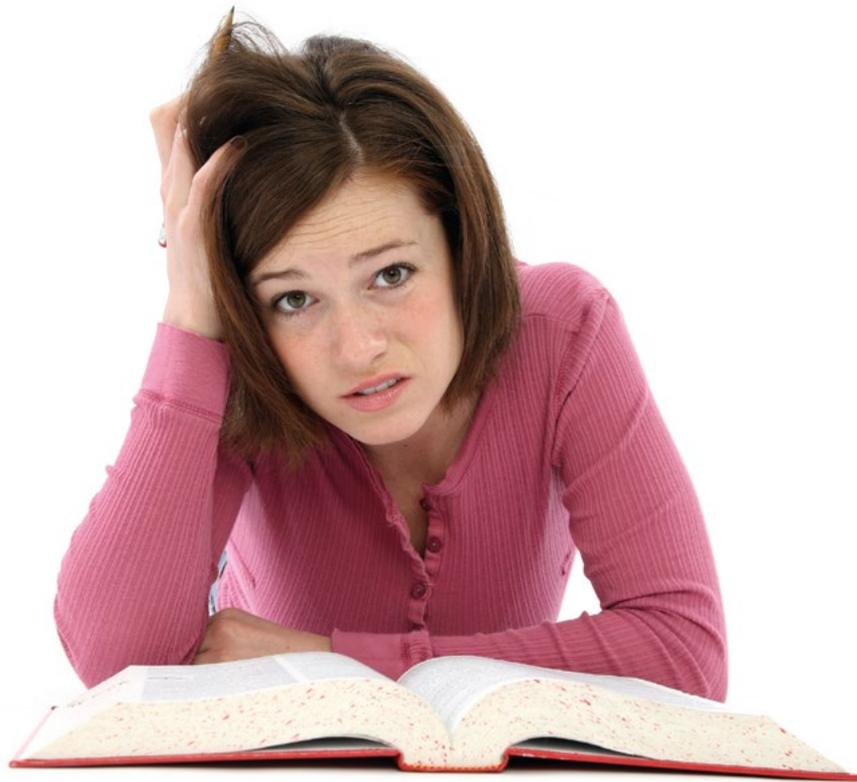
Victorian Curriculum F–10 Links (Levels 7 and 8)			Working well above Achievement Standard		Working above Achievement Standard		Working at Achievement Standard		Working towards Achievement Standard		Working below Achievement Standard	
Strand and Sub-strand	Key Elements	Criteria: Ability to ...	A		B		C		D		E	
			Self/Peer	Teacher								
Personal, Social and Community Health Being healthy, safe and active	Factors that impact identity	Identify factors that impact adolescent development	Comprehensively evaluated a variety of factors, including self-esteem, body image and the media, and discussed how they impact personal identity, adolescent development and behaviour	Identified and discussed a variety of factors, including self-esteem, body image and the media, and how they impact personal identity, adolescent development and behaviour	Identified factors, including self-esteem, body image and the media, that impact their personal identity	Identified factors that impact their own personal identity	Identified how personal identity can be impacted					
	Considering various points of view	evaluate information to form a variety of sources to develop conclusions	Analysed a variety of sources in order to justify conclusions regarding body image during adolescence	Used a variety of sources to make decisions regarding body image in adolescence	Considered prior knowledge and teacher-provided text when making decisions regarding body image	Discussed opinions regarding self-esteem and body image, using prior knowledge	Discussed self-esteem and body image					
Personal, Social and Community Health Communicating and interacting for health and wellbeing	Communicating health information	express a clear and relevant message in response to the issue	Produced an extended written response that communicates a comprehensive and empowering message regarding body image and personal identity	Produced an extended written response that clearly and effectively communicates a concise message regarding personal identity	Produced an extended written response that expresses clear and relevant information regarding personal identity	Produced a written response that expresses clear and logically sequenced ideas and information	Identified features of the task and applied these to develop a written response					



Student's comments:

Teacher's comments:





Stress

Stress

- Stress management
- Strategies to manage and reduce stress
- Putting it into perspective

Assessment task: Speak up

Stress

Everyone experiences stress in their lives. Whether you use it to motivate you or let it bring you down is a result of the type of pressure you are under and your coping strategies. Stress can be a negative factor during adolescence, when many young people feel as though they cannot cope with various aspects of their life.

ACTIVITY *Stress continuum*

When you are anxious or upset what behaviours do you exhibit?

- 1 The stress continuum below will help you determine areas in your life that may be causing you stress. Place a mark on the line to signify your response to each statement.

Strongly disagree

Strongly agree

I get on well with my family



I have lots of supportive and fun friends



I enjoy school and get good grades



I have enough time in the week to complete my homework



I exercise at least three times per week for a minimum of one hour



I often have headaches



- 2 In pairs, list the physical and emotional changes that occur when you are feeling stressed or anxious.

- 3 Are there any areas in your life that are causing you problems? What do you/could you do about these issues to rid them from your life?

Stress management

Acknowledging and identifying areas that are causing you stress is the first step. The next stage is to manage the stress in order to reduce it or get rid of it all together. There are many methods of coping with stress and different people respond to different strategies. It is a case of working out what is best for you.



ACTIVITY *Dealing with stress*

- 1 In pairs, use the table below to identify positive and negative coping strategies that people suffering from stress may exhibit. Discuss your responses with a partner, adding any strategies that you may have missed.

Positive coping strategies	Negative coping strategies
e.g. Making a plan to organise themselves	e.g. Wagging school

- 2 As a class, discuss what type of activities you participate in to 'de-stress'.
- 3 People respond to stress in a variety of ways. Read the following scenarios and discuss different possible responses to each. Underline the response you believe would be the most suitable.

- a You have to perform an oral presentation in front of the class and are very nervous.

- b Your team has made the basketball grand final and as the top shooter you feel worried, because you don't want to let your team down.

- c Your friend has just told you that they saw your boyfriend/girlfriend at the shops with someone else.

- d You have been invited to a party, but know that there will not be any adults there.

- e Your mum and dad have just told you that they are planning on getting a divorce.

Strategies to manage and reduce stress

Adolescence can be a stressful time. You experience many emotional, physical and social changes and you need to develop ways of coping with these changes.

Relaxation time is essential for your body to recharge. This can be done by reading a book, listening to music, having a power nap, playing with the dog or watching a bit of television. Do you take time each day to 'chill out'?

Physical activity is not only good for your body but also your mind. Regular exercise reduces tension and anxiety. It gives you a more positive attitude and mood. Many people find activities such as yoga and Pilates an enjoyable way to relax and cope with day-to-day pressures.

Meditation/visualisation is a controlled relaxation strategy that involves you taking time out to regain focus.

Try the following visualisation technique at home:

- Find a quiet place that is well ventilated.
- Sit in a comfortable position.
- Choose a scene—it may be the beach or a bush setting. Imagine yourself relaxing in this environment. Picture the sounds, sights and smells that you would experience.
- Throughout the activity, concentrate on controlled breathing: in through your nose and out through your mouth.
- Initially, perform this technique for three to five minutes and gradually increase the time the more you do it.



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Get organised by setting goals and planning your time. Knowing what you want to achieve in life, both short-term and long-term can give your life direction and meaning. Many people find it useful to use a homework diary or calendar/schedule to plan upcoming events.

Get help by seeking counselling and support. In serious cases, people may require time off work or school and possibly even medication to help manage their stress.

ACTIVITY *Have a go*

Many people participate in physical activities for a variety of reasons. As a multicultural society we are lucky to have a wide range of physical pursuits to partake in.

- 1 In groups of four, choose a physical activity that has been introduced by another culture that has the added benefit of relieving stress.

- 2 Research the activity in order to gain an understanding of the cultural and social practices associated with it. (Use the space provided to make notes.)

- 3 Provide a brief description to your class, including a practical demonstration. You may choose to either perform the presentation yourself or present it using video footage that you have found.



ACTIVITY *Get focused*

- 1 Use the table provided to plan the next month. Highlight important dates, assignments that may be due, sport practice and anything else you think is important.

Over the course of the month, use the calendar to guide you and give your life some structure. It may be a good idea to copy this page so that you can put it somewhere for easy access.

Wk	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1							
2							
3							
4							

- 2 At the end of the month have a class discussion about the activity. Use these questions as a stimulus.
 - a Who followed the calendar for the entire month?
 - b Did you find following the schedule difficult?
 - c What are the benefits of following a schedule?

Putting it into perspective

Life is filled with ups and downs and it is important to find out the source of your stress, acknowledge it as an issue and find ways to cope with it or remove it from your life. It is also important to remember that you are not the only one experiencing stress and that support is available.

ACTIVITY *Need a hand?*

- 1 Access the ReachOut website at mea.digital/FB_ST1 to develop a list of strategies to help you cope with exams and school work. Complete the quiz to check out your 'exam stress levels'.



Assessment task: Speak up

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Stress and young people

The 2019 Youth Survey, conducted by Mission Australia, found that the top three issues of personal concern for young people were coping with stress, school or study problems and mental health. A total of 25 126 young Australians aged between 15 and 19 years were surveyed. The results in the table below show the percentages of males and females who were 'extremely concerned' about each issue. Also included are the top five sources young people turn to for advice:

	Males	Females
Issue of concern		
Coping with stress	8.9%	26.6%
School or study problems	7.4%	17.4%
Mental health	9.0%	18.6%
Where young people go for help with important issues		
Friends	81.3%	84.9%
Parents/guardians	76.7%	75.2%
Relative/family friend	58.7%	57.5%
Brother/sister	48.7%	52.8%
Internet	42.6%	48.4%

Table based on the annual Mission Australia Youth Survey Report, 2019

- Using the survey figures, write a report for a newspaper or your school newsletter. In the report you should:
 - summarise the findings considering the age group that was represented
 - assume what the stress factors may be (you may use the internet to research your assumptions)
 - determine possible reasons why this age group prefers one source of help over another
 - suggest different methods to relieve stress.

Victorian Curriculum F–10 Links (Levels 9 and 10)			Working well above Achievement Standard		Working above Achievement Standard		Working at Achievement Standard		Working towards Achievement Standard		Working below Achievement Standard	
Strand and Sub-Strand	Key Elements	Criteria: Ability to ...	A		B		C		D		E	
			Self/Peer	Teacher								
Personal, Social and Community Health Communicating and interacting for health and wellbeing	Resilience strategies	propose appropriate emotional responses for young people	Identified practical emotional responses young people can use to cope with stress		Identified appropriate ways in which young people may cope with stress		Identified personal behaviours young people may use to cope with stress		Listed ways people cope with stress		With support, listed ways people may cope with stress	
	Locating and evaluating relevant health information	select and evaluate information from various sources to gain understanding and inform decisions	Analyse a variety of perspectives and information in order to make informed decisions regarding the effect of stress on young people		Analyse perspectives and information in order to make informed decisions regarding the effect of stress on young people		Used supplied data and research to inform decisions regarding the effect of stress on young people		Used supplied data to make decisions about the effectiveness of the health promotion initiative		With support, used information to consider ideas	
Personal, Social and Community Health Contributing to healthy and active communities	Investigating mental health	evaluate health information to identify health concerns relevant to the mental health of young people	Analyse trends in health data in order to identify and evaluate mental health concerns among young people		Researched health data in order to identify and analyse mental health concerns among young people		Used data to identify specific mental health concerns among young people		Identified health concerns of young people		Identified a specific concern among young people	

Student's comments:

Teacher's comments:



Health and illness in Australia

Life and death in Australia

- External causes
- Cardiovascular disease
- Cancer

Personal and community actions that affect health

- Obesity
- Smoking

Promoting health

- Diabetes
- National Drugs Campaign

Medicare

Assessment task: Have your say

Life and death in Australia

Australians are lucky enough to enjoy one of the highest life expectancies in the world, with an average life expectancy of 82.7 years. However, life expectancy for Aboriginal and Torres Strait Islander peoples is 8.6 years lower for males and 7.8 years lower for females than the Australian average. Life expectancy varies substantially around the world, and the differences between developed and developing nations can be stark. For example, the average life expectancy across African countries is 64.9 years, while in Europe the average is 79.7 years.

Life expectancy in selected countries, 2020

Country	Male life expectancy	Female life expectancy
Japan	82.7	89.5
Hong Kong	80.5	86.1
Australia	80.5	85
Sierra Leone	57.1	62.6
Central African Republic	52.7	55.7

Source: CIA World Factbook <mea.digital/IFB_HIA1>

ACTIVITY *Comparing life expectancies*

- 1 Compare the life expectancy of people living in Australia and the Central African Republic. What are some of the reasons that might account for the difference?

- 2 How does the lower life expectancy of Aboriginal and Torres Strait Islander peoples reflect on the equity of Australian society?



- 3 The total number of deaths from various causes can increase or decrease significantly over time. Using the link provided, research the leading causes of death for 2018 and complete the following table.

<mea.digital/FB_HIA2>

Total fatalities for the leading causes of death in 2013 compared to 2018

	2013	2018
Ischaemic (coronary) heart disease	19 778	
Dementia, including Alzheimer's disease	10 934	
Cerebrovascular diseases (stroke)	10 543	
Trachea, bronchus and lung cancer	8 215	
Chronic lower respiratory diseases	7 151	

Source: Australian Bureau of Statistics

- 4 Which causes of death had fewer fatalities in 2018 than 2013?

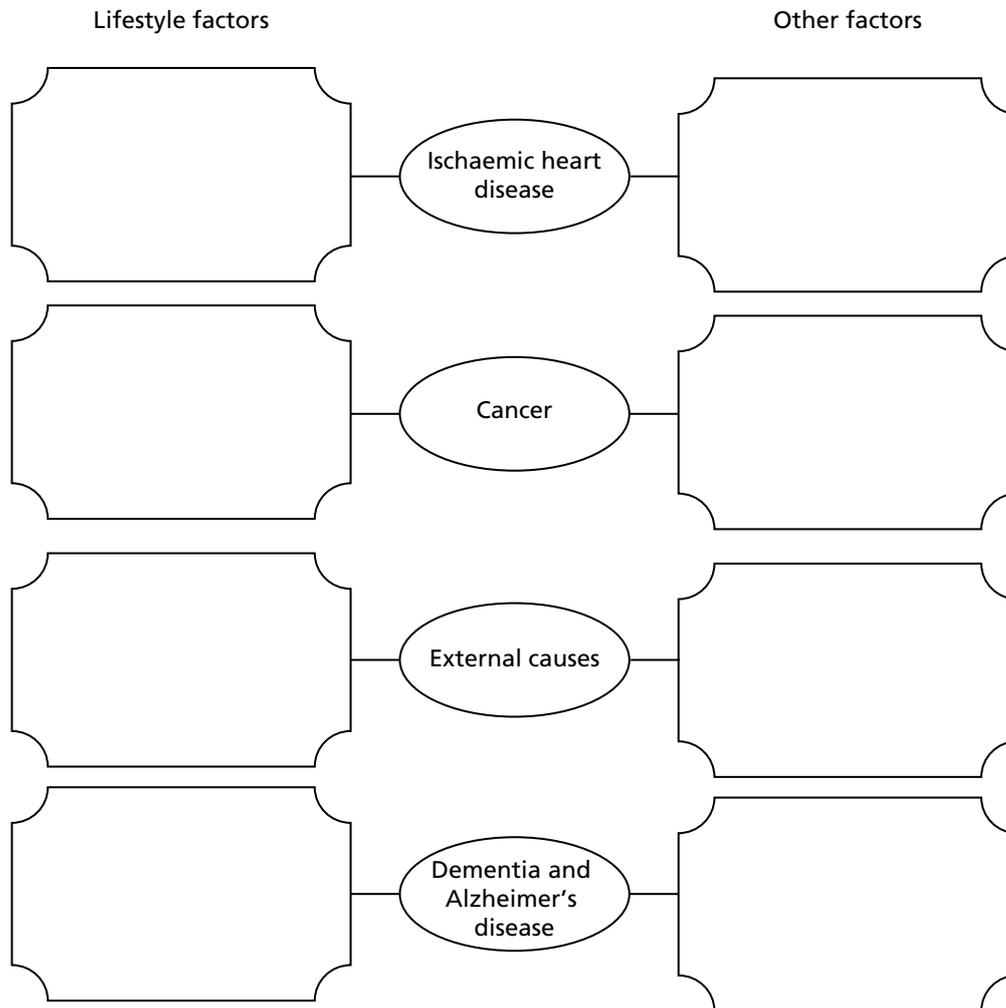
- 5 Which cause of death increased the most between 2013 and 2018?

- 6 List some reasons for the significant drop in deaths from ischaemic heart disease.

- 7 Visit <mea.digital/FB_HIA3> and scroll down to read the information under 'Potentially Avoidable Mortality'. List the leading potentially avoidable causes of death.

- 8 With a partner, brainstorm personal lifestyle factors and other factors (e.g. social, genetic or environmental factors) that could contribute to each cause of death. Write your answers in the mind map provided.

Mind map



External causes

Deaths resulting from external causes are deaths caused by factors external to the body, such as transport accidents, poisoning, injury and suicide. According to the Australian Bureau of Statistics, as of 2018, males are more likely to die from external causes than females, accounting for over 64 per cent of deaths.

Intentional self-harm accounted for 28.1 per cent of deaths resulting from external causes in 2018, with males three times more likely to die from this cause than females. Young people today are identified as having higher levels of depression than previous generations. They tend to seek more emotional independence from their parents at an earlier age. This can mean that they are not as well-equipped to deal with certain circumstances, such as relationship breakdowns, unemployment, homelessness, poverty and abuse, and can struggle to form positive relationships.

If you or a friend would like advice on or support with issues of self-harm, contact Lifeline at 13 11 14 or the Kids Helpline on 1800 55 1800.



Stockphoto.com/Stefano Lunardi



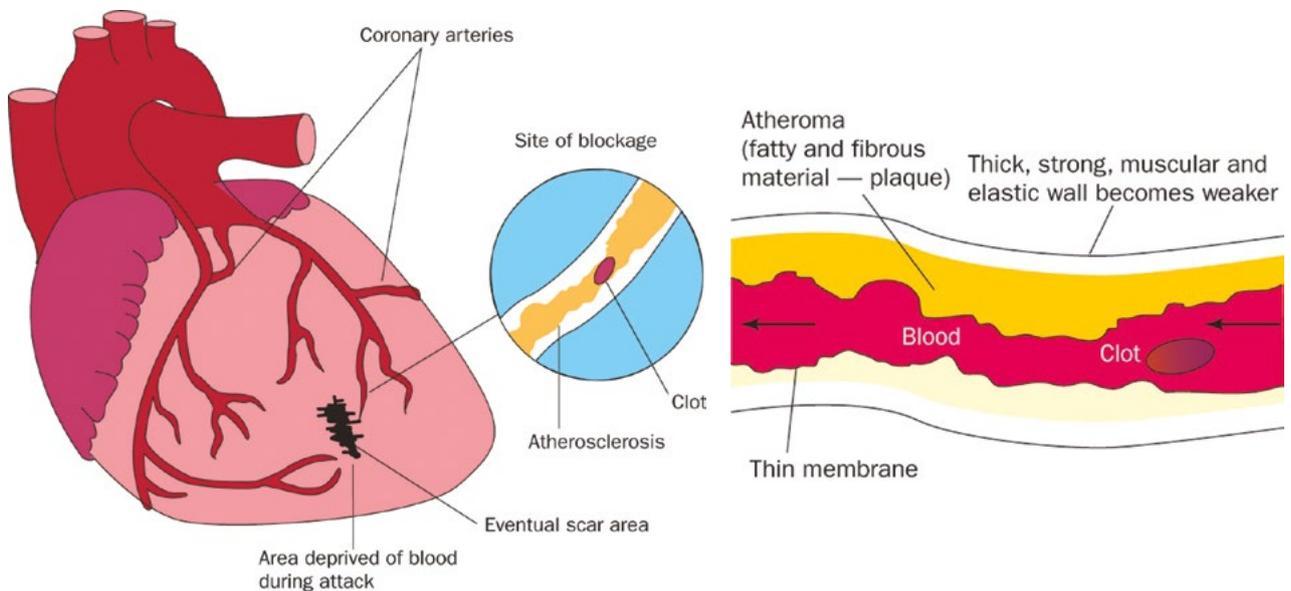
ACTIVITY *External causes*

- 1 Describe one government initiative aimed at reducing the number of young people dying as a result of external causes.

- 2 Comment on the differences between young men and young women when it comes to death as a result of external causes.

Cardiovascular disease

Cardiovascular disease (CVD) relates to diseases of the heart and blood vessels. Coronary heart disease is the most common form of this disease. Other major conditions are stroke, heart attack, angina, heart failure and peripheral vascular disease. The major factor leading to CVD is a build-up of fatty tissues (from fatty foods) on the inside lining of arteries, which interferes with the supply of blood around the body.



According to The Heart Foundation, CVD affects 4.2 million Australians, and coronary heart disease affects 2.4 per cent of the population.

Heart disease is mostly caused by lifestyle factors, such as:

- smoking (people who smoke are five times more likely to develop CVD)
- high blood pressure resulting from a high salt diet and/or being overweight
- lack of physical activity, which leads to an inefficient heart and circulatory system.

Social factors (e.g. low socio-economic status, which can be linked with increased likelihood of smoking and alcohol abuse) and environmental factors (e.g. inadequate access to exercise facilities or health services) also contribute to CVD.



Most frequently occurring cancers in 2018

Cancer site/type	New cases		Deaths	
	Number	Rate per 100 000 persons	Number	Rate per 100 000 persons
Bladder	2 960	9.7	1 015	3.2
Bowel	15 437	53.0	5 336	17.5
Breast	18 906	67.8	3 034	10.2
Melanoma of the skin	15 203	53.4	1 429	4.7
Lung	12 712	42.5	8 586	28.4
Liver	2 436	8.3	2 104	7.0
Stomach	2 211	7.5	1 138	3.8
Unknown primary	2 415	7.8	2 734	8.8
Kidney	3 919	13.7	875	2.9
Pancreatic	3 684	12.3	3 077	10.1
Total	79 883		29 328	

Source: Australian Institute of Health and Welfare (AIHW) 2020 Cancer data in Australia <mea.digital/FB_HIA5>

ACTIVITY *Exploring cancer statistics*

- 1 The survival rate for cancer patients has been steadily increasing over time. Suggest reasons for this.

- 2 Identify the most common type of cancer diagnosed in 2018. Was this also the cause of most cancer-related deaths?

- 3 List the five most commonly diagnosed cancers for all Australians in order, starting with the most common.

- 4 What was the most deadly cancer in Australia in 2018? What is the major cause of this cancer?

- 5 Kidney cancer is one of the most diagnosed cancers, but not one of the most deadly. Why do you think this is? Why do you think certain cancers are more deadly than others?

- 6 The Australian government has initiated three national population-screening programs for specific types of cancer: breast, cervical and bowel. Research one of these cancer screening programs and identify who is eligible to be screened and what the test involves.

Personal and community actions that affect health

In Australia, we tend to eat many unhealthy foods and not enough healthy foods. The majority of us do not exercise regularly. Many of us smoke or have friends who smoke around us. Most of us live in cities crowded with cars and factories, and many of our workplaces produce chemical pollutants. Speeding drivers are the leading cause of death on our roads. All of these factors combine to account for most of our ill health and injury in Australia.

Obesity

In 2017-18, 31.3 per cent of the Australian population was classified as obese and 35.6 per cent overweight. These figures have gained Australia a ranking position as one of the fattest nations in the world, and those numbers are still climbing.

Obesity is a disaster for personal health, and is a public health crisis. According to the National Health and Medical Research Council, our hefty waistlines annually cost Australians roughly \$56.6 billion in health expenditures.

It is not just cardiovascular disease that obese people are at risk of; being overweight is a significant risk factor in a long list of diseases.



istockphoto/ignjatovic

ACTIVITY Exploring health risks

- 1 In small groups, brainstorm to come up with a list of diseases that overweight and obese people are at risk of.



Classifying obesity

Body Mass Index (BMI) is a tool used to determine if a person is in a healthy weight range or not. BMI is measured by dividing weight in kilograms by height in metres squared.

BMI classification for adults

BMI	Classification
Under 16	Very underweight—the person is possibly malnourished
16–18.49	Underweight—the person could afford to gain a little weight
18.5–24.99	Healthy weight range for young and middle-aged adults
25 to 29.99	Overweight
30 and over	Obese

- 2 The BMI tool is not suitable for everyone. Explain the problems associated with using it to assess the health of a professional weight lifter.

