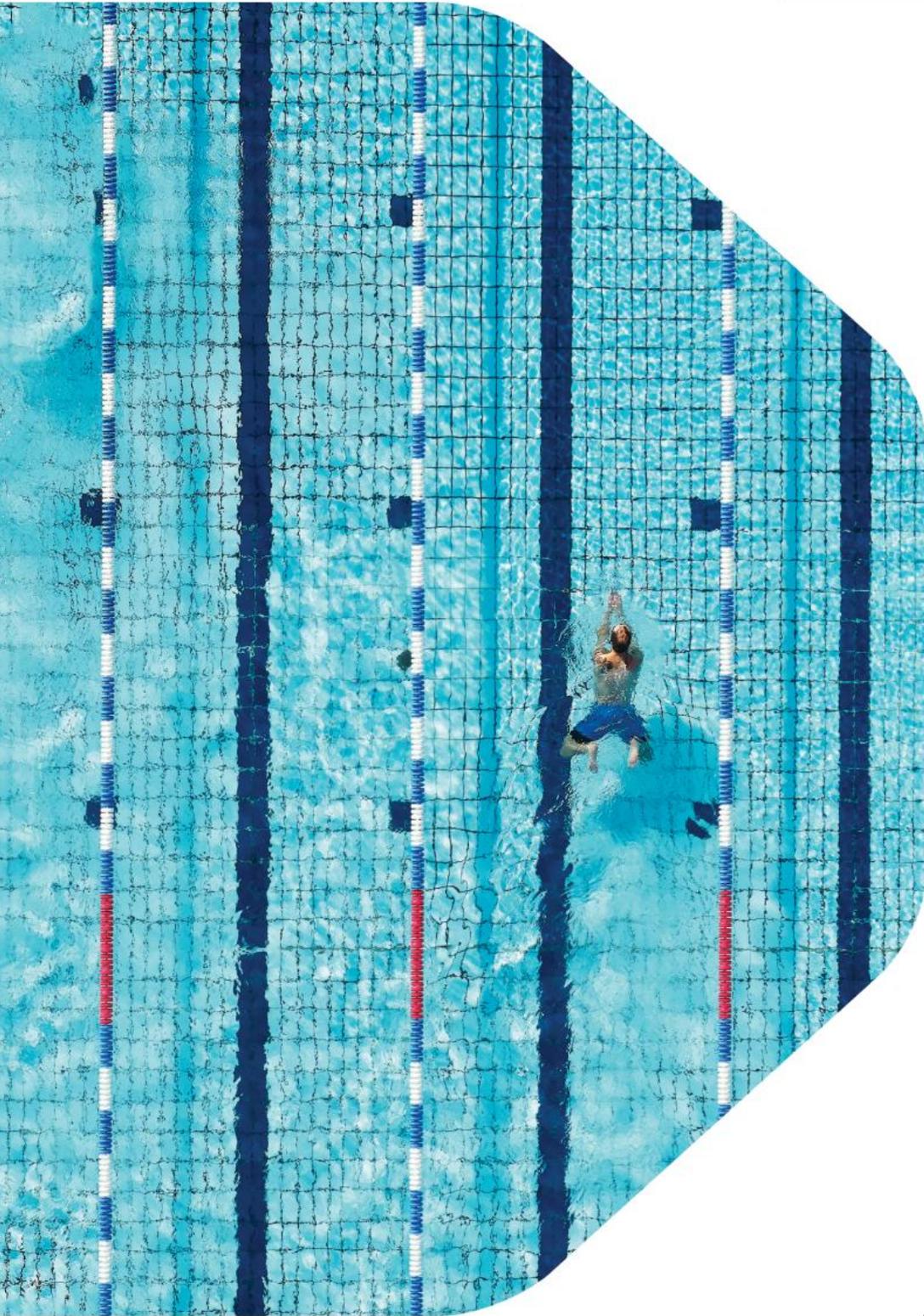


CRAIGIEBURN SECONDARY COLLEGE

NAME

CLASS



Craigieburn Secondary College
RESPECT, RESPONSIBILITY, ACHIEVEMENT and COMMUNITY

7

HEALTH AND PE

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Water awareness

Water

- Pools
- On the beach
- Lakes and dams
- Rivers

Assessment task: Making a splash

Water

Australia is surrounded by water, and has beautiful rivers, lakes, dams, bays, harbours and beaches. Water recreation is one of Australia's fastest growing leisure activities. You can choose to surf, swim, boogie board, body surf, paddle a wave ski, water ski, sailboard, sail, snorkel, fish or scuba dive.

Unfortunately one in four Australians are weak swimmers or cannot swim. Of those who can swim, many are so unfit they could not swim far enough to save themselves in an emergency. In 2021, 294 Australians drowned and a further 674 people experienced a non-fatal drowning incident.



istockphoto.com/Arturbo

Teaching children water awareness reduces their risk of injury or drowning

ACTIVITY *Fitness and safety*

- 1 Complete the following survey as a class.
 - a Can you swim 25 metres?
 - b Can you swim freestyle, backstroke, breaststroke and butterfly competently?
 - c Have you ever had formal swimming lessons?
 - d Are you currently a member of a swim squad?
 - e Do you participate in regular physical activity?
- 2 Analyse the data to determine how many of your classmates would have the skills and the fitness to save someone from drowning.

- 3 What type of training could you do to improve your fitness levels and skills?



- 4 Develop a weekly plan that you could follow to improve your fitness level so you feel confident that you could help someone in an emergency.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- 5 Do you have the resources or access to resources within your community to ensure that you can follow your fitness plan? Discuss.

Pools

The number of private pools being built is on the rise. As a result, the risk of pool-related accidents and injuries has also increased and so has the amount of government legislation about pool safety. Every pool must be suitably fenced. In addition, pool owners and swimmers should be aware of the dangers of owning a pool, how to reduce relevant risks and how to cope in an emergency.

Safety rules at the pool

- Obey lifeguards at public pools.
- Check pool rules before swimming.
- Walk around the pool; do not run.
- Check the depth indicators before swimming or diving.
- Check that there is no-one under the water before diving or jumping.
- Do not push or dunk others.



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On the beach

Australians love our beaches. To enjoy them safely you need to understand what the dangers are and how to avoid them.

How do you 'play it safe' at the beach?

ACTIVITY *Collecting data*

1 Complete the following survey.

Activity	Important	Neutral	Not important
Using sunscreen and wearing a hat			
Swimming between the flags			
Checking for safety signs regarding the surf			
Swimming at a patrolled beach			
Checking surf conditions before entering the water			
Swimming with a friend			
Avoiding swimming immediately after a meal			

2 Discuss your responses with your classmates.

Waves

Waves can vary greatly in size, power and frequency, which can make them dangerous. The three types of waves are listed below.

- Dumpers are caused by large waves coming into shallow water. The whole wave tends to break simultaneously. The top of the wave slams down into the sand at the front of the wave. Dumpers are dangerous waves.
- Breakers are ideal waves for surfing, boogie boarding or body surfing. Breakers peak in one place, and then break gradually in either direction from the peak.
- Surging waves happen at steep sloping beaches where the water becomes deep quickly. These waves do not actually break, but they can knock you out of your depth quite quickly.

Rips

Rip currents are the major cause of beach distress and beach rescues. They are fast-flowing currents that move out to sea. You can see rips by looking for:

- sandy or darker water between two spots where waves are breaking
- foam or rippling water moving out to sea.

Rips are very dangerous because they can carry you 200 or 300 metres out to sea very rapidly. Rips are usually fed by side currents called sweeps that can drag you along the beach and into the rip.

Watch Dr Rob Brander's YouTube video clip 'How to survive beach rip currents?' at [mea.digital/FB_WA1](https://www.youtube.com/watch?v=mea.digital/FB_WA1)



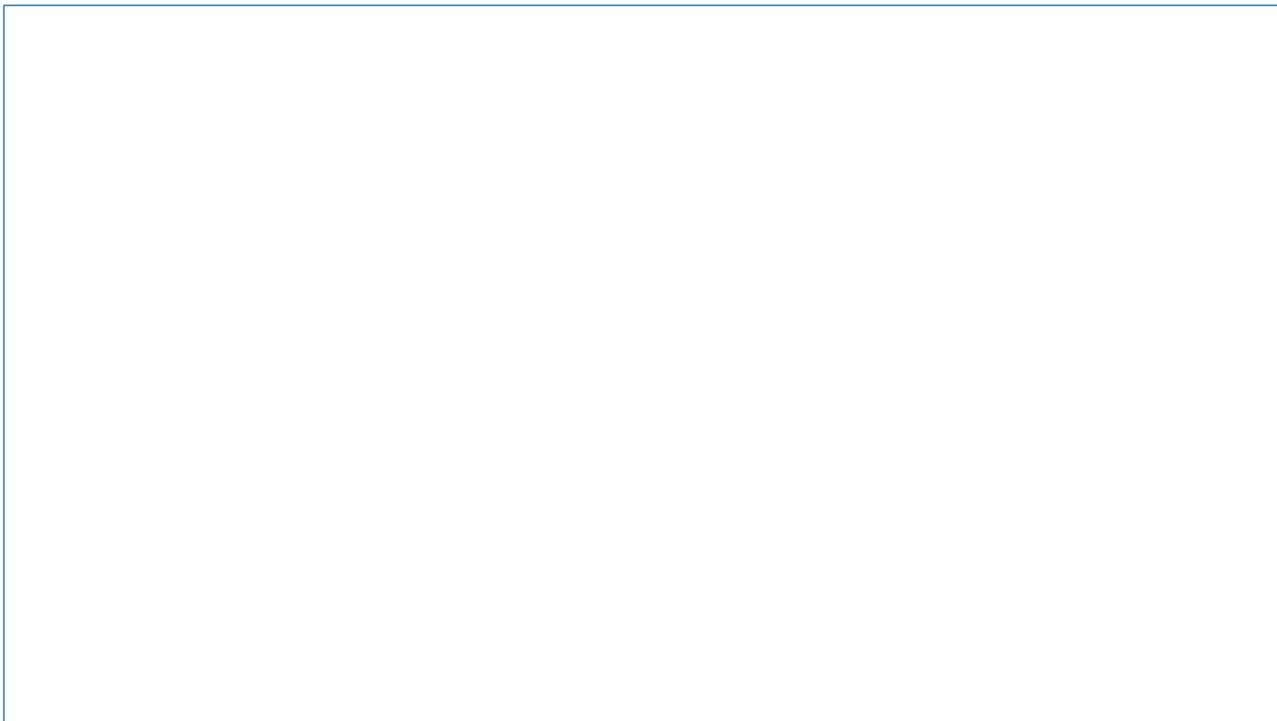
iStockphoto.com/Caitlin Winner

Warning signs are often posted at the beach entrance



ACTIVITY *Showing understanding*

- 1 Draw a diagram to show your understanding of the movement of water that causes a rip.



Rocks or reefs

Other dangers at the beach are rocks or reefs that are covered at high tide, but lie just under the surface of the water. Look for discoloured, dark patches of water that indicate submerged objects. If there are rocks on the shore, you can be certain there will be rocks under the surface of the water.

Dangerous marine creatures

With large numbers of people enjoying the great outdoors and heading to the beach, it is not uncommon to encounter various forms of marine life—and some are dangerous. Always remember to:

- educate yourself regarding marine life in particular areas.
- be aware of immediate first aid procedures.
- identify areas where you can access help in the event of an emergency.
- avoid interfering with marine life. Even if it does not pose a threat to you, think of how you may affect it by touching it or moving it from its natural habitat.

Safety rules at the beach

- Swim between the red and yellow flags. This is the safest part of the beach and is patrolled by lifeguards.
- Never swim alone.
- Do not over-estimate your swimming ability.
- Identify a reference point on the beach to avoid drifting from the safe swimming area.
- If you get a cramp or drift out too far, float and signal for help by waving your arm in the air.
- If you are caught in a rip, never swim directly against the current. Strong swimmers should swim at an angle across the rip to the wave zone. Weak or tired swimmers should either swim with the rip parallel to the beach or float and signal for help.
- If you are surfing, always wear a leg rope, wrist rope or paddle cord and surf outside the flags.

ACTIVITY *Displaying and interpreting data*

The table below shows the 10-year average of drowning deaths as of 2021, the number of drownings in 2020–21 and the percentage of those people who drowned that were male in each state or territory of Australia.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA
10-year average drowning deaths	2	94	9	67	14	10	43	34
2020–21 actual drowning deaths	4	99	5	66	13	7	61	39
Percentage of 2020–21 actual drowning deaths that were male	75	84	100	79	100	86	62	90

Source: Royal Life Saving Society – Australia, National Drowning Report 2021

- 1 Open a Microsoft Excel spread sheet or Keynote document and enter the data from the table.
- 2 Create a column graph where both the 10-year average and 2020–21 actual data is displayed. As there are a number of varieties of column graphs, you must explain why you chose that particular type to display the data.
- 3 Which states or territories had a higher incidence of drowning in 2020–21 than the 10-year average?

- 4 The drowning rate is significantly higher for men than it is for women. Can you think of a few reasons why this might be the case?

ACTIVITY *Reading for understanding*

According to the National Drowning Report 2021, drowning deaths increased by 20 per cent on the previous year and by eight per cent on the 10-year average. Access the National Drowning Report 2021 using the link provided, and then answer the following questions.

<mea.digital/FB_WA2>

- 1 What were the top three activities that contributed to drowning deaths in 2020–21?

- 2 What percentage of drowning deaths is caused by swimming or recreating related activities?



- 3 What are three known causes of drowning while partaking in swimming or recreating related activities? Explain why you think these factors would account for such a large proportion of drowning deaths.

- 4 Males accounted for 80 per cent of fatal drownings. Why might this be?

- 5 How many drowning deaths in 2020–21 involved a pre-existing medical condition?

- 6 Many drowning deaths were found to have unknown causes. What might be some of the reasons for this?

F.L.A.G.S.

Surf Life Saving Australia has developed a list of safety precautions to follow while at the beach. Just remember the acronym F.L.A.G.S.

- F** Find the flags and swim between them
- L** Look at the safety signs
- A** Ask a lifesaver for advice regarding surf conditions or possible dangers
- G** Get a friend to swim with you
- S** Stick your hand up to signal for help.

ACTIVITY *Safe practices save lives*

Answer the following questions and discuss as a class.

- 1 Why should people pay attention to the directions given by volunteer lifesavers?

- 2 The biggest risk to swimmers at the beach is failing to swim between the flags. What strategies/campaigns could be introduced to encourage people to swim only between the flags?

- 3 In addition to not swimming between the flags, what other behaviours or objects may affect a swimmer's safety at the beach?

Lakes and dams

Dangers for you to consider include the following:

- River entry points often have strong currents and soft bottoms such as quicksand.
- Extremely cold water can be very dangerous especially where the water is deep or cold mountain streams feed into a lake.
- Submerged objects such as rocks, logs or rubbish can be a danger.

Safety rules when using rivers, lakes and dams

- Avoid overhanging banks.
- Check the water for currents, snags and depth.
- Never dive into water of unknown depth.
- Enter cold water slowly so that your body adapts.
- Beware of boats.

Rivers

Dangers to look out for include the following:

- Fast-flowing currents, which are always faster on the outside of a bend, can sweep you off your feet into deep water.
- Submerged obstacles, such as trees, branches, rocks or dumped rubbish, can injure you when swimming, diving or wading.
- Crumbling banks can give way and cause you to fall in.



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Some rivers may appear calm, but there can be fast currents or obstacles you cannot see.

Safety rules for water recreation

Fishing

- Never fish alone.
- Avoid slippery rocks.
- Check for hidden rocks, holes or ledges when wading.
- Watch for weather, tide or wave changes.
- Do not turn your back to the water.

Boating

- Never boat alone.
- Do not overload the boat.
- Check water conditions.
- Leave word of your destination and time of return with somebody you trust.
- Wear a personal flotation device (PFD).
- If the boat capsizes, stay with it. It will help you stay afloat and let a rescuer see you more easily than if you were just a head in the water.



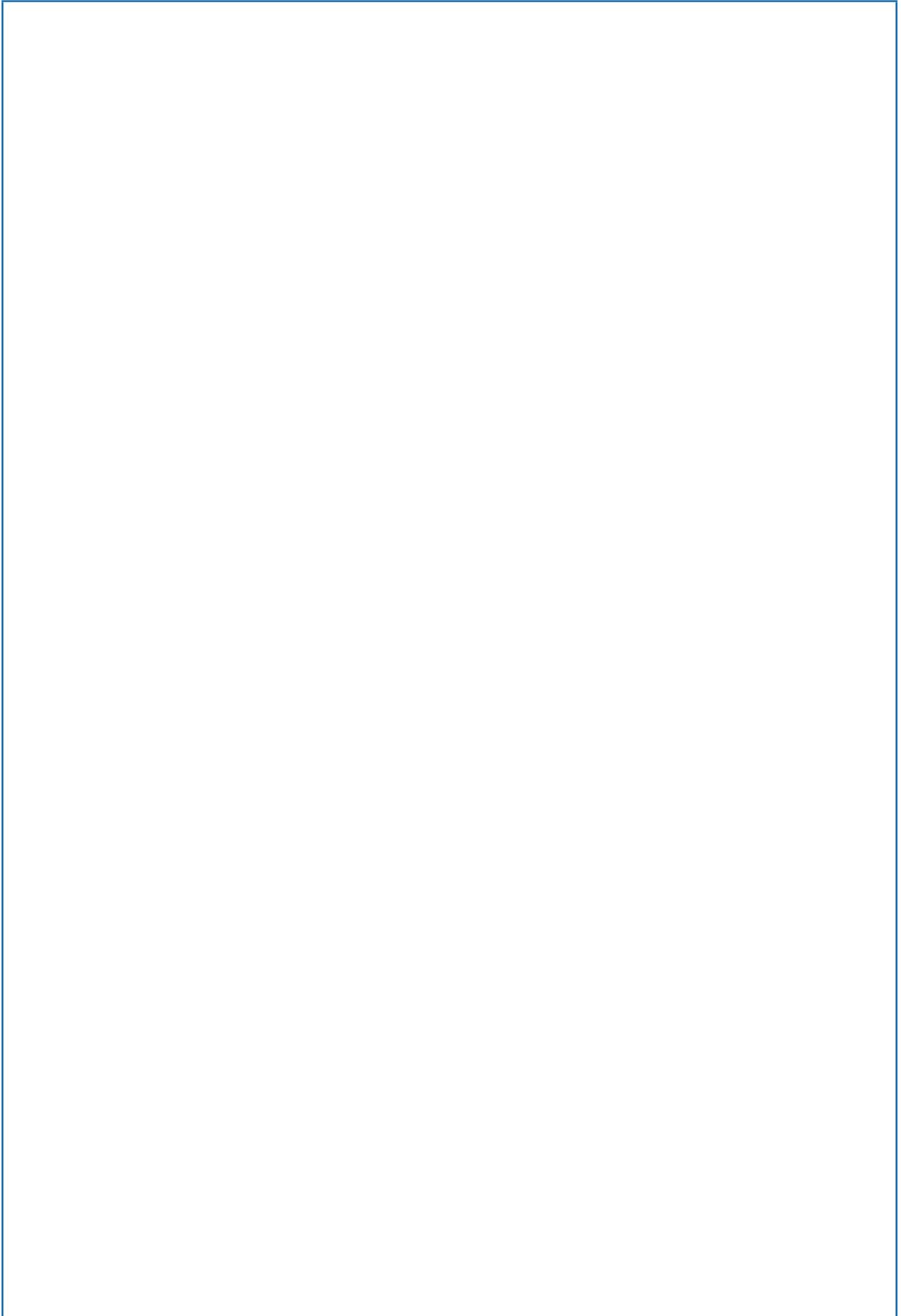
istockphoto.com/Ben Blankenburg

Boating of all kinds can be great fun, but you need to be aware of the dangers

ACTIVITY Showing understanding

Choose a water environment that you have access to within your community.

- 1 Develop a one-page Water Safety Information Sheet in the space provided on the next page. It should aim to educate people regarding identification and prevention of risks associated with this particular environment. Include the following information:
 - a description of the environment, including possible dangers and any safety advice or signage
 - b relevant statistics
 - c safety tips to encourage people to enjoy outdoor activities without the risk
 - d photographs or pictures to make the information sheet more interesting and user-friendly
 - e a list of references or resources that may be useful if the reader wants to follow up on more information.





ACTIVITY *Water safety*

- 1 As a class, discuss all of the water activities available within your local area. Choose one of these activities and investigate a Health Promotion Initiative that has been introduced to encourage people to be safe while participating in this recreational activity.
- 2 Address the following and report your findings back to your class.
 - a The name of the initiative and who developed it.
 - b The aim of the initiative and who it targets.
 - c Support resources, promotions or campaigns developed by the organisation to educate the public.
 - d Data that supports the success of the initiative.

ACTIVITY *Reviewing an emergency*

With Australians' love of the great outdoors, it is possible that you have experienced an emergency situation relating to water safety or know someone who has.

Discuss your responses to the following questions with a partner.

- 1 Describe the situation.
 - a What happened?

- b Where did it happen?

- c When did it happen?

- 2 How did the people involved react?



3 If onlookers were present, how did they respond?

4 What procedures or instructions could have been put into place to prevent this incident from occurring?

Assessment task: Making a splash

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Performance analysis

Knowing how to respond to a water-related incident or accident is a valuable skill.

- 1 Your teacher will present you with two scenarios and you will be required to respond using the appropriate water rescue from the following list:
 - Reach
 - Throw
 - Wade
 - Row
 - Tow
- 2 Your performance will be recorded and you are to save the footage to a computer file, DVD or videotape.
- 3 Using Microsoft PowerPoint, or a suitable alternative, create an oral presentation to demonstrate:
 - what you have learnt about water safety, including relevant data and statistics
 - a breakdown of your performance, including how you would rate yourself at identifying emergency situations and taking appropriate action, performing water safety procedures and working cooperatively
 - what feedback you would give yourself to improve your performance
 - what you could do in the future to ensure you are physically, emotionally and mentally ready to rescue someone if the need arose
 - what tips you would give to someone to reduce their chances of falling victim to a water emergency.
- 4 In addition to completing the practical aspects of this task, you will be required to submit a hard copy of your presentation.



Victorian Curriculum F–10 Links (Levels 7 and 8)				Working towards Achievement Standard	Working at Achievement Standard	Working above Achievement Standard	Working well above Achievement Standard	Rating	
Strand and Sub-Strand	Key Elements	Criteria: Ability to ...	Working below Achievement Standard	Working towards Achievement Standard	Working at Achievement Standard	Working above Achievement Standard	Working well above Achievement Standard	Self/Peer	Teacher
Movement and Physical Activity Moving the body	Complex movement and manipulative skills	execute water safety procedures	E Executed basic water safety procedures as instructed by teacher	D Applied some complex movements and manipulative skills when executing water safety procedures	C Applied complex movements and manipulative skills when executing water safety skills	B Proficiently applied complex movement and manipulative skills when executing a water safety rescue	A Consistently and proficiently applied complex movements and manipulative skills when executing a water safety rescue		
	Harm minimisation	identify emergency situations and take appropriate action	Identified emergency situations	Identified emergency situations and chose strategies that may minimise harm	Assessed emergency situations and chose strategies in order to minimise harm to others	Accurately assessed the emergency situations and executed movement sequences in order to minimise harm to others	Accurately assessed the emergency situations and executed appropriate movement sequences in order to minimise harm to others		
	Evaluating performance	use feedback to evaluate and improve execution of water rescues	Relied on teacher feedback regarding performance	Recognised some strengths and weaknesses relating to their performance	Evaluated their work using set criteria and made appropriate suggestions for future refinements	Applied reflective thinking in order to assess their performance in relation to this task and suggest possible improvements	Applied critical reflection in order to assess their performance in relation to this task and suggest areas of improvement		
	Work effectively in groups	work cooperatively in groups	Accepted responsibility for their role and task	Showed a cooperative attitude when working in groups	Worked cooperatively in groups in order to complete set tasks	Worked cooperatively in groups towards a shared goal in order to complete the task	Worked collaboratively in groups towards shared goals in order to successfully complete the task		
	Application of various software tools and skills to enhance effectiveness of product	use computer skills to produce a Microsoft PowerPoint presentation	Used a range of skills to produce an accurate and suitably formatted presentation	Used editing techniques, for example, correcting typographical errors, and proofing to produce their presentation	Applied a range of processing skills, functions and equipment to create a presentation with minimal errors	Applied computer skills to increase the effectiveness and accuracy of their presentation	Independently applied a range of techniques and equipment to produce an informative presentation with accuracy and clarity		
Movement and Physical Activity Learning through movement									
Personal, Social and Community Health Communicating and interacting for health and wellbeing									



Student's comments:

Teacher's comments:



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Fitness tests

Physical fitness

Definitions of physical fitness

Fitness tests

Test 1: Curl-ups

Test 2: Sit-and-reach

Test 3: 50-metre sprint

Test 4: Vertical jump

Test 5: Push-ups

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

Test 7: Basketball throw

Test 8: Stork stand

Test 9: Shuttle run

Test 10: Alternate hand wall toss

Test 11: Grip strength

Summary of ratings

Summary of scores

Physical fitness

Physical fitness is the ability to perform moderate to vigorous physical activity on a regular basis. This level of fitness requires an understanding of the different components of physical fitness and an awareness of the relationship between training and performance.

Definitions of physical fitness

Physical fitness refers to **health-related** and **skill-related** components of fitness, which impact the ability to perform physical activity on a regular basis. Health-related physical fitness describes the components of fitness that keep you healthy, including cardiovascular endurance, strength, muscular endurance, flexibility and body composition. Skill-related physical fitness describes the components of fitness that require certain skills such as agility, balance, coordination, power and speed.

Health-related components	Skill-related components
Cardiovascular endurance	Agility
Strength	Balance
Muscular endurance	Coordination
Flexibility	Power
Body composition	Speed

Health-related physical fitness

There are five components of health-related physical fitness:

- **Cardiovascular endurance** is sometimes referred to as aerobic fitness and is the ability of the heart, lungs and blood vessels to supply oxygen to the muscles during prolonged physical activity of moderate to vigorous intensity.
- **Strength** is the maximum amount of force a muscle or muscle group can produce in a short period of time.
- **Muscular endurance** is the ability to exert force several times while resisting fatigue.
- **Flexibility** is the ability to move a joint through its complete range of movement and the degree of flexibility is specific to each joint.
- **Body composition** is a measure of the proportionate relationship of body tissues, including muscle, bone and fat. In terms of fitness, it refers to the percentage of body weight that is made up of body fat.

Skill-related physical fitness

There are five components of skill-related physical fitness:

- **Agility** is the ability to change the direction of the body or body parts quickly and with control.
- **Balance** is the ability to keep the body upright or in position while static or moving.
- **Coordination** is the ability to move different parts of the body together at the same time.
- **Power** is the ability to use strength with speed, or the maximum force exerted in the shortest time possible.
- **Speed** is the ability to perform movement quickly. It involves anaerobic energy that allows the body to provide quick explosive energy for sprints, jumps or gymnastics routines.



ACTIVITY *Assessing types of activity*

- 1 Think about the types of physical activity you participate in and list the four you most enjoy in the table provided.

Assess how the activities you enjoy doing may develop the health-related and skill-related components of physical fitness. Place a cross next to any components of fitness your activity may improve and then answer the questions that follow.

Components of fitness	Example: Yoga	Activity 1:	Activity 2:	Activity 3:	Activity 4:
Cardiovascular endurance					
Strength	X				
Muscular endurance	X				
Flexibility	X				
Body composition	X				
Agility					
Balance	X				
Coordination	X				
Power					
Speed					

- 2 Which activity improves the most components of fitness?

- 3 Which are most commonly improved: the health-related or skill-related components of fitness?

- 4 Which components of fitness are not being developed in the physical activities you enjoy?

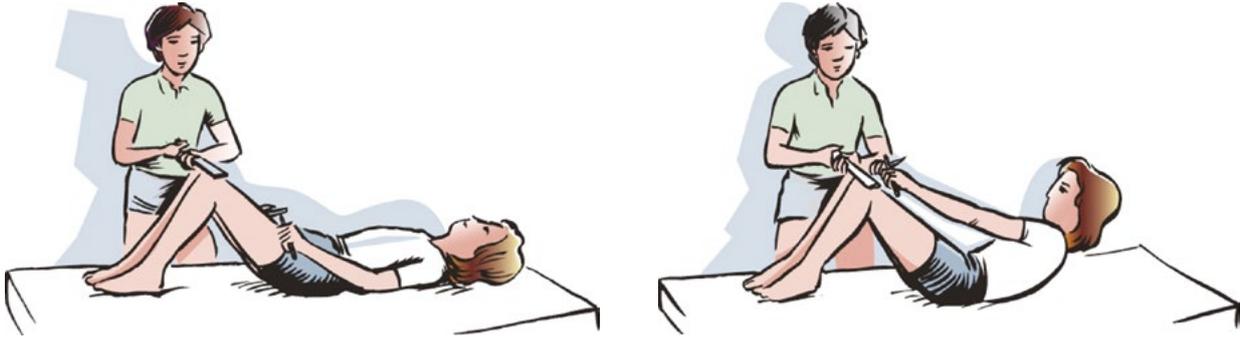
- 5 What activities could you participate in to develop these missing components of fitness?

Fitness tests

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

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

Test 1: Curl-ups



Purpose

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

Equipment

- Stopwatch
- Gym mat
- Partner
- Pencil (to hold)
- Ruler (to place on knees)
- Metronome or recorded beat (set at one beat per 3 seconds)

Description

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

Rules

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

Score

The number of correctly completed curl-ups up to the maximum of 60, i.e. 20 per minute for a 3 minute period.

Score: _____

Date: _____



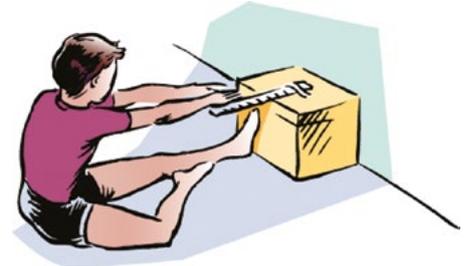
Test 2: Sit-and-reach

Purpose

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

Equipment

- One-metre ruler
- Tape
- 30-centimetre-high box
- Partner



Description

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

Rules

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

Score

The fingertip score on the ruler for each attempt.

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

Date: _____



Test 3: 50-metre sprint

Purpose

This test gives you an indication of your speed.

Equipment

- Flat 50-metre track with start and finish lines
- Stopwatch

Description

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

Rule

- Wait for the starter's commands.

Score

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

Score: _____

Date: _____



Test 4: Vertical jump

Purpose

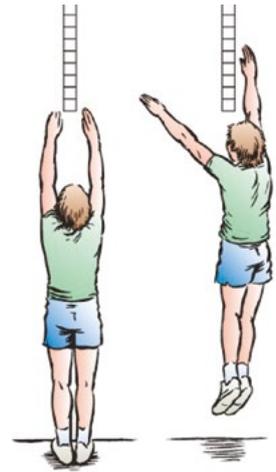
The vertical jump gives you an indication of the strength and power of your hip and leg muscles.

Equipment

- Chalk powder/chalk
- Tape measure or measuring board
- Partner

Description

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



Rules

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

Score

The maximum distance between your standing outstretched fingertip height and your jump height.

Score: _____

Date: _____

Test 5: Push-ups

Purpose

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



Equipment

- Standard 46-centimetre chair
- Stopwatch
- Chalk



Description

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

Rule

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

Score

The number of push-ups completed in 30 seconds.

Score: _____

Date: _____



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



1.6-kilometre run

Purpose

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

Equipment

- Accurately measured and flat 400-metre track
- Stopwatch

Description

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

Rule

- You must complete four laps (1600 metres).

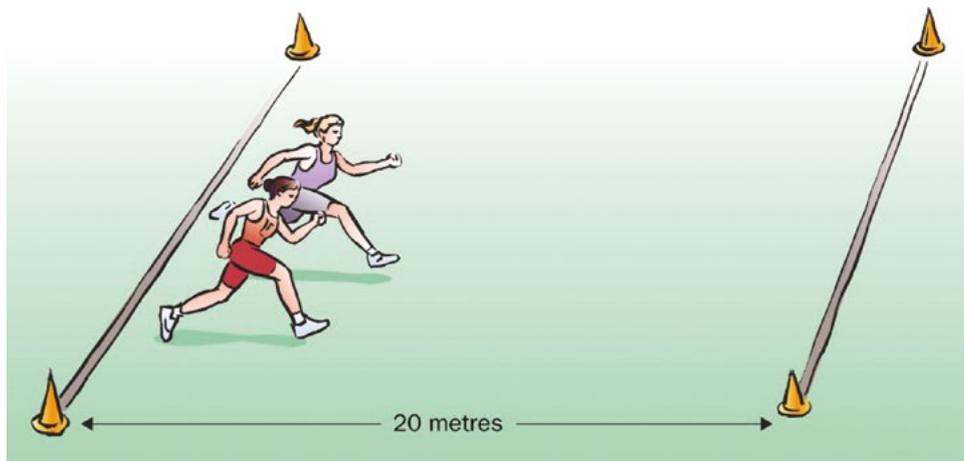
Score

The time taken to complete four laps.

Score: _____

Date: _____

Multi-stage (beep) test



Purpose

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

Equipment

- Flat surface with two parallel lines 20 metres apart
- Multi-stage audio and player

Description

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

Rules

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

Score

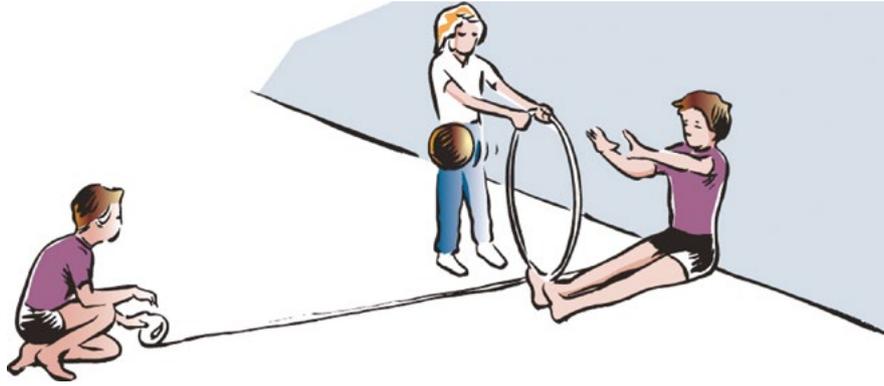
The last level and shuttle you completed successfully.

Score: _____

Date: _____



Test 7: Basketball throw



Purpose

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

Equipment

- Two partners
- Tape measure
- Basketball
- 32-centimetre hoop
- Wall

Description

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

Rules

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

Score

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

Score: _____

Date: _____

Test 8: Stork stand



Purpose

This test measures your ability to balance.

Equipment

- Stopwatch

Description

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

Rule

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

Score

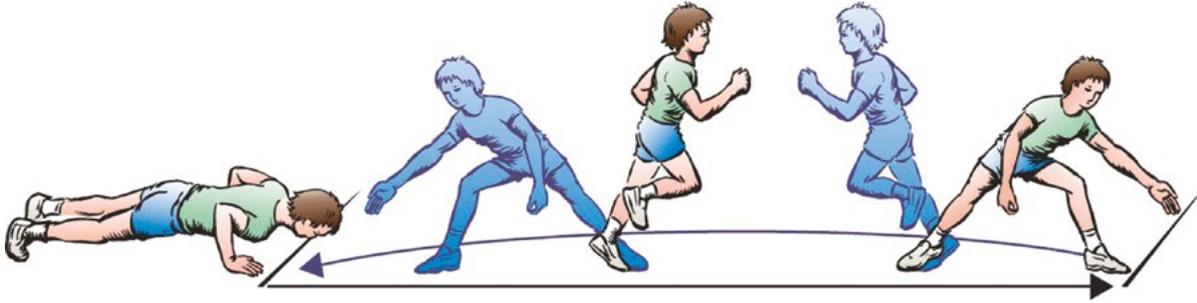
The length of time you can hold your balance.

