

St Brigid's College



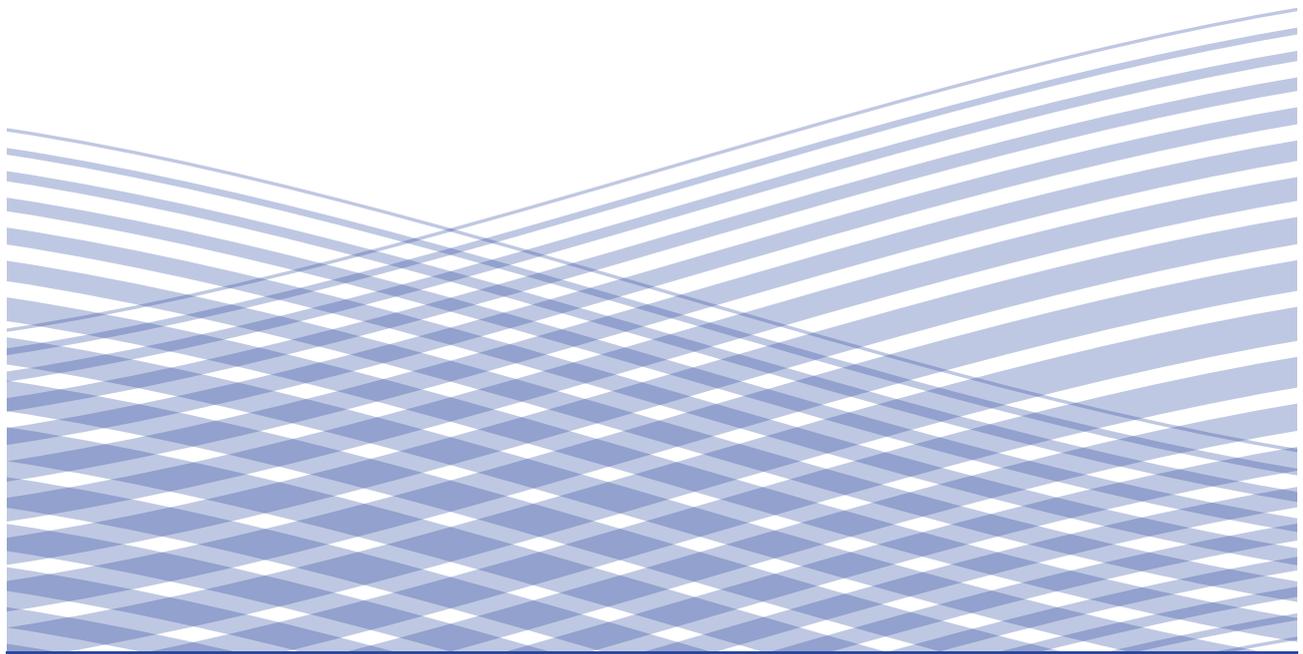
 **Titan Education**

Year 7 HPE

STUDENT eWORKBOOK

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Key

You may see the following icons throughout this workbook. Here's what they mean:

 Self-managed skills	 Information and communication technology capability
 Interpersonal skills	 Intercultural understanding
 Movement skills	 Literacy
 Aboriginal and Torres Strait Islander histories and cultures	 Numeracy
 Asia and Australia's engagement with Asia	 Personal and social capability
 Sustainability	 Civics and citizenship
 Critical and creative thinking	 Difference and diversity
 Ethical understanding	 Work and enterprise

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Relationships

Activity

Vocabulary list

Key terms from this unit are listed in the table below. Complete the activity by:

- providing a definition for each term
- correctly using the term in a sentence.

Term	Definition	Sentence using the term
Communication		
Respect		
Conflict resolution		
Abuse		
Affirmation		
Cyberbullying		
Support network		
Trust		
Rights		
Responsibility		
Empathy		
Homophobic		

ICT tasks

In this unit of work, you will have the opportunity to use technologies to further your health literacy. Your learning experiences will involve:

Critical inquiry

- Working in small groups, critically analyse the information at <https://bullyingnoway.gov.au>. Each member of the group can take responsibility for a section of the site and report back to the group. Analyse the messages and strategies and evaluate their effectiveness.
- Critically analyse the messages in the YouTube clip 'Cyberbullying: Online bullying affects both victims and bullies' at <https://youtu.be/BFsl5ZTe3ro>.
- Analyse the lyrics and how the relationships are portrayed in one of the following songs (or a song of your choice). Working in pairs or small groups, discuss the lyrics, the associated messages and the impact the songs can have on individuals.
 - *Wildflower* by Billie Eilish
 - *You're losing me* by Taylor Swift
 - *Got me started* by Troye Sivan
 - *Logical* by Olivia Rodrigo
 - *Shivers* by Ed Sheeran
 - *Just the way you are* by Bruno Mars

Collaborating

- Watch the video clip on social media at <https://youtu.be/qx1K3TOPNGs>. Working in small groups, discuss the positive and potentially negative impact social media can have on a person's wellbeing.
- Record an interview with your parents about their experiences of socialising and keeping contact with friends when they were younger. Report on how it compares with the social networking of today.

Presenting

- Create a digital presentation about the qualities that you look for in a close friendship. Your presentation should include the following elements:
 - images that illustrate the characteristics of a good friend
 - background music
 - appropriate transitions
 - minimal text.

Desktop publishing

- Create a mind map using mind-mapping software such as <https://bubbl.us>. Your mind map should illustrate a range of options and advice for someone suffering domestic violence or abuse at home. Your research will benefit from viewing information at <https://safeandequal.org.au>.

What is health?

Health is made up of a number of dynamic components that work together to determine your overall health. The World Health Organization’s definition of health is as follows:

“Good health can be thought of as complete physical, mental and social health, not just the absence of disease or sickness.”



Activity

Research definitions for the five components of health.

a. Cognitive health

b. Physical health

c. Social health

d. Emotional health

e. Spiritual health

Activity

1. Using the five components as a framework, describe your own health.

2. Suggest ways you can improve your own health.

a. Cognitive health:

b. Physical health:

c. Social health:

d. Emotional health:

e. Spiritual health:

3. Explain two ways in which the above components may be interrelated.

Starting high school

Starting high school can be an exciting time. It can also be scary, nerve racking and stressful. When starting at high school, students will face a range of different challenges in new environments. They go from being the oldest students in the school to the youngest. Their peer group may be split up, with friends going to alternate schools, and they will meet new people. Students typically change from having one teacher, with lessons in one room, to numerous teachers in different classrooms around the entire school.



Knowing what to expect and preparing for high school can smooth the transition. To read more about starting high school, visit www.kidshealth.org and use the search bar to find and read the article titled *Starting High School*.

Activity

Choose three challenges that a student might face when they are starting at a new school and describe what they could do to overcome the challenge.

1. _____

2. _____

3. _____

Student responsibilities

Regardless of the high school you attend, there are general responsibilities you will be expected to adhere to for the rest of your school life. These include:

- wearing the correct school uniform
- arriving at lessons on time and ready to learn
- being respectful towards teachers and other students
- actively participating in the class by listening, thinking, answering questions and not disrupting others
- showing respect to others on transport to and from school.

Activity 

Design a checklist for students starting at your school next year.

- Identify a number of things students can do to prepare themselves in the school holidays before they begin high school.
- Identify a number of things students can do in their first week of high school.
- Comment on the challenges you experienced and give any related advice to potential students.

Ready for high school checklist

School holidays preparation ...

<input type="checkbox"/>	_____

First week of school preparation ...

<input type="checkbox"/>	_____



Advice...

Changes and challenges

There are many changes and challenges in daily life. Difficulties, unexpected behaviour, confrontations and interruptions to routines can arise in the context of the school environment, family home or within friendship groups.



Changes and challenges can occur without warning, so it's understandable that many people fear them. Fear can arise due to the unpredictable outcomes that can accompany unexpected changes or challenges. Maintaining flexibility in your daily life, with an adaptable approach to changes and challenges, can help people to feel somewhat prepared.

Changes and challenges occur in a range of contexts. A simple alteration to a daily routine could actually cause numerous problems initially, as an adjustment is made. The transition period between the time when a change/challenge arises and the point when an effective solution is found is likely to seem stressful.

It can become more difficult when emotional connections are involved. Personal conflict that arises through confrontation can make a person feel threatened, intimidated or uncertain about the permanency of a relationship. It is important to remain calm when situations or relationships become challenging, so that emotions are managed and regretful reactions are avoided.

To prepare for future challenges, it may be beneficial to consider patterns of behaviour in relationships which may have become predictable. Successful solutions to conflict in the past, with positive outcomes for all people involved, would have involved the use of effective communication strategies. These strategies may be reapplied in the future. In the same way, some previous conflict resolution strategies may have resulted in a negative outcome and should therefore be avoided.

Activity

1. List a range of significant changes that you have experienced in the past year.

2. Describe how these changes impacted on your emotions and your circumstances.

3. Outline the strategies that you used to cope with these changes.

4. Discuss whether or not you found these strategies to be effective.

5. List a range of significant challenges that you have experienced in the past year.

6. Describe how these challenges impacted on your emotions and your circumstances.

7. Outline the strategies that you used to cope with these challenges.

8. Discuss whether or not you found these strategies to be effective.

9. Describe the current challenges that may face young people and predict future challenges.

Activity **Connections – network of support**

Complete the information below that outlines who and where you can access support in your school.

Principal

- Name: _____
- Role in school: _____
- Where can I find them? _____

Deputy Principal

- Name: _____
- Role in school: _____
- Where can I find them? _____

School Counsellor

- Name: _____
- Role in school: _____
- Where can I find them? _____

Year Advisor

- Name: _____
- Role in school: _____
- Where can I find them? _____

School Captain

- Name: _____
- Role in school: _____
- Where can I find them? _____

First Aid

- Name: _____
- Role in school: _____
- Where can I find them? _____

Time management

Becoming organised involves making the best use of resources and time. An organised individual can achieve a level of efficiency where stress from a heavy load can be eased with planned management of their time, skills and the demands that are placed on them. By becoming as organised as possible, people can position themselves to reach their goals successfully.

Organisation involves effective time management. Investing in a plan for their upcoming week can save an individual significant amounts of time and help to avoid any unnecessary stress. Planning ahead can help people to become excited about their goals, taking a realistic approach to ensure that they are achievable.

Activity

Tips for becoming organised

Add your own tips to the following list.

- Record dates for exams and assessment submissions on a monthly/yearly calendar that is on display.
- Make to-do lists often.
- Set realistic goals each week.
- Study in a clean and tidy area, where distractions are minimised.
- Reduce clutter from your school bag and pencil case.
- Summarise class notes before exams and highlight key points.
- Make sure that you have enough sleep each night, to feel refreshed for the following day.
- Prepare daily nutritious snacks, which you can eat during study breaks or while reading, so that you can maintain your energy levels.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

TIP: Use the comment or mark-up function of your PDF viewer to complete this activity.



Activity **S** **I**

Planning your weekly routine

Use the following weekly planner to record any activities (school and other) that you have scheduled for next week. Remember to indicate the time that you will set aside for each one. This planner can be used to remind you of appointments, chores, sport sessions, goals, social plans or homework plans outside of school hours.

The image shows a spiral-bound weekly planner with seven pages, one for each day of the week. The pages are arranged in a grid-like fashion, with the days of the week labeled at the top of each column. Each day's page has a vertical column of lines for scheduling, with numbers 1 through 12 and the word 'Evening' indicating time slots. The pages are blank, ready for use.

Managing relationships

Friendships and relationships are an important part of life. Friends and partners can support individuals through ups and downs. Established friendships may end, new friendships may begin and some may even last a lifetime. Throughout life, there will be a number of friendships and relationships that need to be managed, particularly in regards to family issues and hard-to-approach topics.

Friendships and relationships are important for the development of healthy self-esteem and self-identity. Individuals with healthy friendships and relationships will experience a sense of belonging that will enhance their identity. While friendships and relationships often experience ups and downs, ideally individuals should be happy and content with their contact and interaction. This is best achieved with clear and respectful communication, which is essential for the maintenance of healthy relationships and the avoidance of unnecessary conflict.

Maintaining strong relationships

While friendships and relationships may occur naturally, effort is required to keep them strong and resilient. Individuals should be honest, develop trust with one another, communicate effectively, accept and tolerate differences in opinion and interests, respect one another and effectively approach and manage conflict. Disagreement and conflict need not be the basis for ending a friendship or a relationship; they should be approached and addressed effectively.

There are a variety of pressures individuals may experience when involved in a friendship or relationship. Pressures may result from religion or culture, where the values and beliefs of the connected individuals differ. Pressure may stem from family – family members may not agree with the formed friendships or relationships and may disallow or prohibit them. Individuals may become jealous about their friend's or partner's relationships with other people.

There may also be considerable pressure associated with sex. Sexually-based activities are a personal choice, based on a variety of influences such as values, culture and religion. Legally, these activities also need to be consensual between involved parties.

Relationships, particularly within the family unit, may also change and transform. Adolescents may experience considerable conflict with their parents or siblings. There may be family break-ups and new family units may develop.