Considering the way body fat is distributed is a more accurate predictor of health risk than BMI. Having fat around the abdomen, or a 'beer gut'—regardless of body weight—means that a person is more likely to develop certain obesity-related health conditions, such as diabetes, hypertension, high cholesterol and cardiovascular disease. Fat around the hips and buttocks does not appear to pose the same risk for these conditions. Men are more likely to deposit weight in the waist region than women.

- 3 Based on body fat distribution, who is more likely to suffer from cardiovascular disease: a middle-aged woman whose BMI is 29 and has a 'pear-shaped' figure (slender waist but large hips) or a middle-aged man with a BMI of 24 and a bit of a pot belly?

Childhood obesity

The number of overweight children has doubled in recent years, and one in four Australian children is now overweight or obese. Causes of obesity in children basically come down to eating unhealthy food that is high in fat and sugar, and not getting enough physical activity.

Being overweight or obese has a significant negative impact on a child's health, both in the long- and short-term. Overweight or obese children are likely to remain obese as adolescents and when they become adults. As well as health problems, obesity can lead to social problems for children.



15stock/patrickkneagney

4 Suggest some of the reasons that children today might have an unhealthy diet.

5 Suggest some of the reasons that children today do not get enough exercise.

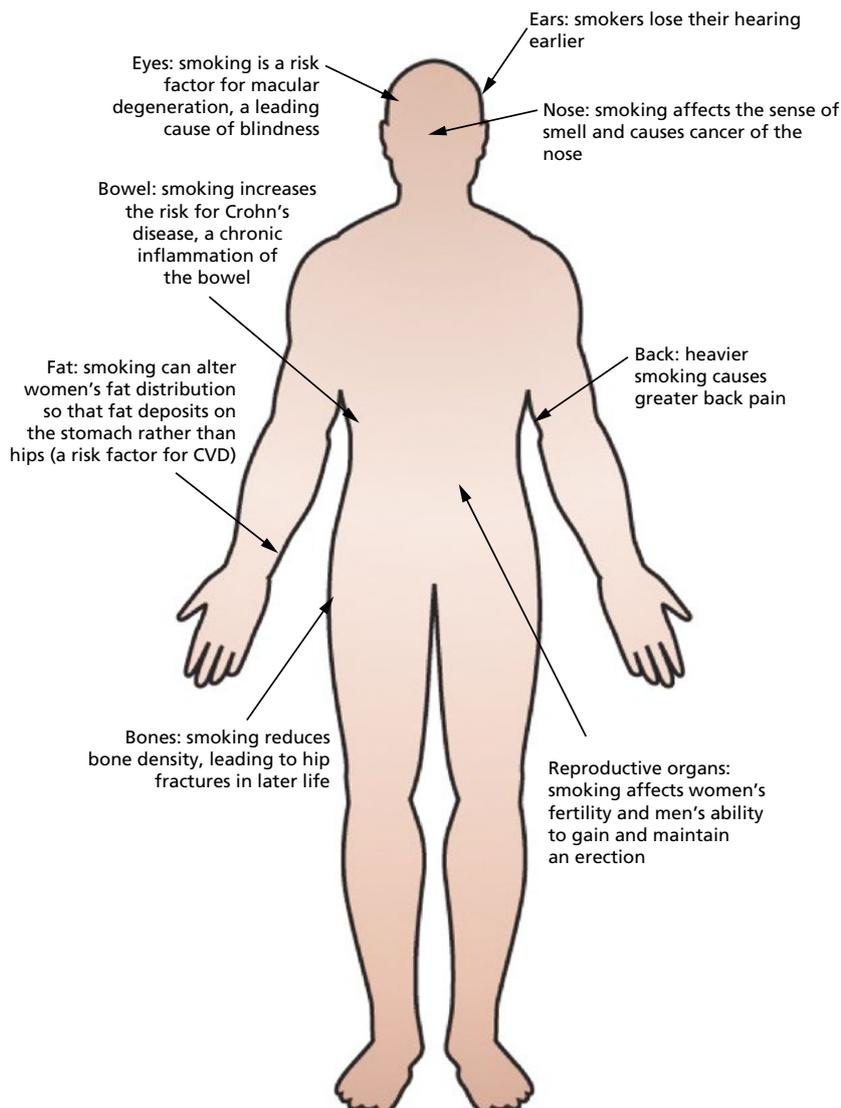
6 What are some of the social problems that an obese child might face?

7 Work in groups of three to prepare arguments for a class debate on the topic: 'Marketing junk food to children should be banned'. Your teacher will assign your group 'for' or 'against'.

Smoking

Everyone knows by now how dangerous it is to smoke cigarettes—the links between smoking and heart disease, stroke, lung cancer, emphysema and asthma are common knowledge.

The following diagram shows some of the lesser-known health problems caused by smoking.





ACTIVITY *Smoking and society*

- 1 Smokers are well aware that smoking is bad for their health, but many find it extremely difficult to give up. Explain why smoking is hard to quit.

Environmental tobacco smoke (ETS) is a combination of exhaled smoke and the smoke emitted from the end of a burning cigarette. 'Passive smoking' occurs when ETS is inhaled. Second-hand smoke can cause lung cancer, heart disease and acute respiratory effects.

To try to eliminate passive smoking, legislation has been progressively introduced that bans smoking in public places.

- 2 Make a list of places where smoking is banned today, but where it was previously acceptable to smoke.

Passive smoking can have a big impact on the health of babies and children. Infants exposed to ETS are at greater risk of dying of sudden infant death syndrome (SIDS), while both babies and children are more likely to experience asthma, croup, bronchitis, middle ear infections and lower respiratory illness.

- 3 Some Australian states have passed laws banning smoking in cars that have child passengers. Explain how these laws will benefit the health of children.

Promoting health

Prevention is better than cure goes the saying. Would you prefer to:

- eat more fruit and vegetables, or undergo months of chemotherapy and surgery for bowel cancer?
- stop smoking, or end up on a heart transplant waiting list?
- be more physically active, or learn how to get around with the aid of a guide dog because diabetes has caused you to go blind?

It seems simple, but people are often unaware of health risks, or too set in their ways to make changes. This is where health promotion comes in—there are many programs designed to prevent and combat illness and injury. Some health promotions are run by the government, such as warnings on cigarette packets and the National Drugs Campaign, which encourages parents to talk to their children about drugs. Others might be run by organisations like the Heart Foundation or the Cancer Council, or by smaller community-based groups (e.g. the Lions Clubs, who run 'Driver Reviver' programs).

ACTIVITY *Health initiatives in the media*

- 1 List as many health promotion initiatives that you have seen in the media as you can, and state who is responsible for each campaign. You may find it useful to access the appropriate websites to find out more information.

Campaign	Who is responsible?

Diabetes

Diabetes is a hereditary or developmental disease caused by the improper functioning of the pancreas resulting in the disturbance of sugar levels in the blood.

There are two main types of diabetes: type 1 (insulin-dependent diabetes mellitus) and type 2 (non-insulin-dependent diabetes mellitus or NIDDM). In addition to these, gestational diabetes is a temporary form of diabetes that can occur during pregnancy.

People with diabetes are at a high risk of developing cardiovascular disease. Nearly 75 per cent of deaths in people with diabetes are from CVD. Diabetes that is not managed properly can also lead to impaired kidney function; retinopathy, which causes blindness; and peripheral nerve disease, which can result in amputation.

Diabetes is the world's fastest-growing disease. Diabetes Australia says that more than 1.2 million Australians have been diagnosed with the disease and estimate a further 500 000 have undiagnosed diabetes. Approximately 85–90 per cent of all people with diabetes have the type 2 version, which usually develops in adults over 45 years old but is increasingly occurring in younger people. It has very strong links with lifestyle factors—people classified as overweight are twice as likely to develop diabetes as those in the healthy weight range, and obese people are four times as likely to develop diabetes. Women whose waist measurements are 80 cm or more are at increased risk of type 2 diabetes, and those with 90 cm or more are in the highest risk category. For men, the measurements are 90 cm and 100 cm, respectively.

Diabetes Australia aims to educate and support people. The BEAT IT initiative is a program that enables people to improve their health and wellbeing through awareness and physical activity.



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ACTIVITY *BMI and diabetes*

- 1 Given the increasing numbers of overweight or obese Australians, what will happen to the incidence of diabetes?

- 2 Comment on the impact that this will have on Australia's health system in years to come.



- 3 Explain why waist measurement, rather than BMI, is important when looking at reducing your risk of getting diabetes.

- 4 Suggest steps that a woman whose waist circumference measures 87 cm could take to prevent developing type 2 diabetes.

- 5 Visit the Diabetes NSW & ACT website at mea.digital/FB_HIA7 to research the BEAT IT initiative. What type of people do you think would benefit from this program? Do you know anyone you could recommend this website to?

National Drugs Campaign

The National Drugs Campaign is an Australian government initiative that began in 2001. The campaign works in phases that are determined by current national drug trends. The National Drug Strategy is aimed at reducing the use of illicit drugs (including ecstasy) by educating young Australians about the negative consequences and effects of drug use. It also encourages parents to talk with their children about drugs.

Illicit drug use has serious social, health and economic impacts on Australian society. A survey by the Australian Institute of Health and Welfare in 2019 found that 43 per cent of Australians had used an illicit drug of some type at least once in their life.

The intention of the campaign is to reinforce negative beliefs and attitudes held about illicit drug use. Other aspects of the campaign use positive messages from young people to other young people about the benefits of not using drugs, and suggestions for alternative ways to experience excitement in their lives. Another component of the campaign encourages young people who need assistance and support to seek it, and to seek treatment if drug use is already a problem.

The campaign targets 15–21 year olds who are at risk of using illicit drugs and parents of children aged between 13 and 17 years. It includes advertising through print media and radio, online resources, public relations and promotions.

ACTIVITY *Informing the youth of today*

- 1 Conduct online research to identify the two different groups that the National Drugs Campaign targets.

- 2 Identify the three different messages that the campaign communicates to young people about illicit drug use.



3 Have a look at the Drug Help website that was created for young people:

<mea.digital/FB_HIA8>

Describe how the design, imagery and language used in the website are aimed at connecting with young people.

 **ACTIVITY** *Contributing to healthy communities*

1 In groups, create a poster that promotes a new health initiative relating to an area of health concern in Australia. Your aim will be to educate the public about a certain condition. Choose something that has not already been seen in the media. For example, do not choose skin cancer (Slip, Slop, Slap, Seek, Slide). Instead, select a cancer that has not received much publicity, like prostate cancer.

Communicate to the public the risk factors for the condition and how they can take action to prevent it.

You may want to use powerful imagery to make an impact on people.

Use statistics to back up your message and grab people’s attention. There are many sites you can find on the internet but make sure they are a reliable source. A good place to start is <mea.digital/FB_HIA9>.

Medicare

Medicare is the public health system managed by the Australian government. It offers basic health care to all Australian residents, regardless of their income or social circumstances. The system works by paying benefits for medical expenses based on a schedule of fees set by the government. Some doctors or services may charge more than the schedule fee so patients might have some out-of-pocket costs.

Benefits for in-hospital services are offered to public patients (patients who do not claim private health insurance for the service) at 100 per cent of the scheduled fees. For private patients, 75 per cent benefits are offered—some of the ‘gap’ payment may be covered by their health insurer. While private patients can choose their own doctor, public patients are assigned a doctor by the hospital, and may be placed on long waiting lists for treatments.

Benefits paid for out-of-hospital services include:

- consultation fees for doctors, including specialists
- tests and examinations by doctors needed to treat illnesses (e.g. pathology tests)
- most surgical procedures performed by doctors
- some surgical procedures performed by approved dentists
- eye tests conducted by optometrists
- some services provided by psychologists for people diagnosed with mental health disorders.

Some medical services are not covered by Medicare. For example: physiotherapy and chiropractic services; alternative medicines; private patient hospital costs; glasses and contact lenses; and surgery solely for cosmetic reasons. Private health funds offer some packages that cover these types of services.

 **ACTIVITY** *Health funds and how they help*

1 Describe how the Medicare system provides equity for Australians.



- 2 Suggest reasons why Medicare does not cover medical services such as cosmetic surgery and physiotherapy.

- 3 Outline the benefits of having private health insurance.

- 4 Australia's population is ageing due to increased life expectancy and low birth rates. Discuss the effects that an ageing population might have on the Medicare system.

Medicare was established based on the understanding that all Australians should contribute to the cost of health care according to their ability to pay. It is partly funded by the Medicare levy, which is payable by most Australian taxpayers and equals 2 per cent of their taxable income. People whose taxable income is above a certain level and who do not hold private health insurance must pay a surcharge of up to 1.5 per cent of their taxable income—this extra cost is designed to encourage individuals to take out private hospital cover and to use the private system when possible. In addition, people with private health cover receive a tax rebate, which covers some of the cost of their insurance.

- 5 What measures are in place to encourage people to take out private health insurance?

- 6 Explain why the government would want people to have private health insurance.

- 7 As a class, discuss whether smokers should have to pay another surcharge: a smoker's levy. Make notes in the space provided.



ACTIVITY *Your health and wellbeing*

- 1 Throughout this unit, you have gained an understanding about the health issues of Australians and what can be done to reduce their incidence. With this in mind, review your own health and wellbeing and make suggestions about what modifications you can make improve and maintain a healthy lifestyle.



Assessment task: Have your say

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Argumentative essay

While watching the news you view a report on the obesity epidemic affecting young Australians. One solution suggested by experts is to implement laws aimed at reducing the availability of fast foods to young people. The experts believe that limiting the amount of fast food available to young people will encourage them to choose healthier options.

Your task is to write an argumentative essay that outlines your views on this issue.

Structure your essay as follows:

Introduction

What is your point of view regarding limiting fast food options to young people?

Body

Write a minimum of three paragraphs providing reasons in support of your point of view, including statistics and other relevant information. Include one paragraph that explores and refutes a reason why someone may disagree with your point of view.

Conclusion

Summarise your findings and point of view, suggesting recommendations.



Victorian Curriculum F–10 Links (Levels 9 and 10)		Working below Achievement Standard	Working towards Achievement Standard	Working at Achievement Standard	Working above Achievement Standard	Working well above Achievement Standard	Rating
Personal, Social and Community Health Contributing to healthy and active communities	Managing challenges, risks and safety	Identified outcomes related to overeating	Identified some outcomes of restricting food	Critiqued the health outcomes of restricting fast food intake among young people	Critiqued patterns and trends relating to health data to identify the positive and negative outcomes of restricting fast food intake among young people	Critiqued information to predict the positive and negative outcomes of restricting fast food intake among young people	
	critique the positive and negative health outcomes of restricting fast food intake on the community	Listed ways that young people could improve their health	Made suggestions to improve the health of young people	Suggested recommendations to improve the health needs of young people	Suggested credible recommendations to improve the health needs of young people	Suggested credible recommendations to educate and support young people in order to improve their health needs	
	Health products, strategies and support services	Identify and critique health services and products and their implementation in strategies to support health of young people					

Student's comments:

Teacher's comments:





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Relationships

Introduction

Who are you?

- Personal identity
- Your values
- Identity crisis

Relationships

- Friendships
- It's up to me
- Rights and responsibilities
- Making it work
- People skills
- Being assertive

Discrimination

Sexual harassment and assault

- Victim blaming
- Consent
- Support

Positive relationships

To finish...

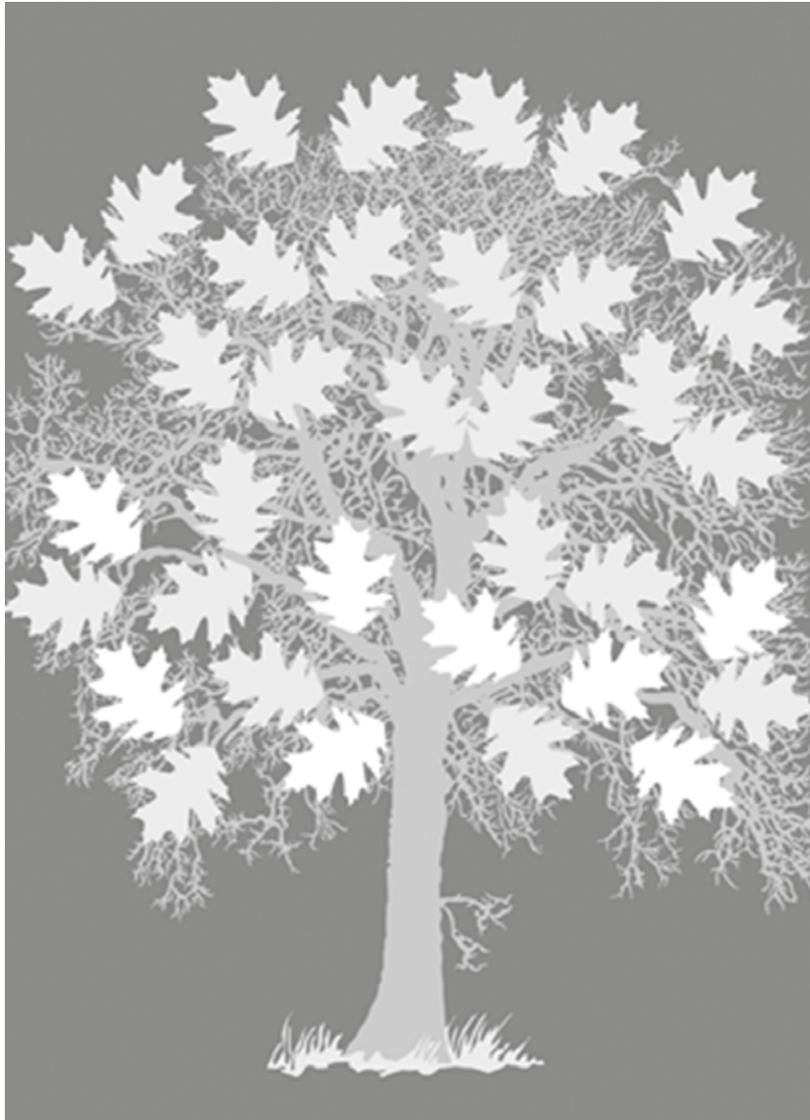
Assessment task: Working together



Introduction

People thrive on interacting with other people and animals. As a result, our relationships play a major part in our everyday lives.

Your most enduring relationships will be those that you have with family members. Fill in the Family Tree provided, going as far back as your great-grandparents.



Who are you?

Success in life, especially in the creation of positive and enduring relationships, starts with building a strong personal identity.

ACTIVITY *Physically me*

1 Complete this activity to help you discover what makes you who you are.

Name: _____

Age: _____

Height: _____

Sex: _____

Hair: _____

Eyes: _____



Personal identity

Your personal identity is who you are, what you are about, and what you plan to do with your life. It is formed through early life experiences and the choices that you make as you develop into adulthood.

Role models

Role models play an important role in the development of young people. With so many to choose from, it is important to choose correctly.

ACTIVITY *Learning from role models*

- 1 As a class, brainstorm the various ways, positive and negative, that role models may influence the behaviour of others.
- 2 Many adolescents look up to family members, sporting people and celebrities as role models. In the space provided, list what you think makes a good role model.

- 3 Think about whom you look up to as role models and then complete the following table.

Role model	Positive attributes	In what ways do you relate to this person?	What have you learnt from this person?



- 4 Due to the public nature of their careers, most sporting people and celebrities become role models. However, this does not mean that they are good role models. Choose two examples of poor role models and provide reasons why these people do not fit your definition of a good role model. Share your response with the class.

- 5 Are you a good role model for your peers? Make a list of your positive attributes.

Your values

Adolescence can be an exciting time; however, with this freedom comes the responsibility of looking out for yourself. Making big decisions can be a daunting task. It helps to list your values, know yourself and identify your strengths and weaknesses.

Your values are those ideas, qualities or things that you think are important and good. For example, if you value your body, you will look after it through exercise, a good diet, vaccinations and by avoiding harmful drugs and unnecessary risks.

ACTIVITY *What I value*

- 1 In groups of three, make a list of 20 values that you believe are important. As an individual, rank them in order of most important to least important. Share your response with your group and discuss differences in opinions.



- 2 The way in which you perceive yourself and how you believe others perceive you may at times be inaccurate. Use the table provided to record your thoughts.

As others see me	As I am today	As I would like to be

- a Are there any differences between how you think others see you and how you see yourself? What makes you think this?

- b Ask a friend to read your 'As others see me' column. Do they agree with your comments? Have you been optimistic or pessimistic about how others see you?

- c Is your 'As I am today' column different from your 'As I would like to be' column? What can you do to make these columns identical in six months' time?

Identity crisis

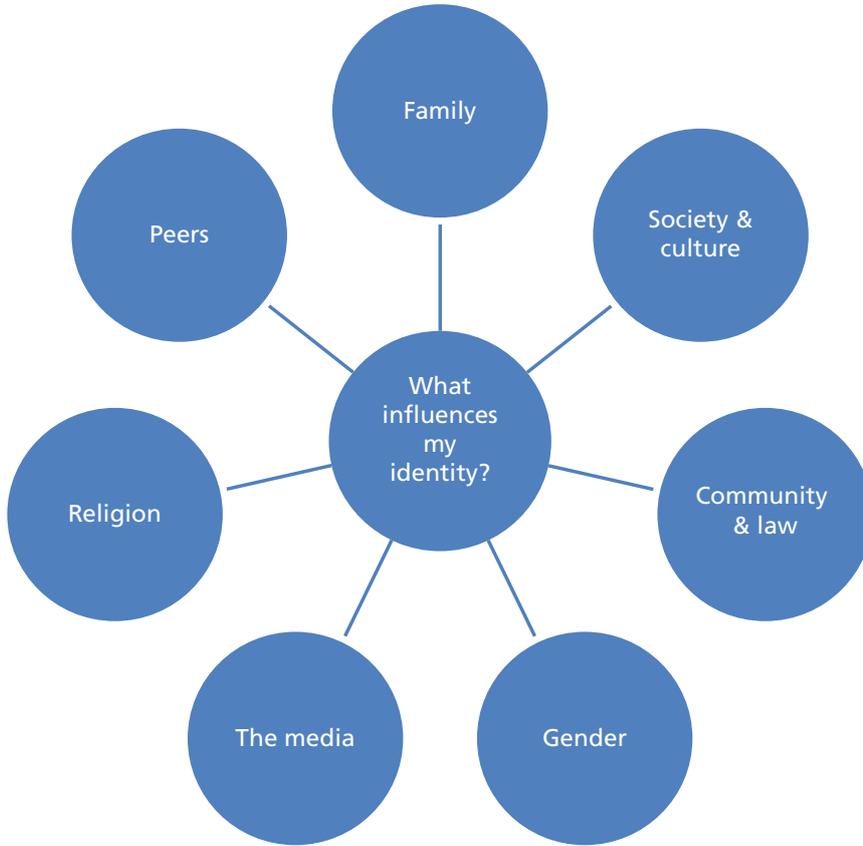
'You can tell a lot about a person by the company they keep' is basically true when it comes to developing a strong personal identity. Look around you at the people in your life and you will find aspects of yourself. Some of these are worth keeping—others you might do without.



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ACTIVITY *Personal influences*

- 1 As a class, discuss each of the influences on personal identity listed in the diagram provided.
- 2 Provide an example of how each influence affects your search for your own personal identity.



Multicultural identity

You would have heard people describe Australia as a multicultural nation.

ACTIVITY *How culture affects me*

- 1 What does this statement mean to you?

- 2 In what ways do you think multiculturalism has affected the way in which you live your life and the person that you have become?



- 3 What responses do you think an adolescent from a different cultural background to yours would provide to this question?

- 4 The Australian flag represents the people within our country. Design a flag that represents the history, influences and values that have made you the person you are today.

Relationships

As a member of many different groups, you have many different relationships.

ACTIVITY *Friends and family*

- 1 Make a list of all of the different types of relationships that you are a part of. Underline each of the relationships that you believe you have had a part in forming.

- 2 Choose three of the relationships and outline the benefits of each.



3 'You can choose your friends but you can't choose your family'. Explain what you believe this statement means. Share your response with the class.

Handwriting lines for student response.

Friendships

To have a strong friendship network you must first learn how to be a good friend to others.