Right leg: _____ Left leg: _____

Date: _____



Test 9: Shuttle run



Purpose

The shuttle run gives you an indication of your agility.

Equipment

- Stopwatch
- Two lines 10 metres apart

Description

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

Rule

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

Score

Time to the nearest 0.1 of a second.

Score: _____

Date: _____



Test 10: Alternate hand wall toss

Purpose

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

Equipment

- Rebound wall
- Stopwatch
- Tennis ball

Description

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

Rule

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

Score

The number of successful alternate hand catches.

Score: _____

Date: _____



Test 11: Grip strength



Purpose

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

Equipment

- Handgrip dynamometer

Description

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

Rule

- Use only one hand at a time.

Score

The reading on the dynamometer is your score.

Right hand: _____ Left hand: _____

Date: _____

Summary of ratings

Girls

Fitness test	12-year-old females			13-year-old females			14-year-old females		
	WT	A	E	WT	A	E	WT	A	E
Curl-ups	20 or fewer	21–29	30 or more	25 or fewer	26–34	35 or more	30 or fewer	31–39	40 or more
Sit-and-reach (both legs)	20 or less	21–25	26 or more	21 or less	22–26	27 or more	22 or less	23–28	29 or more
50-metre sprint	9.10 or slower	9.09–8.83	8.82 or faster	9.07 or slower	9.06–8.73	8.72 or faster	8.92 or slower	8.91–8.58	8.57 or faster
Vertical jump	20 or less	21–25	26 or more	21 or less	22–26	27 or more	22 or less	23–28	29 or more
Push-ups	7 or fewer	8–9	11 or more	8 or fewer	9–12	13 or more	9 or fewer	10–13	14 or more
1.6-km run	10.31 or slower	10.30–9.20	9.19 or faster	10.00 or slower	10.0.1–9.00	8.59 or faster	9.55 or slower	9.56–8.29	8.28 or faster
Multi-stage (beep) test	4.7 or less	4.8–5.2	5.2 or more+	5.2 or less	5.3–5.7	5.8 or more	5.6 or less	5.7–6.1	6.2 or more
Basketball throw	3.80 or less	3.81–4.00	4.01 or more	4.30 or less	4.31–4.50	4.51 or more	4.40 or less	4.41–4.60	4.61 or more
Stork stand	19 or less	20–29	30 or more	19 or less	20–29	30 or more	19 or less	20–29	30 or more
Shuttle run	13 or slower	12.9–12.4	12.3 or faster	12.8 or slower	12.7–12.3	12.2 or faster	12.6 or slower	12.5–12.1	12.0 or faster
Alternate hand wall toss	10 or fewer	11–15	16 or more	11 or fewer	12–17	18 or more	12 or fewer	13–18	19 or more
Grip strength (preferred hand)	20 or less	21–27	28 or more	22 or less	23–28	29 or more	24 or less	25–30	31 or more

Rating:

WT = Working towards health and fitness benefits

A = Achieving health and fitness benefits

E = Enjoying optimum health and fitness benefits



Boys

Fitness test	12-year-old males			13-year-old males			14-year-old males		
	WT	A	E	WT	A	E	WT	A	E
Curl-ups	23 or fewer	23–35	35 or more	30 or fewer	31–39	40 or more	33 or fewer	33–41	42 or more
Sit-and-reach (both legs)	15 or less	16–21	22 or more	16 or less	17–22	23 or more	17 or less	18–23	24 or more
50-metre sprint	8.7 or slower	8.60 to 8.35	8.34 or faster	8.57 or slower	8.56 to 8.22	8.21 or faster	8.27 or slower	8.26 to 7.94	7.93 or faster
Vertical jump	22 or less	23 to 30	31+	23 or less	24 to 33	33 or more	26 or less	27 to 36	37 or more
Push-ups	13 or less	14–17	18 or more	16 or less	17–22	23 or more	18 or less	19–24	25 or more
1.6-km run	8.2 or slower	8.21–7.1	7.1 or faster	8.05 or slower	8.06–6.57	6.58 or faster	7.39 or slower	7.4–6.43	6.44 or faster
Multi-stage (beep) test	5.8 or less	5.9–6.4	6.5 or more	6.2 or less	6.3–6.8	6.9 or more	7 or less	7.1–7.5	7.6 or more
Basketball throw	3.8 or less	3.81–4.24	4.25 or more	4.3 or less	4.31–4.50	4.51+	4.6 or less	4.61–5.00	5.01 or more
Stork stand	19 or less	20–29	30 or more	19 or less	20 to 29	30 or more	19 or less	20 to 29	30 or more
Shuttle run	12.8 or slower	12.7–12.2	12.1 or faster	12.5 or slower	12.4–11.9	11.8 or faster	12.3 or slower	12.2–11.8	11.7 or faster
Alternate hand wall toss	19 or less	20–24	25 or more	19 or less	20–24	25 or more	21 or less	22–28	29 or more
Grip strength (preferred hand)	20 or less	21–30	31 or more	24 or less	25–31	32 or more	28 or less	28–43	44 or more

Rating:

WT = Working towards health and fitness benefits

A = Achieving health and fitness benefits

E = Enjoying optimum health and fitness benefits



Sit-and-reach: for each leg

Girls: left, right leg

Rating	WT		A		E	
Age	L	R	L	R	L	R
12	22 or less	22 or less	23–27	23–27	28+	28+
13	23 or less	23 or less	24–28	24–28	29+	29+
14	24 or less	24 or less	25–30	25–30	31+	31+

Rating:

WT = Working towards health and fitness benefits

A = Achieving health and fitness benefits

E = Enjoying optimum health and fitness benefits

Boys: left, right leg

Rating	WT		A		E	
Age	L	R	L	R	L	R
12	17 or less	17 or less	18–23	18–23	24+	24+
13	18 or less	18 or less	19–24	19–24	25+	25+
14	19 or less	19 or less	20–25	20–25	26+	26+

Rating:

WT = Working towards health and fitness benefits

A = Achieving health and fitness benefits

E = Enjoying optimum health and fitness benefits



Summary of scores

Fitness test	Fitness component	Date		Date		Date	
		Result	Rating	Result	Rating	Result	Rating
Curl-ups	Strength / muscular endurance						
Sit-and-reach (both legs)	Flexibility						
Sit-and-reach (left and right legs)	Flexibility						
50-metre sprint	Speed						
Vertical jump	Strength / power						
Push-ups	Strength / muscular endurance						
1.6-km run	Aerobic capacity						
Multi-stage (beep)	Aerobic capacity						
Basketball throw	Strength / power						
Stork stand	Balance						
Shuttle run	Agility						
Alternate hand wall toss	Coordination						
Grip strength	Strength						

ACTIVITY *Applying fitness principles*

Physical fitness is not only important for our own well-being, it can also be vital for some occupations. Emergency services such as the fire brigade, police and ambulances require all applicants to complete a series of tests, including a fitness test that is specific to the job.

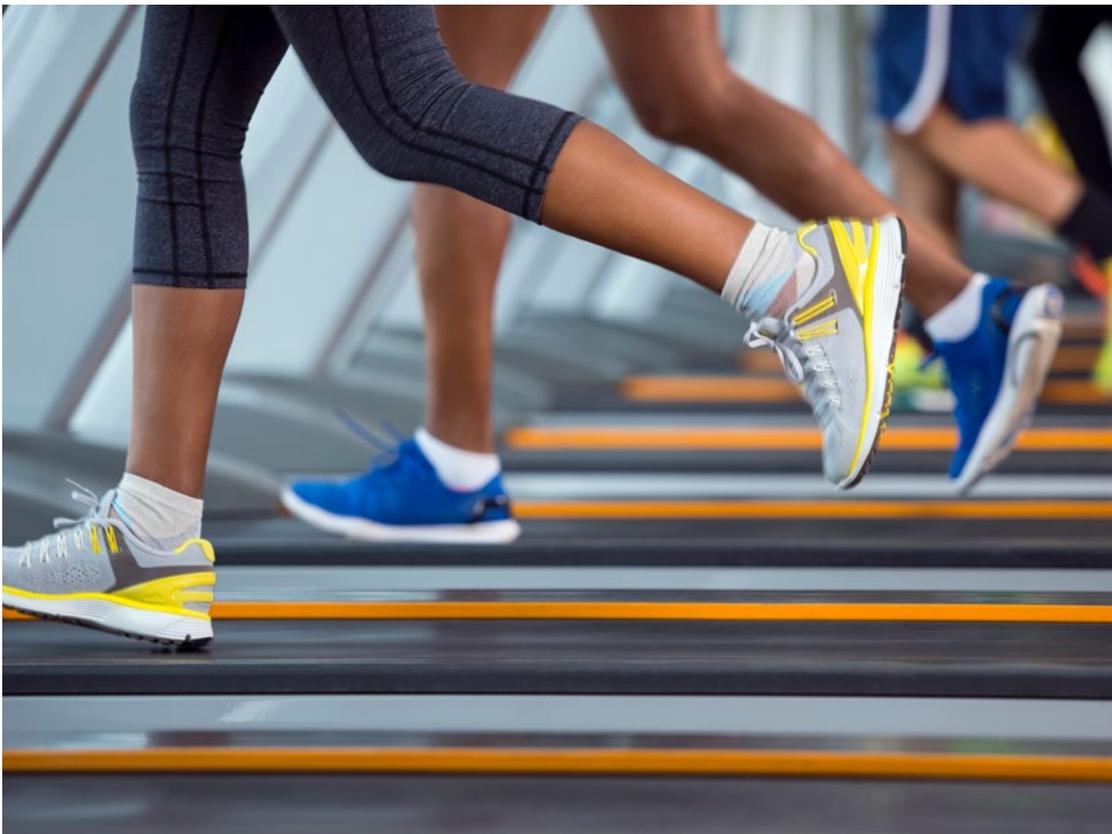
- 1 Research what fitness tests are required for one of the emergency services and compare them to the ones you have completed in this unit. Complete the table below and conclude if you think you would pass the fitness tests for your chosen emergency service and which areas you feel you would need to improve in.

Name of fitness test	Brief description of test	Component of fitness tested	Comparison to completed fitness test from this unit

- 2 Which emergency service have you chosen?

- 3 Do you feel you would be prepared for the fitness tests above?

- 4 Which components of fitness do you feel you need to improve in?



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Fitness improvement

Fitness improvement

FITT principle

Designing a training program

Fitness improvement

Unlike physical activity, which can be of any intensity, physical fitness requires regular moderate to vigorous training to develop each of the health-related and skill-related components.

FITT principle

The FITT principle is a guideline for physical fitness training. The elements of the FITT principle are outlined below.

- F** Frequency
- I** Intensity
- T** Time
- T** Type

- **Frequency**—how often you do physical activity or the number of exercise sessions you complete each week. Frequency depends on your training goals; for example, strength fitness training may only require two to three training sessions a week, while cardiovascular fitness training requires three to five sessions per week.
- **Intensity**—how hard you perform physical activity. It refers to the level of effort exerted during exercise—low, moderate or vigorous—and is dependent on the type of fitness training. For example, intensity can be determined by measuring heart rate for cardiovascular fitness, or the amount of weight lifted and number of repetitions for strength training. To improve cardiovascular fitness, the body needs to work moderately to vigorously at 50–70 per cent of your maximum heart rate. For strength training three sets of eight repetitions should be performed using enough weight so the body struggles to complete the final repetition of each set.
- **Time**—the duration of each exercise session. To build cardiovascular fitness, each session should be a minimum of 30 minutes of continuous activity.
- **Type**—the kind of activity or nature of the exercise performed. Different types of activity will develop different components of physical fitness. For example, running will improve cardiovascular fitness but will not improve flexibility unless you incorporate flexibility training like stretching.

ACTIVITY *Understanding 'FITT'*

- 1 Describe your current training activities using the FITT principle outlined below.

Frequency

Intensity



Time

Type

- 2 An example program for cardiovascular fitness training and strength fitness training using the FITT principle is provided in this table. Complete the blank cells. Your personal fitness training program will vary depending on your fitness goals.

	Cardiovascular	Strength
Frequency		2–3 times a week (per body part)
Intensity	Moderate to vigorous 50–70% of your maximum heart rate (MHR)	
Time		30 minutes
Type	Cardiovascular activity (i.e. running, swimming)	Compound (working many muscle groups) or isolated (working one muscle group)

- 3 Assess your current training patterns against the table. Comment on areas you could improve in.

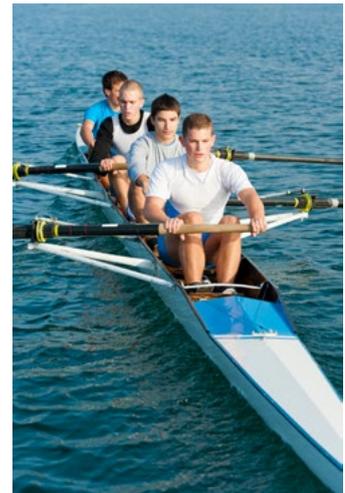
Designing a training program

There are many factors to consider when designing training programs, including various training principles and different types of training.

Training principles

There are six principles of training that should be considered when developing training programs. These include warm-ups and cool-downs, progressive overload, specificity, reversibility, variety, and training thresholds.

- **Warm-ups and cool-downs** should always be included at the beginning and end of a training session. The warm-up allows the athlete to get physically and mentally prepared for their training session. It gets the blood moving around the body; warms the body, which increases the elasticity of the muscles, ligaments and tendons; increases the heart rate; and decreases the risk of injury. The cool-down slows the heart rate; cools the body; brings the blood back to the heart rather than pooling in the muscles; and again, decreases the risk of injury. It is important to include stretching in the warm-up and cool-down as this reduces muscle soreness and aids in muscle recovery.
- **Progressive overload** is used to improve performance and training benefits. The body needs to be continually loaded beyond its normal levels; for example, running for a longer time or lifting heavier weights. As the body adapts to the new load, the training program must be adjusted to progressively provide more load.
- **Specificity** in training programs is important because it can help to replicate the demands of the designated sport and cater for the individual needs of the athlete. For example, a swimmer needs to spend most of their training time in the pool.
- **Reversibility** can occur when training stops or decreases, and results in a loss of fitness benefits. For example, if an athlete stops strength training they will lose strength, and if an athlete excludes stretching they will lose flexibility.
- **Variety** is important in training programs to avoid boredom and to maintain motivation.
- **Training thresholds** must be appropriate to an athlete's designated sport. Training thresholds refer to the amount of exercise required to improve fitness in either the aerobic or anaerobic energy systems.



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ACTIVITY *Reviewing warm-ups and cool-downs*

1 Complete this paragraph using the words supplied:

injury	blood	stretching	elasticity
tendons	rate	soreness	pooling

The warm up gets the _____ moving around the body; warms the body, which increases the _____ of the muscles, ligaments and _____; increases the heart _____; and decreases the risk of _____ to the body. The cool-down slows the heart rate; cools the body; brings the blood back to the heart rather than _____ in the muscles; and again, decreases the risk of injury to the body. It is important to include _____ in the warm-up and cool-down as this reduces muscle _____ and aids in recovery of the muscles.

ACTIVITY *Exploring training principles*

1 Use a sport or physical activity that you currently participate in to explain progressive overload in your own words.



2 Explain why variety is important.

3 Give an example of specificity in training.

Types of training

There are four main types of training: aerobic training, anaerobic training, strength training and flexibility training.

- **Aerobic training** increases the efficiency of the aerobic energy system and improves cardiovascular fitness. It also reduces the risk of heart disease and helps to control body weight. During aerobic training the heart rate must be increased and continuously remain at a suitable working heart rate for at least 30 minutes.
- **Anaerobic training** increases the efficiency of the anaerobic system and works towards improving speed. Interval training is an excellent form of developing your anaerobic fitness with only two sessions a week making a difference to your fitness levels.
- **Strength training** increases the body's strength, power and muscular endurance through contracting the muscles during training.
- **Flexibility training** improves the movement allowed by the joints of the body by lengthening and increasing the elasticity of the muscles around the joints. Flexibility reduces the risk of injury and decreases muscle soreness and stiffness. Types of flexibility training include static stretching, dynamic stretching and proprioceptive neuromuscular facilitation (PNF) stretching. Performed daily this form of training can greatly improve your flexibility.

ACTIVITY *Applying understanding*

1 Explain why our bodies require four types of training to improve our fitness.



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2 Which type of training do you enjoy most? Explain why.

3 Choose a sport you would like to get fit for.

My sport _____

Using the table provided, design a weekly program to use all four types of training. Choose training activities that suit your sport; use community facilities that are available to you; and try and incorporate two or three of the training principles you have learnt.

Training	Day 1	Day 2	Day 3	Day 4	Day 5
Aerobic	E.g. 30-minute run Start with 5 min warm-up				
Anaerobic	E.g. Sprints on a 200-metre track with walking or jogging for recovery (30 min total) Start with 5 min warm-up				
Strength	E.g. 3 sets of 8 push-ups, curl-ups, burpees, pull-ups				



Flexibility	Warm-up & cool-down stretching Stretch—calf, quadriceps, hamstrings, abdominals, biceps, triceps, neck muscles				
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4 Explain what principles you have used in creating your program.

5 Review your program with your teacher. Make sure the program is not too easy or too hard. Then try the program for one week.

6 Journal your experience of a week’s training here.

Comments	Day 1	Day 2	Day 3	Day 4	Day 5
Type of training					
How did it feel?					
Possible changes					



Getty Images/John Fedele

About alcohol

Introduction

- Decision-making
- Why do people drink alcohol?

The effects of alcohol

- Immediate physical effects of alcohol
- Long-term physical effects of alcohol
- How is alcohol processed by the body?
- Standard drinks

Alcohol consumption

- Binge drinking

Alcohol and the law

- Driving
- Drinking in public

Community impact of alcohol

The pressure surrounding alcohol

- Peer pressure
- Keeping safe

Who can help?

- What to do when things go wrong

Assessment task: Minimising the harm

Introduction

Alcohol is one of the most widely-used drugs in Australia, with over one million people consuming it each day. When used excessively, alcohol can have a significant impact on your health and wellbeing, as well as on those around you. While most people drink alcohol in moderation, it is still a major contributing factor in violence, hospitalisations and road-related deaths.

<mea.digital/FB_AA1>

Decision-making

Each day we are faced with the task of making decisions. While some decisions can be made easily and do not require a lot of thought, other decisions are very difficult and might have life-changing results. Many decisions involve an element of risk and consequence, which could result in either a positive or negative outcome.



Alamy Stock Photo/Aleksandr Davydov

ACTIVITY *Assessing risks (1)*

- 1 For the situations listed in the following table, state whether you think the risk is high (H), medium (M) or low (L) and identify a possible consequence (either positive or negative) of each decision.

Decision	Risk level	Consequence
Clean your teeth every morning		
Have one drink of alcohol on a single occasion		
Wear your hair differently		
Walk home on your own late at night		
Smoke a cigarette		
Give a speech in public		
Have more than four drinks of alcohol on a single occasion		
Take money from your parents' wallet		
Swim at the beach at night		
Ride your bike without a helmet		
Eat junk food as often as possible		
Work really hard on an assignment		

- List some strategies someone could use to help make informed choices about whether they choose to drink alcohol or not.

- Watch the following interview with Drew Barrymore on emotions and alcohol: <mea.digital/FB_AA2>. Explain the connection between emotions and alcohol use.

ACTIVITY Online quiz

How much do you really know about alcohol? Complete this quiz to find out: <mea.digital/FB_AA3>

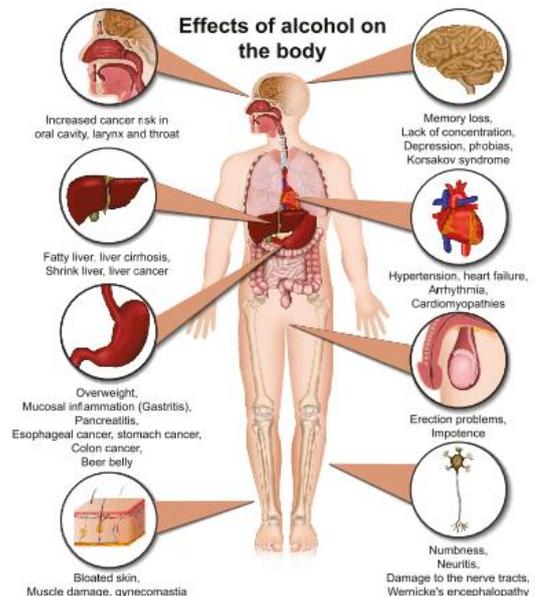
- From the questions you got correct, where did this knowledge come from?

- Write down all of the new things that you learned from the information provided in the quiz.

The effects of alcohol

There are many factors that influence the effect that alcohol has on an individual. The effects can vary for each person and can be different on each occasion. The factors that influence how alcohol affects us are:

- gender
- age
- weight/body size
- food consumption
- alcohol tolerance
- how quickly the alcohol is consumed
- mood
- other drugs (medication, illegal substances).



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Immediate physical effects of alcohol

Alcohol is classed as a depressant drug. This means that it slows down any messages sent from the central nervous system, which makes your body unable to react and perform certain tasks as efficiently as when it is not affected by alcohol.

ACTIVITY *Assessing risks (3)*

- Listed in the table following are the immediate effects of alcohol. Rank the effects in the order that you think they would occur.
- When you have correctly ranked the immediate effects, rate each as being of high-, medium- or low-risk.

Effect	Order of occurrence	Risk level
Blurred vision, loss of coordination and muscle control, tiredness		
Fewer inhibitions, irrational moodiness, speech disjointed		
Relaxed, happy, less concentration, slowed reflexes		
Nausea, vomiting, loss of memory, vertigo, pass out/sleep		

- How many drinks containing alcohol do you think it would take to experience the effects that you have listed as number one? Explain your answer.

- Provide examples of the sorts of things that could occur during the high-, medium and low-risk stages of consuming drinks containing alcohol.

High

Medium

Low

Long-term physical effects of alcohol

Alcohol is a drug that can have a major impact on the body. Excessive alcohol consumption can cause irreparable damage to the liver and brain. During adolescence, the brain is still developing and is particularly susceptible to the damage that alcohol can cause. Abusing alcohol while the brain is still developing can result in long-term memory loss, learning problems and an inability to store new information. Excessive alcohol consumption can also cause high blood pressure, heart damage, stomach and pancreas problems, sexual impotence, and numerous types of cancer.

How is alcohol processed by the body?

Alcohol absorption

Alcohol enters the body through the mouth and, like all of our food and drink, goes down to the stomach. Alcohol is then absorbed straight into the bloodstream from the stomach and the small intestines. This is why the effects of alcohol occur immediately. The consumption of food before drinking can slow down the effects of alcohol, but will not stop the immediate effects and drunkenness from occurring.

Blood Alcohol Concentration (BAC)

All of the alcohol that we consume will be absorbed into the bloodstream. The amount of alcohol in the bloodstream is known as the Blood Alcohol Concentration (BAC), and this can be measured by a breathalyser, or by analysing a sample of blood.

In Australia, it is illegal to drive a car with a BAC of 0.05 or higher. This means that for every 100 millilitres of blood, there is 0.05 grams of alcohol.



Getty Images/Liam Mcdunne/PA Images

A breathalyser is used to check someone's BAC

ACTIVITY *Understanding alcohol and driving*

- 1 Discuss why the following statement is untrue: 'If my BAC is under 0.05 then alcohol has not affected me and I am not experiencing any of the immediate physical effects.'

- 2 In addition to driving, what other activities should not be performed while under the influence of alcohol?



- 3 The laws are different for learner and probationary drivers. They must have a BAC of 0.00. Why is the law different for these drivers?

- 4 An adult is driving to and from a party. However, they would still like to have one or two drinks containing alcohol. What precautions could they take to ensure their BAC stays below 0.05?

Processing alcohol

The liver is the organ in the body that processes over 90 per cent of all the alcohol that we consume. One of the many roles that the liver performs is to break down chemicals and toxins within our body. This includes alcohol and other drugs, both legal and illegal.

The liver is only capable of processing toxins, including alcohol, at a certain rate. Drinking coffee, exercising and having cold showers are just a few of the things that people do to try to help them 'sober up'. However, nothing but time can actually reduce the amount of alcohol in your blood.

The reality is that the liver is only capable of breaking down approximately one standard drink of alcohol per hour. It is important to keep in mind that if a person has consumed a lot of alcohol over the course of a night, they might wake up the next morning and still have alcohol in their system. They might even still have a BAC over 0.05.

Standard drinks

The use of 'standard drinks' enables us to monitor how much alcohol we are drinking. A standard drink is any beverage that contains 10 g of pure alcohol. This allows us to compare the various types of alcohol against each other.

Do not assume that a drink that you have purchased represents one standard drink. Restaurants and bars will serve varying amounts of alcohol per drink and many 'ready-to-drink' (RTD) products contain much more alcohol than one standard drink.

Calculating standard drinks

The formula for calculating standard drinks:

$$\begin{array}{l}
 \text{Volume of container in litres} \\
 \times \\
 \% \text{ alcohol by volume (ml of alcohol per 100 ml of beverage)} \\
 \times \\
 0.789 \text{ (the specific gravity of alcohol)} \\
 = \\
 \text{The number of standard drinks}
 \end{array}$$

For example, one stubbie (375 ml) of full-strength beer (4.8% alcohol by volume):

$$0.375 \times 4.8 \times 0.789 = 1.4$$

Complete the following calculations of the standard drinks in beer, spirits and wine:

Light beer	Full-strength beer	Full-strength beer
Pot (285 ml)	Pot (285 ml)	Stubbie (375 ml)
2.7% Alc/Vol	4.8% Alc/Vol	4.8% Alc/Vol
_____ = SD	_____ = SD	_____ = SD

Spirit
Nip/Shot (30 ml)
40% Alc/Vol
_____ = SD

Spirit
Bottle (330 ml)
5% Alc/Vol
_____ = SD

Spirit
Pre-mix can (375 ml)
5% Alc/Vol
_____ = SD

White wine
Glass (150 ml)
11.5% Alc/Vol
_____ = SD

Red wine
Glass (150 ml)
13.5% Alc/Vol
_____ = SD

Sparkling wine
Glass (150 ml)
12% Alc/Vol
_____ = SD

ACTIVITY *Understanding standard drinks*

1 At a restaurant, a woman has just finished her third glass of wine with dinner. How many standard drinks is she likely to have consumed?

2 The woman says that she is fine to drive home as she has only had three glasses of wine. Her partner is doubtful as there is no wine left in the bottle and she was the only one drinking it.

a How many standard drinks do you now think the woman has consumed?

b How can this be possible in only three glasses?

3 Under what circumstances do you think the woman could still be under 0.05 and able to drive?

Alcohol consumption

The Australian government's National Health and Medical Research Council has produced guidelines for adults to minimise the harm caused by alcohol.

To reduce the risk of harm from alcohol-related disease or injury for healthy men and women:

- drink no more than 10 standard drinks per week.
- drink no more than 4 standard drinks on any one day.

These guidelines do not endorse 'no-risk' or 'safe' levels of alcohol consumption, nor a recommended daily intake; rather, they recognise drinking habits that reduce the risk of alcohol-related harm.

Binge drinking

Binge drinking is when a large amount of alcohol is consumed over a short period of time. This could be a number of hours, or heavy drinking over a number of days. A person who binge drinks is usually doing so with the aim of getting drunk and often consumes very little alcohol between the binge sessions.

Binge drinking often has an immediate effect on the body and is harmful to your health. It can cause long-term physical damage usually seen in regular heavy drinkers and alcoholics.



Binge drinking is also more likely to put you into high-risk situations, putting you in danger of serious consequences that could potentially affect you—and those around you—for the rest of your life.

ACTIVITY Exploring consequences

The following examples are all things that you might not normally do. However, drinking alcohol can impair your ability to judge your actions and the situations that you might find yourself in. List the possible consequences for you and those around you for each of the following examples.

- 1 Have unprotected and/or unwanted sex.

- 2 Steal a car and drive without a licence.

- 3 Yell loud and insulting comments to people across the road who you do not know.

- 4 Get driven home by a stranger.

Alcohol and the law

It is illegal for a person under the age of 18 to buy, sell or possess alcohol. It is also illegal for an adult to supply a person under the age of 18 with alcohol in a licensed venue or public place. In many states and territories, it is illegal for people under the age of 18 to be served alcohol in private homes without written or verbal permission from their parent or guardian. Alcohol laws vary between states and territories. Visit mea.digital/IB_AA4 to check the particular laws in your area.

Driving

The following alcohol-related laws apply to drivers:

- Fully licensed drivers must have a BAC under 0.05
- Probationary drivers ('P' plate) must have a BAC of 0.00
- Learner drivers ('L' plate) must have a BAC of 0.00



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Drinking in public

There are some public areas and events where even people over the age of 18 are not allowed to carry or consume alcohol. Even if you are not carrying or consuming alcohol, it is illegal to be drunk and disorderly in a public place. If police suspect that you are drunk or if you behave in a way that is disruptive or disturbing to others, you can be arrested, detained or charged. Police can issue on-the-spot fines for public intoxication.

ACTIVITY *Investigating legal boundaries*

- 1 Why do you think that there are laws preventing people under the age of 18 from consuming alcohol?

- 2 There is debate about raising the legal drinking age to 21 years. If this were to happen, what impact do you think that it would have on society?

- 3 Do you think that legislation is effective in preventing underage drinking? Explain your answer.

- 4 Imagine yourself as a parent of a teenager. Would you be happy for another adult to provide your teenager with alcohol? Why or why not?

Community impact of alcohol

Alcohol can have a major impact on the community. It can affect all aspects of a person's life, as well as the lives of those around them.

ACTIVITY *Exploring community impacts*

- 1 Under each of the following headings, list some of the harms that may be caused by excessive use of alcohol:

Emotional



Social/community

Financial

Family

Pregnancy

The pressure surrounding alcohol

A lot of people might feel that they have to do what their friends are doing to fit in; however, a friendship should be a positive relationship where you have the freedom to be an individual within the group. Although it can be hard to stand up to our friends when they are doing things that we do not want to do or do not agree with, it is important to know our own values and viewpoints and to be prepared to assert them.

Peer pressure

As you get older, friendships with peers become increasingly important and play a role in the development of your identity, self-worth, moral judgement and social skills. Wanting to feel liked by our peers, and to have a sense of belonging and acceptance within a group, is completely normal. Peer pressure can be a positive influence (e.g. being more assertive, trying new activities, getting more involved with school), but it can also lead to doing things you wouldn't usually do, or even stop you from doing things you want to do. It challenges our views of what's right and what's wrong. This pressure tends to increase when we are struggling to figure out where we fit in the 'social' world, and can be especially true when it comes to trying alcohol.



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ACTIVITY *The influence of your relationships*

- 1 Examine the types of influences your family, friends and individuals in your community (such as teachers, police, paramedics, etc.) have on you. Do your parents/guardians have the same influence on you as your best friend?

Family:

Friends:

Individuals:

- 2 How do your relationships at home and at school influence your behaviours and actions?

- 3 Consider whether your behaviours, actions and responses to situations vary depending on whether you are by yourself, with friends or with family. In what ways might these be different? Are any of these the same? Why/why not? List some reasons for why and how your relationships can influence you and whether you consider these to be positive or negative influences.

Keeping safe

If you would like to avoid drinking and are feeling pressured by your friends, here are some tips on how to keep yourself safe.

- 1 Arrive at a party prepared with a strategy. It could be as simple as just saying 'no'. However, if you do not think that this will work, it might be an idea to have a pre-planned excuse as to why you do not want to drink alcohol. This could be due to commitments the next day or blaming it on your 'awful' parents.
- 2 Suggest other activities that you could do to avoid drinking alcohol. For example, you could see a movie or go tenpin bowling.
- 3 When offered a drink at a party, you should always ask what is in it.



- 4 Have a plan in place for how you will get home from a party.
- 5 Make sure you always have a safety backup plan.
- 6 If you feel unsafe in a situation, call your parents or someone you trust to come and get you.
- 7 Never get in a car with a driver who has been drinking.

ACTIVITY *Strategising to minimise harm*

- 1 Write down a strategy that you think you could use at a party if you were being pressured to drink alcohol.

- 2 List three ways in which you can ensure that you arrive home safely from a party.

- 3 As a class, discuss strategies for decreasing underage and excessive drinking. Consider pricing, availability and limits on advertising. Record your ideas in the space provided.

- 4 Form groups of four to role-play the following scenarios. Consider how emotions, dispositions and decision making can affect help-seeking outcomes. Each student will play an active role in the allocated scenarios. Groups should develop two endings for each scenario:

- a An ending that shows a positive outcome.
- b An ending that shows a negative consequence.

Scenario 1

Tom is having a great time at Dan’s birthday party, but he still has not managed to get the courage to talk to Lisa, the girl he has had a crush on for ages. Tom confides in his best mate Jack, who always seems so confident with girls. Jack says he knows just the thing to help Tom out. He pulls out a small bottle from his pocket and as he pours the contents into Tom’s soft drink, he gives Tom a wink and whispers, ‘It’s vodka’ ...

Scenario 2

Emily and Gemma are best friends. They have been talking about the end-of-year party for weeks and now they are finally here. The girls hang out with heaps of different people during the night and are separated for a couple of hours. Emily looks at her watch and realises that her dad is going to be here to pick her up in five minutes. She looks for Gemma and finds her vomiting in the back garden ...



iStock.com/sturti

Scenario 3

Ally had a hard time convincing her parents to let her go to the party. She had to promise them that she would definitely not drink any alcohol and agree to be picked up much earlier than her friends. Now she is at the party and it seems like everyone is drinking alcohol. Her friends offer her some of their alcohol and when Ally refuses, they tease her and then ignore her ...

Scenario 4

Katherine is excited to be at Amy's sleepover and cannot wait for Amy's parents to go to bed as she has bought her a special birthday present. When the time finally comes, Katherine produces the bottle of vodka and is surprised when the other girls tell her they are not interested. The next day Katherine posts on Facebook about how lame the party was and how uncool Amy and her friends are ...

Scenario 5

David has just turned 18 and loves being able to buy alcohol for himself. At a party David meets Mai, a pretty girl who looks a bit younger than him. He offers Mai some of his alcohol and she refuses. He brings Mai a soft drink, which he has secretly spiked with alcohol, and starts chatting to her. Each time Mai finishes her drink, he gets her another one, each time slipping a bit more alcohol into the drink. As she starts to show some of the effects of alcohol he ...

Scenario 6

Carly's friends think she is so lucky. Her parents never hassle her about where she is going, what she is doing or how she is getting home. One night Carly consumes a number of alcoholic drinks and realises that most of her friends have already been picked up by their parents. She decides to walk home as it is only about 10 minutes away ...

Scenario 7

Damien woke up Sunday morning with a headache. He tried to sit up, realised that he was going to be sick and ran to the toilet to vomit. Hearing that he was up, his parents called him into the kitchen. The smell of bacon and eggs made him **nauseous** as his parents informed him that he was being grounded for six months for his unacceptable behaviour the night before. He looked at them confused, and realised that he did not remember a thing from the night before. At school on Monday, his friends were more than happy to inform Damien of his behaviour ...

ACTIVITY *Group debates*

- 1 Form small groups and take on the role of a community member. Possible roles could include:

- ambulance driver
- doctor
- emergency nurse
- police officer
- social worker
- teacher
- teenager
- parent
- football club coach
- taxi driver

Each student must research their role to find out the attitude and viewpoint that their character would take on alcohol within the community and prepare some help-seeking strategies that could be used in emergencies.

- 2 Students must then present to the class and prepare for questions from the teacher and class members.





Who can help?

If you would like to discuss the issues surrounding the use of alcohol further, or if you are worried about a friend and their alcohol use, there are many resources available to you at school, at home and within the community.

ACTIVITY *Accessing health resources*

- 1 Write down the local support services in your area and list some ways you could communicate concerns about alcohol and your health to each of these groups:

School

Home

Community

- 2 Share your answers with your class and add any resources you do not have written down.

In pairs, discuss how you would feel about using each of these services and using a red pen, underline the resources that you would feel comfortable accessing if you had questions about alcohol.