The friendships and relationships that develop throughout adolescence will change and transform over time. There will be a multitude of feelings associated with the ups and downs of relationships. Individuals will undoubtedly make mistakes, experience regret, embarrassment and anger. It is important to communicate effectively to prevent and manage tensions and arguments.

Great friendships

It is not always easy to develop and maintain positive friendships. Trust, consideration and vulnerability play an important role in bonding with people and strengthening ties. At different times in life, when an individual needs to work through feelings and may struggle to be vulnerable with others, their friends may feel an emotional distance. Without communication, friends may become confused and frustrated, feeling that they're being avoided or ignored for some unknown reason. Unnecessary strain and misunderstandings can easily arise.



Strategies that are used to manage conflict can affect the future of a friendship. Harm can be caused through insults and aggressive responses. Assertive responses to conflict and the use of empathy can enhance relationship quality and deepen a friendship.

Positive friendships are caring. They involve gratitude, which can be shown through words of affirmation and appreciation or providing a service (such as cooking a special meal, gifts, a warm hug or quality time). This gratitude should be tailored specifically to the type of action that will mean the most to each friend.

Activity 

1. Watch the YouTube video <https://youtu.be/bNzFPPMnF1Y>. Consider the information in the video and provide a brief summary.

2. Reflect on your closest friendships. Compare and contrast different ways that you could show your friends that you appreciate them based on actions that would mean the most to them.



Romantic relationships

Adolescence is a time when young people may experience their first romantic relationship. Given that teenage romantic relationships might only last days or weeks, the importance of the relationships and the impact that they have on young people can sometimes be dismissed as trivial or ‘puppy love’. These relationships are however, very important in the natural, healthy development of a person’s sexual identity and emotional resilience. These relationships provide opportunities to develop interpersonal and conflict resolution skills. They allow adolescents to learn how to nurture intimate relationships and communicate effectively. It is a time when young people might be challenged to manage strong emotions and must reflect on their own attitudes and beliefs about romantic relationships.

Activity

The values and beliefs that an individual has about romantic relationships are shaped by their life experiences, parents, peers, culture and the media. Analyse these influences by answering the following questions:

1. What are your parents' views on dating, intimate relationships and marriage?

2. What are your peer's views on dating, intimate relationships and marriage?

3. What stereotypical messages are commonly promoted in the media about teenage relationships?

4. What cultural or religious values influence some people's relationships?

5. Who or what has had the strongest influence on your personal beliefs and attitudes to romantic relationships?

TIP: You can use the comment or mark-up function of your PDF viewer to complete this activity.



Communication – it's more than talking

Good communication is more than choosing words wisely and speaking clearly. Non-verbal communication sends messages, sometimes subconsciously. A person's body posture, facial expressions, eye contact and gestures all tell a story.

Activity **S** **I**

Back to back drawing

To illustrate just how difficult it is to communicate with words alone, complete this back to back exercise. Draw a detailed picture in the table below, showing something you enjoy doing. Stand back to back with your partner and try to communicate all the details of your drawing – using words only. They cannot ask questions or seek clarification. When they have completed their drawing, assess if you conveyed your message clearly.

Your drawing

TIP: You can use the comment or mark-up function of your PDF viewer to complete this activity.



Your partner's drawing

Questions

1. Identify and describe the barriers to communication that exist with email, text messages, Twitter or Facebook and the telephone.

2. How could you overcome these barriers?

Literacy activity

Interpret the information conveyed in the images below. Analyse the body language depicted and the meaning behind the non-verbal communication.





Practising assertiveness

Assertive communication is the most effective form of communication, especially when dealing with conflict. Communicating assertively involves a person standing up for what they believe in and expressing their feelings and opinions in a clear, confident, non-threatening manner. It involves respecting the rights of others while maintaining one's own rights, especially when opinions differ.

Activity

Choose one of the scenarios described below and work with a partner to script an assertive conversation to resolve the situation. Secondly, script a passive or aggressive response to the scenario that worsens the situation. Role play your scripts in small groups.

1. You have just landed the part-time job you have been trying to get for the past two years. You have been working for just a week when the boss informs you that you have to work back for an extra hour today because he is short of staff. He says he won't be able to pay you any extra – it's just something they all have to do from time to time. He seems really stressed and doesn't ask, just demands.
2. Your sister is only 18 months older than you and she often borrows your clothing and makeup without asking permission. She knows how angry it makes you and you have had a few loud arguments over it. This morning you found your jeans crumpled on the floor again and as you angrily scooped them up, a plastic satchel filled with white powder fell out of the pocket. Your sister is still asleep, but when she wakes up you are going to convince her to stop using or seek help.
3. You have loved playing rugby league on the weekends for the past five years and your team mates have become your closest friends. Your position on the wing means you don't see as much action as some of the others, but you are fast and you've always had your share of success scoring tries. This year a new boy has joined the team and is positioned in the centres. He flatly refuses to pass the ball out to you, choosing instead to always try to break through himself, even if you are unmarked. You have had enough – something has got to change.

Conflict resolution

Conflict is a normal, inevitable factor in any relationship as we all have different values, goals and opinions. Usually it is healthier to resolve conflict rather than other strategies such as avoidance, competing or accommodating.

To resolve conflict, it is important to:

- explain thoughts and feelings clearly and calmly
- try and understand the conflict from the other person's point of view
- be willing to apologise and admit a mistake if appropriate
- accept apologies gracefully
- commit to improving behaviour in the future if at fault
- not hold a grudge
- reach a compromise if necessary
- keep the conflict in perspective – don't make a small issue into a big issue.

Dealing with conflict with peers

A peer group is the friends with whom a person spends most of their time and shares common interests. They might attend the same school, participate in similar sports or hobbies or like the same music. While peers usually have a lot of fun together, conflict can sometimes arise between individuals in the peer group. It is important to develop skills in dealing with conflict, so small issues and misunderstandings do not blow out of proportion and threaten relationships.

Some of the ways people handle conflict include:

- **Avoiding:** ignoring or distancing oneself from the problem and hope it simply goes away.
- **Accommodating:** one person gives in and lets the other person have it all their way.
- **Competing:** neither side gives in at all and both do whatever they can to battle it out.
- **Compromising:** both people give in to some degree, with neither person getting it all their way.
- **Collaborating:** both people work through the problem together and find a solution that suits both of them.



Each of these ways of handling conflict has its own advantages and disadvantages and might result in a different outcome.

Activity

Role play each scenario on the following page in the way that is suggested. Write dialogue illustrating how the scenario would play out.

1. Kyle buys some hot chips from the canteen. As he is leaving the canteen, his friend Paul accidentally bumps into him and the chips go flying. Kyle is angry because he is starving and hasn't got any more money for lunch. He yells insults at Paul and aggressively demands he buys a replacement lunch. Paul laughs and says 'get over it' and walks away. (Use the compromise method)

2. Steve is a quiet, studious student who doesn't like confrontation. Mark is one of the boys in his friendship group who is bigger, stronger and more outgoing. Recently, Mark has started playing practical jokes on him and it is making him feel foolish in front of his other friends. Mark thought it was all harmless fun until Steve retaliated to his last joke by throwing Mark's bag on the roof of a classroom. Everyone laughed except Mark and Steve. (Use the collaborative method)

3. Karen is a very artistic, confident and creative student who likes to express her individuality by having hairstyles, jewellery and clothing that doesn't fit in with what most other girls at school consider normal. She has enjoyed long friendships with a group of girls who have always respected and understood her unique styling. Recently, two new girls have joined her peer group and have begun teasing Karen about her appearance. Now she has heard rumours and gossiping from other students, which she is sure has started with the two new girls. She has had enough and wants it to stop. (Use the competing method)

TIP: You can use the comment or mark-up function of your PDF viewer to complete this activity.



Bullying

Bullying is the act of purposely causing harm to others. Harm may come from verbal harassment, physical assault or through non-verbal means. It includes behaviours and actions such as gossip, name-calling, exclusion and fighting. It can occur anywhere through a number of means, such as in person, through others, over the phone or online.

Activity

Describe, using words or drawings, what bullying looks like, feels like and sounds like.

Looks like...

Feels like...

Sounds like...

To learn more about bullying, watch the YouTube videos at <https://youtu.be/xgZT1GFtOI4> and <https://youtu.be/pDG1-BCZvTE>.

Patel

My first two weeks in high school were rough. Yes, school has been back for a month now, but I haven't been back since the start of week three.

Why? Well, would you turn up to school every day if you had been renamed Osama or Turban Head? If you'd been repeatedly told to go back to your own country, even when you were born here and your parents were born here?

First of all, I'm Australian with Indian heritage. Secondly, I don't even wear a turban. Thirdly, I'm Australian. I realise I already mentioned that, but some people don't seem to get it. But it doesn't matter – even if I was from another country, does that give anyone the right to abuse me for it?

The name calling I could have handled, 'stick and stones' and all that. I mean, these were clearly not smart people. But what I couldn't handle was having my money stolen on the train on the way to school. Or being punched repeatedly in the stomach if I resisted.

Either I didn't eat because I had no money to buy lunch or I didn't eat because I was in too much pain. Internal bleeding will do that to you.

I didn't tell the teachers because I didn't want to be bullied even more for being a dobber. The teachers can't help me on the train anyway, can they?

I didn't want to tell my parents. My dad is always telling me that I'm a man, not a little boy, now that I'm in high school. I knew he'd be ashamed. He'd tell me I have to fight my own battles. Mum, on the other hand, has just gone back to work. If I told her, she would probably quit her job and insist on driving me to and from school every day. Thanks, but no thanks. Being a mummy's boy would just be another reason for a beating.

So for now, this is my plan. Not exactly flawless, but it will do. At least for now.

Activity

1. List the characteristics and behaviours associated with a typical bully and victim.

a. Bully

b. Victim

Homophobic and transphobic bullying

Anyone can be a target of homophobia – no matter what their sexual preference or lifestyle choice. Homophobic bullying is based on sexuality (or assumptions about sexuality). It may also be experienced by people who do not fit gender stereotypes. Homophobic bullying, just like other forms of bullying, can include physical violence, social exclusion, online bullying, threats or damage to property, name calling, put downs, ‘jokes’ or sexual harassment.

In Australia, 80% of homophobic bullying occurs at school, resulting in many young people finding it difficult to concentrate at school, missing classes and, in some cases, dropping out of school altogether.

Transphobic bullying can also include behaviours similar to other forms of bullying and is based on gender identity. Transphobic bullying occurs because the person is perceived as being transgender, do not fit with traditional gender norms or are seen as being different.

The Sex Discrimination Act makes discrimination on the basis of a person’s sexual orientation, gender identity and intersex status against the law.

Source: www.humanrights.gov.au/education/students/hot-topics/equal-love-lgbti-rights

Sexual harassment

Sexual harassment is any unwanted or unwelcome sexual behaviour, which makes a person feel offended, humiliated or intimidated. Sexual harassment is not interaction, flirtation or friendship which is mutual or consensual. Sexual harassment is a type of sex discrimination.

Examples of sexual harassment include:

- unwanted touching
- staring
- suggestive taunts
- insults of a sexual nature
- inappropriate advances that are sexual in nature
- receiving sexually explicit texts or emails
- stalking.

The Sex Discrimination Act makes it unlawful for a person to sexually harass another person in a number of areas including employment, education, the provision of goods and services and accommodation.

Source: www.humanrights.gov.au/our-work/sex-discrimination/guides/sexual-harassment

Barriers to reporting

Homophobic bullying, transphobic bullying and sexual harassment are unacceptable behaviours. Any type of bullying that negatively impacts upon the quality of life of victims should be reported. However, there are numerous barriers that may hold individuals back from reporting incidents. Examples of barriers include:

- fear of repercussions
- embarrassment
- a desire to divert attention away rather than towards a situation
- lack of confidence and self-worth
- any doubts that the behaviour will be addressed effectively
- threats or intimidation.

Activity 

1. Develop a contact list for organisations where support is available for people experiencing sexual harassment, homophobic bullying or transphobic bullying.

2. Recommend a range of alternative strategies that people could use to seek help if they are feeling overwhelmed by sexual harassment or homophobic/transphobic bullying.

3. Explain how the process of working through a difficult emotional situation could empower people who have suffered to help others.



Bullying solutions

There is always more than one way to solve a problem. The solutions that consider the individuals' thoughts, feelings, beliefs, values, health and wellbeing tend to have better outcomes than those made without considering their best interests.

Activity 

Consider possible solutions regarding following scenario: your friend is being physically bullied after school every day.

1. A good way to handle this would be:

a. Physical implications

b. Social implications

c. Emotional implications

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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2. A poor way to handle this would be:

a. Physical implications

b. Social implications

c. Emotional implications

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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3. How would you address the problem differently as:

a. A teacher? Justify your answer.

b. A parent? Justify your answer.

Cyberbullying

Cyberbullying occurs when someone is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using the internet, interactive and digital technologies or mobile phones.