ACTIVITY *How friendly are you?*

Look at the checklist provided and tick off the friendly and unfriendly things that you do.

	Your response	Your friend's response
Friendly things to do		
Smile Talk Be kind Listen Be a good sport Include others Support others		
Unfriendly things to do		
Be bossy Pay out on people Ignore people Be unkind Be a bad sport Alienate people Be sarcastic Be negative/pessimistic		

Now have a classmate complete the checklist about you. Discuss any differences in opinions.

It's up to me

Throughout adolescence, your friends will play a very important role in your life. There are other relationships that you will share that may be equally as important. Each of these relationships will require you to take on particular roles.



ACTIVITY *Strong relationships*

- 1 In the space provided, record the various characteristics that you must demonstrate in order to ensure that each relationship remains strong.

Son/daughter	Student	Employee	Team member

Rights and responsibilities

In any relationship, you have certain rights and responsibilities. Your rights are the ways in which others should treat you. Your responsibilities are the ways in which you should treat others. When both sides are aware of their rights and responsibilities, the relationship is built on a solid foundation of common understanding and respect.

ACTIVITY *To be friends*

- 1 Using the space provided, devise a rights and responsibilities checklist that you could consider when choosing a new friend, and then share your results as a class. You may wish to add extra rights or responsibilities that you may not have thought of.

Friendship checklist

Rights	Responsibilities
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____

- 2 In pairs, discuss whether this list would change if the relationship were with a boyfriend or girlfriend and what these differences might be.



ACTIVITY *Problem solving*

- 1 Choose a relationship in which you have suffered concerns and work through the flow diagram to see how you could have best resolved the problem.

Problem:

↓

Possible solutions:

↓

Support people:

↓

Action:

People skills

Relating to people calls for a dynamic set of skills. People skills include your ability to:

- respect other people's rights and responsibilities
- communicate and cooperate
- develop the ability to make good decisions
- negotiate and handle authority
- be assertive
- cope with disagreements and frustrations
- respect the opinions of others
- develop the trust and self-esteem of others
- express feelings for others.

Read the following scenarios and highlight which people skill is needed. Once you have identified the people skill required, rewrite the scenario using the necessary skill.

ACTIVITY *Exploring scenarios*

Scenario A

Jodie was allowed to go to Jamie's party as long as she was home by 10 pm. It is now 10:15 pm and her friend Caitlyn has told her that her mum won't be picking them up until 11:30 pm. Jodie is worried that if she complains about this, Caitlyn won't be her friend.



Scenario B

Ross has known Michelle for years. Lately she has been spreading gossip about him. He thought that they were good friends but now he isn't so sure.



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Scenario C

Polly doesn't know what to do. Last week she told her friend Stacey that she liked Mark and now every time he is around them, Stacey teases and embarrasses her.

Being assertive

Assertiveness is an important people skill because it allows you to stand up for your rights without putting down the person with whom you are communicating. Assertiveness is the ability to:

- begin a conversation
- state your feelings
- ask or state an opinion
- disagree in a positive way
- make a complaint
- deal with criticisms
- behave how you choose
- say no.

ACTIVITY Practising assertive behaviour

- 1 Re-read each of the behaviours. In pairs, discuss the ones that you would find most difficult to do and explain why.
- 2 Using the space provided, write a role-play aimed at teaching your peers how to respond assertively to a difficult situation.



- 3 Practise your role-play with your partner. At some stage throughout this unit, your teacher will give you the opportunity to perform your role-play for your class.

Assertiveness is the mid-point between submissive behaviour (giving in) and aggressive behaviour (starting a fight).



- 4 Read the following scenarios. For each scenario, identify what type of behaviour is being displayed and rewrite each so that the person is using assertive behaviour.

Scenario A

Angel is at the local shops where she has been waiting to be served for 10 minutes. She has noticed a man following her around the shop. She feels uneasy but says nothing.

Type of behaviour:

Assertive response:

Scenario B

Michael is in a bad mood because he had an argument with his mum before school. While he is getting his gear out of his locker, someone walks past and knocks him. He turns around and pushes the person onto the ground while yelling, 'Get lost!'

Type of behaviour:

Assertive response:



Watch the following assertiveness scenarios: <mea.digital/FB_REL1>. As a class, discuss what behaviours were submissive, assertive and aggressive for each scenario.

Discrimination

Discrimination is to segregate, treat less favourably or be unfairly harsh to someone on the basis of race, gender, sexual orientation, class, disability or age. Despite Australia's multicultural society, racial discrimination is especially rampant, particularly towards Aboriginal and Torres Strait Islander peoples and immigrants.

Whenever a person is treated differently based on their race or skin colour, it is known as racial discrimination. An example of direct racial discrimination would be disregarding a job applicant due to the colour of their skin. It is also possible to racially discriminate in an indirect way. This can be done by enforcing rules that may have an unfair or negative effect on some people due to their racial background. For example, it would be indirect discrimination to say that nobody may wear headwear inside the classroom as this would negatively affect anyone who may wear headwear for cultural or religious reasons.

In Australia, the Racial Discrimination Act means that both racial discrimination and racial vilification are illegal. It is against the law in Australia to treat any person unfairly based on their race. The Racial Discrimination Act aims to protect people from discrimination and vilification in their education, employment, accommodation, access to services and in public places.

ACTIVITY Exploring discrimination

1 Research the Australian Human Rights Commission (AHRC) at www.hrc.org.au and then answer the following questions.

a List the basic rights that everyone is entitled to.

b What are three major forms of discrimination?

c Which of these forms of discrimination do you think is most common among your age group?

d What avenues of action are available for people who are subjected to discrimination?

e What support is available for people who are subjected to discrimination?



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Sexual harassment and assault

Sexual harassment is any unwanted sexual behaviour that has the intent or effect of offending, humiliating or intimidating the person being harassed. Sexual assault is a crime that occurs when one person intentionally touches another person in a sexual manner without that person's consent. Sexual assault is a type of violence and an abuse of power. It is a crime that can happen to anyone and, unfortunately, it is very common. According to the Australian Bureau of Statistics (ABS), 23 052 victims of sexual assault were recorded by Australian police in 2016, and more than four in five of those victims were female.

Sexual assault is an umbrella term for a range of crimes involving unwanted sexual contact. Rape is an example of sexual assault, and is a very serious crime involving any sexual penetration without consent, including vaginal, anal and oral sex, as well as digital penetration. While rape is a violent crime, it does not always involve signs of a physical struggle; a lack of bruises, tearing or other physical signs does not mean that sexual assault has not occurred.

ACTIVITY *Exploring sexual harassment*

- 1 Sexual harassment occurs everywhere and can happen to anyone. Write a list of examples of sexual harassment that you or someone you know has experienced.

- 2 'Sexual harassment' covers many behaviours; however, some people are not aware they are sexually harassing others by doing things like wolf-whistling and staring. What could be done in your school to educate students about this topic?

- 3 What are your school's rules relating to sexual harassment?

- 4 Who could you go to if you were sexually harassed at school?

Victim blaming

Victim blaming is when a victim is blamed either implicitly or explicitly for the crime committed against them. The victim is told that it is their fault as they did not do enough to protect themselves, or that they somehow invited it. Putting the onus on women to protect themselves from sexual assault causes victims to blame themselves for the violence perpetrated against them, which can prevent them from seeking support. It also tells men that women who 'misbehave' are 'asking for it', and excuses the perpetrators for their actions. More broadly, victim blaming prevents us as a society from addressing the real causes of sexual assault: gender inequity and rigid gender stereotypes.

In many discussions of sexual assault, the focus is on the behaviour of women. Women are told not to walk alone at night, not to wear headphones when walking alone, not to get drunk, not to wear revealing clothing, and so on. While it is important to educate women on how to protect themselves, discussions of sexual assault should focus on the perpetrators of these crimes. Simply put, we should focus on teaching people not to rape. Given that the vast majority of rapes are committed by males, that means teaching boys and men to respect others, and that it is never okay to pressure or force someone to have sex.



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ACTIVITY *Class discussion*

- 1 The rape and murder of comedian Eurydice Dixon in Melbourne in 2018 sparked discussion of the safety of women in Australia. Many focused on increasing the use of closed-circuit televisions (CCTV) or improving access to taxis. As a class or in groups, discuss other ways to reduce the incidence of sexual assault. Make notes in the space provided.

Consent

Personal boundaries refer to the limits of how comfortable people feel with certain acts. Your body is yours and you have the right to decide who can and cannot touch you, as well as how they can touch you and when. Everyone's personal boundaries are different and ever changing. When we start to feel uncomfortable, that means our personal boundaries are being encroached. Having your personal boundaries violated can be a very traumatic experience. You cannot know what someone's personal boundaries are without asking them. By asking people for consent before touching them, you avoid breaching their personal boundaries.

Consent is permission for something to happen. In the context of sexual consent, the old model was simply 'no means no'. Although this is true, this statement implies that doing or saying anything other than no means yes. The new model, enthusiastic consent, states that only an enthusiastic 'yes' equates to consent. 'Yes means yes' shows that anything else, such as laying still, saying nothing, saying maybe or essentially saying anything other than yes, means no.

In order for consent to be provided, it must be:

- voluntary—consent cannot be given due to fear, force, pressure, coercion or duress.
- mutual—consent must be given by all parties that are involved in the sexual act.
- continuous—consent must be obtained for each individual sexual act, and a person can decide they no longer want to participate at any point during sexual activity.
- definite—the person giving consent must be completely sure they would like to participate in the sexual act.



Support

It is important that a person who is subjected to sexual harassment or assault is able to access any medical, emotional or legal support they require. Despite the serious nature of these crimes, they are severely under-reported. Reporting sexual assault sends the message that the perpetrator's behaviour is unacceptable and brings the issue into the public eye, but for many people it can be intimidating.

The reasons that sexual assault often goes unreported are complex. Victim blaming can cause survivors of sexual assault to be ashamed and afraid of public perception. These feelings can be exacerbated by the legal process, which involves reliving every detail of the experience with the police and a medical examination. If the case goes to trial, the victim will need to relive it all again, and be questioned by someone trying to prove that they are lying—a discouraging prospect for anyone. Sexual assault is often committed by someone that the victim already knows. Because of this, victims of assault may try to rationalise the perpetrator's behaviour, be afraid of social repercussions if they speak out against someone in their social circle, or be scared of what the attacker may do if they speak out. It is important to remember, however, that help is available, and if you have been harassed or assaulted you do not need to deal with it alone. Speak to someone you can trust about the best way to handle the situation, and ensure you receive any support you need.

Any form of sexual assault can be reported directly to the police. Support is also available online or via telephone, through the following services:

National Sexual Assault, Domestic and Family Violence Counselling Service

24-hour phone: 1800 RESPECT (1800 737 732)

<mea.digital/FB_REL5>

The Women's Services Network (WESNET)

<mea.digital/FB_REL6>

Kids Helpline

24-hour phone: 1800 55 1800

<mea.digital/FB_REL7>

ACTIVITY *Contributing to healthy communities*

- 1 Conduct a web search to find a health promotion organisation designed to educate and provide support for people suffering from sexual assault.

Name of organisation: _____

Web address: _____

Contact details: _____

Support offered:

Major promotions:

What can people do if they wish to support this organisation?

If you would like to further discuss issues related to sexual assault, there are many options open to you at school, at home and within the community.



2 Write down the local support services in your area:

a School

b Home

c Community

3 What facilities or services are lacking in your area? Why is it important to have these services accessible to young people?

Positive relationships

As you grow, you will have the opportunity to experience many positive relationships. Relationships where you feel happy and comfortable to be yourself not only benefit your own life but also have a positive influence on the people around you.

ACTIVITY *Analysing positive relationships*

1 Make a list of couples (family members, celebrities) that you identify as having solid relationships. Explain your response.



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2 Make a list of the characteristics of a good relationship. Place a tick next to each characteristic that you have experienced in one of your own relationships.



- 3 During adolescence, your romantic relationships will help you develop the skills that you will need for future long-term relationships. What attributes do you have that you think would make you a good boyfriend or girlfriend?

To finish...

ACTIVITY *Showing understanding*

- 1 As a class, participate in an 'Express Yourself' session. Each person will have 30 seconds to share their views on discrimination within the school. Is it a problem? What areas are of concern and what can the student body do to combat these issues? Make notes in the space provided.

- 2 What strategies are evident within the school to combat all forms of discrimination? This could include policies, rules and/or educational programs.

- 3 Think of an experience where you have encountered a form of discrimination. Record the situation in the space provided.



4 Using the people skills previously discussed, create a comic strip designed to teach younger students how to behave if they experience a similar situation. (Make sure you give your comic a title!)

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Useful websites

The following websites provided useful information for this unit. You might like to use them for further reading.

ReachOut.com

<[mea.digital/FB_REL8](#)>

Relationships Australia

<[mea.digital/FB_REL9](#)>

Family Relationships Online

<[mea.digital/FB_REL10](#)>

The Australian Human Rights Commission

<[mea.digital/FB_REL11](#)>

Kids Helpline

<[mea.digital/FB_REL12](#)>



Assessment task: Working together

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Fact sheet

You have many avenues through which to access health information. The main issue is being able to identify credible and useful information that is right for you.

- 1 Work in groups of four students. Each of you will choose one of the relationships listed and develop a fact sheet about the various rights and responsibilities of the individuals involved in the particular relationship.
 - Parent–child
 - Boyfriend–girlfriend
 - Teacher–student
 - Employee–employer
- 2 Once your fact sheet is complete, seek feedback from other group members and make any necessary changes.
- 3 Collate the group's work into a booklet, making sure you include a title page.

Top tips

To be successful you need to include the following:

- Rights and responsibilities regarding your topic.
- Personal behaviours to ensure the individuals are being treated appropriately.
- Health promotion services (including websites) that can be accessed for help and support—include a brief outline of the services and/or support offered.
- Any illustrations or stimuli that support your information.

Victorian Curriculum F–10 Links (Levels 9 and 10)			Working towards Achievement Standard		Working at Achievement Standard		Working above Achievement Standard		Working well above Achievement Standard		Rating	
Strand and Sub-Strand	Key Elements	Criteria Ability to ...	E	D	C	B	A	Self/Peer	Teacher			
Personal, Social and Community Health Being healthy, safe and active	Health products, strategies and support services	Identify and critique health resources and support services	Listed relationship-related health services and products available to young people	Identified health resources and services available to young people	Identified appropriate government and non-government health resources and services and critiqued their effectiveness in supporting young people when developing relationships	Identified various government and non-government health resources in order to locate appropriate resources to support young people when developing respectful relationships	Critiqued various government and non-government health resources and services in order to locate credible resources to support young people when developing respectful relationships					
Personal, Social and Community Health Communicating and interacting for health and wellbeing	Rights and responsibilities in relationships Assertiveness and resilience strategies	investigate rights and responsibilities in respectful relationships	With support, identified some rights and responsibilities of people in relationships	Showed knowledge of the rights and responsibilities of young people in respectful relationships	Identified how the rights and responsibilities of young people change depending on the relationship	Described how the rights and responsibilities of young people change depending on the relationship	Explained how the rights and responsibilities change depending on the relationship					
		identify appropriate personal behaviours and their impact on respectful relationships	Developed a list of behaviours designed to develop respectful relationships	Identified appropriate personal behaviours to develop respectful relationships	Identified appropriate assertiveness and resilience strategies to enable young people to develop respectful relationships	Suggested appropriate assertiveness and resilience strategies to enable young people to develop respectful relationships	Recommended appropriate assertiveness and resilience strategies that enable young people to maintain respectful relationships					
		use subject-specific language to express health information	Used appropriate language to create a fact sheet	Used subject-specific language to develop a fact sheet	Used subject-specific language to develop a fact sheet for young people	Used appropriate subject-specific language to design a fact sheet that communicates information to young people	Accurately used subject-specific language to develop a fact sheet that educates young people					



Student's comments:

Teacher's comments:





iStockphoto.com/Graham Heywood

Sports tactics and strategies

Collaborating with team members

- Being part of a team
- The key to a successful team

Fair play

- When is sport not a game?
- Ethical issues in sport

Moving our bodies

- Attacking tactics
- Defensive tactics
- Tactical drills

Collaborating with team members

Everyone is a part of a team at some stage in their lives. This may be as a member of a family, a student in a class, an employee or as an athlete in a sporting team.

As a team member you will interact with many different people including coaches, officials, players and spectators. You may even have the opportunity to perform a variety of these roles yourself and, as a result, will need to accept certain responsibilities.

Being part of a team

Being part of a team means working together. Here are some guidelines to follow:

Give 100%—you owe it to yourself and your team members to be dedicated to performing at your best.

Be accepting—acknowledge the weaknesses and strengths of team members, including yourself, and seek out ways to work around them.

Have commitment—be willing to do that little bit extra. It is the little things that drive success.

Have self-control—things may not always run smoothly in the game or at training. You may get an umpire's decision that you feel is unjustified or criticism that you find hard to accept. How you deal with these determines how effective you are as a team member.

The key to a successful team

Goal setting is important for any team as it points everyone in a common direction. It also allows players to develop individual goals that will help the team achieve the team's goals. If a major goal for a netball team is to move the ball down the court quickly, individual players need to take responsibility for refining their ball skills.

Communication is essential to performance both on and off the field. Players need to feel that they can express themselves by making suggestions and decisions. In turn, you need to be prepared to listen and take direction. Many teams find it valuable to take time after a game to debrief and share information.

Respect for your sport, team members, coaches, opposition and officials ensures that the spirit of the game is upheld at all times. By supporting your team members you foster a fun and safe environment in which to play.

Enjoyment is the most important aspect of any game. If you are finding yourself unmotivated and not wanting to participate in your sport it is most likely that your team-mates feel the same. What is it that made you take up sport in the first place? This may be the key to reigniting the fun!



istockphoto.com/EasyBuy4u



ACTIVITY *Identifying behaviours*

- 1 In the following situations, identify what is lacking in the attitude of these team members.
 - a You are coaching the under-12s football team for your local club. You have noticed that a few players have made a habit of turning up late to training.

 - b While playing school netball, your opponent is constantly swearing under her breath and making rude comments about the umpire.

 - c You are on your way to training and as you walk past the skate park you find yourself considering skipping practice to hang out with your friends.

 - d Lately, you have noticed a fellow team-mate has not been taking training seriously. He is often unprepared and rude to your coach.

ACTIVITY *Identifying skills*

- 1 Each player brings essential skills to a game. Choose a sport and list what expertise is required for each position.

- 2 Look at the plays outlined in the section on tactical drills. Suggest the strengths required by each player for the strategy to be performed accurately. Be sure to list physical, social and mental expertise.

Fair play

There may be situations throughout your sporting career when people or circumstances make your experiences with your sport less enjoyable. As a sportsperson, you deserve certain rights but you must also take responsibility for your own actions.

The Equal Opportunity Commission (EOC) is a government organisation in each state and territory that aims to ensure that people are aware of their rights and responsibilities. **Play by the Rules** is an initiative developed in partnership with the Australian Sports Commission and all national sport and recreational agencies. This project educates sportspeople about their rights and responsibilities both on and off the field.

When is sport not a game?

If you find yourself in a situation where you believe you or someone you know is being treated unfairly, it is your responsibility to take control of the situation and do something about it. The problem could get more intense the longer you leave it.

It is easy to be told not to put up with unfair or unethical behaviour but what can you do about it? The following is a guide to the steps you can take to resolve any problems you may be experiencing both on and off the field.

The 3 Ts to conflict resolution

- **THINK** about the situation. What is it that is concerning you? What do you want to change? At this stage you may find it helpful to write down what you are feeling. This will help you sort through your thoughts and put things into perspective.
- **TALK** to someone you trust. Sometimes talking about your concerns may be all that you need to resolve your problem. It will also allow you to work through your options.
- **TAKE ACTION.** This may mean going to the source of the problem and airing your issues, seeking professional advice or making a formal complaint. The most important thing is to find a resolution you are happy with.

ACTIVITY *Seeking help*

- 1 In groups of three, discuss a situation in which you, or someone you know, have been treated unfairly either at school or in the sporting arena. Choose one of these scenarios and follow the 3 Ts to conflict resolution in order to come up with an appropriate action plan.

Being a good sport

As a sportsperson you are constantly making decisions. Who will I throw to? Will I go to training? Do I choose to react to the referee's call on me? How you react to these situations moulds you as both an athlete and a person.

Think of a sporting identity who you consider a role model. Is your opinion based entirely on their physical ability or is it also influenced by how they behave on and off the field? 'Sportsmanship' refers to your ability to maintain integrity and respect while abiding by the rules of your sport and heavily relies on the choices that you make.



ACTIVITY *Identifying and designing*

View the following YouTube videos on good and bad sportsmanship.

<mea.digital/FB_STS1>

<mea.digital/FB_STS2>

- 1 Brainstorm the qualities that you believe make up good sportsmanship.

- 2 Explain why you think people watch the top five sports listed from the bad sportsmanship moments video.

- 3 Share your thoughts with your class and, as a group, design a sportsmanship checklist.

- 4 Using this checklist, design an A4 poster highlighting the attributes of good sportsmanship and display it in your classroom. You may choose to use the computer or create your own design. Use the box provided for planning.



- 5 Using the checklist, rate yourself in relation to sportsmanship. What things can you do to practise good sportsmanship?

Ethical issues in sport

Australians are proud of being seen as a sporting nation. Now more than ever, though, we are facing new and diverse ethical issues and concerns in sport. Ethics in sport refers to the 'unwritten rules' by which a person should behave and perform and is distinguished by how well we treat others and ourselves.

Ethical issues that you may encounter as a sportsperson:

- sportsmanship, or lack thereof
- 'sport rage' including harassment and bullying, and/or inappropriate behaviour by parents/spectators
- cheating or bias
- drug abuse
- type of media coverage, for example, inaccurate reporting of your performance or attitude.

ACTIVITY *Exploring ethical issues*

- 1 What ethical issues have you experienced that are not listed here?

- 2 In your own experience of watching sport on TV, which sports receive the most media coverage? Why do you think this is?

- 3 How does the amount of coverage of female sports compare to the coverage of male sports?

- 4 Do you believe that media coverage of a sport can influence its popularity? Justify your response.



- 5 Over the following week watch the sports section on a commercial TV news station and compare this to the sports coverage on the ABC or SBS. Take notes relating to the amount of coverage of particular sports.

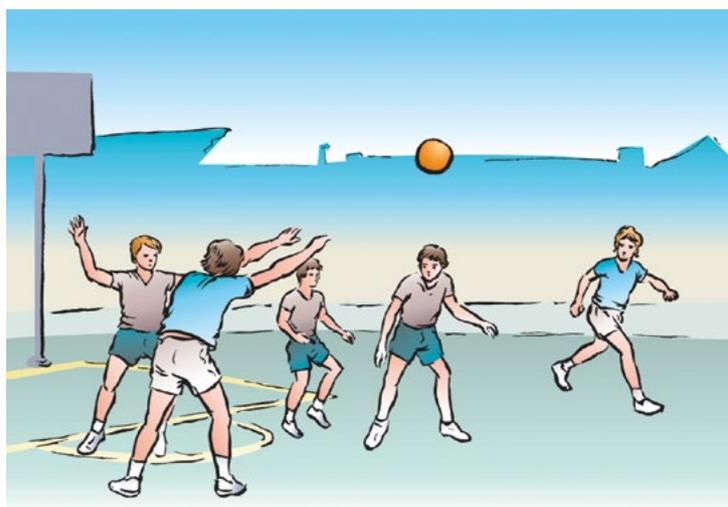
- 6 Review your answers to questions 1–5. Discuss your results with your classmates.

Moving our bodies

Every game has a unique set of components that can be used to form a strategy. The most basic components common to games are attack (in possession of a ball) and defence (not in possession). Tactics can be applied within these components to create teamwork. Strategic thinking is the ability to plan consecutive phases of play or movement to achieve an outcome.

Attacking tactics

Attacking (offensive) tactics are aimed at breaking down defensive patterns of play. Here are some well-established tactics to use in attack.



Lead, cut or break into open space

Draw the defender to you before you pass. This opens up the play for your team-mates.