- 3 Consider some communication techniques you could use to persuade someone to seek help. Make some notes in the space below.

Share your findings with the class and discuss any potential problems with some of the techniques.

In pairs or small groups, practise using one of these techniques. Ensure everyone in your group has a turn and the techniques are used in a variety of scenarios.

What to do when things go wrong

If someone consumes excessive amounts of alcohol, especially over a short period of time, their BAC can reach a toxic level, and an alcohol overdose or alcohol poisoning can occur. Some signs and symptoms to look out for include:

- vomiting
- discoloured skin
- cold body temperature
- unconsciousness
- confusion
- irregular breathing
- loss of coordination
- seizing.

If you see someone displaying these signs and symptoms, it is critical that first aid is provided. Keep in mind, someone can still suffer an alcohol overdose even if only some of these signs and symptoms are present.

Visit the following website for some statistics on alcohol consumption in Australia: [<mea.digital/FB_AAL12>](#)

Alcohol overdose first aid

To provide first aid to someone experiencing an alcohol overdose, follow the steps below. It is important that you remain calm at all times and provide reassurance.

Step 1: Follow DRSABCD.

Step 2: Call triple zero (000) for an ambulance.

Step 3: If possible, move the person to a safe and quiet space.

Step 4: If the person is still conscious (or if they are unconscious but a friend or family member is present), ask them the following questions to inform medical professionals:

- What did they drink?
- How much did they drink?
- Over what time period have they been drinking?
- Do they have any medical conditions?

Step 5: Monitor and record the person's condition while waiting for further instruction and assistance from medical professionals.

Useful websites

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

Australian Alcohol Guidelines [<mea.digital/FB_AA8>](#)

Information on the liver [<mea.digital/FB_AA9>](#)

The Australian Standard Drink [<mea.digital/FB_AA10>](#)

ReachOut.com—Binge drinking [<mea.digital/FB_AA11>](#)

Health Direct—How alcohol affects your health [<mea.digital/FB_AA14>](#)



ACTIVITY *About alcohol word search*

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

Moderation

Consumption

Drunkenness

Breathalyser

Vomiting

Depressant

Excessively

Tolerance

Liver

Hangover

BAC

Binge

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



Assessment task: Minimising the harm

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Design a brochure

Although alcohol is Australia's most socially acceptable legal drug, the harm associated with alcohol use has significantly increased over time.

Imagine you have recently been employed by a health promotion agency to develop an alcohol prevention campaign for young people. Your brief is to design a brochure to be distributed to local schools to educate students about the risks of alcohol use. Your brochure should encourage safer levels of alcohol consumption, clearly list some key statistics and include at least three prevention strategies.

Top tips

Research health promotion agencies that have developed preventive strategies for alcohol consumption and take note of key statistics and strategies you could incorporate in your brochure.

Remember: Be careful to check the source of your research to assess the credibility of the information gathered.

Set goals about what you want your brochure to achieve.

Plan your brochure. What information and pictures are you going to include and how will they feature in your design?

Reflect on your progress. Undertake a self-assessment and have a peer provide similar feedback. Use this information to make necessary changes before you present your final product.



Victorian Curriculum F–10 Links (Levels 7 and 8)		Working towards Achievement Standard					Rating	
		Working below Achievement Standard	Working at Achievement Standard	Working above Achievement Standard	Working well above Achievement Standard	Self/Peer	Teacher	
Strand and Sub-Strand	Criteria: Ability to ...	Key Elements	E	D	C	B	A	
	design a health resource that educates and provides lifestyle management strategies to young people		Developed a poster that describes issues relating to alcohol use	Designed a health promotion brochure to educate young people about issues relating to the risks of alcohol use	Designed a health promotion brochure that educates young people about issues relating to the risks of alcohol use and encourages safer levels of drinking	Designed a health promotion brochure that educates young people about the risks of alcohol use and outlines three prevention strategies to combat this		
Personal, Social and Community Health Being healthy, safe and active		Health resources, strategies and support services	With support, developed a brochure that identifies information relating to alcohol use	Identified health information about alcohol use	Identified health information and data relating to a lifestyle disease triggered by obesity	Collected and evaluated health information and data relating to the risks of alcohol use	Analyse health information and data in relation to the risks of alcohol use	
			With support, identified health information about alcohol use	Identified health information about alcohol use	Identified health information and data relating to a lifestyle disease triggered by obesity	Collected and evaluated health information and data relating to the risks of alcohol use	Analyse health information and data in relation to the risks of alcohol use	
Personal, Social and Community Health Communicating and interacting for health and wellbeing		Health concerns of young people	With support, identified health information about alcohol use	Identified health information about alcohol use	Identified health information and data relating to a lifestyle disease triggered by obesity	Collected and evaluated health information and data relating to the risks of alcohol use	Analyse health information and data in relation to the risks of alcohol use	
			With support, identified health information about alcohol use	Identified health information about alcohol use	Identified health information and data relating to a lifestyle disease triggered by obesity	Collected and evaluated health information and data relating to the risks of alcohol use	Analyse health information and data in relation to the risks of alcohol use	
Personal, Social and Community Health Communicating and interacting for health and wellbeing		Communicating health information	Created a brochure that expresses a health message	Created a health promotion brochure that expresses a clear message to young people	Created a health promotion brochure that expresses a clear and organised message to young people	Created a health promotion brochure that effectively communicates a clear, organised and relevant message to young people about their health	Created a health promotion brochure that communicates an empowering message to young people about their health	
			Created a brochure that expresses a health message	Created a health promotion brochure that expresses a clear message to young people	Created a health promotion brochure that expresses a clear and organised message to young people	Created a health promotion brochure that effectively communicates a clear, organised and relevant message to young people about their health	Created a health promotion brochure that communicates an empowering message to young people about their health	
Personal, Social and Community Health Communicating and interacting for health and wellbeing		Evaluating feedback	Used teacher feedback to modify their brochure	Responded to peer feedback to improve their brochure	Reflected on progress using peer and self-evaluation to make modifications to their brochure	Reflected on progress using peer and self-evaluation to improve the quality of their work	Showed insightful reflection using self- and peer evaluation, justifying modifications made to improve quality and impact of their work	
			Used teacher feedback to modify their brochure	Responded to peer feedback to improve their brochure	Reflected on progress using peer and self-evaluation to make modifications to their brochure	Reflected on progress using peer and self-evaluation to improve the quality of their work	Showed insightful reflection using self- and peer evaluation, justifying modifications made to improve quality and impact of their work	



Student's comments:

Teacher's comments:



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Changing and growing

Challenges throughout the life span

Physical changes

- Hormones
- Growth and development
- Nutrition in adolescence

When do I grow?

- Measuring and managing change

Managing the changes associated with puberty

- Skin problems
- Menstruation
- Managing periods
- Erections
- Masturbation

What is happening to me?

Sexuality

Emotional and social changes

- A sense of belonging
- What is normal when you start high school?
- Being resilient

Dealing with conflicting demands

Grief and loss

Seeking help

Health resources

Health organisations

Assessment task: It's my life

Challenges throughout the life span

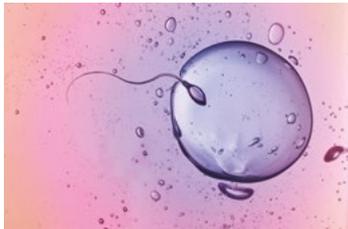
The human life span is full of changes. Many of these changes do not occur by choice. They are the result of:

- our genes, the DNA code that contains all the information about our physical growth
- our emotional development, e.g. becoming more confident and independent
- our social development, e.g. becoming responsible for others, like our own children.

As of 2022, the average life expectancy at birth in Australia is approximately 80.9 years for males and 85.4 years for females. The most current statistics (from 2017) estimate that the average life span for Aboriginal and Torres Strait Islander people is 71.6 for males and 75.6 for females.

ACTIVITY *Different life spans*

- 1 **Class discussion:** Why do men, women and Aboriginal and Torres Strait Islander people each have different life expectancies? What is being done to increase the life expectancy of all Australians? What do you think could be done to ensure that Aboriginal and Torres Strait Islander people live longer? Read the Closing the Gap priorities, outcomes and targets to support your discussion:
<mea.digital/FB_CGA1>



Conception



Prenatal



Infancy



Childhood



Puberty



Adolescence



Adulthood



Middle age



Old age



Death

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- 2 Complete the table provided to show the length of time each stage lasts and write what happens physically, emotionally and socially during that stage. The first three stages are done for you. When you get to puberty, describe the physical changes, and use adolescence to describe the emotional and social changes.

<p>Conception 0–1 week</p> <p>Example: Sperm joins egg. Cells divide to form a 'gamete'.</p>	<p>Prenatal 2–38 weeks</p> <p>Example: Embryo forms after 4 weeks. By 28 weeks foetus can survive birth if lungs are developed. At 38 weeks child is fully developed.</p>	
<p>Infancy 0–2 years</p> <p>Example: Child begins life on breast milk or formula. Bones, organs, teeth and self-esteem develops. Child is dependent on full time care.</p>	<p>Childhood 2–11 years</p>	
<p>Puberty 12–17 years</p>	<p>Adolescence 12–17 years</p>	<p>Adulthood 18–39 years</p>
<p>Middle age 40–69 years</p>	<p>Old age 70+</p>	<p>Death</p>

ACTIVITY *Class discussion*

As a class or in groups, discuss the various stages of life. Reflect on the pros and cons of each. Are there some stages that are better than others? Is it more difficult to be an adolescent than it is to be an adult?

ACTIVITY *Describing life span*

For the following stages in life, match the statements on the left with the description on the right by drawing a line.



istockphoto/ingorhand

Childhood
2–11 years

Statement	
1	'He knows exactly what he likes and what he doesn't like!'
2	'You are fantastic at doing your shoe laces up,' Mum said as she gave her daughter a hug.
3	Some families have a tradition of putting these in a jar overnight.
4	'We can't do that now because then it won't be a surprise.'
5	'Can I have that backpack because my friend Daniel has the same one?'
6	'I am going to ride my bike at the park with my friends.'
7	'That's not fair, he took mine first!'
8	'I love spinach and cheese on toast.'

Description	
1	Sense of justice and fairness becomes important.
2	Calcium, iron, minerals and vitamins are especially important to support the growth phase.
3	Children become more self-aware.
4	Friends and peers become increasingly important and influential.
5	Encouragement and affirmation are needed both verbally and physically.
6	Baby teeth fall out and adult teeth emerge.
7	Language and reasoning develop rapidly.
8	Social play should provide some foundation of physical activity.



Getty Images/Catherine Lederer

Adolescence 12–17 years

Statement
1 'I have a strong urge to see what it feels like to kiss someone.'
2 'Hair is growing where it never used to!'
3 It unexpectedly goes higher and lower.
4 'Mum, my jeans are up to my ankles!'
5 'Can I have a smoothie please?'
6 'I felt so stupid when I tripped in front of all those guys at the mall.'
7 My group of friends is so close. We have so much in common.'
8 'Dad, can I make my own way back from the party tonight?'
9 'I have had the same size shoe since the end of Year 10.'
10 'I would rather go to the gym than play netball.'

Description
1 Self-awareness can become intense as personal identity is worked through.
2 Calcium, iron, minerals and vitamins are especially important to support the growth phase.
3 A growth spurt occurs.
4 Puberty releases hormones into the body that create an awareness of sexuality.
5 Voice change occurs in males.
6 Pubic hair, growth of the glands, acne and facial hair.
7 Social play can provide a decreasing foundation of regular physical activity.
8 Increasing sense of and need for independence.
9 Having an accepted place among peers and friends is critical for self-esteem.
10 Most physical development has reached maturity by the end of this time.



istockphoto/gpointstudio

**Adulthood
18–39 years**

Statement	
1	'I have a car, which I pay for with the money I earn from my job.'
2	'I am in the third year of my plumbing apprenticeship.'
3	'I am going to propose to her at the beach.'
4	'Today I saw the ultrasound of our baby.'
5	'I can fit soccer training and the game around work and family commitments.'
6	'I have put on two kilograms because I haven't been able to run as much as I used to.'
7	'I need to go on a holiday. It feels like I've been working for so long.'
8	'Hey Dad, you have a bald patch!'

Description	
1	Physical activity now needs to be planned.
2	Hair loss can occur during this phase.
3	Independence comes with new responsibilities.
4	Weight gain can occur with the added responsibilities of adulthood.
5	Earning money and establishing a career become a focus.
6	Long-term relationships become important.
7	Raising a family can be a priority.
8	Lifestyle balance can slip.



istockphoto/AnnaNahabed

**Middle age
40–69 years**

Statement	
1	'I have achieved many of my goals up until now, but there are a few more things I would like to have a go at.'
2	'Life seems to have passed by so quickly. I haven't yet done all that I wanted to do and I'm worried time is running out.'
3	'Fast walks are now my form of exercise instead of running.'
4	'You are getting your hair coloured more often these days.'
5	I wish I had eaten more yoghurt and cheese when I was younger.'

Description	
1	A lack of calcium earlier in life can lead to osteoporosis during this phase.
2	Personal identity is revisited as people review how they have spent their life and what they want to do with their remaining years.
3	The term 'midlife crisis' is used to describe the anxiety that can emerge at this time.
4	Hair turns grey and white as hair follicles stop producing melanin.
5	Physical activity needs to move towards low-impact exercise as joints become worn out.



iStockphoto/Dean Mitchell

**Old age
70+**

Statement	
1	'When I was your age we played our music on gramophones.'
2	'Spending time with my grandchildren gives me a sense of purpose.'
3	'I continue to walk every day and make sure I don't eat fatty foods.'
4	'I am so grateful for establishing a physically active lifestyle when I was younger.'

Description	
1	This can be challenging as many people need goals, challenges and roles to maintain self-esteem.
2	This phase is impacted physically by the lifestyle adopted in previous phases.
3	This phase brings a chance to reflect and turn towards the younger generation.
4	Physical deterioration can be slowed through regular low-impact exercise and a low-fat balanced diet.



iStockphoto/vyaspphoto

Death

There are many ways of looking at what happens after death. Discuss what ideas are relevant to different beliefs.

Physical changes

'Adolescence' is the years between childhood and adulthood. It is usually a memorable time. So much is changing in you physically, emotionally and socially.

Hormones

The physical changes that adolescents experience are prompted by the release of hormones into the body through glands that make up the endocrine system. The endocrine system is much like the nervous system in that it sends signals around your body, but it does this in the form of chemical hormones.

ACTIVITY *Understanding change*

1 Use the internet to research the role that the following hormones play in the body and then complete the explanations.

- | | | |
|------------------|---------------------------|---------------------|
| thyroxin | glucocorticoids | testosterone |
| oestrogen | the growth hormone | |

- _____ is important to the growth spurt in boys, particularly muscular development.
- _____ affects the growth of teeth, brain maturation and the shape of the face.
- _____ acts on most body tissues except for the testes in boys and ovaries in girls, and starts the 'growth spurt'.
- The _____ are important in providing energy needed during the growth spurt.
- _____ affects the development of breasts and the female body shape.

Growth and development

The real growth spurt!

The growth spurt prompted by hormonal changes begins in girls from about 10.5 years and peaks around 12. In boys, the growth spurt starts from about 12 years and peaks around 16. While height gains vary and depend on our genes, it is not unusual for girls and boys to gain 20 centimetres or more in height during the growth spurt.

There are a number of secondary sex characteristics that follow the onset of puberty and changes to the reproductive systems.

For girls these include:

- the growth of breasts
- hair growth, particularly under armpits and around the pubic area
- moderate deepening of the voice
- a new awareness of sexual desire.

For boys these include:

- hair growth around the pubic area, face, arms, legs, armpits, chest and back
- deepening of the voice
- a new awareness of sexual desire.



istockandres

Nutrition in adolescence

With so much growth occurring during adolescence, your body has particular nutritional needs.

You need nutrients like protein in your diet to help build new muscles. Protein can be found in meat, eggs, cheese, lentils, seeds and yoghurt. You also need an adequate intake of the mineral iron to supply the growing body's increasing blood volume. The female body, although generally experiencing less growth than the male, also needs iron to replace what is lost through menstruation. Iron can be found in red meats, green leafy vegetables (like spinach) and legumes, such as beans. The mineral calcium is also required for growing bones and teeth and can be found in dairy products, tinned fish and green leafy vegetables.



Shutterstock.com/Kiselev Andrey Valerevich



ACTIVITY *Analysing nutrients*

- 1 Complete the following table by stating why the listed nutrients and elements are important during adolescence, and which foods these nutrients can be found in.

Nutrient/element	Reason for increased requirement	Foods containing nutrient/element
Protein		
Calcium		
Iron		
Zinc		
Vitamin A		
B-group vitamins		
Vitamin C		

ACTIVITY *Modifying your diet*

Often it does not take much modification to ensure that you are getting the nutrients that your body needs for healthy growth and development.

- 1 Write down what a typical lunch looks like for you. What changes could you make to this to improve your diet?



Age in years	Boys (cm)	Girls (cm)
4	94	94
5	102	102
6	107	104
7	112	109
8	114	114
9	124	119
10	130	130
11	132	132
12 to 13	152	155
14 to 15	164	161
16 to 17	174	163
18 to 20	175	163

Create a line graph by entering the data for boys and girls into a Microsoft Excel spreadsheet. You will need to enter the data in three columns. When entering the ages after 11, make sure to enter them exactly as they are written in the table. For example, '12 to 13'.

Click on 'Create chart' and follow the prompts.

Save your chart and answer the following questions.

1 Between what ages were boys' and girls' height changes the same?

2 Between what ages is the line graph the steepest? What does this tell us about the changes in height at these times?

3 Is there any time when the average girls' height is greater than that of the boys? At what age does this occur? Can you suggest a reason why this happens?

4 What structure in the body needs to grow in order for height to increase?



5 What nutrient is important for this to happen and what foods can it be found in?

6 As the bones grow, what other structures around them must also grow?

7 What is produced inside the bone structure?

Measuring and managing change

ACTIVITY *Collecting data*

- 1 Begin a height chart on your classroom wall. Each month, measure the height of each person in the class and add to the chart.
- 2 Sketch the face of a classmate. At the end of next term, repeat the exercise and then compare the second sketch to the first. What changes have taken place?

Date:

Date:



- 3 Make a list of the top five things that interested you at the age of nine.

- 4 Make a list of the top five things that interest you now.

- 5 Share the findings as two group lists on the blackboard. Discuss what has changed.

 **ACTIVITY** *Applying understanding*

Adolescents need many nutrients to accommodate their growing bodies. However, studies show that many teenagers choose foods high in sugar and fat.

- 1 Design a healthy party menu for your friends that includes foods that are rich in nutrients and taste.

MENU PLAN



2 Explain how your food selection differs from an average party.

Managing the changes associated with puberty

Puberty describes the biological changes experienced in adolescence. For boys, this is generally signalled by their first emission of semen through ejaculation. This often occurs in the context of a 'wet dream' at night. This is a normal experience and indicates that sexual development is in progress. For girls, puberty is signalled by their first period, the emission of blood and uterine tissue through menstruation.

Skin problems

One of the difficulties of puberty is acne. Most teenagers experience pimples to varying degrees depending on their genes, diet and personal hygiene.

During the increased growth experienced in adolescence, excess oil can be produced by oil glands in the skin. This excess oil can cause the pores in the skin to become clogged. If the oil reaches the surface of the skin and is exposed to the air, a chemical reaction takes place that causes the head of the oil protrusion to become black. The result is a blackhead. If the oil remains beneath the skin, the result is a whitehead.

Some ways of managing acne include:

- washing the skin with soap and water to minimise oiliness
- avoiding squeezing pimples as this can lead to the spread of infection and scarring
- maintaining a healthy lifestyle of a balanced diet, exercise and rest.



istockphoto.com/pastorscott

Avoid spending money on miracle cure creams because they cannot affect the hormonal changes in your body. If your acne is severe, see your doctor and/or consult a specialist.

ACTIVITY Facing pimples

1 Make a list of slang terms for pimples. How could these affect a person's confidence if used unkindly?

2 Write a paragraph explaining the power of advertising when it comes to acne-based pharmaceutical products.



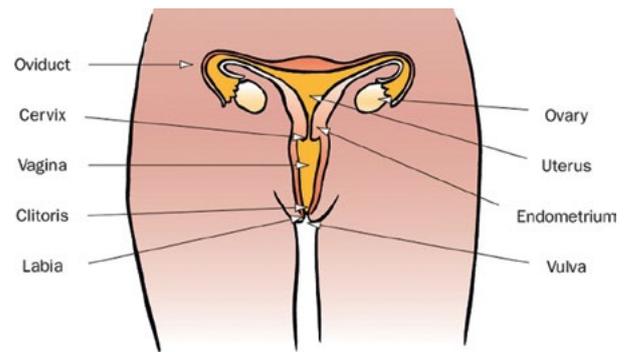
Menstruation

When girls go through puberty, the vagina, uterus and oviducts (or fallopian tubes) grow in size so that they can perform reproductive functions. The processes behind these functions are described as menstruation and ovulation.

Menstruation is a 28-day cycle that is repeated throughout the reproductive life of women. This process centres on the production of an ovum or egg on about the 14th day.

Menstruation begins when a hormone called FSH (follicle stimulating hormone) causes an egg to be presented in the ovary. Another hormone, oestrogen, is then released by the egg and causes the FSH levels to decrease. As the levels of oestrogen increase, it signals a third hormone, luteinising hormone, to be released. This new balance of hormones causes the egg to be released from the ovary in a process called ovulation.

A fourth hormone, progesterone, is then produced. This causes the wall of the uterus to become thick and increase its blood supply. In the absence of sperm to fertilise the egg, about 14 days after ovulation, the uterus wall falls away and is shed in a blood and tissue flow called a period.



Managing periods

Your first period

All young women experience periods. They are a natural part of female life. Girls generally get their first period sometime between 11 and 14 years of age, though some girls can start menstruating as early as nine or as late as 16. The average age of first menstruation is 12 years. Your first period will not occur until your body is ready; that is, when you have the right amount of body fat and weight. Girls who are underweight often get their periods later.

Periods usually last from four to six days; however, it is normal for girls to bleed for anywhere between three and eight days. Periods will usually continue to occur every 20–25 days throughout a woman's life until menopause. Menopause is when the body stops menstruating between 40 and 60 years of age. Periods vary from person to person so do not be alarmed if your period is different from that of your friends. Period duration, frequency and flow can change depending on your genes, weight, diet, and stress and activity levels. When you start getting your period, it is important to stay hygienic by using sanitary pads or tampons, as well as washing regularly.

Sanitary pads

Sanitary pads are items that can be worn in underwear to absorb menstrual flow. They have an adhesive strip that sticks to underwear and may have wings, which can fold over underwear to hold the body of the pad in place. Modern pads are often very thin, comfortable and absorbent. They are considered a good option for girls to use during their early periods before trying tampons. Pads come in different levels of absorbency for heavier or lighter flows. Super is the most absorbent and is useful at the beginning of your period when the flow is heavier. Regular, mini or light pads are less absorbent and thinner. There are also extra-long nocturnal or night pads, which are designed to absorb your flow overnight. When using pads, you should change them every few hours to prevent odour and chafing.



Stock/Ina Dador

Tampons

Tampons are small, bullet-shaped pieces of absorbent material that are inserted into the vagina to absorb menstrual flow. They can be inserted with fingers or with an applicator tube. Tampons have a string attached to the base for removal after use. Like sanitary pads, tampons come in different sizes for heavier and lighter flows, with super being the most absorbent and mini being the least. Tampons should be changed regularly and left in for no longer than eight hours. Wearing the same tampon for more than eight hours and using tampons of greater absorbency than necessary can increase your risk of Toxic Shock Syndrome (TSS). To lower your risk of TSS and other infections, you should always wash your hands before and after inserting a tampon.

Menstrual cups

A menstrual cup is a flexible, bell-shaped cup made from either latex or silicone. It is folded and inserted into the vagina during menstruation, and can be worn both during the day and at night. If inserted correctly, there should be no discomfort. Menstrual fluid is collected in the cup rather than absorbed, which greatly reduces the risk of TSS and means that they can be worn for longer periods of time than tampons. This can make life during your period a bit easier as there is no need to carry around or dispose of sanitary products. When full, menstrual cups can be emptied into either the toilet or sink, washed and reinserted. It is important to always handle them with clean hands, and to sterilise them (in boiling water, for example) at the end of each menstrual cycle. Generally they are available in two sizes and can be used for a number of years; the smaller size is normally recommended for women under 30 and can be purchased online or at some chemists and specialty stores. As they are reusable, menstrual cups are much better for the environment and more cost effective than sanitary pads and tampons.

Premenstrual syndrome (PMS)

Premenstrual syndrome (PMS) is a condition that many females get before their periods. Also known as premenstrual tension (PMT), it is a collection of physical and emotional symptoms caused by the normal hormonal changes that occur during menstruation. Symptoms of PMS can include bloating, sore breasts, aches and cramps, fatigue and mood swings. You might find yourself getting irritated more easily or crying for no reason, all of which is completely normal. PMS is different for everyone—some are very strongly affected, some may experience one or two symptoms, and some experience no symptoms at all.

Period pain

It is very common for females to experience cramping and pain before and/or during their periods. This is partially caused by hormonal changes but mostly it is the uterus contracting to shed its lining. Period pain is unpleasant but it can be eased by a healthy, balanced diet, exercise, rest and painkillers. If your period pain is particularly intense, you should see a doctor.

FAQs

What if my period doesn't come once a month or comes more than once a month?

Irregular periods are not uncommon. The frequency of your period can be affected by your diet, activity levels, age and stress levels. A girl's first few periods tend to be less regular and become more regular over time.

What is Toxic Shock Syndrome?

Toxic Shock Syndrome (TSS) is a severe disease caused by a toxin that is produced by a particular type of bacteria. It is extremely rare but very dangerous. TSS can cause fever, nausea, diarrhoea, dizzy spells and even death. Tampon use can increase the risk of TSS; however, tampons do not contain the toxic bacteria and are completely safe when used correctly. More absorbent tampons can increase the risk of TSS so you should always use the lowest absorbency tampons needed. It is important to wash your hands before and after inserting a tampon and change your tampons regularly. Avoid wearing a tampon overnight or for longer than eight hours. For more information, visit the TSS Information Service website: [digital/fb_CGA2](http://www.digital/fb_CGA2).

If I use tampons, will I lose my virginity?

A tampon can (but does not necessarily) tear your hymen, which is a thin membrane that covers the opening of the vagina. Breaking the hymen can cause bleeding but it does not mean that you have lost your virginity. Losing your virginity requires having sex, usually sexual intercourse, for the first time.

My period smells strange. Is that normal?

It is common for period flow to have a particular odour, which is slightly more noticeable when using sanitary pads. In order to avoid odours, make sure that you change your sanitary pads or tampons regularly.

What if my period is short/long?

Periods can last anywhere between three and eight days. They may change in duration from cycle to cycle and can be affected by diet and stress levels. If you have been bleeding for a particularly long time, you should see a doctor.

Can I shower or swim when I have my period?

Yes. You should shower regularly and keep yourself clean during your period. You can definitely swim on your period as long as you use a tampon to prevent leakage.

Do you ever stop having periods?

Yes. This is called menopause and sets in between the ages of 40 and 60.



Will my periods hurt?

Sometimes. Your uterus sheds the lining of its muscular wall by contracting and this can be painful. Right before or during the first few days of your period, you can get cramps and pain in your abdomen and back. Exercise and a healthy diet can help but if the pain is particularly intense, you should see a doctor.

Will other people know that I have my period?

No. There are no telltale signs that a girl is on her period so there is no need to be embarrassed about it. Periods are completely normal and half of the population experiences them. Do not let your period hold you back from doing what you normally do.

If you have any more questions, you can find expert advice at <mea.digital/FB_CGA3>.

ACTIVITY *Reading between the lines*

Going blue

It was really hot one morning on the school bus. I was feeling really tired and I could feel myself sweating onto the seat. Gross! I hadn't made any real friends on the bus so I was sitting next to this girl, Tabby, who was a bit weird—she was always wearing crazy accessories to school and getting in trouble for it—but she seemed ok.

When the bus got to school, I stood up to get out, reached down for my bag, and noticed this red patch on the seat. I sat down again quickly, in a panic. That wasn't sweat that I could feel. It was blood! Mum had talked to me about getting my period but I never thought that it would happen like this. I had no idea what to do!

Tabby had stood up and was looking down at me impatiently. 'Can we get off the bus now?' she asked. I felt frozen in my seat. I couldn't walk into school with blood on the back of my dress! I had to ask for Tabby's help. 'I... I think I just got my period' I whispered.

The other kids were shuffling off the bus and Tabby started digging around in her bag. I hissed, 'Tabby, what are you doing? What should I do?' I heard Tabby make an 'Aha!' kind of noise as she pulled a long blue scarf out of her bag.

'This could totally work as a belt on you!' she said loudly. 'Here, stand up and I'll show you.' I stood up and she quickly wrapped the scarf around my hips. 'Ok, you're fine for now, let's go' she whispered.

We got off the bus and Tabby came with me to sick bay. I'll never forget how much she helped me out that day. It's funny how close you get to people who help you through a bad experience. Now we're best friends!

To girls reading this, Kim recommends:

Girls are good at helping each other out with personal problems so don't be afraid to ask for help when you need it.

Kim, 13 years

1 What happened to Kim on the bus?

2 How did this make her feel?

3 Why did she feel unprepared?



4 How did Kim find help and support to manage the situation?

Penny's bra

Just after the start of Year 7, my breasts started growing. I figured I'd probably start wearing a bra at some point, but the idea of asking my mum about it was way too embarrassing. One day Mum took me shopping. I thought I was going to get some new jeans or something. I couldn't believe it when Mum took me into a bra shop. I almost died when she started talking to the lady in the shop about me! I was ushered into a change room and then the lady came in with a measuring tape. She was actually really nice and measured me over my clothes so it really wasn't that bad. And choosing a bra with my mum was actually kind of fun, although I'd never tell her that!

Wearing the bra to school the next day was pretty bad though. It felt weird and a little bit itchy, and I was certain everyone could tell that I was wearing it. A few times during the day, the strap fell down my arm a bit and I waited for everyone to laugh and point, but they didn't. I have been teased a couple of times about having boobs which made me feel pretty embarrassed, but then the same people were teasing my best friend for NOT having boobs so I realised that some people just seem to like teasing other people and that I should ignore them.

To the girls reading this, Penny recommends:

Don't be embarrassed by the changes (or lack of changes!) to your body—it happens to everyone and everyone develops at a different rate.

Penny, 16 years

1 How does Penny feel about her body's development?

2 Why do you think people teased Penny and her friend?

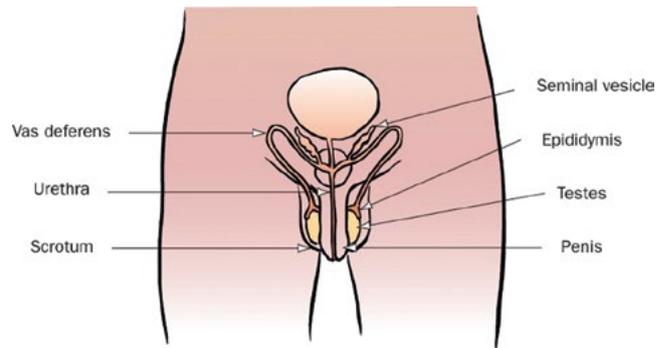
3 What do you think of Penny's advice for other girls?

4 Do you think there are differences in the way boys think about their growth and development as compared to girls? Explain.



Erections

When boys go through puberty, the penis and testicles grow bigger and erections begin. An erection is caused by blood flowing into the penis, which makes it get larger and harder and stand out from the body. Erections are usually caused by sexual thoughts or feelings; however, they can often occur at any time and for no apparent reason! This is called 'spontaneous erection' and while it might feel pretty embarrassing, it is a completely normal part of puberty and it happens to all males at this age due to fluctuating hormones.



Wet dreams

A nocturnal emission, also known as a 'wet dream', is an unconscious ejaculation, or orgasm, during sleep. Wet dreams can happen to both boys and girls; however, they are generally more common in boys. You might wake up and remember having a sexual dream or find a wet patch on your pyjamas or bedsheets. Wet dreams are a natural part of development and usually happen less (or stop completely) as you approach your late teens.

An unwelcome visitor

The first time I got an erection at school, I was in maths. Maths! Anyway, the teacher was droning on and on, and I was trying to listen, when I felt something going on in my pants. I couldn't believe it! I could feel my face going bright red with embarrassment and thought that surely everyone in the room would notice. Thankfully it went away again after a while and of course no one had any idea what had just happened. Now I'm pretty used to it. If I'm sitting down in class, it doesn't really matter because no one can see anyway and I just think about something else and it goes away. I still get pretty embarrassed if it happens when I'm standing up talking to my mates, and especially if I'm talking to a girl! But you kinda' learn ways to casually cover it up and no one has ever noticed (seriously, I don't think anyone spends much time staring at my crotch!).

The first time I had a wet dream was a bit worse though because I thought I had wet the bed! I woke up from this pretty cool dream and my boxers and sheets were a bit damp. I hadn't wet the bed since I was a little kid so you can imagine how freaked out I was! I had heard about wet dreams though so I sort of figured out what had happened. The mess was a little bit embarrassing to deal with, but I think Mum just thought she'd finally got through to me with all her nagging to put my sheets through the wash once in a while.

Kyle, 15 years

- 1 How did Kyle feel the first time he experienced some of the changes that are taking place in his body?

- 2 Do you think that he feels differently about it now? Why do you think that is?

- 3 Compare Kyle's experience with Kim's. Do you think boys are more or less likely to discuss this type of thing with their friends or family? Why do you think that is?



What is happening to me?

ACTIVITY *Researching and presenting*

- 1 Working in groups, research one of the following topics and create a Microsoft PowerPoint or Keynote presentation of six to ten slides to present to your class. You may wish to research and present an unlisted topic of your choice (provided that it is approved by your teacher).

Topics include:

- growth differences
- skin problems
- menstruation
- erections or wet dreams

Use the website mea.digital/FB_CGA4 to gather information about your selected topic. Enter the site 'for Teens' and click on the 'Sexual Health' option in the left sidebar.

Make sure that your presentation addresses the following:

- the name of the change that takes place during puberty
- when the change typically occurs
- the reason(s) for the change
- any diagrams to help explain the process of change
- any problems that can occur
- any products available to help you cope with and manage the change
- any other useful information



Shutterstock.com/luorphoto

Sexuality

During puberty you will become more aware of your sexual orientation. Sexual orientation refers to a person's general sexual, romantic or emotional attraction to persons of a particular sex. Puberty can be a confusing time and many people fear being considered abnormal or different, so they do not feel comfortable questioning or exploring their sexuality.

Some common terms to refer to sexual orientation include:

- **Heterosexual (straight):** attracted to members of the opposite sex
- **Gay/Lesbian:** attracted to members of the same sex
- **Bisexual:** attracted to members of both sexes
- **Asexual:** absence of sexual attraction

These categories help in discussing sexual identity, but research suggests that sexual orientation is fluid for many people.



Dreamstime.com/Scott Griesel

ACTIVITY *Sexual acceptance*

- 1 Unfortunately, many people are not accepting of people with different sexual orientations. How can we work toward becoming a more tolerant society?

- 2 As a class, consider the importance of acceptance when discussing emotional and physical needs with others.

Emotional and social changes

Adolescence is a time when our feelings about ourselves and others can be a little confused. This is because we are in the process of forming our personality and identity. The depth and range of our feelings can surprise us as we try to come to grips with who we are, who we want to be, and who we want to be with.

A sense of belonging

Adolescence is also a time when we form friendships and connect with our peer group. Feeling a sense of belonging within our families and peer groups has positive health benefits. It means that we are much less likely to take risks with our health and wellbeing by, for example, experimenting with drugs.



Stockbyte

ACTIVITY *Need to belong*

- 1 What can we do to make sure that people feel welcomed in our social groups?

- 2 Why can people feel lonely even when they have friends around them?

- 3 What are some simple ways to include other people in your groups?