Activity

1. Respond to the following questions by selecting yes or no.

Have you ever...	Yes	No
Signed into someone's email or social network profile to gather information?	<input type="checkbox"/>	<input type="checkbox"/>
Sent an email or message from someone else's account?	<input type="checkbox"/>	<input type="checkbox"/>
Impersonated someone else online?	<input type="checkbox"/>	<input type="checkbox"/>
Teased or frightened someone online?	<input type="checkbox"/>	<input type="checkbox"/>
Forwarded an email or message without permission of the person who sent it to you?	<input type="checkbox"/>	<input type="checkbox"/>
Changed your profile message or status to embarrass or frighten someone?	<input type="checkbox"/>	<input type="checkbox"/>
Posted pictures or information about someone online without permission?	<input type="checkbox"/>	<input type="checkbox"/>
Used information found online to tease, embarrass or harass someone in person?	<input type="checkbox"/>	<input type="checkbox"/>
Sent rude or scary things online, even as a joke?	<input type="checkbox"/>	<input type="checkbox"/>
Used someone else's password without permission?	<input type="checkbox"/>	<input type="checkbox"/>
Insulted someone on an online chat or game site?	<input type="checkbox"/>	<input type="checkbox"/>
Voted on an online poll saying rude or mean things?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered yes to any of the questions above, you may have participated in cyberbullying activity.

2. Choose a couple of the behaviours listed above and describe the potential harm that could be caused.

Activity **Types of cyberbullying**

Cyberbullies use a range of strategies to hurt or intimidate others. Research the meaning of the following cyberbullying behaviours, providing a description of each.

Impersonation (fraping)

Harassment

Trolling

Fake profiles

Cyberstalking

Catfishing

Exclusion

Trickery

Outing



Dealing with cyberbullying

If you do experience cyberbullying, there are a range of steps you can take to deal with it. Retaliating may make the situation worse, giving the bully reason to continue their unacceptable behaviour.

Cyberbullying can be reported to a number of people or services who can take actions to stop the bullying. These include:

- Your school – schools have specific policies regarding cyberbullying.
- The social media app's help/support team – there are actions they can take to help.
- The police – if your safety is threatened, the police can help.

Activity

Explain how to effectively perform each of the following steps and describe how they can help when dealing with cyberbullying.

Ignore it

Block the bully

Tell someone

Keep the evidence

Strategies to promote safety in online environments

In western society, people use the internet for multiple reasons and wireless internet now makes it possible to use the internet nearly anywhere a person goes. There are many risks that are associated with internet usage such as fraud, identity theft and the misuse of personal information.

Social networking sites are becoming increasingly popular among young people as means of communication, sharing photos and organising social events. It's often common practice to ask a new friend if they are on social media, which represents the desire to find and share information online. There is also an increase in online shopping with websites such as eBay and Gumtree, where people enter their personal information onto the internet.

Activity

Visit www.esafety.gov.au/education-resources/classroom-resources/be-deadly-online/school-resources and watch the animations called *Dumb Stuff* and *Little Things*.

1. Explain the online risky behaviours that are shown in the animations.

2. Discuss how what you post on the internet can shape your reputation now and into the future.

3. Outline the consequences for both yourself and others that can result from not thinking before posting on the internet.

Tips for supporting yourself online

- Assess your social media friends list, to ensure you are connected with people you know and trust.
- Privatised your social media settings.
- Do not reveal personal or financial information when using social media. Do not reveal personal information to people you do not know.
- Make sure you completely log-off from all websites when using shared computers.
- Frequently change your passwords. Ensure they are hard to guess by including numbers, letters and punctuation.
- Remember, posting a photo to a friend or on social media means it is on the internet and, potentially, anyone can access it.
- Do not accept files or webcam requests from people you do not know or trust.
- Forwarding links to others makes you responsible for its content.

Activity 

Consider your privacy regarding the following types of information people typically share via TikTok or Snapchat. Identify which information you would and wouldn't share on your own profile, explaining the reasons for each choice.

1. Photos and albums

2. Religious and political views

3. Contact information

4. Status updates and posts

Smartphones – pros and cons

Smartphones provide us with countless ways to make life easier, faster, more enjoyable and more organised. But is it coming at a cost? Is the convenience of quickly searching for information on any topic stopping people thinking for themselves? Are people relying on their phones when they could be using their brain, gut instincts and decision-making skills to solve problems? Is society losing the ability to communicate face-to-face with this increasing reliance on digital media?

Most people want their phone with them so they don't miss important phone calls from work, family or loved ones. Some people also use their phones to pass the time when they're alone, such as travelling on public transport or waiting for a friend to arrive. However, some users may find themselves constantly preoccupied by their smartphones, spending more time looking at their phone's screen than they do talking to other people, exercising, working or even sleeping.

Questions

1. Reflect on your use of your smartphone and the amount of time you spend using social media. Do you think it's healthy? What strategies could you (or someone else who spends too much time using their smartphone/social media) put in place to reduce smartphone usage?

2. How would you feel if you arranged to meet an old friend that you haven't seen for a while and, over lunch, they spent more time answering their phone or using social media than actually talking to you?

Revision

1. Describe how rights and responsibilities contribute to respectful relationships.

2. Outline the features of inclusive relationships.

3. Describe strategies that would help resolve conflict in a respectful way.

4. What are the health benefits of respectful, fulfilling relationships?

5. List the health consequences for those who find themselves in an abusive relationship.

6. List three protective strategies to protect your own safety and wellbeing if you find yourself in an abusive relationship.

7. Outline strategies to provide protection against cyberbullying.

8. List the types of discrimination which are against the law in Australia.

Student feedback report

Your feedback helps teachers monitor your learning experiences, to plan for future lessons and make them as meaningful, relevant and rewarding as possible...

1. What did you learn during this unit?

2. Were there any issues relating to this topic that were not covered that you believe should have been?

3. List three things you enjoyed the most and least about this unit.

a. _____	d. _____
_____	_____
b. _____	e. _____
_____	_____
c. _____	f. _____
_____	_____

4. Did you have the opportunity to discuss issues about this topic in class?

5. Did you think the workload was fair?

6. Did you find the content covered in class to be relevant to your age group?

7. How would you rate your knowledge of this topic?



Nutrition and consumer health

Activity **Vocabulary list**

Key terms from this unit are listed in the table below. Complete the activity by:

- providing a definition for each term
- correctly using the term in a sentence.

Term	Definition	Sentence using the term
Body image		
Consumer		
Guidelines		
Additive		
Culture		
Nutrition		
Fad diet		
Obesity		
Serve		
Kilojoule		
Carbohydrates		
Protein		

ICT tasks

In this unit of work, you will have the opportunity to use technologies to further your health literacy. Your learning experiences will involve:

Critical inquiry

- Critically review the information in the TED Talk 'Why dieting doesn't usually work' by Sandra Aamodt. Prepare a three-minute summary of the talk and provide an explanation of why you agree or disagree.
- Critically analyse the nutrition information found at <https://mcdonalds.com.au>. Apply this information to plan for alternatives instead of fast food and better choices if you decide to consume fast food.

Collaborating

- With a partner, watch a YouTube clip on 'Importance of nutrition in young athletes' at <https://youtu.be/ZFwRvjx6KkQ>. Would you recommend this video to your peers? Justify your response.
- Digitally record an interview with your parents about their dietary choices when they were young and the reasons for their dietary changes as they aged. Compare your findings with others in the class.

Webquests

- Navigate to www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating and summarise the information presented.
- Visit <https://www.healthyfood.com/advice/best-and-worst-takeaway-australia>. Choose two companies' best and worst food and analyse the information presented.

Creating

- Complete the healthy eating quiz at <https://healthyeatingquiz.com.au>. Use this test to assess your dietary habits. Use the quiz to get ideas and create your own true/false quiz on the topic of nutrition that will test the class's knowledge. Remember to include the answers. Research a quiz builder website to use.

Desktop publishing

- Use a digital camera or images from the internet to create a collage of digital images illustrating your favourite healthy foods.



Wellbeing

Wellbeing is not just the absence of disease or illness. It is a complex combination of factors that include a person’s physical, mental, emotional, spiritual and social health. Wellbeing is strongly linked to happiness and life satisfaction. Wellbeing can be described as how an individual feels about themselves and their life.

Activity ⓘ ⚙️ 🌐 👤

Every aspect of your life influences your state of wellbeing. Brainstorm the factors that may enhance a person’s wellbeing.

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Australian Guide to Healthy Eating



Source: Eat for Health (www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating)

The recommended number of servings per day for teenagers are:

- vegetables and legumes or beans – 5.5
- grain (cereal) foods, mostly wholegrain and high-fibre varieties – 7
- fruit – 2
- lean meats and poultry, fish, eggs, tofu, nuts, seeds, and legumes or beans – 2.5
- dairy and alternatives (mostly reduced fat) – 3.5

Australian Government dietary guidelines

There are five principal recommendations featured in the Australian Dietary Guidelines. Each Guideline is considered to be equally important in terms of public health outcomes. In connection with the Australian Guide to Healthy Eating, they provide a basis for a healthy diet.

ICT task

Visit www.eatforhealth.gov.au and outline the five Australian Dietary Guidelines.

Guideline 1

Guideline 2

Guideline 3

Guideline 4

Guideline 5

Nutrients



Activity 

This activity will be completed in groups of seven, with each group member researching a particular nutrient. Visit www.eatforhealth.gov.au/nutrient-reference-values/nutrients to find information on the essential nutrients and complete your nutrient's card. Report back to your group and teach them about your nutrient. Make notes about other nutrients in the appropriate cards, based on the information found by other group members.

- 1. Water Group member: _____
- 2. Carbohydrates Group member: _____
- 3. Protein Group member: _____
- 4. Vitamins Group member: _____
- 5. Minerals Group member: _____
- 6. Fats Group member: _____
- 7. Dietary fibre Group member: _____

Water
<p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Why does your body need water?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Carbohydrates

Definition:

Why does your body need carbohydrates?

Vitamins

Definition:

Why does your body need vitamins?

Protein

Definition:

Why does your body need protein?

Fats

Definition:

Why does your body need fats?

Minerals

Definition:

Why does your body need minerals?

Dietary fibre

Definition:

Why does your body need dietary fibre?

Strategies for a healthy, balanced diet

The recommendations in the Australian Dietary Guidelines and Australian Guide to Healthy Eating help us choose foods for good health and to reduce our risk of chronic health problems.

If a person is carrying extra weight, the Australian Dietary Guidelines can also help them to lose weight. They lead an individual towards foods that are high in nutrients but lower in kilojoules. These choices are nutrient dense but less energy dense and helpful for both achieving and maintaining a healthy weight.

Obesity

Obesity and weight-related conditions are major public health issues in Australia. Being overweight or obese is a result of a sustained energy imbalance – when energy consumed from eating and drinking is greater than energy used through physical activity. This energy imbalance can be influenced by general lifestyle factors as well as a person's biological and genetic characteristics.

In Australia, two out of three adults, and one in four children are obese or overweight. Obesity is also more common among disadvantaged Australians. Experts predict that by 2025, more than three-quarters of Australian adults will be either obese or overweight.

Obesity develops gradually from poor diet and lifestyle choices, such as:

- eating junk food frequently — fast food meals, cakes and pastries, sweets, processed meats and sugary drinks are loaded with kilojoules
- drinking too much alcohol, which contains a lot of kilojoules with no nutritional benefits
- avoiding physical activity — only half of Australians do enough physical activity for good health.

Source: www.healthdirect.gov.au/obesity

Energy intake versus energy expenditure

An increase in body weight is a result of an imbalance between the amount of energy a person consumes through food and drink and the amount of energy expenditure through physical activity and metabolism. If a person is consuming more food (energy) than they burn off an increase in weight will result.

The energy consumed from food is measured in kilojoules (kJ) as follows:

- 1 gram of protein = 17kJ
- 1 gram of carbohydrate = 17kJ
- 1 gram of fat = 37kJ
- 1 gram of dietary fibre = 8kJ.

Exercise burns energy at different rates. Common exercises and the amount of energy they burn per minute include:

- brisk walking = 23kJ/min
- swimming = 34kJ/min
- jogging (light to moderate) = 55kJ/min
- playing video games = 8kJ/min.
- running (moderate to high) = 68kJ/min

Sugar in our diet

Too much sugar in food or drink can make it high in kilojoules, or 'energy dense'. This can make it harder to control your weight. Sugar has also been linked with tooth decay. Not all sugars are the same.

Naturally occurring sugars are found in milk, fruit, vegetables and legumes. They are eaten in smaller quantities, along with many important nutrients.



Added sugars have been refined from plants, such as sugar cane. They can be added to food or drink in large amounts to make cakes, biscuits and soft drinks. Added sugars may not come with helpful nutrients and can increase the energy of a food or drink. So they are sometimes called 'energy dense' and 'nutrient poor'.

Sometimes people think that eating too much sugar leads to diabetes, because diabetes is a condition where blood glucose (or blood 'sugar') needs to be managed. Sugar itself does not lead to diabetes. However, being overweight increases a person's risk of type 2 diabetes and high amounts of added sugars can cause weight gain.