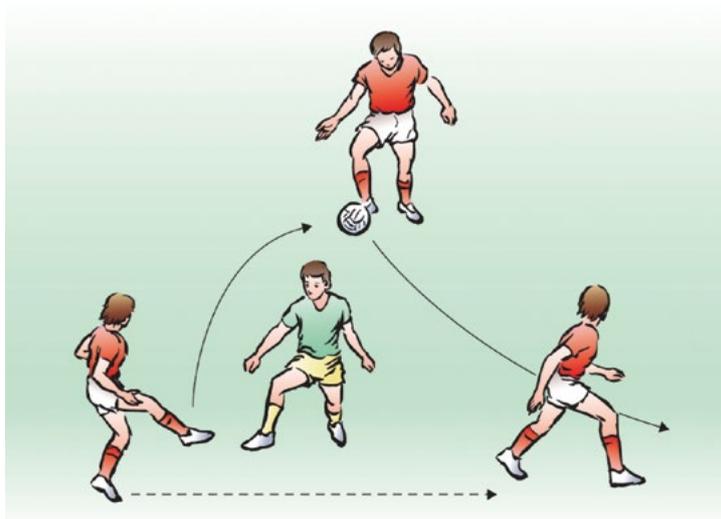
Pass the ball in front of your team-mates so they can run on to it.

Lead, cut or break into open space so you have time to control the ball when you receive it (as shown in the diagram).

Spread the defence by spreading players across the field or court. Do not let team-mates huddle close together where they can all be covered by one defender.

Keep your opponents guessing by varying the type of skills you use and the pace at which you perform them.

Support the team-mate who has the ball by providing them with an open target to pass to.



Wall pass

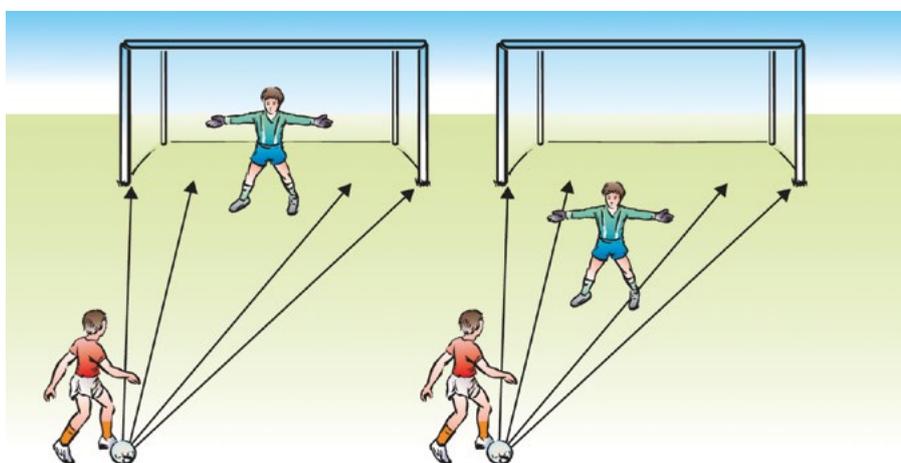
The **wall pass** or 1–2 is a very effective method of getting past defenders while still keeping possession. With a wall pass, the player with the ball passes to a team-mate, then runs around the defender to receive a return pass from the team-mate (as shown in the diagram).

Defensive tactics

Defensive tactics aim to close down attacking options and transfer possession of the ball to your team. Here are some successful tactics to use in defence.

Communicate with your team members by **voice** and **signals**.

Cover your specific opponent or the nearest opposition player.



Narrow the shooting options

The job of the nearest defender (called the first defender) is to slow down the attacker with the ball and narrow the passing or shooting options by moving towards them (as shown in the diagram).

Either defend an opposition player (one-on-one defence) or defend a section of the field or court (zone defence). A zone defence can force your opponents to shoot from outside the goal square or key.

If you are passed by an opponent with the ball you must give chase because if that opponent is held up by your team-mates you can then tackle or steal or defend from behind, which is the attacker's blind side.



ACTIVITY *Describing tactics*

- 1 Choose a sport that you enjoy playing.

- 2 Give two examples of attacking drills that you can practise to refine your skills. Use diagrams and describe the activity.

Attacking drill 1	Attacking drill 2

- 3 List two examples of defensive drills that you have practised when developing your defending skills. Use diagrams and describe the activity.

Defensive drill 1	Defensive drill 2



- 4 What position do you play? Discuss whether your role is predominantly attack or defence. What physical attributes do you have that allow you to play your position well?

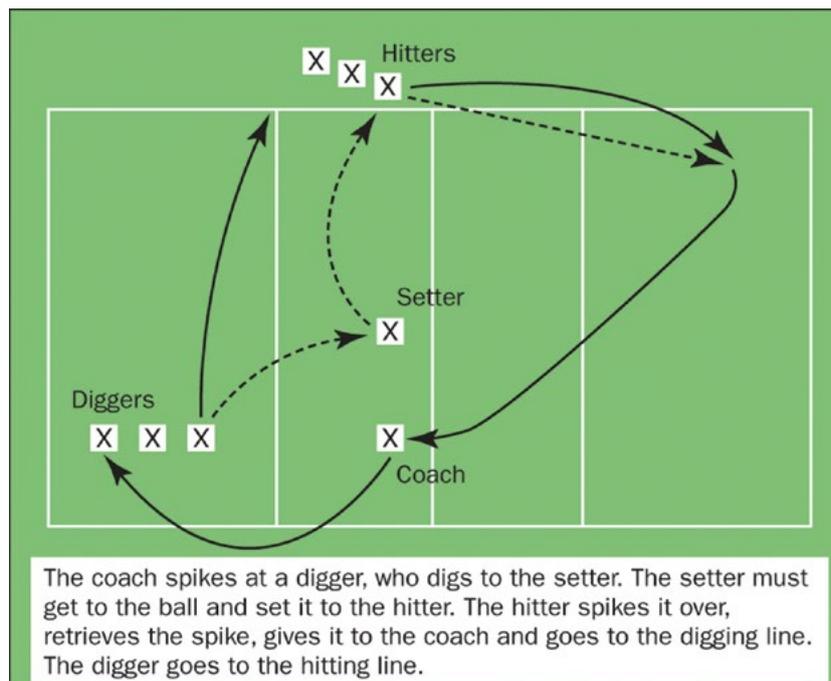
- 5 In some sports visual cues are used to let team members know what they are expected to do. In the boxes given, draw two visual cues—one to inform your team-mates of an attacking play, and one for a defending play.

Attacking	Defending

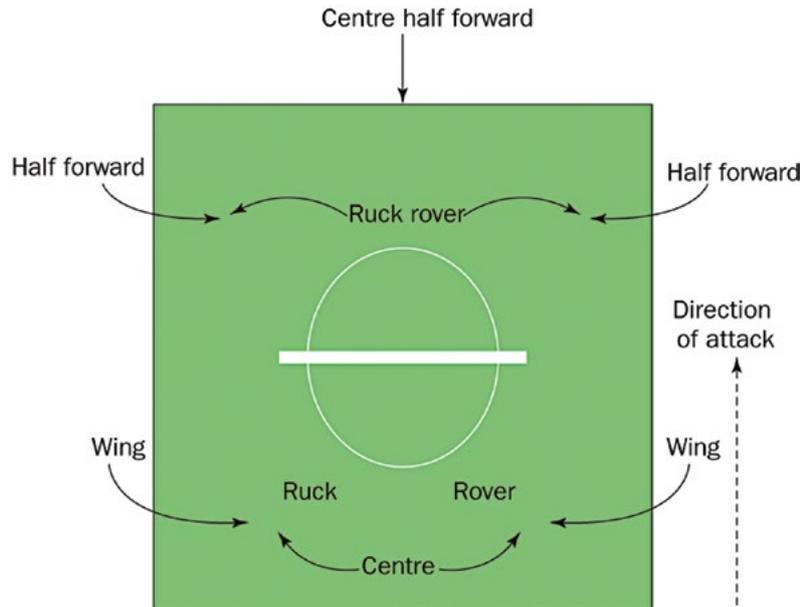
Tactical drills

Tactical drills are usually called set plays and are designed to practise a small part of the game so that you know exactly what to do when the situation arises in a match.

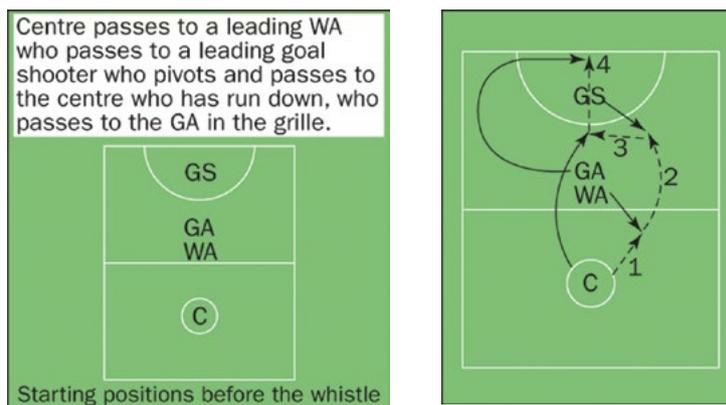
The drill shown in the diagram is used in volleyball to mimic the common 3-hit play used regularly in matches.



The centre bounce tactics in the figure provided are used in football. They are practised over and over by forming two teams at training and having contested centre bounces.



In netball, the transition from centre pass to goal shooter is essential if a team is to score regularly and players practise centre pass drills, such as the one shown, over and over again.



Try these soccer drills

Six passes: two teams of four players in a 10-metre grid	Aim to kick six consecutive passes without the ball being touched by the opposition. If not achieved within three minutes, change over.
Play six on six	Play for 15 minutes and incorporate one time-out per team to discuss: <ul style="list-style-type: none"> • how well your team is setting up the play and using the available space • how you can improve the tactics being used • the tactics the other team is using • how you can counter these tactics and strategies.
A group of eight	Organise six attackers and two defenders or five attackers and three defenders. Place a witches' hat in the centre of the playing area, a 15-metre grid. The attackers position themselves around the outside of the defenders. The aim is for the attackers to hit the witches' hat without the ball being touched by the defenders.
Eight on eight	Using two balls, roaming goalie, using a 20-metre grid: the ball can only be passed when players call to receive. Variation: eight people with a ball and eight without. Those with a ball dribble until they hear their name called. From there, find someone dribbling and call their name.



ACTIVITY *Analysing performance*

- 1 Review the class' participation in the games from the previous lesson.

Complete the table.

Activity	Tactic or play viewed	Students involved	Feedback
E.g. Six passes	One on one defense	Caleb, Phuong and Mohammed	As the defender, Caleb stayed on Mohammed the entire time and as a result he intercepted a pass from Phuong

- 2 Strategy is an essential part of playing on a team. List the positive outcomes of integrating tactical plays into both training and competition.

ACTIVITY *Analysing tactics*

- 1 Name five sports in which wall passes are commonly used by the team in possession of the ball.

- 2 If the whole team does not follow the principle that 'when you do not have possession you are in defence', what is likely to happen during a match? Give an example.



3 The principle of drawing a defender is common to many sports. Name three sports that use this principle, and give an example from each to explain why it is an effective tactic.

4 From a sport of your choice, explain a set play that requires leading into open space.

5 The change of pace tactic is common to a number of sports. Give an example of this tactic being used in a competitive sport.

6 In many sports it is crucial that all players understand and can play the role of first defender. In which sports is this so? Explain why this is important.

7 Quick, loud calls are essential in all team sports if the team is to function well. Give 10 examples of common calls or types of communication that are used in sport.

1

2

3

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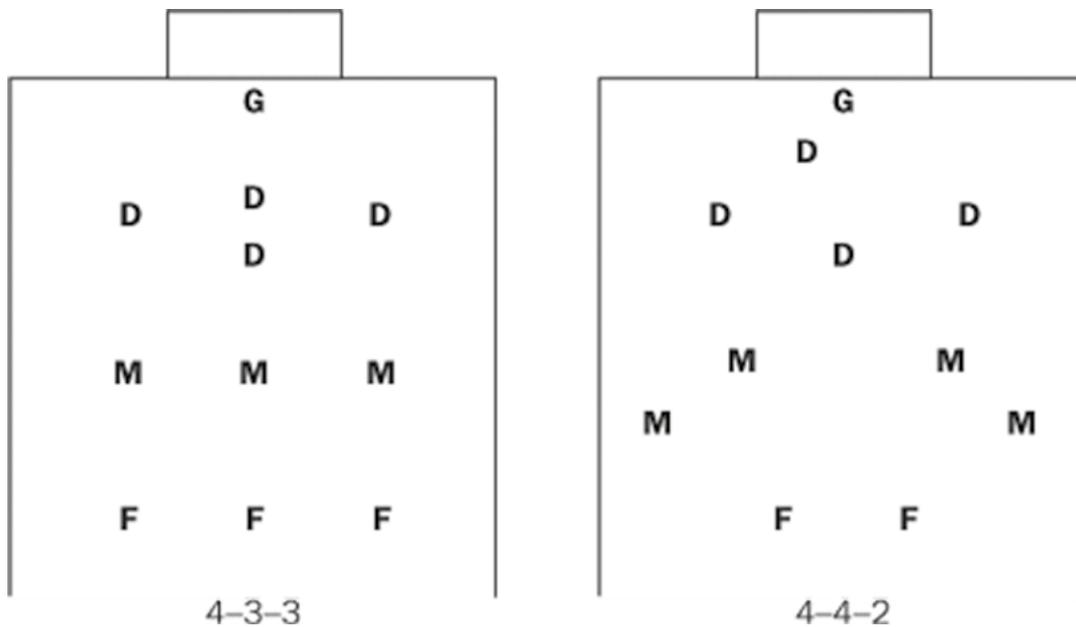
10



- 8 Choose a field or court sport and combine six offensive moves to get the ball into the opponent's half. Draw your tactics in the box provided.

ACTIVITY *Developing strategies*

The figure provided shows two player formations in soccer (G = goalie, D = defender, M = midfield, F = forward).



- 1 Devise three other possible formations in addition to those provided. Choose one of these and demonstrate a strategy for scoring from the kick-off.

Player formation 1	Player formation 2	Player formation 3

Strategy



- 2 Your team is awarded an indirect kick close by the goals. Devise three alternative strategies to score, showing where the players from each team are positioned. Use a practical demonstration to show the next three possible moves from this point.

Strategy 1	Strategy 2	Strategy 3

- 3 Your team is awarded a throw-in from the sideline halfway down the field. Demonstrate the next three possible moves from this point.

Move 1	Move 2	Move 3



Roles and responsibilities in sports

Performance roles and responsibilities

- Being a captain or team leader
- You and your coach
- You and the umpire, referee or official

Spectator behaviour

Referee or umpire

Scorer or timekeeper

Coach

Performance roles and responsibilities

Over the next few years you may be asked to perform as a captain, team member, coach, umpire or referee, spectator or scorer. Each of these jobs has a specific performance role to play, and each job carries with it a number of responsibilities. If you are to perform the job well, you must understand what it involves.



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Being a captain or team leader

If you are selected as a captain or leader, consider it an honour but remember that such a position means responsibilities. To be an effective leader you must:

- be the players' spokesperson to the coach, if the players have concerns or suggestions
- be the players' spokesperson to the umpire or referee, if the players have queries or concerns
- lead by example—always give your best at training or in games, encouraging your team-mates, giving everyone a fair go and always acting in a fair manner
- assist the coach at training by helping to set up equipment or organise players for training drills
- learn as much as you can about the sport
- instigate the toss at the start of a match and the three cheers and handshakes at the end.

You and your coach

At your age, you have probably experienced several coaches—for example, a teacher-coach in a school team, a local parent-coach in your club team, or a tennis coach for tennis lessons. How you relate to your coach will in many ways determine how quickly you learn physical skills and how much you enjoy the sport or activity.

Coaching is a very difficult job. A good coach must:

- get to know the personality of all players or members in the training squad
- teach them a number of complicated skills or team plays
- weld the group into a motivated and cooperative unit or inspire individuals to achieve their best
- reward learning and praise good efforts
- make playing and training fun.



Coaching takes a lot of time and effort and many coaches do not get paid. They coach because they like the sport or activity.

Given the difficulty and importance of the coaching job, you and your coach need to have a good relationship. Here are some guidelines to help you get on well with your coach.

Assist your coach in setting up or packing away equipment. ‘Many hands make light work.’ Your help can save your coach valuable time.

Follow directions quickly and quietly. If you do, training runs smoothly and efficiently and you get the maximum benefit.

Listen to your coach—when your coach is speaking to you or your group in a huddle, focus on the coach, not on other distractions.

Follow advice and try to put it into practice. Remember that it is your coach’s job to tell you:

- how your skills are developing
- whether or not your technique is right or how you should position yourself on the field.

This sort of information is called **feedback**. Without it you cannot learn properly. When your coach tells you to ‘Take your racquet back earlier’ or ‘Keep your head down’ or ‘Tuck your elbows in’, they are giving you feedback to help you learn—not picking on you.

Communicate with your coach, do not just listen. If you do not understand or you are not happy with some aspect of the game or their comments on your individual performance, talk to your coach about it. This gives your coach feedback so that they can learn more about you and their coaching.

Be tolerant if your coach makes the odd mistake or sometimes seems tired and irritated. It is a difficult job done in their spare time. Coaches, like players, are only human.



Stockphoto.com/Ana Abejon

Coach/athlete relationship

The coach and the athlete must think and act as one. Their relationship needs to be based on open communication, mutual trust, respect and shared commitment.

The coach has the responsibility to prescribe a training and competition program that best fits the athlete’s mental and physical attributes. This program should always be planned in close consultation with the athlete who then takes responsibility for executing it. There are many great examples of bonds between coaches and athletes that have produced outstanding results. In these circumstances, each always knows what the other is thinking, there is no blame attached by either when things do not go according to plan, or when they do, they both share the credit. They are as one.

You and the umpire, referee or official

At this stage of your sporting or physical activity career, you have probably had little chance to umpire games. You may not even be interested in umpiring. Most people prefer to play or watch rather than umpire because it is a difficult job. Umpires must:

- make very rapid decisions for long periods of time
- know the rules thoroughly
- keep up with play even when tired.

It is not surprising that most competitions find it difficult to get umpires. Usually people take on an umpire’s job in their spare time and are unpaid. In most sports they are made to feel unpopular even before they walk out onto the field or court.

Umpires are very important in sport because you need them in order to have a game. Could you imagine two rugby, basketball, netball or cricket teams trying to umpire themselves? Since umpires are essential, you can increase your enjoyment of your sport if you get on well with the umpire. Here are some guidelines to follow.

Tolerate mistakes—like players, even umpires make mistakes. It is a difficult job, so be patient and tolerant.

Do not argue with or advise the umpire. An umpire will not change a decision. Arguing only distracts you and irritates the umpire.

Own up if you get caught—when the umpire pulls you up for ‘stepping’ or ‘offside’ or ‘out of bounds’, do not act as if it did not happen. Take responsibility and get on with play!

Encourage the umpire with comments such as ‘Good decision’ or ‘Fair enough’ so that they feel positive towards you. Thank the umpire at the end of the game.

ACTIVITY *Applying knowledge to various situations*

1 For the case studies that follow, suggest ways of improving the situation.

Case study 1

Jill is called for obstruction soon after the netball match begins. She glares at the umpire and mutters under her breath. Soon after, it happens again, and Jill becomes even more aggressive towards the umpire. The rest of the game follows the same pattern.

Case study 2

Luke is annoyed by an opponent who does sneaky things like tripping him up when the umpire cannot see. Eventually Luke retaliates and is penalised by the umpire. Luke abuses the umpire for being blind.



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Case study 3

The coach tells Peter to stay very close to his player. Peter is trying to do this, but when the ball comes, Peter is distracted and forgets about his player. The coach becomes annoyed and tells Peter again. Peter gets cross and says he is sick of being picked on.

2 Read case studies 4 and 5, then answer the questions.

Case study 4

You have given up your Saturday morning to umpire an under-14s basketball match. You call a player for travelling. She stops and says to you ‘I did not. You umpires can never get it right’.



Case study 5

You are coaching the local hockey team. You have had a hard day at work. When you arrive at training, you have to set up the equipment while your players fool about. When you start the training session, two players do not listen and mess up the training drill.

a How you would feel in each situation?

b What you would do in each situation?

3 From a referee's point of view, what makes a good player? What should this tell you about the way you play?

ACTIVITY *Practical session*

The next time you participate in a practical lesson, your teacher will give you the opportunity to spend the lesson playing a game of the sport you are currently studying.

The first ten minutes of your game will be spent without an umpire.

After those initial ten minutes, each class member will rotate throughout the rest of the time so that everyone has the opportunity to umpire the game.

1 What was the game like when you did not have an umpire/referee?

2 How did it differ once the game was umpired?

3 How did you feel umpiring the game?

4 What skills would you need to develop to improve your umpiring skills?

Spectator behaviour

You are a sports spectator when watching sport on television, watching an F-grade match at the local park or watching a top-level match at the nearest stadium. Unfortunately, some spectators lose sight of why they are watching and spoil the fun for the players, officials and other spectators.

To be a responsible spectator, follow these guidelines.

- Remember that children and most adults play sport for fun, not to entertain spectators.
- Applaud good performances by both teams. Do not just have eyes for one side only.
- Respect the officials' decisions. Screaming, shouting and whingeing make no difference to the result. They just make you red-faced and aggressive.
- Never ridicule a player, particularly a child or adolescent, for making a mistake during a competition. They know if they have made a mistake; they do not need you to tell them. It always looks easy when you are a spectator.
- Condemn the use of violence by players or other spectators.
- Show respect for your team's opponents. Without them there would be no game.
- Encourage players to follow the rules and accept the officials' decisions.
- Do not make a spectacle of yourself by using foul language, abusing officials and harassing players or coaches. It does nothing for them; it certainly makes you look ridiculous!



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ACTIVITY Literacy—writing a newspaper article

View the YouTube video on youth coaches and parents fighting at the following weblink: <[mea.digitalIFB_RRS1](https://www.youtube.com/watch?v=mea.digitalIFB_RRS1)>

Imagine you are a journalist writing an article for your local newspaper. Report on the incidences shown in the YouTube video. Draw on your own experiences for examples.

ACTIVITY Reflecting

Discuss the following questions.

1 In many professionally taught dance classes parents and visitors are asked to wait outside the studio during the lesson.

a What reasons can you suggest the teacher may have for doing this?

b How do you think this affects children participating in the lesson?



c What concerns may a parent have with allowing this to occur?

2 In relation to other sporting activities, can you suggest where this idea could be incorporated for the benefit of both coach and participant?



istockphoto/ignjatovic

Referee or umpire

Being an official in charge of a performance is not a popular job. It is very difficult to be a good umpire or referee or judge because you have to make rapid decisions for long periods of time, often without any assistance from players or spectators.

There would be very little competition in sport if umpires did not exist. If you are put in the situation where you have to referee, here are some useful tips.

- Make sure you know the rules.
- Make decisions quickly and blow the whistle loudly to stop play.
- Explain your decision quickly, then allow play to continue.
- Keep close to the action so you can see clearly and intervene quickly.
- Be consistent in your decisions and interpretation of the rules.
- Be very strict with unsporting behaviour right from the start.
- Compliment players from both sides on good play.
- If necessary, modify the rules to match the skill level of the team members.

Many sporting associations run umpire or referee courses. Many teenagers make good casual money by refereeing or umpiring junior netball, basketball, softball, soccer, hockey, football and other sports. If you are keen to umpire, contact the state sporting association for more information.

Scorer or timekeeper

While official jobs such as scorer or timekeeper do not require as much skill or concentration as umpiring, playing or coaching, they are still vital to any performance. Poor scoring or timekeeping can result in an unpleasant scene or even an invalid result.

If you are given the role of scorer or timekeeper, these tips should help you fulfil your duties:

- Concentrate on the game and the umpire's signals. If you are unsure whether a score counted, signal to the umpire for clarification. If spectators or substitutes block your vision or distract you, explain what you are doing and ask them to move away.
- Before the match begins, check that you know how to fill in the score sheet and how long each quarter or half lasts. If you are not sure, ask the umpire. Do not let the match begin until you are sure.
- It is safest to share the scoring and timing with an official from the opposing team so that there are no arguments or accusations at the end.

ACTIVITY *Critical thinking—improving an outcome*

- 1 The following case studies are taken from real situations that have occurred during sports matches. For each case study, describe how the situation could have been prevented.

Case study 6

It was an under-14s netball match. It was a fair and very close match. When the hooter sounded, one team's scorer had recorded a draw while the opposition scorer on the other side of the court had her team winning by one.