ACTIVITY *Being different*

An issue of size

I've been playing footy since I was a little kid. I've always been pretty good because I'm fast and I know how to handle the ball. I made the school team last year in Year 7 which was awesome, and we came second in the finals. This year when the season was coming up, I started getting really worried about whether I would make the team. A lot of the guys had gotten really big and I hadn't really grown at all. My older brother said I had no chance against the other guys and that the only way to even have a shot was to start working out.

I wanted to join the gym but I was too embarrassed. Even though I was fit from footy training and running, I felt pretty weedy compared to the other guys. I started thinking that I wouldn't even bother trying out for the team. I didn't want to embarrass myself in front of everyone.

A few weeks before the try outs, I saw our footy coach down the street. He told me he was looking forward to seeing me play this year. I was surprised and figured he hadn't noticed how short I was compared to everyone else. I mentioned that I was maybe thinking about not trying out and why and he couldn't believe it! He started going on and on about how even if I didn't grow any time soon, I was still a good player and it would be a waste of talent if I didn't try out. He also said that height isn't as much of an advantage in footy as everyone seems to think it is. He made me promise to try out before I could get away from him, which was actually pretty cool. I probably should have just asked him in the first place instead of stressing about it.

It turned out I had nothing to worry about. I made the team and I'm even one of the best players. And we won the final this year! I realised that speed and agility are really more important than size and actually, being shorter than some of the guys can give me an advantage because I can move faster than them!

Jeremy, 14 years

- 1 How does Jeremy feel about being smaller than the other guys his age?

- 2 Why do you think Jeremy considers not trying out for the football team?

- 3 Why does Jeremy change his mind after talking to his coach?

- 4 Do you think there are differences in the way that girls think about their growth and development as compared to boys? Explain.



What is normal when you start high school?

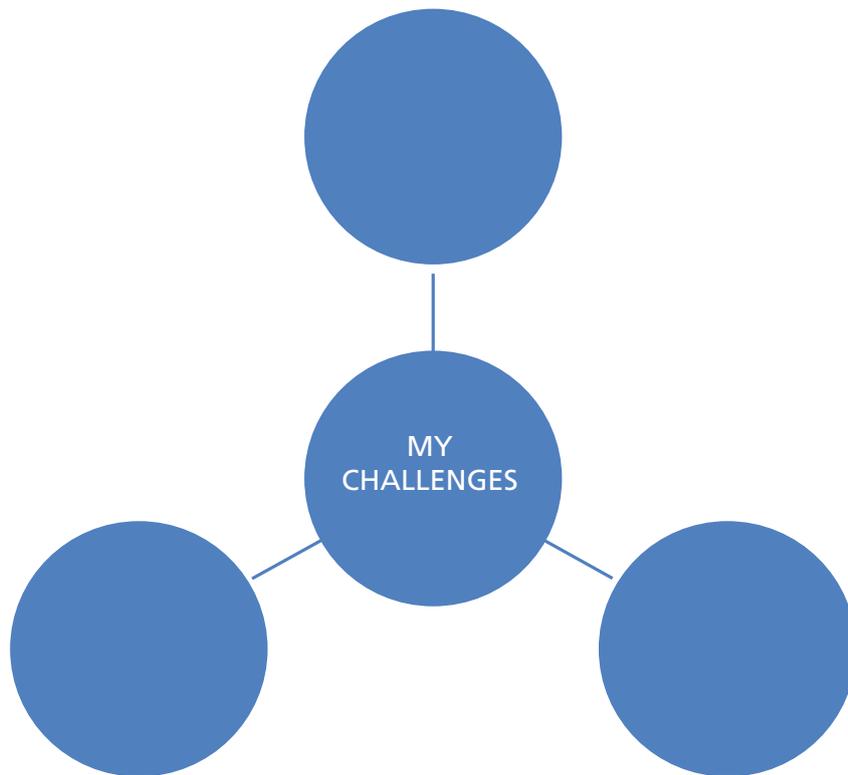
New challenges can make you feel a bunch of things for the first time. Some common issues that arise when starting high school include:

- feeling lost until you are familiar with the new environment
- feeling sad that you are not with your old friends
- feeling lonely, waiting to make new friends.

These experiences are normal; however, if they last more than a few weeks, you will need to seek the support of friends, family, teachers or the school counsellor.

ACTIVITY *Visualising ideas*

- 1 Complete this mind map to demonstrate three ways that you could deal with the challenges of starting at a new school.





Being resilient

Being resilient means remembering that you are not the only person who is starting high school and that nearly every student starting high school is feeling like you. Some ideas to help make a positive transition from primary school to high school include:

- staying connected with your primary school friends after school and at weekends
- participating fully in lessons and asking your teachers questions.

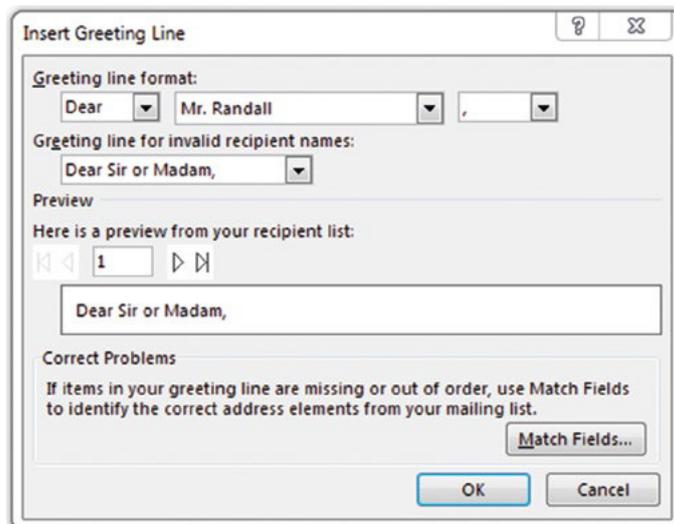
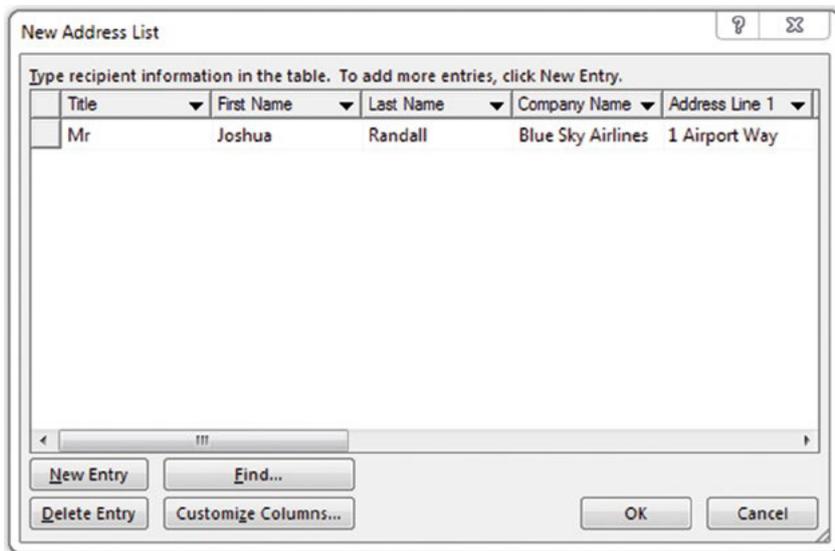
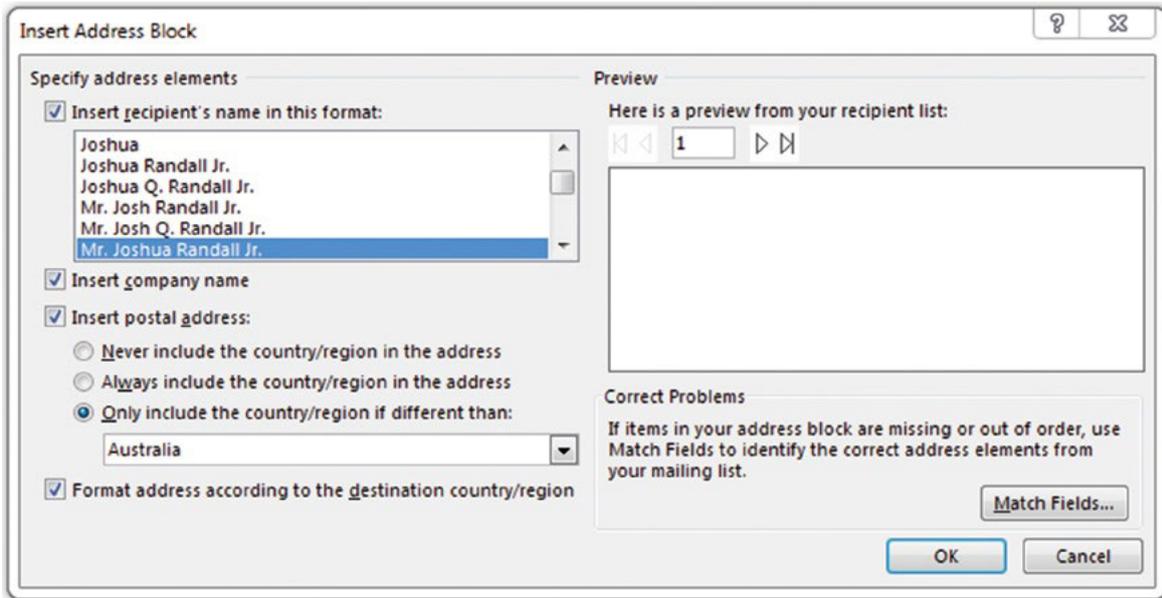


ACTIVITY Mail merge

Write a letter to some of your younger friends who are finishing Year 6 and ready to start high school. Offer them advice about making new friends, sharing some of your own experiences.

Follow the steps listed to learn how to construct a letter in a professional format.

- 1 Open a new Microsoft Word document and click on the 'Mailings' tab on the ribbon, then click on 'Start Mail Merge', followed by 'Step by Step Mail Merge Wizard'.
- 2 Step 1: Select 'Letters' as your document type.
- 3 Step 2: Select 'Use the current document'.
- 4 Step 3: Select 'Type a new list' and then click on 'Create'. A screen will appear named 'New Address List'.
- 5 Enter the details of your primary school friends, including the address you will need to post the letter to. Click on 'New Entry' after each person.
- 6 Save the file in a place you will remember, like your desktop.
- 7 Step 4: Write your letter. If you want to add recipient information, you may change this by clicking on 'Address block'. You can also add your own 'Greeting line'.



Microsoft product screen shot(s) reprinted with permission from Microsoft Corporation.



Seeking help

ACTIVITY *Planning ahead*

- 1 Use the following websites to list and research five facts about the changes associated with adolescence.

<mea.digital/FB_CGA5>

<mea.digital/FB_CGA6>

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

Health resources

Australians are fortunate to have an excellent health care system. This system consists of health agencies that provide health services. A health agency is any organisation that provides health care, information, education or treatment to the public. Health agencies include government health departments; voluntary organisations, such as the Salvation Army; private organisations, such as the National Heart Foundation; medical centres; dental surgeries; and community health centres.

These agencies provide you with a huge range of services such as safe houses, health advice, medicine, immunisation, educational pamphlets, consumer protection, and laws to control shop cleanliness, the disposal of rubbish, food additives and much more. All of this costs the Australian taxpayers millions of dollars per year.

Until recently, most of the Australian health care system was geared towards the treatment of poor health rather than the prevention of poor health and the maintenance of good health. Many recent health care schemes are now aimed at preventing poor health. You can make decisions that will help keep you in good health and avoid lifestyle diseases.



ACTIVITY *Help is just around the corner*

- 1 In the box provided, draw a simple map showing the major roads within a two-kilometre radius of your house.

- a In the following table, list in the first column all of the health agencies within a two kilometre radius of your house.
- b Next to each health agency, write down the services provided.
- c Put an asterisk (*) next to any of the services that you use.
- d Next to the services provided by each agency, write down whether the services are for poor health prevention or the treatment of poor health or both. An example is provided.
- e Fill in the location of each agency on your map.



Health resource	Services provided	Contact details
Medical Centre	Medical advice and treatment	115 Hospital Street Sicktown, Queensland Phone: 07 0707 7770

ACTIVITY *Sources of health advice*

Whenever you have health concerns or need extra health information, you can use a number of sources:

- your parents
- your teachers
- Kids Helpline <mea.digital/FB_CGA7>

The source of advice you use is up to you, and will depend on what you know about health organisations, how well you know people and what you need to know. Never be afraid to ask.

Health organisations

Most health organisations are non-profit organisations. They rely on money provided by the government (from taxpayers) or donations to provide health services to you and other members of the community. Examples of non-profit health organisations include St John Ambulance, the Cancer Council and the Royal Life Saving Society.

ACTIVITY *Health campaigns*

- 1 Find some campaigns from government-funded organisations in your state and fill in the table provided.

Area of health	Campaign
Mental health	
Tobacco control (smoking)	
Physical activity	
Healthy eating	
Substance abuse (alcohol and drugs)	



ACTIVITY *Share your knowledge*

Throughout this unit, you have had opportunities to investigate a variety of health resources and services available to people your age.

- 1 Choose one of these organisations and create a class blog where you can share your opinions about the services they provide.
- 2 As a class, discuss what information people need to know about the organisation in order to make a decision about whether or not to access it. Be sure to include this information when you write your blog.



Assessment task: It's my life

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Comic strip

Adolescence is a period of uncertainty and change. Every day brings with it new challenges and dilemmas. How you cope with these will not only influence outcomes, it will provide you with essential survival skills that you will be able to use throughout your life.

- 1 Create a comic strip designed to educate teenagers about changes that occur during adolescence and the strategies they can use to cope with these changes.
 - a Decide on a topic, e.g. puberty, menstruation.
 - b Develop goals and time lines.
 - c Create your comic strip.
 - d Once you have completed a draft, have a classmate complete the feedback sheet that follows and make any necessary changes.

Top tips

- Use the guide provided to help you develop your comic strip.
- Make sure your work is fun to read as well as educational.
- Develop a title and a character who will appeal to your target audience.
- Use the marking guide when developing your comic strip to ensure you include all the necessary information.

Topic:

Goals:

Time line: (Use this time line to jot down your deadlines)



**Possible titles:**

Outline:

Storyboard:

Reflection: Once you have received feedback from a peer, jot down changes here. Do you agree with the suggestions provided? Discuss.



Peer feedback sheet

Name of reviewer: _____

Title of comic strip reviewed: _____

1 What do you think the aim of the comic is?

2 How effective do you think the comic is in meeting its aim(s)?

3 How well does the comic strip meet the needs of its target audience? Explain.

4 What is your impression of the layout of the comic strip? Is it colourful enough, easy to read?

5 What suggestions do you have to improve the comic strip?



Victorian Curriculum F–10 Links (Levels 7 and 8)				Working well above Achievement Standard		Working above Achievement Standard		Working at Achievement Standard		Working towards Achievement Standard		Working below Achievement Standard	
Strand and Sub-Strand	Key Elements	Criteria: Ability to ...	E	D	C	B	A	Rating					
								Self/Peer	Teacher				
Personal, Social and Community Health Being healthy, safe and active	Physical, personal and social changes during adolescence	describe the physical, personal and social changes that occur during adolescence	Presented a comic strip that identifies likely physical, personal and social changes that occur during puberty	Developed a comic strip that identifies factors that could impact their own identity during puberty	Developed a comic strip that describes physical, personal and/or social changes that occur during adolescence and their possible impact on individuals	Developed a comic strip that explores a range of physical, personal and social changes that occur during adolescence and their possible impact on individuals	Developed a comic strip that explores a range of physical, personal and social changes that occur during adolescence and their possible impact on individuals						
	Factors that impact development and personal identity	identify factors that impact their development	Identified how personal identity can impact development	Identified factors that could impact their own development, including personal identity	Identified factors that impact their development, including family and community expectations, in order to set goals	Developed goals that address factors impacting development including social and cultural influences	Developed comprehensive goals that address factors impacting personal identity and values throughout adolescence						
	Health promotion strategies	identify health concerns of young people and the strategies that are designed to promote their health	Identified health concerns and planned strategies for improving personal health during adolescence	Demonstrated knowledge of the specific issues and strategies for improving personal health during adolescence	Identified issues relating to their chosen topic and strategies that can be used to cope with changes during adolescence	Identified positive health outcomes of a range of personal behaviours and strategies	Identified effective strategies to promote health and wellbeing during adolescence						
	Evaluating feedback	reflect on work using peer feedback	Considered feedback from peers to make some changes to their comic strip	Responded to feedback to make modifications to their comic strip	Reflected on progress through self- and peer evaluation to make necessary modifications to their comic strip	Reflected on progress through self- and peer evaluation to improve quality of comic strip	Showed detailed reflection using self- and peer evaluation, justifying modifications made to improve quality and impact of comic strip						
Personal, Social and Community Health Communicating and interacting for health and wellbeing	Evaluating feedback	reflect on work using peer feedback	Considered feedback from peers to make some changes to their comic strip	Responded to feedback to make modifications to their comic strip	Reflected on progress through self- and peer evaluation to make necessary modifications to their comic strip	Reflected on progress through self- and peer evaluation to improve quality of comic strip	Showed detailed reflection using self- and peer evaluation, justifying modifications made to improve quality and impact of comic strip						



Victorian Curriculum F–10 Links (Levels 7 and 8)		Working below Achievement Standard	Working towards Achievement Standard	Working at Achievement Standard	Working above Achievement Standard	Working well above Achievement Standard	Rating
Personal, Social and Community Health Communicating and interacting for health and wellbeing	Evaluating health information	Identified features of the task and applied these to develop a comic strip	Produced a comic strip that expresses clear and logically sequenced ideas and information	Produced a comic strip that expresses clear, relevant and organised health information	Produced a comic strip that clearly and effectively expresses a concise message for young people	Created a comic strip that expresses a comprehensive and empowering message to young people	
	express a clear and relevant message to educate young people						

Student's comments:

Teacher's comments:



Healthy relationships

Introduction

What's a relationship?

Respectful relationships

Loving, happy, healthy relationships

- Empathy, compassion and kindness

- Rights and responsibilities

- Equality and human rights

How to manage conflict

Unhealthy relationships

- Abuse, bullying and harassment

You are not alone

When relationships change or end

Assessment task: A (real) romantic story

Introduction

In this unit, you'll learn about relationships. Relationships are super important! In fact, they might be the most important thing in your experience as a human being. It's about how you interact and connect with every other being on the planet, including yourself! Your relationships tell a story of who you are, how you treat others, how you conduct yourself and how you react to difficult situations. Your relationships can change you, and you can change those you relate with depending on how you treat them. So, it's really important to treat others (and yourself) in ways that lead to positive, healthy relationships. Not doing so can cause damage, sadness and trauma that can impact you and everyone around you for life. Happy, safe relationships = happy, safe life! It's that simple and that important.

In this unit, you'll learn about:

- different types of relationships and the responsibilities and boundaries that come with them
- what makes a healthy relationship
- what makes an unhealthy or abusive relationship
- your rights in a relationship and your responsibilities to others
- how and why relationships change
- how to deal with conflict
- How to find support when a relationship is harmful to you.

Let's begin!



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What's a relationship?

A relationship is the connection between two or more things. A relationship describes how things are related and actively relate to each other. You can have a relationship with another person, you can have a relationship with yourself, you can have relationships with animals or places or things or concepts. It's just a way of describing how you relate to something, that is, how you treat it, how you feel about it and how it treats and feels about you in return.

ACTIVITY *Consider your relationships*

- 1 **Think:** What kinds of relationships can you think of?



- 2 **Think:** Name four people you associate with in your life. Try and think of a range of different kinds of people, different ages, genders, and types of relationships. Fill out the form by writing down the type of relationship you have with this person, what you do with the person, and how the relationship makes you feel.

Person 1

Name: _____

Relationship: _____

How do you treat this person?

How does this person treat you?

How does this person make you feel?

Person 2

Name: _____

Relationship: _____

How do you treat this person?

How does this person treat you?

How does this person make you feel?



Person 3

Name: _____

Relationship: _____

How do you treat this person?

How does this person treat you?

How does this person make you feel?

Person 4

Name: _____

Relationship: _____

How do you treat this person?

How does this person treat you?

How does this person make you feel?



Respectful relationships

In all relationships, it's important to treat others with respect. Respect is the glue that holds relationships together. Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them.

When we have relationships with other people, we may treat them differently depending on what type of relationship we have with them. You would hug your grandparent, but you wouldn't do the same to your teacher. You probably wouldn't talk to a friend the same way you would talk to your dentist. But respect should always be given to another, whether you like the person you're interacting with or not. It's the basic acceptance and understanding of another's dignity, no matter their race, gender identity, ability, age, sexuality, status, wealth, or intelligence.

We have a right to feel safe, happy, and loved, and so does everyone on the planet. So, we have to treat everyone else the way we want to be treated, and hope that they will do the same. When we don't respect each other, we might feel that we can be unkind, cruel, or hurt others, and not treat them with decency, but that's not okay. We wouldn't want to be treated that way, so we can't treat others that way. We agree that we don't want to live in a place where we aren't cared for or safe, so mutual respect is how we're able to trust each other. This is the rule on which all relationships in a happy life and working society are based.

ACTIVITY *Being respectful*

- 1 **Think:** Write down the ways you'd like to be treated by someone.

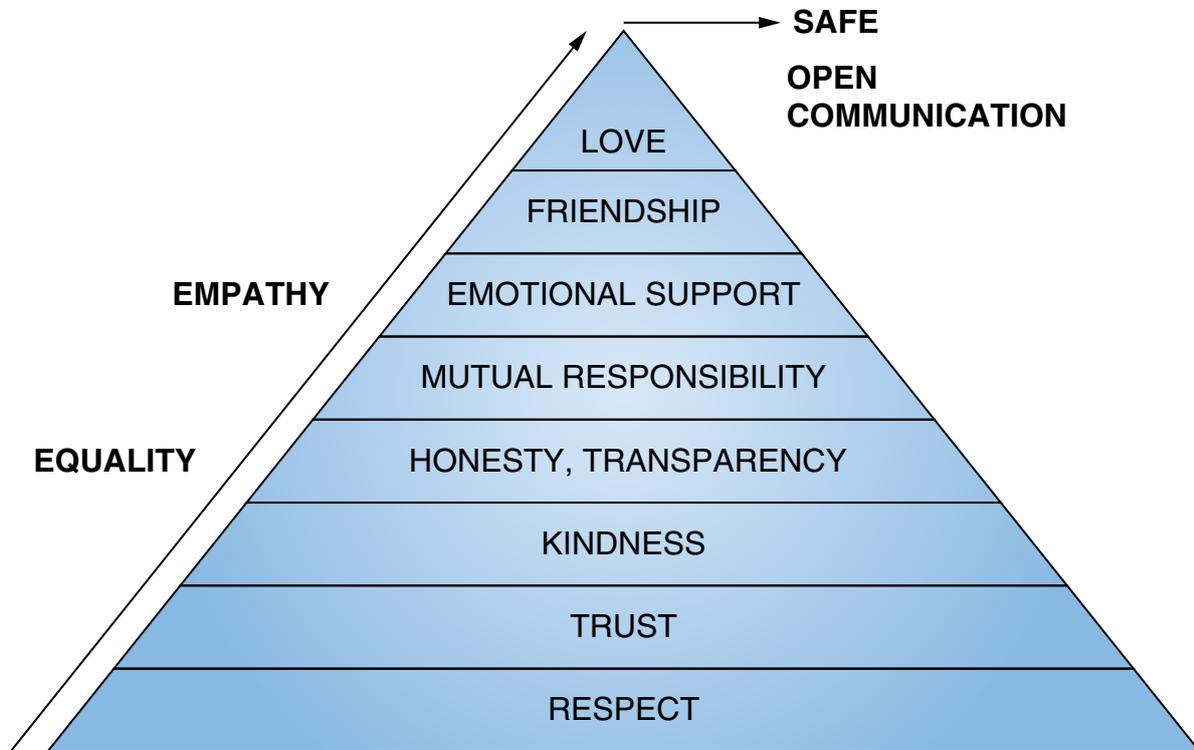
- 2 What are some ways you can show respect to others?

- 3 How do you know if someone is showing you respect?

Loving, happy, healthy relationships

When it comes to our close relationships, the people we care a lot about like our family, friends, the people we might fall in love with, we want to build a relationship that makes everyone happy, and respect is the first step to getting there! Respect in your relationships builds feelings of trust, safety, and wellbeing, which lets you get closer and makes your relationship stronger.

Think of a happy, healthy relationship like a pyramid. It starts with respect for each other, on which you can build trust. When you trust each other, you can show a bit more of yourself, and display kindness and compassion. That gentle kindness allows us to open up and be honest without fear of judgment. When we can open up, then we can care enough to be responsible for each other and support each other emotionally. When all of this is in place, we can eventually say we have a strong friendship and even love. All these qualities are driven by a sense of **empathy**, which means seeing things from others' perspectives, as well as a belief in **equality**, meaning we think that all people are equally deserving of kindness, love, and respect. And you can tell when you're in a healthy relationship when you feel safe with this person, and that you can and are communicating openly.



When a relationship is a complete pyramid, it's strong and healthy. A healthy relationship is one where both parties are respected as individuals, emotional needs are met, and everyone feels safe and supported. If a stage in the pyramid of your relationship is missing, or a bit cracked and damaged, it means your relationship might not be strong, happy, or healthy, and this part of your relationship may need attention. Both parties in a relationship are responsible for its health, and it's a joint effort building a strong pyramid together, so communicate openly and talk about how to mend these cracks together.

ACTIVITY *Relationship pyramid*

- 1 **Think:** Consider a relationship that has all the stages of the pyramid. It could be a relationship you have with someone else, two other people from your own life or a fictional relationship from a movie or show. Describe how the people in the relationship show the different stages of the pyramid to each other.



- 2 Consider a relationship that might not have all the stages. What is missing from this relationship? How could the parties involved improve these areas of the relationship?

Let's break down a few of those stages to learn what they are, how you can show these qualities in your relationships and how you can tell if these qualities are being shown to you.



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Empathy, compassion and kindness

Empathy is the ability to understand the feelings and needs of others. You've probably heard people say, 'try walking in someone else's shoes'. We say this so we can imagine that person's point of view. Then we can understand what they're going through and how our actions make them feel, because we can imagine how we'd feel if it were happening to us.

ACTIVITY *Understanding others*

- 1 On a piece of paper, write down a few things about yourself:
 - Write down the people you have in your family. Describe your bedroom, what you ate for breakfast, a few things you like doing, something you want, something you're afraid of, and something you're struggling with at the moment, or something that's bothering you (something you feel comfortable sharing with a partner).
- 2 Then, swap your paper with one of your classmates.
 - Read what's on the paper without discussing it with your classmate.
- 3 Now imagine that this is your piece of paper, you wrote these notes, and this is your own life.
 - How do you feel? Can you picture what this life would be like? How do you think you would treat others or make decisions if this was your life?
 - How does it make you feel about your classmate? Does it help you understand them better?
- 4 Discuss what you learned as a class.

Kindness and compassion are two sides of the same coin. Kindness is what you do for others, and compassion is a way of thinking about yourself and others. When you are compassionate, you are warm, friendly, and loving towards others and yourself. You are empathetic and understand everyone's shared humanity, joy, and suffering. It means you don't judge others, and you want the best for them. You treat people this way even though you might not get it in return, and you model this for other people. When you are showing kindness, you might show understanding, forgive others, admit when you are wrong and do things to help them. You might think that it's hard to be kind to people you don't like, or silly to be kind to yourself, but being compassionate is really good for you. It can help you feel happier, more peaceful, and less stressed throughout your life and make your relationships stronger.

ACTIVITY *Acts of kindness*

- 1 **Think:** What do you think it means to be kind?

- 2 **Reflect:** What was the last act of kindness that you received? How did it make you feel?

- 3 Think of the last act of kindness you did for someone else. How did it make you feel?

ACTIVITY *Kindness scenario*

Henry and Lily are talking about a maths exam they have coming up. They're good friends, but they're very competitive and Henry has never done better in a test than Lily, though he's come close. Henry feels really confident he's going to ace the test, but Lily hasn't been able to study because she has a new baby sister who has been keeping the family awake. She's very stressed and feels like crying. She tells Henry she feels dumb and that she's not good enough to understand the concepts on the test.



1 How might Henry be feeling right now?

2 How could Henry show kindness to Lily?

3 How could Lily show kindness to herself?



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Rights and responsibilities

When we are in a relationship, we have certain rights, and we have responsibilities to each other to ensure those rights are upheld. Think back what you wrote about the way you wanted to be treated in a relationship. It is your right to be treated in these ways. A healthy relationship is one where your individual rights are respected, and you have a responsibility to respect the rights of others.



My relationship responsibilities

- 2 **Discuss:** Compare your answers with your classmates. How did your rights and responsibilities change depending on what type of relationship you chose? How were your priorities and values different from others?

What are my boundaries?

An important right you have in a relationship is to set your own boundaries, and an important responsibility you have is to respect the boundaries of others. Imagine your life is like a game of cricket, all happening within an oval.

What happens in the infield is what we're most comfortable with. These actions, activities and events are comforting and safe to you. Maybe it's sleeping in your bed, playing video games with friends, or walking your dog. These activities feel easy and safe, they don't make you stressed, sad, or anxious, you might love them or not think much of them! Then in the outfield might be events that come closer to our boundary, perhaps we don't enjoy them so much, or feel less safe doing them. And anything outside the boundary is an absolute no-go. Now, these boundaries might change with different people, and they might change over time too. In a 'home game' (a space or people you're comfortable with), your ground might be larger, and more might fit within your boundary. In an 'away game' (a context you're less comfortable with), more things might fall outside of your boundary.

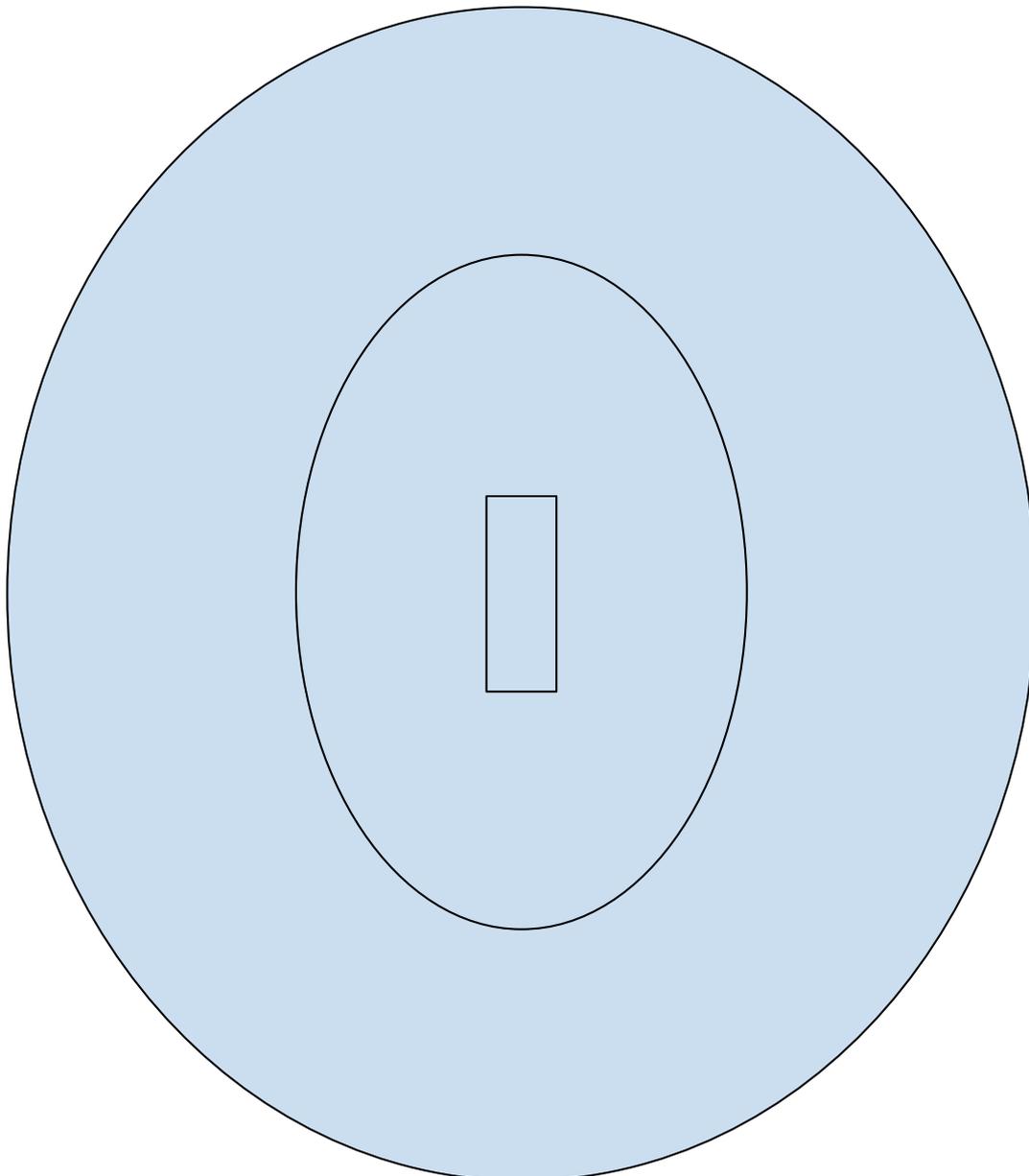
Sometimes you know what you're okay with, and what you're not okay with. Sometimes you don't know until you experience it. Sometimes you feel safer doing an activity with one person but not another. Sometimes you can't do an activity you normally enjoy and would consent to because of injury. Sometimes you'll no longer want to do an activity you used to consent to because of a bad experience. All these responses are completely normal.

It's important to remember that no one can read minds! It becomes dangerous when we assume people's desires, limits, and boundaries for them. Similarly, it can help when we are clear and firm about our own boundaries, then they are less likely to be accidentally crossed.

However, it's also important to know that you don't owe an explanation to anyone if you don't feel comfortable sharing the reason for your boundaries. You can say what you're okay and not okay with doing without having to tell someone why. There are lots of reasons why you might want to keep the reasons for your boundaries private. It might bring up bad memories, pain, or embarrassment. That's totally valid and you can keep these reasons to yourself while still communicating your boundaries practically.

ACTIVITY *Considering boundaries*

- 1 **Think:** Consider your boundaries with a person you associate with in your life. In the 'infield' in the cricket oval diagram, write down all the things you feel really comfortable doing with them, in the outfield, the things you're willing to try or do that feel closer to your boundary, and outside of the oval, the things you won't allow in your relationship with this person. If they were to do these things, it would cause you difficulty and even harm the relationship.





2 How might you tell this person about the boundaries you have set?

3 How might you let them know if they have crossed a boundary?

Consent

Consent is permission for something to happen, or an agreement to do something. Consent applies to everything. When you want to interact with someone's body or property, you must get their consent. And when somebody wishes to do the same to you, they must get your consent first.

Consent is essential to a healthy, respectful relationship. Remember that when a relationship is healthy, we show empathy and we respect someone's ability to make their own choices, and we don't make them do anything we don't want them to do. Because consent is a sign of respect, it is applied at the base of the pyramid, to every interaction we have with everyone.

If you want to borrow or use something that belongs to someone else, you'd ask, wouldn't you? The same logic applies to touching, kissing, talking, hugging, or interacting in any way with someone's body.

Your body is yours and yours alone. You have the right to make decisions about it and how it is treated. Remember that if that applies to you, that applies to everyone else too. That's empathy in action!

Consent is a clear, enthusiastic 'yes' and nothing else. You should be able to read a positive tone, comfortable body language, a smile and a big 'yes' all point to consent being given.

There are some simple rules to follow to make sure you really have consent. It's simple if you remember it's one of the **DEVICES** you can use for something to happen!

Definite – It's a definite 'yes' or it's not consent. 'Maybe', 'I don't know', 'depends' and 'not sure' DON'T COUNT. Neither does silence. It must be an affirmative, definite verbal 'yes'.