Source: www.eatforhealth.gov.au

Activity

1. Research the amount of sugar in each of the following drinks and juices.

a. Boost Juice Blueberry Blast Low Fat Smoothie (610ml)

b. Powerade Isotonic Mountain Blast (600ml)

c. Mountain Dew (600ml)

d. Coca Cola (600ml)

e. Golden Circle Sunshine Punch Juice Drink (250ml)

f. Red Bull (473ml)

g. Lipton Peach Ice Tea (500ml)

h. Just Juice Apple Juice (200ml)

2. Discuss strategies that marketers of sugary drinks and foods use to target children and young people.

Allergies

Humans have immune systems that recognise what is usually part of the body (such as blood, cells and hair) and what is not (such as bacteria, viruses and splinters). Sometimes the immune system becomes hypersensitive to chemicals from foods (such as peanuts, shellfish, nuts, eggs and wheat), animals/insects (such as cats, bees or wasps) and other materials (such as grasses, dust and even medicines). This causes allergic reactions.



For most people, an allergic reaction is minor, such as hay fever (runny nose and itchy eyes) or hives (a bumpy skin rash). In some people, however, the allergic reaction is more severe and can cause anaphylaxis, which is an emergency needing immediate injection with adrenaline from an EpiPen.

Allergies can usually be treated with antihistamine medicines and there are allergy tests that can help people find the cause of their hypersensitivity. It may be possible to have regular injections to stop the body overreacting.

Source: www.healthdirect.gov.au

Food allergies

In people with a food allergies, the immune system will identify certain foods as harmful and tag them for an immune response – releasing chemicals into the body to create an inflammatory response. This can result in digestive distress, respiratory distress, skin inflammation or, in severe cases, an anaphylaxis response.

It is important to realise that food allergies are not the same as food intolerances. Food allergies cause a response in the body's immune system. Food intolerances are not related to the immune system – they are simply the body's inability to properly digest a particular food.

The foods that are responsible for most allergic food reactions in Australia are:

- eggs
- fish
- cow's milk
- peanuts
- shellfish (crab, lobsters)
- soy
- sesame
- wheat
- tree nuts (almonds, cashews, walnuts).



Anaphylaxis

Anaphylaxis is a serious, potentially life-threatening allergic reaction to a substance such as food, a sting by an insect or a certain medicines (such as penicillin). These substances are referred to as allergens or triggers but they are generally harmless to most people. An overactive immune system can generate an extreme response to particular allergens. Airways may become constricted, causing breathing difficulties or there may be swelling of the tongue and lips.

Every second counts to save a life

An emergency medical response is required if someone experiences anaphylactic shock. The allergic reaction is quick and its impact can dangerously accelerate within minutes. First aid and an injection of adrenaline into the outer part of the person's thigh are required urgently to treat them. An EpiPen is used for this. It is held in place for approximately ten seconds. Using an EpiPen can save a life.



ICT task

1. Symptoms appear rapidly if a person is experiencing anaphylactic shock. Visit the following link to identify a range of symptoms which can be evident.
<https://allergyfacts.org.au/allergy-anaphylaxis/signs-symptoms>.

2. View the clip at <https://youtu.be/ROqxy9Gm4OM>, which outlines how to use an EpiPen. Recount the steps that are explained in the clip.

Asthma

Over two and a half million Australians suffer from asthma. Individuals who suffer from asthma find it hard to breathe, as their airways narrow when exposed to certain triggers. Individuals are typically diagnosed with having one of two forms of asthma:

- Intermittent asthma – sufferers don't have symptoms all the time, yet experience occasional attacks. Episodes of asthma are typically short and in response to a respiratory infection or allergen. This is by far the most common type of asthma, particularly in children.
- Persistent asthma – sufferers have more frequent symptoms and attacks. They typically require preventer and reliever medication to control their symptoms.

Once asthma has been diagnosed by a health professional, it can often be effectively controlled and managed with medication and slight alterations to daily life. For more information, visit <https://asthma.org.au>.



Activity

Complete the mind map, listing the symptoms and causes of asthma.



Activity 

Asthma terminology

Match the term to its description.

Term	Description
Cilia: ____	a. A substance which the body interprets as dangerous and can cause an allergic reaction.
Inflammation: ____	b. A medication which stops the release of histamine, preventing or treating the symptoms associated with an allergic reaction.
Preventers: ____	c. Hair-like structures which line the airways in the lungs.
Spirometer: ____	d. A canister which releases a mist of medication so it can be breathed into the airways.
Congestion: ____	e. Thin-walled sacs located at the ends of the smallest airways. The exchange of oxygen and carbon dioxide occurs here.
Wheezing: ____	f. Airways in the lung that branch from the trachea.
Antihistamine: ____	g. Medication used for the long-term control of asthma.
Allergen: ____	h. A high-pitched sound of air moving through narrowed airways.
Alveoli: ____	i. A device which measures the total amount of air you can exhale after taking a deep breath in.
Bronchial tubes: ____	j. An abnormal or excessive accumulation of a body fluid, such as excess mucus, in the air passages of the nose.
Inhaler: ____	k. A basic way the body reacts to infection or irritation. It is often recognisable by redness, warmth, swelling and pain.





Activity

1. Visit www.healthywa.wa.gov.au/Health-conditions/Asthma and record the signs of a mild, moderate, severe and life-threatening attack.

2. Describe the management strategy for an asthma attack.

For more information on how to treat an asthma attack, watch the video at <https://youtu.be/qM83JNRCrVU>.

Guidelines for reading a food label

1. Always look at the 'per 100g' column.
2. **Fat:** look for products with less than 10 grams of fat per 100g.
3. **Sugar:** a product with less than 10 grams of sugar per 100g is acceptable. If a product contains fruit, allow 20 grams of sugar per 100g.
4. **Fibre:** 30 grams of fibre is required each day. Compare products and choose the high fibre product. If a product contains 3-6 grams of fibre per serve then this is considered a high fibre product.
5. **Salt:** try to choose 'low salt' or 'reduced salt' products where possible. Look for products with less than 300mg per 100g or choose products that are as close to this as possible.
6. **Energy:** Compare the kJ or calories. They all count!

Ingredient list

The ingredient list is structured so that the main ingredient of the product is listed first and the ingredient listed last is contained in the product least. For example:

Ingredients: Whole wheat (99%), salt, vitamins (81, 82, niacin, folate).

main ingredient

The characterising ingredient for a product is also given as a percentage of the total product in the ingredients list. For example, the percentage of strawberry in strawberry yoghurt:

Ingredients: Whole milk, concentrated skim milk, sugar, strawberries (9%), gelatine, culture, thickener (1442).

characterising ingredient

Remember, if it's labelled as 'flavoured' you may not find actual strawberries in the ingredients list at all!



Food labels

By law, labels on packaged food must contain the following information:

- the name of the food
- the country of origin
- the ingredients, which are listed in decreasing order by weight
- warnings about allergens
- the use-by date or best before date.
- virtually all manufactured foods must contain a nutrition information panel.

The nutrition information panel

Nutrition Information		
Serving size – 30g (2/3 cup)		
	Per serve	Per 100g
Energy	432kJ	1441kJ
Protein	2.8g	9.3g
Fat		
Total	0.4g	1.2g
Saturated	0.1g	0.3g
Carbohydrate		
Total	18.9g	62.9g
Sugars	3.5g	11.8g
Fibre	6.4g	21.2g
Sodium	65mg	215mg
Ingredients: Cereals (76%) (wheat, oatbran, barley), psyllium husk (11%), sugar, rice, malt extract, honey, salt, vitamins.		
Ingredients ▲ Listed from greatest to smallest by weight. Use this to check the first three ingredients for items high in saturated fat, sodium (salt) or added sugar.		

Total Fat ▶
Generally choose foods with less than **10g per 100g**.
For milk, yogurt and icecream, choose less than **2g per 100g**.
For cheese, choose less than **15g per 100g**.

Saturated Fat ▶
Aim for the lowest, per 100g.
Less than 3g per 100g is best.

Other names for ingredients high in saturated fat: Animal fat/oil, beef fat, butter, chocolate, milk solids, coconut, coconut oil/milk/cream, copha, cream, ghee, dripping, lard, suet, palm oil, sour cream, vegetable shortening.

Fibre ▶
Not all labels include fibre.
Choose breads and cereals with **3g or more per serve**

◀ 100g Column and Serving Size
If comparing nutrients in similar food products **use the per 100g column**. If calculating how much of a nutrient, or how many kilojoules you will actually eat, use the per serve column. But check whether your portion size is the same as the serve size.
Energy
Check how many kJ per serve to decide how much is a serve of a 'discretionary' food, which has 600kJ per serve.

Sugars
Avoiding sugar completely is not necessary, but try to avoid larger amounts of added sugars. If sugar content per 100g is more than 15g, check that sugar (or alternative names for added sugar) is not listed high on the ingredient list.

Other names for added sugar: Dextrose, fructose, glucose, golden syrup, honey, maple syrup, sucrose, malt, maltose, lactose, brown sugar, caster sugar, maple syrup, raw sugar, sucrose.

◀ Sodium (Salt)
Choose lower sodium options among similar foods. **Food with less than 400mg per 100g are good, and less than 120mg per 100g is best.**

Other names for high salt ingredients: Baking powder, celery salt, garlic salt, meat/yeast extract, monosodium glutamate, (MSG), onion salt, rock salt, sea salt, sodium, sodium ascorbate, sodium bicarbonate, sodium nitrate/nitrite, stock cubes, vegetable salt.

Source: www.eatforhealth.gov.au

The nutrition information panel (NIP) tells you the quantity of various nutrients a food contains per serve, as well as per 100g or 100ml. It is best to use the 'per 100g' or 'per 100ml' value to compare like products, because the size of the serving may differ. Under labelling laws introduced in 2003, virtually all manufactured foods must carry an NIP. The NIP currently provides information on kilojoules, protein, total fat, total carbohydrates and sodium. Saturated fat and sugar must be listed separately to total fats and total carbohydrates. To watch a video on food labels, visit <https://youtu.be/BdSIDv5egzY>.

Personal food choices

The choice of which food to consume is influenced by a range of factors including nutritional value, value for money and sustainability.

Nutritional value

The desire to develop healthy habits can greatly affect food choice. Eating as a family is an important part of growing up, as food choices and eating habits learnt while young will carry people throughout life. Family meals make up the basis of what a lot of people see as ‘normal’ choices for a meal. Home-cooked meals are generally a lot more nutritious and wholesome than fast food, takeaway or pre-packaged meals. Family meals are tailored to the food choices made by parents and their extended families, which can bring a wide variety options from different backgrounds and cultures.

Value for money

The cost of food is a primary determinant of food choice. Whether cost is excessive depends on a person's income and socioeconomic status. Low-income groups have a greater tendency to consume unbalanced diets and may have lower intakes of fruit and vegetables, which are often seen to be expensive. However, access to more money does not automatically equate to a higher quality diet.

Household income and the cost of food is an important factor influencing food choice. The potential for food wastage leads to a reluctance to try ‘new’ foods, for fear the family will reject them. A lack of education and cooking skills can also inhibit buying and preparing meals from basic ingredients.

Sustainability

The concept of sustainability is applied toward the production of food using farming techniques and practices that help to conserve natural resources and have minimal impact on the environment. Sustainable agriculture enables us to produce healthy food without compromising future generations' ability to do the same – a factor that is increasing in importance to a large proportion of the community.

Activity     

Eating foods that are grown locally is one popular environmental recommendation. Research one product, such as milk, and outline its journey from paddock to plate.

Health promotion

Health promotion is the process of empowering people to increase control over and improve their health. Health promotion is a set of actions to encourage good health and wellbeing. Health promotion involves action:

- to inform people of what they could do to stay healthy
- to address the things in the community that influences health and wellbeing the most, so that these can be supported.

Health promotion activities place emphasis on promoting health and preventing illness, rather than focusing on people at risk for specific diseases. Health promotion:

- Enables people to increase control over and improve their health.
- Involves the individuals and the population as a whole in the context of their everyday lives.

For example, in an effort to promote healthy eating and reduce Australia's obesity rates, state and federal governments fund a range of health promotion campaigns. Such campaigns include:

- Eat For Health – www.eatforhealth.gov.au (Australia-wide)
- National Nutrition Week – <https://www.nutritionaustralia.org/national/national-nutrition-week> (Australia-wide)
- Healthy Kids – www.healthykids.nsw.gov.au (New South Wales)
- LiveLighter – <http://livelighter.com.au> (Western Australia)

ICT task

In pairs, create and deliver a four-minute multimedia presentation, based on the Australian Dietary Guidelines, to inform young people of the best types of food to eat from the school's canteen menu. Presentations should contain one or more media elements:

- video
- text
- sound (such as voice-over or background music)
- images
- animation

Use appropriate software, such as Microsoft PowerPoint, Adobe Photoshop, Canva, Lucidchart, Prezi, WordClouds, Creatoon, Moovly, Blender, Openshot, iMovie or FilmoraGo, to create your presentation digitally.



Health information, products and services

Consumers play an important role in their own health care. It is important for consumers to be well-informed regarding their choices. It is also important that consumers know how to use health-related products, in order to get the most benefit from them.