Case study 7

It was an under-16s football match. The game was close, but it had been a spiteful and unsporting game, fuelled by spectators who constantly abused the referee and the opposition. Five minutes into the second half, a large brawl erupted. The umpire stopped the fight, called the two captains over and said, 'This is not sport, and I don't do this job to be abused by people who think cheating is fair enough. The game is cancelled.' With that, he walked off and drove home.



Case study 8

It was an under-15s school soccer match and the home team supplied all the officials. In a tense finish, the home team was up by two points, but the opposition had possession and was kicking down the oval. Suddenly the hooter sounded. An argument erupted, with the opposition accusing the timekeeper of sounding the hooter early. The timekeeper claimed that the opposition was wrong and that he had not cheated.



Stack/SDI Productions

Case study 9

It was an under-14s hockey match. Players had been back-chatting and arguing with the referee all game, making it unpleasant for everyone. By the second half, the referee was sick of it. When one player whinged about a decision, the referee sent her off. The spectators became angry because her action was only minor compared to some of the earlier incidents.

ACTIVITY *Summarise and analyse newspaper articles*

- 1 Find two newspaper articles that give you information about a referee or umpire or coach. Summarise the articles and discuss anything you learnt that could help your sport.

Coach

To be an effective coach you must make sure that you abide by the following code of behaviour:

- understand all the rules of the game or activity
- have a detailed knowledge of the movement skills, practice drills and tactics of the activity
- have a season-long coaching plan that states what will be covered in each training session
- arrive at training early to set up the equipment and activity stations so that training can begin as soon as the participants arrive
- observe all participants at training and provide useful feedback to each
- make them feel comfortable and happy with the training sessions and competition
- always encourage participants and encourage them to encourage each other
- teach them that the rules of the sport are mutual agreements that no-one should evade or break
- avoid over-playing the talented players in team sports—the 'average' players need and deserve equal time
- remember that the members of the team or squad participate for fun and enjoyment and that winning is only part of their motivation—never ridicule or yell at them for making mistakes or losing a competition
- ensure that equipment and facilities meet safety standards and are appropriate to their age and ability
- follow the advice of a doctor when determining when an injured player is ready to recommence training or competition
- never use put-downs, especially those based on gender, race or sexual orientation.

HOW TO BUILD A POSITIVE TEAM CULTURE

@playbytherules

TIP 1

Discuss 'success' – What does it mean? How would it feel? What would it look like?

**TIP 2**

Set goals – Work with the team to identify individual and team goals that they want to pursue

**TIP 3**

Discuss values – Find out from your team the values that they believe are of utmost importance

**TIP 4**

Respect – Everyone is treated with respect

**TIP 5**

Responsibility – Players must accept their role and be responsible for their actions

**TIP 6**

Commitment – Players must be committed to the team, training and games

**TIP 7**

Continuous development – Building a positive team culture takes time. Are you committed to keep developing it?

**TIP 8**

Praise – Make sure that coaches are appropriately praising players. Athletes can also praise each other

**TIP 9**

Support – Coaches and athletes can support each other when things become hard in training or games

**TIP 10**

Work together – It is key that everyone works together when things become tough.

**TIP 11**

Team building – Develop activities outside of sport so players can get to know each other

**TIP 12**

Lead by example – Have a number of key role models who people can look up to

**TIP 13**

Clear expectations – Identify clear expectations to the team. Ask them of their expectations of you as a coach

**TIP 14**

Be patient – Building a team culture takes time and it is important that you are patient with the process

**TIP 15**

Communicate – Ask the right questions and make sure that you communicate effectively with everyone on the team



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ACTIVITY *Reflecting*

- 1 Write down an incident you have experienced or heard about where a coach behaved in an unprofessional manner. Explain what you would have done if you were the coach in the situation.

- 2 Write down an example you have experienced where a coach's behaviour had a positive influence on your performance or enjoyment. What qualities did this coach have that you could adopt in your coaching style?

- 3 Read the parent's code of behaviour then answer the questions that follow.

Parent's code of behaviour

- If children are interested, encourage them to participate. But if a child is not willing, do not force them.
- Focus on the child's efforts and performance rather than the overall outcome of the event. This assists the child to set realistic goals related to their ability by reducing the emphasis on winning.
- Teach children that an honest effort is as important as victory, so that the result of each game is accepted without undue disappointment.
- Encourage children to always participate according to the rules.
- Never ridicule or yell at a child for making a mistake or losing a game.
- Remember that children are involved in organised sport for their enjoyment, not yours.
- Remember that children learn best from example. Applaud good play by all teams.
- If you disagree with an official, raise the issue through the appropriate channels rather than question the official's judgment and honesty in public. Remember that most officials give their time and effort for your child's enjoyment.
- Support all efforts to remove verbal and physical abuse from sporting activities.
- Recognise the value and importance of volunteer coaches. They give their time and resources to provide recreational activities for the children, and they deserve your support.

- a Write down an incident you have experienced or heard about where a parent broke this code.

- b Plan how as a player you could subtly make the parent aware of this problem so that it does not happen again. Share your answers in a class discussion.





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Fitness program

Designing a fitness program

- Step 1: Identify the purpose of your program
- Step 2: Conduct a fitness analysis
- Step 3: Select suitable fitness tests
- Step 4: Select a suitable training session format
- Step 5: Follow the training principles
- Step 6: Select suitable training methods
- Step 7: Plan and timetable the training sessions
- Step 8: Evaluate the program

Designing a fitness program

The eight steps for an effective fitness program are as follows:

Step 1	Identify the purpose of your program
Step 2	Conduct a fitness analysis
Step 3	Select suitable fitness tests
Step 4	Select a suitable training session format
Step 5	Follow the training principles
Step 6	Select suitable training methods
Step 7	Plan and timetable the training sessions
Step 8	Evaluate the program

Step 1: Identify the purpose of your program

The purpose of your program is to improve your fitness. 'Fitness' can mean many things, because different types of physical activities result in different types of fitness. So it is better to not use the word 'fitness' and more meaningful to instead talk about 'fitness components'.

There are 10 fitness components:

- 1 Muscular strength
- 2 Muscular power
- 3 Flexibility
- 4 Muscular endurance
- 5 Stamina or aerobic capacity
- 6 Speed or anaerobic capacity
- 7 Agility
- 8 Balance
- 9 Coordination
- 10 Body composition

All the fitness components apply to sport-related fitness, but only some are relevant to health-related fitness.

Your program could be specifically designed to improve:

- health-related fitness
- skill-related fitness
- an individual fitness component
- general fitness
- individual or team fitness.



For your body to produce movement for the various fitness components, your muscles need energy to contract. Muscles can make this energy through:

- anaerobic energy production (without oxygen)
- aerobic energy production (using oxygen).

Anaerobic energy is used when your muscles require quick, explosive energy for sprints, jumps or throws. The two types of anaerobic energy are 1) phosphate anaerobic energy and 2) lactic acid system anaerobic energy.

Phosphate anaerobic energy is stored in your muscles and gives you energy for explosive activities for between five to 10 seconds. After that time, phosphate energy runs out and lactic acid system energy takes over.

Lactic acid system anaerobic energy gives you energy for rapid activities that last from 10 seconds to two minutes. It gets produced in your muscles when glucose from the carbohydrates you have eaten is converted to lactic acid.

Aerobic energy is created when your muscles need energy for steady-paced, long activities, such as jogging or cycling. The muscles make this energy by using their stores of carbohydrates and fats taken from food you have eaten and combine them with the oxygen you breathe in.



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Swimmers need to use anaerobic muscle power to start the race.

ACTIVITY Purpose statement

The purpose of your fitness program will determine what you include in it, so you need to clarify your purpose before you start.

An example of a purpose statement is:

Soccer fitness program

My program is designed to improve my soccer fitness as a player in my club's second division competition, over a six-week period.

- 1 Write down a purpose statement for your own fitness program.

- 2 What is meant by sport-related fitness?

- 3 List which fitness components, out of the 10 mentioned, are applicable to health-related fitness.



4 Using the following words, complete these sentences:

anaerobic capacity
muscular strength
agility
muscular power

muscular endurance
flexibility
aerobic capacity

body composition
balance
coordination

- When you are able to accelerate quickly, dodge, weave and turn, this is called _____.
- _____ is needed to perform an action that requires large amounts of force and can only be completed a maximum of 10 times.
- The ability of your muscles to produce small efforts that are repeated over and over again is called _____.
- _____ is your ability to time your movements so that you perform skills smoothly and accurately.
- If your muscles, ligaments and tendons are able to stretch enough so that your joints allow large movements you have _____.
- _____ is the ability of your heart and lungs to deliver oxygen through your blood to your muscles to produce energy.
- Your skill at staying upright or in control of your body position when you are moving or stationary is called your _____.
- When you are able to get your body moving quickly you have good _____.
- _____ is the ability to use strength quickly to produce an explosive effort.
- _____ differs for everyone and is the proportion of fat, bone and muscle within the body.

5 Match the following sport activities with their primary fitness component:

- | | |
|--------------------------|----------------------|
| 1 gymnastics | a muscular endurance |
| 2 shot-put | b coordination |
| 3 long distance kayaking | c balance |
| 4 downhill skiing | d flexibility |
| 5 tennis | e muscular strength |
| 6 lifting weights | f agility |
| 7 100 m sprint | g aerobic capacity |
| 8 hockey | h muscular power |
| 9 marathon running | i anaerobic capacity |

6 List which fitness components, out of the 10 mentioned, you would most like to improve. You will be referring back to these components later in the unit when you design your fitness program.



Step 2: Conduct a fitness analysis

The first step in fitness analysis involves deciding exactly what type of analysis you will conduct. You may want to analyse movement patterns, work-to-rest ratio and additional involvements. Then you must select the additional involvements needed to get the fitness statistics you want.

Analysing movement patterns

Movement pattern analysis involves charting and recording the on-field movements of players throughout a sporting match or game, usually by recording them on a chart. It can be done through direct observation at the venue, or by using video of the game.

The distances covered by each player are recorded on a scale diagram, and the intensity of each effort is also recorded and put on a summary sheet at the end of the game. The movement pattern results can be analysed to show the intensity and length of effort required to play the sport. Shorter, high-intensity efforts require speed while long, low-intensity efforts require aerobic fitness.

Using the information gained from the movement pattern analysis, a training program can be designed to exactly duplicate the demands of the game.

Calculating the work-to-rest ratio

The work-to-rest ratio (W:R) is the amount of time a player is active (working) compared to the amount of time they are resting (recovering). Work-to-rest ratios are important for stop-start team sports such as basketball, hockey, netball, soccer, football or volleyball. Work-to-rest ratios can be calculated using stopwatches to time each period of work and rest. These periods are then totalled, and the two totals compared. It is necessary to define what 'work' and 'rest' actually mean. For example, work may be defined as activities of an intensity greater than jogging, such as cruising or sprinting, while rest might include standing, walking or jogging.

During a 20-minute half, a player may be 'working' for five minutes and 'resting' for 15 minutes. The work-to-rest ratio would be 1:3 for this player—this is a typical ratio for team sports. Whatever ratio is calculated for the sport you have chosen must become the one incorporated into your training program: you must become used to the length of work intervals and take rest intervals to match with this ratio.

Additional involvements

As well as calculating the level of speed or aerobic fitness in a particular sport, there are other statistics needed in order to examine the other essential physical actions in a game. These actions are called additional involvements, and include direction changes, stretches or lunges, contacts/collisions, skill frequency and jumps. These actions can also be recorded on a chart as per movement patterns and work-to-rest ratios.

Fitness analysis based on all the methods described will show you the most important fitness components for your chosen sport or activity.

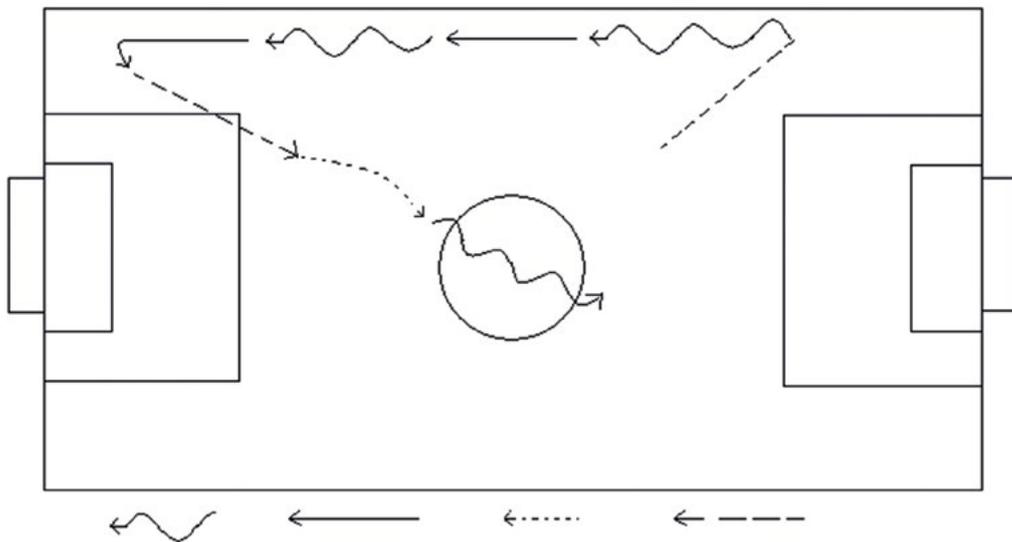


Tracking physical activity

Following are examples of a tally sheet for the on-field movements of a soccer player, a chart showing movement patterns and game involvement and a summary sheet for a hockey game.

First half					
Intensity	10 m	20 m	30 m	40 m	50 m
Sprint	7	10	5		3
Cruise		3	12		7
Jog	5	1	6	3	6
Walk	12	1			

Tally sheet



Movement patterns and game involvement

	0-10	11-30	31+	Total reps	Total distance
Sprint	24	24	4	126	856
Jog	36	92	16	152	2692
Sideways	20	-	-	20	80
Backwards	28	96	-	120	480

Summary sheet



ACTIVITY *Tracking progress*

- Go to a local sporting event (it can be soccer, netball, rugby, hockey or any type of on-field match). Define what will be considered 'work' and 'rest' periods for the sport. Choose a player to follow during the match, and fill out tally sheets for each period of play, then compile a summary sheet for the whole game. Also record movement charts for that player for each period of play. Draw up more of the blank tables provided as needed on separate sheets of paper.

First half					
Intensity	10 m	20 m	30 m	40 m	50 m
Sprint					
Cruise					
Jog					
Walk					

Summary sheet for whole game							
Intensity	10 m	20 m	30 m	40 m	50 m	Total reps	Total distance
Sprint							
Cruise							
Jog							
Walk							

- Chart of player movement patterns (draw a scale diagram of the sporting field, one for each period of play):



Provided is an example of a table for work-to-rest results during a hockey match.

Work	Rest
2 seconds	3 seconds
9 seconds	16 seconds
4 seconds	25 seconds
12 seconds	34 seconds
19 seconds	45 seconds
The work-to-rest intervals are random samples from the total number of intervals given	
Total work	Total rest
8 minutes	17 minutes
1	2
Work-to-rest ratio: approximately 1:2	

- Attend another local sporting match, nominate a player to follow, record his or her work periods and rest periods. Calculate your player's work-to-rest ratio for the whole game.

Work	Rest
Interval times	Interval times
Total work time (add up the interval times above)	Total rest time (add up the interval times above)
Work-to-rest ratio:	

Step 3: Select suitable fitness tests

The fitness tests you select should be based on the fitness components that you found were important in question 6 of step 1. There is space at the end of this section for you to record your selections.

From the following tests you can choose the best ones for evaluating the fitness components you want to measure.

This section outlines how to test each fitness component. Here are some important points to note:

- Fitness tests are a guide to your fitness at this stage of your life.
- Fitness test results tell you the components that you need improvement in, and those you need to maintain at their current level.
- You must try your best on each test or the result will tell you nothing.



Test 1: Curl-ups



Purpose

Curl-ups give you an indication of the strength and endurance of your abdominal muscles.

Equipment

- stopwatch
- gym mat
- partner
- pencil (to hold)
- ruler (to place on knees)
- metronome or recorded beat (set at one beat per three seconds)

Description

- Lie on the mat with your knees bent at 90 degrees and feet flat on the floor.
- Hold a pencil in both hands and keep your arms straight.
- Your partner kneels level with your knees and holds a ruler along the top of your knees.
- In time with the beat, curl up by sliding your fists along your thighs until they touch the ruler.
- Uncurl until your head touches the mat.

Rules

- Your partner must count.
- Your fingers must continually grip the pencil and touch the ruler in each curl-up.
- Your head must touch the mat at the end of each curl-up.
- You must stay in time with the beat.
- Both your feet must stay on the floor.
- Your arms must stay straight.
- You are eliminated if you break a rule two curl-ups in a row.

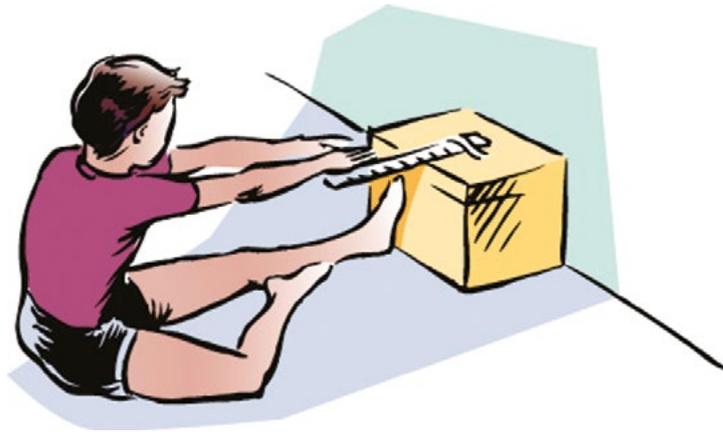
Score

Record the number of correctly completed curl-ups, up to a maximum of 60, i.e., 20 per minute for a three-minute period.

Score: _____

Date: _____

Test 2: Sit-and-reach



Purpose

Sit-and-reach gives you an indication of the flexibility of your lower back and hamstrings. Students with lower back or hamstring injuries should not do this test.

Equipment

- one metre ruler
- tape
- 30-centimetre-high box
- partner

Description

- Tape the ruler to the top of the box, parallel to the floor, with the 23-centimetre mark level with the front edge of the box (leaving 77 centimetres in contact with the box).
- Sit on the floor with your left leg straight, and your right leg bent so the right sole is against the inside of your extended left leg.
- Your left sole should be against the box just to the side of the ruler.
- Place one hand on top of the other, with your fingertips level, and slowly slide your hands down the ruler as far as possible.
- Hold your maximum distance, which your partner will read, for three seconds.
- Repeat with your right leg straight and both legs straight. Your partner may need to lightly hold the knee straight.

Rules

- You must not bend the straight knee.
- You must hold for three seconds.
- Your hands must not separate.

Score

Record the fingertip score on the ruler for each attempt.

Left leg: _____ Right leg: _____ Both legs: _____

Date: _____



Test 3: 50-metre sprint

Purpose

This test gives you an indication of your speed.

Equipment

- flat 50 metre track with start and finish lines
- stopwatch

Description

- The starter gives the commands 'On your marks', 'Set', 'Go'.
- Begin with your toe behind the line and sprint as fast as possible across the finish line.
- Do not slow down until you are well past the finish line.
- Find out your time from the timer.

Rule

- Wait for the starter's commands.

Score

Record the time taken from 'Go' until you cross the finish line.

Score: _____

Date: _____

Test 4: Vertical jump

Purpose

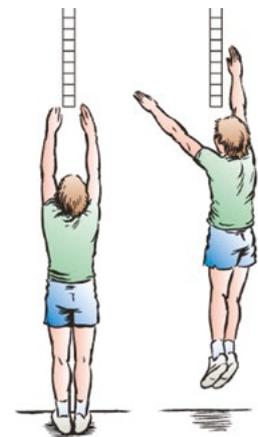
The vertical jump gives you an indication of the strength and power of your hip and leg muscles.

Equipment

- chalk powder/chalk
- tape measure or measuring board
- partner

Description

- Stand facing the wall or measuring board with your feet together and arms stretched as high as possible. Measure the height of your fingertips.
- Dip your fingertips in magnesium chalk powder or hold a piece of chalk.
- Stand side-on to the wall or measuring board and jump as high as possible, touching the wall or board at the peak of your jump with one hand. The chalk should show the spot.
- You may swing your arms and bend your knees as much as you want at take-off.



Rules

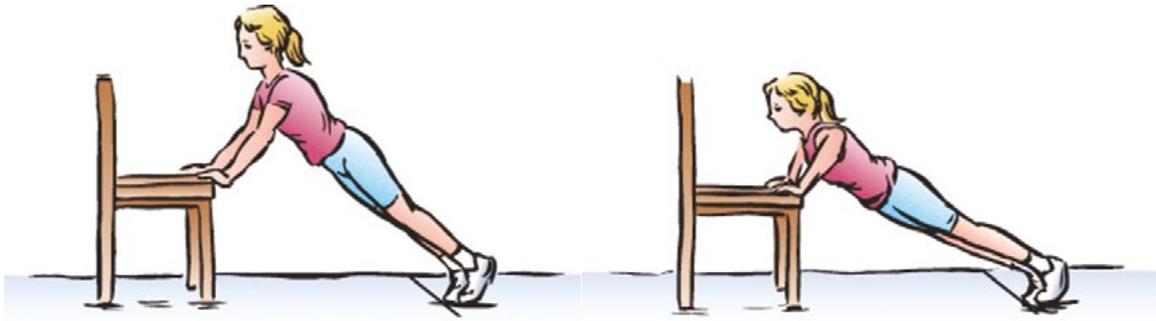
- There is no run-up allowed.
- Your feet must not move before you jump.

Score

Record the maximum distance between your standing outstretched fingertip height and your jump height.

Score: _____

Date: _____



Test 5: Push-ups

Purpose

Push-ups give you an indication of the muscular strength and endurance of your arm and chest muscles.

Equipment

- standard 46 centimetre chair
- stopwatch and chalk.

Description

- Ensure that the chair is against the wall or someone is supporting it so the chair does not move. To mark the position for the feet, lie face up, with the soles of both feet in line with the front of the chair seat. Mark a line on the floor at the level of the elbows.
- Stand behind this line. Reach forward to place both hands, shoulder-width apart, on the front edge of the chair.
- Make sure your body and legs are in a straight line, with your arms extended and at an angle of about 90 degrees to the body.
- On the command 'Start', do as many push-ups as possible in a period of 30 seconds. For a push-up to be counted, you must lower yourself until your chest touches the front edge of the chair, then raise yourself until your arms are straight. Count aloud the number of completed push-ups.
- If a push-up is not completed satisfactorily, repeat the previous instruction until you have performed a correct action.

Rule

Make certain that your chest touches the chair, and that your arms are returned to the fully extended position for each push-up.

Score

Record the number of push-ups you completed in 30 seconds.

Score: _____

Date: _____



Test 6: 1.6 kilometre run or multi-stage (beep) test

1.6 kilometre run



Purpose

This run gives you a good indication of your aerobic capacity or stamina.

Equipment

- accurately measured and flat 400 metre track
- stopwatch

Description

- The task is to run four laps of the track as fast as possible.
- Start at a comfortable, steady pace that you can maintain for the whole distance.
- As you come to the last lap, speed up if you feel okay.
- Listen for your time as you cross the finish line, but keep on walking until you recover. Do not lie down.
- Stretch before you shower.

Rule

- You must complete four laps (1600 metres).

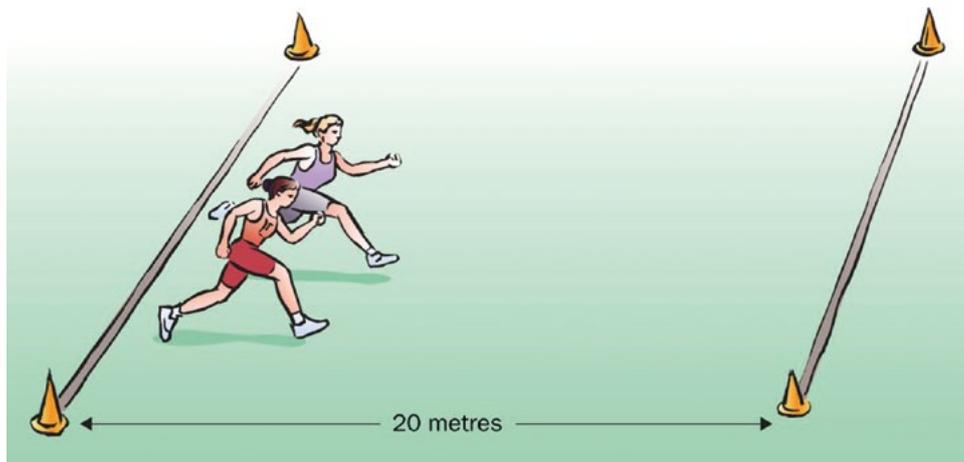
Score

Record the time you took to complete four laps.