Enthusiastic – It's given genuinely and with enthusiasm; it's made clear that it's something the person very much wants to do.

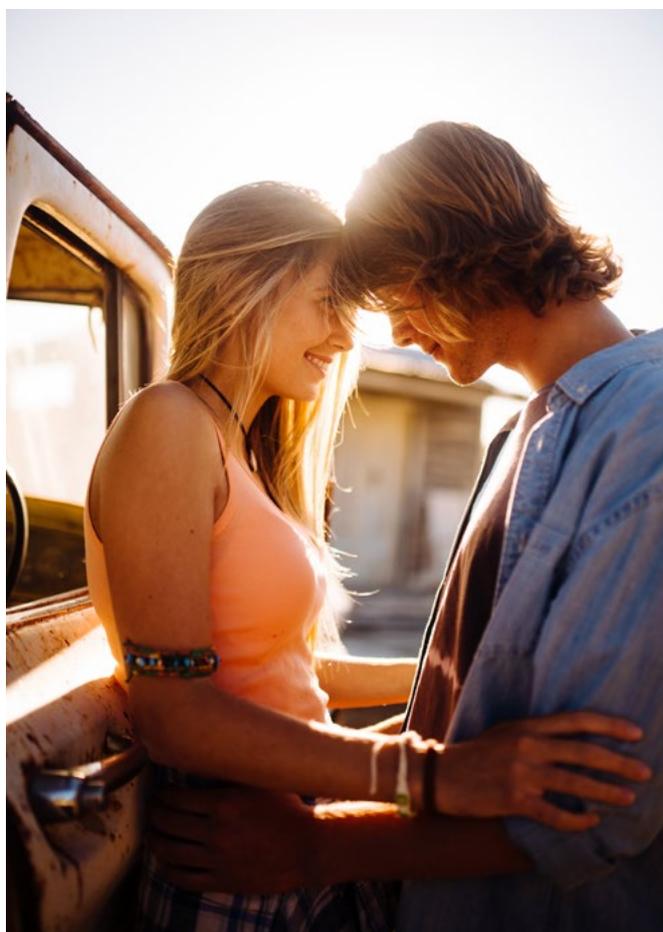
Voluntary – It's not given because that person feels like they have to. They are not coerced or forced; they give consent of their own free will.

Informed – People know exactly what they're agreeing to. That means explaining what will happen and the potential consequences and risks of the agreement to all involved. It also means obtaining consent again if details of the agreement change.

Continuous – Consent is not a one-time thing! It is ongoing, must be given at every stage of the agreement and can be taken back at any time.

Everyone – Everyone involved in an act must have given consent that follows DEVICES.

Specific – It refers to one specific act; it does not give you free rein to do anything else unless consent is obtained again.



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ACTIVITY *The importance of consent*

1 **Think:** How is asking for consent an important part of a respectful relationship?

2 **Think:** What can happen in a relationship when someone does something without consent?

3 **Think:** How might the person who didn't consent feel?

Equality and human rights

Do you believe all people are equal? Do you think everyone should have the same treatment and opportunities, no matter where they came from, the colour of their skin, their gender identity, cultural background, body type or abilities? This is what equality is all about.

In the modern world, we believe that all people have certain rights. These are enshrined in a document called the Universal Declaration of Human Rights. You can see the full document here: mea.digital/FB_HR3

In Australia, we believe that all people have human rights, and are equal before the law. But even though our laws state we are equal and should be treated as such, this isn't how it always plays out in culture and practice. A belief in equality underpins respectful relationships. When there is a sense of someone being naturally better, more worthy, or more deserving of things than another, we can't fully show each other respect as human beings.

ACTIVITY *Equal rights*

1 **Think:** Consider your relationship rights. Do you think everyone should have these same rights in a relationship? Why/why not?

2 Why do you think equality makes the relationship pyramid work?



Discrimination

When we don't treat people equally or fairly, but treat people differently based on certain characteristics, this is called discrimination. When we discriminate against others, we are disrespecting their humanity, and enforcing a belief that they are actually less worthy than us.

ACTIVITY *Class sharing*

You will need a few packets of lollies or chocolate for this task. As a class, get into height order. At the middle point of the line, divide into two groups. Everyone in the tall group is given one lolly, while everyone in the short group gets three. The people in the short group can have more as they want, but the people in the tall group can't have any more until tomorrow.

- If you were in the tall group, how did this activity make you feel?
- If you were in the short group, how did this activity make you feel?
- Do you feel it was fair?
- Discuss as a class.



Gender equality

While we believe that people are equal regardless of sex or gender identity, gender stereotypes can still influence how we behave towards others, individually and as a society. These stereotypes can be harmful when they prevent access to opportunities and equal care and treatment from other people. If you believe people of different genders should behave certain ways or have certain qualities, then you might find yourself treating them poorly if they don't meet your expectations, and this is not okay.

ACTIVITY *Gender stereotypes*

- 1 **Think:** Consider some gender stereotypes you might hold or know others hold. Write them below.

- 2 Do you think they hold any truth? Why/why not? Discuss as a class.



3 How do you think gender stereotypes might impact the rights and responsibilities we expect from relationships?

Multiculturalism and racism

Australia is a multicultural country made up of people from all over the world. About one third of Australians were born overseas, and even more people have at least one parent who was born overseas. We come from a range of countries and cultures that might have different beliefs to us, but it's important to respect and accept every person for who they are and appreciate their unique perspective. We come from all over and bring rich arts, food, languages, music, sports, ideas, and knowledge – and that's a great thing! It means we learn so much more about the world around us.

Racism is the act of judging or discriminating against someone based on their race, skin colour, and cultural background. It also happens on a bigger scale, with people from certain backgrounds being less likely to get certain jobs, access to better education or healthcare or other services.

Racist stereotypes can stop us from having meaningful, respectful, equal relationships. If you come into a relationship believing that the other person is lesser than you, or assuming they're going to behave a certain way based on their appearance, there is no way you'll be able to connect and really have a healthy relationship.

ACTIVITY Case study

Listen to Alyssa from Moree's story and answer the following questions. <mea.digital/FB_HR4>

1 What racist stereotypes affect Alyssa's everyday life?

2 How do they make her feel?

3 How does Alyssa's leadership position help fight racism for her peers?



How to manage conflict

We can't agree about everything all of the time. In every relationship, you're going to end up disagreeing about something. But a disagreement doesn't mean the end of your relationship! It doesn't mean things are bad, and it doesn't mean that it can't be worked out, as long as you're showing the other person respect and empathy for their position. You can see where they're coming from without agreeing, and you can work out a compromise together while respecting everyone involved.

Here are some steps to follow when you end up in an argument with someone.

- **Cool down:** Take a breath and count to 10. It's easier to have a hard conversation when you are more calm and you're not being influenced by strong feelings of anger or sadness.
- **Use 'I statements':** Share how you feel and what you want without blaming or accusing the other person. E.g., 'When you don't call me, I start to feel like you don't care about me' vs. 'You never call me when you're away. I guess I'm the only one who cares about this relationship.'
- **Be clear, specific and stick to the facts:** Try to describe what the person is doing without judging them. Attack the problem, not the person!
- **Keep it in the present:** This isn't the time to bring up every other thing that person has done that annoys you. Try not to say things like 'you always' or 'you never' because you know that's not true!
- **Take responsibility for your mistakes:** Apologise if you have done something wrong; it goes a long way toward making things right again.
- **Understand that you can't solve every problem:** Sometimes people won't be able to change or see eye-to-eye on an issue. You have to work out whether it's something you can accept or whether it's something you need to end the relationship over.



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ACTIVITY *Media analysis*

Watch the following video: <mea.digital/FB_HR5>. **Warning: Strong language.**

- 1 Identify how the 'parents' arguing could better resolve their disagreement referring to the steps above.

Unhealthy relationships

We've been talking a lot about what makes a healthy, respectful relationship. It's all the blocks of the pyramid standing strong – respect, trust, kindness, honesty, mutual responsibility, and emotional support – all driven by empathy and equality. You know it's healthy because you feel safe and happy around this person, and that you can communicate about your needs and issues.

An unhealthy relationship is one that's missing one or more of those elements. An unhealthy relationship is one where one or both people involved don't respect the other's rights, and don't uphold their responsibilities. It could be a bit dysfunctional, or downright abusive.

Relationships can be unhealthy from the beginning, or become unhealthy with time, as people's values, experiences, feelings, and circumstances change. Sometimes relationships can be unhealthy because the people in them don't know how to manage their emotions or communicate well. They might have been treated poorly in relationships early in their lives and are repeating this to others because this is their only relationship experience. Sometimes, people are actively seeking to hurt or control others. This is **abuse**.

These relationships can cause discomfort, unhappiness, pain and even trauma. It's important to be able to identify when a relationship is unhealthy and talk about how to heal it or know when to end it for everyone's happiness and safety.



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ACTIVITY *Scenario analysis*

Identify whether the following relationships seem healthy or unhealthy and give your reasons why (you can use the pyramid to help). Make suggestions for how to manage, improve or end the unhealthy relationship.

- 1 Jessica and Tariq have been dating for more than a year. Jessica likes her alone time and can become a bit overwhelmed in big social situations, while Tariq is a big social butterfly and loves to party. At a party one night, Jessica decides she's had enough and wants to go home. Tariq is still having a good time and wants to stay. He tells Jessica this, but also asks if she'd like him to go home with her. She says she isn't feeling unwell, and she's okay to go home on her own, and tells him she wants him to stay and have a good time. He thanks her, and he promises to stay in contact and let her know when he's on his way home to her or if his plans change.



- 2 Michael and Simeon are twin brothers and are very close. Lately, Michael has been getting involved in theatre productions at school, while Simeon has been spending a lot of time training with the soccer team. Michael goes to every one of Simeon's games to cheer him on. But when it comes to opening night of Michael's play, Simeon doesn't show up because he is hanging with his soccer mates. Michael feels really hurt by this.

- 3 Sierra and Monique are best friends and have been for years. In the past couple of months, Monique has been spending more time with her friend Leah from her dance classes. Sierra feels a bit left out and asks Monique if she can join them sometimes. Monique says they're not really hanging out that much and it's not a big deal and that Sierra shouldn't worry about it. The next week, Monique posts a photo of herself and Leah at the gelato shop she used to always go to with Sierra. Sierra feels hurt but doesn't know how to bring it up without seeming jealous. Sierra instead decides to make a fake account and comment on the photo, saying they look 'fat and ugly'. She then starts sending DMs to Monique as this account and posting mean rumours about her.

Abuse, bullying and harassment

Abuse is when someone intentionally hurts someone else. Often the abuser is in a position of **power**. This does not respect the other person's independence and safety.

What does abuse look like? It can come in many different forms, some more obvious than others.

- **Physical abuse** is hurting someone else's body, hitting, shaking, burning, pinching, biting, choking, throwing, beating, and other actions that cause physical injury, leave marks, or cause pain.
- **Emotional abuse** is being mean, cruel, or hurtful to someone's feelings. It could include constantly criticising or putting someone down, excluding them, or threatening them until they feel bad about themselves. This can also include more subtle things like spreading lies about a person, denying their reality (gaslighting), turning their friends against them. This one can be harder to spot, because the abused might believe what is being said about them, or the tactics might be so subtle it's hard to see them as abuse.
- **Sexual abuse** happens when an adult has sexual contact with someone under the age of 18, and any time there is sexual contact that is not wanted by one party in the relationship.
- **Online abuse** is any kind of abuse that happens digitally. It can involve posting hurtful comments, sending mean, cruel or critical DMs, leaking private messages or photos that weren't intended to be public, posting private contact information (known as doxxing) online without the person's permission.
- **Bullying** is repeated, targeted abusive behaviour towards someone.



Why would someone intentionally hurt someone else? People are not born abusive; abuse is a learned behaviour. Some people see it in their families growing up, or learn it from friends, popular culture, or other influences. But no matter how someone learns abusive behaviours, it's ALWAYS wrong, and that person can always make a better choice.

Someone who is being abused can experience lifelong harm, physical pain, and emotional damage. **No one deserves to be abused**, abuse is **never** the fault of the person on the receiving end.

Being in an abusive situation is unsafe and scary, especially when that person is being abused by someone they love and care about. It can sometimes be very hard for people to leave abusive situations. Abuse can ruin someone's mental and physical health and wellbeing.

If you recognise abusive behaviour happening to you, or between other people, you should call it out if it's safe to do so or tell a trusted adult who can help.

ACTIVITY Case study: *Bullying stories*

1 Watch Kate's story: <[mea.digitalIFB_HR6](#)>

a How did Kate's bullying experience impact her emotionally?

b How did she seek help?

2 Watch Ashleigh's story: <[mea.digitalIFB_HR7](#)>

a What kind of abuse was Ashleigh receiving?

b How did bullying affect Ashleigh emotionally?

c What strategies did she use to cope?



You are not alone

There are people who can help those in abusive situations or unhealthy relationships. If you feel a relationship is making you unhappy or causing you harm, you should speak up and talk to someone you trust about it.

ACTIVITY *Seeking help*

- 1 **Think:** Why might someone in an unhealthy or abusive relationship not seek help?

- 2 **Research:** Make a list of people you could go to when you're feeling unsafe in a relationship. This can include trusted family members, teachers, helplines, police, and friends. Come back to this list when you feel you need help with a relationship in your life, and remember you have many places to turn.

- 3 Come up with a strategy for someone who might be experiencing abuse. What should they do, who could they speak to and what could they say?



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When relationships change or end

Sometimes, no matter how hard everyone works to improve a relationship, it might never be able to be completely healthy. It could be because of differences in values, cultures, or experiences, or it could be because there is abuse in the relationship.

Sometimes, a relationship that once felt really strong and close can fade with distance or time. You might believe now that your high school friendships will last for your whole life, and some might! But some may not. It's a difficult reality, but this is a part of life and growing up.

Relationships will change, and some will have an end. When romantic relationships end, we call that a break-up, but friends can break-up too (so can family members, but this is called estrangement). Sometimes when a relationship is no longer making us happy, serving our needs or feels worth the effort anymore, we may pull away from that relationship or end it all together. This can be really painful, but it's also okay. It's even positive to stop investing in relationships that feel like they are no longer bringing positivity to our lives.



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Useful resources

Kids Helpline: All about respect

<mea.digital/FB_HR8>

Relationship rights and responsibilities

<mea.digital/FB_HR9>

SUPPORT SERVICES:

1800 RESPECT: National sexual assault, domestic family violence counselling service

<mea.digital/FB_HR10>

Call: 1800 737 732

Lifeline: 24/7 crisis support

<mea.digital/FB_HR11>

Call: 131 114

Beyond Blue: Support Service

<mea.digital/FB_HR12>

Call: 1300 224 636

Kids Helpline: Phone counselling service

<mea.digital/FB_HR13>

Call: 1800 55 1800



Assessment task: A (real) romantic story

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Reflect

When you think of romance stories, they often aren't depicting healthy, happy relationships, even if the characters get a happily ever after.

Couples in movies, shows and books often misunderstand each other, communicate poorly, have conflict, aren't honest, or don't make an effort to empathise with each other. Sometimes they barely know each other when they get together! These examples we see can often contribute to our warped expectations of relationships in real life.

So, what would our favourite love stories look like if the relationships were healthy?

Create

- 1 Choose a love story you know well. Look at the characters, their relationship, their conflicts and how they do or don't resolve them. Think about what would make their relationship healthy.
- 2 Create a new version of their story that demonstrates empathy, equality, and open communication. You can adapt it into a short story / comic strip / film or any other storytelling format of your choice but give the characters a healthy relationship.
- 3 Share your stories as a class.





Defining consent

Introduction

What is consent?

- How to ask for consent
- Do you have consent or not?
- What does consent look, sound and feel like?
- How to give consent (and work out if you want to)

My body, my rules

- What are my boundaries?
- What to do if someone crosses your boundary
- How to communicate what you want and need
- How to withdraw consent
- How to react when someone says no

See something, say something!

- When should I intervene?

Sexual consent

- Who can and can't consent

To finish...

Assessment task: Understanding DEVICES

Introduction

In this unit, you will learn about consent. Consent is the foundation on which a respectful relationship is built. You can't have a relationship that is equal, respectful and free without consent at the centre. It's super important!

A relationship built on consent is one where everyone makes their own decisions, has full control over their bodies and actions, and feels empowered to say yes or no without fear of judgement, being hurt or getting in trouble. It's a relationship in which you feel happy, safe, heard and understood. Consent is the key that unlocks healthy relationships. It's important to know that the opposite is also true: relationships that don't operate with consent at the centre can be unhealthy or even abusive.

In this unit you will learn the whole process of giving and getting consent. You will learn:

- how to talk about consent
- when you should seek consent
- how to ask for someone's consent
- how to give your own consent and work out whether you want to
- how to identify and set your own boundaries
- how to identify whether something is consensual or not
- a bit about why consent is so important when it comes to sex.

Let's get started!

What is consent?

Consent is permission for something to happen, or an agreement to do something.

Consent applies to everything. When you want to interact with someone's body or property, you must get their consent. And when somebody wishes to do the same to you, they must get your consent first.

If you want to borrow or use something that belongs to someone else, you ask, don't you? The same logic applies to touching, kissing, talking, hugging, or interacting in any way with someone's body.

Your body is yours and yours alone. You have the right to make decisions about it and how it is treated. Remember, if that applies to you, that applies to everyone else too.

You can't touch, kiss or hug someone without asking first, and someone can't do those things to you without asking and you giving consent.

But it doesn't stop there! Consent applies when you are interacting with people verbally and online too. It applies when you want to send something to someone or show them a picture or video. It applies when you want to speak to them about something difficult or even tell a joke.

ACTIVITY *When to ask for consent*

- 1 **Write:** Identify some more examples of situations where one should ask for consent.



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ACTIVITY *Why is consent important?*

- 1 **Think:** Explain what can happen in a relationship when someone does something without consent.

- 2 **Think:** How might a person who doesn't consent feel?

How to ask for consent

Asking for consent is as easy as asking a question, and it's best done with a clear conversation where everyone agrees.



Those are all examples of asking for consent. It's not hard! It only takes a second, and it means we've created a situation where everyone feels safe and respected. If you're not sure you've given space in your request for someone's consent, make space by asking them:



Consent applies no matter who you're asking it from. Friends, family members, strangers, teachers, classmates – everyone must be asked for their consent when you want to do something with them.

ACTIVITY *Your turn!*

- 1 **Practise:** Let's practise asking for consent. You want to borrow the pencil of the person next to you. How would you ask?
 - Try asking clearly with a question.
 - Then try stating your intention and making space for their response with a question: 'I'd like to borrow your pencil. Is that okay?'.
 - Then try just taking the pencil without asking.
 - Then demand the pencil and take it.
 - Swap roles.
- 2 Did you notice a difference in your partner's response with each approach? Outline how their words, body language and voice changed.

- 3 Explain how it felt each time your partner took your pencil. Which time felt the most comfortable? Which time felt the least comfortable.

Depending on your relationship, you might not take such a formal approach. If it's someone you know more intimately, like your best friend or your mum, you might know how they would consent to something through their body language, a smile for example, but this means you have to read the situation carefully. You're still best seeking an answer with words so that you're sure.

You also might believe you don't have to ask the consent of your friends and family, or that you can assume they'll give consent to what you're asking based on what they've consented to in the past, but this isn't the case. Their responses might change given the specifics of the scenario or how they're feeling that day, and that's okay. It doesn't mean that they don't like you, or don't trust you. We'll discuss how you should react to a 'no' later.

The best way to obtain consent is to ask someone clearly and truthfully. That way there isn't any doubt that you have someone's consent. Or is there?



Do you have consent or not?

Consent can be tricky because someone might agree to something even if they don't really want it to happen. They might feel like they must give consent to maintain a friendship or feel like they'll be hurt if they don't give consent. They might not know what they're consenting to, or consent to something other than what you intended. They also might be unconscious, drunk or in a state of panic or stress. They might not say anything at all.

That's NOT consent!

Consent is a clear, enthusiastic 'yes' and nothing else. A positive tone, comfortable body language, a smile and a big 'yes' all point to consent being given.

There are some simple rules to follow to make sure you really have consent. It's simple if you remember it's one of the **DEVICES** you can use for something to happen!

Definite – It's a definite 'yes' or it's not consent. 'Maybe', 'I don't know', 'depends' and 'not sure' **DON'T COUNT!** Neither does silence. It must be an affirmative, definite, verbal 'yes'.

Enthusiastic – It's given genuinely and with enthusiasm; it's made clear that it's something the person very much wants to do.

Voluntary – It's given because the person feels like they want to. They are not coerced or forced; they give consent of their own free will.

Informed – People know exactly what they're agreeing to. That means explaining what will happen and the potential consequences and risks of the agreement to all involved.

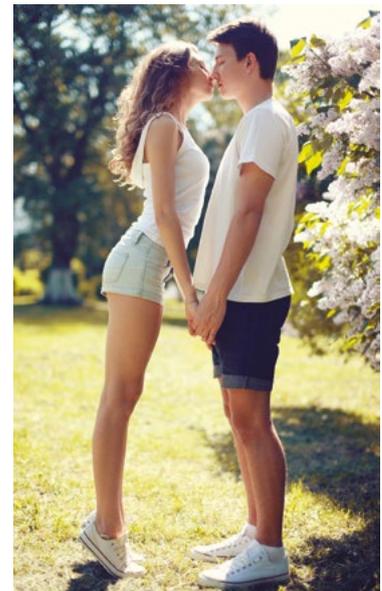
Continuous – Consent is not a one-time thing! It is ongoing, must be given at every stage of the agreement and can be taken back at any time.

Everyone – Everyone involved in an act must have given consent that follows DEVICES!

Specific – It refers to one specific act; it does not give you free rein to do anything else unless consent is obtained again.

ACTIVITY *Role play*

- 1 How would you ask for and give consent in these scenarios? Act it out with a partner. Practise asking for, giving and withdrawing consent. Explain how you know you have true consent that meets the DEVICES model.
 - a You want to send your friend a YouTube clip from your favourite gaming streamer, but it contains violence that they might not be comfortable seeing.
 - b You want to kiss someone you have a crush on and you haven't kissed them before.
 - c You want to borrow your sibling's shirt for a photo shoot. You've done it many times before, but this time you're doing a shoot with lots of messy food and it might get stained.
 - d You want a classmate to let you copy their homework.



Checking in

Consent is continuous. It isn't just given once – it has to be ongoing throughout the agreement. It's important to check in to make sure your partner is still consenting to the activity.

When should I check in?

- Every time you want to make changes to what you're doing.
- If the other person seems uncomfortable (you might pick up something in their speech, body language, facial expressions).
- When you want to change the intensity of the activity.
- When you feel the activity might be nearing your partner's boundaries (we'll learn how to set and communicate those later!).

ACTIVITY Case study

1 Jack and Ash are arm wrestling. Both Jack and Ash consented to this activity according to the usual rules. In the heat of a wrestle, Jack uses his other arm to grab Ash's hand and pull her arm down. She yelps in pain.

a Describe what Jack has done wrong.

b At what point should Jack have checked in?



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What does consent look, sound and feel like?

Think about DEVICES, again. It should give you hints to work out what consent looks, sounds and feels like. Consent is a definite yes, it comes freely with an enthusiastic tone of voice and body language like a smile and a relaxed posture. It is given without feeling under threat.

When people feel like they're in danger or under threat, their bodies create **stress responses** to help them stay alive. These are biological defences that humans and most animals have. For example, if you saw a lion in the wild, your brain would send out messages to your body, firing up your heart rate and muscles to help you survive by fighting the lion or escaping. But those aren't the only ways we deal with threats. Some animals 'play dead' or 'cuddle up' to the lion in order to survive. We do that too. Nowadays, we don't come across lions every day, but we still have these four key responses to feeling threatened.

You've probably heard of **fight** or **flight** responses before, which happen when you feel like you can either fight your threat or run away. There are two other responses that are important to understand (and less talked about): **freeze** and **fawn**. It's important to understand those two because they can be mistaken for consent.

Even though someone might seem like they're saying nothing at all, or saying yes, it might just be to appease a threat. That's not very DEVICES is it?



The four stress responses: fight, flight, freeze or fawn



Alamy Stock Vector/Diana Johanna Velasquez; Alamy Stock Vector/YAY Media AS; Alamy Stock Vector/illusart

ACTIVITY *Tuning in to honest consent*

- 1 Identify some characteristics an individual might show when they are freezing or fawning.

- 2 Explain how you can ensure someone feels safe to give an honest response to a request for consent.

ACTIVITY *Online activity: The consent game*

- 1 Go to <mea.digital/FB_DC2>, spin the wheel, then read the definitions to learn about what each response means.
- 2 Yes (almost always) means yes! When might a 'yes', 'totally' or 'absolutely' not be consenting? How can you tell?

- 3 Describe what an enthusiastic yes looks and sounds like.

- 4 Outline how you can check in.

How to give consent (and work out if you want to)

If someone comes to you with a proposal, how would you respond? How do you work out if you want to do what the other person is proposing?

Sometimes it's easy to tell when you want to do something. If your friend wants to play a game online with you after school, that might be an easy yes! If a family member wants to tickle you, and you're very sensitive, you might know that's a no. Sometimes you might not be sure. If it's something you've never tried before, you might not be sure if you would like it or not. If that's the case, you can choose to try it or not, that's completely **your choice**.

Just like we ask for consent all the time, we also give it all the time. It's important to remember we have the right to say no as much as yes, and we should **never be afraid of saying no**.

Think about how regularly you ask for consent and give it in your life.

ACTIVITY *Reflection*

- 1 List three things you consented to this week.

- 2 Identify how you felt saying yes to those things.



My body, my rules

You have the right to choose what happens to your body, and you have the right to choose what you do with it. No one can force you, make you feel bad or guilty, threaten you or deny you something because you don't want to do something. This is called **bodily autonomy**.

Sometimes, if it's coming from a good friend, or a teacher or parent, it might feel like you have to do what is being requested of you. You might feel like you have no right to say no to something, even if you've been asked for your consent.

Your body is your own and you have the right to decide what does and doesn't happen to it. Even adults need your consent to do something.

You – and only you – get to set the rules about your body. Your body is your own and people shouldn't break your rules.

When making the rules about your body, it's important to know how to communicate those rules to others, and that means using the correct names of your body parts. That way you can be very clear about what's okay and what isn't.

ACTIVITY *Spark up!*

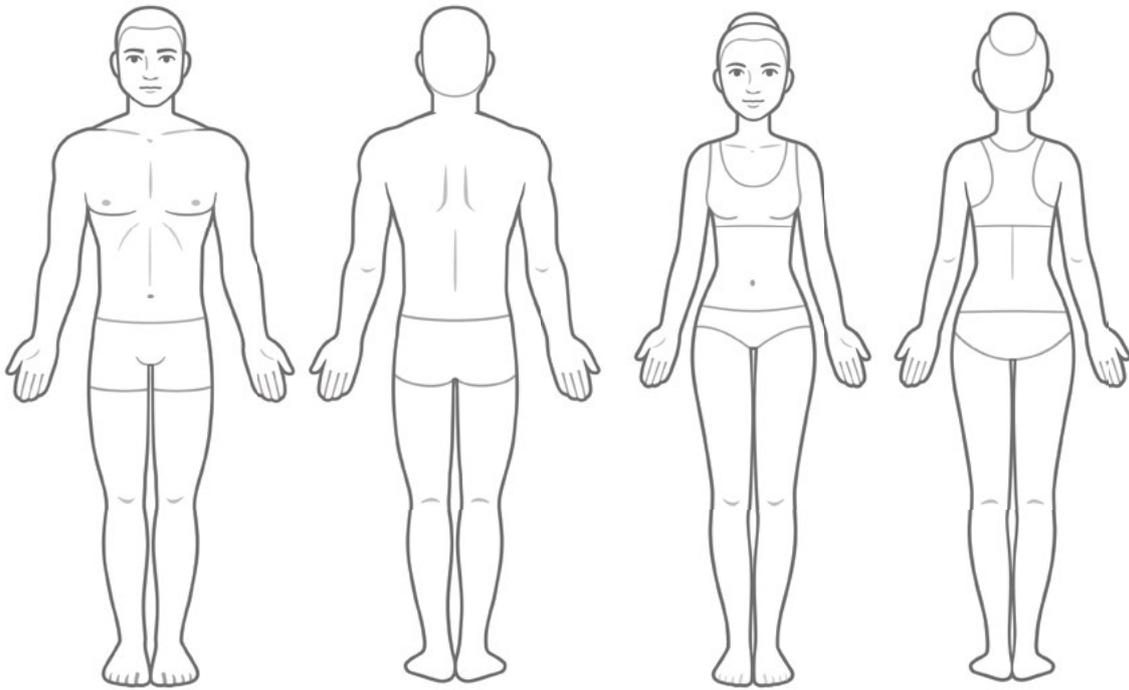
- 1 What's a right? What do you think it means when we say we have rights? Discuss with the class.



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ACTIVITY *Thinking about bodies*

- 1 Label the body parts on the diagram.



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- a What's your favourite part of your body? Mark it with a star.
 - b What parts are you comfortable showing in public? Mark them with a tick.
 - c What parts do you not want to show? Mark them with a cross.
- 2 Think about your best friend, a parent/guardian and a stranger. Where on your body would it be okay for them to touch you? Where would it not be okay? Show it on the diagram.

What are my boundaries?

Do you know what you're okay and not okay with? Sometimes you do. Sometimes you don't know until you experience it. Sometimes you feel safer doing an activity with one person but not another. Sometimes you can't do an activity you normally enjoy and would consent to because of injury. Sometimes you'll no longer want to do an activity you used to consent to because of a bad experience. All of these responses are completely normal.

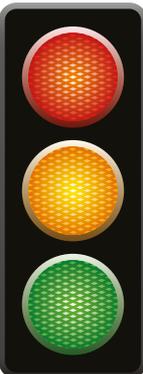
Under consent, you're able to try things but you're also able to stop at any point you feel uncomfortable, unsafe, in pain or just aren't having a good time. These are all valid reasons to stop or not give consent.



ACTIVITY *Identifying boundaries*

- 1 Think about the **trauma responses** we talked about earlier: fight, flight, freeze and fawn. We experience these responses when we feel threatened, which generally means someone has crossed a boundary. How might you identify if someone has crossed one of your boundaries?

- 2 Look at the traffic lights below. Under each heading, next to the green light, write things you're absolutely fine with that person doing to you. Under amber, what you might need to try or test out before you have a firm answer. Under red, what is not okay.

<p>FRIEND</p> 	<p>PARENT/GUARDIAN</p> 
<p>TEACHER</p> 	<p>GRANDPARENT</p> 
<p>STRANGER</p> 	<p>DOCTOR</p> 

iStock.com/RomanSotola

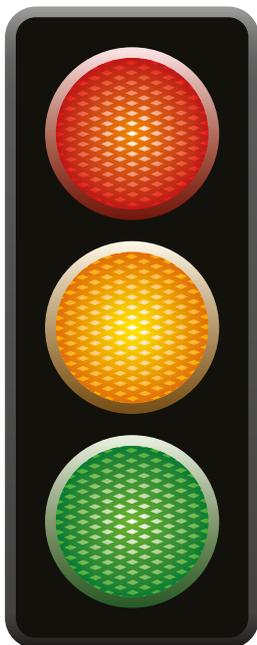
ACTIVITY *Types of touch*

- 1 There are lots of ways we touch and interact with each other people's bodies. Write some ways we touch below.

ACTIVITY *Practising touch*

- 1 In pairs, try the following exercises taking turns:
 - Seek consent to touch your partner's arm using the model you learned earlier.
 - If it is given, touch your partner's arm, lightly with open fingers.
 - Ask how that feels and if that touch is okay.
 - Ask your partner if you can tickle them. Reassure them you can stop at any time.
 - If they consent, go ahead!
 - Stop if or when they ask you to.
 - Ask your partner if you can squeeze their arm.
 - If they consent, go ahead! Start gently and get tighter. Check in with your partner at each level: 'How does this feel? Is this okay? Would you like to try tighter?'
 - Take a makeup pencil or body paint and ask if you can draw on your partner's arm. Get informed consent and tell them what you will draw and where.
 - If they consent, go ahead!
 - Ask your partner if you can give them a massage.
 - If they consent, go ahead!
 - Ask if you can draw a paperclip across your partner's arm.
 - Check in as you go.
- 2 Explain how each touch felt. What felt good, what felt just okay, and what was a definite no? Sort the kinds of touch you tried into the green/amber/red light categories.

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What to do if someone crosses your boundary

If someone makes you feel unsafe by doing something you don't agree to, it's important to tell an adult you trust. Tell a parent, teacher, group leader, coach, guardian, grandparent or anyone who can help.

Whoever the person is, you have the right to say if they are making you uncomfortable. If they are too close to you or touch you in a way you don't like, you can communicate that, and they need to stop.

Here's the most important thing to remember:

IT IS NEVER YOUR FAULT!

It is never your fault if someone crosses a boundary, forces you to consent to something you don't want or doesn't listen when you don't consent. It is not ever something you did – it's the other person's responsibility to act within your boundaries.

How to communicate what you want and need

Now you know how to identify your boundaries and limits, it's important to communicate them to the person who is seeking your consent.

It's important to remember that no one can read minds! It becomes dangerous when we assume we understand other people's desires, limits and boundaries. Similarly, it can help when we are clear and firm about our own boundaries, then they are less likely to be accidentally crossed.

However, it's also important to know that you don't owe an explanation to anyone if you don't feel comfortable sharing the reasons for your boundaries. You can say what you're okay and not okay with doing without having to tell someone why. There are lots of reasons why you might want to keep the reasons for your boundaries private. It might bring up bad memories, pain or embarrassment, or you just don't want to. Your reasons are totally valid and you can keep them to yourself while still communicating your boundaries.

ACTIVITY *Case studies*

- 1 In the following scenarios, write or act out the conversation and how boundaries might be communicated before beginning the activity.
 - a Georgia wants Ally to join her game of touch rugby. Ally usually plays every Sunday but today Ally has sprained her wrist and doesn't want to get hurt.

- b Amir and Sharona are going to the theme park. Sharona wants to ride the rollercoaster, but Amir is scared of rollercoasters. He doesn't want to ride but he feels embarrassed to tell his friend why.



- c Declan and Javier are going to the movies on a date. Javier really wants to see a scary movie; Declan doesn't feel comfortable but likes Javier and doesn't want to ruin the date so agrees to go. During the movie, Javier leans in to kiss Declan without asking, but Declan doesn't want to do it in public. Declan leans away but Javier kisses him anyway.

How to withdraw consent

If you thought you wanted to do something but part way through the activity you start feeling like you don't want to anymore, you can stop. You can withdraw your consent for whatever reason, or no reason at all! Consent is continuous – it isn't just given once. You can say you want to stop **at any time**.

How to react when someone says no

When someone doesn't want to consent to something we ask, it can hurt! This can be because we're not getting what we want, or it can feel like the person we're asking something of doesn't trust us enough to do what we're asking. If they're a friend, we might feel like we've asked something wrong, or hurt or offended them in some way. Friends should do what we want them to, right?

But this isn't the case! A person might have a lot of reasons for not giving their consent to something. If you're asking your friend to play a game with you and they don't give their consent, it might be because they're tired, want to do something else, have an injury, didn't have fun last time you played – there could be so many reasons that aren't intended to hurt you.

It's important to recognise that having a request turned down is not always personal – it's not always about you. Try to imagine what the other person's reasons for withholding consent might be.

ACTIVITY *Writing task*

Cara asks her friend Ben if he wants to come over after school. He usually comes over every Thursday to watch videos. Today, he says no, but doesn't explain why.

- 1 Explain how you think Cara feels about Ben saying no.

- 2 Why might Ben have turned down Cara's request?

You're welcome to ask a person for their reasons, but you are not entitled to them! This is important. It might feel bad, and you might want to know why they've turned you down. But you don't have a right to know. If they don't want to tell you, you have to accept that. You also shouldn't argue, throw a tantrum or try to change their minds.

You could provide more information about the request, but if they still don't want to consent, you should only respond by saying **'Thank you for your no!'**.