When purchasing health-related products, consumers should talk to customer service consultants, pharmacists and assistants to ask appropriate questions, as well as their doctor. The labelling on medications (and inserts) should be read carefully. The internet can be an ideal source of information regarding a range of health-related products and services, provided the source is accurate and reliable.

Activity

1. Identify the youth health services funded by state and national governments.

Improving access to health information, products and services

Many people find it difficult to access health information, products and services and there are a variety of reasons for this. This is particularly true for groups with specific needs, such as those with complex and chronic health conditions who use health services frequently, those in regional and rural areas, and Aboriginal and Torres Strait Islander peoples. Limited access to healthcare impacts quality of life and can lead to poorer health outcomes.

One factor is the availability of health services and health professionals. There are clear differences in access to services depending on where you live. According to the Australian Institute for Health and Welfare (AIHW), there are lower rates of doctor consultation and generally higher rates of hospital admission in regional and remote areas compared to major cities. Health call centres are an effective way for people to access healthcare information and advice, without time or geographic restrictions. Otherwise, they would have little option but to visit their nearest hospital, which could be hours away.



Another barrier to access is language. To achieve the best health outcomes, people need to find a health provider they can communicate with and trust. There may be a lack of services and information available in languages other than English, or a lack of culturally appropriate services and information.

In many parts of Australia internet access is a problem, therefore it is important to offer people a range of options for accessing health information and advice. Unfortunately, there is not a one-size-fits-all solution.

In Australia, it's estimated that 60% of people have less than adequate levels of health literacy, which is a significant challenge in delivering health services. Low health literacy is a risk factor for poor health. It can affect people's ability to do things like navigate the health system, understand medical instructions and seek support from health professionals. This can increase the risk of people needing emergency care, being hospitalised, mismanaging their medication and not understanding their disease or condition. Low health literacy levels have been shown to impact the safety and quality of healthcare, and contribute to higher healthcare costs.

Source: www.healthdirect.gov.au

Activity

Design a flyer that features a range of strategies to improve access to health information, products and services. Your flyer should target either young people or people from diverse backgrounds and circumstances.

Draft your ideas for your strategies on the following page.

TIP: You can use the comment or mark-up function of your PDF viewer to complete this activity.



Your flyer ideas

Revision

1. Define the five components of health.

2. What is bulimia nervosa?

3. Explain why fad diets are not recommended.

4. Outline a range of barriers for young people to access various health information, products and services.

5. Discuss strategies that marketers of sugary drinks and foods use to target children and young people.

6. Why does your body need carbohydrates?

7. Explain the health risks of a diet high in sugar, salt and fat.

8. Describe how health promotion can improve the health of individuals and communities.

Student feedback report

Your feedback helps teachers monitor your learning experiences, to plan for future lessons and make them as meaningful, relevant and rewarding as possible...

1. What did you learn during this unit?

2. Were there any issues relating to this topic that were not covered that you believe should have been?

3. List three things you enjoyed the most and least about this unit.

a. _____	d. _____
_____	_____
b. _____	e. _____
_____	_____
c. _____	f. _____
_____	_____

4. Did you have the opportunity to discuss issues about this topic in class?

5. Did you think the workload was fair?

6. Did you find the content covered in class to be relevant to your age group?

7. How would you rate your knowledge of this topic?



Adolescence and change

Activity

Vocabulary list

Key terms from this unit are listed in the table below. Complete the activity by:

- providing a definition for each term
- correctly using the term in a sentence.

Term	Definition	Sentence using the term
Puberty		
Testosterone		
Adolescence		
Menstruation		
Hormones		
Oestrogen		
Transition		
Time management		
Emotional changes		
Physical changes		
Social changes		
Assertiveness		

ICT tasks

In this unit of work, you will have the opportunity to use technologies to further your health literacy. Your learning experiences will involve:

Critical inquiry

- Gather information about 'Puberty for girls' and 'Puberty for boys' at www.healthdirect.gov.au. Analyse how puberty affects young people in different ways and at different rates of change.
- Critically analyse the Ted Talk on body image at https://youtu.be/jN-n3s_5cBg and share your views with other classmates.
- Review the fact sheet on puberty at www.betterhealth.vic.gov.au.

Collaborating

- In pairs or small groups, discuss the information presented on the adolescent brain at <https://youtu.be/kvk4sqNP4M>.

Presenting

- Research at least two of the health issues impacting young people at www.aihw.gov.au/reports/children-youth/health-of-young-people. Gather information and present your findings to the class.
- Use Microsoft PowerPoint or similar software to prepare a presentation on acne, its treatment and the impact it can have on self-image.

Creating

- Create a short, silent movie or digital cartoon, highlighting an issue of conflict that is common between parents and adolescents.

Desktop publishing

- Create a range of social media posts for a health organisation. the range



Personal identity

The way you see yourself – your personal identity – evolves as you grow older. Personal identity is shaped by many different characteristics. Family, cultural background, peers, personal interests and the environment in which they grow up are all factors that tend to help shape a person's identity. Other factors that influence personal identity include home life, school, sport and online identity.

Personal identity is closely related to self-esteem. Self-esteem refers to the attitude or opinion that a person has of themselves. It is determined by the way a person values themselves, the way their thoughts affect their feelings. Self-esteem reflects the extent that a person accepts or approves of themselves.

There can be many factors that influence self-esteem. Everyone has the choice to focus on the positive qualities about themselves – to resist listening to negative criticism in order to keep their self-esteem healthy.



A healthy self-esteem can lead to a high level of confidence, optimism, resilience, self-acceptance and goal-setting. In contrast, an unhealthy self-esteem can result in a low level of confidence, pessimism, self-consciousness, a feeling of being inferior and self-criticism.

No one is perfect and everyone lacks confidence at times. By recognising the positive qualities in themselves and appreciating them, a person's self-esteem can be boosted. If an individual accepts and holds on to negative opinions about themselves, it can eventually lead to feelings of depression or anxiety. Everyone should choose to believe the best about themselves.

ICT task

Self-esteem is strongly linked to your perception of yourself and how you view situations that occur in your life. There are ways to boost your self-esteem. Visit the Better Health Channel website at www.betterhealth.vic.gov.au to research a range of strategies that can help build self-esteem. List your top ten strategies below.



Adolescence

Adolescence begins when an individual goes through puberty. Adolescents experience physical, social and emotional changes during this time. Adolescence is possibly the most difficult and confusing stage of growth and development to get through, from making new friends to mood swings and feelings of embarrassment. Individuals search for and develop their own self-identity while working out their values, ideas and opinions.

A major part of adolescence, as mentioned, is puberty. Individual's bodies change from being a child to a young adult capable of sexual reproduction. Reproductive organs mature and there is a noticeable increase in hormone production. With such developments come physical, social and emotional changes that need to be understood and supported to enhance wellbeing.

Adolescents, in their search for and development of self-identity, are strongly impacted by peer pressure. Individuals may experience pressure to conform or rebel against the standards and values apparent throughout their community and society as a whole. Some individuals may choose to conform, for example, get the latest hair cut, purchase in-fashion clothing, or listen to specific music. Others may choose to rebel against the majority and form an identity associated with different subcultures. Self-expression and identity are major concerns for young people trying to find their place in the world. A big part of identity is associated with self-consciousness, where individuals are concerned about what others think of them.

Adolescence often shapes what an individual believes in and what matters to them. Adolescents may form some idea of how they see their future (for example, a CEO of a major business firm; a backpacker throughout Europe; married with children) and may sympathise with or support various groups and organisations (for example, Greenpeace, PETA, cultural groups, religious groups).

Managing the changes associated with puberty

Puberty is the period in which a person moves from childhood to adolescence. Changes usually begin between the ages of 11–14 for girls and 12–15 for boys. Each person is different and some may start puberty earlier or later, depending on the genes they have inherited from their parents and the environment they are exposed to when growing up.

Going through adolescence means there will be many physical, social and mental changes occurring. These changes occur throughout puberty as teenagers develop into adults.

Physical changes

The main changes that occur during puberty are physical changes that prepare the body for reproduction, known as primary sexual characteristics. These changes include the onset of menstruation and ovulation for girls, and the production of sperm for boys. Changes also occur in the body that are not directly associated with the ability to reproduce, but are an indicator of sexual maturity. These are known as secondary sexual characteristics; they include the development of breasts for girls and the deepening of voice for boys.

For more information on physical changes, visit www.menstrupedia.com/quickguide

Activity
True/false quiz

Your changing body

Complete the following quiz to clarify some of the misconceptions associated with the physical changes that occur during puberty.

	True	False
1. Every girl has their first period at age 13.	<input type="checkbox"/>	<input type="checkbox"/>
2. For girls, one breast may grow quicker than the other.	<input type="checkbox"/>	<input type="checkbox"/>
3. Body shapes change during puberty.	<input type="checkbox"/>	<input type="checkbox"/>
4. Increased appetite leads to acne in adolescents.	<input type="checkbox"/>	<input type="checkbox"/>
5. Girls grow hair in more places than boys.	<input type="checkbox"/>	<input type="checkbox"/>
6. It can take up to one year for a boy's voice to deepen.	<input type="checkbox"/>	<input type="checkbox"/>
7. The body's hygiene needs change during puberty.	<input type="checkbox"/>	<input type="checkbox"/>
8. Only external changes occur during puberty.	<input type="checkbox"/>	<input type="checkbox"/>
9. Sexual desires develop during puberty.	<input type="checkbox"/>	<input type="checkbox"/>
10. Individuals have more energy during puberty.	<input type="checkbox"/>	<input type="checkbox"/>

2. Research and describe the social changes that occur during puberty, using the headings below. Use websites such as <https://raisingchildren.net.au/pre-teens/development/social-emotional-development/social-emotional-changes-9-15-years> to help with your research.

a. Identity

b. Independence

c. Responsibility

d. New experiences

e. Social media

f. Values

g. Peer groups

Reproductive systems

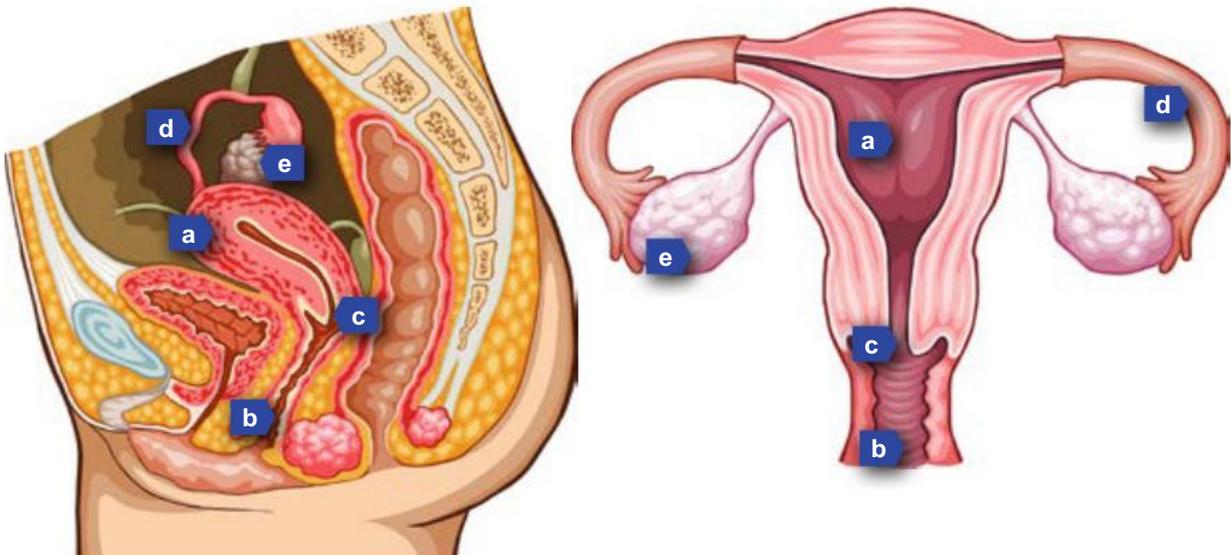
The female reproductive system contains the organs responsible for reproduction, including the uterus (womb), ovaries, fallopian tubes and vagina. These organs prepare a woman's body for pregnancy on a regular cycle – the menstrual cycle.

The male reproductive system contains the external genitals (the penis, testes and the scrotum) and internal parts, including the prostate gland, vas deferens and urethra. A man's fertility and sexual traits depend on the normal functioning of the male reproductive system, as well as hormones released from the brain.

Source: www.healthdirect.gov.au

Activity

- Use the information available at www.healthdirect.gov.au/female-reproductive-system to help you identify the external and internal components of the female reproductive system and their functions.