Score: _____

Date: _____

Multi-stage (beep) test



Purpose

This test gives you a good indication of your aerobic capacity or stamina.

Equipment

- flat surface with two parallel lines 20 metres apart
- multi-stage CD and player

Description

- Begin by standing on one line facing the other.
- The CD will signal when to start.
- Run back and forth between the lines at the pace determined by the CD.
- You must keep pace with the CD for as long as possible. Do not race the CD. Time your arrival at the line as the CD beeps.
- When you cannot keep up with the CD, remember the last level and shuttle you completed e.g. 8.2.

Rules

- You must touch the line with your foot just before or as the CD beeps.
- Pivot as you touch the line. Do not make large circles when turning.
- When you do not make the line two beeps in a row you are eliminated.

Score

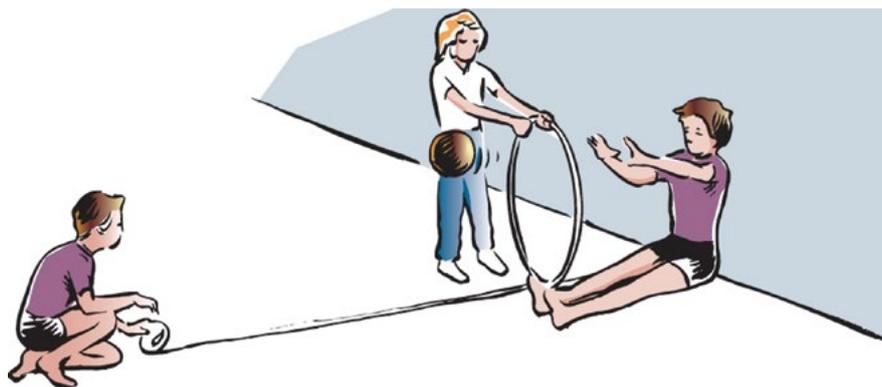
Record the last level and shuttle you completed successfully.

Score: _____

Date: _____



Test 7: Basketball throw



Purpose

This test measures your arm, shoulder and chest muscle power and strength.

Equipment

(for each group of three)

- tape measure
- basketball
- 32 centimetre hoop
- wall

Description

- Sit on the floor with your back firmly against the wall, your legs straight and your feet together.
- One group member will place a hoop on top of your toes.
- Hold the basketball in a chest-pass position and, when ready, perform a two-handed chest-pass for distance.
- The ball must travel through the hoop (near the top).
- The other group member will measure the distance.

Rules

- Your buttocks, back, shoulders and head must stay in contact with the wall.
- The ball must pass through the hoop.
- Your legs must remain straight.

Score

Record the distance from your feet to where the basketball first hits the ground in metres and centimetres.

Score: _____

Date: _____

Test 8: Stork stand

Purpose

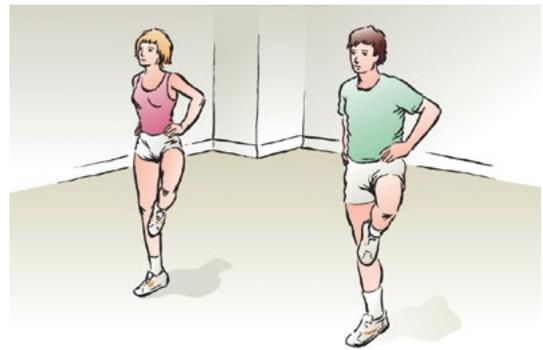
This test measures your ability to balance.

Equipment

- stopwatch

Description

- Stand comfortably on both feet and place your hands on your hips.
- On the signal to start, lift one leg and place your toes against the inside of your other knee. Take care not to put any pressure on the knee with the angled leg, as this can strain the kneecap.
- At the same time, raise your heel and stand on your toes.
- Repeat balancing on other leg.



Rule

- During the balance, your heel must not touch the floor, and your other foot must not move away from your knee.

Score

Record the length of time you can hold your balance.

Left leg: _____ Right leg: _____

Date: _____

Test 9: Shuttle run

Purpose

The shuttle run gives you an indication of your agility.

Equipment

- stopwatch
- two lines 10 metres apart



Description

- Start this test in a push-up position with your forehead on the start line.
- On the signal 'Ready...go', jump to your feet and sprint to the opposite line.
- Touch the opposite line with your fingers and sprint back to touch the start line.
- Sprint back to touch the opposite line, then finish by sprinting across the starting line.

Rule

- Each line must be touched with your fingers, except when you finish.

Score

Record your time to the nearest 0.1 of a second.

Score: _____

Date: _____



Test 10: Alternate hand wall-toss

Purpose

This test gives you an indication of your level of coordination.

Equipment

- rebound wall
- stopwatch
- tennis ball

Description

- Stand two metres away from and facing the rebound wall.
- On the starting signal, throw the ball with your right hand against the wall and catch the rebound with your left hand.
- Throw with your left hand and catch the rebound with your right hand.
- Do this as quickly as possible for 30 seconds.

Rule

- You must alternate hands and stay behind the two-metre line.

Score

Record the number of successful alternate hand catches.

Score: _____

Date: _____

Test 11: Grip strength

Purpose

To give you an indication of the strength of your fingers, hands and forearms.

Equipment

- a handgrip dynamometer



Description

- Adjust the dynamometer so that it fits your hand comfortably.
- Holding the dynamometer away from your body, squeeze the handgrip as hard as possible.
- Repeat with the other hand.

Rule

- Use only one hand at a time.

Score

Record the reading on the dynamometer.

Left hand: _____ Right hand: _____

Date: _____

Summary of ratings for girls

Fitness test	14-year-old females			15-year-old females			16-year-old females		
	WT	A	E	WT	A	E	WT	A	E
Curl-ups	30 or fewer	31–39	40 or more	32 or fewer	33–42	43 or more	32 or fewer	33–34	43 or more
Sit-and-reach (both legs)	22 or less	23–28	29 or more	25 or less	26–31	32 or more	25 or less	26–31	32 or more
50-metre sprint	8.51 or slower	8.50–7.92	7.91 or faster	7.62 or slower	7.61–6.90	6.89 or faster	7.62 or slower	7.61–6.90	6.89 or faster
Vertical jump	22 or less	23–28	29 or more	23 or less	24–30	31 or more	23 or less	24 to 30	31
Push-ups	9 or fewer	10–13	14 or more	11 or fewer	12–16	17 or more	11 or fewer	12–16	17 or more
1.6-km run	9.55 or slower	9.56–8.29	8.28 or faster	9.41 or slower	9.40–8.21	8.20 or faster	9.41 or slower	9.40–8.21	8.21 or faster
Multi-stage (beep) test	5.6 or less	5.7–6.1	6.2 or more	5.9 or less	6.0–6.5	6.6 or more	5.9 or less	6.0–6.5	6.6 or more
Basketball throw	4.40 or less	4.41–4.60	4.61 or more	4.80 or less	4.81–5.40	5.41 or more	5.00 or less	5.01–5.59	5.60 or more
Stork stand	19 or less	20–29	30 or more	19 or less	20–29	30 or more	19 or less	20–29	30 or more
Shuttle run	12.6 or slower	12.5–12.1	12.0 or faster	12.5 or slower	12.4 to 11.9	11.8 or faster	12.3 or slower	12.4 to 11.8	11.7 or faster
Alternate hand wall-toss	12 or fewer	13–18	19 or more	13 or fewer	14 to 21	22 or more	14 or fewer	15 to 22	23 or more
Grip strength (preferred hand)	24 or less	25–30	31 or more	Less than 28	29 to 33	34+	Less than 30	31 to 33	34+

Rating: WT = Working towards health and fitness benefits; A = Achieving health and fitness benefits; E = Enjoying optimum health and fitness benefits



Summary of ratings for boys

Fitness test	14-year-old males			15-year-old males			16-year-old males		
	WT	A	E	WT	A	E	WT	A	E
Curl-ups	33 or fewer	33–41	42 or more	38 or fewer	39–45	46 or more	39 or fewer	40–46	47 or more
Sit-and-reach (both legs)	17 or less	18–23	24 or more	18 or less	19–24	25 or more	19 or less	20–25	26 or more
50-metre sprint	8.27 or slower	8.26–7.94	7.93 or faster	8.17 or slower	8.16–7.80	7.79 or faster	8.05 or slower	8.04–7.76	7.75 or faster
Vertical jump	26 or less	27 to 36	37 or more	31 or less	32–39	40 or more	33 or less	34–41	42 or more
Push-ups	18 or fewer	19–24	28 or more	25 or less	26 to 34	35 or more	27 or fewer	28 to 36	37 or more
1.6-km run	7.39 or slower	7.38–6.45	6.44 or faster	7.36 or slower	7.35–6.31	6.30 or faster	7.33 or slower	7.32–6.27	6.26 or faster
Multi-stage (beep) test	7 or less	7.1–7.5	7.6 or more	8.4 or less	8.5–9	9.1 or more	8.8 or less	8.9–9.4	9.5 or more
Basketball throw	4.60 or less	4.61–5.00	5.01 or more	5.11 or less	5.12–5.50	5.51 or more	5.49 or less	5.50–5.74	5.75 or more
Stork stand	19 or less	20–29	30 or more	19 or less	20–29	30 or more	19 or less	20–29	30 or more
Shuttle run	12.3 or slower	12.2–11.8	11.7 or faster	12.0 or slower	11.9–11.6	11.5 or faster	11.8 or slower	11.7–11.4	11.3 or faster
Alternate hand wall-toss	21 or less	22–28	29 or more	22 or less	23–31	32 or more	23 or less	23–32	33 or more
Grip strength (preferred hand)	28 or less	28–43	44 or more	30 or less	31 to 44	45 or more	33 or less	33 to 51	52 or more

Rating: WT = Working towards health and fitness benefits; A = Achieving health and fitness benefits; E = Enjoying optimum health and fitness benefits

Sit-and-reach: for each leg

Girls: left, right leg

Rating	WT		A		E	
	L	R	L	R	L	R
14	24 or less	24 or less	25–30	25–30	31+	31+
15	27 or less	27 or less	28–33	28–33	34+	34+
16	27 or less	27 or less	28–33	28–33	34+	34+

Rating*

WT = Working towards health and fitness benefits

A = Achieving health and fitness benefits

E = Enjoying optimum health and fitness benefits

Boys: left, right leg

Rating	WT		A		E	
Age	L	R	L	R	L	R
14	19 or less	19 or less	20–25	20–25	26+	26+
15	20 or less	20 or less	21–26	21–26	27+	27+
16	21 or less	21 or less	22–27	22–27	28+	28+

Rating*

WT = Working towards health and fitness benefits

A = Achieving health and fitness benefits

E = Enjoying optimum health and fitness benefits

 **ACTIVITY** *Measuring up*

- For each of the fitness components you identified earlier for your own fitness program, choose the fitness tests that will measure your current fitness level for that component. (For example, a soccer player could choose the beep test for aerobic capacity, the 50-metre sprint for anaerobic capacity/speed, the shuttle run test for agility, etc.).

In the table provided, write in the tests and the fitness component measured by each test, then complete those tests and fill in your initial results and ratings for them in the 'Pre-test' column (the Post-test column will be filled in later, at Step 8).

Fitness test	Fitness component	Pre-test		Post-test (see Step 8)	
		Result	Rating	Result	Rating



Step 4: Select a suitable training session format

A correctly planned fitness training session should include these three phases:

- warm-up
- workout
- cool-down

ACTIVITY *Training the right way*

- 1 List the things you should do as part of a warm-up and the reasons why a warm-up should be done.

- 2 What would happen if you did not cool down?

- 3 If you were going to go for a 30-minute jog, outline the stages in the training session that should be used.

Step 5: Follow the training principles

For your fitness training program to be successful there are six training principles or guidelines you should follow. Each will assist you in setting up a program that will improve the fitness components you have identified for yourself.

1 Specificity

The specificity principle means 'You Get What You Train For'. So if you want a specific fitness outcome, you need to make decisions in your fitness program that will give you these results. Lifting weights will develop your strength, but not your aerobic capacity, for example. To plan a fitness program properly you need to know its purpose and you need analysis and test results. Then you can choose the training methods (Step 6) you require to specifically improve your chosen fitness components. If, for example, you wanted to develop aerobic capacity for the sport you play, and your beep test result was poor, you could choose continuous or circuit training to specifically improve your aerobic capacity.

2 Progressive overload

The progressive overload principle says to set a realistic fitness goal, and then plan small increases in an effort to gradually reach this goal. This is better than always exercising at the same level, which means you will not improve, or beginning a program with too much intensity, meaning you will not last long enough to complete it.

3 Frequency

To have a successful training program you must train frequently enough to stimulate your body to make changes that result in your fitness improving. Two training sessions per week is enough to gain some improvement, but three or four sessions per week is ideal. More than four sessions per week is really only for elite athletes and would need careful monitoring. Three to four sessions per week for four to six weeks will result in real improvement. If you stop training for a period of time your body will start losing fitness, which is why it is important to be active your whole life.

4 Intensity

This principle is a guide to how hard you should train. For most people training three times each week, two hard sessions and one easy session are recommended. For those training twice per week both sessions can be hard.

5 Variety

The variety principle helps you maintain your motivation during a training program. To stay interested and keep training it is best to vary how you train, where you train, how hard you train and with whom you train.

6 The stages of fitness

This principle will help anyone starting an exercise program realise that there are three stages of fitness:

- the discomfort stage
- the physical stage
- the psychological stage.

The discomfort stage can last from two to ten weeks, depending on how long it has been since you last exercised regularly. Although you will probably find the training a pain, you must keep pushing yourself to see it through.

At the physical stage, the exercise stops hurting and can begin to feel good. You will start to notice the beneficial changes in your body, so although it is still difficult you now know it is worth it.

Not many people reach the psychological stage; this is where you can get a mental 'high' out of exercising and become addicted to it. It is usually associated with endurance training (long distance swimming, running, etc.). It takes years to reach this point, and you do not need to be at this stage to keep training effectively.



ACTIVITY *Applying knowledge*

1 Tick the 'True' or 'False' column for each statement provided.

Statement	True	False
It is best to keep exercising at the same level, week in-week out; that way you can get in a good routine and not get injured.		
It is good to start off doing as much exercise as you can and push yourself really hard; that way you will find out what your limits are straight away.		
Having a training session once a week is probably not enough to make any real gains in physical fitness.		
If a long-distance runner has poor upper body muscular power, this is a weakness he needs to train to overcome.		
The best way to improve your aerobic capacity for playing soccer is to do weight training.		
Doing 100 curl-ups a day is not the best way to improve your beep test score.		
Training more than four times a week should only be done by serious athletes under supervision.		
Being motivated to exercise for mental wellbeing, relaxation, enjoyment and 'escape' occurs during the 'discomfort stage' of fitness training.		
Road cycling training should emphasise aerobic energy and muscular endurance.		
Mild discomfort, feeling out of breath and wanting to stop are not what you would feel during the 'Psychological stage' of fitness training.		

2 Using the progressive overload principle, suggest a progressive exercise program over 10 weeks for each of the three goals in the table.

Goal/timeframe	To be able to swim 1 km of a lap pool continuously	To be able to bench press 30 kg	To complete a 20 km road cycling route without stopping
Example: Weeks 1–3	Example: Swim 500 m	Example: Bench press 20 kg	Example: Cycle 10 km



- 3 List the ways in which you could vary a training program to keep it interesting and to keep yourself motivated.

- 4 Have a discussion in class about what you should say to someone who has just started exercising regularly and is not enjoying it, but who needs encouragement to keep going.

- 5 Do some research to find any motivational or encouraging apps or programs that might help you improve your fitness. What is it about these apps that you find useful?

- 6 Feeling unmotivated to train is not uncommon when you first begin a training regime. Write a list of positive self-talk statements you can use to keep you motivated to exercise.

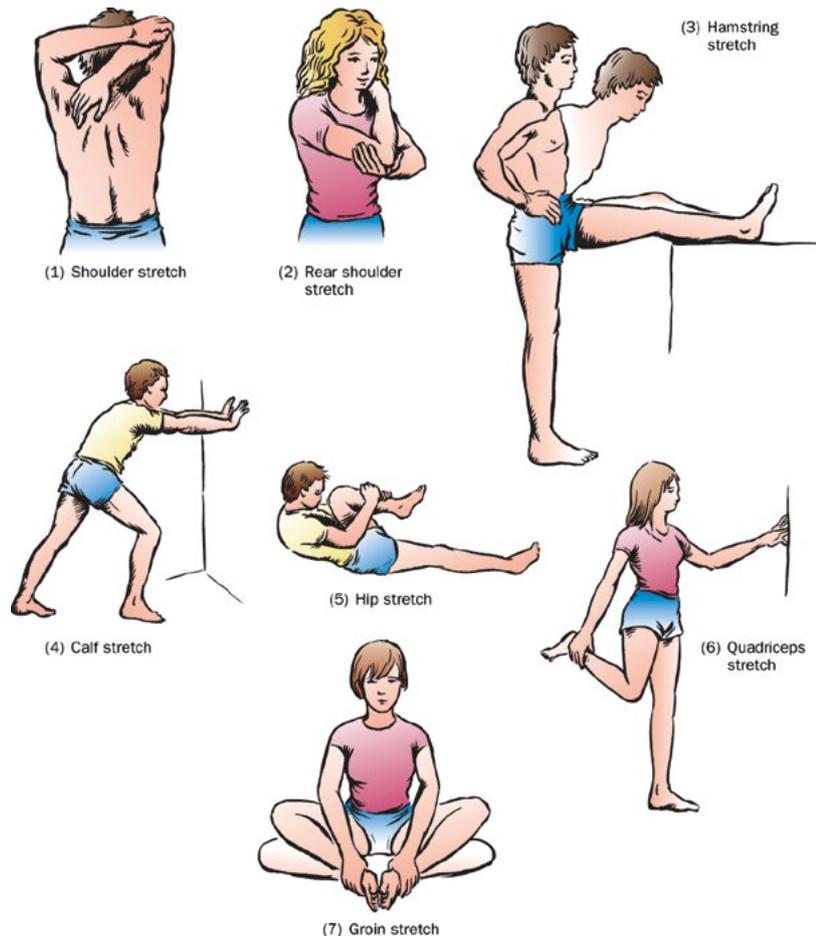
Circuit training

This training method can improve your body strength, power, muscular endurance, agility and aerobic capacity all at the same time. Circuit training usually consists of a series of 10 exercises arranged around your house, backyard, sports hall, weight training facility, or oval. You perform the exercises in order as fast as you can.

Resistance training

Resistance training improves your strength and power or muscular endurance, by using either weights in a gym or your own body weight to make your muscles work.

A resistance circuit can be performed in a gym, in your backyard, your garage or your house. You can replace exercises with easier or harder alternatives, you can use your initial load repetitions for each exercise or you can perform a set number of repetitions for each lap.



0434

Flexibility callisthenics

This method of training improves your joint and muscle flexibility. Any exercise that puts a muscle in a stretched position develops your flexibility.

The formula for improving your flexibility is:

- slowly stretch the muscle or joint to the greatest range possible
- hold this position while you count 30 seconds
- relax, then repeat the exercise
- never bounce or jerk in a stretched position
- never move quickly to a stretched position.

Practise the stretches using the previous formula.



Fartlek training

This training method involves short bursts of speed (e.g. sprinting) interspersed throughout a continuous training session (running), so it is used to develop both aerobic and anaerobic capacities. The overall distance of the session, the distances of the sprints and the length of the recovery period can be chosen to suit the fitness analysis of any sport.

ACTIVITY *Aerobic fitness*

1 Why is improving aerobic capacity through continuous training important for health-related fitness?

2 Tick the 'Yes' or 'No' column in the table provided to show which of the activities are ideal for developing aerobic fitness.

Sport	Yes	No
Tennis		
Running		
Squash		
Weightlifting		
Badminton		
Swimming		
Cycling		
Racquetball		

3 Following the 'intensity' element of the FITT formula, calculate your target heart-rate and target zone:

The rate at which your heart should be working during a continuous training session is known as your target heart-rate. This rate varies with age, so you need to work out your own target heart-rate. To do this, first determine your maximum heart-rate. This is done by subtracting your age from 220. Your target heart-rate is now worked out by calculating 75 per cent of your maximum heart-rate.

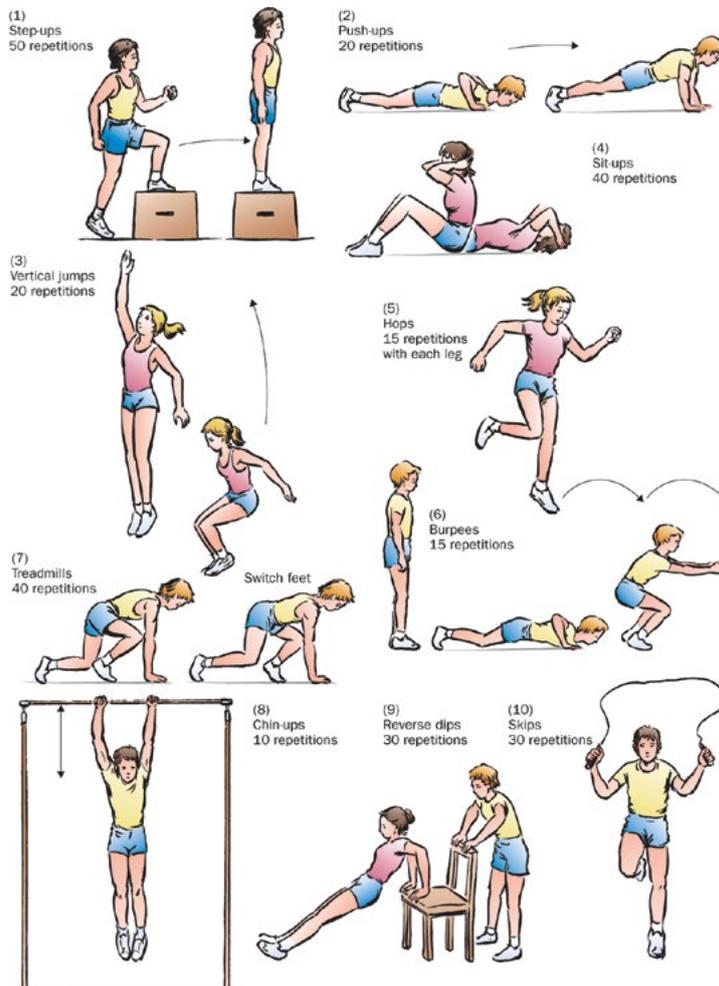
Then, your target zone is the range in which your body should be working. This zone generally ranges from 75 to 85 per cent of your maximum heart-rate.

4 Outline an interval training session of running for someone playing Australian Rules football.

5 Explain how interval training differs from Fartlek training, and then outline a Fartlek training session of running, for the same footballer as before.

6 Set up your own circuit training program, as pictured.

- Choose 10 exercises (see the examples in the image or table provided; you can choose others if you wish).





- In the box provided, draw an overhead map of your circuit (whether it is in your house, backyard, sports hall, etc.) to ensure you have planned a clear and unimpeded course for your training.
- Test yourself to see how many repetitions you can do of each exercise in one minute. Record the number for each exercise. This is called your one-minute maximum (in column 1 of the table).
- Divide your one-minute maximums in half. These numbers are called your initial load (column 2 of the table).
- Next session, do two laps of your circuit, without stopping between exercises or laps, performing the initial load numbers for each exercise. Your aim is to be able to complete three laps.
- When you can complete three laps of your circuit, record the date and time of each session, and try to improve it (columns 3 and 4 of the table).
- Every four weeks, change the exercises in your circuit.