- 3 Cara is upset by Ben turning down her request. She already bought snacks and set up her room for them to hang out. She was really looking forward to it. How should she respond?

- 4 What should Cara not say or do?

If someone doesn't want to give their consent, that is their right and their choice. You can't force them to do it anyway or make them feel guilty.

See something, say something!

We can all step in when we see someone doing the wrong thing and look out for each other's safety.

You've probably heard the term 'bystander' before. It's what you become when you can see, but aren't directly involved in, an interaction between two people. Often, we are bystanders to something bad that is taking place, like bullying, fighting, teasing, inappropriate touching or anything that seems contrary to the consent agreements that people have in place. While it's not your fault that bad things happen, you can get involved to stop the situation getting worse.

People often see bad things happening to others but don't step in to help. Many times, this happens when there are lots of people standing around watching and no one feels that they have a personal responsibility to intervene. This is called the 'bystander effect'.

ACTIVITY *Considering intervention*

- 1 **Think:** Why might someone not intervene in a conflict situation?

When should I intervene?

While you might see a situation and think it's not any of your business, checking in and showing support to the person you're concerned about might give them the space they need to get out of a dangerous situation. It's always better to check than to say nothing! The person under threat will almost always be grateful you did something.

You can stop something like bullying, violence, sexual assault or harassment from happening in a few ways.

You can try discouraging attitudes people show that could cause problems in the future. For example, if your friend says something disrespectful or mean about someone else, you can tell them that's not okay and encourage them to have empathy and kindness for that person instead.

If someone starts making rude or sexual jokes about girls, or people of other sexualities or non-binary genders that aren't appropriate, you should call them out and make it known that those attitudes aren't okay.

You can also prevent bad things from happening by getting involved when you think something's about to happen, for example, you could stay with someone under threat and not leave them alone with the person who might hurt them. You can also help by removing a potential perpetrator from the situation, by convincing them to leave or by creating a distraction.

And you can intervene while something's happening by getting a teacher, parent, coach or the police involved – or just by gathering a larger group of people around you. It is important not to put yourself in danger to intervene and you can do this by getting more support from other people. There is safety and power in numbers!

ACTIVITY *Scenario analysis*

You're at school on lunch break and you see one of your classmates hanging out by the oval. This is a classmate you know your friend doesn't like. Your friend suggests that, since your classmate is alone, it'd be a good time to go 'stir him up a bit, push him around, show him who's boss'.

- 1 This sounds threatening. What should you do?

Your friend doesn't listen and starts heading to confront your classmate.

- 2 How could you intervene before something bad happens?

Sexual consent

Sexual activity includes intimate activities with someone else's body like kissing, sexual touching (including groping, digital penetration, caressing) and intercourse (this includes oral sex, anal sex, penile-vaginal sex).

Just like anything, you must obtain consent for any sexual act (even kissing or touching someone's butt).

Sexual consent must meet the DEVICES rules and be freely and enthusiastically given. This is important because the consequences of acting without consent are very serious. Sexual activity without everyone's consent is sexual assault. Sexual assault is a crime that can carry serious penalties. It also causes pain and trauma to victim-survivors that can stay with them their whole lives.

ACTIVITY *Research task*

- 1 What's the age of consent in your state?

- 2 Outline how 'consent' is defined in your state.

- 3 Outline how 'sexual assault' is defined in your state.

- 4 List the penalties for sexual assault.



Who can and can't consent

Remember DEVICES. You're only within consent when it's definite, enthusiastic, voluntary, informed, continuous and everyone gives it. Someone who feels threatened, is being lied to, is drunk or unconscious cannot consent to sexual activity.

ACTIVITY *Analysis and class discussion*

- 1 Watch this video: <mea.digital/FB_DC4>. Have a class discussion around the following questions:
 - a Who is and is not consenting in the video?
 - b How do you work out if someone can consent or not?
 - c Why might some people still want to give someone else tea, even if they say no?
 - d What could they do instead?

To finish...

Consent is part of everything we do with others. It leads to happy, healthy, safe relationships.

Consent can be negotiated by a conversation. It must be DEVICES – given definitively, enthusiastically, voluntarily, be informed, be continuous and be given by everyone involved. If you're still confused, try using the 'do you have consent?' flowchart.

Useful resources

Youth Law Australia
<mea.digital/FB_DC5>

Flight, Fight, Freeze, and Fawn Responses
<mea.digital/FB_DC7>

Teach us consent – testimonials
(Trigger Warning: sexual assault)
<mea.digital/FB_DC8>

SUPPORT SERVICES:

1800RESPECT: National sexual assault, domestic family violence counselling service
<mea.digital/FB_DC9>
Call: 1800 737 732

Lifeline: 24/7 crisis support
<mea.digital/FB_DC10>
Call: 131 114

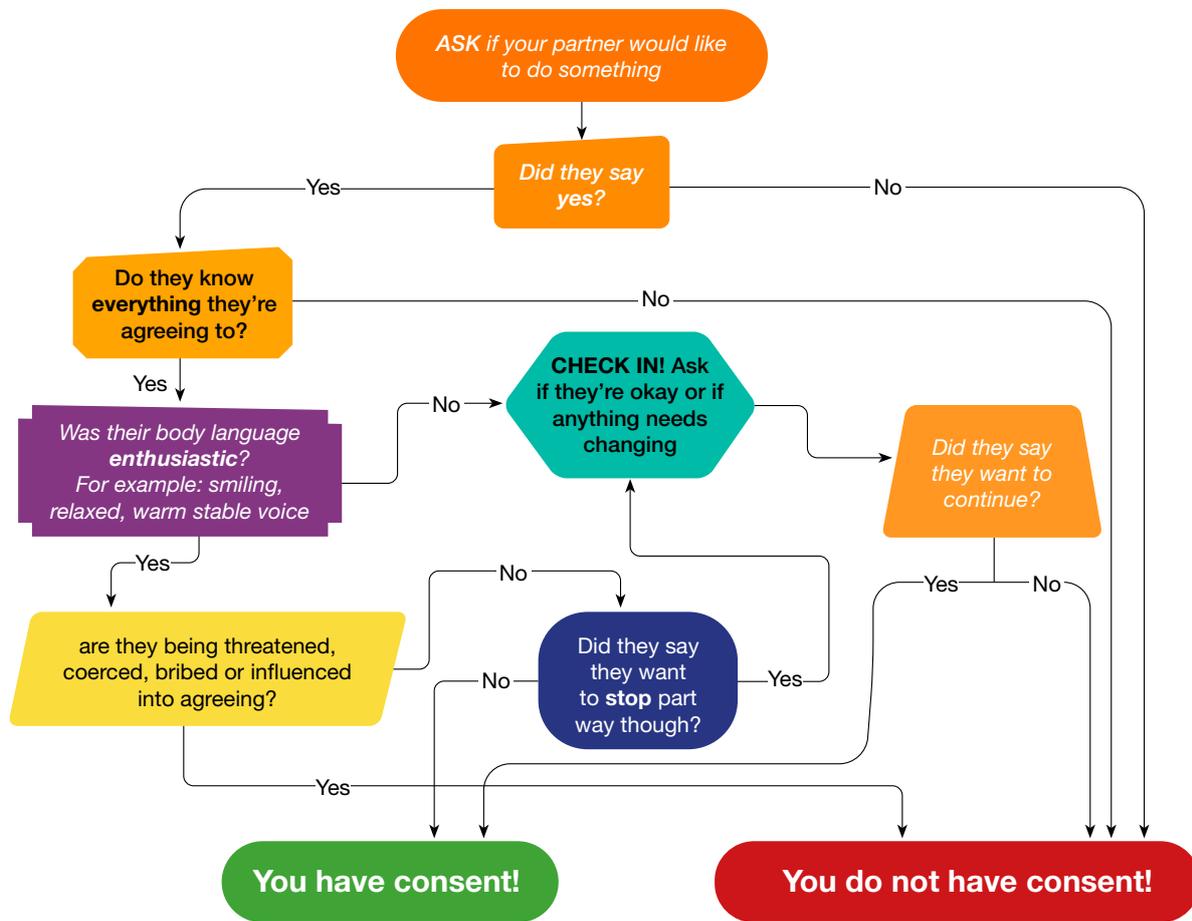
Beyond Blue: Support Service
<mea.digital/FB_DC11>
Call: 1300 224 636



Do you have consent?

Do you have consent?

Nat Tencic | July 1, 2021





Assessment task: Understanding DEVICES

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Reflect

Understanding the DEVICES model and making sure you use this every time you ask for and give consent is so important for creating a safe space to respond in an honest way without activating the trauma responses.

- 1 Reflect on each letter in the DEVICES model. Write down what the letter stands for and how you can use this when you ask for and give consent.

D

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V

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C

E

S



Create

- 1 Create a visual representation of the DEVICES model explaining how to use this when asking for and giving consent. This can be presented in the following ways:
 - infographic
 - series of slides for an Instagram story or feed post
 - short video or TikTok.

Brainstorming tips

- 1 You can use a variety of brainstorming techniques to help you plan, including flow-charts, mind maps, storyboards, etc. The planning stages are a judgement-free zone, so let your ideas flow freely and encourage those 'wild' ideas. Once you feel like you've got a great idea, you can start visualising how it will all come together!
- 2 Try to imagine your infographic, Instagram story or video goes viral – how can you best get your message across without confusing people or sending 'mixed messages'?
- 3 Remember to **get creative!** Make sure your visual representation is fun to look at or watch AND educational. Both your concept and design will be marked by your teacher.



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Gender and sex

Introduction

Gender, sex and identity

Sex

Gender

- Gender expression
- Gender stereotypes

Gender and respectful relationships

- Gender and sexual attraction
- Gender equality

Creating positive gender norms

Assessment task: Researching gender inequality

Introduction

Gender and sex are part of nearly every aspect of our lives. Australian society has been mostly organised along gender lines, with specific roles for male and female people. It means that men, women, boys and girls have been treated differently depending on their bodies, with pressures to dress, talk, think and behave in certain ways based on those bodies.

It used to be considered a woman's role to have babies and work in the home, while men worked in jobs outside of the home to provide for their families. Women were deemed feminine, weak, delicate and quiet, while men were categorised as masculine, strong, loud, confident and dominant.

But now, people are realising that these constructions have no basis in fact. Ideas such as boys being naturally better at maths, or girls being naturally more nurturing, have been proven false. Worse than being untrue, these expectations and ideas hurt people who feel pressured to behave in accordance with them. We realise now that men and women are equally capable, have equal amounts to offer and should be treated with equal respect.

It used to be popular belief that gender and sex were the same thing. How you felt about your gender had to match your biological sex. Your biological sex gave you a role to play in society, and you had to be on board with that. That view has changed a lot as we've learned and heard more about the experiences of gender non-conforming people, like transgender and non-binary people, proving that sex and gender don't always align with outdated stereotypes.

It's a really exciting time to be learning about gender and sex. There's a lot of change happening and all the ideas we took for granted for most of human history are being challenged. This unit will teach you about how to undo some of those older ideas, treat people of all genders with respect and kindness, and understand your own gender identity and what that means about your place in the world.

In this unit, you'll learn about:

- the difference between gender and sex
- the meaning of gender identity and expression, including 'gender non-conforming' identity
- how gender impacts respectful relationships
- how gender stereotypes and inequalities hurt individuals, how to fight them and why that's important
- how to create positive gender norms
- gender-based violence and how to prevent it.

Let's begin!

Gender, sex and identity

Do you feel more like a boy or a girl? Or maybe neither or something in between? Maybe it changes day to day? Do you feel like you **should** dress, act or speak a certain way based on the body you're in? Do you feel like other people expect you to be more tough or more gentle because of your body parts? It's a bit weird when you think about it! Why would everyone with the same kind of body (namely the genitals) have the same characteristics, personalities or abilities?

Every time we use a public toilet, go to the doctor, shop for clothes, use a changeroom at the pool or play competitive sport, sex and gender tell us where to go and what's expected of us. It says there are certain things we can do, and things we can't do based on our bodies (again, mostly our genitals).



We're coming to understand that gender and sex, two concepts that have been clearly defined and tightly linked in the past, are actually less clear cut. They have a relationship with each other, but it's not as simple as people might have once believed.

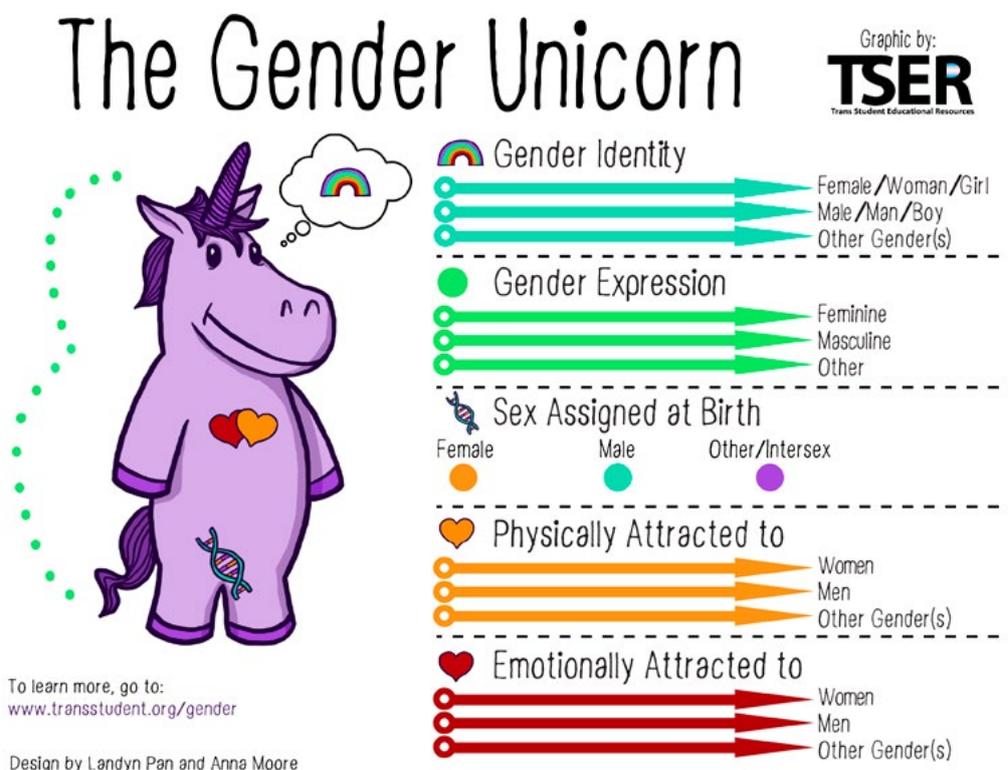
In simplest terms as we understand it right now, **sex is physical** and **gender is social**.

Biological sex is the type of body you have and its role in reproduction.

Gender identity is what you feel your gender is, especially in relation to social gender norms.

Gender expression is how you present and express your gender to the world. It is part of how you dress, look, groom yourself, speak, walk, etc.

Sexuality/attraction is about what and who you're attracted to.



Important! Biological sex ≠ Gender identity ≠ gender expression | Sexuality ≠ gender.

Even though these concepts are related, they are different things. We'll break those ideas down further next.

Sex

Sex refers to the type of body you have in relation to its role in reproduction (making babies). Most people fit within two types of bodies that are currently called 'male' and 'female'. Broadly, in nature (even some plants!), we think of male as the body that gives genetic information (in humans, that's sperm) to the female body to fertilise an egg, which then grows inside the female into new offspring.

People who don't fit neatly into either category are called 'intersex'. Intersex people have innate sex characteristics that don't fit medical and social norms for female or male bodies, and that can create risks and experiences of stigma, discrimination and harm.

But your genitals aren't the whole story – there are four different factors that tell us about someone's sex.

They are:

- Chromosomes
- Internal and external sex organs
- Hormones
- Secondary sex characteristics.

These factors are all connected, and function together to make your body what we call 'male', 'female' or 'intersex'.

Chromosomes are made of your DNA. Your DNA is a blueprint that is inside each of your cells and tells them how to make more of you. Chromosomes are tightly packed sections. Human DNA is organised into 23 pairs of chromosomes, 22 numbered autosomes, and one pair of sex chromosomes. Sex

chromosomes are the part of our DNA that tell our cells to make 'male' or 'female' characteristics. People assigned '**male**' generally have XY chromosomes, while people assigned '**female**' have XX chromosomes. **Intersex people** might have X and Y chromosomes but in other combinations like XXY, XXX, XYY, etc.

Internal and external sex organs include the genitals and internal reproductive organs. Someone assigned **male** usually has a penis, testes, prostate, vas deferens and produces sperm. Someone assigned **female** typically has a uterus, vagina, vulva, clitoris, ovaries and produces ova (or eggs). **Intersex people** might have a combination of these parts, or parts in between, or parts that have differently developed, or none at all.

Hormones are chemical messages that tell your body to function and form in certain ways. Sex hormones change your body during puberty to make you ready to reproduce. They make the processes of menstruation and arousal happen. And they can also affect your feelings, moods, energy levels and behaviour. Males and females produce different levels of hormones to achieve these ends. **Male** bodies usually produce more testosterone, while **female bodies** produce more oestrogen and progesterone. **Intersex bodies** can have many varied levels of these hormones that don't align with the above factors.

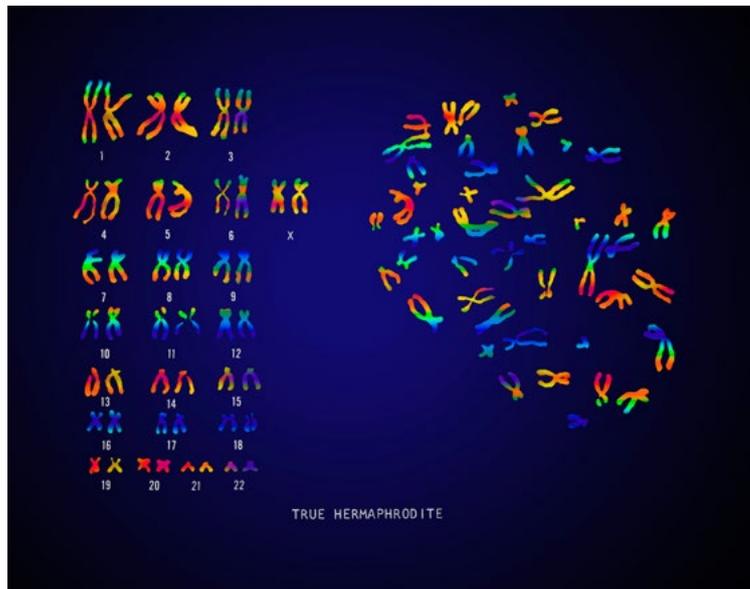
Secondary sex characteristics are developed after the release of hormones during puberty. In puberty, male bodies release testosterone which causes the voice to deepen, body hair and facial hair to grow, shoulders to broaden and muscles to develop. Female bodies release oestrogen during puberty and develop breasts, start menstruating and grow body hair. Intersex people can have any combination of these characteristics depending on all the above factors.

But how would you define someone who mostly ticks the boxes of 'female' but was born without a uterus? Or a 'female' who grows facial hair? Or a 'male' with very low testosterone levels? When someone who is transgender takes hormones, it changes their secondary sex characteristics. People assigned male at birth can take oestrogen which means they can develop breasts, softer skin and stop growing facial hair. What is their sex then? What about someone with androgen insensitivity syndrome who has XY chromosomes but doesn't develop any other 'male' characteristics?

We don't have a definition of biological sex with which all people agree. Some will say it's just one of these factors, while others need all four. So it's complicated!

New research is leading the world's foremost biologists specialising in humans to agree that we are not strictly just two sexes, that intersex is less of an outlier and there is more evidence of a spectrum of biological sex, and this is the case across many species. Because of this, it's more accurate to refer to people's different sex factors when it's relevant rather than use the categories of 'male' and 'female'.

These considerations show us that there's more to gender than our body parts or chromosomes and thinking of sex as binary ignores a lot of natural variation in human bodies that makes them unique and beautiful!



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Science Photo Library/Alamy Stock Photo



ACTIVITY *Understanding sex characteristics*

- 1 Complete the table to demonstrate your understanding of male, female and intersex variation sex characteristics.

Factor	Male	Female	Intersex Variations
Chromosomes			
Hormones			
Sex organs			
Secondary sex characteristics			

ACTIVITY *Class discussion*

- 1 **Think:** Watch the TED talk about the way we think about biological sex at the following link, then use the questions below to inspire a class discussion. <[mea.digital/IFB_GS1](https://www.ted.com/talks/becca_ahmed_the_gender_of_my_testicles)>
- What surprised you about sex?
 - What were your impressions of Emily's sex and gender before she spoke about being intersex?
 - Does knowing she has testicles make you think of her differently?
 - Would it make you treat her differently? Why or why not?
 - Why do you think knowing about intersex people matters when it comes to how we think about gender?

Gender

If sex refers to the type of body we have and its role in reproduction, then gender is how we socially think of people with those bodies, how we treat them and the role we give them in society.

Up until recently, it was widely believed that if you were assigned 'male' at birth, you were a boy and would grow up to be a man. And if you were assigned 'female' at birth, you were a girl and would grow up to be a woman. We say 'assigned at birth' because a baby can't tell you what gender they identify as – they don't even know how to talk!

As a culture, we have ideas of how men and women, boys and girls, should think, behave, look, what sorts of jobs they should have and what sorts of things they should say. And these ideas are constantly shifting too.

Gender identity is the sense in yourself of whether you identify with these ideas. Most people don't think much about it, and don't question the role assigned to them based on their body. Rather, they feel that it all fits. That's what it means to be **cisgender** – no clash between your assigned sex and the gender it comes with.

But lately, as more people have been able to share their experiences of gender, we've learned that not everyone has that experience. Not everyone identifies with the gender and role given to them based on their genitals. These people come under the umbrella of **gender non-conforming**, which includes people who are **transgender**, and **non-binary** identities like genderqueer, agender, gender fluid, and many others. Transgender is also used as an umbrella term for someone who identifies as a gender different to the one they were assigned at birth.

Our gender identity plays a role in how we present ourselves to the world, how we think of ourselves, the spaces we inhabit and how we're thought of and treated by others.

We know there are boys and girls, but what does it really mean to be a boy or a girl? Some people feel like they identify with aspects of being both a boy and a girl, some people don't really feel like they're either.

Gender identity (like any aspect of identity) isn't fixed. It can change over time. No, this doesn't mean you can just become trans or cis if you weren't previously, but it **can** mean your relationship with gender and how much you engage with it can change throughout your life with your experiences.



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ACTIVITY *What gender means to you*

- 1 **Think:** In your own words, what does it mean to be a boy, a girl or a non-binary person? (Hint: There are no wrong answers!)



- 2 In the table below, make a list of what makes someone a girl or a boy. Think about appearance, behaviours and activities. Consider how boys, girls and enbies (plural term for non-binary people) typically behave, think and feel. What sort of things do they like and how do they speak?

Boys	Girls

- 3 **Discuss:** Compare your tables with your classmates, then discuss your answers as a class.

Gender expression

Gender expression is the way we present ourselves to express our sense of gender to others. It's our choice and it can change every minute of every day depending on the occasion or how we feel. Gender expression can happen in the body, with how we speak, our movements, how we walk, as well as what we wear, how we style our hair, makeup, jewellery and more.

We describe these modes as 'masculine' (traditionally associated with men) or 'feminine' (traditionally associated with women). These are changing all the time depending on the fashion of the time, the culture you're from, the country you're living in, or the subculture you like.

For example, some cisgender girls like to dress in masculine ways, reject traditionally feminine modes of expression, but also still feel like girls. Some cisgender boys like to wear dresses or skirts. Sometimes ideas about gender can depend on geography and culture. For example, Scottish men wear kilts that are often mistaken for or jibed at as skirts in other cultures. Ideas about gender can also change over time. We commonly think of pink being for girls, and blue being for boys, but it used to be the other way around until about the 1940s.

Gender expression is complicated, but it's also not! Wearing what you want is a way of affirming how you feel about your gender and communicating that to everyone else.

ACTIVITY *Expressing your gender*

- 1 **Think:** How do you express your gender in day-to-day life?

- 2 How does your gender expression relate to your gender identity?

ACTIVITY *Case study*

In 2020, singer and actor Harry Styles made history when he appeared on the cover of *Vogue* wearing a dress. He was the first non-woman to appear on the cover of the American edition of the fashion magazine. [<mea.digital/FB_GS12>](#)

The cover was very talked about. There was a heated debate about it, with lots of people celebrating the photos, while others were angry about Styles' actions. One commentator called it an attack and said, 'bring back manly men'.



Getty Images/Dimitrios Kambouris

- 1 Do you think it makes him less of a man? Why/why not?



2 What is a 'manly man'?

3 Do you think a man can be strong while wearing a dress? Why/why not?

Gender stereotypes

We have set ideas of what it means to be a man, woman, girl, boy, trans or non-binary. These set ideas are commonly referred to as stereotypes.

Stereotypes are oversimplified ideas we have about certain types of people, but they can also be used to pigeonhole people. When there are fixed ideas about how girls or boys should be, many feel pressured to meet those expectations, or feel restricted and excluded by those ideas.

In the past we had beliefs like only men should work or fight in wars, and women should stay in the home and raise children. It was common thinking that girls should be quiet, gentle, wear dresses and play with dolls, while boys should be tough and strong and take on leadership roles. Boys shouldn't be emotional or vulnerable (because that would be acting like a girl). Girls are bad at sports and boys are bad at cleaning or cooking (unless they're top chefs).

But we know those things aren't true. We now have many examples of people of all genders who defy their stereotypes.

These days, women and men hold a lot of the same jobs. Many men are stay-at-home dads or do caring work like nursing. More women than men go to university. Boys and girls can play with any toys and enjoy any shows they like. But many gender stereotypes still exist and cause harm to people.

ACTIVITY *Breaking down the stereotypes*

1 What are some stereotypes about men, women, trans and non-binary people you've heard of? Think back to your table from the previous activity.

a In the home:

b At school:

c In movies, TV and social media:



ACTIVITY Case study

Listen to Jake from Temora's story, then answer the following questions: <mea.digital/FB_GS2>

- 1 What do people say about Jake as a boy doing dance?

- 2 How does he manage the expectations of his gender and his love of dance?

- 3 How would you respond to a male friend if he told you he was doing an activity like this? How could you show respect for his passion?

Gender and respectful relationships

No matter someone's sex, gender identity or gender expression, every person should be treated with kindness and respect.

Everyone should be free to express themselves as they feel and find their own relationship with their gender, without judgment or pressure. Why should someone have to act or look a certain way just because of their genitals? It's a bit weird when you think about it! So just as you wouldn't want to feel diminished by not matching someone else's ideas of gender norms, you shouldn't impose those norms onto others.

These norms can be restrictive and cause harm in relationships. How would you feel if you were told you couldn't play your favourite sport because you're a girl? Or that you shouldn't cry because you're a boy? We know gender stereotypes are harmful and put people in boxes that they rarely fully fit in. These stereotypes extend to the kinds of roles we are meant to have in relationships.

Think about the teenage boy who never cleans up while his mum cleans everything up around him, and his sister has to help with the housework while he gets to play video games. Or straight, married couples where the husband might feel less manly because his wife earns more money than he does. He might even take that frustration out on his kids in ways that enable him to feel the way he thinks a man is supposed to.

But that doesn't just apply to heterosexual relationships. You might have heard people ask same-sex or queer couples 'who wears the pants?', which is really asking 'who takes the man's role? Who is the dominant, aggressive one?'. This example is even more harmful, because it assumes that all romantic relationships have to follow a (stereotyped) 'man/woman' pattern, even when the people in the relationship don't identify as such.

These roles and expectations even come up in friendships and larger groups too. Think about the cliches of catty, competitive teenage girls, or rowdy teenage boys who sort things out with fights rather than talking.

These are stereotypes. We can think of many examples from our own lives and in the media that don't reflect cliched ideas. But these stereotypes have real consequences. When people feel like they should be acting in certain ways because of their assigned gender role, they can feel trapped, depressed, or even hurt other people – especially those who aren't conforming.

Even though society, and even the people in those relationships, might expect people in certain types of relationships to act in certain ways, it's just not the case in most cases. Every relationship is unique and has different dynamics. Gender expectations may play a part in some relationships, but that's because the individual/s feel pressured to behave in gender-stereotyped ways. In reality, there is no script that any type of relationship has to follow.



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ACTIVITY *The role of gender in relationships*

1 Think about your own relationships. How does gender play a role in your relationships?

2 Does gender impact who you form relationships with? Why or why not?

3 How do you feel people expect you to behave in your relationships? Do you act in those ways? Why or why not?



Gender and sexual attraction

Did you know gender and sexuality are not the same thing? Gender is how we identify and feel about the sex of our body; sexual attraction is about what type of person and body we're attracted to.

- **Heterosexual/straight** people experience attraction exclusively to the opposite sex and/or gender.
- **Homosexual** people experience attraction exclusively to the same sex and/or gender.
- **Bisexual** people experience attraction to their own and other genders.
- **Pansexual** people experience attraction to all genders OR experience attraction based on factors other than gender.
- **Asexual** people don't experience sexual attraction.

It was once a very common belief that feminine people were attracted to men, and masculine people were attracted to women. This is because it was widely believed that sex between males and females was the only natural type of sexual relationship. So, if you were a feminine guy (you acted in a way traditionally associated with women, maybe wore brighter colours, spoke with a higher voice), you were considered gay (even if you weren't). And if you were a masculine girl (you acted in a way traditionally associated with men, maybe had short hair, had interests more men have), you were assumed to be a lesbian.

But all of that is false! There are plenty of feminine straight men, masculine straight women, feminine lesbians, masculine gay men, transwomen who are straight, transmen who are gay, non-binary people who are asexual, bisexual people who are gender fluid ... there's every combination of gender identity, expression and sexual orientation under the sun!

So it's not OK to assume someone's sexuality based on how they present or behave. It's also not OK to expect someone to behave in a certain way because of their sexuality.

You may not know your sexual orientation right now (you may not even be sure about your gender identity right now) – that's OK! This can take years, even most of your life to figure out, and it can keep evolving and changing too. None of your identities are fixed – they're what you make them – and they'll change as you meet new people, have new experiences and find new talents. So never say never about anything!

Just as you should be given the space and freedom to understand this about yourself, so should everyone else you meet. That's what it means to have empathy. If you would feel hurt being teased, or pressured over your sexuality and gender presentation, you can imagine that other people would too. At the end of the day, the types of people someone else is attracted to and how they choose to present themselves is no one else's business and not within anyone else's control.

Gender equality

In Australia, we believe that people of all genders should be treated equally under the law. Men, women, trans and non-binary people have equal value, equal rights and the same freedoms to choose where they live, what they do and who they have relationships with.

This hasn't always been the case though. Women haven't always been able to vote and trans people haven't always been able to live freely or transition their gender in the eyes of the law. In some countries, this is still very much a reality.

And equality is not completely the case in Australia either. Even though we want to believe we've achieved gender equality, there still are many fields in which men, women, trans and non-binary people aren't treated equally, aren't equally represented and don't have equal and fair access.

This is because of systems that make life easier for particular types of people by preferencing their needs and experiences. When we see cisgender, heterosexual, white men as *default people*, we compromise other types of people's experiences and access to important things like freedom, safety and equal treatment.

When we have true gender equality, everyone will feel safe, happy and free to act in ways they choose without discrimination, judgement or fear of violence. Everyone will be able to contribute to society in the ways that make the best of their unique, individual skills and interests, irrespective of their genitals.


ACTIVITY *Take action*

1 Gender inequality is all around us. There are always ways we can work to make things fairer and treat everyone with respect. Write down the ways in which things are unequal or more difficult for one gender in the following settings, and what could be changed to make things fairer and more equal.

a At school:

b At home:

c In your extracurricular activities/hobbies (sports teams, dance classes, choir, etc):

d Online:

Creating positive gender norms

We've learned that gender stereotypes and norms can be harmful. It doesn't feel good to be put down, teased, hurt or told what you can't do based on your gender. So how do we make things better?

The best way to improve things for people of all genders is to challenge harmful gender norms and stereotypes, as well as show respect to every person regardless of their gender identity, expression, sex or sexuality.

It can take courage to change things, but it's important! Sometimes, it might not feel safe to intervene, depending on your own gender, or whether the discrimination is coming from an adult. If you can't help directly, seek the support of a trusted adult.



ACTIVITY Scenario analysis

- 1 Re-write each scenario to remove gender discrimination and make the situation safe and more positive.
 - a Martin has recently started transitioning to live as a boy. He wants to use the boy's bathroom at his school, but a group of boys have been picking on him and beating him up when he uses the bathroom.

- b Greg is a husband and father of two, who has been very stressed out at work lately. One night while having dinner with the family, he yells at his wife for burning his dinner.



Getty Images/Westend61

- 2 In the following scenarios, write how you would intervene to model positive gender norms and make things safe and more positive.
 - a Your female friend wants to play soccer at lunchtime with your group of friends. She gets picked last because the team captains say she 'kicks like a girl'.



- b You notice your male friend being teased in your classmate's Instagram stories, with a poll asking if he's a 'poof' for being in the school musical.

- c Your female friend tells you she doesn't want to do the advanced maths class next year, even though she's at the top of the class, because she thinks won't get asked out by any of the boys if she does.

- d Your non-binary friend wants to play in the girl's team for interschool sport, but your PE teacher says they have to play on the boy's team and keeps referring to them with 'he/him' pronouns.

- e Your male friend gets a text from his girlfriend while he's out with his friends asking if she can come join them. The other boys refuse, tease him and make 'whipped' noises, saying he's a simp.

Useful resources

Head to Health: Gender expression
<mea.digital/FB_GS10>

YouTube: Boys and Girls on Stereotypes
<mea.digital/FB_GS11>

SUPPORT SERVICES:

Kids Helpline: Phone counselling service
<mea.digital/FB_GS3>
Call: 1800 55 1800

1800 RESPECT
<mea.digital/FB_GS4>
Call: 1800 737 732

QLife
<mea.digital/FB_GS5>
Call: 1800 184 527

Minus18
<mea.digital/FB_GS7>

Rainbow Door – Switchboard (Victoria)
<mea.digital/FB_GS6>
Call: 1800 729 367
Text: 0480 017 246
Email: support@rainbowdoor.org.au

The Gender Centre Inc. (NSW)
<mea.digital/FB_GS9>
Call: (02) 9519 7599 / Regional NSW: (02) 9569 2366
Email: reception@gendercentre.org.au



Assessment task: Researching gender inequality

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Investigate

In pairs or small groups, choose one of the following topics.

Fashion	Education	Health	The Law
Sport	Science	Entertainment	Crime
Music	Technology	Politics	Business

- 1 Investigate gender inequality in your chosen field and what people are doing (or could be doing) to make it more equal. Consider transgender and non-binary genders in your analysis.

Presentation

- 2 Present your findings to the class as a PowerPoint. Here are some questions to think about:

- What is the gender split of people working in the field?
- What is the gender split of people affected by your field?
- How are people of each gender treated in your field?
- Which gender gets the most awards, recognition, popularity or publicity?
- Which gender ends up most in leadership positions?
- What could be done to make your field more equal?
- How are trans people included/excluded as professionals in these fields?
- How has it changed over history?





Volleyball

About volleyball

Volleyball is a popular team sport played as either six-a-side indoor volleyball or two-a-side beach volleyball.

Playing area

The volleyball court is nine metres wide and 18 metres long. Under the net is a centre line and the attack lines are located on both sides three metres away from centre line. The net height for junior (under-17) volleyball players varies, but for adults the nets are 2.43 metres high for men and 2.24 metres high for women. The space between the attack line and the net is called the front zone.

Rules

Object of the game

The object of volleyball is to play the ball over the net and into the opponent's court so that it cannot be returned. Each team has three hits to return the ball, and the ideal way to use these three hits is to perform a dig and a set, followed by an attack hit. An attack hit is any shot other than a block or a serve that directs the ball towards an opponent. A powerful overhead attack shot is a spike.

Scoring

Points can be scored regardless of which team has served. Each set is played until one team wins 25 points. However, if two teams are tied on 24 points each, they play on until one team gains a two-point lead. A match is the best of three or five sets. If a fifth deciding set is required, the set is played to 15 points instead of 25.