- a. _____

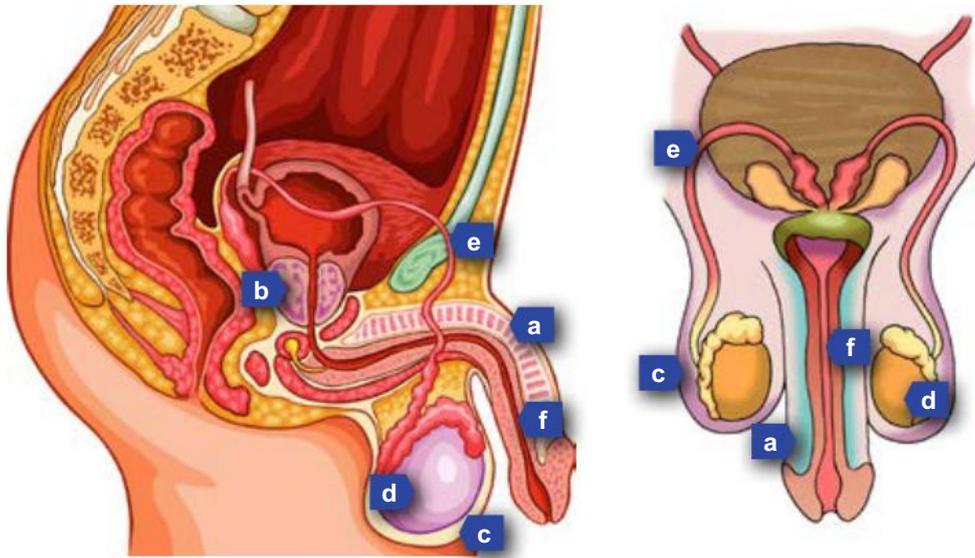
- b. _____

- c. _____

- d. _____

- e. _____

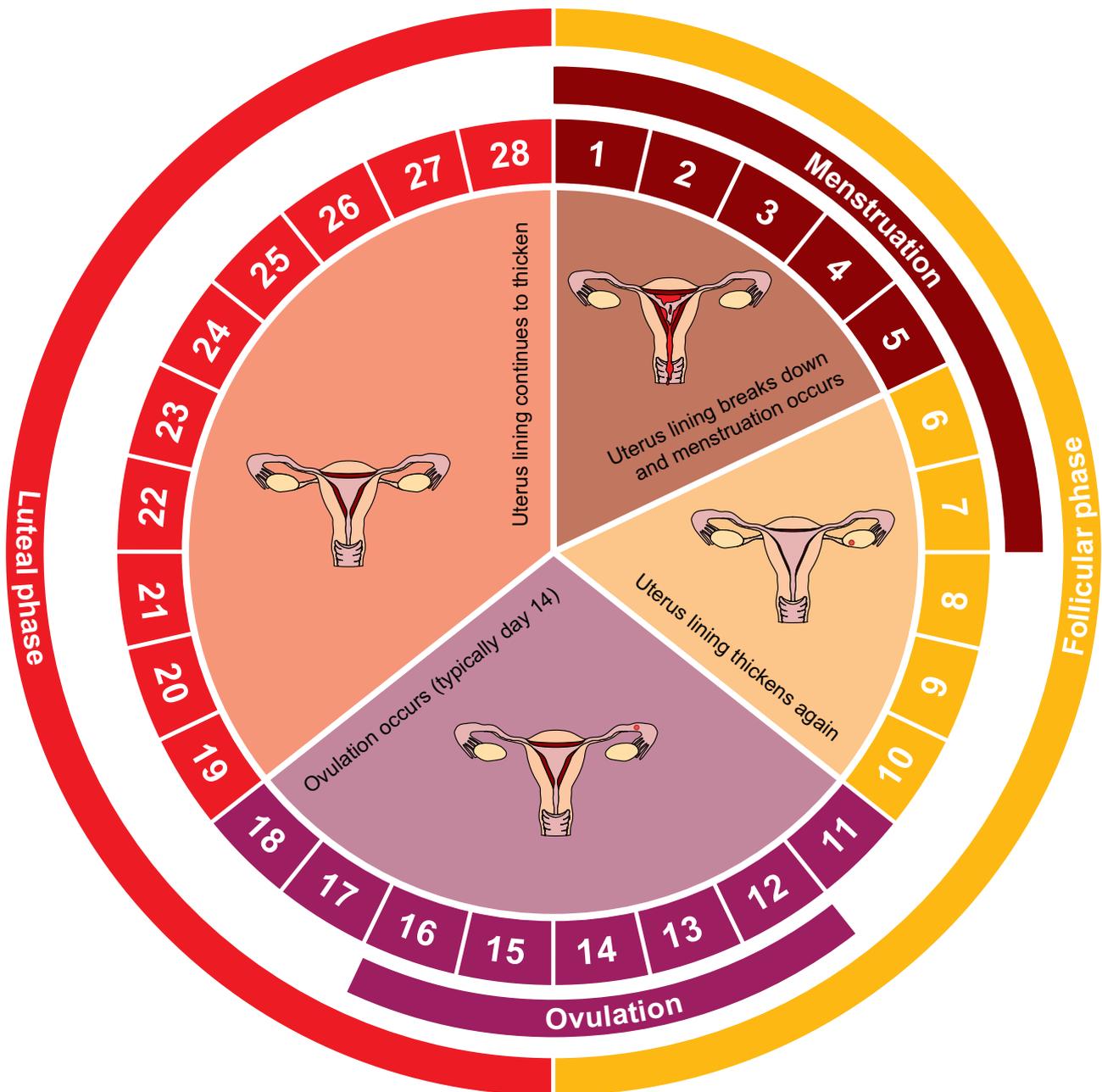
2. Use the information available at www.healthdirect.gov.au/male-reproductive-system to help you identify the external and internal components of the male reproductive system and their functions.



- a. _____
- _____
- b. _____
- _____
- c. _____
- _____
- d. _____
- _____
- e. _____
- _____
- f. _____
- _____



The menstrual cycle



Did you know?

Personal menstrual calendar apps can be downloaded to track menstrual cycles. An example is called *Period diary – those days*.

For tips about managing menstruation visit <https://helloclue.com/articles/cycle-a-z/getting-your-period-at-school-5-tips-for-stress-free-periods>.

Cloze passage activity

Select from the word bank below to complete the passage.

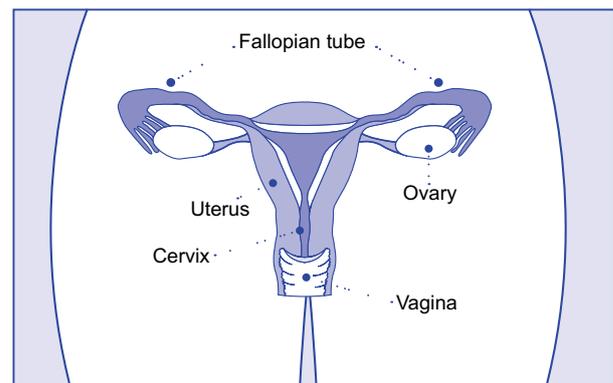


Word bank

- | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> four to seven | <input type="checkbox"/> 18 | <input type="checkbox"/> menstrual | <input type="checkbox"/> ovulation | <input type="checkbox"/> regular |
| <input type="checkbox"/> eight | <input type="checkbox"/> blood | <input type="checkbox"/> nourish | <input type="checkbox"/> period | <input type="checkbox"/> vagina |
| <input type="checkbox"/> 12–15 | <input type="checkbox"/> fallopian | <input type="checkbox"/> ovary | <input type="checkbox"/> puberty | |

Many girls have their first period about a year after they start having some of the other changes of _____.

This is commonly between the ages of _____. But it is not uncommon for some girls to get their periods as early as _____ or as late as _____ years of age.



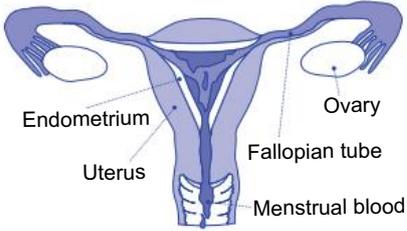
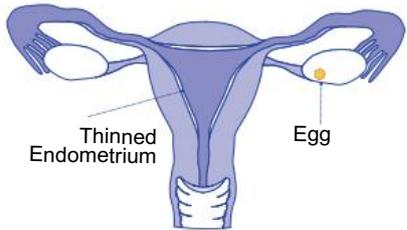
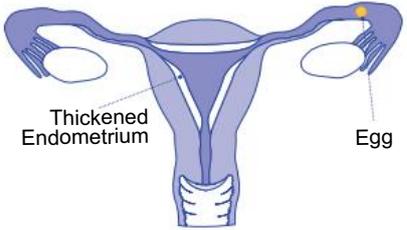
About once a month, an egg (ova), leaves the _____ and travels down the _____ tube towards the uterus (womb). This is known as _____. While the egg is developing and travelling, the uterus starts preparing for it by building up its lining with extra _____ and tissue.

If the egg is fertilised by a male's sperm, the body uses the thickened lining to protect and _____ the egg as it grows into a baby. If the egg is not fertilised, then it will pass through the _____, taking with it the extra blood and tissue that wasn't needed. This is what is called a _____.

A period usually lasts around _____ days and about two weeks later, another egg leaves the ovary and the whole cycle starts again. The amount of time between a female's periods is called her _____ cycle. This cycle usually takes 28 days, but it can be longer or shorter. When a female starts her periods they may not be very _____, however the pattern will usually stay the same after six to 12 months.

Activity

The following images represent each phase of the menstrual cycle. The text boxes name and describe the changes in the female reproductive system as it develops and releases an ovum (egg). Match each phase of the menstrual cycle with its description.

Phase	Description
<p>Phase 1: _____</p> 	<p>a. Luteal phase: The sex hormone progesterone (along with oestrogen) maintains the thickened lining of the uterus, awaiting implantation of the fertilised egg. If the egg is not fertilised, hormone levels decrease and the endometrium is shed.</p>
<p>Phase 2: _____</p> 	<p>b. Ovulation: The endometrium has thickened and the egg is released from the ovary, moving into one of the fallopian tubes. The egg travels towards the uterus.</p>
<p>Phase 3: _____</p> 	<p>c. Menstruation: The elimination of the thickened uterine lining from the body via the vagina. This signals the beginning of the cycle.</p>
<p>Phase 4: _____</p> 	<p>d. Follicular phase: The hormone oestrogen signals the endometrium to grow and thicken. The ovary produces five to 20 follicles; typically one which matures into an egg.</p>

To watch a video on the menstrual cycle, visit https://youtu.be/vXrQ_FhZmos

Consent

In any sexual relationship, there are many rights, responsibilities and laws that must be followed. A person must be aware of these before entering into any kind of sexual relationship. These involve being aware of the risks involved and knowing how to reduce these risks. Consent and the legal age for sexual activity are also important responsibilities that have to be understood.

Consent is as easy to remember as FRIES:

- **F**reely given: without threats, coercion or pressure.
- **R**eversible: meaning that everyone has the right to change their mind at any stage.
- **I**nformed: you must be aware and informed in order to give consent.
- **E**nthusiastic: both people must agree, and be happy and comfortable with their decision.
- **S**pecific: you must be clear consent has been given and what sexual activity the consent has been given for.



To learn more about consent, watch the YouTube video at <https://youtu.be/AArlv-tvxWE>.

Activity

Scenario 1: Nina and Ben

Nina and Ben are both 14 and have known each other since kindergarten. In recent months, a genuine attraction has developed and they agree to go on their first date together. They have a great time and even sneak a quick kiss at the end of the night. Over the next week, the relationship seems to be going great, but one night when they are alone, the kissing progresses to touching and Nina feels uncomfortable and tells Ben to stop. He doesn't stop and continues to force himself on her.

a. Is it permissible to consent to some actions and not others?

b. Was there any stage when consent was given?

c. Was communication about consent clear in this scenario?

d. How should this scenario have played out if it was a safe, healthy relationship?

Scenario 2: Jake and Stephanie

Jake (19) and Stephanie (15) met at high school and have been dating for 12 months. Before dating Stephanie, Jake had sexual relationships with several previous girlfriends. Over the past few months, Jake has been gradually placing more pressure on Stephanie to have sex despite her feelings that she is not ready.

Jake's parents have gone out for the night and Stephanie has planned to go to his house. She knows he is going to bring up the issue of having sex again and is beginning to worry that saying no might be the end of their relationship. Jake seems to be getting so frustrated and angry, and keeps telling her that if she really loves him she would want a full relationship.

As she suspected, Jake does start putting on the pressure as soon as she arrives, and reluctantly she says, "Okay, I guess so."

But after things start to progress, she changes her mind and pushes Jake away. Jake loses his temper and yells at her, telling her to get out of the house.

a. Is consent mutual in this case?

b. Does Stephanie's actions or comments provide consent?

c. Is it okay to withdraw consent?

d. Describe how this relationship seems to involve an imbalance of power.

e. Explain what strengths, knowledge and skills a person needs to develop to resist the pressure to consent.

f. Research the laws on the age of consent in your state and comment on the legality of a sexual relationship between Jake and Stephanie.



Social media

Social media refers to any online social network. An online social network is a website or app that allows a user to create and share content online, for example, Facebook, Instagram or YouTube. This often involves sharing person information in comments and messages, and photos and videos.

State of play – social media usage

For young people aged between eight and 17 years (kids eight to 12 years, teens 13 to 17 years), the top five social media services used are:

- YouTube: 80% kids, 86% teens
- Facebook: 26% kids, 75% teens
- Snapchat: 26% kids, 67% teens
- Instagram: 24% kids, 70% teens
- Google+: 23% kids, 29% teens.