Overhead map of circuit

Exercise	One-minute maximum	Initial load	Date	Three-lap times		
1 Step-ups						
2 Push-ups						
3 Vertical jumps						
4 Sit-ups						
5 Hops						
6 Burpees						
7 Treadmills						
8 Chin-ups						
9 Reverse dips						
10 Skips						

7 Suggest some safety tips for weightlifting as part of resistance training, and describe why each one is important.

- 8 Based on the fitness program you described in Step 1, question 1, list the fitness components required for it and choose the training methods for it that will best help you achieve these fitness goals.

Fitness component	Training method

Step 7: Plan and timetable the training sessions

Once you have decided what training methods to use to improve your fitness components, the next step is to plan how many training sessions will be in your program and what you will do in each session.

To produce results you will need to train three or four times per week for at least six weeks. So plan a minimum of $3 \times 6 = 18$ sessions. What you do in these sessions depends on what fitness components you have chosen to develop and what training methods you will use to develop them.

For example, anaerobic speed and aerobic capacity could be developed by using interval training, Fartlek and continuous training. For your 18 sessions, you could therefore plan six sessions of interval training, six of Fartlek and six sessions of continuous training.

Then, plan exactly what you will do in each session of each training method and write it down, taking into account the training principles (such as specificity, progressive overload, intensity and variety) already discussed.

Once you have planned the content of each session you are ready to timetable your sessions into a training grid. Factor into your training grid your lifestyle and current commitments (study, part-time job, etc.). Here's an example of a training grid:

Day	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Monday	Jog 10 mins	Jog 10 mins	Jog 15 mins	Jog 15 mins	Jog 20 mins	Jog 20 mins
Tuesday						
Wednesday	Swim 10 mins	Swim 10 mins	Swim 15 mins	Swim 15 mins	Swim 15 mins	Swim 20 mins
Thursday				Cycle 20 mins		
Friday	Circuit training					
Saturday			Cycle 20 mins			
Sunday	Cycle 15 mins	Cycle 15 mins			Cycle 25 mins	Cycle 25 mins



c Suggest any modifications to your program to make it a more effective fitness program.

ACTIVITY *Fitness program word search*

Find the fifteen words hidden in this word search relating to fitness programs. The words can run forward, backward, diagonally and vertically.

Interval
Circuit
Specificity
Intensity
Creatine phosphate

Continuous
Fartlek
Progressive overload
Aerobic
Lactic acid

Oxygen
Resistance
Frequency
Anaerobic
Carbohydrates

H	J	F	P	M	I	T	J	S	Y	B	J	K	H	H	S	B	H	E	H
J	C	M	R	B	C	G	C	I	B	O	R	E	A	Q	H	O	L	N	J
P	A	H	O	F	I	N	T	E	R	V	A	L	E	G	H	B	F	K	P
I	R	I	G	T	R	C	G	N	F	R	T	T	J	B	B	V	D	T	I
L	B	R	R	E	F	R	X	V	T	R	T	R	O	J	Y	I	K	L	L
U	O	Y	E	T	B	H	T	F	D	I	C	A	C	I	T	C	A	L	U
U	H	I	S	T	J	T	B	B	U	I	U	F	T	R	V	K	R	L	U
I	Y	U	S	B	F	G	T	E	R	E	Y	N	R	H	J	L	E	T	I
V	D	H	I	K	B	Y	T	C	O	N	T	I	N	U	O	U	S	P	V
P	R	I	V	O	G	T	U	I	N	H	F	E	R	C	Y	J	I	K	P
B	A	J	E	T	E	I	T	V	G	R	D	H	D	I	F	H	S	F	B
C	T	X	O	R	T	E	R	G	U	B	T	E	R	B	O	J	T	R	C
I	E	R	V	V	H	N	J	I	Y	R	H	I	U	O	T	C	A	E	I
I	S	P	E	C	I	F	I	C	I	T	Y	B	H	R	T	R	N	Q	I
C	F	E	R	T	B	H	Y	J	U	I	K	K	L	E	B	F	C	U	C
T	R	T	L	B	F	D	W	Q	T	C	V	N	I	A	L	I	E	E	T
U	V	R	O	X	Y	G	E	N	I	Y	B	K	O	N	L	O	I	N	U
C	R	E	A	T	I	N	E	P	H	O	S	P	H	A	T	E	X	C	C
Y	R	Y	D	U	N	E	S	G	S	F	H	Y	I	N	V	I	L	Y	Y
X	U	L	Y	T	I	S	N	E	T	N	I	K	L	T	I	D	T	Y	X



istockphoto.com/Christopher Futcher

Playing games

Introduction

- Recent history
- Shaping culture

Traditional games

- Protection and preservation
- Let the games begin
- Running game: edor
- Ball game: Buroinjjin

Regional games

- Sepak takraw
- Value and significance

Adventure challenges

- Challenges

Initiative games

- Challenges

Reflection

Assessment task: Designing games

Introduction

Traditional Australian culture comes from the Aboriginal people of mainland Australia and related island communities, as well as Torres Strait Islander people. Aboriginal and Torres Strait Islander peoples and cultures are numerous and diverse, made up of hundreds of different kinship and language groups that have adapted to varied living conditions throughout Australia and the Torres Strait Islands over many thousands of years.

Some Aboriginal and Torres Strait Islander people reject the term 'Indigenous' as they feel that this fails to acknowledge this diversity and to differentiate between the many other indigenous peoples of the world now residing in Australia. This unit will differentiate between Aboriginal and Torres Strait Islander peoples.

Aboriginal and Torres Strait Islander games are often referred to as Indigenous games; however, the preferred term is traditional games.

Recent history

In the early 1990s, Dr Ken Edwards began collecting accounts of Aboriginal and Torres Strait Islander games while researching his PhD on the life of Aboriginal cricketer Eddie Gilbert. Gilbert was from Barambah, now called Cherbourg, and famously dismissed legendary cricketer Sir Donald Bradman for a duck. Bradman declared Gilbert the fastest bowler he had ever faced. Aided by Troy Meston, a Gamilleroi man, Edwards reviewed almost every available account of Australian Aboriginal and Torres Strait Islander games from all parts of Australia.

Edwards' research led to the creation of Yulunga, a traditional games resource describing more than 140 games, activities and pastimes. Yulunga was commissioned by the Australian government and the Australian Sports Commission. The consultation and negotiation process was guided by Terri Janke, an Aboriginal cultural and intellectual property rights lawyer. Yulunga provides suggestions for play, as well as insight into the worldviews of Aboriginal and Torres Strait Islander people. This resource is dedicated to all Australian Aboriginal and Torres Strait Islander people.

Shaping culture

Aboriginal and Torres Strait Islander cultures are diverse and have been shaped by many factors and circumstances over time. The traditional games of Aboriginal and Torres Strait Islander peoples played a part in reinforcing culture, as well as promoting goodwill and positive relationships. There remains a vast array of traditional games, some similar to games played today and some very unique. What makes traditional games distinct is the worldview that influences them.

Worldview

A worldview is the lens through which we see and understand the world around us. It determines what values, beliefs and traditions we carry. Aboriginal worldview is distinct in that it places the individual inside the larger family or group instead of focusing on the individual. Aboriginal worldview provides Aboriginal people with ways of knowing, ways of being and ways of doing.

Kinship

Aboriginal and Torres Strait Islander cultures are some of the most enduring cultures in the world. Aboriginal and Torres Strait Islander peoples thrived in Australia for thousands of years, keeping the country in pristine condition. This is due in part to their dynamic kinship systems that connect people and land. Kinship systems help to maintain a strong culture and disciplined relationships with land, the source of meaning and the foundation of society. These systems are self-sustaining, which explains why Aboriginal and Torres Strait Islander cultures are ever-evolving and adapting and, despite significant disruption, remain vibrant, active and vital to the shared futures of all people in Australia. Kinship systems therefore help to shape culture and are themselves influenced heavily by worldview.

Knowing, being and doing

Knowing usually comes from what is taught as proper conduct by Elders and family members. This knowledge influences how a person will 'be' in the world.



Ways of doing are shaped by ways of knowing and ways of being, and can be expressed in the following:

- Language
- Art
- Traditions
- Technology
- Ceremonies
- Sustainable practices
- Games and pastimes



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You can learn more about Aboriginal worldview by participating in Aboriginal and Torres Strait Islander games. For example, many games and pastimes emphasise what is known as the 'custodial ethic'. The custodial ethic means looking after the natural environment and people. Other games sharpen observational skills, which makes players more perceptive and forward-thinking.

Non-competitiveness and the importance of good relations means that winning is often not the top priority and high-level skills are not always required.

ACTIVITY *Knowing and doing*

- 1 In the table provided, list different values that you have been taught or have learnt through playing games. For each value that you list in the ways of knowing column, rate on a scale of zero to two to what extent your way of knowing has become your way of doing.

Ways of knowing	Ways of doing		
	0 Not yet	1 Showing progress	2 Is my way of doing
e.g. Follow the rules at all times			

- 2 Reflect on your childhood and determine which three games and/or pastimes you enjoyed the most and why.



ACTIVITY Celebrating traditional games

The federal government has announced new funding for sporting and cultural events. As a class, prepare a proposal for a major traditional games festival showcasing and celebrating Aboriginal and Torres Strait Islander cultures.

- 1 Divide the class into small groups.
- 2 Each group must research a specific area relating to the event (e.g. games to be played, venue suggestions, etc.).
- 3 Groups should then come together to present their research and ideas. Collate and summarise the major steps to form a proposal. Remember to justify both the event and the funding required. Make notes in the space provided.

Let the games begin

Aboriginal and Torres Strait Islander people have a diverse range of games and pastimes designed to improve hand-eye coordination, agility and fitness; tell stories; perform ceremonies; pass on important values; and have fun. Mentoring, mimicry and play were the Aboriginal and Torres Strait Islander way to teach essential life skills.

Running game: edor

Edor, or *ida* in the Torres Strait Islands, is an excellent game to warm up and begin your session. The game is likely to have travelled down to mainland Australia via Samoan missionaries, and has been played for as long as locals can remember in the Arukun Aboriginal community in northern Queensland.

ACTIVITY Edor

Read the edor factsheet available on the Australian Sports Commission website and then answer the following questions. <mea.digital/FB_PG1>

- 1 As a class, play a game of edor. Once everyone understands the game, try some of the suggested variations.
- 2 Reflect on your experiences playing edor and then answer the following questions.
 - a What did you enjoy most about edor?

- b Suggest a teamwork strategy for the next time you play edor.



- c Of the different game variations in which you participated, which variation made the game the most enjoyable and why?

- 3 Aboriginal worldview places the group ahead of the individual. Describe how this way of being impacts on teamwork when playing edor.

Ball game: Buroinjin

Buroinjin was played by the Kabi Kabi people of southern Queensland. Buroinjin was named after the ball that is used, which is made of kangaroo skin.

ACTIVITY *Buroinjin*

Read about buroinjin on the websites provided and then answer the following questions.

<mea.digital/FB_PG2>

<mea.digital/FB_PG3>

- 1 As a class, play a game of buroinjin. Once everyone understands the game, try some of the suggested variations.
- 2 Reflect on your experiences playing buroinjin and then answer the following questions.
 - a What did you enjoy most about buroinjin?

- b Suggest a teamwork strategy for the next time you play buroinjin.

- c Of the different game variations in which you participated, which variation made the game the most enjoyable and why?



- 3 Traditional games play an important role in developing healthy relationships. Describe important lessons you can take from playing buroinjin that would enhance your relationships with friends and family.

Regional games

Many popular international sports have their roots in traditional games and pastimes from the Asian region. Examples include polo, which originated in India and spread to Britain, and combat sports such as judo, silat, tae kwon do, muay thai and karate, which have evolved into competitive sports.

Sepak takraw

Sepak takraw is a very popular traditional game from Southeast Asia that was first played somewhere between the 11th and 15th centuries. Sepak means to 'strike with foot' in Malay and takraw means 'basket' in Thai. Sepak takraw has evolved into a highly competitive sport, featuring in the Asian Games since 1990. There has been a major push to include it in the Olympic Games.



istockphoto.com/Kittikorn Phongak

Circular sepak takraw

The circular recreational version of sepak takraw closely resembles hacky sack. As with many traditional games, there is very little equipment needed, few rules, and maximum participation is encouraged. There is only one team in this version of the game. Players kick or head the ball to one another with the common goal of keeping the ball off the ground for as long as possible. Traditionally, the game was played for fun and enjoyment. Nowadays it is also played for skills training.

ACTIVITY *Sepak takraw*

- 1 As a class, play a game of the circular, non-competitive version of sepak takraw.
- 2 Reflect on your experiences playing sepak takraw and then answer the following questions.
 - a What did you enjoy most about sepak takraw?

- b How did you work together to keep the ball in the air?



- 3 Suggest three game or rule modifications to make the game more inclusive. Justify each suggested modification.

Professional sepak takraw

The competitive version of sepak takraw originated in 1930 and incorporates many skills from games such as soccer, volleyball, taekwondo, gymnastics and acrobatics. Competitive sepak takraw has a volleyball-style net and one of the highlights of the game is the aerial acrobatics of players spiking the ball with a downward kick.

Value and significance

Our Australian national identity is heavily influenced by sport and physical activity. This identity must include Aboriginal and Torres Strait Islander peoples' games and pastimes, as well as those from the Asian region.

The cultural meaning within traditional games and pastimes is open to new interpretation and adaption. Just as buroinjin has evolved into a competitive sport, sepak takraw and many other games from the Asian region have also been modified. In this way, traditional games and pastimes from Australia and beyond remain an important part of our contemporary national sporting culture.

ACTIVITY *Traditional game proposal*

- 1 Conduct research on traditional games from the Asian region and choose a game that you think would be popular at your school. Prepare a proposal to include the game in your school sports program.
- 2 Your proposal should include the following information.

Name of the game:

Language:

Cultural background:

Equipment:



Basic gameplay:

Rules:

Variations:

Diagram:

- 3 Your proposal should also discuss the value and significance of traditional games from the Asian region. Make notes in the space provided.

- 4 Finally, your proposal should justify the inclusion of this traditional game in your school sports program by explaining the benefits to the students and the school. Make notes in the space provided.

Adventure challenges

Adventure challenges involve games and play in the great outdoors or in and around nature. They usually challenge participants physically, emotionally, mentally and spiritually. Adventure challenges also enable you to expand your classroom; be creative; improve your critical thinking and problem-solving skills; and be an active citizen through environmental stewardship.

Environmental stewardship refers to caring for and protecting the environment around us. This is also known as the Custodial Ethic, which is a key part of Aboriginal worldview and governs Aboriginal people's interactions with land and with others. Unfortunately, people are spending less and less time outdoors, which can have a negative impact on behaviour, relationships and overall wellbeing.



istockphoto.com/ingorthand



Challenges

The following adventure challenges are to be performed outdoors. Your teacher will discuss the best spaces in and around your school. You may choose to set up a mock camp site for these challenges.

I spy

A bush walk is a fun activity on its own. It is also often necessary to reach your location when enjoying a day in the great outdoors. Devise a nature walk near your school, imagining you are on your way to a bush camp site. As you walk in small groups, play a game of 'I spy', identifying natural features only.

Pitching tents

When you reach your location, it is important to set up the camp site. Pitching tents is one of the most important tasks to complete. Unfortunately, a local crop plane accidentally dropped chemicals over your camp site and all but two in your group are temporarily blinded. The two who can see are temporarily paralysed. You can all regain your sight and mobility by getting into super special tents within a short time. The sooner you pitch your tent and enter, the sooner you will recover.

Rules:

- All members except two are blindfolded.
- Seeing people may not move, nor may they call people by their proper names.

Safety:

- Your teacher will advise you of the best location for the mock camp site.
- Do a visual safety check of the area before participating in this challenge.
- Be very careful with the tent pegs and hammers as they are potential hazards.

Waayin

Now that you have recovered, it is time to learn a little more about your surroundings. A lot can be learned from the plants and animals in the great outdoors.

Working in groups of six to eight, test your knowledge of animal tracks in your school's area by playing a variation of the Aboriginal game 'waayin'. Waayin refers to 'land animals and reptiles' in the language of the Datiwuy people of the northern part of the Northern Territory.

The following website will help you with this challenge: <mea.digital/FB_PG4>

ACTIVITY Reflection

- 1 Reflect on your participation in the adventure challenges. How did these challenges stimulate your different senses?

- 2 How did the 'I spy', pitching tents and waayin activities challenge you?



- 3 Social skills are very important when facing a shared challenge. Describe the social skills that were most useful during the adventure challenges.

- 4 Aboriginal worldview connects people with land in harmony. Sometimes we hear of other worldviews that place people in conflict with nature, such as the concept of 'man versus wild'.

Reflect on your experience during the adventure challenges and describe how you felt connecting with your natural environment.



istockphoto.com/si_arts

- 5 Form small groups and prepare a role-play that highlights the important lessons you learnt while participating in adventure challenges. Perform your role-play for the rest of the class and then discuss whether your classmates learnt similar lessons. Make notes in the space provided.

Initiative games

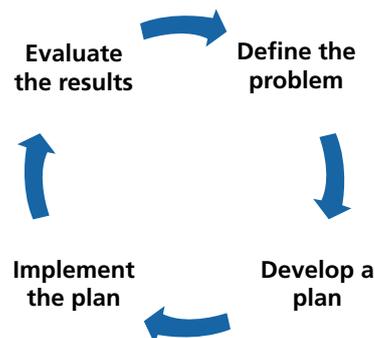
As the name suggests, initiative games involve taking initiative. These games usually involve a group overcoming a challenge. Teamwork, cooperation, problem-solving and most of all fun are the key ingredients to initiative games. Initiative games are not only fun, but they also promote strong thinking processes, leadership abilities and responsible citizenship.



Four-step model for problem solving

When facing the shared challenges that initiative games present, it may be helpful to follow this four-step model for problem-solving. The model works as a continuous cycle. The first step is to identify and define the problem. Once the problem has been defined, work together to develop a plan and implement that plan. The next step is to evaluate the results (i.e. was your plan effective?). If more problems are identified during the evaluation, the cycle can begin again.

Remember that communication is key. All members should be encouraged to demonstrate leadership skills. A great way of doing this is by ensuring all opinions and ideas are heard.



Challenges

Box stand

In groups of eight to 10, you must place both feet on one sturdy box, holding this position for 10 seconds. Groups may be timed to test how long it takes to problem solve and complete this challenge.

Tip: This game is best played in a soft space inside a sports centre. Ensure there are soft mats for protection.

Laser wall

The group must now overcome the next challenge: a laser wall that is 1.7 metres high. There is no other way except over the wall and all you have to assist you is the same sturdy box. You must work together to get the entire group over the wall without being zapped.

Tip: Choose a location where there is a soft landing area. A rope between two trees or posts may make for a suitable laser wall.

ACTIVITY *Initiative games circuit*

In groups of six to ten, you must complete each of the following stations within time limits specified by your teacher. Groups earn a point each time a task is completed in the allotted time. Groups rotate clockwise until all stations have been completed.

Station 1: Mount a balance beam, lining up by height. Once the group has mounted, rearrange yourselves by the month you were born without falling off. Students stepping off the beam may remount at one end.

Station 2: Hold a sheet, blanket or tablecloth. Place a basketball in the middle and attempt to send the ball through a basketball hoop.

Station 3: Designate one student to blow up a balloon to the size of a melon. Once inflated, hold it high above his or her head, release it, and the group must attempt to catch it before it hits the ground.

Station 4: Attempt to move across the floor using four car tires and three 1.5-metre long planks or boards. Students touching the ground must start over.

Station 5: Place a high beam over a low beam. Attempt to touch all four corners without falling off. A point is awarded when all four corners are touched.

Station 6: Lie on your backs (shoulder-to-shoulder) with feet up and against the wall. Pass a medicine ball along the wall using your feet only. If the ball touches the ground, it must be returned to the starting point. Points are scored if the ball reaches the end of the line.

Station 7: Form a line and hold hands. The line leader picks up a hoop, steps through, and passes it down the line. A point is scored each time the hoop reaches the end. Only one hoop may be picked up at a time. Do not break the hand chain.

Once you have completed the circuit, answer the following questions.



1 How do you feel you worked as a group?

2 How did you contribute to the success of the group?

3 What did you learn about yourself?

4 What did you learn about other group members?

5 What would you do differently next time?

6 How can you use what you learnt today in other situations?

Reflection

Traditional games provide opportunities to learn about, experience and appreciate aspects of Aboriginal and Torres Strait Islander cultures, as well as the diverse cultures of Asia. After studying and participating in traditional games, it is important to reflect on their impact on you personally, as well as on Australia as a whole.



ACTIVITY *The benefits of traditional games*

- 1 How might an understanding of the traditional games of other cultures benefit you personally?

- 2 As a class, brainstorm the ways in which participating in traditional games benefits Australian society. Make notes in the space provided.

- 3 Read the following quote and then discuss how it relates to Australia in particular.

Traditional sports and games are part of intangible heritage and a symbol of the cultural diversity of our societies. They are also an efficient means to convey values of solidarity, diversity, inclusiveness and cultural awareness.

UNESCO, United Nations Educational, Scientific and Cultural Organisation, 2014

List of useful sources

Edwards, K. *Yulunga: Traditional Indigenous Games*. Online and CD resource. Australian Sports Commission, Canberra. 2008. <mea.digital/IFB_PG5>

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Nauright, J. & Parrish, C. (eds). *Sports Around the World: History, Culture, and Practice*. ABC-CLIO, LLT, Santa Barbara. 2012.

Somerville, M.et al. *Place Pedagogy Change*. Sense Publishers, Rotterdam. 2011.

Sarra, C. High Quality: *High Equity for Indigenous Students. Keynote address*. Queensland Studies Authority, Brisbane. 2008.

ACTIVITY *Playing games word search*

Find the 20 words relating to playing games that are hidden in this word search. The words can run forward, backward, diagonally and vertically.

Aboriginal
Torres Strait
Buroinjin
Edor

Sepak takraw
Kinship
Custodians
Culture

Diversity
Play
Identity
Heritage

Initiative
Pastime
Challenge
Games

A	D	G	K	H	G	J	K	G	D	I	V	E	R	S	I	T	Y
D	C	N	H	T	G	V	J	B	B	B	M	P	V	V	C	S	T
G	G	K	A	B	O	R	I	G	I	N	A	L	S	S	B	F	I
E	H	I	V	N	H	R	M	J	C	M	N	A	F	W	V	Y	T
J	B	U	E	X	J	A	R	Y	S	R	L	Y	H	E	V	J	N
J	F	Y	M	R	D	Q	N	E	W	A	P	A	S	T	I	M	E
K	A	T	N	R	U	T	F	H	S	E	O	E	D	R	U	S	D
I	B	E	X	D	V	T	R	C	A	S	D	X	W	T	S	D	I
N	C	G	C	V	M	U	L	A	X	S	T	C	Y	Y	E	D	F
S	N	A	I	D	O	T	S	U	C	V	C	R	P	I	P	C	H
H	R	M	D	A	O	G	Y	Q	C	G	C	B	A	F	A	H	B
I	E	E	H	E	O	R	U	W	X	K	J	D	O	I	K	A	C
P	Y	S	G	R	I	S	I	E	G	U	W	C	U	V	T	L	D
F	I	H	E	R	I	T	A	G	E	R	R	A	H	D	A	L	A
I	F	D	J	W	Y	D	T	R	F	F	G	A	A	A	K	E	Q
J	E	V	I	T	A	I	T	I	N	I	F	E	W	D	R	N	P
B	B	U	R	O	I	N	J	I	N	N	C	D	S	C	A	G	Y
C	X	S	A	W	K	D	O	P	K	M	R	O	D	E	W	E	G



Assessment task: Designing games

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Design a game

Sports and games improve physical health, promote mental wellbeing and improve leadership, communication and interpersonal skills. Sports and games also play a part in preserving and reinforcing culture. First Nation peoples of Australia have developed a wide variety of traditional games, and these games are an invaluable part of their cultural heritage.

Research and planning

- 1 Form groups of no more than five.
- 2 Each group must design a game based on an Aboriginal and Torres Strait Islander traditional game.
- 3 Conduct research on traditional games and choose one on which to base your game. Record any information that may be helpful when designing your game, such as historical and cultural significance.
- 4 Design a game based on your research. Be sure to incorporate themes from an Aboriginal worldview. Give your game a name and outline the gameplay, rules and equipment required.