Rotation

If the team that won the point served the point, the same player serves again. If the team that won the point did not serve the point, they rotate one position in a clockwise direction. Each time a team gains the right to serve, the right front player takes the ball and goes to the service position.

Rallying

A team loses a rally if any of the following events occur:

- The ball touches the ground inside the court.
- The ball touches someone in the team and bounces outside the court.
- The ball is hit more than three times (a block does not count).
- The ball is hit by the same person twice in a row (double hit).
- A player touches the net with any part of their body or clothing.
- A player crosses the centre line and interferes with play.
- A player holds, carries or throws the ball. This generally happens when a player slaps the ball below waist height or behind their head instead of using a clean hit, such as a dig or a set.
- A back-row player completes an attack hit from the front zone if at the moment of the hit the ball is entirely higher than the top of the net.
- The server strikes the ball while it is still in contact with the support hand.
- The serve does not go over the net or goes out of court without being touched.

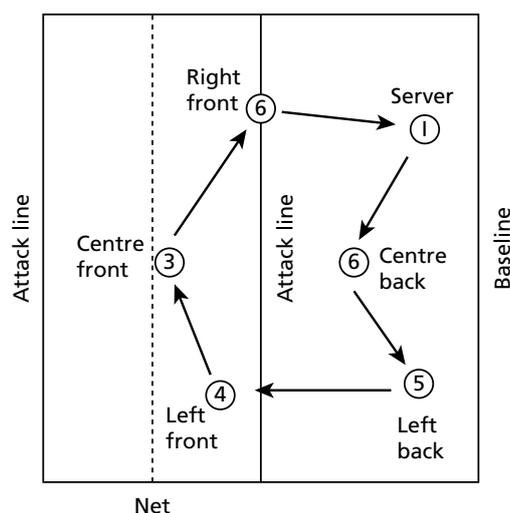


Figure 1: Volleyball playing area and direction of rotation

ACTIVITY *Play by the rules*

- 1 Develop a pocket guide that outlines the basic rules of volleyball.

Use this guide during class when you need to be reminded of the rules!

Review questions

- 1 How many hits is each team allowed to return the ball?

- 2 What is the ideal order of these hits?

- 3 True or false

If a team wins the rally, they win the serve

True False

Both the serving and receiving teams can score points from a rally

True False

A set is normally played until one team wins 25 points

True False

If the teams are tied at 14 points, they play on first to 20 points

True False

- 4 A match is the best of how many sets?

- 5 All players rotate o_____ p_____ in a c_____ direction each time they win back the s_____. The r_____ front player takes the b_____ and goes to s_____.

- 6 When the following events occur, does your team win or lose the rally?

A player on your team throws the ball over the net.

The other team hit the ball four times before returning it to your side of the court.

Your team blocks the ball but it goes out of court without being touched by the other team.

The other team spikes the ball so that it is not returned. Their spiker touches the net.



Skills

The dig

The dig is the basic defensive shot in volleyball and is generally played by backcourt players when receiving the serve or opposition spikes.

The main techniques of the dig are:

- place hands one on top of the other, then place the two thumbs together
- lock elbows straight
- make contact with the ball on the fleshy forearms of both arms simultaneously, between the wrists and elbows
- stand with one foot forward with knees bent
- use the legs to get into position
- never bend the elbows

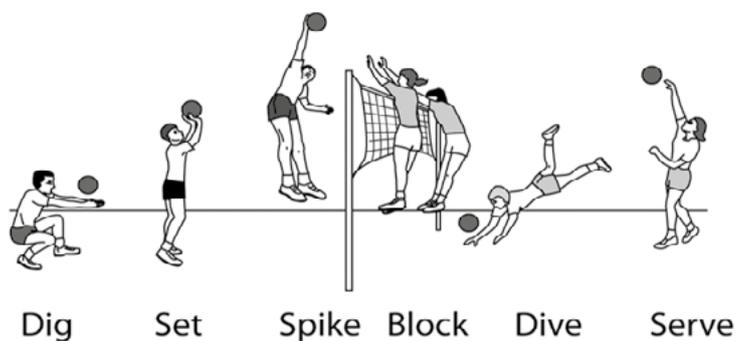


Figure 2: Volleyball skills



Figure 3: The dig grip

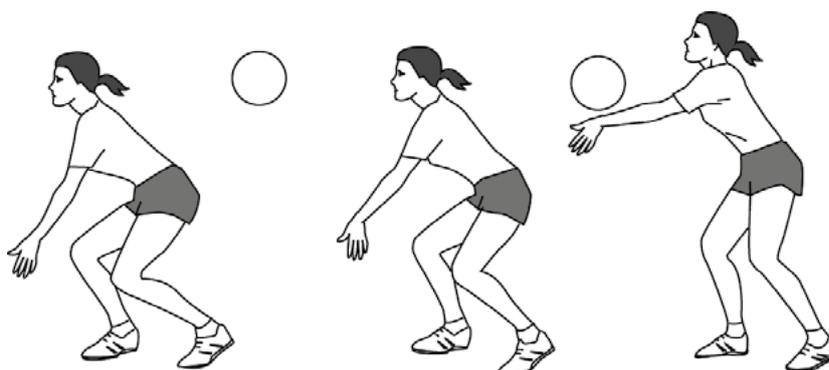


Figure 4: The dig sequence

Use of the dig

The dig is used whenever the ball falls below eye height. Since the ball is usually coming at the player with speed, they need only let it rebound off their forearms. Players should never attempt to play a dig with their arms separated or using their palms. This is a foul shot and the team loses the rally.

The set

The set shot should be the second of a team's three hits. The dig shot pushes the ball into the front court from the backcourt. A front line player sets the ball high for another front line player to spike. The set shot is the key to building or 'setting up' for an attack.

For this shot, players form a triangle with their two thumbs as a base and pointers as sides—this forms the main point of contact with the ball. Players put the triangle in front of their face and curl their hands in the shape of the ball. Players spread their other fingers, keep their elbows out and take the ball with soft hands in front of their eyes, pushing it with their triangle and other fingers.

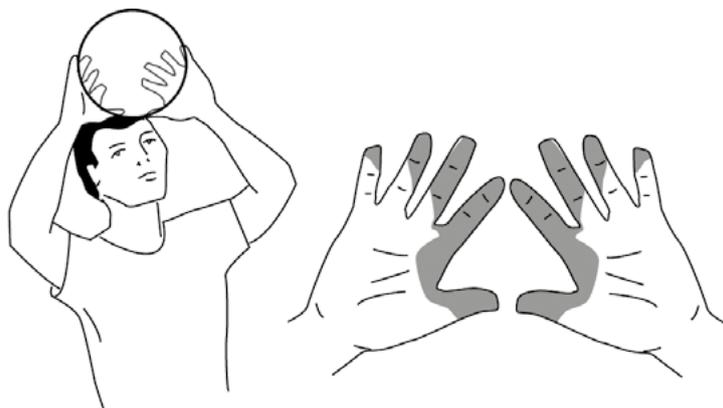


Figure 5: Finger contact when setting

The ball should never touch the palms, as that is a 'carry'. The power sequence for the shot is: leg push, arm push, then wrist flick and finger push. A good set loops two metres above and parallel to the net.

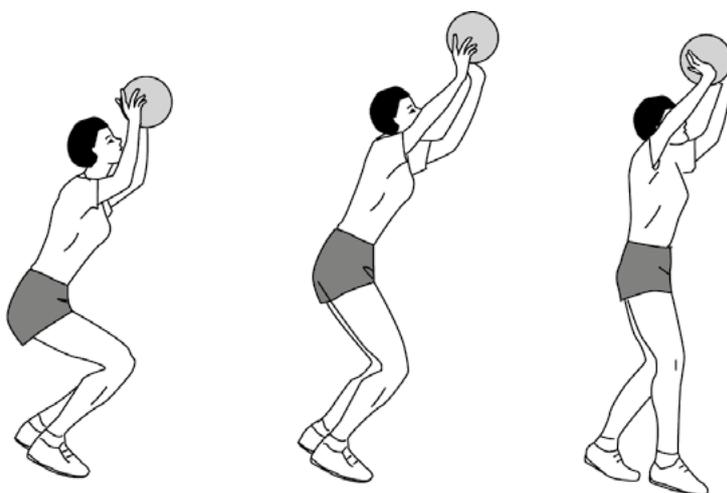


Figure 6: The set sequence

The spike

The spike is the real attacking shot in volleyball. To be able to spike, players must be able to jump above net height and then coordinate a tennis serve action in midair. The aim of the spike is to thump the ball down hard into the opponents' open court.

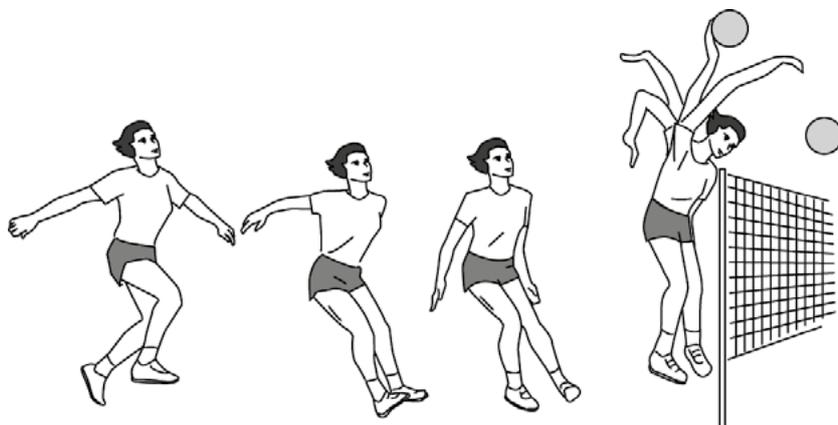


Figure 7: The spike sequence

To complete this shot, players take a three-step run up, finishing with a two-foot vertical take-off. As the knees bend to begin the jump, both arms are taken back. Both arms are then thrown forward and up as the player jumps. They arch their back and cock their hitting arm back in the back-scratch position. Next, the arm swings forward to hit the ball with a firm, open hand. The ball should be hit above net height, with the player snapping their wrist over the top so the ball travels down.



ACTIVITY *Top tips*

- 1 As a class, develop checklists that you can use to remind you about appropriate technique when performing a dig, set and spike.
- 2 Keep a copy of each checklist in your theory book.

Review questions

- 1 Explain the correct grip for the dig.

- 2 When should the dig shot be used?

- 3 The s_____ s_____ is used to set the ball up for another f_____ l_____ player to s_____. The ball is played with t_____ and pointers forming a t_____, with the e_____ out. The ball hits the f_____, the legs push, the a_____ push and then the w_____ and f_____ flick the ball u____. The ball should n_____ touch the p_____.
- 4 Fill in the blanks in the following sentences describing a spike sequence. Players take a t_____ step run up. The a_____ swing back as they p_____ to jump off b_____ feet. A_____ are thrown f_____ as the player jumps up. The h_____ arm cocks in the b_____s_____ position, then it s_____ f_____ to hit the ball a_____ the net; the w_____ snaps downward.

The serve

There are two basic serves used in volleyball:

- the underarm serve
- the overarm serve

Either serve can be used to begin every rally, and can be played from anywhere behind the baseline.

The player's objective is to develop a consistent serve. If their serve is not in-court, their team cannot win any points. The serve must travel over the net without touching it and land within the opposition court's boundaries. For both serves, it is important for the player to aim at a spot or person on the opposition court and give the ball plenty of height to get it over the net.

Underarm serve

The technique for the underarm serve is that players:

- hold the ball on the open palm of their support hand
- point the ball at the centre of their opponent's court
- stay low and bend forward
- stand with the same foot forward as their support arm
- just before contact, drag their support palm away so the ball is left midair
- strike the ball with a flat fist.

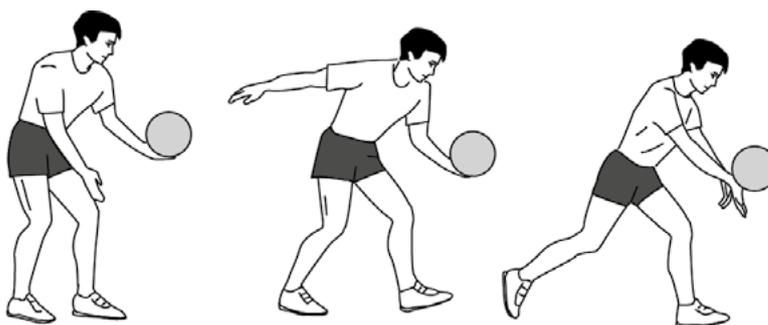


Figure 8: The underarm serve

Overarm serve

The technique for the overarm serve is that players:

- stand with the same foot forward as their support arm
- guide the ball up in front of them with their support arm
- push their body weight forward with their back leg and swing their contact hand forward from the back-scratch position
- make contact with the ball with a firm, open hand at arm's length.

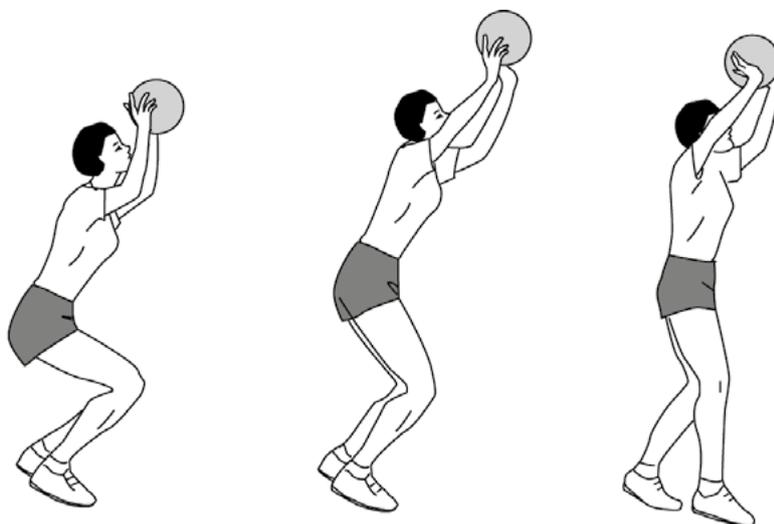


Figure 9: The overarm serve

ACTIVITY *Serving analysis*

- 1 Form groups of three with one person being the server, one person the ball retriever and the third person recording footage of the performance.
- 2 Each person attempts five underarm serves and five overarm serves and then positions are rotated until each group member has performed in each role.
- 3 Review the footage and provide feedback to your peers on their performance and technique. This should include strengths and weaknesses and how to improve performance.

- 4 Discuss your feedback with your group.
- 5 Repeat the activity a second time and review the footage to see how the modifications you made improved performance.



The block

The block is used to defend against the spike. The front court player opposite the spiker jumps up and endeavours to block the ball with two hands. A block does not count as part of a team's three hits.

With the block, there is no run-up. Players make a two-foot vertical take-off but do not touch the net. They spread the fingers of both hands. The player's hands should be less than a ball-width apart. It is important that players time their jump to match that of the spiker. It is permissible for players to place their hands just over the net so that the ball rebounds off the blocker's hands down onto the spiker's side of the net.

The dink

The dink is an attacking shot that is used when the opposition sets up a good block, usually with two players. Instead of trying to spike through a good block, which is risky, players dink (push) the ball over the top of the blocker's hands. A good dink lands just behind the blockers.

To successfully execute the dink, players run up and jump as if they are going to spike. Once they are in midair, they give the ball a soft, clean tap so that it clears the blockers. Players must not touch the net. It is best for players to dink using their thumb, pointer and middle finger.

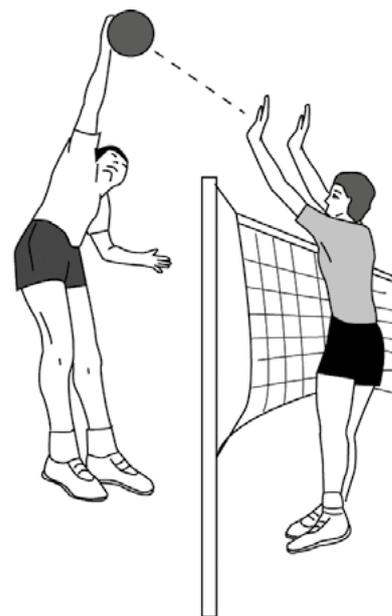


Figure 10: Blocking technique

ACTIVITY Performance lab

1 In pairs, perform a dig-set-spike drill five times and record your results.

a Number of successful attempts:

b Number of unsuccessful attempts:

2 In pairs, discuss what you each did differently when executing the drill successfully.

3 What did you find challenging when performing this drill?

4 You will have 15 minutes to refine your performance of this task. Based on your feedback, modify the activity to increase your success and maximise performance.

5 Discuss the differences in your results.



Review questions

1 What are the two basic serves used in volleyball?

2 For an underarm serve, where should the ball be pointed before it is hit?

3 Which foot is forward in an overarm serve?

4 True or false:

A block counts as one of a team's three hits

 True

 False

There is no run-up needed for a block

 True

 False

Both hands should be used for a block

 True

 False

A blocker is allowed to touch the net

 True

 False

A blocker is allowed to put their hands over the net

 True

 False

5 The d_____ is an a_____ shot used to get around a good b_____. A player runs and jumps as if they are going to s_____, but then t_____ the b_____ up and over the b_____. The ball should land in the c_____ just b_____ the blocker.

6 Which fingers should be used when playing the dink shot?

Tactics

The volleyball team is in offence (attack) when it has possession of the ball; it is in defence when the opposition has the ball. By following these basic offence and defence patterns, players can use their team for maximum court coverage and use the three hits in the best way possible.

Defensive line-up

Players move to the defensive positions as soon as their team returns the ball over the net. The front line players (Left Front (LF), Centre Front (CF) and Right Front (RF)) stay close to the net to block any opposition spikes. The Centre Back (CB) player stays very deep to dig any deep spikes or dinks. The backcourt player on the side of the court from which the opposition is spiking (Right Back (RB) or Left Back (LB)) moves up behind the blocker, ready to dig the dink or a ball that comes through the blocker's hands.

The backcourt player on the side opposite to that from which the opposition is spiking moves to about half-court so that they cover the angled cross-court spike. The aim of all players in the defence is to dig or set the ball to the centre front player.

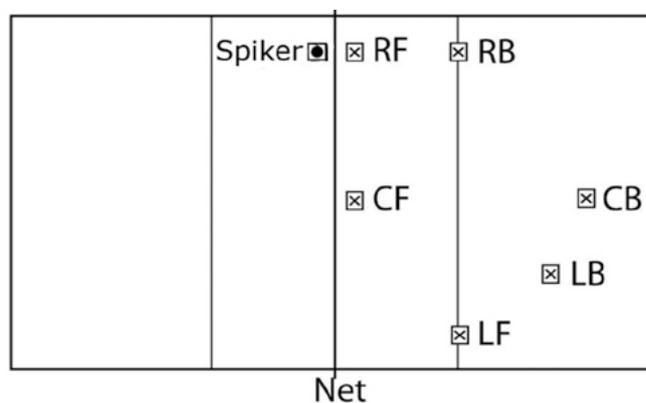


Figure 11: Defending the spike

Receiving the serve

When receiving the serve, the defensive pattern is slightly different. The centre front player stays at the net. The centre back player moves into the centre of the court. The front corner players move to the junction of the side and attack lines. The left and right back players cover the back corners.

The system for receiving the serve should be:

- a dig comes into centre front from one of the five players forming an 'umbrella' around the centre front player
- centre front sets a high ball, parallel with the net, out to the nearest front corner
- the front corner player runs in and spikes.

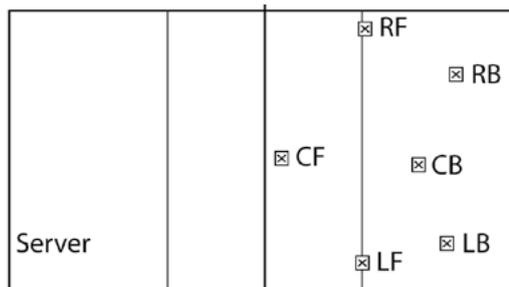


Figure 12: Receiving the serve

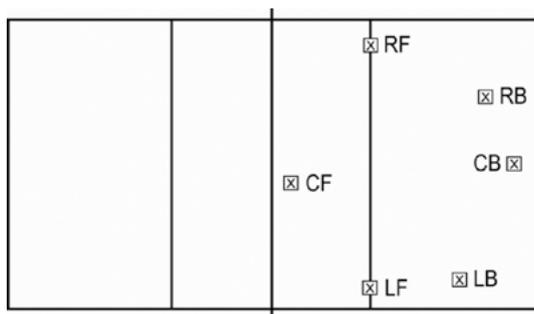


Figure 13: The offensive positions

The offence (attack) pattern

As soon as the ball is played by the opposition into the court, players move from the defensive pattern to offence. The major changes are that the front right and left blockers move back to the attack line ready to run in and spike. The centre front player prepares to set the dig when it comes in. The backcourt players stay as they are and dig the ball to centre front.

Constant change

As can be seen from the patterns described here, the team is constantly changing from offence to defence. Front corner players block and spike, centre front players block or set and back corner players back up the block or dig the cross-court spikes. The centre back digs anything that comes near the baseline. In volleyball, because players rotate through all positions, everyone in the team must be able to dig, set, spike, serve, block and dink.

Review questions

1 When is a volleyball team in offence?

2 When is a volleyball team in defence?

3 Where should the back players stand when defending a spike from the right side of court?

Right back player

Centre back player

Left back player



4 Which player should stay at the net when receiving serve?

5 Where should the centre back player stand on court when receiving the serve?

6 Back players should aim to dig the ball to which player for the set?

7 Imagine that you are the coach of an under 12s volleyball team. The majority of players have a similar skill level and can perform basic skills such as dig, set, spike and serve. However, there are enormous differences in the players' physical development and height. How would these height differences affect your positioning choices for each player?

Sepak takraw

Sepak takraw (literally 'kick ball'), also known as 'foot volleyball', is a Southeast Asian variation of volleyball played with the legs, chest and head. Matches are comprised of five sets, with the winning team being the first to win three sets. As in volleyball, points are scored when the opposing team fails to return a valid shot by letting the ball bounce on their side of the court or knocking it out of play. Points are awarded regardless of which team is serving, and each set is played to 15 points, with a two-point lead required to win the set.

Rules

Sepak takraw is played on a slightly smaller court than standard volleyball, with three members to each side. One player stands at the back and functions as the server. The other two players stand directly at the net and are known as the right and left insides.

Each team has three hits to return the ball, and the ideal way to structure these hits is with a trap-set-spike routine similar to the dig-set-spike routine of standard volleyball. There are no restrictions on who takes these three hits: one player could take all three, or the hits could be shared between each player on the team.

At the start of the point, the server stands in a circle at the back of the court, and the two other players on the offensive team stand in semi-circles at either end of the net. To initiate the serve, one of the players in the semi-circles throws the ball to the server, who kicks the ball up and over the net. Play continues until one side fails to return the ball.

Service alternates between the two teams after every three points, regardless of which team wins each point. This process is called the 'service-over'.

Basic skills

Trapping

Trapping is a defensive skill generally used to keep the ball in play after a spike from the opposing team. This involves neutralising the momentum of the ball by impacting it with the foot, thigh, chest or head. This gives greater control over the ball, allowing the team to start their own offensive play.

Setting

Setting is a supporting skill used to set up an offensive play. A good set aims to place the ball directly in the hitting space of the spiker with relatively little horizontal movement.

Spiking

The spike is an offensive shot that complicates the return for the opposing team. A spike is generally hit from slightly above and directly next to the net, with the intention of making it difficult for the opposition to return. Spiked balls have been recorded as travelling at over 100km/h in professional games.

Key techniques

Instep kick

The most common manoeuvre in sepak takraw, this technique allows for precision control over the ball, and is essential for trapping and setting.

- Keep your standing leg planted with the knee slightly bent.
- Point the toes of your kicking leg forward, raise the knee up and out to the side, bringing the instep of your foot facing upwards.
- Using the centre of the instep, connect with the ball around knee height.

Knee kick

Used when the ball is too high to kick with the feet, the knee kick is useful for trapping and setting.

- Keep your standing leg planted with the knee slightly bent.
- Raise the bent knee of your kicking leg just below waist height.
- Aim to connect with the ball with a popping movement as it reaches waist height—the ball should strike in the centre of the lower thigh, just above the knee.

Header

The header can be used offensively for spiking and defensively for trapping and setting a ball above waist height.

Offensive header:

- Stand up straight side-on to the ball.
- Thrust your head sideways, making contact with the ball on the corner of your hairline.
- Aim to flick the ball horizontally or even angled slightly downwards, this will make it harder for your opponents to trap.

Defensive header:

- Keep the legs bent slightly and aim to connect with the ball at the top of the forehead, just below the hairline.
- Push upwards with your legs at the point of contact, aiming to knock the ball up vertically.

Toe kick

A less accurate variation of the instep kick, the toe kick is used for trapping and setting when the ball is too low or too far away to safely trap with the instep.

- Keep your standing leg planted with the knee slightly bent.
- Slightly bend your kicking leg and aim to kick the ball upwards using the laces of your shoes.
- Connect with the ball slightly below knee height, and knock it upwards in a controlled fashion.



Review questions

1 What is sepak takraw?

2 How many players are there to a sepak takraw team?

3 The i_____ k_____ is the most common m_____ in sepak takraw, allowing for p_____ c_____ over the ball, and is essential for t_____ and s_____.

4 The h_____ can be used o_____ for s_____ and d_____ for trapping and setting a ball above w_____ h_____.

5 Aim to c_____ with the ball with a p_____ movement as it reaches w_____ h_____ —the ball should strike in the centre of the l_____ t_____, just above the k_____.

6 When would you use a toe kick?

7 True or false?

Service alternates depending on the winner of the previous point

True False

The server kicks the ball thrown to them by one of their teammates

True False

A single player cannot hit the ball more than once

True False

ACTIVITY Volleyball word search

Find the 18 words relating to volleyball that are hidden in this word search. The words can run forward, backward, diagonally, up and horizontally.

Rotation
Drill
Offence
Spiking
Net

Match
Rallying
Score
Underarm
Beach

Set
Overarm
Dive
Opponent

Player
Block
Indoor
Technique

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



Soccer

About soccer

Soccer is divided into two 45-minute halves with 11 players per side taking the field. The aim of the game is to score a goal by kicking or heading the ball into the opposition's goal. The game is played on a soccer pitch with standard markings, but varying dimensions based upon the standard of the competing teams and the facilities available.

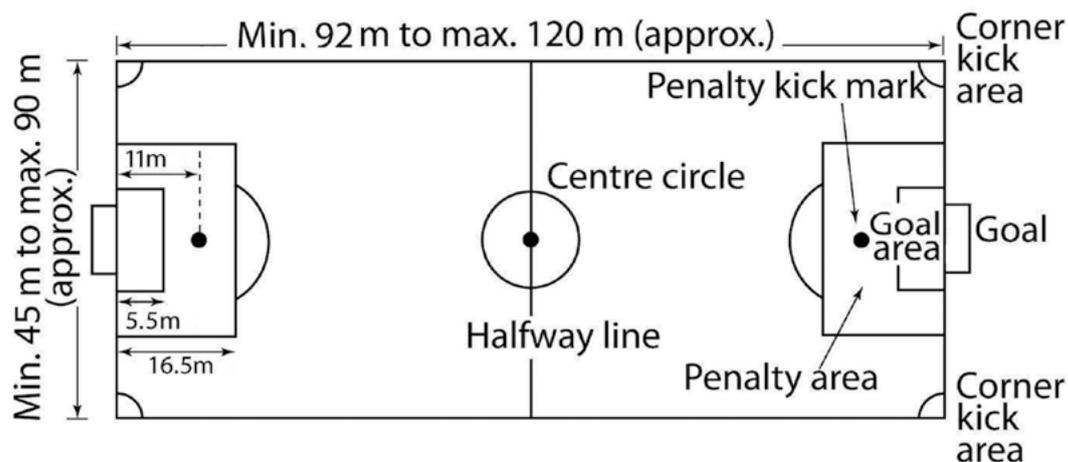


Figure 1: The soccer field line markings

Rules

The rules governing soccer can be best explained by examining the areas and markings on the soccer pitch.

Goal

A goal is scored when the whole ball passes over the goal line and into the net.

Kick-off

The game is started with a kick-off. Before the kick-off all players begin on side (in their own defensive half) as defined by the halfway line. The opposition stand outside the centre circle, and the attackers start by kicking the ball from the centre of the pitch into the opponents' half. The kick-off is also used to restart the game after a goal has been scored.

Goal kick

If the ball is played over the goal line by an attacker, the ball is brought back into play by a defender with a kick from within the goal area. The ball must be kicked beyond the penalty area or it must be retaken. The goalkeeper cannot take the ball in the hands and a goal cannot be scored directly from the kick.

Corner kick

When the ball is played over the goal line by a defender, the ball is brought back into play by an attacker from the corner with a corner kick.

Penalty area

Within the rectangular penalty area:

- a penalty kick is awarded if a defender is ruled to have intentionally fouled an attacker
- the goalkeeper is allowed to handle the ball provided a teammate has not passed it back from outside the area
- only the goalkeeper and the person taking the penalty kick are permitted inside the area when a penalty kick is being taken.

Throw-in

If the whole of the ball passes over the sideline, it is thrown back into play. The throw-in is awarded against the team ruled to have last touched the ball. A legal throw-in conforms to the following standards:

- the ball is thrown with both hands from over the head
- both feet are in contact with the ground at the point of release
- the original trajectory of the throw is up.

Offside

A player is deemed to be offside if the attacking player is closer to their goal than the ball and the second-last opponent when the ball is played. However, the player is not offside if the player is in their own half, or the ball is received from a throw-in, goal kick or corner kick. The offside ruling is usually made by a lines person. Should the referee consider the offending player not to have gained an unfair advantage from being offside, the player will not be penalised.

ACTIVITY *Play by the rules*

- 1 Develop a pocket guide that outlines the basic rules of soccer.

Use this guide during class when you need to be reminded of the rules!

Review questions

- 1 When is a goal scored?

- 2 A kick-off is used to s_____ the g_____ or to r_____ the game after a g_____ has been s_____.

- 3 True or false? During a kick-off:

- | | | |
|--|-------------------------------|--------------------------------|
| a the opposition stand inside the circle | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b all players begin on their own side of the field | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c the attackers kick the ball into the opponents' half | <input type="checkbox"/> True | <input type="checkbox"/> False |

- 4 What type of kick is used in the following situations?

The ball is played over the goal line by an attacker.

The ball is played over the goal line by a defender.



- 5 True or false? During a goal kick:
- | | | |
|---|-------------------------------|--------------------------------|
| a the ball is brought back into play by the defenders | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b a goal can be scored directly from the kick | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c the goalkeeper can take the ball in their hands | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d the ball must be placed within the goal area | <input type="checkbox"/> True | <input type="checkbox"/> False |
| e the ball must be kicked beyond the penalty area | <input type="checkbox"/> True | <input type="checkbox"/> False |
- 6 Which players are allowed inside the penalty area when a penalty kick is taken?
-
- 7 When does a throw-in occur?
-
- 8 Which team is awarded the throw-in?
-
- 9 A legal throw-in occurs when the b_____ is thrown with b_____ h_____ from over the h_____, the trajectory is u____ and b_____ f_____ are on the g_____ at the point of r_____.
- 10 A player is deemed o_____ when the a_____ p_____ is closer to the g_____ than the b_____ and the second-last opponent, but not when the attacking player is in their own h_____ or receives the b_____ from a t_____ i____, g_____ k_____ or c_____ k_____.

Free kick

When a free kick is awarded due to a foul being committed, the result can be a direct free kick, an indirect free kick or a penalty kick. With all free kicks, the opposition players must be at least 9.15 metres from the ball.

Indirect free kick

The ball must be touched by a second player for a goal to be scored from this type of free kick. The indirect free kick is awarded as a result of the following fouls:

- the goalkeeper carries the ball in their hands for more than six seconds
- dangerous play occurs
- poor sportsmanship is displayed
- a player is deemed offside and the ball is taken from the place where the offence occurred
- the goalkeeper handles a ball that has been passed back by a fellow team member.

Direct free kick

A direct free kick is the result of an intentional foul. A goal can be scored directly from the direct free kick. The applicable fouls are:

- charging an opponent
- holding
- striking
- pushing
- tripping
- kicking
- jumping at an opponent
- handling the ball.

Penalty kick

If an intentional foul is committed within the penalty area, then a penalty kick is awarded. The kick is taken from the penalty spot by a member of the attacking team with only the goalkeeper defending. The remaining players must stand outside the penalty area.

Review questions

1 Name the three types of free kicks:

2 How far away should the opposition players be from the ball during a free kick?

3 The goalkeeper picks up a ball that has been passed from a fellow team member. This results in what type of free kick?

4 Which type of free kick requires a second player to touch the ball before a goal can be scored?

5 A direct kick is the result of a player committing a foul by:

- | | | |
|--|-------------------------------|--------------------------------|
| a pushing, kicking or striking an opponent | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b handling the ball | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c displaying poor sportsmanship | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d being caught offside | <input type="checkbox"/> True | <input type="checkbox"/> False |
| e holding | <input type="checkbox"/> True | <input type="checkbox"/> False |

6 A p_____ kick is awarded when an intentional f_____ is committed inside the p_____
a_____.

7 Which players are allowed inside the penalty area during a penalty kick?

Skills

When players are learning the game, it is imperative that they practise all the skills regardless of their position.

Dribbling

Dribbling in soccer is the carrying of the ball by foot. It is an important skill for all players to master. The major principles of a sound dribbling technique are based on the player:

- using both the inside and outside of the foot for control and the sole for stopping
- not looking down at the ball, but looking for teammates or opponents
- maintaining control by keeping the ball in close, thereby limiting the defender's opportunities to tackle and steal the ball
- using a change of speed and/or direction to beat opponents
- not over-carrying the ball as team members further afield will move early, placing them in a poor position.



Trapping

The ball can be controlled effectively with most parts of the body that can be used to legally handle the ball, such as the chest, thighs, legs or feet. Trapping requires the ball to be brought under control before the player can effectively execute the next required skill.

The basic principle requires the body part trapping the ball to give with the ball's impact. This offers a soft target that the ball will not rebound off, allowing the player to bring the ball under control.

Passing/kicking

Players need practice to become competent with using both sides of the body when passing or kicking.

Inside-foot pass

The inside-foot pass is a most accurate pass, as a large surface area of the foot is in contact with the ball when struck using this method.

- Players run straight at the ball.
- The non-kicking foot is placed to the side and just behind the ball pointing in the direction of the intended pass.
- With a bent knee, the striking leg pivots from the hip.
- The ball is struck through the middle with the inside of the foot. Ideally, the ball should not leave the ground.
- The player follows through, aiming directly at the target.

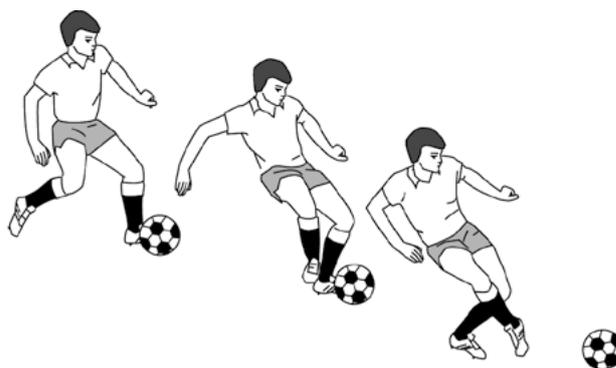


Figure 2: Sequence of the inside-foot pass

Instep (drive) pass

The instep (drive) pass is powerful and direct, but difficult to master.

- The non-kicking foot is placed behind and to the side of the ball.
- The knee of the kicking leg is flexed and over the ball before contact. Similarly, the eyes are focused on the ball with the player's body weight over the ball.
- The ball is struck through the midline with the laces of the boot.
- The follow-through is powerful, with the player landing back on the kicking leg.
- Players should utilise their arms for balance.