There are some gender differences. Girls are more likely to use:

- Instagram: 52% girls, 42% boys
- Snapchat: 53% girls, 39% boys
- Pinterest: 23% girls, 8% boys
- Musical.ly: 18% girls, 6% boys
- Tumblr: 12% girls, 4% boys

Boys are more likely to use:

- YouTube: 85% boys, 81% girls
- Reddit: 8% boys, 4% girls

Managing privacy

68% of young people actively manage their online privacy. The top three actions are:

- Blocking people (including ‘unfriending’): 50% girls, 42% boys
- Increasing privacy settings: 47% girls, 39% boys
- Not allowing automatic location on posts: 42% girls, 31% boys

Source: Office of the eSafety Commissioner.

ICT task 

Create a digital poster explaining your top 10 online safety tips for young people. You can use the following proforma or create your own design. Visit www.esafety.gov.au to give you an idea for content, but remember that your information must be expressed in your own words.

TOP 10 ONLINE SAFETY TIPS for young people

1

6

2

7

3

8

4

9

5

10



Greater support for cyberbullying

Online interactions have become a part of most aspects of modern life. A range of technologies provide opportunities for work, entertainment, socialising and learning. Unfortunately, these technologies are sometimes used by people to bully, hurt, embarrass or intimidate others. It is a sad statistic that one in five young people have been bullied online.

Governments around the world are recognising the harm caused by cyberbullying, and the approaches to address the problem vary from country to country. In Australia, the Online Safety Bill has been recently introduced to provide new, improved powers to the eSafety Commissioner with the aim of better protecting Australians from online harm. This legislation includes a range of new measures aimed to make online providers more accountable to monitor and remove false or malicious information from their platforms.

Critical inquiry

1. Review the video at <https://youtu.be/tWReLPwRF9U>, where the eSafety Commissioner is interviewed about the implications for Facebook and the new powers that are forcing them to better protect their users.

2. Why do you think social media platforms have been resistant to government control and regulation of their content?

3. What difficulties do governments face when trying to force social media platforms to act responsibly and protect their users from harassment, bullying and intimidation?

4. Go to www.esafety.gov.au/report and summarise the information about what can be reported and the process of reporting.

Staying safe online

While it is important to know what support there is to deal with cyberbullying, it's even better to be proactive and protect yourself by developing online safety skills.



Activity

1. Respond to the following statements and reflect on your online behaviours. Share your comments with a classmate and develop a plan to improve your online safety.

a. What are your feelings about your use of social media?

d. Have you ever been involved in a negative online interaction?

b. Are there any aspects of being online that have worried you or made you feel insecure about yourself?

e. How do you feel about the amount of time you spend on social media (too much, too little, just right)?

c. Have you seen anything that puts pressure on you to match others?

f. How do your parents feel about your use of technology?

Case study

The dangers of social media and online bullying

In the age of digital technology, social media platforms have become an integral part of our daily lives. While they offer numerous benefits, including easy communication and information sharing, there are inherent dangers associated with online interactions. One of the most pressing issues is online bullying, which can have severe consequences for individuals and society as a whole. This case study explores the dangers of social media and online bullying, examining real-life incidents and their impact.

Case 1: Sarah's story: Sarah, a 14-year-old high school student, was an active user of social media platforms. She enjoyed sharing her thoughts, photos, and connecting with friends. Unfortunately, her online presence attracted unwanted attention from a group of classmates who began bullying her through anonymous accounts. They used derogatory language, spread false rumours, and encouraged others to join in the harassment. Sarah's mental health deteriorated, leading to anxiety and depression.

Case 2: Jake's experience: Jake, a 13-year-old boy, was an avid gamer who connected with others on online gaming platforms. He became the target of harassment and cyberbullying from a fellow gamer, who constantly belittled him during games. The bully even found personal information about Jake and threatened to expose it. Jake withdrew from his favourite hobby and developed feelings of helplessness.

Online bullying is a significant issue with far-reaching consequences. The cases of Sarah and Jake highlight the emotional and psychological toll it can take on individuals. Recognising the signs of online bullying and implementing preventative measures are crucial in addressing this pervasive problem in the digital age. By working together, parents, educators, and online platforms can create safer digital environments for our youth.

Questions

1. What are the key elements of online bullying in these cases?

2. What are the potential consequences of online bullying?

3. How can parents and educators recognise signs of online bullying in children and adolescents?

4. What steps can individuals take to protect themselves from online bullying?

5. What can schools and online platforms do to prevent online bullying and support victims?

Revision

1. Define personal identity.

2. Describe how emotionally-mature young people are able to manage their emotions and react accordingly.

3. Describe the social changes that occur during puberty.

4. What is the function of the uterus in females and the testes in males?

5. Outline a range of good personal hygiene habits.

6. Describe the factors that can influence the severity of an acne outbreak.

7. Outline the factors that lead to positive relationships.

8. What is the difference between informal and formal support networks? Provide examples to illustrate your answer.

Student feedback report

Your feedback helps teachers monitor your learning experiences, to plan for future lessons and make them as meaningful, relevant and rewarding as possible...

1. What did you learn during this unit?

2. Were there any issues relating to this topic that were not covered that you believe should have been?

3. List three things you enjoyed the most and least about this unit.

a. _____	d. _____
_____	_____
b. _____	e. _____
_____	_____
c. _____	f. _____
_____	_____

4. Did you have the opportunity to discuss issues about this topic in class?

5. Did you think the workload was fair?

6. Did you find the content covered in class to be relevant to your age group?

7. How would you rate your knowledge of this topic?



Safety and risk

Activity

Vocabulary list

Key terms from this unit are listed in the table below. Complete the activity by:

- providing a definition for each term
- correctly using the term in a sentence.

Term	Definition	Sentence using the term
Peer pressure		
Decision-making		
Assertive		
Risk		
Peers		
Diabetes		
DRSABCD		
Duty of care		
Hypothermia		
First aid		
Epilepsy		
Anaphylaxis		

ICT tasks  

In this unit of work, you will have the opportunity to use technologies to further your health literacy. Your learning experiences will involve:

Critical inquiry

- Gather information from <http://kidshelpline.com.au>. Navigate to the 'teens' section and search for 'taking risks'. Organise your ideas on this topic and share what these resources reveal about risk-taking.
- View the bicycle road information at www.transport.nsw.gov.au/roadsafety/bicycle-riders/safe-riding. Analyse the information for cyclists when riding on the road.

Collaborating

- Work in pairs to summarise the information on ebike safety at www.transport.nsw.gov.au/roadsafety/bicycle-riders/ebikes.
- Record an interview with your parents about pedestrian and bike safety and how the number of injuries and deaths can be reduced. Issues you might discuss include:
 - compulsory wearing of helmets
 - pedestrians wearing headphones
 - speeding motorists
 - pedestrians engaged with their phones.
 - cyclists riding on the road

Creating

- Create a true/false quiz on the topic of risk-taking to test the class's knowledge. Remember to include the answers. Use a quiz builder website and display on the interactive white board.
- Create a health promotion campaign targeting one area within the unit you have studied.

Desktop publishing

- Create a digital presentation, outlining the different types of risks that young people typically engage in.

Independent learning

- Submit a research proposal for approval by your teacher. Your proposal must be original and address one aspect of water safety in Australian society. Your research is to be presented to the class for peer assessment.

Positive and negative risk-taking behaviour

Risks come with consequences. The term 'risk' can be defined as an action that is taken where there is exposure to danger or loss. Risk-taking behaviour involves making choices that put a person in a position where the outcome could be negative. It is essential that risks are assessed thoroughly to acknowledge the possible outcomes involved.

You may have heard the phrase, 'with big risk comes big reward'. While this may be true, in terms of personal or financial investment, the opposite situation is also possible – a negative outcome may also result.

Activity  



1. Analyse the images and outline the positive outcomes that might eventuate from the risk-taking behaviour.

2. Analyse the images and outline the negative outcomes that might eventuate from the risk-taking behaviour.

*Case study***Risk-taking – the consequences**

Lying there, with what he could only describe as a badly broken leg, Lincoln wished he was back in his warm bed. Boy was it cold. He wasn't sure how he managed to drag himself out of the river and onto the bank, but he knows he's lucky he did.

"Help!" he called. "Anyone? Hello?"

He knew he shouldn't have snuck out with the other boys. He had really wanted to stay in bed. In the end, he was sick of them giving it to him about how much of a wimp he is.

"Whatever," he'd grumbled as he rolled out of bed. "Let's just do this already!"

They were on school camp in the mountains, a Year 8 tradition. The other tradition was sneaking out at night and swinging across the gap between the cliffs. There was a long rope attached to a tree and the river was about 15m below. They had heard stories about the boys from the local high school doing this since primary school. It was practically legend.

"Thank goodness for the river," he whispered to himself. "Things could have been so much worse."

"Hello?" he called again. "Jeff? Marco? Chris? Anyone?! HELP!"

As he stood on the edge of the cliff, his heart had been racing and he could hear his pulse in his ears. Holding on to the rope, he had taken a deep breath, ready to push out over the gap.

As he took off, the rope buckled and, almost in slow motion, he watched it fray and unwind before breaking. Still holding the loose end, he crashed awkwardly onto a rock jutting out from the cliff face, breaking his leg before he splashed into the river below.

He had seen the look of fear and disbelief on the boys faces as he fell. He had seen them run off. He assumed they were going for help or racing down to the river to pull him clear.

The water was freezing and the pain intolerable. He wished they would hurry.

Questions

1. Explain the reasons why Lincoln decided to take the risks he did.

2. Identify the risks associated with Lincoln's current situation and suggest what could have been done to prevent the situation occurring.

3. Predict what happens next and write a paragraph to complete the case study.

Assessing emergency situations

Injury can often be the result of risk-taking behaviour. When treating serious injuries, you may need to follow the DRSABCD action plan. It is a vital aid in:

- addressing whether the casualty has any life threatening conditions
- protecting yourself and others
- accessing support services and equipment.

Activity 

DRSABCD action plan

1. The acronym of DRSABCD is widely accepted as the first aid priority order for treating any casualty. Identify what each letter stands for and outline the important points for each. For more information on the DRSABCD action plan, watch the video at <https://youtu.be/FsRura3Flo0> or visit or visit <https://stjohnwa.com.au/online-resources/first-aid-information-and-resources/drsabcd-action-plan>.

D ▶

R ▶

S ▶

A ▶

B ▶

C ▶

D ▶

2. In small groups of 3–4 students, practise and demonstrate the DRSABCD procedure.

Medical assistance

Knowing when a person requires medical assistance can be difficult sometimes. If in any doubt, call triple zero (000) – even if you are worried you or your friends may get into trouble. If left untreated, the injuries sustained may be life threatening.

Legal and illegal substances are implicated in a significant number of hospital admissions, suicides, injuries and road accidents every week. It is important that first aid and medical assistance are provided promptly.



Common injuries and illnesses

Everyday situations can pose a threat to safety even if you are not participating in risk-taking behaviours. When attempting to identify or treat an injury or illness, it is important to identify the signs and underlying symptoms in order to deliver the best possible treatment.

Bleeding

Bleeding is the loss of blood from arteries, veins and capillaries anywhere in the body. Bleeding can be external or internal. If bleeding is severe, it can interfere with circulation and may result in death.

Activity S I 

1. Describe the treatment and management techniques required for bleeding.

Burns

A burn is damage caused to skin and deep body tissue by excessive heat, friction, chemicals, electricity or radiation. Burns are usually classified by their depth. The depth classifications are:

- first degree (also referred to as superficial)
- second degree (also referred to as partial thickness)
- third degree (also referred to as full thickness).



Activity S I 

1. Outline the signs and symptoms of the following types of burns:

a. First degree

b. Second degree

c. Third degree

<hr/>	<hr/>	<hr/>

2. Describe the treatment and management techniques required for burns.

For information on how to treat a burn, watch the video at https://youtu.be/_7piryIIIMk.

Choking

Obstruction of the upper airway by an impacted object or foreign body is a life-threatening situation. It is critical that the rescuer be able to differentiate between partial or complete airway obstruction. If the casualty can breathe, cough or speak this indicates that some movement of air is occurring and that the obstruction or foreign body is only partial.

Activity

1. Outline the signs and symptoms of the two types of choking:

a. Partial obstruction

b. Complete obstruction

<hr/>	<hr/>

2. Describe the treatment and management techniques required for choking:

a. Partial obstruction

b. Complete obstruction

<hr/>	<hr/>

Steps to take after initial treatment

If treatment is effective:

- allow casualty to recover
- arrange for medical care.

If treatment is ineffective:

- give up to four lateral chest thrusts
- if still obstructed, continue previous steps.

For more information on how to treat someone choking, watch the video at <https://youtu.be/Qdgl8kKx7ew>.

Shock

When someone is suffering shock, they are unable to provide oxygen to all tissues of the body. This results in a collapse of the circulatory system and its ability to maintain adequate oxygen supply to vital organs.