Presentation

You will be required to teach your game to the class. Before you begin, explain the traditional game on which it is based, including the historical and cultural significance.

Reflection

Once each group has taught their game to the class, your teacher will lead a class discussion to reflect on the success of each game. Use this class feedback and the questions below to reflect on your group's performance.

- 1 Was your game enjoyable for participants?
- 2 What modifications could make your game more task-appropriate or strengthen cultural links?
- 3 Why do you believe sports and games are such an effective method of passing on cultural values and traditions?

Victorian Curriculum F–10 Links (Levels 9 and 10)			Working well above Achievement Standard		Working above Achievement Standard		Working at Achievement Standard		Working towards Achievement Standard		Working below Achievement Standard	
Strand and Sub-Strand	Key Elements	Criteria: Ability to...	A		B		C		D		E	
			Self/Peer	Teacher								
Personal, Social and Community Health Contributing to healthy and active communities	Evaluating strategies to enhance health	reflect on game design and respond to feedback	Used critical self- and peer-reflection to analyse their game and propose relevant modifications		Used self- and peer-reflection to analyse their game and make suggestions for improvement		Used peer feedback to identify areas for improvement and how they could be addressed		Recorded information about game and what they could do to improve		With support, discussed their game	
Movement and Physical Activity Understanding movement	Examine the role of sport and games in Australia	identify the cultural and historical significance of traditional Australian sports and games	Analysed the cultural and historical significance of a variety of traditional games to identify one that has effectively preserved cultural aspects of the First Nation peoples		Researched the cultural and historical significance of various traditional games in order to choose one played by First Nation peoples		Used research to examine the cultural and historical significance of a particular traditional game played by First Nation peoples		Identified some traditional games played by First Nation peoples		With support, reviewed some traditional games	
Movement and Physical Activity Learning through movement	Implementing collaboration skills	demonstrate collaboration skills while working in groups to design a game	Worked collaboratively with group members in order to effectively negotiate roles, set goals and delegate tasks in order to design a game		Worked cooperatively with group members in order to negotiate roles, develop goals and set tasks in order to design a game		Worked cooperatively with group members to identify roles, set goals and tasks in order to design a game		Worked cooperatively with group members to develop a game		Worked in a group to develop a game	

Student's comments:

Teacher's comments:



Enhancing performance

Introduction

Rules and etiquette

- Rules
- Codes of behaviour
- Accepted etiquette

Movement skills and performance

- Developing movement skills
- Evaluating the transfer of movement skills

Technique and form

- Correct techniques for effective skill execution
- The dynamic nature of technique

Strategies and tactics

- Designing strategies and tactics to enhance performance
- Improvisation

Analysis and evaluation of performance

- Feedback
- Statistics
- Use of technology
- Techniques to analyse and evaluate performance

Introduction

When playing sport or engaging in physical activity, most people aim to improve. This could be because they want to win in a backyard game, set a personal best, represent their school, area or country, or just master a new trick or move. People try new things, practise, and give and take advice to enable them to be better at an activity or sport. This unit looks at the importance of understanding rules, specialised movement skills, tactics, strategies and evaluating performance to improve.

Rules and etiquette

Rules and etiquette, or manners, are used in activities and sports to govern how they should be played. 'Fore!', 'The ball was out!', 'Goal!', and 'Go back to your corners', are examples of what officials and participants say during different physical activities to indicate the way participants are expected to act.

Rules

Rules are consistent guidelines about how a sport or activity should be played. They are developed over time and become better known and applied once a governing organisation is formed. For example, football in England was only established as a sport when the English Football Association was formed in 1875. When people know and use rules, sport and physical activity can be played within common and consistent boundaries that ensure safety and allow people to improve within specified and agreed parameters. There are three main types of rules: official rules, modified rules and local rules.

- **Official rules** are developed and agreed upon by the game's official governing organisation. They are followed in competitions and events, such as the Olympic Games, the National Rugby League, dance sport championships, and state championships.
- **Modified rules** are official rules that have been changed to allow for factors such as age, disability, gender or fitness level. These rules follow the official rules closely, and allow for improved safety and more participation. Examples of junior sports with modified rules include Minkey Hockey, Kanga Cricket, Auskick and Netta Netball. Examples for athletes with a disability include events like the Paralympics and wheelchair basketball.
- **Local rules** are particular to an area. They are changes or alterations that have been made to official rules because of local conditions, needs and wants. Backyard, house, community or school games usually have local rules. Local rules can cater for age, playing area, time, equipment and intensity or level of competitiveness. Local rules may be small changes to the official rules (such as allowing four quarters instead of two halves because of hot weather), medium changes (such as playing only until it gets dark) or major changes (such as there being no uniforms, time limits, penalties or area restrictions).



Backyard cricket rule changes



www.playbytherules.net.au

Play by the Rules

Fair and safe
behaviour
in sport
and recreation

Everyone needs to feel safe and to act fairly and respectfully towards each other.

Be a good sport

- Treat all participants in your sport as you like to be treated yourself.
- Co-operate with your team-mates, coach and opponents.
- Control your temper. Verbal abuse and sledging are not acceptable behaviours.
- Respect the rights, dignity and worth of all participants regardless of their ability, gender or cultural background.

You must feel safe

- playing, at training and practice
- travelling to and from games and training
- with other players, your coach or team personnel

No-one should

- make you feel unsafe
- ask you to do things that you are not comfortable with
- verbally abuse you or anyone else
- make racist or sexist jokes or comments
- allow offensive pictures or graffiti to be visible
- look at or touch anyone in ways that make them feel uncomfortable
- make uninvited sexual comments that offend, intimidate or humiliate
- discriminate against or harass anyone else

Bad sporting
behaviour is
unacceptable and
it can be unlawful.

www.playbytherules.net.au

Provides information and online training on equal opportunity and child protection laws to address inappropriate behaviour in sport. It complements the Australian Sports Commission's Harassment-free Sport Strategy.

If a person is not following your sport's guidelines and is behaving inappropriately or if you think that you have been abused, discriminated against or harassed, then tell someone about it:

- a friend, colleague or parent
- a club official or contact officer
- your state or national association
- your department of sport and recreation
- your equal opportunity or anti-discrimination body
- the Australian Sports Commission
- your child welfare agency or the police

State Government
Victoria Department for
Victorian Communities
Sport and Recreation Victoria
Phone: 9208 3418
www.sport.vic.gov.au

 equal
opportunity
commission
victoria
An independent statutory body
accountable to the Victorian Parliament
Level 3, 380 Lonsdale Street,
Melbourne, Victoria 3000
Tel: (03) 9281 7111 - Enquiries (03) 9281 7100
Toll free: 1800 134 142 - TTY: (03) 9281 7110


Australian Government
Australian Sports Commission
www.ussport.gov.au

Supported by the Australian, State and Territory Governments



Different sports have different rules, but some rules are applicable to all sports

Poster reproduced with permission from Play by the Rules.

Codes of behaviour

When rules are established by official organisations, they also create a code of behaviour. The code is the accepted checklist of how players, coaches, officials and spectators should behave when involved in the sport or activity to maintain a good image of the sport and to keep all participants safe and happy.

People who do not follow the accepted code of behaviour can face consequences that restrict their involvement in the sport or activity. People who do follow the code are rewarded with continuing involvement in the sport or may be officially recognised by the organisation.

ACTIVITY *Consequences*

- 1 What would be an adequate consequence for each of the behaviours listed in this table? Match up the behaviours with appropriate consequences (there may be more than one).

Behaviour	Consequence
1 Being a fair player throughout the game	a Money fine
2 A coach yelling at referee's decision	b Suspension from games
3 Drug taking	c Best and fairest award
4 Fighting with teammate	d Ban from attending event
5 Tampering with game equipment	e Lose the respect of the team
6 An athlete visiting sick children in hospital	f Good job after sport career finishes
7 Bribing an official	g Not being well liked by people
8 Betting on own match	h Receive media criticism

Accepted etiquette

Etiquette is what is seen in sport as the 'right' or 'nice' thing to do, keeping sport honourable and fair. Sometimes there are no rules to govern how players, coaches, officials and spectators should behave, so they are expected to follow the unwritten rules of fair play. Etiquette comes from a time in the past, before there were rules and codes of behaviour. It is a reminder to future generations of sportspeople to act in a way that is fair and will mean that the sport is well regarded. Etiquette can be found at all levels of sport, from international competitions, such as a footballer helping a player who has tripped over, to local competitions, where a golfer might call 'Fore!' when teeing off.

ACTIVITY *Create a game*

- 1 In groups of three or four, develop a game that combines the rules, codes of behaviour and etiquette from other games. As a class, play each group's game. The game creators should try to take on coaching, officiating and captaining roles.

After playing all of the games, use the table provided to evaluate one, and then answer the questions.

Game	Evaluation
Game name	
Rules	



Game	Evaluation
Code of behaviour	
Etiquette	
Equipment	
Area	

a Did everyone follow the rules and etiquette? Why or why not?

b What were the main skills needed to play the game?

c Evaluate how the rules, code of behaviour and etiquette enhanced performance, and make suggestions for rule modifications to further improve the game.

Movement skills and performance

In all sports and activities you must learn certain movement skills to take part and perform. Movement skills are seen when participants are running, tackling, shooting, serving, hitting, catching, landing or throwing. Their development progresses from simple, unorganised and unskilled movements to the achievement of highly organised, complex movement skills. The skill types are outlined as follows.

- **Fundamental movement skills** like walking and skipping are the building blocks for movement. As children grow and develop, they improve their fundamental movement skills. These skills form the basis of more advanced, specialised movement skills. They can also combine to form movement sequences.
- **Specialised movement skills** are specific skills used in a particular sport or activity.
- **Specialised movement sequences** are a combination of specialised movement skills that form a sequence, like individual dance steps that make a routine.

ACTIVITY Match the skills

1 Draw a line from the skill to the movements it allows for.

leaping, falling, rising, stepping, holding, lifting	fast break	catching	drop kick
	jumping	hand ball	marking
running	specialised skills		
kicking		specialised sequence	dodging
skipping	fundamental skills		spiking
pushing, ollieing, jumping, turning, catching, falling	accelerating, steering, evading, braking, manoeuvring, changing gears		chest pass

Developing movement skills

Movement skills can be developed for a variety of sports and activities, and they can be learnt from a variety of people and sources. As well as being coached, participants can learn movement skills from the television, DVDs, the internet and computer games. For example, a snowboarder might develop their skill on a board in their own lounge room, playing a game on their computer.

Developing movement skills occurs through practice and learning. The more specialised the movement skill, the more specialised the activity and training has to be to develop that skill.

Breakdown of a tennis serve

Tennis serve—breakdown of skills	Activities that could help
Ball toss 	Aiming at a target on the roof



Tennis serve—breakdown of skills	Activities that could help
<p>Racquet back scratch</p> 	<p>Triceps extension with weights</p>
<p>Hit ball</p> 	<p>Throwing a tennis ball as fast as possible</p>
<p>Follow through</p> 	<p>Lunges</p>
<p>Ready for return</p> 	<p>Side stepping over a line, back and forth as many times as possible in 15 seconds</p>



ACTIVITY *Developing movement skills*

1 To develop movement skills you can improve the whole skill or improve each part of it. What activities could help develop the skill necessary to perform each of the actions listed and who could help you develop that skill?

- Football free kick

Action:

Person:

- Skateboarding ollie

Action:

Person:

- 110-metre hurdles

Action:

Person:

2 In groups of four, choreograph a 20-second dance sequence to music of your choice.

- a Identify the actions involved in performing the sequence.

- b Choose two actions each and write a short description of activities that could be used to teach or train this action.



Evaluating the transfer of movement skills

Transferring movement skills requires using the knowledge and ability you have about one skill when learning to perform another similar skill. Some skills involve similar actions, which may lead you to predict that there is a high chance of a transfer of skill. For example, being good at jumping to block a shot in volleyball may help someone learn to jump and grab a basketball rebound.



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Movement skills are often transferable between activities

ACTIVITY Evaluating skill transfers

- 1 Look at the table provided and evaluate whether the skills required for each activity in the left-hand column would best transfer to option 1, 2, or 3.

Activity/Action	Option 1	Option 2	Option 3
Casting a fishing line	Basketball free throw	Baseball hit	Rugby line-out throw
BMX jumping	Road cycling	Leap frogging	Gymnastics handstand
Frisbee throw	Tennis backhand	Discuss throw	Badminton serve
Archery	Boxing jab	Surfing stand	Quarterback pass

Technique and form

There are a number of things your body has to do to successfully execute a skill. These are the main techniques that make the skill occur and increase the chance of correctly executing the skill. Technique has to do with your body's form and positioning, the manipulation of any objects (for example, a racquet, ball or bat) and your location in the activity area.

Correct techniques for effective skill execution

When you are executing a skill, each body part needs to be in a particular position, as this increases the chance of successfully performing the movement. The more body positions that are correct, the higher the chance of success. It also decreases the risk of injury. For example, an incorrect throwing technique could lead to shoulder and elbow problems.



Each athlete is different and has different techniques, capabilities and body dimensions that result in slight changes in skill techniques. Consider how cricket bowlers have different techniques to deliver a ball on a pitch to a batter, either using speed, swing or spin—similar techniques, but with slight variations.

The dynamic nature of technique

Techniques are dynamic, ever-changing and constantly being updated. Techniques used for skills evolve and change over time due to different sporting equipment, safety concerns, greater media awareness and advancements in technology. What are now thought to be the correct techniques to use for certain skills may change with new research, equipment and ideas.

ACTIVITY *Research task*

1 Research the double-handed tennis backhand shot and learn about how the technique has changed. Answer the following questions:

a What is different about the technique?

b When did it change?

c Who is successful at doing it now?

d Why is the double-handed back shot so effective?

e Research how equipment has changed and how these changes enhance this technique.

2 Now choose another technique to research. Complete a before and after diagram of this technique, noting how it has changed and why. Some examples you might like to use include:

- reverse-swing bowling in cricket
- Fosbury flop in high jump
- side-on goal kicking in rugby league
- skateboarding on modern boards.



Before	After

Changes:

Strategies and tactics

Strategies are the overall plans with which a participant goes into an activity or competition. Tactics are the decisions they make during the activity or competition that are related to their overall plan.

These game-plans and decisions can greatly affect a participant's chance of success. Using strategies and tactics will not guarantee that you will win; they just mean you can enhance your performance.

Designing strategies and tactics to enhance performance

Strategies and tactics are meant to improve your ability to succeed in a performance and to decrease your opposition's chance of winning. Designing strategies and tactics means that you plan to maximise your strengths and minimise your weaknesses. At the same time, you can be planning to exploit the opposition's weaknesses and cope with their strengths.

Boxing—Muhammad Ali versus George Foreman

In the 'Rumble in the Jungle', Ali used the strategy of trying to knock out Foreman early with right-handed jabs. When that did not work, Ali lured Foreman into punching into him against the ropes. Ali withstood the punches, moving with each punch, tiring Foreman out. In the 6th round, with Foreman exhausted, Ali sprung to life, knocking Foreman out and winning the World Championship belt again.

200-metre freestyle swimming—Duncan Armstrong

In the 1984 Olympics, Armstrong made the final in a good time to be placed in the lane next to the world record holder and expectant winner, Matt Biondi. On advice from his coach, Laurie Lawrence, Armstrong used the tactic of swimming as close as he could to the lane rope of Biondi, to ride Biondi's wave and save his own energy. In the last lap, Armstrong was able to utilise his saved energy to win gold.

Cricket—Sachin Tendulkar

Tendulkar, from India, was a great batsman and was especially good at batting against spin bowling. His overall strategy was to try to dominate the spin bowler by getting many runs off them, hitting fours and sixes. His tactics changed to suit each delivery bowled to him. Whether it was to try to cause the bowler to change his line and length or to cause many fielding changes, Tendulkar scored many runs because of his excellent technique and ability to fulfil strategic and tactical plans.

ACTIVITY Exploring scenarios

- 1 Read the following scenario and make decisions about what strategies and tactics you would employ to enhance your performance and chance of success. Use the picture of the tennis court to illustrate your answers.

Your opposition has a strong forehand and good lateral (sideways) movement across court.

- a Indicate on the diagram where you would aim to hit most balls in their end of the court.



- b What tactic would you use if you saw they did not move forward or back well?

- c How would you use your strength of volleying?



Improvisation

Improvisation is using an unrehearsed action, which might be a new skill, technique or invention. It is when you try something new or different because you think it will help you succeed. An athlete must be able to think quickly, know their strengths and weaknesses, and be able to make on-the-spot decisions that may sometimes go against their initial game plan.

Improvisation in the movies

Improvisation of strategies and tactics is often used in sporting movies to create tension and a dramatic ending. Consider Mick Molloy's character Jack Simpson in the Australian lawn-bowls film *Crackerjack*. To win the game, Simpson delivers a 'flipper'—an unheard-of move, like a cricket spin bowl—improvising to make his bowl miss the opposition's bowls and land next to the jack.

Adam Sandler's character in *Happy Gilmore* improvises in the last shot of a major golf game. The final hole turns into a mini-golf-type course, and Happy has to change his normal putting shot to sink the ball and win.



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ACTIVITY *Evaluating chance*

- 1 Judge which of the following chance terms fits best with the following scenarios. Think about the possibility of success of the improvisation strategy or tactic. When you justify your decision of whether the strategy is likely to be successful or not, consider the players' experience, skill level, age and energy level, in addition to the game's score, time and history.

Chance terms					
Certain	Likely	50/50	Possible	Unlikely	Impossible

- a A swimmer in an Olympic trial race wears a new swimsuit never tested before
-
- b A triathlete trying to win from the front and lead throughout the race
-
- c A basketball team shooting three-pointers every time they attack
-
- d A professional baseballer trying to catch and throw in one motion for a double play
-
- e A novice rock climber trying to race an experienced rock climber
-
- f A professional soccer player trying a scissors kick for a goal
-
- g A dancer dumping their old partner and using a new partner in a competition
-

Analysis and evaluation of performance

To analyse and evaluate a performance is to make a judgment about it. This judgment can be as simple as 'it was good' or it might take 10 pages in a sport section to dissect and describe every event. Ultimately, to make a judgment we need to use a variety of methods to describe the performance, understand what was good and bad about it, and to learn from it to be able to enhance performance next time.

Feedback

Feedback can come in many forms, and it can be useful, specific, positive or negative. Feedback can be internal (intrinsic), or external (extrinsic). Both types are outlined as follows.

- **Internal feedback** comes from the individual's thoughts and feelings about their performance. It can include what they take in from spectators, the playing surface, the opposition or team-mates. Intrinsic feedback also encompasses kinaesthetic elements, which include the internal feeling and sense of the body when performing. For example, an athlete may ask themselves 'did the performance feel right or correct?' or 'did the ball contact the bat correctly?'
- **External feedback** comes from others. This feedback can include awards, medals, prize money or a newspaper report, as well as social feedback. Social feedback is the words and actions from others as a result of a performance, and can include congratulations from a coach or support from family or the crowd.



Feedback can also come from the knowledge of how successfully the technique, movement or routine was executed. For example, kicking a ball that goes between the goal posts to score will return immediate feedback, as the scoreboard will show the result.

Statistics

Statistics are numbers compiled to provide feedback and evaluation of a performance. Statistics can be collected about all sporting and training performances, and can be very useful for sporting participants and coaches in enhancing performance. Statistics can be gathered about a range of sporting information.

ACTIVITY *Improving your shot*

- 1 Imagine you need to increase your success rate in shooting from the free throw line in basketball. Explain how each type of feedback (internal and external) could be used to improve your performance.



ACTIVITY *Evaluating sources*

- 1 Using statistics only tells a portion of the story of a performance. To get the whole picture, it is useful to use other sources as well, and to compare sources. Choose a sporting event to research—events that have lots of media coverage would be best. Examples include:

- the Tour de France
- surfing championships
- the Netball World Cup
- V8 motor racing

Collect three sources of information about the event you have chosen. One of the sources must be a report with statistics (for example, a match report, scorecard or player ratings). Choose two of the following for your remaining sources:

- a newspaper report
- an internet report
- a team or athlete's blog
- a team or athletes website
- a magazine article
- betting odds

- 2 Using all three sources, answer the following questions.

- a Do all of your sources agree on the best player/s? Which are different?

- b Why might they be different?

- c Is the report containing statistics different to the other sources? How?

- d Explain which source seems to be the most reliable for judging who the best players were.

- e Evaluate which source is the most useful for providing feedback. Provide three reasons for your response.

Use of technology

Technological equipment that helps identify errors and provide feedback is readily accessible to athletes, teams, coaches, spectators and media commentators. Analysis and evaluation technology for athletes can come in many forms and can be categorised into two groups: preparation and performance.

- **Preparation technology** assists athletes to prepare for an event or activity by monitoring health, fitness levels and fatigue. It can include video and recording technology which allows the athlete to identify errors and make corrections before an event.
- **Performance technology** provides opportunities for many spectators to view a performance and provides information for evaluation and judgment of the performance.

ACTIVITY *Adopting technology*

- 1 You and your group members will be recorded performing a pre-prepared dance or movement sequence.
 - a Identify—As a group, review the footage and discuss what can be done (individually or as a group) to improve your performance. Consider aspects such as execution of steps, timing and synchronisation.
 - b Practise—You will have the opportunity to refine and develop the necessary skills to improve your performance.
 - c Review—Your group performance will be recorded a second time for you to reflect on how well you have met your goals.
 - d Perform—Each group will perform their routine to the class while one person from each of the other groups judges the performance out of ten.

ACTIVITY *Evaluating equipment*

- 1 You have been allocated a budget of \$5000 to purchase the equipment you want to help you evaluate your training and enhance your performance. Read the following table, which outlines the equipment and its uses, and judge what will help you the most in analysing and evaluating your performance. Select the item/s you want to buy and explain why you need this technology. (You may want to research the products further on the internet.)

Sport: _____

Equipment	Details	Cost
Heart-rate monitor and equipment	Monitors heart-rate during training and performance, downloadable to computer	\$500
Performance analysis package	Monitors fitness levels, sleep patterns, sport errors, digital pictures of skill technique	\$4500



Equipment	Details	Cost
Clothing	The latest clothing inventions, designed to reduce injury, assist recovery and help performance	\$1000
Digital camera and software for viewing and downloading	Captures images of performance at split second intervals	\$800
Mobile phone with camera and email	A regular mobile phone with a camera that can capture and send images to other phones, and that has email capacity	\$250
Television station footage	Purchasing copies of your performance from the televising network	\$600
Motion analysis software	Calculates distance travelled on a field, indicates percentage of maximal heart-rate	\$2500
Performance pictures	Collects video and still footage of athlete performing skills and compares pictures to current world champions	\$2000
Statistician	A computer programmer watches training and performances, compiling statistics	\$1500
Friendly photos	Your friend will follow you during training and performances, videoing and providing feedback	\$1000

Note: These prices are estimates only.

a Items chosen:

b Justification:

Techniques to analyse and evaluate performance

When evaluating a performance, most people have their own opinions and experiences to base their judgments upon. When two or more people are evaluating the same performance, it is useful to have a common language or common idea of what makes a good performance. Following are three common techniques that are used to analyse and evaluate a performance.

- **Criteria** are the standard norms or measures that we can look for to judge a performance. They can be in the form of a checklist that is used to assess whether the performance reaches certain standards.
- **Subjective evaluation** is based on the thoughts, ideas and beliefs of the person who is making the judgments. The evaluation is based upon a personal judgment, such as how a dance makes them feel or their favourite moves by surfers.



- **Objective evaluation** is the ability to judge a performance based on the actual performance and not a feeling or an allegiance to a team or athlete. It is generally a fair and neutral judgment. The evaluation is based upon certain facts, such as whether the player stepped on a sideline or the punch knocked out the boxer.

ACTIVITY *Evaluating techniques*

- 1 Explain the difference between subjective and objective evaluation.

- 2 Various sports lend themselves more readily to either subjective or objective evaluation. Identify which evaluation style is best for these sports.

Sport	Objective evaluation	Subjective evaluation
Aerobics		
Australian Rules Football		
Gymnastics		
Marathon		
Boxing		

- 3 Compare sports that use objective evaluation to those that use subjective evaluation. What is it about these sports that make them more suitable for one form of evaluation over another?

- 4 Which type of evaluation do you think would be easier to determine? Give reasons to support your response.