Figure 3: Instep (drive) pass

Lofted pass

This pass is used in corner kick situations, defensive clearances and for goal kicks.

- The player approaches the ball from an angle, extending the final stride.
- The non-kicking foot is slightly behind and further to the side of the ball.
- From this position, the kicking action drives around and through the ball.
- The player leans back on contact and strikes the ball with boot laces below the midline of the ball to assist in lifting the ball.

Chip pass

This pass is used over short distances in order to clear players.

- The trajectory is steep and high.
- With a direct approach and the body over the ball, the player strikes down and under the ball, imparting backspin upon the ball in flight.
- This jabbing motion made by the ball contacting with the toes causes the ball to rise sharply.

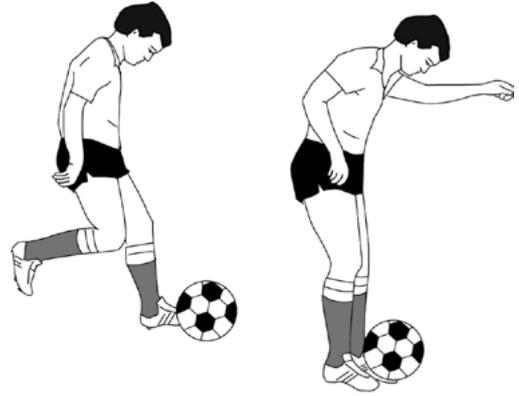


Figure 4: Chip kick

ACTIVITY *Passing technique*

- 1 In pairs, practise each of the passes described above.
- 2 Use the space provided to outline what things you need to consider when performing each of the passes. Consider elements such as timing, angle at which you kick the ball, speed, force and follow through.

Inside-foot pass

Instep pass

Lofted pass

Chip pass

- 3 Which pass did you find the most difficult to execute? Why?

- 4 What modifications did you make to improve your performance of this pass?



Heading

As this is an unnatural movement, it is important for coaches to build confidence in the players learning it. The basic movement is an initial swaying back of the upper body from the hips and then the bringing of the head and upper body forward, contacting the ball on the forehead with the eyes open. As the body sways backwards, the arms are out in front assisting in balance. The player brings the arms back sharply, assisting the upper body to swing forward at the ball. Offensive headers are sharp and low, giving the opposition minimal time to intercept the ball. Defensive headers are lofted in nature, aiming to clear the danger area.



Figure 5: Body position for the header

Tackling

There are a number of tackling methods that can be enhanced if players adhere to some basic defensive principles.

- Defenders should always maintain a strong defensive position between the ball carrier and the goal.
- Defenders should reduce the angle by closing down the gap between themselves and their opponents.
- Defenders should not overplay or commit themselves, rather, they should slow their opponent down and force them into a weaker position.

Standing tackle

The sole purpose of this tackle is to provide an obstacle for the ball. With a small back swing, the player places the instep of their foot in front of the ball, pushing their foot through on contact. With their body weight leaning over the ball for power, this will assist in displacing the ball in favour of the defender.

Slide tackle

This tackle should only be used as a last resort, as the defender finishes on the ground and out of play if the tackle is unsuccessful. Players tackle from the side by running at the ball, fully extending the tackling leg out in a sweeping motion at the ball. The momentum of this movement should take the tackler to the ground on the opposite knee. The sweeping leg should take the ball away from the opponent.

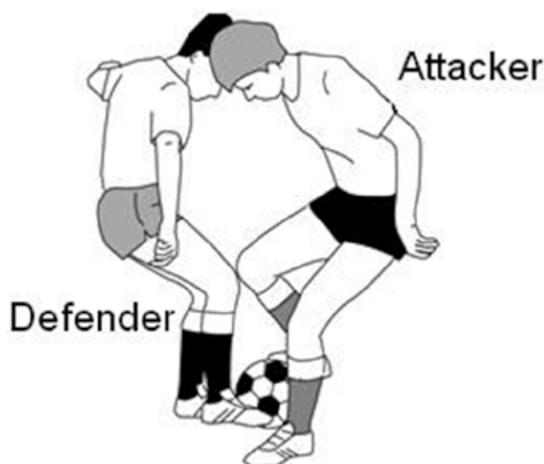


Figure 6: Executing a standing tackle

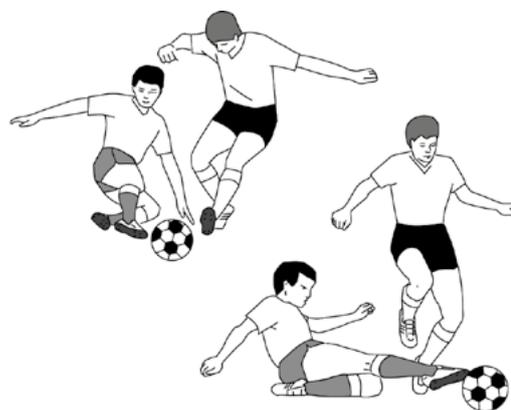


Figure 7: Slide tackle sequence



Throw-in

The throw-in is used to bring the ball back into play once the ball has gone over the sideline from an opposition player. The ball must be released in an upward motion, with the player bringing the ball up from behind the head with both hands while maintaining contact with the ground with both feet.



Figure 8: Body position for the throw in

ACTIVITY Check it!

Your teacher will provide you with the opportunity to practise each of these skills.

- 1 In pairs, record each person's performance of each skill.
- 2 Review the footage and use the skill checklists developed previously to assess both your partner's and your own performance.
- 3 What feedback would you suggest to improve performance?

Partner's performance:

Your performance:



ACTIVITY *Top tips*

- 1 As a class, develop checklists that you can use to remind you about appropriate technique when applying various soccer skills.
- 2 Record a copy of each checklist in your theory book.

Review questions

- 1 True or false? Sound dribbling technique requires the player to:

a use the inside and outside of the foot	<input type="checkbox"/> True	<input type="checkbox"/> False
b always look down at the ball	<input type="checkbox"/> True	<input type="checkbox"/> False
c maintain control of the ball	<input type="checkbox"/> True	<input type="checkbox"/> False
d travel in a single direction at a constant speed	<input type="checkbox"/> True	<input type="checkbox"/> False
e look for team members or opponents	<input type="checkbox"/> True	<input type="checkbox"/> False
- 2 Which parts of the body can be used to legally trap the ball?

- 3 What sort of pass is used in the following situations?

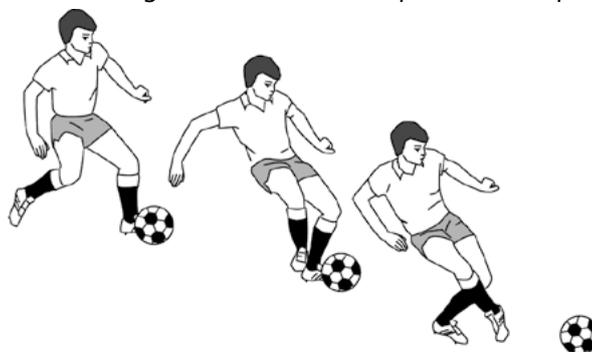
a A corner kick, goal kick or defensive clearance.

b An accurate pass in which the ball does not leave the ground is required.

c Over short distances to clear other players.

d A powerful kick, with the player landing back on the kicking leg

- 4 Which type of pass is shown in this diagram? Describe the sequence of this pass.



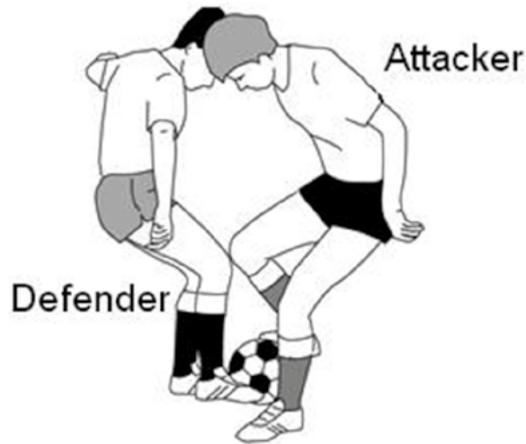


5 When should a defensive header be used?

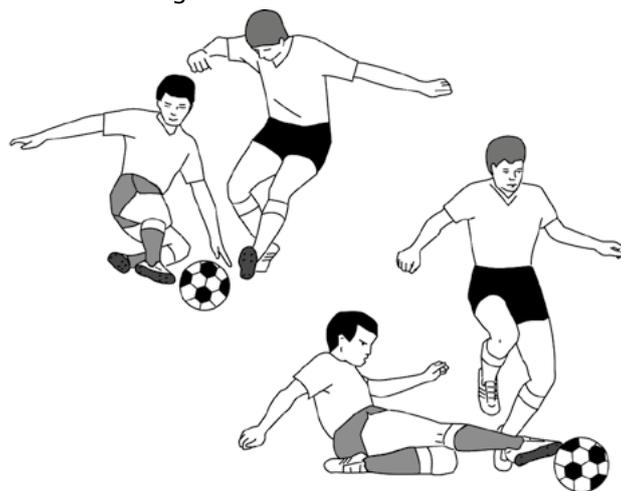
6 When should an offensive header be used?

7 When maintaining a strong d_____ position, you should position yourself b_____ the g_____ and the player with the b_____, trying to r_____ the angle by closing the gap between y_____ and the o_____.

8 Which type of tackle is shown in this diagram and how is the tackle used?



9 Which type of tackle is shown in this diagram and how is the tackle used?





ACTIVITY *Design a game*

- 1 There are many skills involved in the game of soccer. In pairs, choose one skill and devise a fun game that could be used to develop or teach that skill. If time permits, teach the game to the class. You may like to plan your work on a separate piece of paper.

ACTIVITY *Improve your performance*

Soccer can be a fast-paced team sport that requires a high level of fitness.

- 1 As a class, discuss the various components of fitness that a soccer player needs to have to participate in a game. Choose one of these components and develop a fitness plan to help you improve your level of fitness in this area. Use the space provided to include the following information.

- a The goal that you wish to achieve (i.e. increase cardiovascular fitness).

- b Outline of a suitable training session. You can record this information using words or diagrams.

- c How many times per week will you train?

- d At the end of the unit, you will be required to write a reflection about your progress. Include information about whether or not your goals have been achieved and how you can tell this, what you found difficult about the task and what you would do differently next time.

Tactics

Soccer is about time and space. The defenders aim to limit the opposition's available time and space. Conversely, as an attacker, the focus is on creating opportunities that allow for more time and space.

Defensive tactics

All players are defenders when the opposition has possession. Defenders should remain between the attacker and the goal. Players should:

- slow the attacker down, impede their progress
- narrow the angles—to do this, the defender should get as close as possible to the attacker to reduce the target area
- protect the near post when in the vicinity of the goals.

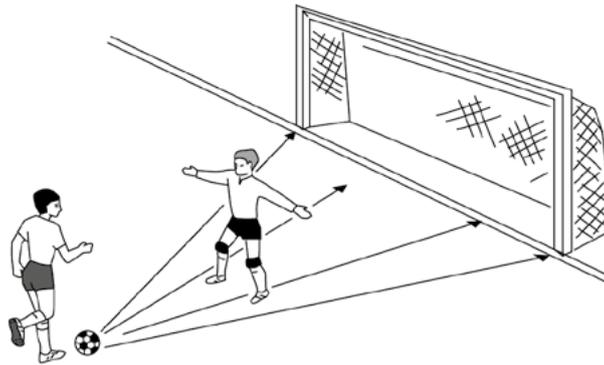


Figure 9: Narrowing the angle

Players should not try to save a goal, but rather prevent the opportunity of the opposition scoring a goal. It is sometimes better to clear the ball to the sides and concede a throw-in or corner kick. This gives all the defenders an opportunity to re-group or build an attack.

Offensive tactics

Remember, players need to shoot at goal to score. In building an attacking move, play from the wings with a cross or through ball to bring the ball to the goal.

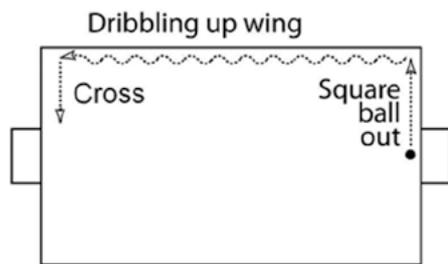


Figure 10a: Wing play into attack

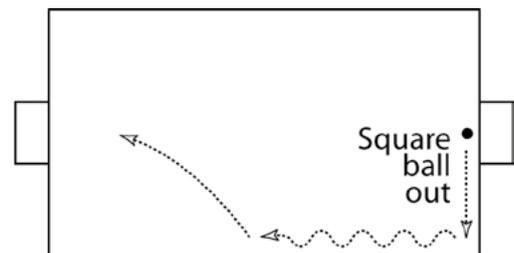


Figure 10b: Through ball into attack

The cut-out pass (1–2 pass) is a common technique players use to move around defenders. As the defender closes in on the ball carrier, the ball is passed to a teammate. The original ball carrier continues running on past the defender to receive a return pass and continue with the ball. Effectively, the original pass cuts the defender out of the play. Hence the name 'cut-out pass'.

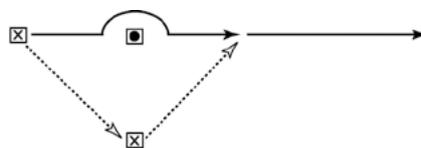


Figure 11: Cut-out pass

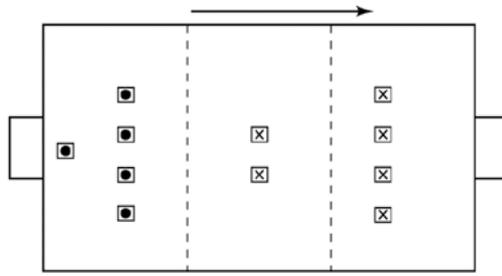


Figure 12b: 4-3-3 formation

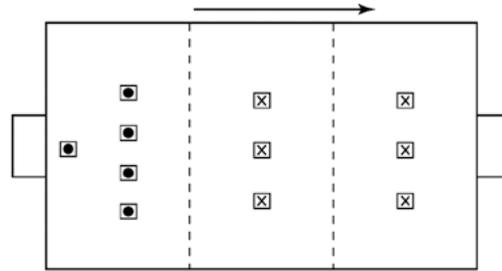
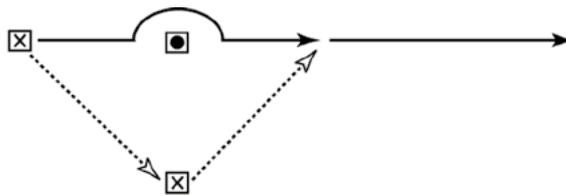


Figure 12c: 4-4-2 formation

Review questions

- 1 True or false? Defenders should:

a stand between the attacker and the goal	<input type="checkbox"/> True	<input type="checkbox"/> False
b run quickly at the attacker	<input type="checkbox"/> True	<input type="checkbox"/> False
c narrow the angles	<input type="checkbox"/> True	<input type="checkbox"/> False
d protect the near goal post	<input type="checkbox"/> True	<input type="checkbox"/> False
- 2 Often it is better to p_____ a g_____ by c_____ the ball up the field or kicking it to the s_____, rather than attempting to save it.
- 3 Positions on the field can be categorised as b_____, m_____ or f_____ positions.
- 4 What type of pass is shown in this diagram and what is its purpose?



ACTIVITY Take control

- 1 As a class, develop a modified version of soccer so that you and your class members can participate in a round robin competition. Each student will be required to play, referee at least one game and take on the role of coach, scorer or timekeeper.

 **ACTIVITY** Soccer word search

Find the 12 words relating to soccer that are hidden in this word search. The words can run forward, backward, diagonally and vertically.

Tackle**Goal****Possession****Corner****Trap****Offside****Pass****Defence****Penalty****Offence****Heading****Throw-in**

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



Basketball

About basketball

The basic object of the game is to score points by shooting the ball through the basket.

A sound knowledge of the rules of the game and how they are used is important for those learning the game. There are a number of basic rules that operate in the game. The rules of basketball are enforced by the two referees in control. In support of the referees are those sitting on the bench. The bench generally consists of two scorers who record the scores and fouls.

A team consists of five on-court players and a further seven can be used as substitutes. The team positions consist of a centre, two forwards and two guards. A substitute may be made once the bench has informed the controlling referee and the ball has gone dead (the ball is out of bounds and the clock is stopped), after the last or only free throw is made, or a field goal is scored within the last two minutes of the fourth period.

The game consists of four 10-minute periods commencing with a jump ball from the centre circle.

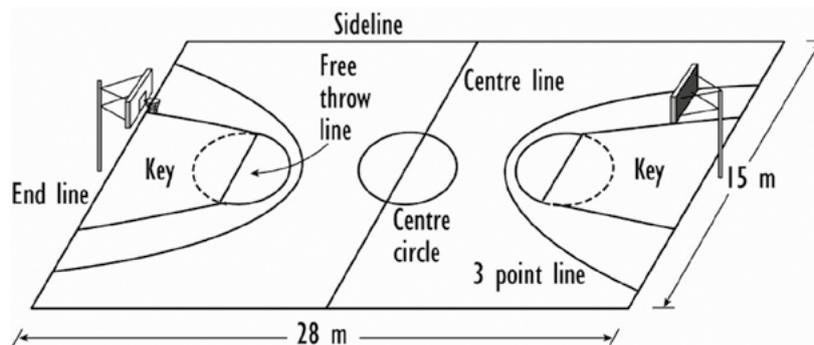


Figure 1: Court markings

Review questions

1 How many referees are there?

2 What are the positions for a team on the court?

3 When may a substitute be called on to the court?

4 The game begins with a j_____ ball from the c_____ and consists of four _____-minute periods.

Rules

Rule infringements can be broadly categorised as violations or fouls. The following briefly summarises the more common infringements encountered in a regular game.

Violations

If a team violates the following rules, the opposition is given possession of the ball with a throw-in from the sideline.

- When in possession of the ball, the offensive team players are only allowed in their key for three seconds at a time.
- A team is allowed a maximum of eight seconds to move the ball from the back court (defensive end) across the centre line into the offensive half.
- An offensive player is not allowed to touch the ball if it returns to the back court having come off the team in offence.
- The offensive team cannot be in control of the ball for more than twenty-four seconds.

The ball is deemed out of bounds if the ball or player in contact with the ball touches an object outside of the court markings. The team who did not last touch the ball can then return the ball into play.

Fouls

As basketball is a non-contact sport, most fouls result from some form of contact. The result of a foul is possession at a throw-in, or if it occurs while in the act of shooting, the offensive team player is awarded a number of free throws—see Scoring. Each player is allowed a total of five personal fouls. Once the fifth foul has been recorded, that player is no longer allowed to take part in the game. Each individual foul goes towards the team's total fouls for that half.

- Blocking foul: Contact occurs as the result of the defensive player moving into the offensive player's space or path once the offensive player has gained control of that particular area.
- Charging foul: Should the defensive player remain stationary and contact occurs, then the offensive player is deemed to have caused the illegal contact.
- Other contact fouls may be the result of a trip, push, hold or chopping.

Scoring

Goals scored within the 3-point line are worth 2 points and those from outside the 3-point line are worth 3 points.

If a foul occurs against the shooter who is in the act of shooting, that offensive player is awarded the relevant number of free throws from the free throw line—each shot that is successful is worth 1 point:

- two free throws if the attempted shot was from inside the 3-point line
- three free throws if the attempted shot was from outside the 3-point line.

These options apply only when the original scoring attempt was unsuccessful. If the original shot is successful, the points are counted and the player goes to the free throw line for one extra shot.

ACTIVITY *Play by the rules*

- 1 Develop a pocket guide that outlines the basic rules of basketball.

Use this guide during class when you need to be reminded of the rules!

Review questions

- 1 What happens when a team violates one of the rules?
-

- 2 An offensive player is allowed to touch the ball if it returned to the back court having come from the team in offence.

 True

 False



- 3 O_____ team players are allowed t_____ s_____ at a time in their k_____ when in p_____ of the ball.
- 4 Name the two types of fouls.
- _____
- 5 How many personal fouls is each team member allowed?
- _____
- 6 How many points are awarded for a goal scored:
- a within the 3-point line?
- _____
- b outside the 3-point line?
- _____
- c from a free throw?
- _____

Skills

ACTIVITY *Top tips*

- As a class, develop checklists that you can use to remind you about appropriate technique when applying each of the skills used in basketball.
- Keep a copy of each checklist in your theory book.



Figure 2: Triple threat position

Triple threat position

The triple threat position is the basic starting point for learning all skills. With the ball held in both hands and close to the chest, the player is in the perfect position to commence dribbling, passing or shooting.

Passing: Basic principles

Good passing can create opportunities. With the ball held in the fingertips, the target between the hips and chest is sighted. As the pass is completed, the player follows through in the direction that they wish the ball to travel. These basic principles are used in a variety of passes.

Chest pass

The player starts with the ball in the triple threat position. Their fingers should be evenly spread over the ball with the thumbs to the rear. The player pushes the ball out from the chest with both arms and as the arms are extending fully towards the target, the player should take a step in the same direction. The final movement occurs as the player's wrists snap outward so that the back of their hands finish facing each other. This will give the ball backspin in flight.

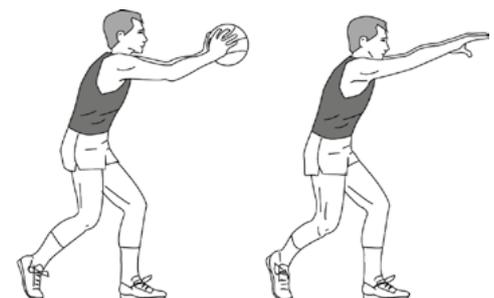


Figure 3: Chest pass

Bounce pass

The bounce pass uses the same passing principles as the chest pass, the major difference being that the ball will bounce before reaching the target. This makes the bounce pass an ideal pass to use when a tall defender is in close guarding a high pass/outlet. The target area for the bounce should be three-quarters of the distance to the receiver from the passer. The player's arms follow through in a downward motion towards the target area. The pass should be received between knee and hip height, so that it is easy to handle. This also reduces opportunities for an interception.

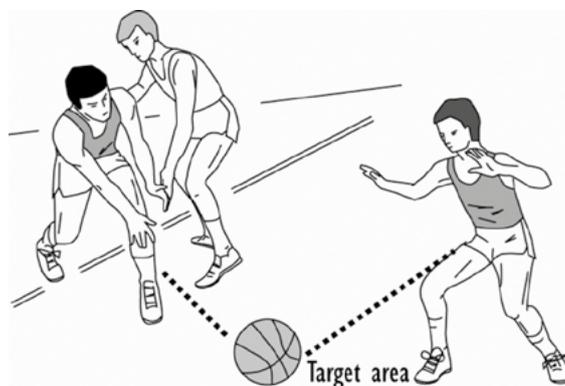


Figure 4: Bounce pass

Overhead pass

This is an ideal pass for trying to clear shorter defenders. The pass begins above the head (not behind). From here the player extends both arms out and down while stepping towards the target.

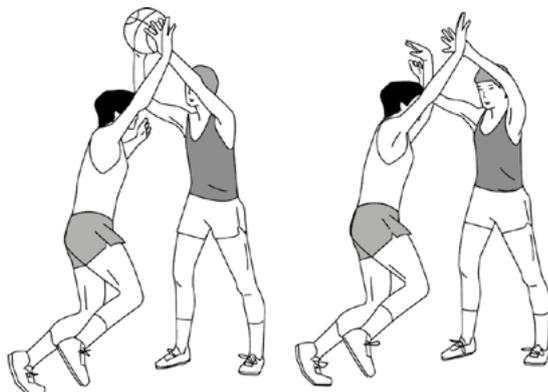


Figure 5: Overhead pass

One arm pass

The one arm pass is also called the baseball pass or sling pass. It is a more advanced skill that should only be attempted once the other passes have been mastered. By using only one arm in the passing action, a greater distance can be achieved, making it an ideal long pass down court. The player:

- brings the ball back past their head with one arm while standing side on
- keeps the ball close to their head as it is being thrown
- while stepping forward, extends their arm out towards the target as their wrist snaps down to complete the movement.

The one arm pass is similar to the normal throwing action.



Figure 6: One arm pass



Catching

If a good pass has been made, catching the ball should be relatively easy. However, it is still important to master the basics. When catching, each player should:

- watch the ball as it comes into their hands
- keep their hands soft and relaxed
- not grab at the ball
- spread their fingers evenly
- receive the ball with their fingers up for a high pass, and their fingers down for a low pass
- move into position so that their body is always behind the ball
- take the ball into the triple threat position once it has been received.

Dribbling

Ball handling skills form the building blocks for good individual and team play. Each player should commence the dribble from the triple threat position and should:

- bounce the ball from their fingertips, not the palms of their hands
- bounce the ball between knee and hip height
- keep their body down low, bending at the hips and knees
- avoid watching the ball, instead keeping their chin up watching for opportunities or threats
- keep the ball in close to the body to assist in maintaining control
- protect the ball from approaching defenders by placing their body between the defender and the ball.

To competently dribble the ball around the defender requires a lot of practice. Ideally, the ball becomes an extension of the controlling arm.

ACTIVITY *Check it!*

Your teacher will provide you the opportunity to practise each of these skills.

- 1 In pairs, record each person's performance of each skill.
- 2 Use this footage and the skill checklists developed previously to assess both your partner's and your own performance.
- 3 What feedback would you suggest to improve performance?

Partner's performance

Your own performance

Review questions

1 Which position is the basic starting point for dribbling, passing or shooting?

2 Which type of pass is ideal for clearing shorter players?

3 True or false? The bounce pass:

- | | | |
|--|-------------------------------|--------------------------------|
| a uses the same passing principles as the chest pass | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b is ideal when a short defender is in close guarding | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c should bounce three-quarters of the distance to the receiver | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d should be received between hip and shoulder height | <input type="checkbox"/> True | <input type="checkbox"/> False |

4 Which type of pass is also called the sling pass?

5 What type of pass is this and how is it performed?



6 True or false? When catching the ball, each player should:

- | | | |
|---|-------------------------------|--------------------------------|
| a watch the ball as it comes into their hands | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b grab at the ball | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c keep their fingers close together | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d move into position behind the ball | <input type="checkbox"/> True | <input type="checkbox"/> False |
| e receive a high pass with fingers up | <input type="checkbox"/> True | <input type="checkbox"/> False |

7 When dribbling, players should b_____ the ball with their f_____, keep their body l_____ and k_____ bent, and p_____ the ball from approaching d_____.

8 The height of the bounce should be between which two body parts?



9 How should a player protect the ball from defenders?

ACTIVITY *Dribbling*

1 Each person stands in the key, holding onto a basketball. On the teacher's whistle you are to begin dribbling the ball around the key. Players who lose control of the ball or bump into another player are out and must sit in the area designated by your teacher. The game ends when only one person is left.

a Who won the competition?

b What tactics or strategies did this person use that led to their success?

c Which of these strategies could you use to improve your dribbling?

2 Extension activity—this game can be performed with the aim being for players to knock the ball out of their opponents' hands.

ACTIVITY *Reflect*

Throughout the unit, your teacher will provide you with the opportunity to learn, practise and refine a variety of defensive and offensive tactics.

Use your theory book to keep a weekly performance log that allows you to record information about your performance. Include the following information in your reflection.

- 1 What new tactics or plays you have learned and your ability levels when performing each skill.
- 2 Teacher feedback that you found useful to improve your performance.
- 3 Situations in which each play would be suitable to execute.
- 4 What you are going to do to either improve or maintain your performance.

Shooting

The aim of effective passing, catching and dribbling is to set an individual up with the opportunity to have a shot at goal. Shooting is based on consistency, poise and balance, which results in dependable shooting.

To achieve these standards, the set-up is most important. Each player should:

- hold the ball in their fingertips, turning the ball up from the triple threat position as a waiter would hold a tray
- keep their feet shoulder-width apart and square to the basket
- bend at the knees with their bottom out—the power for the shot is achieved in pushing the legs up
- have their favoured elbow (the right elbow for right-handed shooters, for example) pointing at the ring with the corresponding foot (right foot in this example) slightly in front

- have the ball held above their head towards the favoured side
- sight the target by aiming at a spot at the front or back of the ring
- take the shot with their favoured arm while the other arm offers support and balance
- push the ball out straight, locking their elbow and snapping their wrist down in a waving motion so that the ball rolls off the fingertips—this should impart a backspin on the ball in flight.

This shooting action should remain consistent between all shots. As the power from the shot comes from the legs, this is the only part of the action that needs to be altered.

Set shot

The set shot is taken in situations where the shooter has time to correctly set up, for example from a free throw situation or when the defence is not in a threatening position.

Jump shot

Unlike the set shot, a jump shot is used when the shooter is being guarded and the shot needs to be released above the defender. The shot and the follow-through for the jump shot remain consistent with the basic shooting action. However, the legs perform a more powerful action, pushing the shooter vertically into the air, allowing the shot to be released at the top of the jump.

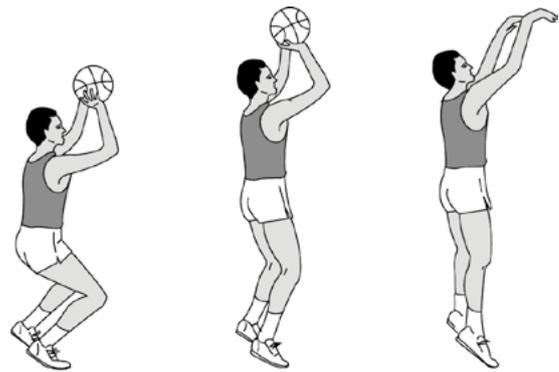


Figure 7: Set shot action

Lay up

To minimise the margins for error, ideally the shot should be released as close as practically possible to the ring. The action of the lay up allows the ball to be dribbled into the key and then the player jumps to shoot the ball. The pattern or rhythm used in executing the shot is important. The player:

- enters the key at an angle and runs to the side of the basket and not underneath
- bounces the ball as they step onto their left foot
- collects the ball in both hands as they step onto their right foot—sighting the target
- jumps from their left foot, reaching up towards the basket
- releases the ball with a soft shooting action aiming for the top upper-right corner of the square on the backboard.

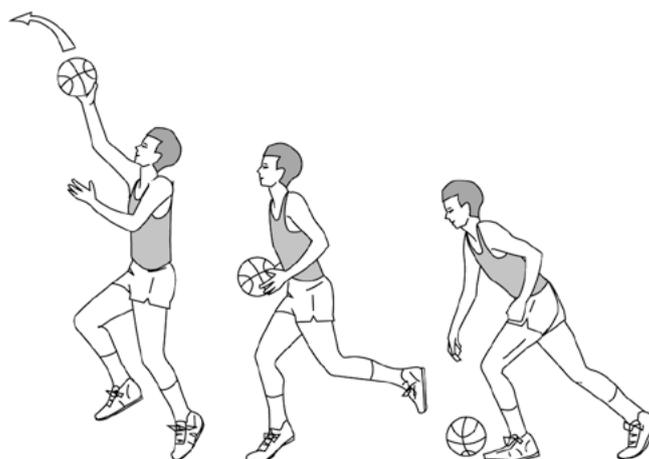


Figure 8: Lay up sequence

It is important to practise the lay up from both sides of the basket.



Rebounding

Effective rebounding emphasises players blocking out the opposing players so that they may gain the most advantageous position in attempting to rebound the ball. For this to occur, the player needs to be aware of when a shot is most likely to be taken and presume it will miss. The player must then move to an opponent and block them out, take the ball and hold it in close to minimise the chance of the opponent stealing the ball. If the rebound is taken in offence the player should attempt to shoot, pass or dribble in that sequence. A defensive rebounder should attempt to pass, dribble or hold the ball.



Figure 9: Rebounding position

Defence

As an individual skill, defence is an important part of the team's overall strategy. In the basic defensive stance, the player:

- stays low by bending at the knees and hips
- keeps feet shoulder-width apart, while staying on their toes
- uses one hand to guide the offensive player into an advantageous position for the defence, while holding the other hand up to block any attempted pass—as the offender swaps sides, the position of the arms is swapped
- watches the offensive player's hips, not the ball.

Footwork is critical. Movements must be sharp and the player's feet should slide or shuffle, but never actually cross over. The most effective defensive position is always between the offensive player and the basket—players should continually re-establish this position after any offensive move.

During defensive play, players should try not to over play. Instead, players should concentrate on maintaining the ideal defensive position between the offensive player and the basket, forcing the offensive player into an error.



Figure 10: Defensive stance

Review questions

1 What are the three main types of shots used?

2 The power for a shot is achieved by utilising the strength of which body part?

3 When shooting, players should h_____ the ball a_____ their h_____ on their favoured side and push the ball s_____ o_____ while snapping their wrist d_____ so that the ball rolls off their f_____.

4 Figure 7: Which shot is this and in which situations is it used?

5 True or false? During a lay up, players should:

- | | | |
|---|-------------------------------|--------------------------------|
| a run underneath the basket | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b collect the ball in both hands before jumping | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c aim for the upper corner of the square on the backboard | <input type="checkbox"/> True | <input type="checkbox"/> False |

6 If a rebound is taken in defence, what options does the player have?



Figure 10

7 Use Figure 10 to fill in the blanks: One arm is h_____ u_____ to b_____ an attempted pass. Knees and h_____ are b_____. Feet are s_____ w_____ apart.

Tactics

Team defence

There are two forms of team defence in basketball: zone and 1-on-1.

Zone

Zone defence is the defence of an area. There are a number of variations, the most common being the 2-3 (or 2-1-2) zone defence (see figure 11). In this configuration, the forwards play through the low post area (refer to figure 12) with the centre in between both forwards and the two guards playing at the top of the key through the high post area.



Figure 11: 2-3 zone defence

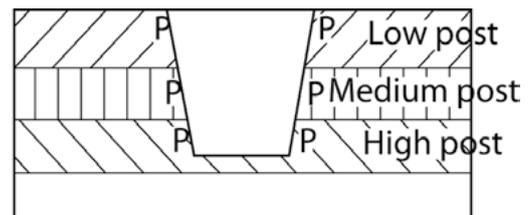


Figure 12: Positional posts

1-on-1

This defensive strategy works on the basis of defending a player rather than an area. While it is more difficult to teach and harder for younger players to competently perform, it does have a number of advantages. Primarily, it develops individual offensive and defensive skills, ultimately producing better basketball players.



Offence

There are many offensive strategies used in basketball. Regardless of the offensive play(s) incorporated, each is based on:

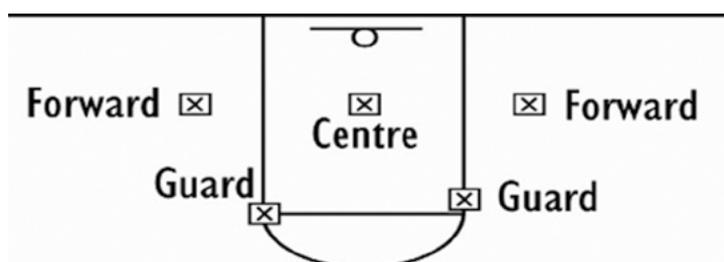
- maintaining balance around the key
- encouraging players to move through the defence (cut the key) to offer inside shooting opportunities or open up lanes to the basket
- moving the ball quickly around the key
- exploiting weak spots in the defence where players have allowed their game to collapse or be over played.

Players screen (block out) a defender to give a team member an opportunity at a shot on goal.

Review questions

- 1 Which type of defence is used when defending a player?

- 2 What is zone defence?



- 3 Refer to the figure above. Where are the following positions played in a 2-3 (or 2-1-2) zone defence formation?

Forwards

Centre

Guards

- 4 What does 'cut the key' mean?



 **ACTIVITY** *Take control*

- 1 As a class, you will participate in a round robin competition. Each student will be required to play, to referee at least one game and to take on the role of coach/scorer/timekeeper.
- 2 At the end of the competition, you will participate in a pair share session where you share positive feedback with a partner, regarding their performance of the task. Use the space provided to organise your thoughts.