Activity

1. Outline the signs and symptoms of shock.

2. Describe the treatment and management techniques required for shock.

Epilepsy

Epilepsy is a chronic condition that causes seizures when the normal electrical activity of the brain becomes irregular. The irregularity can also be caused by head injury, infection, disease or poisoning. Epilepsy can usually be controlled by medication.

Activity

1. Outline the signs and symptoms of epilepsy.

2. Seizures may occur in a variety of places, such as in a classroom, in water, on hard surfaces or near dangerous objects. Describe the treatment and management of a person suffering a seizure.

3. When should you call an ambulance for someone suffering a seizure?

Diabetes

Diabetes occurs when the body cannot produce enough insulin, or when the insulin produced does not work efficiently. Insulin is required to allow glucose to be utilised by the body as energy.

There are two main types of diabetes:

- Type 1 diabetes, or insulin-dependent diabetes, is commonly found in children and adolescents. It occurs because the pancreas loses the ability to make insulin. Treatment with insulin injections is needed to stay alive.
- Type 2 diabetes usually occurs in older people and is often associated with being overweight. These people make insulin, however it does not work efficiently. This type of diabetes can be controlled by change to diet and weight control. Tablets and sometimes insulin may be required.

Hypoglycaemia and hyperglycaemia

Hypoglycaemia (also called a 'hypo') occurs in people with type 1 diabetes when they have low blood glucose. Urgent treatment is required to prevent a severe hypo from occurring.

A casualty with hyperglycaemia (high blood glucose) needs urgent referral to hospital.

For more information on diabetes, watch the video at https://youtu.be/hRLCAQbG_DM.

Questions

1. What should you give a diabetic suffering mild hypoglycaemia, if they are conscious?

2. What should you do if you find a diabetic person unconscious or having a seizure?



Water safety

There were 339 drowning deaths in water environments in Australia between July 2021 and June 2022. This was an increase of 45 deaths from the previous year. Males accounted for 82% of drowning deaths and women 18%. The top three locations for drowning deaths were:

- rivers/creeks/streams
- beaches
- oceans/harbours.

Drowning impact is greatest in:

- children under five
- coastal and inland waterways
- those from cultural linguistically diverse communities and Aboriginal and Torres Strait Islander backgrounds.

Drowning as a result of alcohol and drugs is a major concern. An average of 94 drowning deaths every year is known to involve alcohol and/or drugs, with 46% of these occurring in rivers, creeks and streams.

An average of 30 children aged 0–4 years with 78% of deaths occurring following a fall. The Australian Water Safety Council (AWSC) calling for the strengthening of child drown prevention programs that reinforce the importance of supervision, pool fencing, water familiarisation and CPR education. The AWSC calls on local and state/territory governments to strengthen compliance and enforcement of four sided pool fencing.

According to the AWSC, an average of 108 people drown in coastal waters (beaches, oceans, harbours and coastal rivers) every year, with males accounting for 87% of those deaths. An average of 105 people drown in inland waterways (rivers, creeks, streams, lakes, dams and lagoons) every year, with males accounting for 82% of these deaths.

Source: www.royallifesaving.com.au

To learn more about water safety, watch the YouTube video on rips at <https://youtu.be/eHq4EJtN6C4>.



Water environments

In Australia, a large proportion of the population lives close to aquatic-based activities. Swimming and other water sports and leisure activities are a major part of the Australian identity.

Water safety involves the precautions that are taken around various water environments to ensure safety. To promote water safety, it is important to understand potentially unsafe water environments. Water environments around Australia include beaches, lakes, rivers, creeks, swimming pools and spas, and waterfalls.

For more information on the risks and dangers in water environments, watch the video at <https://youtu.be/o0LLQ7YnAac>.

Activity      

Develop a list of safety precautions associated with the following water environments.

If you are in trouble in the water:

At home, remember to:

At the swimming pool, remember to:

At the beach, remember to:



At a river or lake, remember to:

On the farm or in the bush, remember to:

When you are fishing, remember to:

When you are boating, remember to:

Survival techniques

There are many survival techniques that will help individuals if they find themselves in a threatening situation in the water. Each technique will allow an individual to stay alive until they receive assistance from lifesavers.

- **Floating:** This is used in a survival situation, to conserve the individual’s energy. It involves the person lying in a horizontal, diagonal or vertical position and moving as little as possible. Individuals should also try and keep their head out of the water.
- **Personal flotation device (PFD):** This is a device that is worn on the body in order to assist with flotation. PFDs include life jackets, buoyancy vests or buoyancy garments. Individuals should not remove their PFD when they are awaiting assistance.
- **H.E.L.P or Huddle:** This is a strategy involves a person keeping their arms and legs as close to their body as possible, in order to reduce body heat loss.
- **Remove clothing:** Individuals can remove extra clothing or any heavy outer garments in order to reduce weight and conserve energy. However, at least one layer should be left on in order to conserve body heat.
- **Signalling for help:** When an individual is in a dangerous situation, they should shout out for help and raise their arm. Their arm should be straight above their head and in a clenched fist. While signalling for help, they should tread water or scull to keep afloat.

When caught in an accident or emergency situation, it is important that a person knows what to do. Individuals should take the time to learn and practise specific survival skills that can help save them and those around them, such as treading water, survival backstroke and survival sidestroke. For more information on survival techniques in different water environments, watch the YouTube video at <https://youtu.be/06mqq17zVhg>.

Activity 

Research and describe the techniques involved in the following survival skills.

Treading water

Treading water is a popular survival technique and is a skill that everyone should learn before swimming, as it can help to avoid drowning.

Technique for treading water	
Body:	
Legs:	
Arms:	
Tips:	



Survival backstroke

Survival backstroke is a lifesaving skill that does not require the use of much energy.

Technique for survival backstroke

Body:

Legs:

Arms:

Tips:

Survival sidestroke

Survival sidestroke is used for long-distance swimming; for example, swimming back to shore when someone is tired or has drifted out too far, as it allows greater endurance for the swimmer.

Technique for survival sidestroke

Body:

Legs:

Arms:

Tips:

Promoting water safety

The majority of Australians live close to the coast or rivers and have traditionally enjoyed the recreational benefits of our warm climate and clean waterways. To promote safe participation in water based recreation, Royal Life Saving Australia conducts a range of programs that are available to all Australians.

One group of Australians that are over represented in drowning statistics are those from a multicultural background, particularly men. Approximately 290 people drown in Australia each year, with around one in four victims being born overseas.

Activity

Visit www.royallifesaving.com.au/stay-safe-active/communities/multicultural-communities to learn more about the groups most at risk of drowning and the initiatives that Royal Life Saving Australia have adopted to address the problem.

1. Why are people born overseas more at risk of drowning than other Australians?

2. In what water environment did most of the drownings occur?

3. What subgroups from people born overseas have been identified by research as requiring specific approaches to drowning prevention?

4. Royal Life Saving's 'Make Safe Decisions Around Water' campaign is aimed at raising awareness of issues of water safety among multicultural communities and includes key messages in Arabic, Nepali, Chinese and basic English. Explain the reasons behind the four main safety tips of the campaign:

a. Don't go alone

c. Don't drink alcohol

b. Always wear a lifejacket when boating and fishing

d. Learn swimming and water safety skills

Hypothermia

Hypothermia occurs when the body's temperature falls below 35°C. The human body has a number of systems that maintain a constant core temperature of approximately 37°C. A person doesn't have to be in very cold water temperatures to be at risk of hypothermia. Some situations can cause the body to lose more heat than it can generate, such as prolonged exposure to cold conditions, being in cold water for a long time or spending excessive time in wet clothes.

Signs and symptoms

The first warning sign of hypothermia is uncontrollable shivering. A person stops shivering as they progress into severe hypothermia. Coma occurs when the body's temperature falls below 32°C.

Once the body's temperature falls below 30°C, the structure that regulates body temperature – the hypothalamus – stops working. The person's breathing slows and the lack of oxygen to the heart causes it to quiver instead of beat.

Literacy activity

Reorganising ideas

1. Write a paragraph regarding first aid treatment for hypothermia.

2. Upon completion, identify the strengths and weaknesses in your paragraph. Apply the ARMS strategy to reorganise your ideas and improve your paragraph.

- **A** ▶ Add (add any missing information)
- **R** ▶ Remove (remove any unnecessary information)
- **M** ▶ Move (restructure sentences to enhance meaning)
- **S** ▶ Substitute (find alternative ways of expressing the information)



Sun safety

Australians suffer from one of the highest rates of skin cancer in the world. Each year, over 2,000 Australians die from what is almost a totally preventable disease. Two-thirds of the population will develop some form of skin cancer by the time they are 70 years of age.

Skin cancer occurs when skin cells are damaged, for example, by overexposure to ultraviolet (UV) radiation from the sun. There are three main types of skin cancer:

- basal cell carcinoma (BCC)
- squamous cell carcinoma (SCC)
- melanoma – the most dangerous form of skin cancer

Both basal cell carcinoma and squamous cell carcinoma are known as non-melanoma skin cancer. More than 750,000 people are treated for one or more non-melanoma skin cancers in Australia each year. Non-melanoma skin cancer is more common in men, with almost double the incidence compared to women.

Every year, in Australia:

- skin cancers account for around 80% of all newly diagnosed cancers
- the majority of skin cancers are caused by exposure to the sun
- GPs have over one million patient consultations per year for skin cancer
- the incidence of skin cancer is one of the highest in the world, two to three times the rates in Canada, the US and the UK.

Source: www.cancer.org.au

Activity

Use your research from the internet to create a fact sheet (on the following page) about the three main types of skin cancer in Australia.

Protecting your skin

There is no safe way for a person to expose themselves to the sun without increasing the risk of skin cancer. Some important preventative methods that can reduce a person’s risk of developing skin cancer are:

- avoiding sun exposure
- avoiding sun-sensitising creams and medication
- wearing a hat and sunglasses
- using sunscreen
- performing regular self-examinations
- remember to slip, slop, slap, seek and slide.



Choosing a sunscreen

Sunscreen is one of the most common forms of protection against the sun. There are many different sunscreens on the market including creams, lotions, milks, gels and sprays. Sunscreens differ in price, quality and their sun protection factor (SPF). It is important that individuals choose a sunscreen that best suits their skin type and activity they will be performing.

Activity

1. Describe a range of recommendations when choosing or buying sunscreen.

2. Propose a range of tips for applying sunscreen.

3. Research which sunscreen you would personally recommend. Justify your decision.

Questions

1. Does double the SPF number give you double the sun protection?

2. Why is it still possible to burn on a cloudy day?



What is cyberbullying?

Cyberbullying is harassment that involves using technology. Bullies can use text messages, videos or the Internet to cause harm to someone, emotionally psychologically or physically. Examples include sending nasty messages to someone, uploading photographs without permission in order to put someone down, posting embarrassing videos, gossiping about someone online, excluding a peer from an online social group or making insulting posts.



Like any form of bullying, cyberbullying has to be stopped.

Activity

Visit www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying and research the information to the questions below.

1. What should I do if I am a victim of cyberbullying?

2. How can I support a friend if they are being bullied online?

3. Watch the video about how to lodge a complaint. Summarise the steps involved.

4. Where do you lodge the complaint about cyberbullying?

Cloze passage activity

Select from the word bank below to complete the passage...



Word Bank

- | | | | | |
|-----------------------------------|------------------------------------|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> block | <input type="checkbox"/> humiliate | <input type="checkbox"/> complaint | <input type="checkbox"/> remove | <input type="checkbox"/> posted |
| <input type="checkbox"/> damaging | <input type="checkbox"/> dangerous | <input type="checkbox"/> retaliation | <input type="checkbox"/> confidence | <input type="checkbox"/> cyberbullying |

The Internet can be such an exciting tool for people to use. So much information can be discovered by pressing a few keys on a keyboard. Unfortunately, if the wrong kind of information is _____ online, it can be hard to _____. That can be very upsetting for people and needs to be reported immediately.

Think again, if you feel like joking around with your friends and posting an embarrassing photograph of a friend. It's _____ to a person's _____ and is a form of _____. It's not okay.

If someone posts something to _____ and bully you, it can be reported

Resist posting anything back in _____ adult or counsellor. If it is not changed

In order to keep you safe when you use the internet, some tips to remember are:

- Keep your personal details off the internet. Use a nickname for games.
- Remember that if people who you know in real life contact you on the Internet, they are still strangers and potentially _____
- _____ anyone who sends you nasty messages, bullies or makes you feel very uncomfortable.
- Only accept friend requests from people you know in person, rather than strangers online.



Student feedback report

Your feedback helps teachers monitor your learning experiences, to plan for future lessons and make them as meaningful, relevant and rewarding as possible...

1. What did you learn during this unit?

2. Were there any issues relating to this topic that were not covered that you believe should have been?

3. List three things you enjoyed the most and least about this unit.

a. _____	d. _____
_____	_____
b. _____	e. _____
_____	_____
c. _____	f. _____
_____	_____

4. Did you have the opportunity to discuss issues about this topic in class?

5. Did you think the workload was fair?

6. Did you find the content covered in class to be relevant to your age group?

7. How would you rate your knowledge of this topic?
